

**Colorado's Unified Improvement Plan for Schools for 2011-12
Preliminary Report**

Organization Code: 1020 District Name: CHEYENNE MOUNTAIN 12 School Code: 1590 School Name: CHEYENNE MOUNTAIN HIGH SCHOOL (H) Plan type based on: 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 2010-11. 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 — Adequate Yearly Progress (AYP) — and state accountability expectations — School Performance Framework (SPF) data. The columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/Metrics | 2010-11 Federal and State Expectations | | 2010-11 School Results | | Meets Expectations? | | |
|--------------------------------------|--|---|---------------------|--|---|---------------------|--|--|
| | | 1-year | 3-years | 1-year | 3-years | | | |
| Academic Achievement (Status) | CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data. | Reading | 73.3% | 72.2% | 87.2% | 88.6% | Overall Rating for Academic Achievement: Exceeds * Consult your SPF for the ratings for each content area at each level. | |
| | | Math | 33.5% | 30.5% | 60.9% | 61.5% | | |
| | | Writing | 50.0% | 49.6% | 80.5% | 79.6% | | |
| | | Science | 50.0% | 50.0% | 70.1% | 73.1% | | |
| | Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*. | Overall number of targets for School: 31 | | Overall % of targets met by School: 87.1% | | Reading | NO | |
| Academic Growth | Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing. Expectation: If school met adequate growth, then median SGP is at or above 45. If school did not meet adequate growth, then median SGP is at or above 55. | | Median Adequate SGP | Median SGP | Overall Rating for Academic Growth: Meets * Consult your SPF for the ratings for each content area at each level. | | | |
| | | Reading | 5 | 45/55 | | | Median SGP: 56 | |
| | | Math | 43 | 45/55 | | | Median SGP: 64 | |
| | | Writing | 12 | 45/55 | | | Median SGP: 53 | |

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

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

| Performance Indicators | Measures/Metrics | 2010-11 Federal and State Expectations | | 2010-11 School Results | | Meets Expectations? |
|--|---|--|--------------|---|---|--|
| Academic Growth Gaps | Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55. | See your School Performance Framework Report for a listing of median adequate growth percentiles for your school's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up. | | See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups. | | Overall Rating for Growth Gaps: Meets |
| | Postsecondary and Workforce Readiness | Graduation Rate Expectation: 80% on the best of the 4-year, 5-year, 6-year or 7-year graduation rate. | 80% or above | | Best of 4-year through 7-year Grad Rate | |
| Dropout Rate Expectation: At or below State average. | | 1-year | 3-years | 1-year | 3-years | |
| Average ACT Composite Score Expectation: At or above State average. | | 1-year | 3-years | 1-year | 3-years | |
| | | 20.0 | 20.1 | 23.6 | 23.9 | |
| | | | | 94.8% (7-year) | 94.2% (7-year) | |

Accountability Status and Requirements for Improvement Plan

| Program | Identification Process | Identification for School | Directions for completing improvement plan |
|---|---|---------------------------|---|
| State Accountability | | | |
| Preliminary Recommended Plan Type | Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness). | Performance | Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2012 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan. Final results will be available in November 2011. |
| ESEA Accountability | | | |
| School Improvement or Corrective Action (Title I) | Title I school missed same AYP target(s) for at least two consecutive years.** | N/A | Not identified for Improvement under Title I. |

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

| Comprehensive Review and Selected Grant History | | |
|---|--|--|
| Title I Program | Does the school receive Title I funds? If yes, indicate the type of Title I program | <input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Schoolwide |
| Related Grant Awards | Did the school receive a Tiered Intervention grant? Indicate the intervention approach. | <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart |
| | Has the school received a School Improvement grant? When was the grant awarded? | <input type="checkbox"/> Transformation <input type="checkbox"/> Closure |
| School Support Team or Expedited Review | Has (or will) the school participated in an SST review or Expedited Review? 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

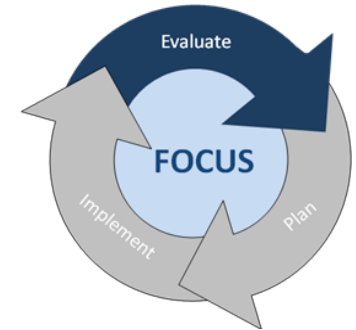
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

| School Contact Information (Additional contacts may be added, if needed) | | |
|--|-----------------|--|
| 1 | Name and Title | Dr. John Weishaar, Principal |
| | Email | weishaar@cmsd12.org |
| | Phone | (719) 475-6110 |
| | Mailing Address | 1200 Cresta Road, Colorado Springs, CO 80906 |
| | | |
| 2 | Name and Title | Don Fortenberry, Assistant Principal |
| | Email | fortenberry@cmsd12.org |
| | Phone | (719) 475-6110 |
| | Mailing Address | 1200 Cresta Road, Colorado Springs, CO 80906 |

