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Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 7490 School Name: ROOSEVELT HIGH SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	72.21%	-	-	65.68%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	30.16%	
		W	-	-	49.57%	-	-	51.99%	
		S	-	-	50.00%	-	-	42.96%	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro 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. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		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	-	-	93	-	-	48	
		W	-	-	47	-	-	47	
		ELP	-	-	-	-	-	36	

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Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	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.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 80.4% using a 6 year grad rate	Meets	Overall Rating for Postsecondary & Workforce Readiness: Approaching
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	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.	Approaching	
	Dropout Rate **Expectation:** At or below state average overall.	3.9%	2.9%	Meets	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	20.1	19	Approaching	

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Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

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, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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 TIG 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?	
School Support Team or Expedited Review	Has (or will) the school participated in an 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) ☐ Colorado Graduation Pathways Program (CGP) ☐ Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Trevor Long, Principal
	Email	tlong@weldre5j.k12.co.us
	Phone	(970)587-6008
	Mailing Address	616 N. 2nd St. Johnstown, CO 80534
2	Name and Title	Dr. Martin Foster, Superintendent of School, Weldre5j
	Email	mfoster@weldre5j.k12.co.us
	Phone	(970) 587-6059
	Mailing Address	110 S. Centennial Drive Suite A Milliken, CO 80543

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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 the Unified Improvement Planning Handbook.

Evaluate
FOCUS
Implement
Plan
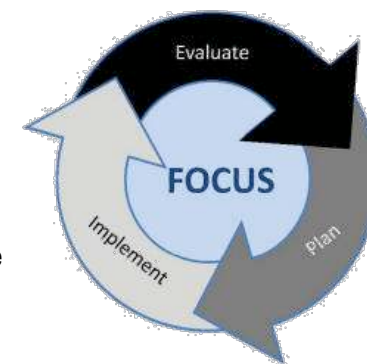
Data Narrative for School

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

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).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	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.	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 strategies is encouraged.

Narrative:

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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 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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- 73.00% P&A Writing-50% P&A Math-33.52% P&A Science-50.00% P&A	Reading-65.68% P&A (not met) Writing-51.99% P&A (met) Math- 30.16% P&A (not met) Science-42.96% P&A (not met)	Targets for Writing Met. Writing scores for RHS were above the target on the 2013 academic achievement data (51.99%). Targets for Reading Not Met. Reading scores for RHS were below the target on the 2013 academic achievement data (65.68%). Targets for Math Not Met. Math scores for RHS were below the target on the 2013 academic achievement data (30.16%). Targets for Science Not Met. Science scores for RHS were below the target on the 2013 academic achievement data (42.96%). Progress was not evident in Prof. & Advanced scores from 2012 to 2013. RHS did not emphasize a school-wide focus for teaching reading & writing throughout the school year. This created less support for the English departmental focus and less deliberate teaching to student deficiencies according to identified state standards.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	Reading, Writing, Math = Median Growth Percentile that meets or exceeds the adequate median growth percentile.	Reading=46% Target Met (21% Median Adequate Growth Percentile) Writing=47% Target Met (47% Median Adequate Growth Percentile) Math=48% Target Not Met (93% Median Adequate Growth Percentile)	
	Reading and Writing= Median Growth Percentile that meets or exceeds the adequate medium growth percentile.	Reading= 46% Target met (21% Median Adequate Growth) Writing= 47% Target met (47% Median Adequate Growth) Math= 48% Target not met (93% Median Adequate Growth)	
Academic Growth Gaps	Reading, Math, and writing for all subgroups (Free/Reduced lunch, minority students, students with disabilities, English learners, students needing to catch up will achieve a medium growth percentile that meets or exceeds the medium adequate growth percentile.	All subgroups identified achieved an <u>Approaching</u> designation (except for Minority Students scored a <u>Meets</u> for Reading).	RHS is currently requiring all 10th grade students to take the PLAN test in preparation of the 11th grade ACT. After 2 years of this requirement, it is yet to be determined how effective this plan is to improve ACT scores.
Postsecondary & Workforce Readiness	Graduation Rate: Above 80% Mean ACT: At or above state average.	Roosevelt High School had a six year graduation rate of 80.4% vs. the state target of 80%. Target met. The mean ACT score for RHS was 19 vs. the	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
		state average of 20.0- Target Not Met.	
		Additional preparatation(s) may need to be implemented to improve scores.	

