



**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11**

Organization Code: **0000** District Name: **WXY District** School Code: **0001** School Name **QRS High School**

**Section I: Summary Information about the School**

**Directions:** CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView ([www.schoolview.org](http://www.schoolview.org)). The tables below have been pre-populated with data from the School Performance Framework and AYP (available through CDE reports shared with the districts). The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

**Student Performance Measures for State and ESEA Accountability**

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
<b>Academic Achievement (Status)</b>	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	75%	72.3%	Meets	
		Math	33.5%	30.5%	25%	27%	Approaching	
		Writing	50.0%	49.6%	56%	54%	Meets	
		Science	50.0%	50.0%	n/a	50%	Meets	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 30			Overall % of targets met by School: 86.7%		Reading	Yes
<b>Academic Growth</b>	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math 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	Reading	Median Adequate SGP: 65	Median SGP: 45/55	Median SGP: 58		Meets	
		Math	77	45/55	Median SGP: 41		Approaching	
		Writing	74	45/55	Median SGP: 56		Meets	

\* To see annual AYP targets, go to: <http://www.cde.state.co.us/FedPrograms/danda/ayprof.asp>

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

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	<p>Disaggregated groups meeting adequate growth: median SGP is at or above 45 Disaggregated groups not meeting adequate growth: median SGP is at or above 55</p>		<p>Median student growth percentiles for all disaggregated groups were met in reading and writing. <b>No disaggregated groups met median adequate growth percentiles in math.</b></p>		<p>Overall Rating for Growth Gaps: Reading: Meets Writing: Meets <b>Math: Minorities: Approaching</b> <b>ELL: Approaching</b> <b>Poverty: Approaching</b> <b>Disabilities: Approaching</b></p>
		<p>(See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, and students with disabilities, English Language Learners and students below proficient.)</p>		<p>(See your school's performance frameworks for listing of median growth by each subgroup.)</p>		
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		94%		Exceeds
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	1-year	Meets
		3.6%	3.9%	3.1%	3%	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	1-year	Approaching
20		20.1	19	19.2		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
<b>State Accountability</b>			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	The school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. More detailed directions on the submittal process will be shared at a later date. Refer to the Checklist for State Requirements for School Improvement Plans available at <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a> to ensure that all required elements are captured in the school's plan.
<b>ESEA Accountability</b>			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	School Improvement – Year 2 (Math)	The school must complete a Title I Improvement Plan using the Unified Improvement Plan template within 3 months of identification (mid-January). The district must use a peer review process to review the plan within 45 days of plan submission. For required elements in the improvement plans, go to: <a href="http://www.schoolview.org/UnifiedImprovementPlanning.asp">www.schoolview.org/UnifiedImprovementPlanning.asp</a>

**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		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	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**

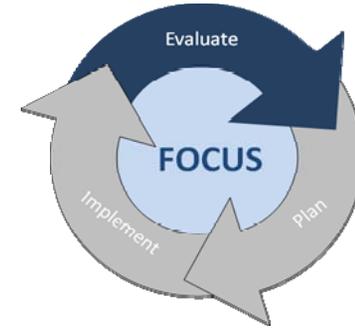
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jane Doe
	Email	janedoe@wxyschooldistrict.org
	Phone	555-555-5555
	Mailing Address	555 Main Street, Anytown, CO 55555
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

