

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

Organization Code: 2690 District Name: Pueblo City 60 School Code: 2217 School Name: Dolores Huerta Preparatory High Comparison based on: 3 Year

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. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP. 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	Math	Writing	1-year	3-years	Reading	Math
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	79.0%	78.0%	Meets	
		Math	33.5%	30.5%	24.9%	27.0%	Approaching	
		Writing	50.0%	49.6%	65.1%	62.6%	Meets	
		Science	50.0%	50.0%	43.7%	44.8%	Approaching	
	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: 24			% of targets met by School: 83%		Reading	Yes
Academic Growth	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	15	45/55	Median SGP: 50		Meets	
		Math	87	45/55	Median SGP: 42		Approaching	
		Writing	36	45/55	Median SGP: 52		Meets	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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>Disaggregate groups meeting adequate growth: median SGP is at or above 45</p> <p>Disaggregate 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.</p> <p>No disaggregated groups met median growth percentiles in math</p>		<p>Overall Rating for Growth Gaps:</p> <p>High: Approaching</p> <p>Overall: Approaching</p> <p>Reading: Meets</p> <p>Writing: Meets</p> <p>Math: Minorities: approaching</p> <p>ELL: Does not meet</p> <p>Free/Reduced: approaching</p> <p>Disabilities: doesn't meet</p> <p>Catch Up: approaching</p>
Post Secondary Readiness	<p>Graduation Rate</p> <p>Expectation: 80% or above</p>	80% or above		73.3%		Approaching
	<p>Dropout Rate</p> <p>Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	Approaching
		3.6%	3.9%	7.4%	4.8%	
<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	Approaching	
	20	20.1	19.0	19.1		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
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 is approaching or 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. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	NA	Not Identified or 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		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach. NO	<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

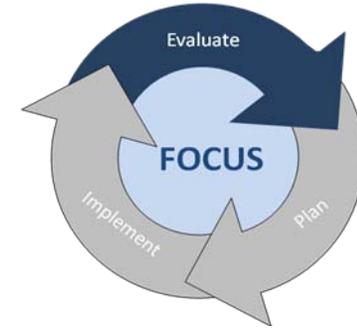
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Dr. Henry Roman
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	Phone	719-583-1030 ext. 607
	Mailing Address	2727 W. 18 th St, Pueblo, Co 81003
2	Name and Title	Rose Benitez
	Email	rkbenitez@ccsnco.org
	Phone	719-583-1030 ext. 613
	Mailing Address	2727 W. 18 th St, Pueblo, Co 81003

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 four 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 performance reports and are expected 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 step two.

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

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, 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. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. 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 priority 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 (Preuss, 2003). 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. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will 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>✓ STRENGTH: Analyzes data at a more detailed level than presented in the SPF report and includes patterns over time.</p>	<p>Reading: 2008- 76% P and A (higher than CO); 2009- 84% P and A (higher than CO); 2010- 71% P and A (Lower than CO)</p> <p>Writing: 2008- 52% P and A (higher than CO); 2009-67% P and A (higher than CO); 2010-79% P and A (higher than CO)</p>	<p>None</p>	<p>None</p>
<p>Academic Achievement (Status)</p>	<p>CSAP scores decline in Math from 33% proficient and advanced in 08-09 to 24% in 09-10 overall (grades 9-10).</p> <p>29% of 9th graders and 19% of 10th graders were proficient or advanced in 09-10. 30% of 9th graders and 25% of 10th graders were proficient and advanced in 08-09. 37% of 9th graders and 14% 10th graders were proficient and advanced in 07-08</p>	<p>Consistent low performance in 9th and 10th grade on multiple representations of functions.</p> <p>9th and 10th grade students scored 76-</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 writing in Math nor are they given practice in explaining what a math process is selected or how the answer is obtained</p> <p>Teachers are not given adequate professional development to assist in data analysis that corresponds to differentiating instruction for all students.</p>

? **AREA FOR IMPROVEMENT:** Provides three years of data for Achievement Data, but does not identify trends in reading or writing.

✓ **STRENGTH:** Specifies performance challenges at a more detailed level than those presented in the SPF report. (E.g., “Math: CSAP scores decline in Math from 33% proficient and advanced in 08-09 to 24% in 09-10 overall (grades 9-10)”).

