

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

Organization Code: 3120 District Name: GREELEY 6 School Code: 8965 School Name: UNION COLONY PREPARATORY 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		
<b>Academic Achievement (Status)</b>	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.43%	73.33%	-	75.59%	88%	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	33.52%	-	56.34%	41.6%	
		W	-	57.77%	50.00%	-	60.56%	79.2%	
		S	-	48.00%	50.00%	-	54.67%	71.67%	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. <b>Expectation:</b> 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: <b>Approaching</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	20	4	-	37	47	
		M	-	60	78	-	28	58	
		W	-	37	20	-	31	61	
ELP	-	-	-	-	-	-			

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?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> 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>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:  <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> 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  <b>86.1%</b> using a 5 year grad rate</p>	<b>Meets</b>	<p>Overall Rating for Postsecondary &amp; Workforce Readiness:  <b>Meets</b></p>
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> 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  <b>Expectation:</b> At or below state average overall.</p>	<b>3.6%</b>	<b>.4%</b>	<b>Exceeds</b>	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> At or above state average.</p>	<b>20.0</b>	<b>21.2</b>	<b>Meets</b>	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	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 has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	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: <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>			
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).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
<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.
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.

**Section II: Improvement Plan Information**

**Additional Information about the School**

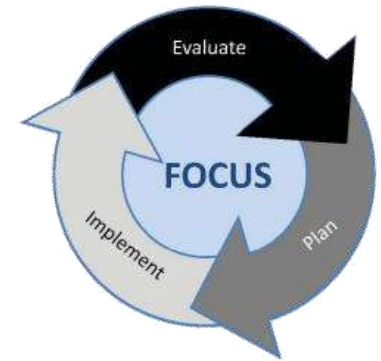
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Pat Gilliam – Director
	Email	<a href="mailto:pgilliam@unioncolonyschools.org">pgilliam@unioncolonyschools.org</a>
	Phone	970-673-4546
	Mailing Address	2000 Clubhouse Drive, Greeley, Colorado, 80634
2	Name and Title	Lance Mosness - Principal
	Email	<a href="mailto:lmosness@unioncolonyschools.org">lmosness@unioncolonyschools.org</a>
	Phone	970-673-4546
	Mailing Address	2000 Clubhouse Drive, Greeley, Colorado, 80634

School Code: 8965

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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 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><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., SAC).</p>		<p><b>Review Current Performance:</b> 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><b>Trend Analysis:</b> 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><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 strategies is encouraged.</p>
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**Narrative:**  
 Union Colony Secondary School is a public 6-12 charter school. The school uses a site-based decision-making process and an accelerated curriculum. The Faculty Council works with Union Colony’s school board on all school policies and procedures. The process the school uses for developing the Unified Improvement plan includes analyzing and discussing the resultant data from the TCAP by the Faculty Council and School Accountability Committee. The Faculty Council looks at trends in academic achievement and growth using Alpine. The School Accountability Committee discusses the results of the TCAP and data from the Faculty Council. A committee is put together to access the areas of need and suggest ideas on how to improve these areas. The Faculty Council will then recommend to the administration to work on these areas needing improvement. Union Colony analyzes data in both grade level and cohort groups.  
 Reviewing the School Performance Frameworks for 2012 and 2013 the school shows an improvement from 75.0% in 2012 to 81.3% in 2013. There was a decline in Academic Growth from 62.57% in 2012 to 58.3% in 2013 and Academic Growth Gaps from 64.8% in 2012 to 60.2% in 2013. The main improvement areas for Academic Achievement was in math at the middle school level moving from approaching to meets and in writing at the high school level moving from meets to exceeds. The main areas of decline in Academic Growth was at the middle level in reading moving from meets to approaching, the high school remained at meets. Adequate Growth was made in reading and writing at the middle school and high school levels, but was not made in mathematics

at the middle school and high school levels. The main areas of decline in Academic Growth Gaps were in the reading subgroups of minority students and English language learners and in the math subgroup of students with disabilities at the middle school level, and in the reading subgroup of free/reduced lunch at the high school level. There was improvement in Academic Growth Gaps in the reading subgroup of students with disabilities for the middle school and in the writing subgroup of English learners at the high school.

The trends that were identified are a decrease in reading and writing at the eighth grade. The trend was similar for other charter schools, district schools, and for the state. In the ninth and tenth grades there was an improvement in reading and writing. In the area of math there was an increase in the sixth and seventh grade and a decline in grades eight, nine, and ten. There was a decline in eighth grade science and improvement in tenth grade science.