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)	Proficient and Advanced Reading and Writing. RHS has demonstrated a 3 year trend for reading and writing that shows stability in growth from 2010 to 2013 for both the 9th and 10th grades on the CSAP/TCAP. The 2013 scores for these two content areas scored higher than the state average for 9th (CO-55%) and 10th (CO-49%) writing. The score for 9th grade reading also beat the state average (CO-68%). The state average for 10th reading was higher than RHS (CO-70%). The 3 year trend is listed below: **Proficient & Advanced Reading** 		2010	2011	2012	2013
---	---	---	---	---
9th Reading	61	62	72	70
10th Reading	66	51	69	63		Although the Reading/Writing 2013 Prof./Adv. scores shows success, the challenges include sustained efforts to keep level of instruction to meet student ability levels as they progress.	2013 Reading and Writing scores have demonstrated a lack of focus or an inconsistent way of supporting the instruction of reading and writing across all content areas.

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Proficient & Advanced Writing

	2010	2011	2012	2013
9th Writing	46	53	55	57
10th Writing	41	41	49	50

Although the 3 year trend for CSAP/TCAP math scores have demonstrated a 3 year trend of stability in our proficient and advanced scores, we have demonstrated a consistent trend for scoring below the state average for proficient and advanced.

Proficient & Advanced Math

	2010	2011	2012	2013
9th Math	32	31	32	33
10th Math	27	23	28	27

Improve Prof./Adv. scores to show/demonstrate continued student growth at or above the state average(s) for math.

A need for continued review and evaluation for the state standards. As well as, training hands-on, student centered math instruction A common approach for making math curriculum relevant and engaging for studen

Academic Growth

Reading Growth Percentiles-Median Growth Percentiles

	2010	2011	2012	2013
Adequate Growth	17	24	21	21
Actual Growth	44	32	58	46
Difference	+27	+8	+37	+25

Improve Reading Growth.

Inconsistent instructional focus for reading.

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Improve Math Growth.

Inconsistent instructional focus for math.

Math Growth Percentiles-Median Growth Percentiles

	2010	2011	2012	2013
Adequate Growth	91	93	91	93
Actual Growth	49	46	57	48
Difference	-42	-47	-34	-45

Sustain Writing Growth.

Writing Growth Percentiles-Median Growth Percentiles

	2010	2011	2012	2013
Adequate Growth	52	44	48	47
Actual Growth	44	41	52	47
Difference	-8	-3	4	0

English Language Proficiency (ACCESS)

English language learners saw a stable performance result in achievement for the area of academic growth. The median growth percentile was 36% (same at 2012) for the 1st year of testing using the ACCESS testing.

Direct instructional support to the ELL English classroom.

Lack of strategies utilized by content teache

Academic Growth Gaps

Students with Disabilities

Disabled students scored an Approaching designation on the 2013 TCAP (43% median growth for math). This score is 56% below the adequate median growth percentile.

Students within this category need to have specific instructional strategies to address academic growth in the area of math. Identification of those

Lack of direct instruction focused toward stu ability level(s).

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		students and areas of instructional/academic need are necessary from the math teachers.	
Postsecondary & Workforce Readiness	ACT, Drop Out, Graduation Rate, ELL & SPED Graduation Rate Roosevelt High School has had a lower than state average score on the composite ACT over the last few years. Disaggregated groups (SPED, English language learners, and Free and Reduced students) have all been lower in meeting graduation rates that the state average as well.	Improve to meet or exceed state ACT average.	Lack of instructional preparation for the ACT test.