? **AREA FOR IMPROVEMENT:** Does not include the performance of students in grades 11 or 12. Inclusion of data on all students might allow the school to determine whether identified trends pertain to all grade levels.

? **AREA FOR IMPROVEMENT:** Although poor student performance on multiple representations of functions is listed as a priority need, no data are provided in the trends or the Data Narrative to support this need.

		81% below proficient on Standard 2 (Algebra, Patterns and Functions)	
Academic Growth	Reading and Writing: Above the 55 th percentile, but declining	Only 3% of minority students and 3% of boy students scoring proficient and advanced are making enough growth to move up in Reading.	<p>✓ STRENGTH: There is a link between what the school identified as priority needs and the root causes.</p>
	<p>✓ STRENGTH: Analyzes three years of data and identifies trends for Academic Growth and Growth Gaps, indicates the direction of the trend and specifies growth gaps by level and by subgroup.</p> <p>Math: Median Growth Percentile: 28th percentile in 09-10, declining from 45th percentile in 08-09 and 47th in 07-08</p>	<p>Only 1% of all students scoring unsatisfactory and partially proficient are making enough growth to catch-up to proficient within three years.</p> <p>0% of all students scoring proficient and advanced are making enough growth to move up.</p>	<p>Algebra and Geometry courses do not adequately address the standards assessed in CSAP.</p> <p>Students with low performance and low growth have not received any additional support or tutoring.</p> <p>Math curriculum that is used is not standards based curriculum</p> <p>Adequate professional development is not provided to teachers in regards to teaching to and understanding the standards.</p>
Academic Growth Gaps	Reading and Writing: None	None	none
	<p>Math: Persistent gap in growth between minority and non-minority students over the last three years with minority median growth percentile at 27, 44, 46 for the last three years and non-minority at 39, 58, 56.</p> <p>For 09-10 the median adequate growth percentile</p>	The population of students performing at the partially proficient or unsatisfactory level has persistently low growth in Math as	<p>Minority students have less background knowledge and rich life experiences than non- minority students.</p>

? AREA FOR IMPROVEMENT: Most identified root causes are under the control of the school; however, the root cause, "Minority students have less background knowledge and rich life experiences than non- minority students..." might be reworded to reflect a root cause which the school can directly influence. (E.g., Teachers lack the skills to adequately compensate for the weak background knowledge and poor life experiences of minority students.)

	for minority students was 92 and their median growth percentile was 41.	well as all students.
Post Secondary Readiness	ACT scores are below state average but are stable. 19.7 in 08, 18.8 in 09, and 19.5 in 10.	Minority students who scored below the state average do not have the background knowledge or rich life experiences as non-minority students who have a higher composite score on the ACT.
	Graduation rate in 08/09 was below state average and decline from 84.27 in 07/08 to 55.45 in 08/09.	none Addition of the online enrollment to the overall school enrollment caused an error in reporting to the state.

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

? AREA FOR IMPROVEMENT: Identifies at least one priority need (performance challenge) for every indicator for which the school did not meet state expectations except Post-Secondary/Workforce Readiness.

Step 4: Create the Data Narrative

Root causes of those identified needs. The narrative

✓ **STRENGTH:** Identifies what additional performance data (NWEA data and classroom assessment results) are used in the analysis of significant trends and identification of priority needs and root causes.

? **AREA FOR IMPROVEMENT:** Although NWEA data and classroom assessments are referenced in the Data Narrative, there is no trend analysis of these data.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school? → **Root Cause Analysis:** Why do we think our school's performance is what it is? → **Verification of Root Cause:** What evidence do you have for your conclusions?

Narrative:

Trend and Priority Needs

With the assistance of building staff, we considered three years of data related to academic performance trends. That data included not only state CSAP results but also school administered assessments (NWEA MAPS) results. Trends in achievement were consistent across these two measures.

Missed targets:

CSAP: Although we met the state targets in reading and writing, our math CSAP 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 9th grade. Cohort data indicate a downward trend (25% of 9th graders proficient in 09 and 19% of 10th graders proficient in 10').

	2008	2009	2010
Grade 9	37%	30%	29%
Grade 10	14%	25%	19%

3-year results for grades 9-10: 27% proficient and advanced.

? **AREA FOR IMPROVEMENT:** Provides only data on students in 9th and 10th grades. Inclusion of data on students in all four grades would allow staff to determine whether trends persist at all levels.