## Math

### 6<sup>th</sup> through 8<sup>th</sup>

Union Colony is showing a slight upward trend in sixth and seventh grade with a slight downward trend in eighth grade for 2013 but overall there was positive progress. The use of the corrective math program at the sixth grade has shown improvement in students' basic math skills. The number of students needing to catch up has decreased and is approaching. The highest priority performance challenges for the school are getting the new students up to grade level so they can be successful in the program. The number of students keeping up with the necessary skills is increasing annually, even though Union Colony enrolls new students each year from multiple elementary schools. Union Colony will continue to use the Connective Math Concepts Direct Instruction Program with the Corrective Mathematics Program as well as the Bridge Mathematics Program to fill in the gaps students have in their basic math skills. Seventh grade students who are at grade level will continue in the Connected Math Program and eighth grade students will start the Interactive Mathematics Program.

We believe that the root cause for low student achievement scores is a combination of the district's new math program and a lack of consistency in mathematics instruction in the students' previous elementary schools as they integrate into the math program at Union Colony. Students enrolling at Union Colony do not have the necessary math skills to meet the requirements of the Union Colony mathematics program. Our incoming sixth grade students have been part of multiple math programs during their elementary experience which has created gaps in their math skills, knowledge, and vocabulary.

Incoming sixth grade students will continue to be tested as they enter the math program and throughout the year. When we compare the data from TCAP and our math testing, there is a disconnect between the math skills students have when entering Union Colony and the math skills necessary for success in the math program at Union Colony. The Bridge Mathematics Program continues to help incoming students catch up on skills and prepare them for the Connected Math and Interactive Mathematics Programs.

### 9<sup>th</sup> and 10<sup>th</sup>

Union Colony meets the Academic Achievement and Academic Growth expectations for high school math. Poor performing students tend to have low number sense and basic math skills necessary for success in the math program at Union Colony. Students that have deficits with number sense and basic math skills tend to have greater issues with the math as they move to higher levels because they lack the necessary higher level thinking skills and increased knowledge necessary for success in these classes. These students need extra help with filling in the gaps in order to be successful. Students with low skills need a remediation class to develop and increase their basic math skills and not lose ground in relation to what their skills should be in comparison to other students at the same grade level.

We have implemented the My Foundations Math program to help students that have gaps in their math skills improve to grade level. Union Colony will work with Aims Community College to diagnosis the areas that students are lacking in math. The My Foundations Math program will use the information from a diagnostic test students will take to determine the areas of math that students need help in. Once students master the concepts necessary to reach grade level, they will exit the program.

## Writing:

### 6<sup>th</sup> through 8<sup>th</sup>

The TCAP scores show an overall decline in writing achievement, but there are some individual grades that are showing an improvement. The overall achievement score for writing is 60.56% which declined 7% from last year. The main area of decline was in the eighth grade with a slight decline in sixth grade. The seventh grade remained consistent. Cross-curricular writing is important to improve student writing skills, so we concentrate on writing in all disciplines including an extensive writing assignment for sixth and seventh grade students for their science fair project. We are using the 1200 Sitton High Frequency word list to reinforce quality spelling in students' writing. To help students with gaps and needing to catch up in their writing skills they will have a

writing support class. The TCAP data show a slight decrease for students that are free/reduced lunch eligible, so we will need to provide help to move these students forward. The subgroup data for minority students has declined. The root causes for the decline in performance with minority students is that they come from multiple elementary schools that use a variety of instructional styles and their socioeconomic status. Many students come from families that live around the poverty level and have not had a consistent writing foundation in elementary school. The data comes from: pre-assessments, analysis of student population, classroom performance, and TCAP. English learners have shown an improvement in their writing skills through classroom help and ESL classroom.

9<sup>th</sup> and 10<sup>th</sup>

Union Colony meets the Academic Achievement expectations and meets the Academic Growth expectations. Union Colony believes that continual improvement is necessary at the middle school and high school levels. The area of highest need is short constructed responses with reinforcement in writing mechanics. Student writing scores are high on extended writing assignments but tend to drop when it comes to paragraph writing. To help with improving student writing skills, Union Colony will provide students with a writing support class at the high school level.

Reading:

6<sup>th</sup> through 8<sup>th</sup>

Students entering Union Colony in sixth grade have low reading levels. Union Colony is providing students that need additional help with reading a reading support class to help with improving their reading skills. Currently sixth grade students are tested using the Dibels program. The reading support class would help with students needing to catch up by providing them with more individualized instruction on developing decoding and comprehension skills.

