

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **8001**      District Name: **Charter School Institute**      School Code: **8929**      School Name: **Pikes Peak Prep**      Official 2014 SPF: **[1-Year/3-Years]**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Achievement - In 2012-2013 to 2013-2014 the 2nd grade math scores went down. In the 2014-2015 the 2nd grade score increased by 9% points.  
2014-2015

School wide the percentage of students meeting proficiency level has increased overall.

Growth - Over the course of three years the 5th grade has not met their growth or performance levels. Reading- In the 2011-2012 school year 3rd and 7th grade did not meet their growth performance. In the year 2012-2013 7th grade once again did not meet their mean growth projection.

Growth Gaps – Our gender gaps is evident with boys not meeting their growth goals in many grade levels. We will be focusing on this sub-group and targeting instructional strategies to address this deficit area.

PWR – ACT scores for minority populations need to increase to state average. Our ACT dipped enough below the state average to classify as DID NOT MEET on the accountability reporting. We will provide academic contracts, after school tutoring and targeted ACT prep.

##### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

#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 - Student turnover/dropout rate increase

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

**Strategy #1:** Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the Continuous Cycle of Standards-Based Teaching and Learning highlighting three Teach Like A Champion - TAP Rubric and TAP indicators- Clarify Learning Targets, Ensure Effective Instruction, Check for Understanding

**Strategy #2** Aligning Reading curriculum across K-5 with Core Knowledge Language Arts – Math alignment K-8 with Engage NY Alignment of K-8 Core Knowledge Sequence. Professional development provided through outside and internal structures.

**Strategy #3 :** Re-engagement Process to include Re-engagement grant application/tutoring/summer school/service learning

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

School Code: [xxxx]

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**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	(TIG, Diagnostic Review and School Improvement Support Grantees) An optional submission for review is available on October 15, 2015 for early feedback. 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> .
	January 15, 2016	(Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to CDE for review on January 15, 2016 through Tracker or the UIP online system.
	April 15, 2016	(All Schools) The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the 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> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	servicing grades K-3	<a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a> .
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement 2014	N/A
<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.	Title 1 Schoolwide	[Customized Directions] 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 root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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 a TIG Awardee	N/A
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not a Diagnostic Review Grantee	N/A
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a SIS Grantee	N/A
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 Systems Change/Capacity Building School	N/A

School Code: [xxxx]

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## Section II: Improvement Plan Information

### Additional Information about the School

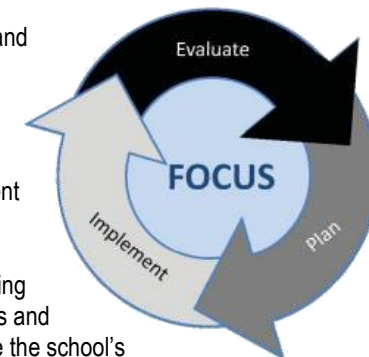
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	School Improvement Grant \$50,000. May 2013
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> <b>State Accreditation</b> <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> <b>READ Act Requirements</b> <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Stephanie Atencio – Principal
	Email	satencio@geoacademies.org
	Phone	719 570 7575 x 3150
	Mailing Address	525 E. Costilla Colorado Springs, Colorado 80903
2	Name and Title	Sarah Krider - Asst. Principal
	Email	skrider@geoacademies.org
	Phone	719 570 7575
	Mailing Address	525 E. Costilla Colorado Springs, Colorado 80903

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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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### 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.

<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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state 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), if available. 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 strategy(s) is encouraged.</p>
<p><b>Narrative:</b> Narrative: Pikes Peak Prep Academy is a free K-12+ public charter school located in Colorado Springs, Colorado. We are one of the few Colorado schools offering an early college program, allowing qualifying high school students to take college courses for credit, free of charge. We are located south of the Downtown Colorado Springs area, providing a diverse economic population with access to the benefits of an urban environment. 67% of our students receive free/reduced lunches. We are highly focused on student achievement and teacher development, provided in a small school setting.</p>				

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The current enrollment of students, K-12, is 327 students. We have 19 teachers, a TAP Master Teacher who supports professional development, and two TAP Mentor teachers who mentor and model for all teachers and support staff (i.e. SPED, ELL, music, etc.) as well as teach in their own classroom. We participate in weekly Professional Learning Communities 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. We used a fishbone analysis at staff meeting to discuss and refine root causes while utilizing our SAC at monthly meetings.

For the 2014-2015 school year, the school accountability status for Pikes Peak Prep was IMPROVEMENT.