**Section III: Narrative on Data Analysis and Root Cause Identification**

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



**Step One: Gather and Organize Relevant Data**

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific reports and are highly encouraged to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in the next step.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data. This information is available either on SchoolView ([www.schoolview.org/SchoolPerformance/index.asp](http://www.schoolview.org/SchoolPerformance/index.asp)) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> <li>• Local outcome and interim assessments</li> <li>• Student work samples</li> <li>• Classroom assessments (type and frequency)</li> </ul>	<ul style="list-style-type: none"> <li>• School locale and size of student population</li> <li>• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>• Student mobility rates</li> <li>• Staff characteristics (e.g., experience, attendance, turnover)</li> <li>• List of schools and feeder patterns</li> <li>• Student attendance</li> <li>• Discipline referrals and suspension rates</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive evaluations of the school (e.g., SST)</li> <li>• Curriculum and instructional materials</li> <li>• Instruction (time and consistency among grade levels)</li> <li>• Academic interventions available to students</li> <li>• Schedules and class sizes</li> <li>• Family/community involvement policies/practices</li> <li>• Professional development structure</li> <li>• Services and/or programs (Title I, special ed, ESL)</li> <li>• Extended day or summer programs</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>• Any perception survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>• Self-assessment tools (district and/or school level)</li> </ul>

**Step Two: Analyze Trends in the Data and Identify Priority Needs**

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, and post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide

some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. These efforts should be documented in the Data Analysis Worksheet below.

**Step Three: Root Cause Analysis**

This step is focused on examining the underlying cause of the needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems. Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

**Data Analysis Worksheet**

**Directions:** This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. However, it is not necessary to complete every cell in the chart – just the areas that will be highlighted in the narrative. Keep in mind that you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will then guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
	<p>Reading: 2008 – 68% P and A (less than CO); 2009 – 72% P and A (same as CO); 2010: 75% P and A (higher than CO)</p> <p>Writing: 2008 – 49% P and A (less than CO); 2009 – 52% P and A (less than CO); 2010 – 56% P and A (higher than CO)</p>	None	None
Academic Achievement (Status)	<p>CSAP scores declined in Math from 31% proficient or above in 07-08 to 25% in 09-10 overall (grades 9-10).</p> <p>26% of 9<sup>th</sup> graders in 08-09 and 24% of 10<sup>th</sup> graders in 09-10 were proficient or above in mathematics.</p> <p>For Hispanic students and ELLs, consistent low performance in mathematics with only 12% proficient or above for 07-08 through 09-10.</p>	<p>Consistent low performance in grades 9-10 on multiple representations of functions across all disaggregated groups. The majority of 9<sup>th</sup> and 10<sup>th</sup> graders missed items related to Standard 2 (Algebra, Patterns &amp; Functions).</p> <p>Persistent low performance among English Language</p>	<p>High school math course sequence is not aligned with content assessed on CSAP or to state math standards.</p> <p>Teachers do not emphasize conceptual thinking or writing in math and students are given no practice in explaining why a math process is selected or how answer is obtained.</p> <p>English language learners performing at the partially proficient or unsatisfactory level in mathematics in grades 9-10 have not been identified for or received</p>

		Learners in mathematics across all standards and grades 9-10.	additional support and/or regular monitoring of the progress of their mathematics learning.
Academic Growth	Reading and Writing: Above the 55th percentile and stable	None	None
	Math: Median Growth Percentile: 41 <sup>st</sup> percentile in 09-10, declining from the 48 <sup>th</sup> in 08-09 and 47 <sup>th</sup> in 07-08.	Only 1% of the non-ELL students and 0% ELL students scoring unsatisfactory and partially proficient are making enough growth to catch-up to proficient within three years.	Ninth grade pre-algebra and consumer math and 10 <sup>th</sup> grade Algebra and Geometry courses do not adequately address the standards assessed on CSAP. Students with low performance and low growth in mathematics (for the most part these are ELLs have not received any additional support.
Academic Growth Gaps	Reading and Writing: None	None	None
	Math: Persistent gap in growth between minority and non-minority students over the last three years, with non-minority median growth percentile at 30, 32, 31 for the last three years and non-minority at 50, 57, 59	The population of students who are English Language Learners performing at the partially proficient or unsatisfactory level have persistently low growth in mathematics.	English language learners performing at the partially proficient or unsatisfactory level in mathematics in grades 9-10 have not been identified for or received additional support and/or regular monitoring of the progress of their mathematics learning.
	For 09-10 the median adequate growth percentile for minority students was 81 and their median growth percentile was 29.  Similar consistent low growth for ELLs, with median growth percentiles of 35, 33, 32 for the last three years.		
Post Secondary Readiness	ACT scores are below state average and are declining, from 19.4 in 2008 and 19.2 in 2009 to 19 in 2010.	Consistent low performance in grades 9-10 on multiple representations of functions across all disaggregated groups.  Persistent low performance among English Language Learners in mathematics across all standards and grades 9-10	Teachers do not emphasize conceptual thinking in math or opportunities for students to explain how they obtained their answers.  Students who struggle in math, especially ELLs, are not identified and do not receive additional support and/or regular monitoring of the progress of their mathematics learning.

