

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

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 6963 School Name: PIONEER RIDGE 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		
<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	71.65%	-	-	84.23%	-	-	Overall Rating for Academic Achievement: <b>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	83.19%	-	-	
		W	53.52%	-	-	75.73%	-	-	
		S	47.53%	-	-	68%	-	-	
<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>Meets</b> * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	20	-	-	46	-	-	
		M	38	-	-	46	-	-	
		W	31	-	-	56	-	-	
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>Meets</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                      - using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</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>	-	-	-	
	<p>Mean Colorado ACT Composite Score  <b>Expectation:</b> At or above state average.</p>	-	-	-	

**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.

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**Section II: Improvement Plan Information**

**Additional Information about the School**

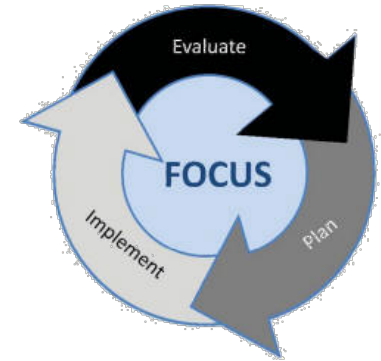
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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 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)		
	Name and Title	Rick Baldino, Principal
	Email	<a href="mailto:rbaldino@weldre5j.k12.co.us">rbaldino@weldre5j.k12.co.us</a>
	Phone	970-587-8100
	Mailing Address	2300 Cinnamon Teal Ave, Johnstown, CO 80534
2	Name and Title	Dr. Martin Foster, Superintendent
	Email	<a href="mailto:mfooster@weldre5j.k12.co.us">mfooster@weldre5j.k12.co.us</a>
	Phone	970-587-6050
	Mailing Address	110 South Centennial Milliken, CO 80543

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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:**

*Over the past 3 years Pioneer Ridge Elementary has been able to sustain academic achievement at or above the state averages in Reading, Writing and Math. 3<sup>rd</sup> grade Reading has increased from 83% PA in 2010 to 88% PA in 2011 with a decrease to 81% in 2012. 4<sup>th</sup> grade Reading has shown a steady increase in academic achievement from 79% PA in 2010 to 81% PA in 2011 to 81% PA in 2012. Our 5<sup>th</sup> grade has been fairly stable in Reading with 77% PA in 2010, 79% PA in 2011, and 79% PA in 2012.*

*Academic Achievement in Math has been at or above the state over the past 3 years, yet we continue to see a decrease in the percentage of students scoring PA for all grade levels. 3<sup>rd</sup> grade math has shown an increase from 81% PA in 2010 to 84% PA in 2011 followed by a decrease to 65% PA in 2012. In 4<sup>th</sup> grade we showed an increase from 72% PA in 2010 to 78% PA in 2011 followed by a decrease to 65% PA in 2012. 5<sup>th</sup> grade math went from 77% PA in 2010 to 66% PA in 2011 followed by another decrease to 65% PA in 2012.*

*In Writing we showed increases in academic achievement from 2010 to 2011 followed by a decrease in 2012 for grades 3 and 5, while 4<sup>th</sup> grade has shown a steady increase in*

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**Academic Achievement. 3<sup>rd</sup> grade writing has gone from 68% PA in 2010 to 80% PA in 2011 and then a decrease to 66% PA in 2012. 4<sup>th</sup> grade Writing has increased from 75% PA in 2010 to 76% PA in 2011 and an increase to 77% PA in 2012. 5<sup>th</sup> grade Writing has gone from 65% PA in 2010 to 75% PA in 2011 to 69% PA in 2012.**

**Our Academic Growth for all our sub groups has seen both increases and decreases from 2010. Our overall Academic Growth in Reading in 2010 was 49% MGP, in 2011 we fell to 40% MGP, and in 2012 we saw an increase to 50% MGP. In Math our overall MGP has gone from 40%MGP in 2010 to 32%MGP in 2011 followed by an increase to 38% MGP in 2012. Academic Growth in Writing has gone from 50% MGP in 2010 to 38% MGP in 2011 followed by an increase to 54% MGP in 2012.**

**Minority students' MGP in Reading has gone from 48%MGP in 2010 to 41% MGP in 2011 and increasing to 65% MGP in 2012. FRL students MGP in Reading has gone from 36% MGP in 2010 to 41% MGP in 2011 and increasing to 53% MGP in 2012. In Math Minority Students' MGP has gone from 39% MGP in 2010 to 31% MGP in 2011 and increasing to 37% MGP in 2012. FRL students in Math have gone from 45% MGP in 2010 to 31% MGP in 2011 and increasing to 37% MGP in 2012. In Writing MGP for Minority students has gone from 58% MGP in 2010 to 40% MGP in 2011 and increasing again to 47% MGP in 2012. FRL students MGP has gone from 65% MGP in 2010 to 34% MGP in 2011 and increasing to 57% MGP in 2012.**