For Academic Achievement, Pikes Peak Prep used NWEA data to reflect academic achievement. The breakdown reveals that at the elementary level 52.8 percent students were at grade level in Reading, 37.6 in Math. At the Middle School level 50.66 students were at grade level in Reading, 29 % in Math AT the High school level 75% students were at grade level in Reading, 53% in Math

Academic Growth was measure through students meeting or exceeding their Projected RIT target on NWEA MAPS testing from Fall 2014-Spring 2015. The breakdown reveals that at the elementary level

Reading

Elem 49th percent made growth goals;

Middle 64th percent

High – 76th percent

Math

Elem 52nd percent made growth goals

Middle 51st percent,

High 70th

#### **PERFORMANCE CHALLENGE.**

Priority Performance challenges cross the areas of Reading and Math, as impacted by lack of quality instruction, lack of a consistently aligned curriculum and the need for data-driven decision-making in the classroom. Although, planning began last year with the help of the School Improvement Grant, the plans were not implemented until fall of this school year and have not been reflected in any data gathered as of this time.

**POST SECONDARY/WORKFORCE READINESS PRIORITY PERFORMANCE CHALLENGE:** Over the past three years Pikes Peak Prep had an aggregate graduation rate of 54.5% .The expectation is 80% for graduation for all subgroups. Our Dropout rates Meet state expectations and have for the last three years.

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). Based on NWEA data, there is a trend since 2012-2013 in the total across all grades for Reading, Math, and Writing. We selected quality instruction as our primary root cause because it impacts all grade levels that did not meet state expectations. In addition, we determined that the lack of a consistently aligned curriculum is a secondary root cause, along with lack of data analysis. Our SAC/ Tap Leadership Team committee has begun work and will meet with the leadership team early in 2014 to provide more input and assistance in problem solving, ensure that parents are knowledgeable about concerns and causes, and to seek input in determining if we are on the right path to remedy. Quality instruction appears to be the greatest need across all subjects and all grades and we thus identified it as our first root cause. We look forward to the challenges ahead.



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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> Elementary – 32nd percentile Middle - 44th percentile High – 31st percentile MAPS NWEA assessment</p> <p><b>Math</b> Elementary – 25 percentile Math MAPS/NWEA assessment Middle - 25th percentile Math MAPS/NWEA assessment High -33rd percentile Math MAPS/NWEA assessment</p>	<p><b>Reading</b> <b>Elementary- 52.8 percentile</b> <b>Spring 2015 Reading : NWEA Achievement Status</b></p> <p>Grade</p> <table border="1"> <thead> <tr> <th>Elementary</th> <th>School</th> <th>Percentile</th> </tr> </thead> <tbody> <tr><td>K</td><td>79</td><td></td></tr> <tr><td>1</td><td>84</td><td></td></tr> <tr><td>2</td><td>59</td><td></td></tr> <tr><td>3</td><td>30</td><td></td></tr> <tr><td>4</td><td>33</td><td></td></tr> <tr><td>5</td><td>32</td><td></td></tr> </tbody> </table>	Elementary	School	Percentile	K	79		1	84		2	59		3	30		4	33		5	32		<p>☐ These targets have been met and exceeded in Reading because there was a lack a strong focus on alignment of RIT bands and instruction focused grouping in the <b>elementary level, middle and high school level.</b> 😊</p> <p>• These targets have been met and exceeded in Math because there was a strong focus on alignment of RIT bands and instruction focused grouping in the <b>elementary level, middle and high school level.</b> 😊</p>
	Elementary	School	Percentile																					
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<p><b>Writing</b> <b>Elementary 21<sup>st</sup> percentile</b> Middle 56<sup>th</sup> percentile High 46<sup>th</sup> percentile</p>	<p><b>Middle</b> Spring 2015 Reading : NWEA Achievement Status <b>50.66 percentile</b></p> <p>Grade</p> <table border="1"> <thead> <tr> <th>Middle School</th> <th>Percentile</th> </tr> </thead> <tbody> <tr><td>6</td><td>22</td></tr> <tr><td>7</td><td>69</td></tr> <tr><td>8</td><td>61</td></tr> </tbody> </table>	Middle School	Percentile	6	22	7	69	8	61	<p><b>PSWR goal –Graduation</b> 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><b>PSWR goal Drop Out</b> – This goal was not met due to the inaccurate reporting and record keeping in our SIS..</p> <p><b>PSWR Mean ACT</b> – This goal was not met due to lack of aligned rigorous curriculum and AP</p>														
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School Code: [xxxx]