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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. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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 where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

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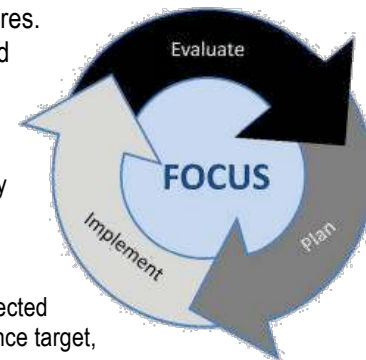
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	A specific challenge in the area of Reading is the SPED, ELL, and minority students.	58%	61%	ELL teacher is assigned specific instruction in English classes (Year 2). Acuity and classroom pre & post assessments.	The school-wide approached developed for 2012 (Year 2) will require on-going professional development for all content areas to focus on reading and writing strategies. These efforts include instructional targets that are standards based, school-wide writing rubrics and emphasis for elements of practice reading and writing skills in all content areas.
		M	A specific challenge in the area of Math is the SPED, ELL, and minority students. Evaluating the newly revised standards to meet goal(s) for meeting or exceeding the state average. – Year 2 Our math department has established goals for prioritizing instruction that meets	37%	40%	Incoming Freshmen students at RHS will be assessed in the spring (8th grade) to determine ability levels and focus areas for differentiated instruction. Acuity and classroom pre & post assessments.	The RHS math department will work to evaluate the student ability levels for a more focused program of instruction that addresses student need.

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Category	Median Growth Percentile (TCAP/CSAP & ACCESS)						
			the expectations for the new standards.- Year 2				
		W	A specific challenge in the area of Writing is the SPED, ELL, and minority students.	60%	62%	ELL teacher is assigned specific instruction in English classes (Year 2). Acuity and classroom pre & post assessments.	The school-wide approached developed for 2012 (Year 2) will require on-going professional development for all content areas to focus on reading and writing strategies. These efforts include instructional targets that are standards based, school-wide writing rubrics and emphasis for elements of practice reading and writing skills in all content areas.
		S	10th Grade science curriculum does not meet adequate instruction emphasis for content of TCAP	47%	50%		The RHS Science department will work to develop student centered instructional strategies and applied problems within their curriculum to reflect student practice for science standards expectations.
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Continued growth for the median growth percentile on a yearly basis.	64%	66%	Acuity	The school will continue use of the progress monitoring program (Acuity) with 3 assessments during the year to help guide instruction based on need

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						and student progress.
		M	Continued growth for the median growth percentile on a yearly basis.	63%	65%	Acuity	The school will continue use of the progress monitoring program (Acuity) with 3 assessments during the year to help guide instruction based on need and student progress.
		W	Continued growth for the median growth percentile on a yearly basis.	58%	60%	Common assessments. school writing rubric.	The school will continue to utilize departmental focus for instruction based on data for the 9th and 10th grades.
		ELP	Improved performance on annual assessment for ACCESS. Our goal is to meet or exceed adequate median growth.	56%	58%	Classroom ELL assessments.	RHS has scheduled English language learners in a format to allow the ELL teacher regular classroom interventions. The ELL teacher will be allowed direct access to English classes to support student learning and growth. The teacher will work in conjunction with the classroom teacher to meet student need and ability levels. Methods of sheltered English

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Academic Growth Gaps	Median Growth Percentile					
						instructing will be emphasized with the classroom teacher.
		R	Continued consistent growth for all students (in subgroups of SPED, ELL, and students need to catch up) for our median growth percentile. Free and Reduced, Minority subgroups	Did not Meet or exceed-Median Adequate growth percentile. Met Median Adequate growth percentile.	55%	Reading Inventory Lexia Learning	Reading Program for older students to provide differentiated instruction.
		M	Continued consistent growth for all students (in subgroups of Free and Reduced, SPED, ELL, and minority and students need to catch up) for our median growth percentile.	Did not Meet or exceed-Median Adequate growth percentile.	55%	Acuity, STAR Math Common Assessments	Teachers will implement Accelerated Math in the classes with struggling students to provide differentiated, targeted interventions;
		W	Continued consistent growth for all students (in subgroups of Free and Reduced, SPED, ELL, and minority and	Did not Meet or exceed-Median Adequate growth percentile.	55%	Classroom assessments/rubric	The school will establish a school wide writing rubric that aligns with the state TCAP rubric. The rubric will be used across

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		students need to catch up) for our median growth percentile.				content areas and will provide a common language in writing throughout the building. ELL students will begin using the Step-Up-To-Writing Curriculum to provide targeted writing instruction in addition to language acquisition.
Postsecondary & Workforce Readiness	Graduation Rate		At or above 80%	At or above 80%	Grade level designations developed for 2012-2013 based on student credit status. Implemented to improve "on track" for graduation (Year 2). Graduation evaluations throughout the school year for all grade levels.	Develop ICAP Plans
	Disaggregated Grad Rate					
	Dropout Rate		n/a	n/a		n
	Mean CO ACT	ACT Composite Averages are consistently below state averages.	At or above the state average	At or above the state average	PLAN Test in 10th grade; Practice ACT	ACT Prep imbedded in a variety of content classes.

