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

Organization Code: 3110   District Name: JOHNSTOWN-MILLIKEN RE-5J   School Code: 4785   School Name: KNOWLEDGE QUEST ACADEMY
Official 2014 SPF: 1 Year

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.*

1. Knowledge Quest Academy is a kindergarten through eighth grade charter school located in Milliken, Colorado. The school is a part of the Johnstown/Milliken Weld Re5J School District and serves students from the district attendance area as well as several outlying communities such as Evans, Platteville, and Greeley. Our school has experienced an increase in our student count over the past two years totaling 21% growth. (12% growth in 2012-2013, and 9% growth in 2013-2014.) Our school now has a student count of 410 students, which is the maximum amount of students permitted by our charter. With the increase in our student population, we have strongly considered individual student data as our most important source of information, rather than the overall school scores.

2. In our subgroup populations for 2014, we only received data in the areas of Students Needing to Catch Up and FRL Eligible. In middle school, the subgroup of minorities was also reported.

    In our elementary school, the following data was reported for our subgroups in Academic Growth Gaps:

	Free and Reduced Lunch	Students Needing to Catch Up
Reading	Approaching	Exceeds
Math	Meets	Not Reported
Writing	Meets	Meets
		Total: 75% Meets

In our middle school, the following data was reported for our subgroups in Academic Growth Gaps:

	Free and Reduced Lunch	Students Needing to Catch Up	Minority Students
Reading	Meets	Exceeds	Exceeds
Math	Approaching	Meets	Meets
Writing	Meets	Meets	Meets
			Total: 77.8% Meets

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.*

Our school has been operating under a major restriction in funding. For the past three years, we have been focused on not only the outstanding education of our students, but also in rebuilding our financial situation. In three years, we have stabilized the school, however new needs in replacing technology continue to be a financial burden and limit the opportunities for financial support for the purchase of new and innovative materials. We have had to "make do" with materials as any curriculum money we had needed to be spent on buying refurbished computers so that we could take the required state assessments. Our staff is the example that good instruction yields positive results, despite the financial restriction we are in.

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.*

Our school is in the process of a move to refinance our building, which if successful, will help provide some capital to possibly improve our teaching materials in the future.

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

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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

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	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: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
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).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 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.

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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 awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning 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 supports 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.

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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?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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 and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Linda Spreitzer, Principal
	Email	lspreitzer@weldre5j.k12.co.us
	Phone	(970)587-5742 x104
	Mailing Address	705 School House Drive Milliken, CO 80543
2	Name and Title	Dave Locke
	Email	Dave.locke.kqa@gmail.com
	Phone	(970)587-5742
	Mailing Address	705 School House Drive Milliken, CO 80543

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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.
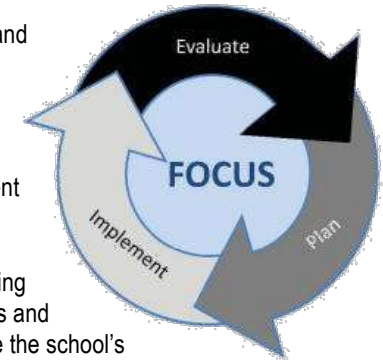
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

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., School Accountability Committee).	Review Current Performance: 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.	Trend Analysis: 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.	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.	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 strategy(s) is encouraged.

Narrative:

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Narrative:

3. Knowledge Quest Academy is a kindergarten through eighth grade charter school located in Milliken, Colorado. The school is a part of the Johnstown/Milliken Weld Re5J School District and serves students from the district attendance area as well as several outlying communities such as Evans, Platteville, and Greeley. Our school has experienced an increase in our student count over the past two years totaling 21% growth. (12% growth in 2012-2013, and 9% growth in 2013-2014.) Our school now has a student count of 410 students for the second year in a row, which is the maximum amount of students permitted by our charter. With the increase in our student population, we have strongly considered individual student data as our most important source of information, rather than the overall school scores.

