

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

Organization Code: 8001 District Name: CHARTER SCHOOL INSTITUTE School Code: 8929 School Name: PIKES PEAK PREP Official 2014 SPF: 1 Year

Section I: Summary Information about the School

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		R	M	W	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	73.33%	62.75%	65.91%	58.06%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	33.52%	56.86%	31.82%	22.58%	
		W	53.52%	57.77%	50%	25.49%	56.82%	32.26%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	38	35	61	46	57	69	
		M	56	79	99	48	46	66	
		W	53	51	82	35	52	55	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: Approaching</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	1.9%	Meets	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	20.0	16.8	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	An optional submission for review is available on October 15, 2014 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .

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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Awarded a current SIS Grant	Schools receiving a SIS grant should ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks should also be included. The expectations are detailed further in the Quality Criteria.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

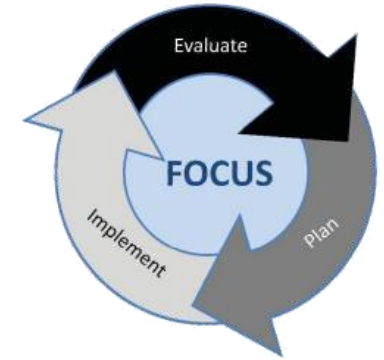
State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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

1	Name and Title	Stephanie Atencio
	Email	satencio@geoacademies.org
	Phone	719 570-7575 ext 3160
	Mailing Address	525 E. Costilla Colorado Springs, Colorado 80903
2	Name and Title	Kevin Teasley
	Email	Kevin.teasley@geofoundation.org
	Phone	317 719 4238
	Mailing Address	1630 N. Meridian St. Suite #350 Indianapolis, IN 46202

Section III: Narrative on Data Analysis and Root Cause Identification

Data Narrative for School



<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>		<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
<p>Narrative: Description of the school - Pikes Peak Prep Academy is a free K-12+ public charter school located in Colorado Springs, Colorado. We are an innovative school with a strong technology focus and one of the few Colorado schools offering an early college program, allowing qualifying high school students to take actual college courses for credit, free of charge. We are located south of the Downtown Colorado Springs area, serving a diverse economic population with access to the benefits of an urban environment. 60% of our students receive free/reduced lunches. We are highly focused on student achievement and teacher development, provided in a small school setting. The current enrollment of students, K-12, is 260 students.</p> <p>Pikes Peak Prep in the only charter school in Colorado that has adopted and implemented the TAP model. TAP is a rigorous school reform model through the National Institute for Excellence in Teaching. The TAP model involves observations, coaching, data analysis and performance pay for qualifying teachers.</p> <p>We have 19 teachers, a TAP Master Teacher who leads professional development, mentors and models for teachers, and other support staff (i.e. SPED, music, etc.). We participate in weekly TAP cluster meeting, led by TAP Master and Mentor teachers, in order to share best practices and analyze student data. The TAP Leadership Team meets weekly and has deeply analyzed the school's performance data, using a wide body of evidence. Through this analysis, we have identified our greatest areas of need and are creating our UIP collaboratively.</p> <p>Mission :Our mission is to provide a comprehensive educational experience to students in Colorado Springs, utilizing innovative methods of instruction designed to produce excellence in educational achievement.</p> <p>Vision: We will go beyond a typical college prep education and empower our students with college experience, workforce readiness, and community leadership so that they are prepared to compete, excel and lead in the 21st Century's global economy.</p> <p>Demographics Our population includes 60% students who qualify for Free and Reduced lunch</p>								

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Participants on developing the UIP: Our school Principal and Assistant Principal attended UIP workshops and built the framework based on the School Performance Frameworks. This information was then brought to the staff for a collaborative process for identifying root causes. This took place over 3-4 weeks of staff meetings. We also involved our Student Accountability Committee at two monthly academic team meetings. This academic team includes board members, parents and teachers.

Performance Challenges: Pikes Peak Prep is approaching in all performance indicators except Academic Growth where we met the target in year 2013-2014. In Academic Achievement we showed a decline in Math and Reading yet an increase in Writing at the high school level. The trend has been unstable in a three year cycle.