Growth Summary:

Our students did not meet the state median percentile in reading or writing, but scored even lower in math at 28th median percentile. While 31% of our students were on track to catch up in reading and 23% were on track to catch up in writing, only 1% was on track to catch up in math. Similar results were found in keep up growth (90% in reading, 76% in writing, and 45% in math) and move up growth (6% in reading, 5% in writing, and 0 in math). Minority students are making less growth in math than our general population. Growth was consistent across the three most recent years, with the same populations showing low and declining performance over time. It is important to note that our school is 81% minority and these are the students that are making the least amount of growth in math (catching up 27% , keeping up 42%, and 0 are moving up). However, the district and state average in regards to median growth in math for minority students is comparable.

✓ **STRENGTH:** Reviewed the performance summary provided in the School Performance Framework (SPF) report and Section I of the pre-populated Unified Improvement Planning Template and specified where the school did not meet local, state and/or federal performance expectations.

Median Growth Percentile		07'-08'	08'-09'	09'-10'
Reading	Total	51	54	47
Writing	Total	60	49	43
Math	Total	47	45	28
	FRL/Non	46/56	44/58	27/37
	Min/Non	42/55	44/51	35/25
	IEP/Non	/47	/46	/29
	ELL/Non	40/48	47/45	28/29
	Girls/Boys	42/52	48/45	33/28
Percent Catching Up		07'-08'	08'-09'	09'-10'
Reading	Total	42	57	31
Writing	Total	33	29	23
Math	Total	5	7	1
	FRL/Non	4/6.	6/10.	Jan-00
	Min/Non	4/8.	7/-	0/-
	IEP/Non	/5	/7	/1
	ELL/Non	3/5.	6/7.	0/1
	Girls/Boys	3/7.	9/4.	0/2
Percent moving up		07'-08'	08'-09'	09'-10'
Reading	Total	9	1	6
Writing	Total	15	4	5
Math	Total	5	4	0
	FRL/Non	3/8.	2/6.	0/-
	Min/Non	6/-	4/4.	0/-
	IEP/Non	/5	/4	/0
	ELL/Non	/6	/5	/0
	Girls/Boys	5/5.	5/3.	0/0

In addition to considering the performance of minority 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 as aligned to the curriculum. We found the lowest performance across all groups and all grades in Standard 2 (Algebra, Patterns and 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 also evident in our analysis of NWEA MAPS results and as we examined a sample of classroom assessments, which upon examination resulted in the discovery that few assessed Representations of Linear and Nonlinear functions as they are presented on CSAP.

AYP Data: We have failed to make AYP Math AYP targets in previous years based on low achievement of minority and non-minority 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 all students.

AYP TRENDS			
	07'-08'	08'-09'	09'-10'
Reading	YES	YES	NO
Math	NO	YES	NO
MINORITY AYP TRENDS			
	07'-08'	08'-09'	09'-10'
Reading	YES	YES	Data not available
Math	YES	YES	Data not available
Free and Reduced Lunch AYP TRENDS			
	07'-08'	08'-09'	09'-10'
Reading	YES	YES	Data not available
Math	NO	YES	Data not available
ELL AYP TRENDS			
	07'-08'	08'-09'	09'-10'
Reading	YES	YES	Data not available
Math	NO	YES	Data not available

- ✓ **STRENGTH:** Uses multiple data points to verify findings of CSAP and identify root causes, including data from NWEA MAPS data, classroom assessment results, data from teachers about the amount of time spent in actual mathematics instruction on a daily basis, interventions or additional support provided to low performing students, and the degree to which they provide learning experiences related math.
- ✓ **STRENGTH:** Identifies what additional performance data (NWEA data and classroom assessment results) are used in the analysis of significant trends and identification of priority needs and root causes.

Post Secondary Readiness Data: Our graduation is below the state average and our drop-out rate is above the state average. Our ACT scores are also below the state average. All Data has decline over the last few years with the exception of ACT in which we see an decrease in 08/09 but then an increase in 09/10,

ACT Data		
07'-08'	08'-09'	09'-10'
19.7	18.8	19.0
Graduation Rate		
07'-08'	08'-09'	09'-10'
84.27%	55.45%	77.8%
Drop Out Rate		
07'-08'	08'-09'	09'-10'
1.3%	7.4%	1.4%

An interesting observation made by the staff was that our problem year that presented alarming data was the year in which enrollment increased with the addition of the online school, this is proven because the data we have available leads us to believe that without the enrollment of the online school we will see an increase in our graduation rate and a decrease in our drop out rate. We anticipate that based on this prediction we will make our post secondary readiness targets for the upcoming school year.