4. Our current performance indicates that we have continued an upward movement in our overall performance and in our total and academic growth areas, we had the highest scores yet in the past five years. (Highest scores highlighted in green.)

Year	Rating	Total %	Academic Achievement %	Academic Growth Total %	Growth Gaps Total %
2010	Improvement	54.4%	56.3%	58.3%	44.4%
2011	Performance	66.4%	62.5%	70.8%	61.5%
2012	Performance	70.3%	59.4%	70.8%	80%
2013	Performance	74%	68.8%	75%	77.3%
2014	Performance	75.5%	66.7%	79.2%	76.8%

5. In our subgroup populations for 2014, we only received data in the areas of Students Needing to Catch Up and FRL Eligible. In middle school, the subgroup of minorities was also reported.

In our elementary school, the following data was reported for our subgroups in Academic Growth Gaps:

	Free and Reduced Lunch	Students Needing to Catch Up
Reading	Approaching	Exceeds
Math	Meets	Not Reported
Writing	Meets	Meets
		Total: 75% Meets

In our middle school, the following data was reported for our subgroups in Academic Growth Gaps:

	Free and Reduced Lunch	Students Needing to Catch Up	Minority Students
Reading	Meets	Exceeds	Exceeds
Math	Approaching	Meets	Meets
Writing	Meets	Meets	Meets
			Total: 77.8% Meets

Elementary:

3rd Grade	2010	2011	2012	2013	2014
Reading	78	64	64	71	77 (Above +5)
Writing	64	32	34	47	49 (Below – 2)
Math	80	60	68	81	84 (Above +12)
2014 State:	Reading: 72	Writing: 51	Math: 72		

4th Grade	2010	2011	2012	2013	2014
Reading	63	79	61	62	75 (Above +8)
Writing	47	56	34	38	52 (At)
Math	63	81	63	55	80 (Above +8)
Social Studies					596 (Below -1)
2014 State:	Reading: 67	Writing: 52	Math: 72	CMAS Social Studies 597	

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5th Grade	2010	2011	2012	2013	2014
Reading	79	66	84	61	56 (Below -15)
Writing	63	55	63	45	42 (Below – 13)
Math	63	68	77	70	50 (Below – 15)
Science	51	41	67	48	562 (Below -35)
2014 State:	Reading: 71	Writing: 55	Math: 65	CMAS Science: 597	

Middle:

6th Grade	2010	2011	2012	2013	2014
Reading	77	83	71	86	84 (Above +13)
Writing	51	60	57	67	48 (Below –9)
Math	43	71	54	76	59 (Below -2)
State:	Reading: 71	Writing: 57	Math: 61		

7th Grade	2010	2011	2012	2013	2014
Reading	63	76	91	48	80 (Above +11)
Writing	58	73	71	57	76 (Above +15)
Math	42	45	60	38	56 (Above +1)
Social Studies					639 (Above +41)
State:	Reading: 69	Writing: 61	Math: 55	CMAS Social Studies :	

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				598	

8th Grade	2010	2011	2012	2013	2014
Reading	54	67	79	80	58 (Below -8)
Writing	42	56	65	60	53 (Below -3)
Math	21	37	32	57	32 (Below -19)
Science	42	52	41	57	572 (Below -23)
State:	Reading: 66	Writing: 56	Math: 51	CMAS Science: 595	

Elementary /Middle School Growth:

4th Grade	2010	2011	2012	2013	2014
Reading	42	43	55	52	55
Writing	59	32	45	74	50
Math	33	53	53	34	51
State	Reading: 59	Writing: 50	Math:50		

5th Grade	2010	2011	2012	2013	2013
Reading	52	39	56	48	52.5
Writing	44	46	41	59	65
Math	42	49	58	61	57.5

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State	Reading: 50	Writing:50	Math:50		

6th Grade	2010	2011	2012	2013	2014
Reading	38	54	47	48	71
Writing	53	47	48	57	64
Math	32	62	34	48	55
State	Reading: 50	Writing: 50	Math:50		