**Step 4: Create the Data Narrative**

**Directions:** Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

**Data Narrative for School**

<p><b>Trend Analysis and Priority Needs:</b> On which performance indicators is my school trending positively? On which performance indicators is my school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender?</p>		<p><b>Root Cause Analysis:</b> Why do you think this is?</p>		<p><b>Verification of Root Cause:</b> What evidence do you have for your conclusions?</p>												
<p>Narrative:</p> <p><b>Trend and Priority Needs</b></p> <p>With the assistance of district staff, we considered three years of data related to academic performance trends. That data included not only state CSAP results but also district administered interim assessments (NWEA MAPS) results. Trends in achievement were consistent across these two measures.</p> <p><b>Missed targets:</b></p> <p><b>CSAP:</b> Although we met the state targets in reading and writing, our CSAP math scores (27% proficient and advanced) are below the state average and are declining. We continue to have difficulty moving students from Unsatisfactory to Partially Proficient, especially at the 9<sup>th</sup> grade. Cohort data indicate a downward trend (26% of 9<sup>th</sup> graders proficient in 09 and 24% of 10<sup>th</sup> graders proficient in '10).</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2008</th> <th style="text-align: center;">2009</th> <th style="text-align: center;">2010</th> </tr> </thead> <tbody> <tr> <td style="padding-left: 20px;"><b>Grade 9</b></td> <td style="text-align: center;"><b>31</b></td> <td style="text-align: center;"><b>28</b></td> <td style="text-align: center;"><b>27</b></td> </tr> <tr> <td style="padding-left: 20px;"><b>Grade 10</b></td> <td style="text-align: center;"><b>26</b></td> <td style="text-align: center;"><b>25</b></td> <td style="text-align: center;"><b>23</b></td> </tr> </tbody> </table> <p style="margin-left: 40px;"><b>3-year results for grades 9-10: 26.6% Proficient and Advanced and declining</b></p> <p><b>Growth Summary:</b></p> <p>Our students exceeded the state median percentile in reading and writing, but scored at the 41<sup>st</sup> percentile in math. While 31% of our students were on track to catch up in reading and 17% were on track to catch up in writing, only 4% were on track to catch up in math. Similar results were found in keep up growth: (90% in reading, 81% in writing, and 53% in math) and move up growth (16% in reading, 13% in writing, and 1% in math). Free/reduced lunch, minority, IEP, ELL, and non-proficient students are making less growth math than our general population. Growth was consistent across the three most recent years, with the same populations showing low performance over time. It is important to note that while these are different disaggregated groups, the students who struggle are the same. 80% of the students scoring below proficient are English Language Learners who qualify for free/reduced lunch. 100% of our English Language Learners are also minority –90% are Hispanic. Our growth analysis points to a specific population within our school with a performance challenge in mathematics -- students scoring below proficient, who are English Language Learners, Hispanic and who qualify for free/reduced price lunch. However, we note that several other similar schools in the district show much higher growth with these populations in math, and we will compare further.</p>						2008	2009	2010	<b>Grade 9</b>	<b>31</b>	<b>28</b>	<b>27</b>	<b>Grade 10</b>	<b>26</b>	<b>25</b>	<b>23</b>
	2008	2009	2010													
<b>Grade 9</b>	<b>31</b>	<b>28</b>	<b>27</b>													
<b>Grade 10</b>	<b>26</b>	<b>25</b>	<b>23</b>													