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



Worksheet: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

| Performance Indicators | Targets for 2010-11 school year (Targets set in last year’s plan) | Target met? How close was school in meeting the target? |
|-------------------------------|---|--|
| Academic Achievement (Status) | Show a 2% increase (from 57% to 59%) for 10 th Grade math students in the P/A category. | Target NOT met. The percent of 10 th grades in the P/A category dropped to 56%. |
| Academic Growth | Only 20% (down from 27%) of the 10 th grade students will be in the below proficient category on the extended writing portion of the CSAP. | Target NOT met. 28% of 10 th grade students were in the below proficient category for the extended writing portion of the 2011 CSAP. |
| Academic Growth Gaps | Increase the median student growth percentile on the 1-year (2010) SPF from 53% to 55% for students with disabilities. | Target MET . Median growth percentile was 59% on the 1-year (2011) SPF. |
| Post Secondary Readiness | Increase the percentage of students ready for an entry-level college science class to 52% (i.e. score above the benchmark score of 24). | Target MET . The percentage of students ready for entry-level college science (as measured by the ACT Benchmark score of 24 or above) was 52%. |

Strength: Provides targets set in previous year’s plan and identifies progress toward the targets.

Area for Improvement: Does not specify how far the school was from meeting identified targets for “target not met”.

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the “last year’s targets” worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Strength: Reviews the performance summary provided in the School Performance Framework (SPF) report and specifies where the school did not meet local, state and/or federal performance expectations.

| Performance Indicators | Description of Trends (3 years of past data) | Priority Performance Challenges | Root Causes |
|-------------------------------|---|--|---|
| Academic Achievement (Status) | All four of the tested subject areas (Reading, Mathematics, Writing, and Science) received an Exceeds rating on the 3 year SPF. Earned 16 out of 16 points for an overall category rating of Exceeds on the 3 year SPF. | None | None |
| Academic Growth | The ratings for Reading, Mathematics, and Writing are Meets , Exceeds , and Meets , respectively, and the overall category rating is Meets . However, we have a significant number of students who are not demonstrating a year's academic growth in writing as reported on the Longitudinal Proficiency Levels Report. | Decrease the number of students who are not demonstrating a year's worth of growth in writing. | The writing curriculum was not aligned with TCAP/CSAP expectations and the English department did not have a specific researched-based curriculum in place based on the abilities and current functioning of each student. |
| Academic Growth Gaps | Reading: Students w/disabilities and Students needing to catch up both have ratings of Approaching . | Improve the students w/disabilities disaggregated group's academic growth. | Students who have reading deficiencies, and have not yet been identified, need to be identified sooner and have reading goals written into their IEPs. The English department also does not have a daily "developmental" reading program for <u>all</u> learners. |
| Academic Growth Gaps | Writing: Students w/disabilities and Students needing to catch up both have ratings of Approaching . | Improve the students w/disabilities disaggregated group's academic growth. | The writing curriculum was not aligned with TCAP/CSAP expectations and the English department did not have a specific researched-based curriculum in place based on individual students abilities and current functioning. |
| Post Secondary Readiness | Graduation rates for 4yr, 5yr, 6yr, and 7yr are 93.1, 94.2, 94.1, and 94.8 respectively. Rating: Exceeds Dropout Rate: 0.5%. Rating: Exceeds Colorado ACT Composite: 23.9%. Rating Exceeds Earned 12 out of 12 points for an overall category rating of Exceeds on the 3 year SPF. | None | None |

Strength: Compares school performance with state indicators, but does not provide trend statements on the data analysis worksheet. Provides a small number of trends in the data narrative.

Strength: Identifies academic Growth Gaps for students with disabilities (reading, writing and math), and students needing to catch up (reading and writing) and compares the median student growth percentile to the median adequate growth percentile for these groups.

Strength: Analyzes CSAP data for Writing Academic Achievement (Status) for a six year period (2006-2011) and Academic Growth Gaps for a three year period (2009-2011).

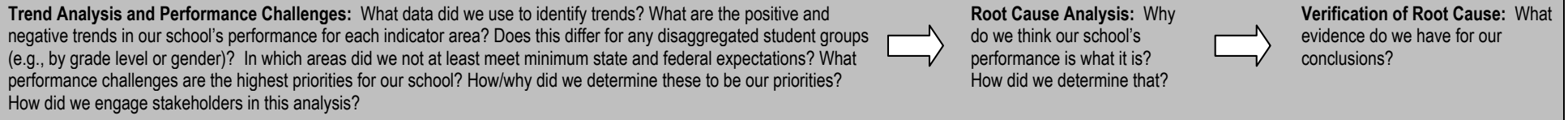
Strength: Identifies students with disabilities as a notable performance challenge. Identifies student growth in writing as a performance challenge and supports this challenge with several related notable trends.