7th Grade	2010	2011	2012	2013	2014
Reading	40	64	61	34	36
Writing	39	82	65	44	57.5
Math	36	73	60	67	46
State	Reading: 50	Writing: 50	Math:50		

8th Grade	2010	2011	2012	2013	2014
Reading	40	47	70	48	N<20
Writing	48	61	58	67	N<20
Math	28	47	52	75	N<20
State	Reading:50	Writing: 50	Math:50		

Elementary - Adequate Growth (FRL):

	2010	2011	2012	2013	2014
Reading	27	42	36	N<20	48
Writing	43	54	44	N<20	66
Math	55	61	65	N<20	59

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Elementary- Actual Growth (FRL):

	2010	2011	2012	2013	2014
Reading	48	41	68	N<20	47
Writing	50	32	44	N<20	56
Math	38	48	56	N<20	55

Students Needing to Catch Up:

	2012	2013	2014 Elementary	2014 Middle School
Reading	AGP 70 MGP 72 Yes +2	AGP 75 MGP 55 No -20	AGP 76 MGP 79 No -3	AGP 67 MGP 77 Yes +10
Writing	AGP 66 MGP 46 No -20	AGP 67 MGP 70 Yes +3	AGP 71 MGP 57 No - 14	AGP 74 MGP 65 No - 9
Math	AGP 75 MGP 61 No -14	AGP 75 MGP 39 No -36	AGP 56 MGP 66 No -10	AGP 94 MGP 55 No -39

*Prior to 2012, KQA did not identify this population because our population was N < 20.

Middle School - Adequate Growth (FRL):

	2010	2011	2012	2013	2014	
Reading	41	30	42	32	53	Adequate Growth: Yes
Writing	68	63	54	52	50	Adequate Growth: No
Math	85	83	85	76	55	Adequate Growth: No

Middle School - Actual Growth (FRL):

	2010	2011	2012	2013	2014
Reading	43	39	69	44	48
Writing	43	63	63	66	66
Math	24	58	56	63	59

Middle School Students Needing to

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Catch Up:

	2012	2013	2014
Reading	AGP 61 MGP 67 Yes +6	N<20	AGP 76 MGP 79 No -3
Writing	AGP 55 MGP 62 Yes +7	AGP 75 MGP 70 No - 5	AGP 57 MGP 71 No -14
Math	AGP 76 MGP 44 No -32	AGP 93 MGP 75 No - 18	N<20

*Prior to 2012, KQA did not identify this population because our population was N <20.

Middle School Minority Students - Adequate Growth:

	2010	2011	2012	2013	2014
Reading	74	33	39	37	N<20
Writing	55	64	55	59	N<20
Math	72	80	76	83	N<20

Middle School Minority Students – Actual Growth:

Reading	34	40	68	42	N<20
Writing	48	43	62	68	N<20
Math	35	31	44	61	N<20

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Median Growth Percentile: KQA/District/State

	2012	2013	2014		
Elementary School	Reading 56/52/50 Writing 44/47/50 Math 56/39/50	Reading 49/47/50 Writing 66/58/50 Math 45/46/50	Reading 54/47/50 Writing 57/45/50 Math 55/42/50		
Grade 4	Reading 55/48/50 Writing 45/44/50 Math 53/35/50	Reading 52/50/50 Writing 74/59/50 Math 28/41/50	Reading 55/59/50 Writing 50/38/50 Math 51/43/50		
Grade 5	Reading 56/54/50 Writing 41/49/50 Math 58/46/50	Reading 48/46/50 Writing 59/57/50 Math 61/47/50	Reading 53/38/50 Writing 66/50/50 Math 59/41/50		

