

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

Organization Code: 3120 District Name: GREELEY 6 School Code: 8975 School Name: UNION COLONY ELEMENTARY SCHOOL SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	63.73%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	45.88%	-	-	
		W	53.52%	-	-	41.54%	-	-	
		S	47.53%	-	-	51.47%	-	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	30	-	-	43	-	-	
		M	43	-	-	7	-	-	
		W	43	-	-	35	-	-	
ELP	-	-	-	13	-	-			

School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	<p>Reading:</p> <p>Free/Reduced Lunch eligible: MGP 45</p> <p>Minority Students: MGP 45</p> <p>English Learners: MGP 45</p> <p>Catch Up: MGP 45</p> <p>Math:</p> <p>Free/Reduced Lunch eligible: MGP 45</p> <p>Minority Students: MGP 45</p> <p>English Learners: MGP 45</p> <p>Catch Up: MGP 45</p> <p>Writing:</p> <p>Free/Reduced Lunch eligible: MGP 45</p> <p>Minority Students: MGP 45</p> <p>English Learners: MGP 45</p> <p>Catch Up: MGP 45</p>	<p>Reading:</p> <p>Free/Reduced Lunch eligible: MGP 43</p> <p>Minority Students: MGP 41</p> <p>English Learners: MGP 37</p> <p>Catch Up: MGP 42</p> <p>Math:</p> <p>Free/Reduced Lunch eligible: MGP 10</p> <p>Minority Students: MGP 14</p> <p>English Learners: MGP 10</p> <p>Catch Up: MGP 15</p> <p>Writing:</p> <p>Free/Reduced Lunch eligible: MGP 34</p> <p>Minority Students: MGP 33</p> <p>English Learners: MGP 40</p> <p>Catch Up: MGP 45</p>	<p>Overall Rating for Growth Gaps:</p> <p>Does Not Meet</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall.</p>	-	-	-	

	Mean Colorado ACT Composite Score Expectation: At or above state average.	-	-	-	
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Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Priority Improvement - Entering Year 1 as of July 1, 2014	The school has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2014 for review. The updated plan must also be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

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?	Colorado Charter School Startup Grant – Year 1 of grant 2012
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	Direct Instruction implementation coaching, supports, and training – contracted with National Institute of Direct Instruction, Eugene, OR
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.	CCSSI Review: May 5,6,7, 2014

Improvement Plan Information

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

State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)

Other: _____

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

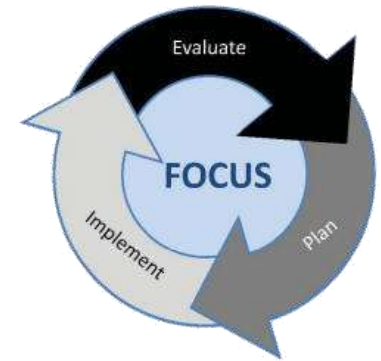
1	Name and Title	Angela Keedy - Principal
	Email	akeedy@unioncolonyschools.org
	Phone	970-373-5994
	Mailing Address	1051 29 th St. Rd, Evans, CO 80620
2	Name and Title	Pat Gilliam - Director
	Email	pgilliam@unioncolonyschools.org
	Phone	970-373-3501
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School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

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

Union Colony Elementary has been in operation for one school year and is located in Evans, Colorado. The vision of Union Colony Elementary School is to provide an educational program, Kindergarten through fifth grade, that recognizes and attends to the many and unique needs of its students. UCES will assure each student the opportunity to reach their full potential intellectually, socially, emotionally, and physically, while developing a love of and respect for learning. The vision encourages each student to become compassionate, productive and contributing members of society with high academic and moral standards which are sustained by a commitment to excellence in all aspects of school life.

In our first year of operation, we had 412 students at the October 1 count. 52.34% of those students were of a race other than white. We were 54% free and reduced lunch as well. We had 56 students identified to receive ESL.

The Unified Improvement Plan was developed by reviewing the School Performance Framework, reviewing individual TCAP scores with teachers, staff, and students, and reviewing the data from previous assessments then creating a plan based on that information. The UIP was written by the administration then passed through the Faculty Council, the Union Colony School Board and the School Accountability Committee for revisions and/or suggestions and guidance. Families will be able find a copy of our UIP located on our website at www.unioncolonyschools.org. We will discuss our annual goals in both the newsletter as well as other parent/family gatherings.