Strength: Identifies a root cause for each priority need and specifies "causes" the school can control.

Data Narrative for School

Directions: Describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Data Narrative for School

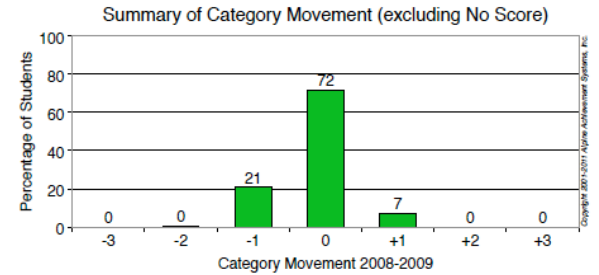
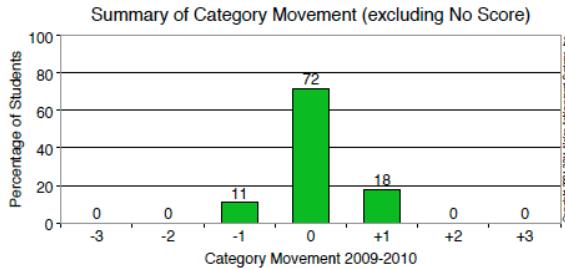
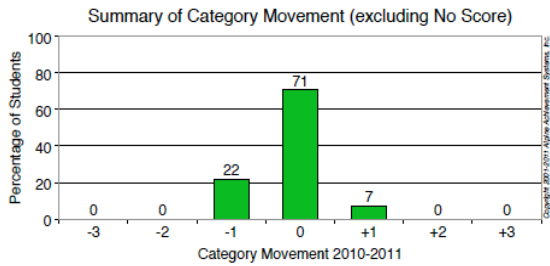


Narrative:

Academic Growth Trend Analysis:

Area for Improvement: Does not include analyses of data beyond CSAP (e.g., relevant local performance assessments).

1. The Longitudinal Proficiency Levels Report Matched Data 2010 and 2011 (below left) shows that 22% (57 students) of our 2010 Grade 8 - 2011 Grade 9 students did not achieve a year's growth in writing. Two previous years Longitudinal Proficiency Levels Reports, while not necessarily showing a downward trend, do show that the percentage of students not showing a year's growth is, what we consider to be, too high.



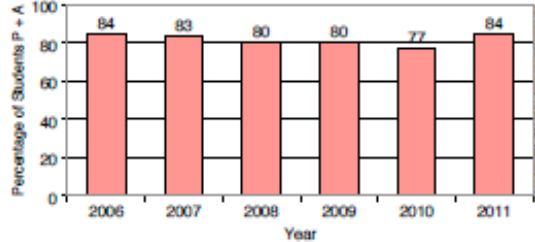
2. The Median Growth Percentiles for 9th grade writing for the past three years are 48 for 2009, 67 for 2010, and 50 for 2011. A score of 48 for 2009 was below the State level of 50 but we rebounded well for 2010. 2011, however, was again very low and just even with State median growth.

3. The percentage of students scoring proficient and advanced on 9th grade writing has been (and continues to be) high, fairly steady, and well above the State scores for each year.

Cheyenne Mtn High Historic Trends on CSAP 9th Grade Writing (in percentages)

| Years | Percentages | | | | | | Ns | | | | | |
|-------|-------------|----|----|----|----|----|----|----|-----|-----|-----|----|
| | U | PP | P | A | PA | NS | U | PP | P | A | PA | NS |
| 2006 | 0 | 15 | 61 | 24 | 84 | 0 | 1 | 53 | 209 | 81 | 290 | 0 |
| 2007 | 1 | 16 | 64 | 19 | 83 | 1 | 2 | 54 | 218 | 66 | 284 | 2 |
| 2008 | 1 | 19 | 51 | 29 | 80 | 0 | 3 | 66 | 174 | 100 | 274 | 0 |
| 2009 | 1 | 19 | 55 | 25 | 80 | 0 | 2 | 62 | 178 | 79 | 257 | 0 |
| 2010 | 2 | 21 | 59 | 19 | 77 | 0 | 6 | 68 | 189 | 60 | 249 | 0 |
| 2011 | 1 | 14 | 66 | 18 | 84 | 0 | 4 | 46 | 217 | 60 | 277 | 1 |