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Middle School	Reading 62/51/50 Writing 55/51/50 Math 47/45/50	Reading 44/48/50 Writing 60/48/50 Math 66/50/50	Reading 61/49/50 Writing 64/44/50 Math 50/42/50		
Grade 6	Reading 47/47/50 Writing 48/49/50 Math 34/36/50	Reading 48/44/50 Writing 58/47/50 Math 60/37/50	Reading 71/42/50 Writing 64/37/50 Math 57/40/50		
Grade 7	Reading 61/55/50 Writing 65/53/50 Math 60/57/50	Reading N<20/48/50 Writing N<20/49/50 Math N<20/62/50	Reading 37/51/50 Writing 59/45/50 Math 46/46/50	*Note: 7Th Grade P/A Reading: 80% Writing: 76% Math: 56%	*Note: Wide range of proficiency in Math: Advanced: 18% PP/U: 45%
Grade 8	Reading 70/51/50 Writing 58/50/50 Math 52/43/50	Reading 48/53/50 Writing 69/49/50 Math 77/52/50	Reading N<20/54/50 Writing N<20/49/50 Math N<20/40/50		

Elementary Percent Catching Up

	KQA	District	State
Reading	39.1%	33.8%	34.3%
Writing	38.9%	39.4%%	35.2%
Math	<20	14.3%	20.3%

Elementary Percent Keeping Up

	KQA	District	State
Reading	63.4%	71.5%	76.7%
Writing	85.2%	68.1%	73.3%
Math	72.7%	56.5%	64%

Elementary Percent Moving Up

	KQA	District	State
Reading	18.4%	18.3%	20.4%
Writing	36.4%	20.3%	27.5%
Math	26.9%	21.8%	25.1%

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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)	**Reading:** Elementary: N≥ 71.65% Middle: N≥ 71.43%	**Reading:** Elementary: 70% Target not met by 1.65% Middle: 80.61% Target exceeded by 9.18%		**Elementary:** We came very close to the target. Our score last year in this area was 64.58%, making an increase of 5.42% over the last year. The target may have been set too high.. **Middle School:** Our scores exceeded the target. Our middle school staff has made a concerted effort to teach reading skills across the content areas.
	Writing: Elementary: N≥ 53.52% Middle: 57.77%	**Writing:** Elementary: 49.18% Target not met by 4.34% Middle: 62.63% Target exceeded by 4.86%		**Elementary:** Writing instruction is one of our goals we identified for this year. Staff development across all grades is providing a continuum to improve the instruction and performance of writing. **Middle School:** Our middle school exceeded the target this year. Instruction on using the RACER format has provided the students with a structure that supports better writing across the content areas.
Academic Growth				

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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.
	Math: Elementary: N≥ 70.89% Middle: N≥ 52.48%	**Math:** Elementary: 74.59% Target exceeded by 3.7% Middle: 56.57% Target exceeded by 4.09%		**Elementary and Middle School:** Our structure of teaching math classes at the same time across grade levels has allowed us to move students up or down to their proximal area of growth which allows the students to advance or receive remediation as needed.
	Science: Elementary: N≥ 47.53% Middle: N≥ 48%	**Science:** Elementary: Limited: 36% Moderate: 45% Strong: 18% Distinguished: 0% Middle: Limited: 47% Moderate: 37 Strong: 16% Distinguished: 0%	**Science:** Elementary: Limited:19% (State 29%) Moderate: 40% (State 36%) Strong: 40% (State 30%) Distinguished: 2% (State 4%) Middle: Limited: 25% (State: 37%) Moderate: 39% (State: 34%) Strong: 36% (State: 27%) Distinguished: 0% (State: 3%)	**Elementary and Middle School:** Our fifth grade scores were higher than the state for the total of Strong and Distinguished Command. (KQA 36% and State 30%) Our district was at 30% for Strong and Distinguished Command. Our eighth grade scores were higher than the state for the total of Strong and Distinguished Command. (KQA 36% and State 30%) Our district was at 26% for Strong and Distinguished Command.
Academic Growth Gaps	**Reading:** Elementary: N≥ 34% Middle: N≥ 25%	**Reading:** Elementary: 54% Target exceeded by 20% Middle: 61% Target exceeded by 36%		In both Elementary and Middle School we have been focusing our instruction on many aspects of reading, however the one difference is in using the CAFÉ and Daily 5 strategies which allow students to increase their achievement by

