

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

Organization Code: 3110

District Name: JOHNSTOWN-MILLIKEN RE-5J  
Official 2014 SPF: 3 Year

School Code: 6963 School Name: PIONEER RIDGE ELEMENTARY SCHOOL

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Despite the continued strong academic achievement scores in writing, we declined in percent proficient or advanced in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.  
 Despite the continued strong academic achievement scores in math, we declined in percent proficient or advanced in 3<sup>rd</sup> and 5<sup>th</sup> grades.  
 Despite the continued strong academic achievement scores in writing, we declined in percent proficient or advanced in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.  
 The Reading MGP stayed constant at 46 from 2013 to 2014.  
 The Math MGP decreased from 46 to 41 from 2013 to 2014.  
 The Writing MGP decreased from 56 to 49 from 2013 to 2014.  
 We will be focusing on Math instruction, Writing instruction, Reading Interventions, and Differentiation.

##### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Our Reading program is outdated and teachers have done a nice job of supplementing as much as possible. We will eventually need to align Reading Instruction with the Colorado Academic Standards.  
 We have implemented a new math program in the school district because of the lack of consistency in math instruction and the concern of having an outdated program that is not aligned to the Colorado Academic Standards.  
 All grade levels at PRE have implemented Lucy Calkins writing this year in response to a lack of consistency in writing instruction. There has not been a foundational writing program for our students at PRE.  
 We need to continue to plan for and identify differentiation strategies to meet individual students' needs.  
 We need to focus on meeting the needs of our Students with Disabilities in the general education classroom by identifying appropriate accommodations and planning together.  
 Grade level teams need to continue to plan together to provide differentiated instruction.

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

#1 – Improve student performance in math. We implemented a new math program that is aligned to Colorado Academic Standards. We are focused on implementing with fidelity to be certain we are meeting the needs of each student in math and preparing them for the next grade level.

#2 – Improve student performance in literacy. We have implemented Lucy Calkins Writing to develop stronger writers. We have also hired a full-time reading interventionist to support students on READ Plans and needing interventions.

#3 – Continue to focus on meeting individual student’s needs through differentiated instruction. We continue to evaluate the best way to meet individual student’s needs to promote the most growth possible.

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

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

#### Improvement Plan Information

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review and Planning Grant  
 School Improvement Support Grant   
  READ Act Requirements   
  Other: \_\_\_\_\_

#### School Contact Information (Additional contacts may be added, if needed)

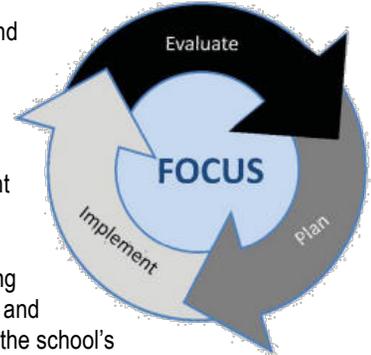
1	Name and Title	Tami Kramer, Principal
	Email	<a href="mailto:tami.kramer@weldre5j.k12.co.us">tami.kramer@weldre5j.k12.co.us</a>
	Phone	970-587-8100
	Mailing Address	2300 Cinnamon Teal Avenue, Johnstown, CO 80534
2	Name and Title	Dr. Martin Foster, Superintendent
	Email	<a href="mailto:mfoster@weldre5j.k12.co.us">mfoster@weldre5j.k12.co.us</a>
	Phone	970-587-6050
	Mailing Address	110 Centennial Drive, Milliken, CO 80534

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

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p><b>Narrative:</b> <b>Description of the School and Process</b></p>				

Pioneer Ridge Elementary is located in a small but growing community. The enrollment at our school remains around 650 students this school year. This school is in its 11<sup>th</sup> year serving students in kindergarten through 5<sup>th</sup> grade. We also have a Center-based Special Education Program with students who we include in the general education settings as much as possible.

Our students are predominantly white, with only 14% in the Hispanic or Latino ethnic group and only 2.2% in the Other ethnic group category. Our Attendance Rate has remained above 96% for the past 6 years and our Mobility Rate increased to 13.0 from 8.6 in the previous year. However, it remains well below the state average. Our population is predominantly middle to upper middle class with only 15% of our students receiving free or reduced lunches.