Academic Growth shows Pikes Peak Prep moving from Approaching in 2012-2013 to Meets in 2013-2014. Our highest growth is occurring at High School level yet the other school levels are holding relatively steady with Writing being the most unstable at the Elementary level. Reading at the elementary level We are met our goal of 62.75%, exceeded 3 percentage points. Middle – We met our goal at 65.91%. We exceeded by over 4 percentage points. High - We are approaching at 58.06%. We did not meet our goal by 7 percentage points. In Math at the Elementary – We are approaching at 56.86%. Middle – We are did not meet our goal of 41.1% at 31.82% High – We are approaching at 22.58%. We fell short by 6 percentage points. In Writing: Elementary – We did not meet our goal 25.49% Middle – We met our goal of 56.82%. We exceeded our goal by 5 percentage points. High – We are approaching at 32.36%. We fell short by almost 10 percentage points.

Science:

Overall our school MET our growth goal.

Academic Gaps indicates that over a three year trend we are not closing the gaps with minority and students who qualify for free and reduced lunch.

Post Secondary and Workforce Readiness data indicates that while our dropout rate is better than the state average which places us in the MEETS category our ACT average took a dip last year to 16.8 from 18.2 in 2013-2013. We are approaching in MEAN ACT Colorado Composite Score.

Root cause and validation: The process that was used to prioritize the performance challenges was a Root Cause Analysis by our leadership team, to identify all the possible causes for the lack of growth in our students. Then, the team identified only those areas within our circle of control (i.e., curricular/ instructional concerns).. Quality instruction appears to be the greatest need across all subjects and all grades and we thus identified it as our first root cause. #1 - Lack of quality instruction in Reading, Math, and Writing at the Tier I Universal level as evidenced by lack of student achievement, growth, and success; absence of curriculum that is systematically-aligned to address and teach to the expectation: Common Core State Standards; lack of systematic data analysis that enables the targeting of instruction to student needs.

#2 - Lack of aligned curriculum across contents and grade

#3 - Declining enrollment/student turnover

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>Reading: Targets for 2013-2014 Elementary: 60.7% Middle: 61.5% High: 65.0%</p> <p>Example – exceed state target in 5 years.</p> <p>Math: Targets for 2013-2014 Elementary: 59.5% Middle: 41.1% High: 28.7%</p> <p>Writing: Targets for 2013-2014 Elementary: 33.4% Middle: 51.3% High: 42.5%</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Elementary – We are met our goal of 62.75%, exceeded 3 percentage points. • Middle – We met our goal at 65.91%. We exceeded by over 4 percentage points. • High - We are approaching at 58.06%. We did not meet our goal by 7 percentage points. <p>Math:</p> <ul style="list-style-type: none"> • Elementary – We are approaching at 56.86%. • Middle – We are did not meet our goal of 41.1% at 31.82% • High – We are approaching at 22.58%. We fell short by 6 percentage points. <p>Writing:</p> <ul style="list-style-type: none"> • Elementary – We did not meet our goal 25.49% • Middle – We met our goal of 56.82%. We exceeded our goal by 	<ul style="list-style-type: none"> • These targets have not been met because there was a lack of aligned curriculum and strong instructional practices across the grade levels. • We did not meet our goal in High School because we were without a High School English teacher for one half of a year. We had a variety of substitutes for one semester.

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>Science: Pikes Peak Prep's students should meet or exceed the state averages for Science.</p>	<p>5 percentage points.</p> <ul style="list-style-type: none"> High – We are approaching at 32.36%. We fell short by almost 10 percentage points. 	
Academic Growth	<p>Reading: Targets for 2013-2014 Elementary: 53 MGP Middle: 58 MGP High: 62 MGP Math: : Targets for 2013-2014 Elementary: 29 MGP Middle: 20 MGP High: 22 MGP</p> <p>Writing: : Targets for 2013-2014 Elementary: 37 MGP Middle: 43 MGP High: 33 MGP</p>	<p>Overall our school MET our growth goal.</p> <p>Reading: Elementary: No did not meet goal by 7 points Middle: No missed it by 1 point High: Met goal by 7 points</p> <p>Math: Elementary: Met goal by 19 points Middle: Met goal by 26 points High: Met goal by 44 points</p> <p>Writing: Elementary: Did not meet goal by 2 points Middle: Met goal by 9 points High: Met goal by 22 points</p>	<ul style="list-style-type: none"> Our students needing to catch up did not meet the goal due to lack of systematic intervention and lack of Special Education Teacher for over one half of a year.

