

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

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 6963 School Name: PIONEER RIDGE ELEMENTARY SCHOOL Official 2014 SPF:3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		R	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.05%	-	-	80.83%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	79.95%	-	-	
		W	54.84%	-	-	70.1%	-	-	
		ELP	-	-	-	-	-	-	
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	21	-	-	46	-		-
		M	40	-	-	41	-		-
		W	32	-	-	49	-		-
ELP	-	-	-	-	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

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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).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

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

Improvement Plan Information

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

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

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

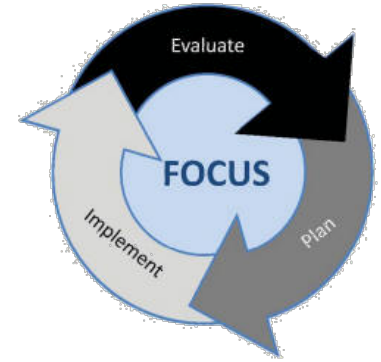
1	Name and Title	Tami Kramer, Principal
	Email	Tami.kramer@weldre5j.k12.co.us
	Phone	970-587-8100
	Mailing Address	2300 Cinnamon Teal Ave, Johnstown, CO 80534
2	Name and Title	Dr. Martin Foster, Superintendent
	Email	mfooster@weldre5j.k12.co.us
	Phone	970-587-6050
	Mailing Address	2300 South Centennial, Milliken, CO 80534

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Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and local data. Document areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>		<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Description of the School and Process

Pioneer Ridge Elementary is located in a small but growing community. The enrollment at our school has increased to 650 students this school year. This school is in its tenth year serving students in kindergarten through 5th grade. We also have a Center-based Special Education Program with students who we include in the general education settings as much as possible.

Our students are predominantly white, with only 14% in the Hispanic or Latino ethnic group and only 1% in the Black and 1% in the Other ethnic group categories. Our Attendance Rate has remained above 96% for the past 5 years and our Mobility Rate has significantly declined to 8.6, which is well below the state average. Our population is predominantly middle to upper middle class with only 17% of our students receiving

free or reduced lunches.

The Pioneer Ridge community is wonderful. We have many parent volunteers at the school each day. Parents are very interested in helping their children be successful in school.

The staff at the school has remained quite consistent during the ten years this school has been open, with the exception of adding staff members to accommodate the increased enrollment. The one major change came about with the retirement of the principal at the end of the 2013-2014 school year. With a new principal starting this year, we are putting in new processes and structures to better meet the needs of all students. Staff members are adjusting to some changes in routines and expectations. We have implemented the following teams:

PBS/School Safety/Sunrise Team – Meets on Monday mornings as needed

Rtl Team – Meets on Tuesday mornings as needed

Leadership Team – Meets on Wednesday mornings as needed

Research, Review, and Respond Team – Meets Thursday mornings as needed

These teams have increased the level of communication at Pioneer Ridge. Each team member is expected to share the information from the meetings with their grade level teams in order to be certain all staff members have the needed knowledge.

To be able to implement the UIP process in a more effective manner at PRE, we developed a Research, Review and Respond Team this year. This team includes a classroom teacher from each grade level. The team members were selected by their individual teams based on an interest in helping to develop the UIP and determine Professional Learning for staff. By including teachers from each grade level, we are able to gather different perspectives. It is important for our staff to analyze data keeping in mind all of our students and their scores belong to every one of us.

Our process for developing the Unified School Improvement Plan has been through first of all having all of our staff review our TCAP results to identify strengths and needs. Then, working through our Leadership and Research, Review, and Respond Teams to develop our action plans for the current school year. The Unified Improvement Plan will be shared with the Accountability Committee for any of their feedback. We will continue discussions at the school and district level to address curriculum alignment and state standards review to ensure that our instruction is matching what students need to know and be able to do as they move from grade level to grade level.

Current Performance and Trends

The School Performance Framework for 2014 rated Pioneer Ridge at 65.8% which is in the Performance Category. Our Academic Achievement was at 75.0% which kept us in the Meets Category. The Academic Growth also remained in the Meets Category at 66.7%. The Academic Growth Gaps were in the Approaching Category at 54.2%.