Median Growth Percentile				
		07-08	08-09	09-10
Reading	Total	61	55	58
Writing	Total	56	55	56
<b>Math</b>	<b>Total</b>	<b>47</b>	<b>48</b>	<b>41</b>
	FRL/Non	32/44	31/42	29/37
	Min/Non	30/50	32/49	31/47
	IEP/Non	27/37	24/42	38/57
	ELL/Non	35/39	33/44	32/45
	Non-Prof/Prof	45/58	39/51	31/47

Percent Catching Up				
		07-08	08-09	09-10
Reading	Total	24	28	31
Writing	Total	16	15	17
<b>Math</b>	<b>Total</b>	<b>5</b>	<b>6</b>	<b>4</b>
	FRL/Non	5/9	9/10	6/8
	Min/Non	6/7	7/8	5/7
	IEP/Non	5/10	6/12	4/11
	ELL/Non	1/9	2/10	0/8
	Non-Prof/Prof	5/9	9/10	6/8

Percent Keeping Up				
		07-08	08-09	09-10
Reading	Total	85	88	90
Writing	Total	74	77	81
<b>Math</b>	<b>Total</b>	<b>54</b>	<b>56</b>	<b>53</b>
	FRL/Non	43/52	44/57	48/51
	Min/Non	29/50	26/51	38/52
	IEP/Non	23/58	29/55	22/56
	ELL/Non	24/41	32/40	24/50
	Non-Prof/Prof	33/45	34/47	38/51

Percent Moving Up				
		07-08	08-09	09-10
Reading	Total	13	15	16
Writing	Total	10	12	13
<b>Math</b>	<b>Total</b>	<b>3</b>	<b>3</b>	<b>1</b>
	FRL/Non	1/5	1/5	0/2
	Min/Non	2/6	2/4	0/1
	IEP/Non	2/6	2/4	0/1
	ELL/Non	0/5	0/4	0/1
	Non-Prof/Prof	1/5	1/5	0/2

In addition to considering the performance of disaggregated groups of students, we also considered student performance by standard area. We analyzed CSAP results by standard as well as NWEA MAPS results and then considered classroom assessment results. We found the lowest performance across all groups and across all grades in Standard 2 (Algebra, Patterns & Functions). Overall, students missed more items related to Multiple Representations of Linear and Nonlinear Functions than in of the other math standard areas. This pattern was evident in our analysis of NWEA MAPS results and as we examined a sample of classroom-level assessments (few of which even assessed Representations of Linear and Nonlinear Functions as they were presented on CSAP).

**AYP Data:** We have failed to make Math AYP targets in previous years based on the low achievement of minority, ELL, and IEP students. We predict that 2010 results will be comparable. Our AYP data further confirm that we need to place greater emphasis on addressing the math needs of these disaggregated groups.

AYP Trends				
	06-07	07-08	08-09	09-10
Reading	No	Yes	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (31% PP, P and A)</b>

AYP Free/Reduced Lunch Trends				
	06-07	07-08	08-09	09-10
Reading	No	No	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (29% PP, P and A)</b>

AYP IEP Trends				
	06-07	07-08	08-09	09-10
Reading	No	No	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (23% PP, P and A)</b>

AYP ELL Trends				
	06-07	07-08	08-09	09-10
Reading	No	Yes	Yes	Yes
<b>Math</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No (30% PP, P and A)</b>

**Post Secondary Readiness data:** Our graduation rate exceeds the state average and our dropout rate is below the state average. However, our ACT scores are below the state average and are declining slightly each year:

2010: 19

2009: 19.2

2008: 19.4

This is a disappointing trend, since our teachers, students, and community appear to value the ACT and place importance on the results. While the ACT does not require students to write how they obtained their answers, it does require mathematical conceptual thinking and the ability to interpret linear and nonlinear representations.