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>Reading: Meet or exceed the SMAGP Math: Meet or exceed the SMAGP Writing: Meet or exceed the SMAGP</p> <p>Using the 3 year SPF</p>	<p>Using the 3 year SPF</p> <p>Elementary – Reading: FRL - We made adequate growth with a MGP of 41. The target was 38. Minority – We made adequate growth with a MGP of 41. The target was 40. Students needing to Catch Up – We did not make adequate growth with a goal of 65 and a score of 48. Math: FRL - We did not make adequate growth with a MGP of 44. The target was 56. Minority – We made adequate growth with a MGP of 43. The target was 60. Students needing to Catch Up – We did not make adequate growth with a goal of 56 and a score of 81. Elementary - Writing: FRL - We did not make adequate growth with a MGP of 36. The target was 50. Minority – We did not make adequate growth with a MGP of 34. The target was 53. Students needing to Catch Up – We did not make adequate growth with a goal of 37 and a score of 62.</p>	<p>PSWR goal –Graduation This goal was not met due to an insufficient number of students beginning at PPP in 9th grade and continuing on through 12th grade graduation. We had insufficient sample size in year one data. We will be eligible in future years of evaluation along the “best of” the 4,5,6,7 year rates.</p> <p>PSWR goal Drop Out – This goal was met due to the small class size and individualized attention each student receives at PPP.</p> <p>PSWR Mean ACT – This goal was not met due to lack of aligned rigorous curriculum and AP classes. We have received students to our school who were underserved in the neighboring district and came to us with several missing credits. These classes are necessary to score well on the ACT..</p>

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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>Middle:</p> <p>Reading - FRL - We made adequate growth with a MGP of 52. The target was 34. Minority – We made adequate growth with a MGP of 48. The target was 37. Students needing to Catch Up – We did not make adequate growth with a goal of 52 and a score of 69.</p> <p>Math: FRL - We did not make adequate growth with a MGP of 43. The target was 76. Minority – We did make adequate growth with a MGP of 41. The target was 80. Students needing to Catch Up – We did not make adequate growth with a goal of 41 and a score of 90.</p> <p>Writing: FRL - We did not make adequate growth with a MGP of 41. The target was 52. Minority – We did not make adequate growth with a MGP of 46. The target was 53. Students needing to Catch Up – We did not make adequate growth with a goal of 42 and a score of 77.</p> <p>High School:</p> <p>Reading - FRL - We made adequate growth with a MGP</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>of 53. The target was 30.</p> <p>Minority – We made adequate growth with a MGP of 54. The target was 54.</p> <p>Students needing to Catch Up – We did not make adequate growth with a goal of 56 and a score of 90.</p> <p>Math:</p> <p>FRL - We did not make adequate growth with a MGP of 57. The target was 98.</p> <p>Minority – We did make adequate growth with a MGP of 52. The target was 99.</p> <p>Students needing to Catch Up – We did not make adequate growth with a goal of 57 and a score of 99.</p> <p>Writing:</p> <p>FRL - We did not make adequate growth with a MGP of 50. The target was 61.</p> <p>Minority – We did not make adequate growth with a MGP of 50. The target was 87.</p> <p>Students needing to Catch Up – We did not make adequate growth with a goal of 50 and a score of 96.</p>	
<p>Postsecondary & Workforce Readiness</p>	<p>Graduation Rate: The expectation is 80% graduation rate</p> <p>Dropout Rate: We should have less than 5% dropping out. This percentage of students dropping out should</p>	<p>Graduation: No. This goal was not met as our on time graduation rate is 54.5% which is below the state average. This also did not meet our goal of increasing graduation rate by 10%.</p>	

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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.
	decrease every year. Mean ACT: Our composite score should exceed the state's average of 20.1	Dropout Rate: The target was met as the dropout rate was 1.6%. This is .8% less than last year's rate of 2.4% Mean ACT: PPP did not meet the target of exceeding the state's average. PPP's composite ACT score is 17.8 which places PPP in the Approaching category.	