Current Performance: Last year we had no data in which to base our UIP on as we were a new school. Our Academic Achievement Goals were: Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 3 years. The 2011-2012 was our baseline year. Our Academic Growth Goal was to meet or exceed the state MGP of 50. We did not meet that goal in math or writing. It was also the baseline year statewide for the English Language Proficiency (ACCESS) test.

Our School performance Framework and other related data indicated that we had primarily two main areas in which we needed to focus: Academic Growth and Academic Growth Gaps. In our first year, UCES earned just 25% of the points possible in 3 of the 4 academic growth categories. The greatest challenge for us was the struggle for significant growth in math. Our Academic Growth Gaps revealed that our English Language Learners did not meet the expected growth in Reading and Math. This sub-group was approaching in writing. Our FRLE, Minority Students and Students needing to catch up did not meet projected growth in math. Our FRLE and minority students did not meet the expected growth in writing.

Since we have only one year of data, any trends would not be able to be identified at this time.

Priority Performance Challenges – Based on the data, we feel that we have two main priority performance challenges.

1) Additional focused time for math would address many of our challenges. Students came to UCES in the fall of 2012 well below grade level in math as measure by formative assessments. If UCES is able to increase overall growth in math across the school, we would be able to increase the achievement and growth in the sub-categories.

2) Additional time with a Direct Instruction curriculum for our English Language Learners. Students coming to UCES are assessed and placed in groups according to their scores. The groups are mastery level based, not grade level based. Additional time for our qualifying ESL students will be given utilizing a Direct Instruction curriculum that parallels their language placement. ACCESS scores as well as other assessments will guide us as to creating goals for each ESL student. If we are able to increase the achievement and growth of our ELL students, we would also change the academic growth gaps in reading and math.

Root Cause Analysis –

- 1) Additional focused time for math – We have identified a multistep improvement plan to address our needs in math. We will meet as staff to examine each student's TCAP scores, both in achievement and growth, as well as formative and summative assessments. The groupings that we made in May will be re-evaluated to check for accuracy. The staff will meet and work with the authors of the programs to ensure that adequate time is being allocated for math during the school day. The staff will implement 10-15 minutes of fact practice based on each student's mastery level at the beginning of each lesson on each school day. The math facts will be then

tabulated to determine which classroom achieved the highest percentage of first time correct answers. That class will be announced over the PA system each Monday during homeroom time to entire school as well as math pencils as a reward. After quarter 1, students that are in CMC C will be given the placement test for CMC D and we will re-group as necessary. A family math night is scheduled for 11/21/13 in which parents are invited to attend with their students. We will include entire program presentation in which the scope of the program is explained but also demonstrations of the expectations, classroom visits, and ways in which families can work with their child to increase math knowledge. Each week the administration, the data coaches, and the lead teacher meet to go through the data for each student/group for the week. Lesson progress and mastery level is closely monitored to make sure that progress is being maintained. The specials team, art, music, and pe, will reinforce math concepts through an interdisciplinary approach and providing distributed practice. Parent/teacher communication will be maintained through progress reports sent home every two week, access to Infinite Campus, weekly newsletters sent home in their Friday folders, and parent teacher conferences.

2) More Direct Language instruction for ELL students. We have identified a multistep process to address our needs of our ELL students.

All of our families must complete a Home Language Survey at registration. Our ELL teacher will review all of the surveys and determine which students may qualify. ACCESS scores and placement test scores will be reviewed with students and families to inform and set goals for each student. Students coming to UCES are assessed and placed in groups according to their scores. The groups are mastery level based, not grade level based. Additional time for our qualifying ELL students will be given utilizing a Direct Instruction curriculum that parallels their language placement. Additional training for the administration and ELL teacher will be attended in order to better inform the ACCESS testing process. Data for these students will also be reviewed weekly as well as program goals quarterly.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p>Reading: Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 3 years.</p> <p>Math: Utilizing the Direct Instruction Curriculum, UCES will increase the number of students at proficient or above in math by a minimum of 5% by the end of the school year as measured by a variety of formal assessments</p>	<p>Reading: 2012-13 was our baseline year. Our PA % was 63.73%. We are approaching in reading.</p> <p>Math: 2012-13 was our baseline year. Our PA% was 45.88%. We did not meet in math.</p>	2012-2013 was our baseline year. We made targets based on preliminary information.
	<p>Writing: Utilizing the Direct Instruction Curriculum, UCES will increase the numbers of students making more than one year's growth in language/writing as measured by a variety of assessments.</p> <p>Science: UCES will meet the state expectations for science.</p>	<p>Writing: 2012-13 was our baseline year. Our PA% was 41.54%. We are approaching in writing.</p> <p>Science: 2012-13 was our baseline year. Our PA% was 51.47%. We achieved a meets rating in science.</p>	
	<p>Reading: Meet or exceed the state MGP of 50.</p>	<p>Reading: our MGP was 43. Adequate Growth is 30. We made adequate growth in reading however we did not meet our target by 7%.</p>	