High School

Union Colony will provide a reading support class to help students that need extra assistance with reading. To help students at the 11<sup>th</sup> and 12<sup>th</sup> grade, Union Colony will work with Aims Community College to diagnosis areas of difficulty incoming and currents students have with reading. Students will take a diagnostic test and take part in the Brush Up program at Aims Community College. Once students master necessary reading skills they will receive a certificate and take the Accuplacer test at Aims.

To help prepare for the new Common Core Standards, Union Colony Secondary school will develop a standards inventory for all content areas. Teachers will evaluate their current curriculum with the Common Core Standards and develop an inventory of when and where within their curriculum the standards will be met.

The high school has met or exceeded the state levels on all performance indicators of academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness.

For the 2013-2014 school year, Union Colony has relocated the sixth grade to the elementary building to provide them a more inclusive classroom environment to help with transition and provide the students with extra support. The sixth grade will use the current curriculum. The students entering the secondary school should have fewer gaps with the relocation of the sixth grade and the use Direct Instruction at the elementary for students in kindergarten through fifth grade.



**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)	Reading – No target listed for middle school or high school Math - Improve 3.5 points per year in grades 6-8 Math – No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed	6-8 Math target was not meet. There was a decrease less than 1%.	The school had an increase in the number of new students entering the school from the district during the year. Many of these students entered the school academic levels below grade level. Some of these students were two or more years below grade level in math, writing, and reading.
	Writing – No target listed for middle school or high school Science – No target listed for 8 <sup>th</sup> or 10 <sup>th</sup> grade		
Academic Growth	Reading – Not target listed for MS or HS Math - Maintain MSGP at Approaching in grades 6-8 Math – No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed	6-8 Math MSGP target was not met. The MSGP dropped to Does Not Meet	
	Writing - Improve MSGP of our students needing to catch up and English learners by 5 points for students in grades 6-8 Writing - No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed Science – Not target listed for MS or HS	6-8 Writing MSGP target was not met. There was approximately 1% drop for all sub-groups.	
	Reading - Improve the MSGP of students needing to catch up by 5 points in grades 6-8 Reading - No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed	6-8 Reading MSGP for students needing to catch up was not meet. There was a 1% decrease.	
Academic Growth Gaps	Reading - Improve the MSGP of students needing to catch up by 5 points in grades 6-8 Reading - No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed	6-8 Reading MSGP for students needing to catch up was not meet. There was a 1% decrease.	

School Code: 8965

School Name: UNION COLONY PREPARATORY 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 - Improve the MSGP in all categories by 5 points for students in grades 6-8 Math - No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed	6-8 Math MSGP target was not met. All sub-groups decreased.	
	Writing - Improve the MSGP for students needing to catch up by 4 points for students in grades 6-8 Writing - No 9 <sup>th</sup> and 10 <sup>th</sup> grade target listed Science – No target listed for MS or HS	6-8 Writing MSGP target was not met. The MSGP for students needing to catch up remained the same at 38%.	
Postsecondary & Workforce Readiness	No target listed		