Root Cause: Low Math Scores and Low Graduation Rate

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 and Functions, specifically Multiple Representations of Linear and Nonlinear Functions), interventions or additional support provided to low performing students, and the degree to which they provided learning experiences related to Standard 2. We realized that our math curriculum that is taught at the 9th and 10th grade level does not adequately address the Standards that are covered on the CSAP, specifically Standard 2.

Our analysis led us to identify the following root causes.

Our Math CSAP scores are below state average in 9th and 10th grade and are declining. In addition, our graduation rate decreased to 55.45% in 09 from 84.27% in 08. The quality and content of math instruction at all grades was analyzed, as was the curriculum. We found that our materials appear to be sufficient, covering the Multiple Representations of Linear and Nonlinear Functions and higher level math skills tested on CSAP. However:

1. The sequence of our high school math courses does not align with the content of CSAP at 9th and 10th grades. Most of our 9th grades are in Algebra classes but do not have the pre-algebra skills to be successful in such a class. The background knowledge and skills needs for proficiency are not being taught.
2. Math teachers rarely require students to explain in writing why they selected a particular process to solve a problem or how they obtain their answers, even though this is a requirement on CSAP.
3. Teachers are teaching math content, not the standards or the students. None of our Math teachers do any background knowledge testing to see what standards

? AREA FOR IMPROVEMENT: Lists eight root causes on the Data Analysis Worksheet which are “combined” into three root causes in the Data Narrative. However, the combined root causes identify discrete issues. For example, “*background knowledge and skills*” is not the same root cause as “*sequence of high school math classes.*” In order to focus efforts and create meaningful change, CDE recommends that school prioritize needs and identify no more than three to four root causes.

students are deficient in. None of the math teachers does any grouping for instruction, nor do they provide adequate time for re-teaching those students who are not being successful, especially minority and our free and reduced lunch students. Our RtI team has identified students in need of remediation but does not have time in the daily schedule for math intervention groups or to find teachers who have the time to tutor or provide individualized instruction. When individualized instruction is provided, students do attend as it is only available after school. Students furthermore have not made a distinction between what math content their students have mastered and what has just been covered in class.

Verification of Root Cause

Our initial discussion with the school leadership team led us to examine more closely what was happening in classroom with regard to math instruction. We discussed with the math teachers the content that is being taught and how it is aligned to CSAP. We also discussed the assessments that are administered and if they similar to the format that students see on the CSAP. After our discussion we verified that our root cause is that our math instruction was not aligned with the content tests on CSAP and that students were behind and 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 additional support for struggling students, which will require professional development school wide in differentiating instruction but also in teaching the standards in their curriculum. Further verification of the root cause will come as we implement changes and obtain the desired results.

✓ **STRENGTH:** Describes how root causes were identified and verified and what data were used.

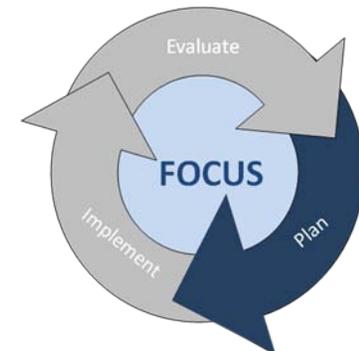
Section IV: Action Plan(s)

? AREA FOR IMPROVEMENT: School staff might have delved deeper into root causes to identify more systemic issues. For example, why don't algebra and Geometry courses adequately address the standards assessed in CSAP? Why aren't students with low performance and low growth receiving any additional support or tutoring?

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/AYP/prof.asp#table. 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 below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% 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.

✓ **STRENGTH:** Provides the frequency of each interim measure, each of which are to be administered, scored, and reported more than once during the school year.