**Root Cause: Low Math Scores and Decreasing ACT Scores**

We considered additional data as we engaged in root-cause analysis. In particular we collected data from teachers about: the amount of time spent in actual mathematics instruction on a daily basis, especially related to Standard 2 (Algebra, Patterns & Functions, specifically Multiple Representations of Linear and Nonlinear Functions), interventions or additional support provided to low performing students, ELL strategies used in mathematics, and the degree to which they provided learning experiences related to Standard 2. We realized the plan we implemented for Year One of School Improvement did not increase student scores or reduce the achievement gap because we had too many targets, focused too much on student demographics and mobility, and did not clearly determine why we did not make AYP.

Our analysis led us to identify the following root causes.

Our Math CSAP scores are below the state average in grades 9 and 10 and are declining. In addition, 2009 11<sup>th</sup> grade Math ACT scores were lower than those in Reading, English, and Science. Therefore, the quality and content of math instruction at all grades was analyzed. We examined our curriculum and found that our materials appear to be sufficient, covering the Multiple Representations of Linear and Non-Linear Function, Proportional Thinking, and Probability and Counting Techniques and higher level math skills tested on CSAP and ACT. However:

1. The sequence of our high school math courses does not align with the content of CSAP at 9<sup>th</sup> and 10<sup>th</sup> grades. Most of our 9<sup>th</sup> graders are in pre-algebra and are not being taught the math skills required for proficiency. Likewise, students in our consumer math classes are not receiving the content they need for proficiency on CSAP or to achieve higher scores on ACT.
2. Math teachers rarely require students to explain in writing why they select a particular process to solve a problem or how they obtain their answers, even though this is required on CSAP.
3. Teachers are teaching math content, not the students. None of our math teachers does any grouping for instruction, nor do they provide adequate time for reteaching those students who are not being successful, especially our low-achieving ELLs. Our RtI Team has struggled to find time in the daily schedule for math intervention groups and to find teachers who have the time to tutor or provide individualized instruction. Although all groups of at-risk students are negatively impacted, our minority, IEP, and ELL students are impacted the most – as evidenced by our failure to make AYP in math with these groups. Teachers are not making a distinction between what mathematics content their students have mastered and what has just been covered in class.

**Verification of Root Cause**

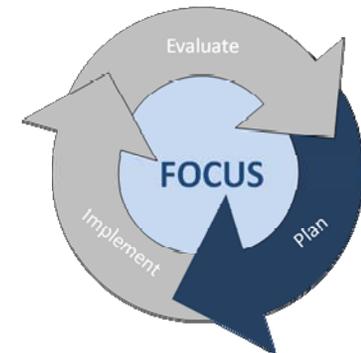
Our initial discussions with the school leadership team led us to examine more closely what was happening in classrooms with regard to mathematics instruction. We administered a survey to our teachers to gather more data about the content of the mathematics instruction and use of assessment in mathematics. The results from this survey verified our root cause that mathematics instruction was not aligned with the content tested on CSAP and ACT and that students who were falling behind did not get additional support. It is evident that changes must be made in the math content being taught and in providing appropriate interventions for struggling students, which will require professional development school-wide. Further verification of the root causes will come as we implement changes and obtain the desired results.

**Section IV: Action Plan(s)**

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

**School Goals Worksheet**

**Directions:** Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. 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](http://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 post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet.