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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.
				reading in their proximal area of growth. Data collection allows us to move students forward and/or remediate as needed based upon progress monitoring results.
	Writing: Elementary: N≥ 59% Middle: N≥ 45%	**Writing:** Elementary: 57% Target not met by 2% Middle: 64% Target exceeded by 19%		Writing is an area of focus for our entire school. We have focused our staff development on the book Better Answers by Ardith Davis Cole, et al. More than 50% of our staff participated in a summer long book study and then staff development has proceeded throughout the year. By focusing on writing, our students will have a stronger base for all academic areas.
	Math: Elementary: N≥ 52% Middle: N≥ 70%	**Math:** Elementary: 55% Target exceeded by 3% Middle: 50% Target not met by 20%		Our approach to math has had success, however there is still some work to be done. Many of the students lack the basic skills needed in middle school to advance to the higher levels of math. We are remedying that need by changing our course offerings to bridge the gap between elementary and middle school. Realistically, our target was set too high last year – this is

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Postsecondary & Workforce Readiness	**Reading:** Elementary: N≥ 60.3% 10 out of 12 Targets Met (83%) Middle: N≥ 60.3% 10 out of 12 Targets Met (83%) **Writing:** Elementary: N≥ 53% 10 out of 12 Targets Met (83%) Middle: N≥ 53% 10 out of 12 Targets Met (83%)t **Math:** Elementary: N≥ 56% 10 out of 12 Targets Met (83%)	**Reading:** Elementary: N≥ 75% 6 out of 8 Targets Met (75%) Middle: N≥ 91.7% 11 out of 12 Targets Met (92%) **Writing:** Elementary: N≥ 75% 6 out of 8 Targets Met (75%) Middle: N≥ 75% 9 out of 12 Targets Met (75%) **Math:** Elementary: N≥ 75% 10 out of 12 Targets Met (83%)		something we need to keep in mind and stay more within the norm of the district/state averages. The number of targets for our elementary declined due to populations that were <20, leaving the value of each target a higher amount. Middle school improved significantly in this area. We still need to focus on the needs and target of our FRL population. The number of targets for our elementary declined due to populations that were <20, leaving the value of each target a higher amount. Writing is an area of focus for our school this year. Our overall growth gaps improved, however, attention needs to be made to our subgroup populations. For the past two years, we have focused on our math instruction and, over time, we are starting to see the benefit as students move from grade

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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.
	Middle: N≥ 56% 10 out of 12 Targets Met (83%)	Middle: N≥ 66.7% 8 out of 12 Targets Met (67%)		to grade. Our overall growth gaps improved, however, attention needs to be made to our subgroup populations

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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)	Over the past three years our Academic Achievement has increased from 59.4% in 2012 to 66.7% in 2014, with an average of 64.9% in the past two years.	Change in numbers of student enrollment – many new students to our school. (258 students in 2012 to 410 students in 2014)	Our school weathered a difficult time in 2012 which drastically reduced our enrollment. Since that time we have increased our enrollment and worked towards improved and sustained student growth. Over time, we know that as students grow, their levels of achievement will increase.
Academic Growth	Over the past three years we have shown steady improvement in our academic growth from 70.8% in 2012 to 79.2% in 2014, with an average of 75%.	Overabundance of testing and less time for instruction	Attention to progress monitoring and increased interventions have been effective in helping students grow. As the number of assessments is increased, we are concerned about the effect of less instruction time on our ability to help students grow.
Academic Growth Gaps	Over the past three years we have fluctuated in the area of growth gaps from 80% in 2012 to 76.8% in 2014, with an average of 78%.	Awareness of subgroup populations and creating effective interventions to	Few subgroup populations are >20, so there are less categories reported. Each resulting target bears more weight in the growth gaps formula.

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		address those needs.	
Postsecondary & Workforce Readiness	N/A		

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.