**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)	Math:	The school’s overall percentage of students scoring proficient or advanced on the TCAP for all categories rated at meets for middle school and high school, however the cohort groups declined in Math at the 9 <sup>th</sup> and 10 <sup>th</sup> grade levels, Writing at the 8 <sup>th</sup> grade level, and Reading at the 7 <sup>th</sup> and 8 <sup>th</sup> grade level.	Lack of consistency in math programs in elementary and middle schools within the district for incoming student have created games in student basic math skills. Lack of necessary basic reading and writing mechanics for incoming students. Lack of intervention and differentiation programs to help students with improving their reading, writing, and math skills. Lack alignment of curricula with Common Core Standards.
	2011 2012 2013		
	6th 47% 56% 59%		
	7th 49% 47% 57%		
	8th 41% 64% 53%		
	9th 39% 38% 51%		
	10th 38% 44% 33%		
	Academic Achievement: Middle School - Meets High School - Meets		
	Writing:		
	2011 2011 2013		
	6th 66% 61% 59%		
	7th 73% 69% 69%		
	8th 73% 72% 55%		
	9th 69% 71% 77%		
	10th 69% 71% 82%		
Academic Achievement Middle School - Meets High School - Meets			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>Reading:</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>74%</td> <td>89%</td> <td>75%</td> </tr> <tr> <td>7th</td> <td>82%</td> <td>76%</td> <td>84%</td> </tr> <tr> <td>8th</td> <td>84%</td> <td>84%</td> <td>68%</td> </tr> <tr> <td>9th</td> <td>85%</td> <td>85%</td> <td>88%</td> </tr> <tr> <td>10th</td> <td>92%</td> <td>80%</td> <td>89%</td> </tr> </tbody> </table> <p>Academic Achievement: Middle School - Meets High School - Meets</p> <p>Science:</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>8th</td> <td>64%</td> <td>62%</td> <td>55%</td> </tr> <tr> <td>10th</td> <td>75%</td> <td>62%</td> <td>72%</td> </tr> </tbody> </table> <p>Academic Achievement: Middle School - Meets High School - Meets</p>		2011	2012	2013	6th	74%	89%	75%	7th	82%	76%	84%	8th	84%	84%	68%	9th	85%	85%	88%	10th	92%	80%	89%		2011	2012	2013	8th	64%	62%	55%	10th	75%	62%	72%		
	2011	2012	2013																																				
6th	74%	89%	75%																																				
7th	82%	76%	84%																																				
8th	84%	84%	68%																																				
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	2011	2012	2013																																				
8th	64%	62%	55%																																				
10th	75%	62%	72%																																				
Academic Growth	<p>Math:</p> <p>2011 28% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP 64% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP</p> <p>2012 41% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP</p>	<p>Academic growth meets at the high school level and approaching at the middle school level in all categories, however, it is important to increase the number of students that show Academic growth at</p>	<p>Lack of consistency in math programs in elementary and middle schools within the district for incoming student have created games in student basic math skills.</p> <p>Lack of necessary basic reading and writing mechanics for incoming students.</p> <p>Lack of intervention and differentiation programs to help students with improving their reading, writing, and math skills.</p> <p>Lack alignment of curricula with Common Core Standards.</p>																																				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>63% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP 2013</p> <p>28% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP 58% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP</p> <p>Writing: 2011 Approaching at 50% 6<sup>th</sup> grade writing sub-scores for extended writing show that 56% are below proficient 9<sup>th</sup> and 10<sup>th</sup> grade meets 2012 44% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP 62% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP 2013 31% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP 61% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP</p> <p>Reading: 2011 45% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting</p>	<p>the middle school level in all categories.</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>MGP</p> <p>55% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP</p> <p>2012</p> <p>41% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP</p> <p>52% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP</p> <p>2013</p> <p>37% of 6<sup>th</sup> through 8<sup>th</sup> grade students are meeting MGP</p> <p>47% of 9<sup>th</sup> and 10<sup>th</sup> grade students are meeting MGP</p>		
Academic Growth Gaps	<p>Reading</p> <p>2011</p> <p>6<sup>th</sup> through 8<sup>th</sup> grade overall rating of Approaching</p> <p>9<sup>th</sup> and 10<sup>th</sup> grade overall rating of Meets</p> <p>2012</p> <p>6<sup>th</sup> through 8<sup>th</sup> grade overall rating of Approaching</p> <p>9<sup>th</sup> and 10<sup>th</sup> grade overall rating of Meets</p> <p>2013</p> <p>6<sup>th</sup> through 8<sup>th</sup> grade overall rating of Approaching with slight decline of 1% in free/reduced lunch eligible students</p> <p>9<sup>th</sup> and 10<sup>th</sup> grade overall rating of Meets</p>	<p>The high school meets or exceeds in all categories and sub-categories and the middle school is approaching in Academic Growth Gaps, however there needs to be an improvement in all categories and sub-categories in Academic Growth Gaps at the middle school level.</p>	<p>Lack of consistency in math programs in elementary and middle schools within the district for incoming student have created games in student basic math skills.</p> <p>Lack of necessary basic reading and writing mechanics for incoming students.</p> <p>Lack of intervention and differentiation programs to help students with improving their reading, writing, and math skills.</p> <p>Lack alignment of curricula with Common Core Standards.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Math:</p> <p>2011 6<sup>th</sup> through 8<sup>th</sup> grade students that need to catch up moved to approaching 9<sup>th</sup> and 10<sup>th</sup> grade overall rating of Exceeds with improvements in students needing to catch up from Approaching to Exceeds</p> <p>2012 6<sup>th</sup> through 8<sup>th</sup> grade is at approaching with improvement needed in English learners. 9<sup>th</sup> and 10<sup>th</sup> grade overall rating of Meets</p> <p>2013 6<sup>th</sup> through 8<sup>th</sup> grade subcategories have decreased to does not meet. 9<sup>th</sup> and 10<sup>th</sup> grade overall rating of Meets</p> <p>Writing:</p> <p>2011 Rated at Approaching (50%) for 6<sup>th</sup> through 8<sup>th</sup> grade students with progress in minority students. Free/reduced lunch eligible needs more improvement. Improvement in students needing to catch up with an expanded population in 9<sup>th</sup> and 10<sup>th</sup> grades.</p> <p>2012 Rated at Approaching (56.3%) for 6<sup>th</sup> through 8<sup>th</sup> grade students with improvement needed for English learners and students needing to catch up.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Rated at Exceeds for 9 <sup>th</sup> and 10 <sup>th</sup> grade 2013 Rated at Approaching (56.3%) for 6 <sup>th</sup> through 8 <sup>th</sup> grade students with improvement needed for minority students and students needing to catch up. Rated at Meets for 9 <sup>th</sup> and 10 <sup>th</sup> grade		
Postsecondary & Workforce Readiness	Graduation Rate: 2011 – 67.4% 2012 – 80.6% 2013 – 86.1% Dropout Rate: 2011 – 0.8% 2012 – 0.4% 2013 – 0.4% ACT Composite: 2011 – 22.2 2012 – 21.9 2013 – 21.2		