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		<p>High</p> <p>Spring 2015 Reading : NWEA Achievement Status <b>75 percentile</b></p> <p>Grade</p> <table border="0"> <tr> <td><b>High School</b></td> <td>Percentile</td> </tr> <tr> <td>9</td> <td>76</td> </tr> <tr> <td>10</td> <td>74</td> </tr> </table> <p><b>Spring 2015 Mathematics:</b></p> <p>NWEA Achievement Status</p> <p>Grade <b>37.6 Percentile</b></p> <table border="0"> <tr> <td>Elementary</td> <td>Percentile</td> </tr> <tr> <td>K</td> <td>80</td> </tr> <tr> <td>1</td> <td>52</td> </tr> <tr> <td>2</td> <td>38</td> </tr> <tr> <td>3</td> <td>21</td> </tr> <tr> <td>4</td> <td>18</td> </tr> <tr> <td>5</td> <td>17</td> </tr> </table> <p>Spring 2015 Mathematics:</p> <p>NWEA Achievement Status</p> <p>Grade <b>29 percentile</b></p> <table border="0"> <tr> <td>Middle School</td> <td>Percentile</td> </tr> <tr> <td>6</td> <td>18</td> </tr> <tr> <td>7</td> <td>22</td> </tr> <tr> <td>8</td> <td>47</td> </tr> </table>	<b>High School</b>	Percentile	9	76	10	74	Elementary	Percentile	K	80	1	52	2	38	3	21	4	18	5	17	Middle School	Percentile	6	18	7	22	8	47	<p>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> <p>NWEA data was not disaggregated by ethnicity so we were unable to analyze growth gap data due to statistical unreliability. We did however analyze our growth gaps by measure growth of gender gaps and found startling trends.</p>
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Academic Growth	<b>Reading</b> Elem 49th percent made growth goals; Middle 64th percent High – 76th percent <b>Math</b> Elem 52nd percent made growth goals Middle 51st percent, High 70th	<b>Math</b> Elementary <table border="1" data-bbox="961 967 1446 1273"> <tr><td>K</td><td>75%</td></tr> <tr><td>1</td><td>40%</td></tr> <tr><td>2</td><td>42%</td></tr> <tr><td>3</td><td>18%</td></tr> <tr><td>4</td><td>60%</td></tr> <tr><td>5</td><td>36%</td></tr> </table> Middle <table border="1" data-bbox="961 1321 1446 1419"> <tr><td>6</td><td>28%</td></tr> <tr><td>7</td><td>64%</td></tr> </table>	K	75%	1	40%	2	42%	3	18%	4	60%	5	36%	6	28%	7	64%	
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Academic Growth Gaps	Meet target growth goals on MAP/NWEA at all levels Elementary Middle High	<p><b>Meet/exceed target growth goals on MAP/NWEA</b></p> <p><b>Math</b></p> <p><b>Elementary</b></p> <p>The average percent of females who met their projected growth is 42.2% while the average number of males who met their projected growth is 24.4%. Further, In 2nd and 5th grade, 0% of boys met their projected growth. However, in 1st grade there was a</p>																			

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School Name: [Name]

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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>3% gap between female and male projected growth.</p> <p><b>Middle</b></p> <p>The average percent of females who met their projected growth is 53.3% while the average number of males is 36%. In 7th grade, 0% of boys met their growth goal, yet in 8th grade, there was a 0% gap- 75% of both females and males reached their projected growth.</p> <p><b>High</b></p> <p>The average percent of females who met their projected growth is 65% while the average number of males is 83.5%. 100% of males in 10th grade met their projected growth. Further, over a three year span, our minority high school students performed an average of 2 points or closer to the state average on the ACT. However, our FRL high school students performed at least 1-2 points higher than the state average for the ACT.</p> <p><b>Reading</b></p> <p><b>Elementary</b></p> <p>There was only a 4.8% gap between male and female students who made their projected growth. The average percent of female students who met their projected growth is 64.8% and the average percent of male students who met their projected goal is 60.4%.</p>	

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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><b>Middle</b></p> <p>The average percent of female students who met their projected growth is 37.3% compared to 61% for males. 75% of males for both 7th and 8th grade met their projected growth.</p> <p><b>High</b></p> <p>The average percent of female students who met their projected growth is 45% compared to 78% for males. 100% of 10th grade boys met their projected growth. Over the past three years, our minority students have scored within 2 points or less of the state ACT average, and our FRL high school students have consistently scored .2-2.0 points higher than the state average.</p> <p><b>Language Elementary</b></p> <p>The average percent of female students who met their projected growth is 21.7% compared to 54.3% for males. 0% of 4th grade boys met their projected growth goals. 3rd grade had the closest percentages for projected student growth for male and female, with a 13% gap.</p> <p><b>Middle</b></p> <p>The percent of female students who met their</p>	

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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>projected growth goal is 33.7% compared to males at 52.7%. 7th grade had close percentages between male and female, with only a 7% gap, while 8th grade has a large gap. 0% of 8th grade females made their projected growth while 75% of males did meet their projected growth.</p> <p><b>High</b></p> <p>The percent of female students who met their projected growth goal is 55% compared to 83.5% for males. There was only a 7% gap for 9th grade between male and female for projected growth. Further, 100% of males in 10th grade achieved their growth goal. For the Colorado ACT, over the past three years our minority high school students scored within 1.6 or less points of the state average, while our FRL students scored between .8-1.9 points higher than the state average.</p>	
		<p><b>Writing</b> – we will be better able to assess gaps next year with 2 years of PARCC writing results.</p>	
<p>Postsecondary &amp; Workforce Readiness</p>	<p>Over the past three years PPP had an aggregate graduation rate of 54.5% .The expectation is 80% for graduation for all subgroups.</p> <p>Our Dropout rates Meet state</p>	<p>The Colorado ACT composite score for PPP is approaching with a composite score of 17.3 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>	