The Pioneer Ridge community is wonderful. We have many parent volunteers at the school each day. Parents are very interested in helping their children be successful in school. Our PTO helps to provide many items for our classrooms to give our students every opportunity to be successful.

The staff at the school has remained quite consistent during the 11 years this school has been open, with the exception of adding staff members to accommodate the increased enrollment. The one major change came about with the retirement of the principal at the end of the 2013-2014 school year. The new principal implemented the following teams last school year to better meet the needs of all students:

PBS/School Safety/Sunrise Team – Meets on Monday mornings as needed

Rtl Team – Meets on Tuesday mornings as needed

Leadership Team – Meets on Wednesday mornings as needed

Research, Review, and Respond Team – Meets Thursday mornings as needed

These teams have increased the level of communication at Pioneer Ridge. Each team member is expected to share the information from the meetings with their grade level teams in order to be certain all staff members have the needed knowledge.

To be able to implement the UIP process in a more effective manner at PRE, we developed a Research, Review and Respond Team last school year. This team includes a classroom teacher from each grade level. The team members were selected by their individual teams based on an interest in helping to develop the UIP and determine Professional Learning for staff. By including teachers from each grade level, we are able to gather different perspectives. It is important for our staff to analyze data keeping in mind all of our students and their scores belong to every one of us.

Our process for developing the Unified School Improvement Plan has been through first of all having all of our staff review any assessment results to identify strengths and needs. Then we work through our Leadership and Research, Review, and Respond Teams to develop our action plans for the current school year. The Unified Improvement Plan will be shared with the Accountability Committee for any of their feedback. We will continue discussions at the school and district level to address curriculum alignment and state standards review to ensure that our instruction is matching what students need to know and be able to do as they move from grade level to grade level.

### **Current Performance and Trends**

The School Performance Framework for 2014 rated Pioneer Ridge at 65.8% which is in the Performance Category. Our Academic Achievement was at 75.0% which kept us in the Meets Category. The Academic Growth also remained in the Meets Category at 66.7%. The Academic Growth Gaps were in the Approaching Category at 54.2%.

### **Academic Achievement**

Pioneer Ridge Elementary has been able to sustain academic achievement at or above the state averages in Reading, Writing and Math in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. The overall percentage of students proficient or advanced for 2014 was the following: Reading – 80.83%, Math – 79.95%, and Writing – 70.1%. However, the percent proficient or advanced decreased in 8 of the 9 tested areas from 2013 to 2014. The preliminary 2015 CMAS (PARCC) Results show that the percent of students at Pioneer Ridge who met or exceeded standards was above the district in all grade levels in ELA and Math. The EOY DIBELS scores for students who were at benchmark were 79% in 2012-2013, increased to 82% in 2013-2014, and then were back to 79% in 2014-2015.

### **Reading**

3<sup>rd</sup> Grade – 40% of students met or exceeded standards in ELA for 2015. Reading achievement scores decreased from 89% in 2013 to 76% in 2014. The overall percentage of proficient or advanced has averaged 83.8% for 2009-2014.

4<sup>th</sup> Grade – 38% of students met or exceeded standards Reading achievement scores decreased from 80% in 2013 to 79% in 2014. The overall percentage of proficient or advanced has averaged 79% for 2009-2014.

5<sup>th</sup> Grade – Reading achievement scores decreased from 86% in 2013 to 79% in 2014. The overall percentage of proficient or advanced has averaged 78.5% for 2009-2014.

**Math**

3<sup>rd</sup> Grade – Math achievement scores decreased from 88% in 2013 to 84% in 2014. The overall percentage of proficient or advanced has averaged 82.3% for 2009-2014.

4<sup>th</sup> Grade – Math achievement scores increased from 80% in 2013 to 89% in 2014. The overall percentage of proficient or advanced has averaged 82.7% for 2009-2014.

5<sup>th</sup> Grade – Math achievement scores decreased from 82% in 2013 to 70% in 2014. The overall percentage of proficient or advanced has averaged 71% for 2009-2014.