**Example of an Annual Target for a Title I Elementary School**

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	n/a	n/a	n/a	
		M	By the end of the 2010-2011 school year, 45% of the students will score proficient or advanced overall on the math CSAP. There will be a ten percentage point increase in the percent of students scoring proficient or above on Standard 2 (Algebra, Patterns & Functions).	By the end of the 2011-2012 school year, 50% of the students will score proficient or advanced overall on the math CSAP. There will be an additional ten percentage point increase in the percent of students scoring proficient or above on Standard 2 (Algebra, Patterns & Functions).	NWEA MAPS Mathematics Assessment (administered 3 times during the school year – September, December and March) – RIT Scores and % of students scoring at least proficient overall	<ul style="list-style-type: none"> <li>Align sequence of math courses and content taught to state standards and CSAP</li> <li>Incorporate writing and thinking mathematically into course content</li> <li>Structure daily schedule to provide time for reteach/ intervention classes and set up before-school and summer math tutoring programs</li> </ul>
		W	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a
	AYP (Overall and for each disaggregated groups)	R	State target: HS: 94.92% PP and above on CSAP	State target: HS: 94.92% PP and above on CSAP	n/a	n/a
		M	State target: HS: 86.75% PP and above on CSAP and CSAPA Since the school as a whole had only 31% of students PP, P or A in 09-10, our 10-11 goal will be to make Safe Harbor in order to make AYP. Specifically, we will reduce	State target: HS: 86.75% PP and above on CSAP and CSAPA Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 55.9% of students Unsatisfactory in math, with 44.1% PP, P or A. Again,	NWEA MAPS Mathematics Assessment (administered 3 times during the school year – September, December and March) – RIT Scores and % of students scoring	Same as above
		W	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a

			the percent of unsatisfactory students by 10%, to 62.1%. Our goal will be for 37.9% of continuously enrolled students to be PP, P or A. Our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.	our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.  These goals will be revisited with the 10-11 AYP results	at least proficient overall  Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 2.  Note all of these assessment results will be disaggregated across classrooms by ELL, F/R Lunch status, and Race/Ethnicity.	
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 50.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for grades 9 and 10.	Same as above
		W	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile).	By the end of the 2011-12 school year, the school will exceed SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 60 if below adequate growth percentile; MGP of 70 if above adequate growth percentile).	NWEA Maps Assessments (administered 3 times during the year. Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for grades 9 and	Same as above

			35% of the students scoring below proficient will make catch-up growth.	50% of the students scoring below proficient will make catch-up growth.	10.	
		W	n/a	n/a	n/a	n/a
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a
	Mean ACT		The 2011 Mean ACT Composite Score will be 19.4.	The 2012 Mean ACT Composite Score will be at/above the state average.	NWEA MAPS Mathematics Assessment (administered 3 times during the school year – September, December and March)  Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 2.	Same as above.

**Action Planning Worksheet**

**Directions:** Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then match it to a major improvement strategy(s). For each major improvement strategy (e.g., adjust reading approach) and the root cause(s) that the action will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. 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:** Align sequence of math courses and content taught to state standards and CSAP, especially those related to Standard 2 (Algebra, Patterns & Functions).

Root Cause(s) Addressed by the Major Improvement Strategy: High school math course sequence is not aligned with content assessed on CSAP or to state math standards. Ninth grade pre-algebra and consumer math and of 10<sup>th</sup> grade Algebra and Geometry courses do not adequately address the standards assessed on CSAP.