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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>expectations and have for the last three years. 2010/11-2012/13.</p> <p>Our sub group data indicates that dropout rate for 12th graders is 3.7% over the past 3 years.</p> <p>Also our student with disabilities dropout rate is 2.7 % which is well above our district avg of .88%</p> <p>The dropout rate of 9th graders exceeds the district avg.</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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p><b>Elementary</b> <b>Reading:</b> The percentage of students of 3rd -5th Elementary School students who scored proficient or advanced on Reading NWEA over the past 3 years: 2012-2013 -Reading</p> <p><b>Elementary School:</b> Second Grade - 48% Third Grade -46% Fourth Grade - 40% Fifth Grade - 45%</p> <p><b>Middle School:</b> Sixth Grade -57% Seventh Grade - 44% Eighth Grade - 44%</p> <p><b>High School:</b> Ninth Grade - 73% Tenth Grade - 88% 2012-2013 <b>Mathematics-</b></p>	<p>In 2012-2013 to 2013-2014 the 2nd grade math scores went down. In the 2014-2015 the 2nd grade score increased by 9% points. 2014-2015 School wide the percentage of students meeting proficiency level has increased overall.</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>

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Elementary School:</b>            Second Grade 18%            Third Grade - 33%            Fourth Grade - 37%            Fifth Grade 40%</p> <p><b>Middle School:</b>            Sixth Grade -48%            Seventh Grade - 35%            Eighth Grade - 56%</p> <p><b>High School:</b>            Ninth Grade - 47%            Tenth Grade - 81%</p> <p><b>2013-2014</b></p> <p><b>Elementary School:</b></p> <p><b>Mathematics</b>            Second Grade - 31%            Third Grade -21%            Fourth Grade - 38%            Fifth Grade - 40%</p> <p><b>Middle School:</b>            Sixth Grade -47%            Seventh Grade - 31%            Eighth Grade - 25%</p> <p><b>High School:</b>            Ninth Grade - 50%</p>		

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Tenth Grade Growth Data- 64%</p> <p><b>Reading</b></p> <p><b>Elementary School:</b></p> <p>Second Grade - 38%</p> <p>Third Grade -50%</p> <p>Fourth Grade - 41%</p> <p>Fifth Grade 20%</p> <p><b>Middle School:</b></p> <p>Sixth Grade -27%</p> <p>Seventh Grade - 38%</p> <p>Eighth Grade - 33%</p> <p><b>High School:</b></p> <p>Ninth Grade - 28%</p> <p>Tenth Grade - 55%</p> <p><b>2014-2015- Mathematics</b></p> <p>Elementary School:</p> <p>Second Grade - 42%</p> <p>Third Grade -18%</p> <p>Fourth Grade - 60%</p> <p>Fifth Grade - 36%</p> <p>Middle School:</p> <p>Sixth Grade -28%</p> <p>Seventh Grade - 54%</p> <p>Eighth Grade - 76%</p> <p>High School:</p>		

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Ninth Grade - 82%</p> <p>Tenth Grade - 86%</p> <p><b>Reading:</b></p> <p><b>Elementary School:</b></p> <p>Second Grade - 74%</p> <p>Third Grade -65%</p> <p>Fourth Grade - 67%</p> <p>Fifth Grade - 36%</p> <p><b>Middle School:</b></p> <p>Sixth Grade -67%</p> <p>Seventh Grade - 64%</p> <p>Eighth Grade - 62%</p> <p><b>High School:</b></p> <p>Ninth Grade Growth Data- 100%</p> <p>Tenth Grade - 79%</p> <p>Reading Trends-</p> <p>Between the 2012-2013 school year and the 2013-2014 school year for Reading Elementary that the progression of scores are increasing by 3% points. The 2014-2015 Reading goals for Elementary, Middle, and High school scores have increased into the 60/70 percentile proficiency range for students, including 9th grade that scored on a 100% proficiency level.</p> <p>Mathematical Trends-</p> <p>The second grade class increased their proficiency level from 18% to 31% proficiency. Fourth grade increased their proficiency level from 37% to 38% proficiency. Fifth</p>		

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes										
	<p>grade proficiency level stayed the same at 40% proficient. The middle school math percentage from 2012-2013 to school year 2014-2015 the eighth grade our math proficiency level went to 76% in the 2014-2015. In the 2014-2015 school year high school math proficiency level has increased to the 80% proficiency level compared to the previous 2013-2014 school year 50-60% proficiency level.</p> <p><b>Reading Trends-</b> Between the 2012-2013 school year and the 2013-2014 school year for Reading Elementary shows the progression of scores are increasing by 3% points. The 2014-2015 Reading goals for Elementary, Middle, and High school scores have increased into the 60/70 percentile proficiency range for students, including 9th grade that scored on a 100% proficiency level.</p> <p><b>Mathematical Trends-</b> The second grade class increased their proficiency level from 18% to 31% proficiency. Fourth grade increased their proficiency level from 37% to 38% proficiency. Fifth grade proficiency level stayed the same at 40% proficient. The middle school math percentage from 2012-2013 to school year 2014-2015 the eighth grade our math proficiency level went to 76% in the 2014-2015. In the 2014-2015 school year high school math proficiency level has increased to the 80% proficiency level compared to the previous 2013-2014 school year 50-60%</p>	<p>EOY % of students at benchmark according to DIBELS</p> <table border="1" data-bbox="1108 768 1383 1023"> <thead> <tr> <th>grade</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>83%</td> </tr> <tr> <td>1</td> <td>50%</td> </tr> <tr> <td>2</td> <td>71%</td> </tr> <tr> <td>3</td> <td>59%</td> </tr> </tbody> </table>	grade	2014-2015	K	83%	1	50%	2	71%	3	59%	
grade	2014-2015												
K	83%												
1	50%												
2	71%												
3	59%												