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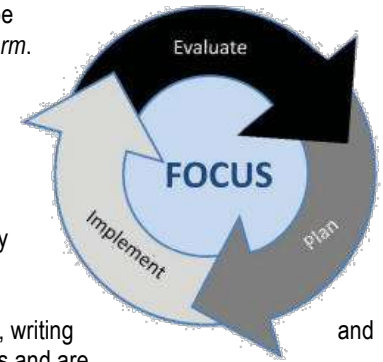
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA					
		READ	Due to the change in statewide testing, we expect the scores to be N≥ 70% of the state performance on the new assessments.	N≥ 70% of the state performance on standardized testing	N≥ 70% of the state performance on standardized testing	Elementary: DIBELS, Individualized Instruction, Accelerated Reader, STAR Reading Middle: Individualized Instruction, Accelerated Reader, Data Analysis, STAR Reading	Elementary: Continue implementation of the Daily 5 and CAFÉ Strategies. Provide opportunities for engagement and individualization of reading instruction. Middle: Continue implementation of reading strategies taught in the cross curricular areas. Shared data with students and parents.
		M	Due to the change in statewide testing, we expect the scores to be N≥ 70% of the state performance on the new assessments.	N≥ 70% of the state performance on standardized testing	N≥ 70% of the state performance on standardized testing	Elementary: STAR Math, Individualized Instruction, Data Analysis Middle School: STAR Math, Khan Academy, Individualized Instruction, Data Analysis	Continue vertical articulation regarding preceding grade level performance expectations and scope. Restructuring math instructional levels for grades 3-8 to allow for acceleration or remediation. Reflection on correlation to other testing measures .Additional site licenses for STAR math for student data for students performing below

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							grade level.
		S	Grade 5: Follow state trends in CMAS data: 33% Strong and Distinguished Command Grade 8: Follow state trends in CMAS data: 32% Strong and Distinguished Command	Grade 5: Follow state trends in CMAS data: 33% Strong and Distinguished Command Grade 8: Follow state trends in CMAS data: 32% Strong and Distinguished Command	Grade 5: Follow state trends in CMAS data: 33% Strong and Distinguished Command Grade 8: Follow state trends in CMAS data: 32% Strong and Distinguished Command	Elementary/Middle: Utilization of rubrics and individualized instruction to improve science performance. Middle school will continue to implement a mandatory science fair project which will also include interdisciplinary aspects such as reading, writing, technology, graphs, art, and math skills.	Continue implementation of the required science fair projects with individualized instruction. Increased instruction in the areas of physical science and chemistry in middle school.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	STAR Reading used as interim growth measure	Growth N≥ 70% on grade level growth reports	Growth N≥ 70% on grade level growth reports Follow state trends in CMAS data	Elementary: DIBELS, Individualized Instruction, Accelerated Reader, STAR Reading Middle: Individualized Instruction, Accelerated Reader, Data Analysis, STAR Reading	Elementary: Continue implementation of the Daily 5 and CAFÉ Strategies. Provide opportunities for engagement and individualization of reading instruction. Middle: Continue implementation of reading strategies taught in the cross curricular areas. Shared data with students and parents.

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		M	Due to the change in statewide testing, we expect the scores to be N≥ 70% of the state performance on the new assessments.	N≥ 70% of the state performance on standardized testing	N≥ 70% of the state performance on standardized testing	Elementary: STAR Math, Individualized Instruction, Data Analysis Middle School: STAR Math, Khan Academy, Individualized Instruction, Data Analysis	Continue vertical articulation regarding preceding grade level performance expectations and scope. Restructuring math instructional levels for grades 3-8 to allow for acceleration or remediation. Reflection on correlation to other testing measures .Additional site licenses for STAR math for student data for students performing below grade level.
		ELP	Due to the change in statewide testing, we expect the scores to be N≥ 70% of the state performance on the new assessments.	N≥ 70% of the state performance on standardized testing	N≥ 70% of the state performance on standardized testing	Elementary/Middle: Utilization of rubrics and individualized instruction to improve writing performance. Implementation of Daily Language Instruction. Implement "Better Answers" strategies across all grade levels.	Continue vertical articulation regarding preceding grade level performance expectations and scope. Continue alignment of a K-8 continuous spiral that encompasses specific writing skills at each grade level. Reflection on correlation to other testing measures/rubrics.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Due to the change in statewide testing, we expect the scores to be N≥ 70% of the state performance on the new assessments.	N≥ 70% of the state performance on standardized testing	N≥ 70% of the state performance on standardized testing	Continue intervention schedule including progress monitoring	Utilize individualized strategies and common assessments. Complete and implement individualized ELL Plans
		M	Due to the change in statewide testing, we	N≥ 70% of the state performance on	N≥ 70% of the state	Elementary: STAR Math, Individualized Instruction,	Continue vertical articulation regarding