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>Reading:</p> <p>The percentage of students of 3rd -5th Elementary School students who scored proficient or advanced on Reading TCAP over the past 3 years: In 2011-2012 there were 62.7%, 2012-2013 we had 57.7%, and 2013-2014 we had 62.75% P/A. The number of P/A students dropped in 2012-2013, but increased in 2013-2014.</p> <p>The percentage of students of Middle School students who scored proficient or advanced on Reading TCAP has fluctuated over the past 3years. In 2011-2012 72.7% students scored P/A, 2012-2013 there was a drop to 52.3%, in 2013-2014 there was an increase to 65.91%.</p> <p>The percentage of students of High School students who scored proficient or advanced on Reading TCAP over the past 3years. In 2011-2012 there were 74.4%, in 2012-2013 we had 56.8% P/A, and in 2013-2014 we had 58.06% P/A, an increase from the previous year.</p> <p>Writing:</p>		<p>#1 - Lack of quality instruction in Reading, Math, and Writing at the Tier I Universal level as evidenced by lack of student achievement, growth, and success; absence of curriculum that is systematically-aligned to address and teach to the expectation: Common Core State Standards; lack of systematic data analysis that enables the targeting of instruction to student needs.</p> <p>#2 - Lack of aligned curriculum across contents and grade</p> <p>#3 - Declining enrollment/student turnover</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>The percentage of students of 3rd -5th Elementary School students who scored proficient or advanced on Writing TCAP over the past 3 years. In 2011-2012 there were 40.7%, in 2012-2013 we had 26.9%, and in 2013-2014 we had 25.49 % P/A, a decrease the past two years.</p> <p>The percentage of students of Middle School students who scored proficient or advanced on Writing TCAP over the past 3 years. In 2011-2012 there were 56.1%, in 2012-2013 we had 35.1%, and in 2013-2014 we had 56.82% P/A, a large increase from the previous year.</p> <p>The percentage of students of High School Students who scored proficient or advanced on Writing TCAP has declined over the past 3 years. In 2011-2012 there were 62.5 %PA , in 2012-2013 there were 35.1%PA, and in 2013-2014 we had 32.26% P/A, a decrease for the second straight year.</p> <p>Math:</p> <p>The percentage of students of 3rd -5th Elementary School students who scored proficient or advanced on Math TCAP over the past 3 years. In 2011-2012 there were 52.5%, in 2012-2013 we had 52.6%, and in 2013-2014 we had 56.86% P/A, an increase over the past two years.</p> <p>The percentage of students of Middle School...</p> <p>The percentage of students of High School</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>students who scored proficient or advanced on Math TCAP over the past 3 years. In 2011-2012 there were 30.2%, in 2012-2013 there were 18.9%, and in 2013-2014 we had 22.58% P/A, an increase from the previous year.</p>		
Academic Growth	<p>In 2011-2012 PPP met AGP in Reading across all grade levels. In 2012-2013 AGP was met in Reading at the Middle and High School levels but not at the Elementary levels .In 2013-2014, the Elementary (7 points) and Middle school (1 point) levels did not meet the AGP, but high school did meet AGP.</p> <p>In 2011-2012 the school wide AGP met in Writing with a narrow margin of 52 AGP compared to 49 AGP.In 2012-2013 students did not meet MGP at any grade level for Writing. In 2013-2014, Elementary missed the AGP by 2 points, but Middle and High School levels met AGP.</p> <p>In 2011-2012 and 2012-2013 students did not meet AGP at any level for Math. The previous three years the AGP has not been met across all grade levels for Math. In 2013-2014, all three levels: Elementary, Middle, and High School levels met AGP.</p>		<p>#1 - Lack of quality instruction in Reading, Math, and Writing at the Tier I Universal level as evidenced by lack of student achievement, growth, and success; absence of curriculum that is systematically-aligned to address and teach to the expectation: Common Core State Standards; lack of systematic data analysis that enables the targeting of instruction to student needs.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	<p>Reading:</p> <p>Elementary: The SMGP for Students needing to catch up did not meet the SMAGP, but we are approaching. SMGP=48; target=65; Gap=17</p> <p>High school: The SMGP for Students needing to catch up did meet the SMAGP, but we are approaching. SMGP=53; target=30 Gap=closed ☺</p> <p>Math:</p> <p>Elementary: The SMGP for Free/Reduced Lunch has not met the SMAGP for the past three years. SMGP=44; target=56; Gap=12</p> <p>The SMGP for Minority Students has not met the SMAGP for the past three years, but we are approaching our target SMGP=43; target=60; Gap=17</p> <p>Middle school: The SMGP for Free/Reduced Lunch has not met the SMAGP for the past three years, but we are approaching our target. SMGP=43; target=76; Gap=33</p> <p>The SMGP for Minority Students has not met the SMAGP for the past three years, but we are approaching our target.</p>		<p>#1 - Lack of quality instruction in Reading, Math, and Writing at the Tier I Universal level as evidenced by lack of student achievement, growth, and success; absence of curriculum that is systematically-aligned to address and teach to the expectation: Common Core State Standards; lack of systematic data analysis that enables the targeting of instruction to student needs.</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>SMGP=41; target=80; Gap=39</p> <p>The SMGP for Students needing to catch up has not met the SMAGP for the past three years, but we are approaching our target.</p> <p>SMGP=41; target=94; Gap=53</p> <p>High School:</p> <p>The SMGP for Minority Students has not met the SMAGP for the past three years, but we are approaching our target.</p> <p>SMGP=53; target=98; Gap=45</p> <p>+We met the target for FRL and Students needing to catch up</p> <p>Writing:</p> <p>Elementary:</p> <p>The SMGP for Free/Reduced Lunch has not met the SMAGP for the past three years, but we are approaching our target.</p> <p>SMGP=36; target=50; Gap=14</p> <p>The SMGP for Minority Students has not met the SMAGP for the past three years, but we are approaching our target.</p> <p>SMGP=34; target=53 Gap=19</p> <p>The SMGP for Students needing to catch up has not met the SMAGP for the past three years, but we are approaching our target.</p> <p>SMGP=37; target=62; Gap=25</p> <p>Middle School:</p> <p>The SMGP for Minority Students has not met the SMAGP for the past three years, but we are</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>approaching our target. SMGP=41; target=52; Gap=11</p> <p>The SMGP for Students needing to catch up has not met the SMAGP for the past three years, but we are approaching our target. SMGP=42; target=77; Gap=35</p>		
<p>Postsecondary & Workforce Readiness</p>	<p>HIGH The SMGP for Free/Reduced Lunch has not met the SMAGP for the past three years, but we are approaching our target. SMGP=50; target=61; Gap=11</p> <p>The SMGP for Minority Students has not met the SMAGP for the past three years, but we are approaching our target. SMGP=50; target=87 Gap=37</p> <p>The SMGP for Students needing to catch up has not met the SMAGP for the past three years, but we are approaching our target. SMGP=50; target=96; Gap=46</p>		
	<p>Over the past three years PPP had an aggregate graduation rate of 63.6%.The expectation is 80% for graduation for all subgroups.</p> <p>Our Dropout rates Meet state expectations and have for the last three years. 2011/12-2013/14.</p>		