Academic Achievement

Pioneer Ridge Elementary has been able to sustain academic achievement at or above the state averages in Reading, Writing and Math in 3rd, 4th and 5th grades. The overall percentage of students proficient or advanced for 2014 was the following: Reading – 80.83%, Math – 79.95%, and Writing – 70.1%. However, the percent proficient or advanced decreased in 8 of the 9 tested areas from 2013 to 2014.

Reading

3rd Grade – Reading achievement scores decreased from 89% in 2013 to 76% in 2014. The overall percentage of proficient or advanced has averaged 83.8% for 2009-2014.

4th Grade – Reading achievement scores decreased from 80% in 2013 to 79% in 2014. The overall percentage of proficient or advanced has averaged 79% for 2009-2014.

5th Grade – Reading achievement scores decreased from 86% in 2013 to 79% in 2014. The overall percentage of proficient or advanced has averaged 78.5% for 2009-2014.

Math

3rd Grade – Math achievement scores decreased from 88% in 2013 to 84% in 2014. The overall percentage of proficient or advanced has averaged 82.3% for 2009-2014.

4th Grade – Math achievement scores increased from 80% in 2013 to 89% in 2014. The overall percentage of proficient or advanced has averaged 82.7% for 2009-2014.

5th Grade – Math achievement scores decreased from 82% in 2013 to 70% in 2014. The overall percentage of proficient or advanced has averaged 71% for 2009-2014.

Writing

3rd Grade – Writing achievement scores decreased from 83% in 2013 to 64% in 2014. The overall percentage of proficient or advanced has averaged 72.7% for 2009-2014.

4th Grade – Writing achievement scores decreased from 67% in 2013 to 65% in 2014. The overall percentage of proficient or advanced has

averaged 68.8% for 2009-2014.

5th Grade – Writing achievement scores decreased from 79% in 2013 to 65% in 2014. The overall percentage of proficient or advanced has averaged 69.5% for 2009-2014.

Academic Growth

Academic Growth scores remained constant in Reading from 2013 to 2014 at 46 Median Growth Percentile. The Median Growth Percentile decreased from 46 in 2012 to 41 in 2013 in Math and from 56 in 2012 to 49 in 2014 in Writing.

Reading

Pioneer Ridge met expected growth in Reading in 2014.

Math

Pioneer Ridge was approaching expected growth in Math in 2014.

Writing

Pioneer Ridge met expected growth in Writing in 2014.

Academic Growth Gaps

Our overall rating for 2014 was approaching at 54.2%. The overall rating for Reading, Writing and Math was approaching.

Reading

Minority Students met expected growth in Reading, while Free/Reduced Lunch Eligible, Students with Disabilities and Students needing to catch up were all in the approaching category. There were not enough students in the English Learners subgroup to receive a rating.

Math

All subgroups were at the approaching level in Math for 2014 except English Learners who did not receive a rating.

Writing

Free/Reduced Lunch Eligible students and Minority Students met expected growth in Writing for 2014. Students with Disabilities did not meet

expected growth and Students needing to catch up were at the approaching level. Once again, English Learners did not receive a rating because of the size of the subgroup.

Priority Performance Challenges

Math achievement increased at only one grade level for 2014. Overall academic growth in Math in 2014 was at the approaching level, and every subgroup was also at the approaching level in Math in 2014. Math needs to be a focus for Pioneer Ridge Elementary. In addition, writing needs to be a focus with the average in achievement only reaching a high of 72.7% for the past six years.

To meet the needs of all students, we need to also increase our differentiation strategies used at Pioneer Ridge.

Root Cause Analysis

In the area of math, there is a lack of consistency in instruction. This lack of consistency is due to the fact that the curriculum materials have not been updated for several years. In addition, the math curriculum materials have had to be supplemented to meet the expectations through the Colorado Academic Standards. Each teacher has done their best to supplement the materials, but in that effort have provided very different learning experiences in math for our students.

In the area of writing, there is also a lack of consistency in instruction. There has not been any specific program used in this district to teach writing. There are programs for phonics and grammar instruction, but not for the actual teaching of writing. Again, students are receiving a variety of learning experiences in the area of writing.