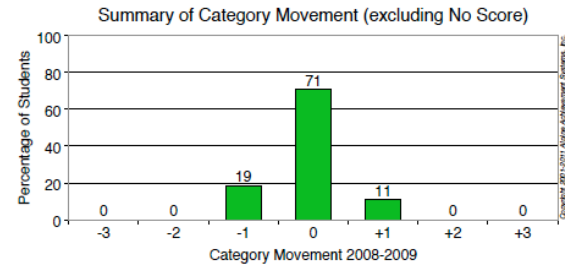
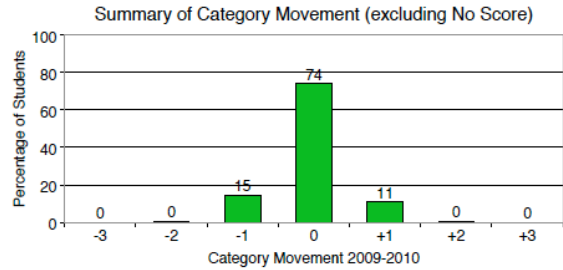
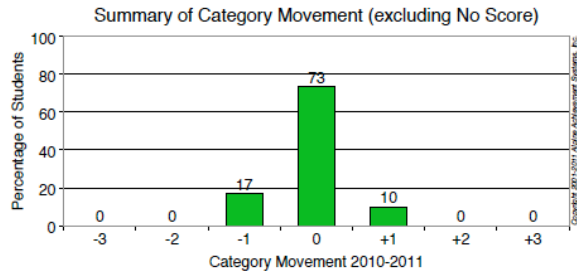
Cheyenne Mtn High Historic Trends on CSAP 9th Grade Writing



CSAP 2011 Summary Data (%P + A) - Writing (in percentages) - Totals

| Content and Grade | Cheyenne Mtn High | | | | | | Cheyenne Mountain 12 | | | | | | Colorado | | | | | | |
|-------------------|-------------------|----|----|----|----|----|----------------------|----|----|----|----|----|----------|----|----|----|----|----|---|
| | U | PP | P | A | PA | NS | U | PP | P | A | PA | NS | U | PP | P | A | PA | NS | |
| Writing | 9th | 1 | 14 | 66 | 18 | 84 | 0 | 1 | 14 | 66 | 18 | 84 | 0 | 4 | 41 | 44 | 9 | 53 | 2 |
| | 10th | 2 | 24 | 61 | 13 | 74 | 0 | 2 | 24 | 61 | 13 | 74 | 0 | 6 | 45 | 42 | 5 | 47 | 3 |

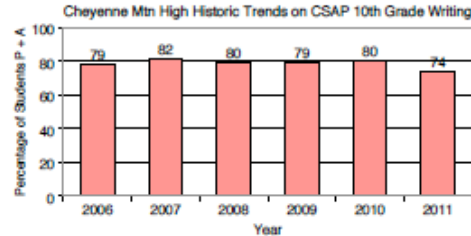
4. The Longitudinal Proficiency Levels Report Matched Data 2010 and 2011 (below left) shows that 17% (49 students) of our 2010 Grade 9 – 2011 Grade 10 students did not achieve a year's growth in writing. Two previous years of Longitudinal Reports show that the percentage of students not showing a year's growth for 10th grade students has remained fairly constant and, what we consider, too high.



5. The Median Growth Percentiles for 10th grade writing have been consistent for the past three years: 53 for 2009, 51 for 2010, and 55 for 2011. While these scores are too close for comfort to the State's 50th growth percentile, they are above that mark and have been in that range since 2007 with a high of 60 in 2008.

6. The percentage of students scoring proficient or advanced on the 10th grade writing as been high and consistent except with a notable dip in 2011.

| Years | Percentages | | | | | Ns | | | | | | |
|-------|-------------|----|----|----|----|----|---|----|-----|----|-----|----|
| | U | PP | P | A | PA | NS | U | PP | P | A | PA | NS |
| 2006 | 2 | 19 | 59 | 20 | 79 | 1 | 8 | 62 | 196 | 67 | 263 | 2 |
| 2007 | 1 | 17 | 57 | 24 | 82 | 0 | 3 | 59 | 195 | 83 | 278 | 0 |
| 2008 | 2 | 18 | 53 | 26 | 80 | 0 | 6 | 61 | 179 | 89 | 268 | 1 |
| 2009 | 1 | 20 | 54 | 25 | 79 | 0 | 5 | 67 | 185 | 86 | 271 | 0 |
| 2010 | 2 | 18 | 56 | 24 | 80 | 0 | 5 | 58 | 180 | 76 | 256 | 1 |
| 2011 | 2 | 24 | 61 | 13 | 74 | 0 | 6 | 78 | 200 | 43 | 243 | 0 |