School Code: [xxxx]

School Name: [Name]

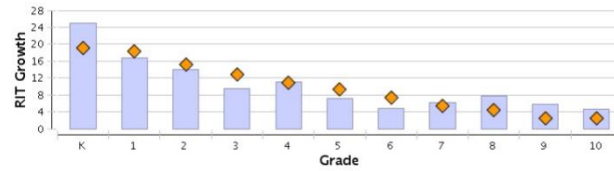
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>proficiency level.</b></p>		
Academic Growth	<p>Notable trends:</p> <p>Mathematics-</p> <p>Over the past three years in mathematics the 5th grade proficiencies level has decreased. In the 2011-2012 school year all classes 2nd- 10th meet their goals expect for 4th and 7th grade. In the 2012-2013 school year no classes meet their mean growth projection. In the 2013-2014 school year all classes expect for 3rd meet their mean growth projection.</p> <p>Reading-</p> <p>In the 2011-2012 school year all classes 2nd- 10th meet their mean growth projection expect for 3rd and 7th grade.</p> <p>In the 2012-2013 school year all classes met their mean growth projection expect for grades 4th and 7th grade.</p> <p>In the 2013-2014 school year all classes meet their mean growth projection. <b>2014-2015 Data</b></p>	<p>Over the course of three years the 5th grade has not met their performance levels. In the 2013-2014 All classes have met their proficiency levels.</p> <p>Reading-</p> <p>In the 2011-2012 school year 3rd and 7th grade did not meet their performance. In the year 2012-2013 7th grade once again did not meet their mean growth projection.</p> <p>In 2013-2014 All class meet their mean growth projection.</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

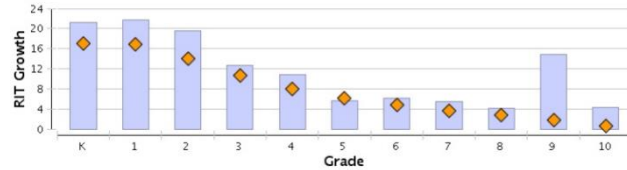
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

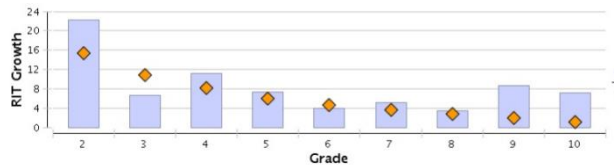
Root Causes



Math 14-15



Reading 14-15



Language 14-15

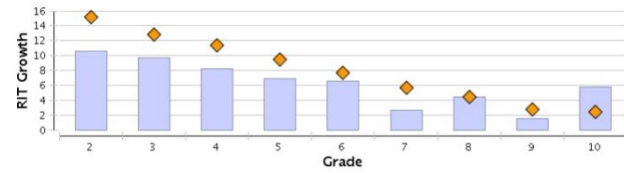
2012-2013 Data

Performance Indicators

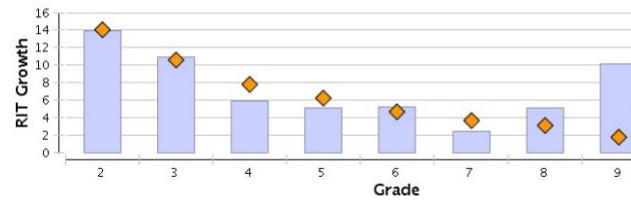
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

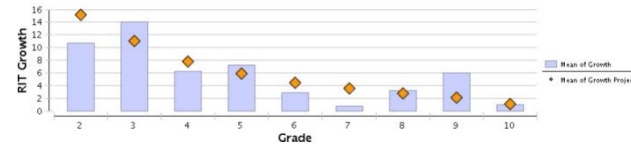
Root Causes



Math 12-13

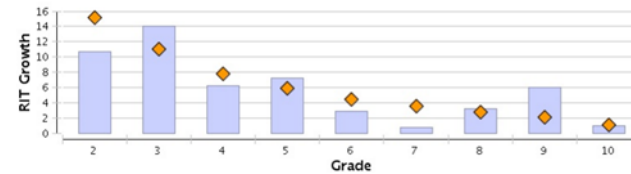


Reading 12-13



Language 12-13

2011-2012 Data



Math 11-12

School Code: [xxxx]