School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Math: Meet or exceed the state MGP of 50.	Math: our MGP was 7. Adequate growth was 43. We missed adequate growth by 36 and our target by 43.	
	Writing: Meet or exceed the state MGP of 50.	Writing: our MGP was 35. Adequate growth was 43. We missed adequate growth by 8 and our target by 43.	
	Science: Meet or exceed the state MGP of 50.	ELL: our MGP was 13. 2012-13 was the baseline year as it was the first year the ACCESS test was given.	
Academic Growth Gaps	Reading: 2012-13 was our first year. It was the baseline year. Math: 2012-13 was our first year. It was the baseline year.	Reading: We met the academic growth adequate growth for free/reduced lunch students and for minority students. We did not meet adequate growth for English learners or students needing to catch up. Math: We did not meet academic growth for any sub category.	
	Writing: 2012-13 was our first year. It was the baseline year.	Writing: We did not meet academic growth for any sub category.	
	N/A		
Postsecondary & Workforce Readiness	N/A		
	N/A		

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>Reading: In our first year of operation, we are approaching in reading. Only one year of data is available for UCES.</p> <p>Math: In our first year of operation, we did not meet academic achievement. Only one year of data is available for UCES.</p> <p>Writing: In our first year of operation, we are approaching in writing. Only one year of data is available for UCES.</p> <p>Science: In our first year of operation, we met our academic achievement.</p>	<p>Our EL students and students needing to catch up need 3 years to complete the cycle. In addition, the majority of our students lacked basic math skills in order to progress adequately.</p>	<p>As a new school, all students were placed in mastery level groups for reading, math, and language arts. Students needing to catch up and our EL students need more time to move up to expected performance levels. The majority of our students building-wide, struggled in basic math skills and needed to be remediated.</p>
Academic Growth	<p>Reading: In our first year of operation, we need additional instruction for our EL students as a priority.</p> <p>Math: In our first year of operation, we need additional instruction and basic math skill reinforcement with all groups including those in the identified growth gap areas.</p>	<p>Our EL students and students needing to catch up need 3 years to complete the cycle. In addition, the majority of our students lacked basic math skills in order to progress adequately</p>	<p>As a new school, all students were placed in mastery level groups for reading, math, and language arts. Students needing to catch up and our EL students need more time to move up to expected performance levels. The majority of our students building-wide, struggled in basic math skills and needed to be remediated.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Writing: In our first year of operation, we need explicit instruction in writing for our students across grade levels including Free/Reduced Lunch Eligible students and Minority students.</p> <p>English Language Proficiency: In our first year of operation and the first year of the ACCESS test, our students need more instruction based on the expanded expectations as measure by the ACCESS test.</p>	<p>Our students across grade levels struggled to write using the Colorado State Standards. More time is needed to teach these standards explicitly and teach to mastery.</p> <p>EL students in the first year came in with a wide variety of skills.</p>	<p>As a new school, all students were placed in mastery level groups for reading, math, and language arts. Students that are eligible for free/reduced lunch and our minority students need more time to move up to expected performance levels. The majority of our students building-wide, struggled in basic paragraph writing skills and needed to be remediated.</p> <p>As a new school, our EL students were placed in mastery level language groups but did not meet adequate progress.</p>
Academic Growth Gaps	<p>Reading: In our first year of operation, we need additional instruction for our EL students as a priority.</p> <p>Math: In our first year of operation, we need additional instruction and basic math skill reinforcement with all groups including those in the identified growth gap areas</p> <p>Writing: In our first year of operation, we need explicit instruction in writing for our students across grade levels including Free/Reduced Lunch Eligible students and Minority students.</p>	<p>Our EL students and students needing to catch up need 3 years to complete the cycle. In addition, the majority of our students lacked basic math skills in order to progress adequately . Our students across grade levels struggled to write using the Colorado State Standards. More time is needed to teach</p>	<p>As a new school, all students were placed in mastery level groups for reading, math, and language arts. Students needing to catch up and our EL students need more time to move up to expected performance levels. The majority of our students building-wide, struggled in basic math skills and needed to be remediated.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>English Language Proficiency: In our first year of operation and the first year of the ACCESS test, our students need more instruction based on the expanded expectations as measure by the ACCESS test.</p>	<p>these standards explicitly and teach to mastery.</p> <p>EL students in the first year came in with a wide variety of skills.</p>	<p>As a new school, our EL students were placed in mastery level language groups but did not meet adequate progress</p>
<p>Postsecondary & Workforce Readiness</p>	<p>N/A</p>		