CSAP 2011 Summary Data (%P + A) - Writing (in percentages) - Totals

| Content and Grade | Cheyenne Mtn High | | | | | Cheyenne Mountain 12 | | | | | Colorado | | | | | | | |
|-------------------|-------------------|----|----|----|----|----------------------|---|----|----|----|----------|----|---|----|----|---|----|----|
| | U | PP | P | A | PA | NS | U | PP | P | A | PA | NS | U | PP | P | A | PA | NS |
| Writing 9th | 1 | 14 | 66 | 18 | 84 | 0 | 1 | 14 | 66 | 18 | 84 | 0 | 4 | 41 | 44 | 9 | 53 | 2 |
| Writing 10th | 2 | 24 | 61 | 13 | 74 | 0 | 2 | 24 | 61 | 13 | 74 | 0 | 6 | 45 | 42 | 5 | 47 | 3 |

Strength: Analyzes CSAP data for Writing Academic Achievement (Status) for a six year period (2006-2011) and Academic Growth Gaps for a three year period (2009-2011)...

Area for Improvement: ...[building off of above comment] However does not provide data analysis of growth in other content areas. Identifies too few trends to clearly identify the school's performance challenges.

Strength: 1. While this trend statement met the 2011 Quality Criteria, new 2012 criterion requires trend statements to include information about why the trend is notable. (e.g., how the trend in performance for the school compares to the state over the same time period, or how the trend compares to minimum state and federal expectations.) Providing a context for trends helps planning teams to prioritize them. This guidance is included solely to help with future UIP development.

Area for Improvement: Does not specify priority performance challenges in the Data Narrative.

Area for Improvement: Does not reflect analysis of qualitative data in the identification and verification of root causes, although conversations with staff are inferred.

Academic Growth Root Cause Analysis:

1. At the beginning of the 2010-2011 school year the English department recognized that their curriculum, both reading and writing, was not completely aligned with the Colorado State Standards/Common Core Standards and was not vertically aligned with the junior high school.

Area for Improvement: Does not include analyses of data beyond CSAP (e.g., relevant local performance assessments).

Academic Growth Gaps Trend Analysis:

Although the ratings for each subject area (Reading, Mathematics, and Writing) in the Academic Growth Gaps category is **Meets**, and our school rating for Academic Growth Gaps is **Meets**, our students with disabilities and students needing to catch up are not growing at a sufficient rate to make adequate growth.

Reading:

1. Students with disabilities needed to score in the 67th percentile but were only in the 47th percentile and students needing to catch up needed to score in the 71st percentile but were in the 54th percentile. Therefore, both groups missed making adequate growth. Students with disabilities needed to score in the 55th percentile to have a rating of **Meets**, but only scored in the 47th while students needing to catch up also needed to score in the 55th percentile to have a rating of **Meets**, but only scored in the 54th percentile.

2. The table below is the percentage of all students, and the percentage of students with disabilities, in the Proficient or Advanced categories for reading on the CSAP. There is a notable performance gap for the students with disabilities over the past 3 years. (x denotes not enough students in that subgroup to report for that year)

| Grade | Students w/disabilities | | | | | |
|-------|-------------------------|------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| 9 | 89 | 89 | 90 | 29 | 40 | 64 |
| 10 | 90 | 88 | 83 | x | 35 | 30 |

Strength: Provides three years of CSAP academic growth and median growth data in Data Narrative for students with disabilities and students needing to catch up.

Mathematics:

1. Students with disabilities scored in the 52nd percentile and needed to be in the 55th percentile to make a rating of **Meets**.

2. The table below is the percentage of all students, and the percentage of students with disabilities, in the Proficient or Advanced categories for mathematics on the CSAP. There is a notable performance gap for the students with disabilities over the past 3 years. (x denotes not enough students in that subgroup to report for that year)

| Grade | Students w/disabilities | | | | | |
|-------|-------------------------|------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| 9 | 65 | 62 | 64 | 29 | 5 | 18 |
| 10 | 61 | 56 | 56 | x | 12 | 5 |

Writing:

1. Students with disabilities scored in the 40th percentile but needed to score in the 55th percentile to move from a rating of **Approaching** to a rating of **Meets**. Students needing to catch up scored in the 53rd percentile and also needed to score in the 55th percentile to move from a rating of **Approaching** to a rating of **Meets**.