There are several tools and resources being used for differentiation. We need to continue to identify the best ways to provide differentiation for all of our students. The school district is in its second year of iPad implementation. Each teacher is utilizing iPads in their classrooms in a variety of ways. All 4th and 5th grade students have an iPad assigned to them and they are able to take the iPads home to use various Apps to do their homework and practice skills. Every 3rd grader also has an iPad, however they are not allowed to take them home. Students in the primary grades have shared carts of iPads to use during the school day. During the 2014 – 2015 school year we will continue to focus on improving academic growth by providing differentiation of instruction in the classroom. A major focus will be placed on Math and Writing instruction. Our school will continue to work with the other 2 elementary schools to analyze Colorado Academic Standards and our curriculum to identify gaps and develop consistent instructional practices.

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)	Reading – Meet or exceed 82% Proficient or Advanced.	Not Met – 80.83% Proficient or Advanced	The percentage of students scoring proficient or advanced on the Reading, Writing and Math Assessments is very high. This often creates the challenge of students being able to make adequate growth. This school staff, however, has done a very nice job of encouraging each student to reach his/her potential by differentiating instruction, constant assessment, and adjusting to meet students' needs. The curriculum materials are very dated and are not aligned to the Colorado Academic Standards.
	Math – Meet or exceed 77% Proficient or Advanced.	Met – 79% Proficient or Advanced	
	Writing – Meet or exceed 72% Proficient or Advanced.	Not Met – 70.1% Proficient or Advanced	
	Science – Meet or exceed 60% Proficient or Advanced	N/A – Assessment was changed	
Academic Growth	Reading – Meet or exceed MGP of 50	Not Met – MGP 46	
	Math – Meet or exceed MGP of 50	Not Met – MGP 41	
	Writing – Meet or exceed MGP of 50	Not Met – MGP 49	
Academic Growth Gaps	Reading – Meet the required MGP of 50 in all subgroups	Met – Minority Students – 53 Not Met – F/R Lunch – 42, Students with Disabilities – 46, Students Needing to Catch Up – 47	
	Math – Meet the required MGP of 50 in all subgroups	Not Met – F/R Lunch – 41, Minority Students – 45, Students with Disabilities – 44, Students Needing to Catch Up – 53	
	Writing – Meet the required MGP of 50 in all subgroups	Not Met – F/R Lunch – 45, Minority Students – 46, Students with Disabilities – 34, Students Needing to Catch Up – 53	

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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.
Postsecondary & Workforce Readiness			

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)	3rd Grade TCAP/CSAP Reading – 2012 – 80%, 2013 – 89%, 2014 – 76% 4th Grade TCAP/CSAP Reading – 2012 – 89%, 2013 – 80%, 2014 – 79% 5th Grade TCAP/CSAP Reading – 2012 – 79%, 2013 – 86%, 2014 – 79%	Despite the continued strong academic achievement scores in reading, we declined in percent proficient or advanced in 3 rd , 4 th and 5 th grades.	
	3rd Grade TCAP/CSAP Math – 2012 – 79%, 2013 – 88%, 2014 – 84% 4th Grade TCAP/CSAP Math – 2012 – 83%, 2013 – 80%, 2014 – 89% 5th Grade TCAP/CSAP Math – 2012 – 65%, 2013 – 82%, 2014 – 70%	Despite the continued strong academic achievement scores in math, we declined in percent proficient or advanced in 3 rd and 5 th grades.	
	3rd Grade TCAP/CSAP Writing – 2012 – 66%, 2013 – 83%, 2014 – 64% 4th Grade TCAP/CSAP Writing – 2012 – 77%, 2013 – 67%, 2014 – 65% 5th Grade TCAP/CSAP Writing – 2012 – 69%, 2013 – 79%, 2014 – 65%	Despite the continued strong academic achievement scores in writing, we declined in percent proficient or advanced in 3 rd , 4 th and 5 th grades.	
Academic Growth	<u>Reading Median Growth Percentiles</u>	The Reading MGP stayed constant at 46	Our Reading program is outdated and teachers have done a nice job of supplementing as much as possible. We will