**Writing**

3<sup>rd</sup> Grade – Writing achievement scores decreased from 83% in 2013 to 64% in 2014. The overall percentage of proficient or advanced has averaged 72.7% for 2009-2014.

4<sup>th</sup> Grade – Writing achievement scores decreased from 67% in 2013 to 65% in 2014. The overall percentage of proficient or advanced has averaged 68.8% for 2009-2014.

5<sup>th</sup> Grade – Writing achievement scores decreased from 79% in 2013 to 65% in 2014. The overall percentage of proficient or advanced has averaged 69.5% for 2009-2014.

**Academic Growth**

Academic Growth scores remained constant in Reading from 2013 to 2014 at 46 Median Growth Percentile. The Median Growth Percentile decreased from 46 in 2012 to 41 in 2013 in Math and from 56 in 2012 to 49 in 2014 in Writing.

**Reading**

Pioneer Ridge met expected growth in Reading in 2014.

**Math**

Pioneer Ridge was approaching expected growth in Math in 2014.

**Writing**

Pioneer Ridge met expected growth in Writing in 2014.

### **Academic Growth Gaps**

Our overall rating for 2014 was approaching at 54.2%. The overall rating for Reading, Writing and Math was approaching.

#### **Reading**

Minority Students met expected growth in Reading, while Free/Reduced Lunch Eligible, Students with Disabilities and Students needing to catch up were all in the approaching category. There were not enough students in the English Learners subgroup to receive a rating.

#### **Math**

All subgroups were at the approaching level in Math for 2014 except English Learners who did not receive a rating.

#### **Writing**

Free/Reduced Lunch Eligible students and Minority Students met expected growth in Writing for 2014. Students with Disabilities did not meet expected growth and Students needing to catch up were at the approaching level. Once again, English Learners did not receive a rating because of the size of the subgroup.

#### **Priority Performance Challenges**

Math achievement increased at only one grade level for 2014. Overall academic growth in Math in 2014 was at the approaching level, and every subgroup was also at the approaching level in Math in 2014. Math needs to be a focus for Pioneer Ridge Elementary. In addition, writing needs to be a focus with the average in achievement only reaching a high of 72.7% for the past six years.

To meet the needs of all students, we need to also increase our differentiation strategies used at Pioneer Ridge.

#### **Root Cause Analysis**

In the area of math, there has been a lack of consistency in instruction. This lack of consistency is due to the fact that the curriculum materials have not been updated for several years. In addition, the math curriculum materials have had to be supplemented to meet the expectations through the Colorado Academic Standards. Each teacher has done their best to supplement the materials, but in that effort have provided very

different learning experiences in math for our students. The school district adopted Go Math prior to the 2015-2016 school year. We are working to implement the materials with fidelity.

In the area of writing, there is also a lack of consistency in instruction. There has not been any specific program used in this district to teach writing. There are programs for phonics and grammar instruction, but not for the actual teaching of writing. Again, students are receiving a variety of learning experiences in the area of writing. We implemented Lucy Calkins Writing in the school district this school year. We are providing ongoing professional development in the area of writing and we are already seeing growth in our students as writers.

There are several tools and resources being used for differentiation. We need to continue to identify the best ways to provide differentiation for all of our students. The school district is in its second year of iPad implementation. Each teacher is utilizing iPads in their classrooms in a variety of ways. All 4<sup>th</sup> and 5<sup>th</sup> grade students have an iPad assigned to them and they are able to take the iPads home to use various Apps to do their homework and practice skills. Every 3<sup>rd</sup> grader also has an iPad, however they are not allowed to take them home. Students in the primary grades have shared carts of iPads to use during the school day. During the 2015 – 2016 school year we will continue to focus on improving academic growth by providing differentiation of instruction in the classroom. A major focus is placed on Math and Writing instruction. We are also utilizing a Reading Interventionist to meet the needs of our students on READ Plans and who need targeted interventions on a regular basis. Our school will continue to work with the other 2 elementary schools to analyze Colorado Academic Standards and our curriculum to identify gaps and develop consistent instructional practices.