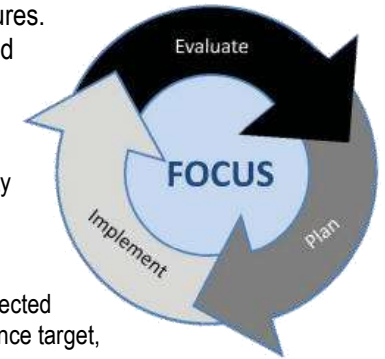
## Section IV: Action Plan(s)

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	The school's overall percentage of students scoring proficient or advanced on the TCAP for all categories rated at meets for middle school and high school, however the cohort groups declined in Math at the 9 <sup>th</sup> and 10 <sup>th</sup> grade levels, Writing at the 8 <sup>th</sup> grade level, and Reading at the 7 <sup>th</sup> and 8 <sup>th</sup> grade level.	Improve number of student proficient or advance on TCAP and cohort scores three percentage points for meeting or exceeding academic achievement.	Improve number of student proficient or advance on TCAP and cohort scores three percentage points for meeting or exceeding academic achievement..	Curriculum end of unit assessments and Direct Instruction assessments in math twice a semester.	Movement of sixth grade to elementary building to provide students with a more inclusive learning atmosphere.  Implementation of My Foundations math support program and use of Direct Instruction Bridge Math program.  Alignment of curricula with Common Core Standards.
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Academic growth meets at the high school level and approaching at the middle school level in all categories, however, it is important to increase the number of students that show Academic growth at the middle school level in all categories.	Improve by four percentile points for meeting MSGP	Improve by four percentile points for meeting MSGP	Curriculum end of unit assessments	Movement of sixth grade to elementary building to provide students with a more inclusive learning atmosphere.  Implementation of My Foundations math support program and use of Direct Instruction Bridge Math program.  Brush Up reading and writing support program  Alignment of curricula with Common Core Standards.
		M					
		W					
		ELP					

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Academic Growth Gaps	Median Growth Percentile	R	The high school meets or exceeds in all categories and sub-categories and the middle school is approaching in Academic Growth Gaps, however there needs to be an improvement in all categories and sub-categories in Academic Growth Gaps at the middle school level.	Improve all sub-categories by three percentage points for approaching	Improve all sub-categories by three percentage points for approaching or meet MGP	Curriculum end of unit assessments	Movement of sixth grade to elementary building to provide students with a more inclusive learning atmosphere.
		M		Improve all sub-categories by five percentage points for approaching MGP	Improve all sub-categories by five percentage points for approaching or meet MGP	Curriculum end of unit assessments and Direct Instruction assessments in math twice a semester.	Implementation of My Foundations math support program and use of Direct Instruction Bridge Math program.
		W		Improve all sub-categories by three percentage points for approaching or meet MGP	Improve all sub-categories by three percentage points for approaching or meet MGP	Curriculum end of unit assessment	Brush Up reading and writing support program. Alignment of curricula with Common Core Standards.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