2. The table below is the percentage of all students, and the percentage of students with disabilities, in the Proficient and Advanced category for writing on the CSAP. There is a notable performance gap for the students with disabilities over the past 3 years. (x denotes not enough students in that subgroup to report for that year)

| Grade | Students w/disabilities | | | | | |
|-------|-------------------------|------|------|------|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| 9 | 80 | 77 | 84 | 24 | 25 | 36 |
| 10 | 79 | 80 | 74 | x | 12 | 25 |

Area for Improvement: Although the UIP acknowledges that students needing to catch up “*missed making adequate growth,*” had a larger gap between median growth and adequate median growth, and made up about 10% of the reading population and 16% of the writing population, students needing to catch up were not identified as a priority performance challenge. Will the focus on students with disabilities have a greater impact on overall school performance than focusing on the broader category of students needing to catch up - which probably includes students with disabilities? This narrower focus could cause the school to misidentify the root cause(s) of their performance challenges.

Academic Growth Gaps Root Cause Analysis:

Students with disabilities continue to struggle across the standardized testing curriculum. Math students with disabilities have not had a structured program of mathematics to have them working on their diagnosed level of functioning and have a structured, aligned, and researched-based math program to provide appropriate instruction and monitoring for progress and growth. The ability to use phonics skills is the essential decoding phase of reading, with spelling and writing as the encoding phase of writing language arts. When the first is not strong or consistent, the second has a lower chance of being applied correctly thus making the act of writing below level for performing at grade-level on TCAP.

Area for Improvement: Consider more fully describing the process used to prioritize performance challenges and identify and verify root causes. Clear identification of the process by which decisions are made allows staff to determine whether decision making strategies were sufficient to clearly identify the school's most critical academic issues, the causes of these issues, and how they should be addressed.

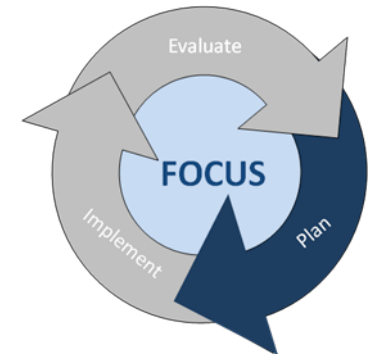
Area for Improvement: The Academic Growth Gaps Root Causes Analysis (which provides an explanation for gaps in performance for students with disabilities) appears to be an explanation for why these students do poorly on standardized tests, rather than a root cause that could be acted upon by school staff.

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will 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).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



Strength: Specifies annual targets for AYP, Academic Growth, and Growth Gaps.

| Performance Indicators | Measures/Metrics | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2011-12 | Major Improvement Strategies |
|-------------------------------|---|---------------------------------|--|---|---|---|
| | | | 2011-12 | 2012-13 | | |
| Academic Achievement (Status) | CSAP, CSAPA, Lectura, Escritura | R | Exceeds | | | |
| | | M | Exceeds | | | |
| | | W | Exceeds | | | |
| | | S | Exceeds | | | |
| | AYP (Overall and for each disaggregated groups) | R | Students with disabilities do not make AYP goals or Safe Harbor. | 94.92% of students and each disaggregated group will be Partially Proficient and above OR will show a 10% reduction of students scoring non-proficient. | 94.92% of students and each disaggregated group will be Partially Proficient and above OR will show a 10% reduction of students scoring non-proficient. | Scantron Performance Assessments in 9 th grade reading. DAR for students on IEP's. |

Area for Improvement: Includes specific adult actions within broader improvement strategies. Improvement strategies listed on Goals Worksheet are not the same as those in the Action Plans. Action plan strategies are more specific and focused. (e.g., *Review the performance of high school students with disabilities and prescribe math programming, instruction and assessment that meets their needs.*)

| | | | | | | | |
|-----------------|----------------------------------|---|---|---|---|---|---|
| | | M | Students with disabilities do not make AYP goals or Safe Harbor. | 86.75% of students and each disaggregated group will be Partially Proficient and above OR will show a 10% reduction of students scoring non-proficient. | 86.75% of students and each disaggregated group will be Partially Proficient and above OR will show a 10% reduction of students scoring non-proficient. | Scantron Performance Assessment for 9 th graders in Math (plus 10 th graders who have not passed Algebra 1) Focus Math diagnostic assessments for grades 9 and 10 for students with disabilities. | Have students with disabilities assessed by a Math Recovery Specialist to ascertain their current level of performance and math dimensions they have not mastered. Use of Focus Math for targeted instruction and targeted assessments on Scantron for students with disabilities to find closer grade level and learning objectives and remedial interventions. Careful review of TCAP assessment frameworks and its alignment with high school instruction. |
| Academic Growth | Median Student Growth Percentile | R | Meets | | | | |
| | | M | Exceeds | | | | |
| | | W | Meets. However, we would like to decrease the number of students who are not demonstrating a year's worth of growth in writing. | Decrease the percentage of 10 th grade students not showing a year's growth to 20%. | Decrease the percentage of 10 th grade students not showing a year's growth to 18%. | Better align the writing curriculum to the CSAP/TCAP test. Develop an intervention system for writing that will identify students who struggle with writing earlier and move them through a recover process. | Develop and maintain a system that will identify students who struggle with writing and place them in appropriate class levels that will allow them to demonstrate a year's worth of growth. |