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		expect the scores to be N≥ 70% of the state performance on the new assessments.	standardized testing	performance on standardized testing	Data Analysis Middle School: STAR Math, Khan Academy, Individualized Instruction, Data Analysis	preceding grade level performance expectations and scope. Restructuring math instructional levels for grades 3-8 to allow for acceleration or remediation. Reflection on correlation to other testing measures .Additional site licenses for STAR math for student data for students performing below grade level.
Postsecondary & Workforce Readiness	Graduation Rate	N/A				
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT					
	Other PWR Measures					

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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: Better Answers Implementation   **Root Cause(s) Addressed:** Need for consistency in our grade to grade writing instruction

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				
Continue staff development in the area of writing instruction and communication of the expectations for writing from grade level to grade level.	Book study group, focused goals for staff development throughout the year.	Curriculum Committee oversight of goals for staff development throughout the year.	Curriculum committee, staff, principal	Budget money for book study in the annual budget	Book study completed, work sample collection in progress utilizing different purposes for writing. (Expository, persuasive, etc.)	In progress

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

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Major Improvement Strategy #2 Individualized instruction in grade3-8 math that produces positive growth and achievement. Retain current structure of building-wide schedule to support cross-grade movement. **Root Cause(s) Addressed:** Focus on identifying the underlying skills that students need to achieve to mastery in order to proceed to higher levels of mathematics. Many students lack mastery of fundamental math skills such as addition, subtraction, multiplication, and division.

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				
Assessment of student skills and placing students into appropriate strategic groups for instruction.	Review data to drive future instruction	Refine, assess, design, and implement an appropriate schedule to address growth and math competency concerns. Review data to drive future instruction.	All core classroom teachers, support staff	Evaluate the need for additional resources. Begin planning for possible text adoption for 2016-2017.	Implement class structures for math instruction. Progress monitor student growth. Begin utilization of other math support practices such as Khan Academy in the elementary grades.	Year three of 3-8 implementation in progress. Will review data at end of year to determine next steps.

* 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.

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Major Improvement Strategy #3 Adapt budget to meet financial requirements and student familiarity with associated technology necessary for completing state testing.
Root Cause(s) Addressed: New testing procedures that are mandatory in the state cause a hardship for small charter schools. Our available technology must be increased and we must provide time for students to become familiar with the equipment necessary to demonstrate their learning.

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				
Purchase new technology	Purchase as much technology as budget permits to increase accessibility for students	Purchase additional technology as budget permits	Board of Directors, Technology Committee, Staff	No additional funds have been procured despite multiple grant and funding applications. Funding must be accounted for from our school budget.	Purchase 96 refurbished laptop computers and charging stations. Acquire internet modems to allow needed access points for internet.	Completed
Provide time for students to become familiar with new technology	Integrate classroom projects with technology, provide technology classes for all grade levels, include keyboarding skills in	Continue technology integration and related skills necessary for testing	Technology Committee, Staff	Funding for staff training and tech position	Implement change beginning in January, 2015. Explore new possibilities in acquiring iPads and other technologies to enhance the classroom learning.	In progress

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	technology instruction				

* 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 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.*

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