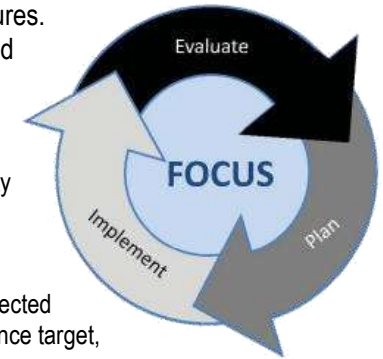
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	UCES needs to work with our EL students more in order to meet our performance goal.	Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 2 years.	Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 2 years.	UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress. Student data will be evaluated each week for progress.	Results of the curriculum based assessments are reviewed on a weekly basis. If results show deficiencies, teachers will remediate with individual students/small groups in a corrective curriculum that fills gaps and accelerates progress until the desired results are attained and students are once again placed in a general curriculum.
		M	UCES needs to work with all students in order to meet our performance goal.	Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 2 years.	Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 2 years.	UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress. Student data will be evaluated each week for progress.	Results of the curriculum based assessments are reviewed on a weekly basis. If results show deficiencies, teachers will remediate with individual students/small groups in a corrective curriculum that fills gaps and accelerates progress until the desired results are attained and students are once again placed in a general curriculum.
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School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

			UCES needs to work with Free/Reduced Lunch eligible and minority students in order to meet our performance goal.	Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 2 years.	Utilizing the Direct Instruction curriculum, UCES will increase the number of students proficient in reading by a minimum of 5% each year over the next 2 years.	UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	Results of the curriculum based assessments are reviewed on a weekly basis. If results show deficiencies, teachers will remediate with individual students/small groups in a corrective curriculum that fills gaps and accelerates progress until the desired results are attained and students are once again placed in a general curriculum.
		S		UCES will meet the state expectations for science.	UCES will meet the state expectations for science.	UCES will administer curriculum based assessments in science	Students will be receiving regular science instruction throughout the year.
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	UCES needs to work with our EL students more in order to meet our performance goal.	Meet or exceed the state MGP of 50.	Meet or exceed the state MGP of 50.	UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	
		M	UCES needs to work with all students in order to meet our performance goal.	Meet or exceed the state MGP of 50.	Meet or exceed the state MGP of 50.	UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	
		W	UCES needs to work with Free/Reduced Lunch eligible and minority students in order to meet our performance goal.	Meet or exceed the state MGP of 50.	Meet or exceed the state MGP of 50.	UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	
		ELP		Meet or exceed the state MGP of 50.	Meet or exceed the state MGP of 50.	UCES uses curriculum based EL assessments every 8-10 lessons to	

School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

						regularly assess student progress.	
Academic Growth Gaps	Median Growth Percentile	R				UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	
		M	UCES needs to work with all students in order to meet our performance goal.			UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	
		W	UCES needs to work with Free/Reduced Lunch eligible and minority students in order to meet our performance goal.			UCES uses curriculum based assessments every 8-10 lessons to regularly assess student progress.	
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Additional time for focused math instruction

Root Cause(s) Addressed: Basic Math Skill deficiency_____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
1. Staff will research the amount of time needed to make adequate lesson progress according to the authors/publishers of the program	Fall 2013	Will re-evaluate	All teaching staff, lead teacher, principal	90 minutes of meeting time	Early fall the staff researched and made adjustments to the daily schedule by adding 15 minutes to the math block in grades 3-5	<ul style="list-style-type: none"> Completed
2. Staff will implement 10-15 minutes of math fact practice at the beginning of each math period, 5 days per week	Fall 2013 Spring 2014	Will Re-evaluate	All teaching staff	15 minutes of additional math time Black line masters for math fact practice Training on procedure for math fact practice -	Training on procedure and practice for math facts on September 27, 2013. Additional 15 minutes added to the math period on September 17, 2013 UCES already owned the black line masers	<ul style="list-style-type: none"> Completed
3. Staff and lead teacher will re-assess students in CMC C to determine if students are ready to move to the next level early.	Fall 2013	Will Re-evaluate	Lead teacher and NIFDI Implementation Managers	16-20 hours of assessments and regrouping	After quarter 1 – all students in CMC C will be assessed for CMC D to determine which students are ready to move	<ul style="list-style-type: none"> Completed 126 students were able to move up from CMC C to CMC D starting on