| Academic Growth Gaps | Median Student Growth Percentile | | Improve the students w/disabilities and students needing to catch up disaggregated group's academic growth. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Scantron Performance Assessments in 9 th grade reading. DAR for students on IEP's. | Targeted assessment through Scantron for better "grade level" abilities testing for all students with disabilities to gain benchmarks for current performance and progress monitoring. Use of sequential, structured, research-based, and aligned programs for students with disabilities. Careful review of the TCAP assessment frameworks and its alignment with the curriculum. |
|----------------------|----------------------------------|--|---|---|---|---|---|
| | R | | Improve the students w/disabilities and students needing to catch up disaggregated group's academic growth. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Scantron Performance Assessment for 9 th graders in Math (plus 10 th graders who have not passed Algebra 1) Focus Math diagnostic assessments for grades 9 and 10 for students with disabilities. | Have students with disabilities assessed by a Math Recovery Specialist to ascertain their current level of performance and math dimensions they have not mastered. Use of Focus Math for targeted instruction and targeted assessments on Scantron for students with disabilities to find closer grade level and learning objectives and remedial interventions. Careful review of TCAP assessment frameworks and its alignment with high school instruction. |
| | M | | Improve the students w/disabilities and students needing to catch up disaggregated group's academic growth. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Better align the writing curriculum to the CSAP/TCAP test. Develop an intervention system for writing that will identify students who struggle with writing earlier and move them through a recover process. | Develop and maintain a system that will identify students who struggle with writing and place them in appropriate class levels that will allow them to demonstrate a year's worth of growth. |
| | W | | Improve the students w/disabilities and students needing to catch up disaggregated group's academic growth. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | Median growth percentile will be at least 45 for all students and for each disaggregated group. | | |

Strength: Specifies the metric (e.g., % partially proficient, median growth percentiles) for AYP, Academic Growth, and Academic Growth Gaps.

Strength: Provides interim measures for AYP, Academic Growth, and Growth Gaps.

Area for Improvement: Does not specify metrics or frequency of administration for interim measures.

Area for Improvement: When adequate growth percentiles are not met and identified students are not catching up or keeping up, identify accelerated median growth percentiles, with a minimum of 55th percentile growth.

Area for Improvement: Interim measures should be assessments of performance, not adult actions. For example, "Better align the writing curriculum to the CSAP/TCAP test. Develop an intervention system for writing that will identify students who struggle with writing earlier and move them through a recover process" are adult actions. An interim measures might be: "Writing samples scored with rubrics that are aligned to the Colorado Writing Standards."

| | | | | | | |
|---|-----------------|---------|--|--|--|--|
| Post Secondary & Workforce Readiness | Graduation Rate | Exceeds | | | | |
| | Dropout Rate | Exceeds | | | | |
| | Mean ACT | Exceeds | | | | |



Area for Improvement: Analyses of the interim measures (e.g., improvement on Scantron assessments), are part of the target-setting process and should not be included in implementation benchmarks. Implementation benchmarks, on the other hand, serve as milestones for adult actions and indicate whether these actions are having the intended impact (e.g., changes in instructional practices). Analyses of interim measures.

Action Planning Form

Directions: Identify the major improvement strategy(s) 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Review the performance of high school students with disabilities and prescribe math programming, instruction and assessment that meets their needs.