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>2012 – 50</p> <p>2013 – 46</p> <p>2014 - 46</p>	from 2013 to 2014.	eventually need to align Reading Instruction with the Colorado Academic Standards.
	<p><u>Math Median Growth Percentiles</u></p> <p>2012 – 38</p> <p>2013 – 46</p> <p>2014 – 41</p>	The Math MGP decreased from 46 to 41 from 2013 to 2014.	We will be implementing a new math program in the school district because of the lack of consistency in math instruction and the concern of having an outdated program that is not aligned to the Colorado Academic Standards.
	<p><u>Writing Median Growth Percentiles</u></p> <p>2012 – 54</p> <p>2013 – 56</p> <p>2014 – 49</p>	The Writing MGP decreased from 56 to 49 from 2013 to 2014.	All grade levels at PRE have implemented Lucy Calkins writing this year in response to a lack of consistency in writing instruction. There has not been a foundational writing program for our students at PRE.
Academic Growth Gaps	The overall rating in 2014 for Reading, Math and Writing was Approaching.		We need to continue to plan for and identify differentiation strategies to meet individual students' needs.
	<p>Our Free/Reduced Lunch Eligible Students were Approaching in Reading and Math, and Met expected growth in Writing.</p> <p>Our Minority Students Met expected growth in Reading and Writing, but were Approaching in Math.</p> <p>Our Students with Disabilities were Approaching in Reading and Math, and Did Not Meet expected growth in Writing.</p> <p>Our Students needing to catch up were Approaching in Reading, Math and Writing.</p> <p>We did not have enough students in the English Learner sub-group to receive a growth rating.</p>		<p>We need to focus on meeting the needs of our Students with Disabilities in the general education classroom by identifying appropriate accommodations and planning together.</p> <p>Grade level teams need to continue to plan together to provide differentiated instruction.</p>
Postsecondary & Workforce			

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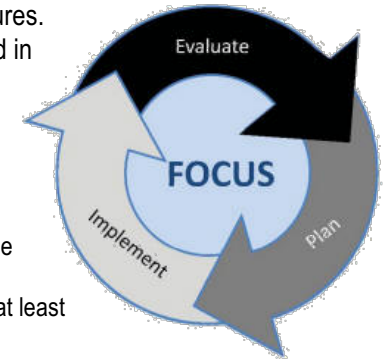
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness			

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

SchoolTarget SettingForm

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	N/A	N/A	N/A	N/A	
		M	N/A	N/A	N/A	N/A	
		W	N/A	N/A	N/A	N/A	
		S	N/A	N/A	N/A	N/A	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	
		M	In 2014, the overall rating for Math was Approaching. The Median Growth Percentile was 41, which was the lowest of the three tested areas.	Our MGP in Math will improve from 41 to 44 in 2014-2015.	Our MGP in Math will improve from 44 to 46 in 2015-2016.	STAR Math screening Moby Max Math Math Facts in a Flash Accelerated Math Grade Level Planning and Discussions	#1 – Improve student performance in math. #3 – Continue to focus on meeting each individual student's needs through differentiated instruction.
		W	Despite meeting expected growth in writing, there is a growing need for our students to excel in writing.	Our MGP in Writing will improve from 49 to 51 in 2014-2015.	Our MGP in Writing will improve from 51 to 53 in 2015-2016.	CBM Writing Assessments Lucy Calkins implementation Grade Level Planning and Discussions	#2 – Improve student performance in writing. #3 – Continue to focus on meeting each individual student's needs through differentiated instruction.
		ELP	N/A	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Growth Percentile, local measures	R	N/A	N/A	N/A	N/A	
		M	No subgroup met expected growth in	At least 1 subgroup will meet expected growth	At least 2 subgroups will meet expected	STAR Math screening	#1 – Improve student performance in math.

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			Math. Every subgroup was at the Approaching level.	in Math.	growth in Math	Moby Max Math Math Facts in a Flash Accelerated Math Grade Level Planning and Discussions	#3 – Continue to focus on meeting each individual student’s needs through differentiated instruction.
		W	In 2014, our Students with Disabilities Did Not Meet expected growth in Writing. Students needing to catch up were at the Approaching Level.	Our Students with Disabilities will move from MGP of 34 to 36 in 2014-2015.	Our Students with Disabilities will move from MGP of 36 to 38 in 2015-2016.	CBM Writing Assessments Lucy Calkins implementation Grade Level Planning and Discussions	#2 – Improve student performance in writing. #3 – Continue to focus on meeting each individual student’s needs through differentiated instruction.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

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

Major Improvement Strategy #1: Improve student performance in Math. **Root Cause(s) Addressed:** Lack of consistency in instruction and lack of support in developing instruction aligned to the rigor in the Colorado Academic Standards.