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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: _ Reading-Increase student growth percentile **Root Cause(s) Addressed:** _Effective Instructional Strategies/Differentiated 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) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
All 9th and 10th grade students will be benchmarked 3x a year using Acuity for Language Arts (Reading).	Fall, Winter, and Spring		Building Administration	Local Funds	All students will have benchmark data	In Progress
English 9 & 10 Leveled classes (Advanced & Concepts) for addressing student ability level(s) and focused instruction.	Fall, Winter, and Spring 2013-14		English/SPED Teachers	Local Funds	Departments will share their focus and align instruction to meet student needs & TCAP preparation.	In Progress
Common school-wide "Best Practice" (Book Study) analysis and implementation in all content areas for reading.	Fall, Winter, and Spring 2013-14		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
21st Century Skills commitment and framework analysis and alignment with common core standards.	Fall, Winter, and Spring 2013-14		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
Reading for key ideas within content areas.	Winter 2013		English / All Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress

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					This reading/writing focus includes common and universal strategies of instructional emphasis in all classrooms.	

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Major Improvement Strategy #2: _ Writing-Increase student growth percentile   **Root Cause(s) Addressed:** _ Effective Instructional Strategies/Differentiated 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)   ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
All 9th and 10th grade students will be benchmarked 3x a year using Acuity for Language Arts (Writing).	Fall, Winter, and Spring		Building Admin.	Local Funds	All students will have benchmark data	In Progress
English 9 & 10 Leveled classes (Advanced & Concepts) for addressing student ability level(s) and focused instruction.	Fall, Winter, and Spring 2013-14		English/SPED Teachers	Local Funds	Departments will share their focus and align instruction to meet student needs & TCAP preparation.	In Progres s
Common school-wide "Best Practice" (Book Study) analysis and implementation in all content areas for writing.	Fall, Winter, and Spring 2013-14		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
21st Century Skills commitment and framework analysis and alignment with common core standards.	Fall, Winter, and Spring 2013-14		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
Effective paragraph planning, organization, and implementation.	Winter 2013		English / All Staff	Local Funds	Staff in-service analysis and evaluation. This reading/writing focus includes common and	In Progress

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					universal strategies of instructional emphasis in all classrooms.	

* 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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cde

Major Improvement Strategy #3: _ Math-Increase student growth percentile **Root Cause(s) Addressed:** _Effective Instructional Strategies/Differentiated 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) ☐ 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)
	2013-14	2014-15				
All 9th and 10th grade students will be benchmarked 3x a year using Acuity for Math.	Fall, Winter, and Spring		Building Administration	Local Funds	All students will have benchmark data	In Progress
Geometry 9 Leveled classes (Advanced Geometry & PreAlgebra) for addressing student ability level(s) and focused instruction.	Fall, Winter, and Spring 2013-14		English/SPED Teachers	Local Funds	Departments will share their focus and align instruction to meet student needs & TCAP preparation.	In Progress
Common school-wide "Best Practice" (Book Study) analysis and implementation in all content areas for math.	Fall, Winter, and Spring 2013-14		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
21st Century Skills commitment and framework analysis and alignment with common core standards.	Fall, Winter, and Spring 2013-14		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
Student-centered instructional strategies & applied problems (Math & Science)	Winter 2013		Math Dept. & CSU NOYS	Local Funds	Staff in-service analysis and evaluation.	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.

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cde

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cde

Major Improvement Strategy #3: _ Reading-Increase student growth percentile **Root Cause(s) Addressed:** _Effective Instructional Strategies/Differentiated 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)   ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

* 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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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)