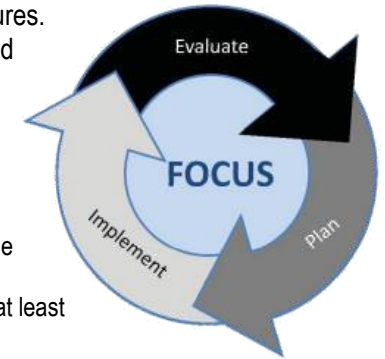
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>The Colorado ACT composite score for PPP is approaching with a composite score of 16.8 while the state expectation is 20.1. The number of students taking ACT over the past 3 years was below the count number so trend data is not available.</p>		

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

Annual Performance Targets

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	2014-15	2015-16	Interim Measures for 2014-15	Major Improvement Strategy																																
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	<p>Elementary Reading average: 60.7% this is below the state expectation. This puts us in the "Approaching" category.</p> <p>Middle Reading average: 61.5% this is below the state expectation. This puts us in the "Approaching" category.</p> <p>High School Reading average: 65% this is below the state expectation. This puts us in the "Approaching" category.</p>	<p>Elementary – 32nd percentile</p> <p>Middle -44th percentile</p> <p>High – 31st percentile</p> <p>MAPS NWEA assessment</p>	<p>Elementary – 33rd percentile</p> <p>Middle – 53rd</p> <p>High – 43rd</p> <div style="border: 1px solid blue; padding: 10px; margin: 10px;"> <p>MAP/NWEA data winter 2015</p> <p>% of scholars who met their goal – (made adequate growth)</p> <table border="1"> <thead> <tr> <th>Grade level</th> <th>Math</th> <th>Reading</th> <th>Language Arts</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>94.1%</td> <td>58.8%</td> <td>n/a</td> </tr> <tr> <td>First</td> <td>45.8%</td> <td>33.3%</td> <td>n/a</td> </tr> <tr> <td>Second</td> <td>69.6%</td> <td>69.6%</td> <td>60.9%</td> </tr> <tr> <td>Third</td> <td>50%</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>Fourth</td> <td>56.3%</td> <td>62.5%</td> <td>81.3%</td> </tr> <tr> <td>Fifth</td> <td>40.7%</td> <td>37.0%</td> <td>59.3%</td> </tr> <tr> <td>Sixth</td> <td>42.9%</td> <td>52.4%</td> <td>47.6%</td> </tr> </tbody> </table> </div>	Grade level	Math	Reading	Language Arts	Kinder	94.1%	58.8%	n/a	First	45.8%	33.3%	n/a	Second	69.6%	69.6%	60.9%	Third	50%	75%	50%	Fourth	56.3%	62.5%	81.3%	Fifth	40.7%	37.0%	59.3%	Sixth	42.9%	52.4%	47.6%	
Grade level	Math	Reading	Language Arts																																			
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						<p>MAP/NWEA data winter 2015</p> <p>% of scholars who met their goal – (made adequate growth)</p> <table border="1"> <thead> <tr> <th>Grade level</th> <th>Math</th> <th>Reading</th> <th>Language Arts</th> </tr> </thead> <tbody> <tr> <td>Seventh</td> <td>56.3%</td> <td>31.3%</td> <td>50.0%</td> </tr> <tr> <td>Eighth</td> <td>72.4%</td> <td>51.7%</td> <td>50.0%</td> </tr> <tr> <td>Ninth</td> <td>54.5%</td> <td>63.6%</td> <td>60.0%</td> </tr> <tr> <td>Tenth</td> <td>78.6%</td> <td>57.1%</td> <td>84.6%</td> </tr> </tbody> </table>	Grade level	Math	Reading	Language Arts	Seventh	56.3%	31.3%	50.0%	Eighth	72.4%	51.7%	50.0%	Ninth	54.5%	63.6%	60.0%	Tenth	78.6%	57.1%	84.6%	
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Tenth	78.6%	57.1%	84.6%																								
	M	<p>Elementary -Math average: 59.5% this is below the state expectation. This puts us in the “Approaching” category.</p> <p>Middle Math average:41.1% this is below the state expectation. This puts us in the “Approaching” category.</p> <p>High School Math average:28.7% this is below the state expectation. This puts us in the</p>	<p>Elementary – 25th percentile Math MAPS/NWEA assessment</p> <p>Middle - 25th percentile Math MAPS/NWEA assessment</p> <p>High -33rd percentile Math MAPS/NWEA assessment</p>	<p>Elementary – 26th percentile on Math MAPS/NWEA assessment</p> <p>Middle - 32nd percentile on Math MAPS/NWEA assessment</p> <p>High -40th percentile on Math MAPS/NWEA assessment</p>	<p>MAPs</p> <p>Teacher created formative assessments</p> <p>Odyssey benchmarks</p>																						