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				
Utilize the Research, Review and Respond Team to develop the Unified Improvement Plan and monitor implementation and effectiveness.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., RRR Team, Teaching Staff	SPF, UIP, Assessment information	-RRR Team Meeting at least twice per month -UIP Development – Due December 15	-In Progress -In Progress
Deepen understanding of the State Curriculum Overview for Math.	Jan. 2015 – Aug. 2015		Admin., District Elementary Math Curriculum Committee, Teaching Staff, RRR Team	Grade Level State Curriculum Overviews for Math	-RRR Team Meeting Discussions -Grade Level Team Discussions -District Elementary Math Curriculum Committee Discussions	-Not begun -Not begun -Not begun
Evaluate math programs to purchase for the school district.	Oct. 2014 – March 2015		Admin., District Elementary Math Curriculum	School District Funding	-Invite curriculum companies to present to Elementary Principals and District Admin. - Invite final curriculum companies to present to	-In Progress -Not begun

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School Name:PIONEER RIDGE ELEMENTARY SCHOOL

			Committee, Teaching Staff		District Elementary Math Curriculum Committee	
Training for new math program.	July – Aug. 2015	Aug. 2015 – May 2016	Admin., District Elementary Math Curriculum Committee, Math Program Trainers, Teaching Staff	School District Funding for training days, Math materials	-Days for training -Teaching Staff participation	-Not begun -Not begun
Implement new math program.		Aug. 2015 – May 2016	Admin., District Elementary Math Curriculum Committee, Teaching Staff	New Math Program, Colorado Academic Standards, State Math Curriculum Overview, Resources for meeting the needs of all students	-Organize Lessons based on the State Curriculum Overview -Plan for Math Instruction using new math program	-Not begun -Not begun

* 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: Improve student performance in writing. instruction aligned to the rigor in the Colorado Academic Standards. **Root Cause(s) Addressed:** Lack of consistency in instruction and lack of support in developing

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				
Utilize the Research, Review and Respond Team to develop the Unified Improvement Plan and monitor implementation and effectiveness.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., RRR Team, Teaching Staff	SPF, UIP, Assessment information	-RRR Team Meeting at least twice per month -UIP Development – Due December 15	-In Progress -In Progress
Implement Lucy Calkins Writing Program.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Teaching Staff	Lucy Calkins Materials	-All Classrooms using Lucy Calkins to teach writing	-In Progress
Continue to consistently use DLI and Shurley English for grammar.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Teaching Staff	DLI and Shurley English Materials	-All Classrooms teaching grammar skills frequently	-In Progress
Use CBMs to assess and monitor writing growth.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Teaching Staff	CBMs used to monitor writing growth	-All Classrooms using CBMs	-In Progress
Deepen understanding of the State Curriculum Overview for Writing.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Teaching Staff	Grade Level State Curriculum Overviews for Writing	-RRR Team Meeting Discussions -Grade Level Team Discussions	-Not begun -Not begun

* 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: Continue to focus on meeting each individual student's needs through differentiated instruction. maintain individual student growth and growth of the students in the subgroups.

Root Cause(s) Addressed: Needing to

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				
Grade level teams will plan and implement strategies to address differentiation.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Leadership Team, RRR Team, Staff	Grade Level Planning Time, Team Meetings	-Grade Level Team Discussions -Team Discussions and Planning -Departmentalize for specific content areas	-In Progress -In Progress -In Progress
Utilize and Analyze available data to identify student strengths, needs and areas for differentiation.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Leadership Team, RRR Team, Staff	Grade Level Planning Time, Team Meetings, Data	-Grade Level Team Discussions -Team Discussions and Planning -Departmentalize for specific content areas	-In Progress -In Progress -In Progress
Align instruction to Colorado Academic Standards and State Curriculum Overviews.	Aug. 2014 – May 2015	Aug. 2015 – May 2016	Admin., Leadership Team, RRR Team, Staff	Grade Level Planning Time, Team Meetings, Colorado Academic Standards, State Curriculum Overviews	-Grade Level Team Discussions -Team Discussions and Planning	-In Progress -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)
- Title I Schools Operating a Schoolwide Program (Optional)