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, 37% of the students will score proficient or advanced overall on the math CSAP. There will be a 10% increase in the percentage of students scoring proficient or above on Standard 2 (Algebra, Patterns, Functions). 27% of Hispanic and English language learners will score proficient or advanced on CSAP	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). 37% of Hispanic and English language learners will score proficient or advanced on CSAP	NWEA Maps Math assessment will be administered 3 times during the school year- September, December, and March using the RIT scores and % of students scoring at least proficient overall Classroom assessments will cover items administered	-Align sequence of math courses and content taught to the state standards and CSAP -Incorporate math talks and math writing into course content. -Set up intervention classes and tutoring programs for students identified by scoring unsatisfactory or partially proficient on the CSAP including minority students.
		W	n/a	n/a	n/a	n/a
		S	By the end of the 2010-2011 school year, 45% of 10 th grade students will score proficient or	By the end of the 2011-2012 school year, 50% of 10 th grade students will score proficient or	Classroom assessments will cover	-Align sequence of math courses and content taught to the

✓ **STRENGTH:** Identifies disaggregated groups of students (e.g., "27% of Hispanic and English language learners will score proficient or advanced on the CSAP. ")

✓ **STRENGTH:** Identifies the measure (CSAP) and the metric (i.e., percentages proficient or advanced or partially proficient, median student growth percentile) for each target.

✓ **STRENGTH:** 1. The Major Improvement Strategies match the scope of the challenges, describe the specific changes in practice that would result from the action steps, explicitly respond to the identified root causes, and address the needed instructional improvement. (E.g., "Align sequence of math courses and content taught to the state standards and CSAP ...Set up intervention classes and tutoring programs for students identified by scoring unsatisfactory or partially proficient on the CSAP including minority students.")

✓ **STRENGTH:** The targets increase yearly and would likely result in the school meeting state expectations within five years.

			advanced on the Science CSAP. There will be a 2% increase in the percentage of students scoring proficient or above. 30% of Hispanic and English language learners will score proficient or advanced on the CSAP	advanced on the Science CSAP. There will be an additional five percentage point increase in the percent of students scoring proficient or above. 35% of Hispanic and English language learners will score proficient or advanced on the CSAP	items administered. SWYK Science assessments will be administered 3 times during the school year- September, December, and March to determine proficiency level of students	state standards and CSAP. -Create a Science curriculum that moves to a more integrated Science method to address standards more efficiently.
		R	State target HS: 94.92 Partially proficient and above on CSAP	State target HS: 94.92 Partially proficient and above on CSAP	n/a	n/a
		M	AYP (Overall and for each disaggregated groups)	State target 86.75 Partially Proficient and above on CSAP and CSAPA Since the school had only 24.9% of students Proficient or above in 09-10, our 10-11 goal will be to make Safe Harbor in order to make AYP. Specifically we will reduce the percent of unsatisfactory students by 10%, to 40%. Our goal will also be to make Safe Harbor for our Minority students and make at least a 10% reduction.	State target 86.75 Partially Proficient and above on CSAP and CSAPA We will continue to work towards making Safe Harbor in order to make AYP. At a minimum, we will work towards having on 35% of students scoring unsatisfactory on the CSAP in math. We will continue to make Safe Harbor for minority students and make at least a 10% decrease. Goals will be revisited with the 10-11 AYP results.	NWEA MAPS math assessment (administered 3 times during the school year- September, December, and March)- RIT scores and % of students scoring at least proficient overall. Classroom assessments administered as part of curriculum will cover Standard 2. All assessment results will be disaggregated to distinguish minority scores

✓ **STRENGTH:** Provides specific, actionable targets at the disaggregated group level. (E.g., "Since the school had only 24.9% of students Proficient or above in 09-10, our 10-11 goal will be to make Safe Harbor in order to make AYP. Specifically we will reduce the percent of unsatisfactory students by 10%, to 40%. Our goal will also be to make Safe Harbor for our Minority students and make at least a 10% reduction.")

✓ **STRENGTH:** Identifies MAPS as an interim measure and indicates associated metric (NWEA RIT scores).

Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	By the end of the 2010-11 school year, the Median Student Growth will be 50.	By the end of the 2011-12 school year, the Median Student Growth will be 50.	NWEA MAPS math assessment (administered 3 times during the school year- September, December, and March)- RIT growth in math, with goal of meeting or exceeding NWEA growth targets for 9 th and 10 th grades.	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 2010-2011 school year, the school will meet SPF growth expectations for all disaggregated groups. (Median Growth Percentile of 45 if below adequate growth percentile; Median Growth Percentile of 55 if above adequate growth percentile. 10% of the students scoring below proficient will make catch-up growth, that's a 10% increase.	By the end of the 2011-2012 school year, the school will meet SPF growth expectations for all disaggregated groups. (Median Growth Percentile of 45 if below adequate growth percentile; Median Growth Percentile of 55 if above adequate growth percentile. 15% of the students scoring below proficient will make catch-up growth, an additional 5% increase.	NWEA MAPS math assessment (administered 3 times during the school year- September, December, and March)- RIT growth in math, with goal of meeting or exceeding NWEA growth targets for 9 th and 10 th grades.	Same as above
		W	n/a	n/a	n/a	n/a
Post Secondary & Workforce Readiness	Graduation Rate		Graduation rate of 80% for the 2010-11 school year, an increase from 55.5% for the 08/09 school year.	Graduation rate of 85% for the 2011-12 school year, an increase of 5% from prior year.	-Provide Transcripts to students and parents to track graduation progress.	Create graduation plans for each student and review each semester with them.

✓ **STRENGTH:** Establishes annual targets for Post-Secondary/Workforce Readiness, a performance indicator area where the school failed to meet state expectations.

				-Assign summer school to students who may be deficient in credits	
	Dropout Rate	Dropout rate of 2% for the 2010-11 school year, a decrease from 7.4% for the 08/09 school year.	Dropout rate of 1.5% for the 2011-2012 school year, an additional decrease of 5%.	-provide resources and alternatives for students who may not respond to the traditional educational system. -Progress monitor students who have signed out to enforce re-enrollment.	Contact community organizations that provide services to dropouts to assist in reenrollment.
	Mean ACT	The 2011 Mean ACT Composite score will be 20, an increase from 19.1.	The 2012 Mean ACT composite score will be at or above the state average	NWEA MAPS math assessment (administered 3 times during the school year- September, December, and March)- RIT growth in math, with goal of meeting or exceeding NWEA growth targets for 9 th and 10 th grades.	Same as above

✓ **STRENGTH:** Establishes annual targets for Post-Secondary/Workforce Readiness, a performance indicator area where the school failed to meet state expectations.

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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) 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, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff

✓ **STRENGTH:** Describes the specific steps that school personnel are to take to implement the major improvement strategy. E.g., "Math Department will align course content and course sequence to the new state standards and CSAP, especially ensuring that Standard 2 is represented in all 9th and 10th grade classes. Math Coach will lead the alignment with our feeder middle school to ensure that the majority of our incoming 9th graders are learning skills needed to be successful in regards to Standard 2..."

steps, a general timeline, resources that will be used to implement the actions and what activities are being implemented as expected. If the school is identified for funding, the plan should include family/community engagement strategies and professional development opportunities. If space has been provided for three major improvement strategies, the school may add other

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: High School math course sequence is not aligned with the content assessed on CSAP or to state math standards. Most of our 9th grades are in Algebra classes but do not have the pre-algebra skills to be successful in such a class. 9th and 10th grades courses do not adequately address the standards assessed on the CSAP. The background knowledge and skills needed for proficiency are not being taught.

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 school wide 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
Math Department will align course content and course sequence to the new state standards and CSAP, especially ensuring that Standard 2 is represented in all 9th and 10th grade classes. Math Coach will lead the alignment with our feeder middle school to ensure that the majority of our incoming 9th graders are learning skills needed to be successful in regards to Standard 2.	August 2010	Math Teachers and Math Coach	Stipend for Math coach and for extra work \$100/day x 3 days x 3 teachers= \$900	Courses will be aligned to standards and CSAP by start of 2010-11 school year and will be continuous to include focus on Standard 2.
Restructure sequence of math courses to insure that all students have access to content, on which they are tested, with special attention to Standard 2.	August 2010	Principal, Math Department and Math coach	Non	Math courses and schedules will be developed prior to the start of the school year. Course sequence and schedule will ensure that all students have access to content

? **AREA FOR IMPROVEMENT:** Although the performance of minority students is identified as a priority need, it is unclear how the action plan steps specifically target the academic needs of this subgroup. Clarify what the school staff will do to reduce the achievement gaps and increase the performance of all students. For example, since the UIP identifies minority students as a target group, what specific steps will school staff take to assure that these students have adequate access to math content?