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			“Approaching” category.				
		W	<p>Elementary Writing average: 33.4% this is below the state expectation. This puts us in the “Approaching” category.</p> <p>Middle Writing average: 51.3% this is below the state expectation. This puts us in the “Approaching” category.</p> <p>High School Writing average: 42.5% this is below the state expectation. This puts us in the “Approaching” category.</p>	<p>Elem – 14th percentile</p> <p>Middle – 52nd percentile</p> <p>High 32nd percentile</p>	<p>Elem – 21st percentile</p> <p>Middle-56th percentile</p> <p>High – 46th percentile</p>	<p>CDE Writing Rubrics</p> <p>Monthly writing prompts</p>	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	<p>Elementary - Growth Percentile: 46</p> <p>Adequate Growth: 38</p> <p>Met ☺ in Elementary Middle - MGP 57</p> <p>MAGP 35</p> <p>Exceeded in High MGP 69 MAGP 61</p>	<p>Elem 49th percentile; Middle 64th percentile,;</p> <p>High – 76th percentile</p>	<p>Elem 57th percentile; Middle 56th percentile,;</p> <p>High – 75th percentile</p>	<p>MAPs/DIBELS Next</p> <p>Teacher created formative assessments</p> <p>Odyssey benchmarks</p>	
		M	<p>Elem-Growth Percentile: 37</p> <p>Adequate Growth: 72</p>	<p>Elem 52nd percentile; Middle 51st percentile,;</p> <p>High – 70th</p>	<p>Elem 39th percentile; Middle 73th percentile,;</p>	<p>MAPs</p> <p>Teacher created formative assessments</p> <p>Odyssey benchmarks</p>	

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			Not met	percentile	High – 70 th percentile		
		W	Growth Percentile: 32 Adequate Growth: 50 Not met	Elem 37 th percentile; Middle 63 th percentile,; High – 62 th percentile	Listed above	CDE Writing Rubrics Monthly writing prompts	
		ELP	N/A	N/A	N/A	N/A	
Academic Growth Gaps	Median Growth Percentile, local measures	R	TCAP Proficiency: Elementary: Minority Students: 44. Places us in the approaching category Free/Reduced: 42. Places us in the approaching Middle: FRL Student: 61 we exceed! 😊. Minority 51 we meet the expectation 😊 High: Minority Students: 68. We meet the expectation. 😊.	Meet target growth goals on MAP/NWEA	Meet target growth goals on MAP/NWEA	DIBELS Next BURST intervention Odyssey Progress Reports Exit Slips	
		M	TCAP Proficiency: Elementary Minority Students: 41. Places us in the approaching category	Meet target growth goals on MAP/NWEA	Meet target growth goals on MAP/NWEA	Odyssey Progress Reports Exit Slips	