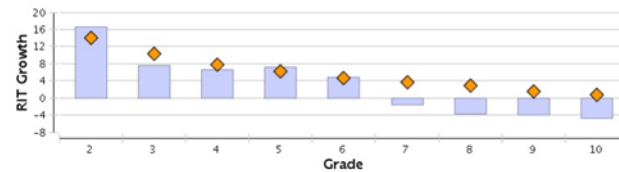
School Name: [Name]

Performance Indicators

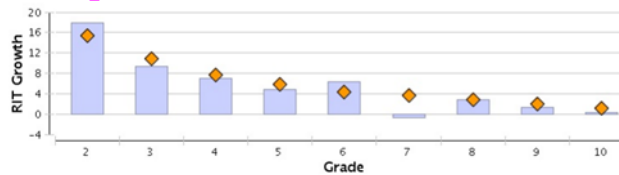
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes



Reading 11-12



Language 11-12

**READ ACT DATA**

PPP showed growth in students achieving benchmark status according to **DIBELS in grades K-3 from EOY 13-14 to EOY 14-15. We have trended upwardly in decreasing the amount of students who qualify as SRD by the end of each grade. AT the end of Kinder this year we had 17% qualify as SRD whereas the previous year we had 26%. AT the end of first 50% qualified as SRD down from 61% the previous year. In 2<sup>nd</sup> we had 29% and in 3<sup>rd</sup> we had 41%. The previous year we had 60% and 51% respectively. We are trending the right direction for decreasing numbers of students with SRD.**

**K improved 9%**

**1<sup>st</sup> improved 11%**

**2<sup>nd</sup> improved 31%**

**EOY % of students at benchmark according to DIBELS**

grade	2013-2014	2014-2015
k	74%	83%
1	39%	50%
2	40%	71%
3	49%	59%

#2 - Lack of aligned curriculum across contents and grade

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<b>3<sup>rd</sup> improved 10%</b>		
Academic Growth Gaps	<p>High our ACT GAP is closing with our FRL students scoring above the ACT state average on all subtests except Science where they fell below by .10 %</p> <p>. Reading- In the 2011-2012 school year 3<sup>rd</sup> and 7<sup>th</sup> grade did not meet their performance. In the year 2012-2013 7<sup>th</sup> grade once again did not meet their mean growth projection.</p>	<p>Over the course of three years the 5<sup>th</sup> grade has not met their performance levels. In the 2013-2014 All classes have met their proficiency levels.</p> <p>Girls have outperformed boys across most grade levels and in some grade levels there are 0% boys reaching their target growth goals.</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>
Postsecondary & Workforce Readiness	<p><b>Graduation Rate 60.00%</b> which is above the 53.9% average held by the state of Colorado</p> <p><b>Dropout Rate</b> is below the state average over the past three years with the exception of last year's spike in dropout reporting due to previously stated SIS errors.</p> <p><b>Mean CO ACT</b> scores have remained steady over the past three years with an increase in our students on FRL achieving the state average on ACT.</p>	<p>Our <b>ACT</b> dipped enough below the state average to classify as <b>DID NOT MEET</b> on the accountability reporting.</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: Colorado Academic Standards/PARCC Frameworks; lack of systematic data analysis that enables the targeting of instruction to student needs.</p> <p>#2 - Lack of aligned curriculum across contents</p>

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			and grade

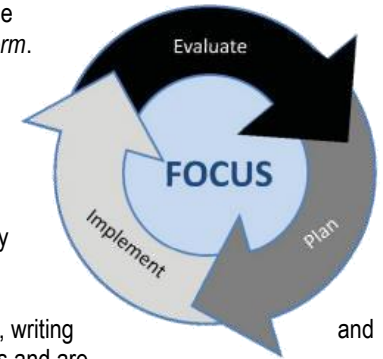
## Section IV: Action Plan(s)

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 the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were 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 transitioned 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 on TCAP is not 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 this school 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 state assessment transition guidance document 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 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	ELA - the elementary level our achievement status is APPROACHING with 62.8 of our elementary student achieving proficiency.	<b>Elementary, Middle and High</b> Increase by 10% MEAN RIT band average	<b>Elementary, Middle and High</b> Increase by 10% MEAN RIT band average	NWEA Reading and Language Usage Assessments	Strategy #1: Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the Continuous Cycle of Standards-Based Teaching and Learning highlighting three Teach Like A Champion - TAP Strategies - Clarify Learning Targets, Ensure Effective Instruction, Check for Understanding
		READ	EOY % of students at benchmark according to DIBELS grade 2014-2015 1st 50% 3rd 59%	An increase of 25% at benchmark from BOY to EOY benchmark at each grade level. K-2.	An increase of 30% at benchmark from BOY to EOY benchmark at each grade level. K-2.n increase from	DIBELS BOY, MOY, EOY and Progress monitoring M for all subtests	Strategy #2 Aligning Reading curriculum across K-5 with Core Knowledge Language Arts – Math alignment K-8 with Engage NY Alignment of K-8 Core Knowledge Sequence. Professional development provided through outside and internal structures.
		M	In 2012-2013 to 2013-2014 the 2nd grade math scores went down. In the 2014-2015 the 2nd grade	Elementary 56% Middle 45% High 65%	Elementary 66% Middle 55% High 75%	NWEA fall, winter and spring Exit slips Mid-Module Assessments	Strategy #2 Aligning Reading curriculum across K-5 with Core Knowledge Language Arts – Math alignment K-8