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 requirement.
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Math Department will align course content and course sequence to new State standards and CSAP, ensuring that Standard 2 is represented in all appropriate courses. The Title I teacher will participate when appropriate.	August 2010	Math Teachers Title I Teacher	Stipends for work: \$25/hr x 3 teachers x 3 days = \$1800 (local funds)	Courses will be aligned to standards and CSAP by start of 2010-11 school year and will include Standard 2.
Restructure sequence of math courses to insure that all students and that all students have access to content on which they are tested, with special attention to Standard 2.	August 2010	Principal, Math Department	Stipends for work: \$25/hr x 12 teachers x 6 hours = \$1800 (local funds)	Schedule of math courses will be developed prior to the start of the 2010-11 school year. Course sequence and schedule will ensure that all students have access to content tested on CSAP.  Analysis of formative data will show that increased access to math content is positively impacting the achievement of targeted groups.
Monitor course instruction and provide feedback for instructional improvement.  1. Develop "walk-through look-fors" for key content and skills, especially as related to Standard 2. 2. Share walk-through results on monthly basis with math teachers so that instructional adjustments can be made.	Sept, 2010-May 2011	Principal, Math Department Chair	None	Monthly principal and Math Department Chair walk-throughs will show an increase in teaching to state math standards, especially as related to Standard 2.
Analyze content of ACT and ensure that all students have access to this content prior to the second semester of their junior year.	Oct.2010-Jan. 2011	Math Teachers	Stipends for work: \$25/hr x 3 teachers x 6 hours = \$450 (local funds)	Course sequence and schedule for 2011-12 will ensure that all students have access to content tested on ACT.
We will seek assistance from district and CDE staff with this work as necessary.	Sept, 2010-Jan. 2011	Principal, Math Department Chair	None	Technical assistance will be requested as needed and will be documented.

**Major Improvement Strategy #2:** Incorporate writing and thinking mathematically into course content

Root Cause(s) Addressed by the Major Improvement Strategy: There is no emphasis on conceptual thinking or writing in math and students are given no practice in explaining why math process is selected or how answer is obtained.

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 requirement.
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Provide professional development in writing in math to math teachers <ul style="list-style-type: none"> <li>a. August and January one-day trainings</li> <li>b. Monthly coaching by trainer</li> <li>c. Use of technology in writing in math</li> </ul>	Aug 2010, Jan 2011 Sept 2010-May 2011	Trainer (To be identified) Principal, Title I Teacher, Math Teachers	Title I funds: \$3800 School funds: \$1000 Title IID funds: \$825	Teacher survey administered in Sept., Jan. and May will show increased teacher confidence and comfort in teaching writing and thinking in math.  Principal and Department Chair walk-throughs will show an increase in opportunities for students to explain in writing how math processes are selected and/or answers obtained. .
Provide opportunities once each quarter for peer observation of math lessons	Sept 2010-May 2011	Principal, Title I Teacher, Math Teachers	None	
Include discussion of writing in math instruction in all department meetings <ul style="list-style-type: none"> <li>a. Effective strategies</li> <li>b. Challenges</li> <li>c. How to address needs of specific students</li> </ul>	2010-11 school year	Principal, Title I Teacher, Math Teachers	None	
We will seek assistance from district and CDE staff with this work as necessary.	Sept, 2010-May, 2011	Principal, Math Department Chair	None	Technical assistance will be requested as needed and will be documented.

**Major Improvement Strategy #3:**

Root Cause(s) Addressed by the Major Improvement Strategy: Structure daily schedule to provide time for reteach/intervention classes and set up before-school and summer math tutoring programs.

Root Cause(s) Addressed by the Major Improvement Strategy: Students who struggle in math, especially ELLs, are not identified and do not receive additional support and/or regular monitoring of the progress of their mathematics learning.

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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 requirement.   
  School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Restructure schedule to provide an intervention/enrichment period. All students will receive instruction that provides either intervention or enrichment activities.	August 2010	Principal, Department Chairs, Counselor, Title I Teacher	None	Schedule will be developed prior to the start of the 2010 school year.
Provide training in: a. Administration and interpretation of NWEA data for instructional planning and establishing intervention groups; b. Administration and interpretation of end-of unit assessments that focus on Standard 2.  Administer teacher survey three times a year to measure teacher confidence and comfort in interpreting NWEA and end-of-unit assessment data and using those data to identify students at-risk in math, to plan instructional, and to establish intervention groups.	August 2010  Sept-Oct 2010  Sept, 2010; Jan 2011; May 2011	BOCES professional developer  Department Chair  Principal Department Chairs	Title I funds: \$1800 School funds: \$1000  None	100% of math teachers will participate in trainings.  Teacher survey administered in Sept., Jan. and May will show increased teacher confidence and comfort in interpreting NWEA and end-of-unit assessment data and using those data to identify students at-risk in math, to plan instructional, and to establish intervention groups.
Implement a before-school peer tutoring program. Training will be provided to the peer tutors, who will be supervised by the Counselor.	Sept 2010-May 2011	Principal, Counselor	\$1500 stipend to Counselor (local funds) Other local funds: \$2400	Peer Tutoring will be implemented no later than September 30. Mid-year evaluation will indicate that the program is increasing student achievement in math.