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			<p>Free/Reduced: 49. This is 6 above the state.</p> <p>Middle: Minority Student: 42 places us in the approaching category</p> <p>High: Minority Students: SMGP of 57. This places us in the meets category</p>				
		w	<p>TCAP Proficiency: Elementary: Minority Students: 21. Did not meet the SGMAP of 58</p> <p>Middle: Minority Student: met expectations of SMGP of 55.</p> <p>High: Minority Students: SGMP is 50 which puts us below the expectation of 90.</p>	<p>E – 30% Minority students Scores of 3 on PARCC rubric formative assessments</p> <p>H – 50% Minority students Scores of 3 on PARCC rubric formative assessments</p>	<p>E – 40% Minority students Scores of 3 on PARCC rubric formative assessments</p> <p>H – 55% Minority students Scores of 3 on PARCC rubric formative assessments</p>	<p>Monthly Writing Assessments CDE Writing Rubrics</p>	
Postsecondary & Workforce Readiness	Graduation Rate			63.6%. This is below the stated expectation.	Increase our graduation rate by 12.75% for the year 2014-	Increase our graduation rate by 12.75% for the year 2015-2016	Attendance data – Power school

				2015		
	Disaggregated Grad Rate		No comparative data.			
	Dropout Rate		1.9% places us above the expectation of 3.6% ☺			
	Mean CO ACT		16.8 ACT score puts us below the expectation of 20			
	Other PWR Measures		<p>Students who attend Pikes Peak Prep who are also concurrently enrolled at Pikes Peak Community College - 7 students (3 seniors, 1 junior, and 3 sophomores)</p> <p>ENG 121-English Comp I</p> <p>ENG 122-English Comp II</p> <p>ASE 102-Intro to Automotive Shop</p> <p>PSY 101-General Psychology</p> <p>HUM 115-World Mythology</p> <p>HIS 112-The World (1500-Present)</p> <p>GEO 112-Physical Geography</p>			

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			<p>PHI 113-Logic CSC 105- Computer Literacy CIS 118-Intro to PC Applications</p> <p>For the first time this year, we have 1 student Concurrently Enrolled AND in AVP!</p>			
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Action Planning Form for 2014-15 and 2015-16

Major Improvement Strategy #1: Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the TAP Instructional Rubric as evidenced by: Standards & Objectives, Presenting Instructional Content, and Assessment **Root Cause(s) Addressed:** Lack of quality instruction in Reading, Math, and Writing at the Tier I Universal level as evidenced by lack of student achievement, growth, and success; absence of curriculum that is systematically-aligned to address and teach to the expectation: Colorado Academic Standards/TCAP Frameworks; lack of systematic data analysis that enables the targeting of instruction to student needs.

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				
A. Provide opportunities through TAP PLCs to develop classroom plans and practice quality delivery of instruction, and identify teacher support needs.	2014-2015		Master Teacher, Certified Teachers, Principal	Federal & Local	CODE Data-3 times each year	In Progress
B. Implementation of student engagement behavior, clear learning targets, all levels of DOK, Presentation of Content, Problem Solving and Thinking. Coaching is provided to those teachers who evidence a need.	2014-2015		Master Teacher, Mentor Teachers, Principal	Federal & Local	CODE Data-3 times each year The Leadership Team conducts Walk-throughs weekly for every teacher and documents "look fors" to support appropriate implementation of student behavior, clear learning targets, all levels of DOK, Presentation of Content, Problem Solving and Thinking.	In Progress
C. Implement Michael Clay Thompson Writing Program	Weekly 2014-		Master Teacher, Mentor	Federal and Local	CODE Data; Mentor Evidence Logs; Student Work scored on	In Progress

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	2105		Teachers, Principal		rubric Field-test the Michael Clay Thompson Writing Strategy and present it to the Career Teachers during TAP cluster for implementation in order to increase writing scores across grade levels and content areas.	
D. Training for teachers on ODYSSEY in order to differentiate instruction, assess mastery, pull progress reports, create learning paths for NWEA,TCAP and CCSS	Qrtly training for school leader and teachers		One teacher identified as the Lead Odyssey teachers and will be trained in Odyssey with an in-depth training Sarah Meider Lea Ann Koekenberg	GEO Foundation	Weekly odyssey reports, teacher logins, summaries of trainings	September 2014 – completed, In progress
E. Implement school wide writing plan aligned with the Michael Clay Thompson model. Conduct monthly staff training and rubric scoring session aligned with CDE writing exemplars	Monthly 2014		Master Teacher		Monthly writing samples school wide/Monthly posting of class averages on genre prompts	
F. Provide coverage for teachers as they participate in TAP cluster mtgs	2014-2015		Principal	Adjusted schedule	Provide Instructional Coaches to monitor student achievement and progress through flex time on Odyssey	In progress
G. Attend TAP National Conference	March 2014		Principal, Mentor Teacher	\$450 per teacher	Master and Mentor Teacher attend National Training to learn additional instructional strategies to further student	March, 2014