**Worksheet #1: Progress Monitoring of Prior Year's Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)			<p>Our Targets for 2014-2015 were based on TCAP scores. Because we now have PARCC, it is not possible to assess how close we were to meeting our targets. However, the percentage of students who met or exceeded standards on PARCC was not very high and our targets for upcoming school years need to reflect efforts to improve student performance in ELA and Math. Our PARCC scores were higher than the district in all areas, however, the percentages did not exceed 40%. This is a low percentage of students to meet or exceed standards.</p>
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

**Worksheet #2: Data Analysis**

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<b>3<sup>rd</sup> Grade TCAP/CSAP Reading</b> – 2012 – 80%, 2013 – 89%, 2014 – 76% <b>4<sup>th</sup> Grade TCAP/CSAP Reading</b> – 2012 – 89%, 2013 – 80%, 2014 – 79% <b>5<sup>th</sup> Grade TCAP/CSAP Reading</b> – 2012 – 79%, 2013 – 86%, 2014 – 79% <b>DIBELS</b> – 2012-2013 – 79%, 2013-2014 – 82%, 2014-2015 – 79% <b>3<sup>rd</sup> Grade PARCC ELA</b> – 2015 – 40% <b>4<sup>th</sup> Grade PARCC ELA</b> – 2015 – 38% <b>5<sup>th</sup> Grade PARCC ELA</b> – 2015 – 29%	Despite the continued strong academic achievement scores in reading, we declined in percent proficient or advanced in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grades.	
	<b>3<sup>rd</sup> Grade TCAP/CSAP Math</b> – 2012 – 79%, 2013 – 88%, 2014 – 84% <b>4<sup>th</sup> Grade TCAP/CSAP Math</b> – 2012 – 83%, 2013 – 80%, 2014 – 89% <b>5<sup>th</sup> Grade TCAP/CSAP Math</b> – 2012 – 65%, 2013 – 82%, 2014 – 70% <b>3<sup>rd</sup> Grade PARCC Math</b> – 2015 – 39% <b>4<sup>th</sup> Grade PARCC Math</b> – 2015 – 28% <b>5<sup>th</sup> Grade PARCC Math</b> – 2015 – 27%	Despite the continued strong academic achievement scores in math, we declined in percent proficient or advanced in 3 <sup>rd</sup> and 5 <sup>th</sup> grades.	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>3<sup>rd</sup> Grade TCAP/CSAP Writing</b> – 2012 – 66%, 2013 – 83%, 2014 – 64%</p> <p><b>4<sup>th</sup> Grade TCAP/CSAP Writing</b> – 2012 – 77%, 2013 – 67%, 2014 – 65%</p> <p><b>5<sup>th</sup> Grade TCAP/CSAP Writing</b> – 2012 – 69%, 2013 – 79%, 2014 – 65%</p> <p><b>3<sup>rd</sup> Grade PARCC ELA</b> – 2015 – 40%</p> <p><b>4<sup>th</sup> Grade PARCC ELA</b> – 2015 – 38%</p> <p><b>5<sup>th</sup> Grade PARCC ELA</b> – 2015 – 29%</p>	Despite the continued strong academic achievement scores in writing, we declined in percent proficient or advanced in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grades.	
Academic Growth	<p><b><u>Reading Median Growth Percentiles</u></b></p> <p>2012 – 50</p> <p>2013 – 46</p> <p>2014 – 46</p>	The Reading MGP stayed constant at 46 from 2013 to 2014.	Our Reading program is outdated and teachers have done a nice job of supplementing as much as possible. We will eventually need to align Reading Instruction with the Colorado Academic Standards.
	<p><b><u>Math Median Growth Percentiles</u></b></p> <p>2012 – 38</p> <p>2013 – 46</p> <p>2014 – 41</p>	The Math MGP decreased from 46 to 41 from 2013 to 2014.	We will be implementing a new math program in the school district because of the lack of consistency in math instruction and the concern of having an outdated program that is not aligned to the Colorado Academic Standards.
	<p><b><u>Writing Median Growth Percentiles</u></b></p> <p>2012 – 54</p> <p>2013 – 56</p> <p>2014 – 49</p>	The Writing MGP decreased from 56 to 49 from 2013 to 2014.	All grade levels at PRE have implemented Lucy Calkins writing this year in response to a lack of consistency in writing instruction. There has not been a foundational writing program for our students at PRE.
Academic Growth Gaps	The overall rating in 2014 for Reading, Math and Writing was Approaching.		We need to continue to plan for and identify differentiation strategies to meet individual students' needs.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Our Free/Reduced Lunch Eligible Students were Approaching in Reading and Math, and Met expected growth in Writing.</p> <p>Our Minority Students Met expected growth in Reading and Writing, but were Approaching in Math.</p> <p>Our Students with Disabilities were Approaching in Reading and Math, and Did Not Meet expected growth in Writing.</p> <p>Our Students needing to catch up were Approaching in Reading, Math and Writing.</p> <p>We did not have enough students in the English Learner sub-group to receive a growth rating.</p>		<p>We need to focus on meeting the needs of our Students with Disabilities in the general education classroom by identifying appropriate accommodations and planning together.</p> <p>Grade level teams need to continue to plan together to provide differentiated instruction.</p>
Postsecondary & Workforce Readiness			