✓ **STRENGTH:** Identifies persons responsible for implementing the action steps.

? **AREA FOR IMPROVEMENT:** Although some funds are identified, minimal funding resources are included in the plan. Identification of the funds necessary to implement the action plan steps might ensure that sufficient resources are available to carry out the work.

				<p>tested on the CSAP.</p> <p>Analysis of formative data will show that increased access to math content and especially Standard 2, will positively impact the achievement of targeted groups in math.</p>
Hire a Math coach to provide professional development in regards to teaching to the standards and the CSAP	August 2010	Principal, Math department, Lead Teachers	\$17,000 for salary for part time position	Weekly math coaching for math teachers which includes walk through to look for key content skills, especially related to Standard 2.
Provide Professional Development in backwards design, where teachers are taught to begin with the standards to create assessments that address the standards first. Then teachers are taught to design lessons once the standards are addressed.	August 2010, January 2011 and August 2011 and January 2012	Trainer, Principal, Math department, Math coach	Title IIA grant funds of \$3,000.	Monthly review of lesson plans that show an increase in the use of the standards in their lesson planning.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Incorporate Math talks and writing into the math curriculum and course content.

Root Cause(s) Addressed: There is no emphasis on conceptual thinking or writing in math and students are not given practice in explaining why math process is selected or how an answer is obtained.

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

School Plan under State Accountability

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide professional development in writing in math to math teachers	August 2010, December 2010, May 2010	Trainers, Math teachers, math coach and curriculum coordinator	None, covered by a grant from NCLR	Feedback from trainer in regards to teacher confidence and comfort teaching reading and writing in math. Walk through will also show an increase in opportunities for students to explain in writing and during math talks how math processes are selected and how answers are obtained.
Include writing portions to every assessment given in the math courses	Monthly	Math teachers, Math coach and students		Increase in writing skills for students in math will demonstrate the more students are asked to explain the answers the better they will become at it. Use of CSAP writing prompts for math will also be assessed.
Provide opportunities once a quarter for students to complete a math writing assignment that will be reviewed by the math department.	Quarterly	Math teachers, math coach and students	none	Same as previous two
Include discussion of writing in math instruction during all department meetings incorporating effective strategies, challenges, and how to address needs of specific groups.	August 2010-May 2011	Principal math department and math coach	None	none

? AREA FOR IMPROVEMENT: Identifies broadly (e.g., *January 2011-April 2011*) when each action step would take place; however, more detailed month-by-month timeline might allow for closer monitoring of the progress of the action steps.



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Major Improvement Strategy #3: Set up before school, during and after school tutoring to targeted students that are identified with little or no background knowledge.

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

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
Reschedule master teacher schedule to provide them time to tutor students identified to be unsatisfactory or partially proficient on the CSAP, either before or after school	January 2011- April 2011	Math Coach, Math teachers, peer tutors, Principal	none	Schedule developed prior to the start of the school year.
Provide intervention/enrichment period where students will receive instruction that provides either intervention or enrichment activities	August 2010	Principal, math coach, math teachers	None	Schedule developed prior to the start of the school year.
Provide training in: a. Administration and interpretation of NWEA Map data for curriculum planning and establishing baseline data to target needs of students. b. Administration and interpretation of end of unit assessments that focus on Standard 2	August 2010 October-December 2010	Principal, Math coach, math teachers and trainer	Title 2A funds \$1500	100% of math teachers will participate in trainings.
Provide during and after school tutoring program. Training will be provided to the tutors and will be supervised by Math Coach	December 2010-April 2011	Principal, math coach	Title 2A funds for math coach	Tutoring will be implemented no later than January. Evaluation will determine if peer tutoring is increasing student achievement in math.

? AREA FOR IMPROVEMENT: Does not consistently specify what will be measured, when data will be collected, or who will be involved in analysis of Implementation Benchmarks. More specific Implementation Benchmarks, including analysis time frames, might allow school staff to determine whether identified interventions are making the desired difference in student achievement. For example, when will the use of CSAP writing prompts for math will be assessed and by whom?

? AREA FOR IMPROVEMENT: Clarify how the tutoring program will be coordinated with classroom instruction. Research studies indicate that tutoring is often ineffective because the skills being reinforced differ from the regular school curriculum.