School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

					forward sooner or others that need additional remediation on CMC C concepts	October 28.
4. Math fact competition weekly	Fall 2013 Spring 2014	Will Re-evaluate	Teaching staff and lead teacher	10-15 min math practice per day Lead teacher compiles the scores by Friday. The math class that receives the highest scores in the black line masters each week will get a visit from the Timberwolf and each child in the class receives a math prize such as a pencil. The winning class is announced to the entire school on Monday mornings during homeroom time.	Competition starts on October 7, 2013	<ul style="list-style-type: none"> In Progress
5. Family math night	Fall 2013		All teaching staff, lead teacher, principal, para professionals, and Union Colony friends group	Gym space and presentation materials Newsletter information Flashcards to be distributed for each student based on the mastery level per program for families to help reinforce. BILINGUAL	Math night scheduled for November 21, 2013	<ul style="list-style-type: none"> In progress
6. Weekly data meeting	Fall 2013 Spring 2014		Data Coaches, Lead Teacher, Principal	Weekly data documents submitted by all teaching staff	Each Thursday throughout the year, the data coaches, lead teacher and principal will meet to review the data on each student. If it is determined by the body of evidence and the team that a student needs to be tested for acceleration or	<ul style="list-style-type: none"> In progress

					remediation, a plan will be formed to do so within the next 5 school days. Information will be sent to parents regarding the results.	
7. Are you smarter than a 5 th grader?	Spring 2014	Will Re-evaluate	Students, teaching staff, UCPS calculus class, Admin staff	Gym space 90 min assembly	Evaluate the top classes in late April Schedule assembly for May	<ul style="list-style-type: none"> • Not Begun`
8. Specials team – art, music, PE	Fall 2013, Spring 2014	Will re-evaluate	All students, teaching staff, art, music, and PE teachers	Interdisciplinary approach during art, music, and PE instructional time	Weekly lesson planning and communications with staff Teacher/Principal observational data	<ul style="list-style-type: none"> • In progress
9. Parent/teacher communication	Fall 2013, Spring 2014	Fall 2013, Spring 2014	All teaching staff	Communication through Infinite Campus, progress reports, newsletters, and parent/teacher conferences	Math facts at home sent home to review with students Math flash cards sent home with each student after math night	<ul style="list-style-type: none"> • 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: More direct language instruction for EL students **Root Cause(s) Addressed:** low performance by our EL students _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
1. All families must complete a Home Language survey during registration in August. EL teacher will review all surveys.	August 2013	August 2014	EL teacher	Home Language surveys in the school registration packet Student cum records	All returning students will complete a home language survey. All transfer students into UCES will also complete home language survey and a records check will be completed.	All returning students have completed a home language survey and they have been reviewed. Complete All transfer students have completed a home language survey have had a records check. Complete
2. ACCESS scores will be reviewed with individual students and parents	September 2013	May 2014	EL teacher, EL students, EL families	Individual ACCESS scores	Students need to understand what their needs are in English Language acquisition. Parents will have an opportunity to have input into their student's goals.	Complete
3. Permission for EL services	September 2013	September 2014	EL teacher	EL documents	Services began in September for EL students Forms sent to D6 EL coordinator	Complete
4. ACCESS training for EL teacher and Principal	September 2013	September 2014	EL teacher, Principal	EL documents	ACCESS training by D6 officials on Sept. 3, 2013 ACCESS training for EL teacher from BOCES on	Complete

School Code: 8975

School Name: UNION COLONY ELEMENTARY SCHOOL

					Sept. 24, 2013	
<p>5. Expand EL services for EL students – students have an additional 40 minutes added to their schedule for specific EL courses</p>	<p>September 2013</p>	<p>Will Re-Evaluate</p>	<p>EL teacher, EL students</p>	<p>EL curriculum coordinated to their ACCESS evaluation and Language Arts mastery group level</p>	<p>By the end of quarter 1, students will be in the EL classes and have reviewed their individual ACCESS scores or needs.</p> <p>By end of first semester, students will be working toward specific and measurable EL goals and preparing for the ACCESS test in January.</p> <p>By the end of third quarter, students will have ACCESS tested and will be evaluating their goals.</p> <p>By the end of second semester, students will have received their ACCESS score and make EL goals for the summer.</p>	<p>Quarter 1 complete Semester 1 – in progress</p>

* 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: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				

* 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)