School Code: [xxxx]

School Name: [Name]

			score increased by 9% points. 2014-2015 School wide the percentage of students meeting proficiency level has increased overall.			form Engage NY Math	with Engage NY Alignment of K-8 Core Knowledge Sequence. Professional development provided through outside and internal structures.
		S	No students in 5 <sup>th</sup> grade scored proficient on CMAS.	20% will scored proficient on CMAS	30% will score proficient on CMAS	CMAS science assessment	Strategy #1: Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the Continuous Cycle of Standards-Based Teaching and Learning highlighting three Teach Like A Champion - TAP Strategies - Clarify Learning Targets, Ensure Effective Instruction, Check for Understanding
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Exceed Median growth goal at the Middle school level	Middle 70% of 6-8 th grade will reach their growth goal in Language Usage	Middle 75% of 6-8 <sup>th</sup> graders Will reach their growth goal in Language Usage	NWEA fall, winter and spring Exit slips	Strategy #1: Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the Continuous Cycle of Standards-Based Teaching and Learning highlighting three Teach Like A Champion - TAP Strategies - Clarify

School Code: [xxxx]

School Name: [Name]

							Learning Targets, Ensure Effective Instruction, Check for Understanding
		M	Our E, M did not achieve adequate growth goals on NWEA RIT Goals.	Elementary reach 60% on growth targets Middle reach 60% on growth goals targets.	Elementary reach 70% on growth targets Middle reach 70% on growth goals targets.	NWEA fall, winter and spring Exit slips Mid-Module Assessments form Engage NY Math	Strategy #2 Aligning Reading curriculum across K-5 with Core Knowledge Language Arts – Math alignment K-8 with Engage NY Alignment of K-8 Core Knowledge Sequence. Professional development provided through outside and internal structures.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	NWEA 3 <sup>rd</sup> grade is below the MEAN projected RIT average in language usage. - student set is too small to have any gaps disaggregation	3 <sup>rd</sup> grade will meet the expected MEAN projected RIT average	3 <sup>rd</sup> grade will exceed the expected MEAN projected RIT average	NWEA fall, winter and spring Exit slips DIBELS BOY, MOY EOY	Strategy #1: Top Quality Tier 1 instruction for every student, every day, in every classroom as evidenced by the implementation of the Continuous Cycle of Standards-Based Teaching and Learning highlighting three Teach Like A Champion - TAP Strategies - Clarify Learning Targets, Ensure Effective Instruction, Check for Understanding
		M	NWEA Middle School has declined in Math scores over the last year - student set is	NWEA Middle school 25% reach their RIT growth goals	NWEA Middle School 35% meet their projected RIT goals with their Girls reaching	NWEA fall, winter and spring Exit slips Mid-Module Assessments form Engage NY Math	Strategy #2 Aligning Reading curriculum across K-5 with Core Knowledge Language Arts – Math alignment K-8 with Engage NY

School Code: [xxxx]

School Name: [Name]

			too small to have any gaps disaggregation				Alignment of K-8 Core Knowledge Sequence. Professional development provided through outside and internal structures.
		W		E – 30% Minority students Scores of 3 on PARCC rubric formative assessments H – 50% Minority students Scores of 3 on PARCC rubric formative assessments	E – 40% Minority students Scores of 3 on PARCC rubric formative assessments H – 55% Minority students Scores of 3 on PARCC rubric formative assessments	Monthly Writing Assessments CDE Writing Rubrics	
Postsecondary & Workforce Readiness	Graduation Rate		Grad rate is below the state for our school.	Grad rate 64.7% is our aggregated graduation rate	Grad rate 70%		Strategy #3 Re-engagement of students who are at risk of dropping out
	Disag. Grad Rate		Disag. Grad Rate Our minority graduated rate is below the state average at 64.3%	Disag. Grad Rate Our minority will graduation rate is will increase to 65%	Disag. Grad Rate Our minority will graduation rate is will increase to 70%		
	Dropout Rate		Dropout Rate drastically increased last year due to poor management of the Student Information System and record keeping	Dropout Rate meet the state average of 2.7%	Dropout Rate will drop below the state average of 2.7%		
	Mean CO ACT		ACT Mean Score of	ACT Mean score of 18	ACT Mean Score of 19 –		

School Code: [xxxx]

School Name: [Name]

		17.3 Our ACT dipped enough below the state average to classify as <b>DID NOT MEET</b> on the accountability reporting.		while we are aware that the Act will not be administered in 2016-2017 we still expect and pay for all of our Juniors to take the ACT and will be using this data to determine effectiveness.		
	Other PWR Measures	Internships/Service Learning with downtown agencies including Paul Mitchell Salons	We have 3 students involved in local internship in the community.	We will have 10 students involved in local internship in the community.		

### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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:** 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/PARCC 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  
 READ Act Requirements   
  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)
	2015-16	2016-17				
A. Provide opportunities through TAP PLCs to develop classroom plans and practice quality delivery of instruction, and identify teacher support needs.	Weekly Tuesdays	Weekly	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.	Weekly Cohort meetings With TAP mentor teachers/ principal	Weekly Cohort meetings With TAP mentor teachers/ principal	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,

School Code: [xxxx]

School Name: [Name]

						Presentation of Content, Problem Solving and Thinking
Training for teachers on ODYSSEY in order to differentiate instruction, assess mastery, pull progress reports, create learning paths for NWEA 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	Annually and as needed		Sarah Meider Lea Ann Koekenberg	GEO Foundation		odyssey reports as needed, teacher logins, summaries of trainings September 2015 – completed, In progress
Provide coverage for teachers as they participate in TAP cluster mtgs, mentor teachers and model lessons Adjusted schedule Provide Instructional Coaches to monitor student achievement and progress	weekly	weekly	Principal			In Progress
Attend TAP National Conference	March 2015	March 2016	Principal, Mentor Teacher \$450 per teacher		Master and Mentor Teacher attend National Training to learn additional instructional strategies to further student/teacher growth	March, 2015

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

**Major Improvement Strategy #2:** Aligning Reading curriculum across K-5 with Core Knowledge Language Arts – Math alignment K-8 with Engage NY Alignment of K-8 Core Knowledge Sequence. Professional development provided through outside and internal structures.

**Root Cause(s) #2** - Lack of aligned curriculum across contents and grade levels

**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  
 **READ Act Requirements**   
 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)
	2015-16	2016-17				
Professional Development for CKLA across K-5 grades	Beginning of year back to school training  Monthly follow up PD with assigned teachers or Amplify representatives	Beginning of year back to school training  Monthly follow up PD with assigned teachers or Amplify representatives	1 <sup>st</sup> grade lead teacher Amplify Trainers  <b>Joan Lange</b> – GEO School Improvement Advisor	Professional development budget	Walkthrough data using Amplify “look-for” template	In progress
<b>N</b>	Back to school PD on <b>READ ACT</b> requirements	Back to school PD on <b>READ ACT</b> requirements	<b>READ ACT</b> coordinators/ 1 <sup>st</sup> grade lead teacher	In house PD ELAT project funds	Monthly READ ACT DATA digs and DIBELS PM reporting	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.

School Code: [xxxx]

School Name: [Name]

**Major Improvement Strategy #3:** Re-engagement

**Root Cause(s) Addressed:**

**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  
 READ Act Requirements  
 **Re-Engagement Grant**

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)
	2015-16	2016-17				
<i>Implementation of Re-engagement grant</i> <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Summer school - June</li> </ul>	June	Monthly June 2017	Assistant Principal High School English Teacher	Grant award (hopefully) of \$100,000	Summer school data Tutoring data monthly	If grant is received it will begin summer 2016

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

## 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)

School Code: [xxxx]

School Name: [Name]

- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

## Section V: Supporting Addenda Forms

### 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)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Our comprehensive needs at PPP lie in the area of Instructional support. Please see page 7.</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>Action Plan Strategy 1: A, B, D, G H</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>Through our weekly walkthrough and weekly data analysis at our embedded PLC's we are able to identify the areas of greatest needs for students and teachers. Page 6-7</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>Staff and parents are involved on the SAC, PTO and WATCH DOGS teams. All three of these avenues give parent and teacher ad voice in the decision making process for PPP. Page 6-7</p>

School Code: [xxxx]

School Name: [Name]

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: 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>As part of the TAP system we have embedded performance pay model that rewards teachers who show growth in instruction and student data. Their efforts and contribution to the Colorado Growth Model and school wide data is noted and rewarded. Pg 6-7</p>
<p>Data Analysis: 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>Weekly embedded PLC's and SAC, staff meeting to analysis formative data and determine root causes. Pg 6-7</p>
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Our RTI/MTSS model allows for monthly MTSS meetings using weekly data collected by teachers. We monitor TIER 1 and TIER 2 interventions, collect data, meet with parents and move along in the MTSS process. Pg 30-34</p>
<p>Parent Involvement: 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>Parent Involvement will be increased through weekly phone message sent to all parent regarding event at the school as well as monthly newsletters. Parent phone calls are made on a regular basis using the Positive Referral PBIS rewards. Research show that parent involvement has a positive correlation to student achievement therefore by increasing our parent involvement we will increase achievement. Pg 30-34</p>
<p>Transition Plan: 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>Through school readiness assessment we ease this transition.</p>
<p>Coordination with Other Services: 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>Pg. 30-34</p>