**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:** Movement of sixth grade to elementary building to provide students with a more inclusive learning atmosphere. **Root Cause(s)**  
**Addressed:** Lack of necessary math, reading, and writing skills for incoming 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				
Relocation of 6 <sup>th</sup> grade to elementary building	Immediately	Ongoing	Administration and staff		Fall 2013 sixth classes will begin at elementary building	Completed
Evaluate progress of students	Continually Monitor	Continually Monitor	Administration and staff		Student progress will be evaluated at four week intervals and throughout the year	Continuous
Evaluate student TCAP data	End of year	Immediately	Administration and staff		TCAP data will be evaluated once data is obtained for 2013-2014 school year	Continuous
Reevaluate student achievement	Ongoing	Ongoing	Administration and staff		Reviewed annually	Continuous

\* 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:** Use of Direct Instruction Bridge Math Program  
and middle schools within the district for incoming student have created games in student basic math skills.

**Root Cause(s) Addressed:** Lack of consistency in math programs in elementary

**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				
Student testing	Immediately for the first two weeks of school	Immediately for the first two weeks of school	Math teachers	General Funds	Testing will help determine placement	Completed
Evaluation meeting to discuss student deficiencies in math	Immediately following student testing	Immediately following student testing	Math teachers and administration		Test results will be used to determine placement	Continuous
Implementation of Bridge Math program	Immediately following testing and evaluation meeting	Immediately following testing and evaluation meeting	Math teachers	General Funds	Implemented after testing and evaluation	Continuous

\* 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:** Implementation of My Foundations math support program. **Root Cause(s) Addressed:** Lack of intervention and differentiation to help students with improving math skills

**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				
Evaluation of TCAP data	Immediately	Immediately	Administration and math teachers		Evaluate math TCAP data when obtained from state	Continuous
Identifying students whose performance is unsuccessful in math class	Immediately	Immediately	Math teachers		Staff will track students who are failing math to determine if student is failing due to lack of math skills or lack of effort from the student	Continuous
Student testing	First two weeks of school	First two weeks of school	Counselor and math teachers	General school funds	Counselor will set an appointment with AIMS Community College for math diagnostic testing	Continuous
Evaluation meeting to discuss student deficiencies in math	Immediately following testing	Immediately following testing	Administration and math teachers		Testing results will be used to determine placement in and expectations for students into My Foundations math program	Continuous
Implementation of My Foundations math program	Immediately following testing and evaluation meeting	Immediately following testing and evaluation meeting	Math teachers, counselor, and administration	General school funds	Evaluate progress of students throughout program and reevaluate each student at end of semester	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 #4:** Brush Up reading and writing support program.  
students with improving their reading and writing skills

**Root Cause(s) Addressed:** Lack of intervention and differentiation to help

**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				
Evaluate TCAP scores when student enroll, evaluate writing samples and performance benchmarks in classes for placement determination	Immediately	Immediately	Language arts teacher, SPED/ESS teacher	General Funds	Evaluate reading and writing TCAP data when obtained from state or when students enter the school	Continuous
Evaluation meeting to discuss student deficiencies in reading and writing	Immediately	Immediately	Language arts teacher, SPED/ESS teacher, administration		Staff will track students who are failing language arts to determine if student is failing due to lack of reading and writing skills or lack of effort from the student	Continuous
Implement writing and support class for improving student writing and reading skills for middle school and high school students	Immediately following evaluation meeting	Immediately following evaluation meeting	Language arts teacher, SPED/ESS teacher, administration	General Funds	TCAP data and evaluation meeting will determine student placement into reading and writing support classes	In-Progress
Implement Brush Up writing and reading program for high school upperclassmen	Immediately following evaluation meeting	Immediately following evaluation meeting	Counselor and administration	General Funds	Accuplacer results will be used to determine placement in and expectations for students into Brush Up program	In-Progress
Reevaluate all students writing skills at benchmark intervals:	Ongoing	Ongoing	Language arts teacher, staff, SPED/ESS teacher		Evaluate progress of students throughout programs and reevaluate each student at end of semester	Continuous

\* 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 #5:** Alignment of curricula with Common Core Standards.

**Root Cause(s) Addressed:** Lack alignment of curricula with Common Core 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)     
  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				
Evaluate current content curricula and Common Core Standards	Immediately	Ongoing	Staff		Check and modify content curricula to integrate Common Core Standards	In-Progress
Develop Common Core Standards Inventory	Immediately	Ongoing	Staff		Create an inventory map to show how the Common Core Standards are integrated in the content curricula	In-Progress
Reevaluate Inventory	Ongoing	Ongoing	Staff		Evaluate content curricula and Common Core Standards Inventory integration and modify content curricula as necessary	Continuous

\* 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)