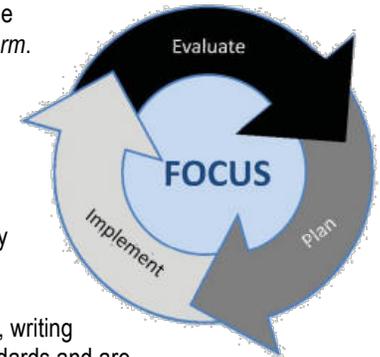
## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



**SchoolTarget SettingForm**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	3 <sup>rd</sup> -40% 4 <sup>th</sup> - 38% 5 <sup>th</sup> - 29%			DIBELS CBM Writing Assessments Lucy Calkins On-Demand Assessments	#2 – Improve student performance in literacy.
		READ	DIBELS – 79%			DIBELS Next DIBELS Deep	#2 – Improve student performance in literacy.
		M	3 <sup>rd</sup> – 39% 4 <sup>th</sup> – 28% 5 <sup>th</sup> – 27%			Go Math Assessments Personal Math Trainer Moby Max	#1 – Improve student performance in math.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA				DIBELS CBM Writing Assessments Lucy Calkins On-Demand Assessments	#2 – Improve student performance in literacy.  #3 – Continue to focus on meeting individual student’s needs through differentiated instruction.
		M	2014 TCAP MGP – 41			Go Math Assessments Personal Math Trainer Moby Max	#1 – Improve student performance in math.  #3 – Continue to focus on meeting individual student’s needs through differentiated instruction.
		ELP					

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Academic Growth Gaps	Median Growth Percentile, local measures	ELA	2014 – Students with Disabilities did not meet expected growth in writing. Students needing to catch up were at the Approaching Level.			DIBELS CBM Writing Assessments Lucy Calkins On-Demand Assessments	#2 – Improve student performance in literacy.  #3 – Continue to focus on meeting individual student’s needs through differentiated instruction.
		M	2014 – Approaching for all sub groups			Go Math Assessments Personal Math Trainer Moby Max	#1 – Improve student performance in math.  #3 – Continue to focus on meeting individual student’s needs through differentiated instruction.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Improve student performance in math.

**Root Cause(s) Addressed:** Lack of consistency in instruction and lack of support in developing instruction aligned to the rigor in the Colorado Academic Standards.

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Utilize the Research, Review and Respond Team to develop the Unified Improvement Plan and monitor implementation and effectiveness.	Aug. 2015 – May 2016		Admin., RRR Team, Teaching Staff	UIP, Assessment information, Observations	-RRR Team Meeting at least twice per month -UIP Development	-In Progress -In Progress
Deepen understanding of the State Curriculum Overview for Math.	Aug. 2015 – May 2016		Admin., District Elementary Math Curriculum Committee, Teaching Staff, RRR Team	Grade Level State Curriculum Overviews for Math	-RRR Team Meeting Discussions -Grade Level Team Discussions -District Elementary Math Curriculum Committee Discussions	-In Progress -In Progress -In Progress
Implement new math program	Aug. 2015 –		Admin., District Elementary	School District Funding, Go Math program, Colorado Academic Standards, State	-PD in June -PD in October	-Completed -Completed