Allocate 60% of Title I teacher's time to math instruction. The Title I teacher will meet at least once a month with math teachers to ensure that program is aligned with classroom instruction.	Sept 2010-May 2011	Title I Teacher and Paraprofessional	60% of Title I teacher and Paraprofessional salary and benefits (\$32,500)	Teacher will work with students in math at least five periods each day\
Implement a Summer Math Camp for students who do not meet the school's academic expectations.	June-July 2011	Teachers	Funded by district	Summer Math Camp will be developed and in place by June 2011.

**Title I Accountability Provision #1: Parent Involvement/Communication**

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for Title I parents to explain our program, answer questions, and invite parent participation.	September, 2010	Title I Teacher and Paraprofessional Principal	None	Meeting will be held no later than September 30. Evaluation of meeting by parents will show that it was useful and informative.
Provide Mid-quarter and Quarterly Progress Reports, sent home in both English and Spanish to inform parents of their student's progress and the concepts and skills being covered.	2010-11 school year	Title I Teacher	None	Mid-quarter and quarterly reports will be sent home.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	November, 2010 March 2011	Title I Teacher	\$500 for translation (Local funds)	Conferences with parents regarding student progress.
Send written notification in English and Spanish to all parents that the school is in the second year of School Improvement and that they have the option to transfer their student to another school in the district that is not on school improvement.	August 1, 2010	Principal	\$200 for printing and postage (Local funds)	Letters will be sent by August 1.
Send written notification in English and Spanish to the parents of all low-income students notifying them about supplemental education service opportunities. Provide a list of all supplemental service providers.	September 15, 2010	Principal	\$150 for printing and postage (Local funds)	Letters will be sent by September 15.

Increase our efforts to get parents of minority students, ELLs and students with disabilities involved in our parent advisory Committee. Attendance is low and we have no minority representation. We will send letters, make phone calls, and urge parents to contact other parents.	2010-11 school year	Principal School Leadership Team Title I Teacher	\$500 for printing	Enrollment of parents of minority students, ELLs and students with disabilities will increase by 20% from September through May.
Monitor enrollment of students to insure early identification of migratory students. Provide outreach to parents.	2010-11 school year	Principal Enrollment Clerk	None	100% of migratory students will be identified and parents will be notified of their academic status and, if necessary, of intervention program(s) into which the student has been placed.
The school's Unified Plan and Parent Involvement Policy will be discussed at the fall meeting and key points will be communicated in the fall newsletter. The plan and policy will be available for review by all parents upon request.	2010-11 school year	Principal	None	All parents will be informed of and will have access to the school's Unified Plan, Parent-School Policy, and Parent/Student Compact.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents.	2010-11 school year	Principal	None	The Policy and Compact are available for review upon request.

**Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications**

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

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
We will monitor the certification of all teachers to ensure that all are highly qualified.	Summer 2010; ongoing as necessary	Principal School Leadership Team	Local funds	100% of the core program, Title I, and special education teachers are highly-qualified.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. <ol style="list-style-type: none"> <li>a. Attend job fairs</li> <li>b. Create a new teacher mentoring program in the school</li> </ol>	Spring, 2011	Principal  Department Chairs Title I teacher	None  \$1250 (Stipends of \$250 to five mentors)	Our school will retain 95% of the content area staff, as well Title I and special education teachers.