H. Attend 2-3 Teach Like A champion Conferences	Jan-Jun 2014		Master Teacher, 2 different classroom teachers for each conference	GEO Foundation \$425 per teacher	achievement Master Teacher and Career Teachers will lead training of new learning the 2 weeks following each conference. Walkthroughs will check for implementation	In progress
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: _ Adoption of blended learning model

Root Cause(s) Addressed: lack of curriculum cross content and grade

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				
1. Continuation with professional development of Odyssey computer based program across all grades and content areas – aligned of activities/learning paths to CCSS	Began in August 2013		Lea Ann Koekenberg Technology Director,	GEO Foundation	August 2014	Completed
2. Targeted grade specific training for teachers on ODYSSEY in order to differentiate instruction, assess mastery, pull progress reports, create learning paths for NWEA,TCAP and CCSS	Qrtly training for school leader and teachers		One teacher identified as the Lead Odyssey teachers and will be trained in Odyssey with an in-depth training Sarah Meider Lea Ann Koekenberg	GEO Foundation	Weekly odyssey reports, teacher logins, summaries of trainings	September 2014 – completed, In progress

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

Major Improvement Strategy #3: ___ Creating and Sustaining a positive climate and culture as evidenced by Positive Behavior Support System.

Root Cause(s)

Addressed: Declining enrollment and students turnover _____

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				
A. Host opportunities for families and students to engage with the school and all school activities with an emphasis on homework and core curricular areas.	TBD		Colorado College Fellow, Master Teacher, Classroom Teachers	Federal (Title 1=\$800)	Two Title Family Nights: Math/ Science; and Literacy/Build-a-Book. Families are invited to learn about each subject matter from certified teachers and community agencies to receive valuable tools in order to support their children at home. Parent Sign-in Sheets/Satisfaction Surveys	In progress
B. Communicate to the school community through multiple means information about the school and its activity	2013-2014		Office Staff, Counselor, Public Relations from GEO office	GEO Foundation	“Likes” on Pikes Peak Prep, Facebook page; Sign-in Sheets for attendance at school-sponsored events Post announcements of upcoming events and PBiS structure on the website and around the school (i.e. School-Wide Theme, visuals to support procedural expectations, etc.)	Completed and In progress

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					Send home School Newsletter monthly to include Parenting Skills (i.e. Love and Logic), Calendar of Events, and information on teachers and programs	
C. Strengthen community involvement in the school	2013-2014		PTO officers, Colorado College Fellow, Marketing Director	State and Local	Watch Dogs Program (Dads of Great Students) involving on-site support from dads of PPP students, in reading to students, classroom visits, etc. Two staff members dedicated to community outreach, recruitment, communication with the community/marketing.	In progress
D. Utilize the volunteer kiosk in the front office for ease and tracking of volunteer hours	2013-2014		Front office staff/PTO president	Local	Tracking Sheet of Volunteer Hours	Completed, In progress

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

Section V: Appendices

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

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

Section VI: Supporting Addenda Forms

For Schools Operating a Title I School wide Program

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Schools that participate in Title I must use this form to document Title I program requirements for operating a school wide 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) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I School wide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	See data narrative: the SAC has begun work and will meet with the leadership team in early 2014.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	<i>Instructional support. See attached Title I budget that includes the instructional support positions being funded.</i>
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?		Section IV: Action Plan (p. 10)	<i>Action Plan: Strategy I: A, B, D, G, H</i>
All core content teachers are highly qualified.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	As a part of the TAP system we have an embedded performance pay model that rewards effective teachers for showing growth in their classroom and contributing to school wide growth using the Colorado Growth model as the guide. Also, a part of the TAP system is as structure that rewards teacher leaders for taking on a Mentor role with added responsibility and a stipend. We have partnered with Arizona University to post our positions in order recruit TAP certified candidates and have a screening process for interviewing candidates through our leadership team.

- Title I Schools Operating a Schoolwide Program (Optional)