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	May 2016		Math Curriculum Committee, Teaching Staff	Math Curriculum Overview, Resources for meeting the needs of all students	-PD in April	-Not begun
Ongoing staff training for math instruction	Aug. 2015 – May 2016		Admin., Teaching Staff	Meetings after school, curriculum resources	-Ongoing	-In Progress

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

**Major Improvement Strategy #2:** Improve student performance in literacy.

**Root Cause(s) Addressed:** Lack of consistency in instruction and lack of support in developing instruction aligned to the rigor in the Colorado Academic Standards.

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

State Accreditation     Title I Focus School     Tiered Intervention Grant (TIG)     Diagnostic Review Grant     School Improvement Support Grant

READ Act Requirements     Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Utilize the Research, Review and Respond Team to develop the Unified Improvement Plan and monitor implementation and effectiveness.	Aug. 2015 – May 2016		Admin., RRR Team, Teaching Staff	SPF, UIP, Assessment Information	-RRR Team Meeting at least twice per month -UIP Development	-In Progress -In Progress
Implement Lucy Calkins Writing Program	Aug. 2015 – May 2016		Admin., Teaching Staff	Lucy Calkins Materials	-PD in September -PD in January -PD in March	-Completed -In Progress -Not begun
Continue to use a grammar program to support skills in writing	Aug. 2015 – May 2016		Admin., Teaching Staff	DLI, DOL, Shurley English, Treasures Grammar	-All classrooms teaching grammar skills frequently	-In Progress
Monitor writing growth through conferencing and goal setting	Aug. 2015 – May 2016		Admin., Teaching Staff	Lucy Calkins Resources	-All classrooms using writing conferences, rubrics, goal-setting	-In Progress
Deepen understanding of the State Curriculum Overview for Writing	Aug. 2015 – May 2016		Admin., Teaching Staff	Grade Level State Curriculum Overviews for Writing	-RRR Team Meeting Discussions -Grade Level Team Discussions	-In Progress -In Progress
Assess all students for reading levels	Aug. 2015, December 2015, May 2016		Admin., Teaching Staff, Interventionist	DIBELs, Substitutes for testing days	-BOY, MOY, EOY testing	-In Progress

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Provide Reading Intervention for appropriate students	Aug. 2015 – May 2016		Teaching Staff, Reading Interventionist	Schedule, Reading Interventionist's time, Focused Groups	-Continued evaluation of reading skills and instruction needed in groups	-In Progress
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #3:** Continue to focus on meeting each individual student's needs through differentiated instruction.

**Root Cause(s) Addressed:** Needing to maintain individual student growth and growth of the students in subgroups.

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

State Accreditation     Title I Focus School     Tiered Intervention Grant (TIG)     Diagnostic Review Grant     School Improvement Support Grant

READ Act Requirements     Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Grade level teams will plan and implement strategies to address differentiation	Aug. 2015 – May 2016		Admin., Leadership Team, RRR Team, Teaching Staff	Grade Level Planning Time, Team Meetings	-Grade Level Team Discussions -Team Discussions and Planning -Departmentalize for specific content areas	-In Progress -In Progress -In Progress
Utilize and Analyze available data to identify student strengths, needs and areas for differentiation	Aug. 2015 – May 2016		Admin., Leadership Team, RRR Team, Teaching Staff	Grade Level Planning Time, Team Meetings, Data	-Grade Level Team Discussions -Team Discussions and Planning -Departmentalize for specific content areas	-In Progress -In Progress -In Progress
Align instruction to Colorado Academic Standards and State Curriculum Overviews	Aug. 2015 – May 2016		Admin., Leadership Team, RRR Team, Teaching Staff	Grade Level Planning Time, Team Meetings, Colorado Academic Standards, State Curriculum Overviews	-Grade Level Team Discussions -Team Discussions and Planning	-In Progress -In Progress

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

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*