Root Cause(s) Addressed: High school math programming has been strong across all courses due to sequential courses that have highly defined curriculum and instructional practices (evidence ACT 25.2 for the 2011 graduating class). Core content standards are met successfully but analysis of student performance around Standards of Mathematical Practice will need to be examined in order to keep this progress in 2014 and beyond. Students with disabilities lag far behind this successful track record.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
- Title IA School Improvement/Corrective Action Plan
- Application for a Tiered Intervention Grant
- Title I schoolwide or targeted assistance plan requirements
- School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|--------------------------|---|---|---|--|
| Provide data-driven interventions to students with disabilities who have scored Unsatisfactory on CSAP/TCAP through Skills Connection Online from Scantron to target interventions to learning objectives students have not mastered according to their Scantron assessment. Train SPED staff in use of Skills Connection. Progress monitor 1x per month. | January, 2012- May, 2012 | Special Education staff Principal Math staff | Scantron Trainer cost Released time | Students will improve their Scantron Assessment scores from Fall to Spring by 400 scale score points. | Training provided 10/21/11. |
| <p>Strength: Broadly describes personnel responsible for implementing the action steps are identified (e.g. "Special Education staff, Principal and Math staff").</p> | | | | | |
| Review standards for core content and Standards of Mathematical Practice with Math Department staff to determine gaps between current practice and alignment with new standards. Review TCAP frameworks with math teachers to determine and fill gaps in instruction. Research new core content materials for possible upgrade to Colorado Academic Standards/Common Core. | January, 2012- May 2012 | Math Teachers Math Department Chair Principal | Released time Cost of materials (not yet guaranteed in budget- pending state cut levels) | Study available core content materials will be undertaken and completed by May 2012. | Study will commence on 1/20/12. |

Area for Improvement: Consider separating the multiple activities in the action steps, identifying persons responsible, timelines, resources, and benchmarks, so that progress on each step can more easily be determined. For example, "Provide data-driven interventions to students with disabilities...Train staff in use of Skills Connection...[and] Progress monitor 1x per month..." are three very different action steps.

Area for Improvement: Clarify how you will assure that students with disabilities have access to the regular education curriculum? If students receive only intervention curricula, they will never catch up. Clarify the diagnostic tools you will use to determine appropriate interventions, as Scantron and CSAP are not diagnostic assessments.

Area for Improvement: Consider specific benchmarks that allow the school to determine whether action steps are making the desired difference, rather than being completed. For example, "Study available core content materials will be undertaken and completed by May 2012." might be reworded, "A survey of math teachers conducted by the Principal and Department Chair in January and May, 2013 will indicate that gaps between current practice and curriculum expectations of new standards have been addressed and teachers are more effectively addressing academic deficiencies."

Major Improvement Strategy #2: Implement research based Reading resources and programming for Students with Disabilities at all levels.

Root Cause(s) Addressed: For students with disabilities, students have not had a structured program for reading to have them working at their diagnosed level of functioning and have a structured aligned, and researched-based reading program to provide appropriate instruction and monitoring for progress and growth. "Homework Helper" and strategies classes have not provided the consistency and alignment.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---------------------------|-----------------------------------|--|--|--|
| Identify students who are at least one grade level behind in Reading and move them through our tiered intervention system. The goal will be to have these students demonstrate adequate growth as measured by the Colorado Growth Model. The intervention system consist of: 1) Identify students through the use of Scantron data and CSAP scores. 2) Writing ILPs for those students identified. 3) Placing the identified students in the appropriate English and/or Reading Support class. | August, 2011- May 2012 | Principal Reading Teachers | New Reading program purchased for students in English With Reading classes (Holt-McDougal) from general funds. Released time to plan for new program. Released time for writing ILPs for all students below grade level. | Students will demonstrate improvement by showing a gain of 1/12 th in proficiency level on TCAP from where they scored in 2011. | Program is in place. ILPs are completed as of 11/01/11. |

Area for Improvement: Timeline primarily identifies only a broad range of months and years (e.g., "August 2011...May 2012"). Consider identifying when milestones are to be met and tying deadlines to specific dates in the implementation benchmarks.
Area for Improvement: The UIP is intended to be an 18-month plan, with implementation through the 2012-2013 school year. Consider updating action steps and the timeline to reflect the 2012-13 school year.

Area for Improvement: Include specific dollar amounts, funding sources and staff time so that the staff can be assured that adequate resources have been budgeted to complete the action steps as planned.

Major Improvement Strategy #3: Decrease the number of students moving down in proficiency levels on the Writing portion of the CSAP/TCAP test.

Root Cause(s) Addressed: Eleven percent of last year's sophomore class moved down one proficiency level from 8th grade to 9th grade and seventeen percent moved down a proficiency level from 9th grade to 10th grade on the writing portion of the CSAP test. Twenty-two percent of last year's freshmen class moved down one proficiency level on the writing portion of the CSAP test.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|---------------------------|-------------------------------------|---|---|--|
| Develop an intervention system similar to the Reading intervention system listed above. We will also define and implement best practices for writing across the curriculum. Explore the use of Every Child A Writer (EWAC) for grades 9-12. Administer a district level writing assessment for students in grades 9 and 10 to determine student weakness as well as programmatic weakness. | August, 2011- May 2012 | Principal English Department | Explore the suitability of EWAC training and materials (Title 1, \$2,500.00). Explore district-level writing assessment. | Students will maintain their current position in the 12ths of proficiency on TCAP or move up a 12 th . | In progress. |

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)