**As a school we exceeded our Academic Growth targets in Reading and Writing, but fell short of our target in Math. Our Academic Growth target in Reading was 20 MGP and we made 50 MGP. In Writing our MGP target was 31 and we made 54 MGP. In Math we fell short of our 39 MPG target with 38 MGP.**

**During the 2012 – 2013 school year we will continue to focus on improving Growth Rates for all our subgroups by providing differentiation of instruction in the classroom and by providing targeted intervention for leveled instruction and skill development in Reading, Writing and Math. This will be done in both the regular classroom and pull out settings. A major focus will be placed on Math instruction as we have seen a steady decrease in Academic Performance and Growth Rates in Math. During 2012 – 2013 our staff will be working with teachers from the other 2 elementary schools to analyze State Standards and our curriculum to identify gaps and develop consistent instructional practices to address these gaps.**

**Our process for the 2012 – 2013 School Improvement Plan has been through all our staff reviewing our previous years TCAP results to identify strengths and needs and then working through our leadership and Accountability teams to develop our action plans for the current school year. We have noted a steady drop in Academic Achievement in Math and have determined this to be our priority. Grade level teams have met to review curriculum and state standards and to develop plans for addressing gaps, finding supplemental materials and implementing these along with our Investigations Math curriculum. Part of our goal is to meet the gaps in instruction so that students have consistent instruction in those areas being tested as they move up in grade level. We will continue with ongoing discussions at the building and district level to address curriculum alignment and state standards review to ensure that our instruction is matching what students need to know and be able to do as they move from grade level to grade level.**

**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)	In Reading 71.6% of all students and of each disaggregated group will be Proficient and above or show a 10% reduction in the percent of students scoring non proficient.	In Reading we exceeded the school target with 81.82% scoring Proficient and above  The percent of students scoring Unsatisfactory did drop from 5% to 4% however the number of Partially Proficient students increased by 10%	In reading we were able to maintain performance targets as a result of continuing use of the McGraw Hill reading series, and through differentiated instruction in classrooms. Interventions were skill based and flexible which allowed us to provide support to a broader population of students.
	In Math 70.9% of all students and of each disaggregated group will be Proficient and above or show a 10% reduction in the percentage of students scoring non proficient	In Math we exceed the school target with 76.45% scoring Proficient and above  The percentage of students scoring Below proficient has increased by 10%	In math we were able to meet our targets through differentiated instruction and a focus on skill development. The use of Stand Out Math in all classrooms has helped. Minority students are still lagging and further interventions targeted at these students will need to be implemented.
	In Writing 53.5% of all students and of each disaggregated group will be	In Writing we exceeded the school target with 71.9% scoring Proficient and above.	In Writing we have put a great deal of focus on doing daily writing

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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.
	<p>Proficient and above or show a 10% reduction in the percentage of students scoring non proficient.</p> <p>In Science 50% of all students and of each disaggregated group will be Proficient and above or show a 10% reduction in the percentage of students scoring non proficient.</p>	<p>The Percentage of students scoring below proficient has stayed stable.</p> <p>In Science we met the school target with 58.11% scoring Proficient and above and we did show a 5% drop in the percentage of students below proficient.</p>	<p>activities. DOL's , CBM writing, and extended journal writing have been key.</p> <p>In Science we continue to find success in the use of the FOSS hands on science program. We also have placed more emphasis on the scientific process at all grade levels .</p> <p>In Reading we put emphasis on those students that were below proficient and leveling those students for intervention.</p>
Academic Growth	Our target in Reading for 2011 – 2012 was an SGP of 20.	In Reading we exceeded this target with an SGP of 50	<p>In Math we need to continue our efforts in providing more support with computation skills. Minority students continue to lag and will need more support in computation and problem solving.</p> <p>In Writing we will continue the use</p>
	Our Target in Math for 2011 – 2012 was SGP of 39	In Math we missed this target by one point with a SGP of 38	
	Our Target in Writing for 2011	In Writing we exceeded this	



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.
	– 2012 was SGP of 31.	target with an SGP of 54	of our core curriculum and the use of daily writing activities along with Shurley English to meet needs.
Academic Growth Gaps	Our targeted Median Growth Percentile targets in Reading were:  FRL Reading 26 Minority Students Reading 30	Our actual Median Growth Percentiles in Reading were:  FRL Reading 53 Minority Students Reading 65	
	Our targeted Median Growth Percentile targets in Math were:  FRL Math:46 Minority Math:58  Our targeted Median Growth Percentile targets in Writing were:  FRL Writing: 37 Minority Students Writing: 40	Our actual Median Growth Percentiles in Math were:  FRL Math: 50 Minority Math: 37  Our actual Median Growth Percentiles in Writing were:  FRL Writing: 57 Minority Students Writing: 47	

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.
Postsecondary & Workforce Readiness			

**Worksheet #2: Data Analysis**

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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)	Over the past 3 years we have been able to maintain strong academic achievement in Reading, Writing and Math and meeting or exceeding our targets in these areas.		
	<p>Academic achievement in 3<sup>rd</sup> grade has from 85% PA in 2010 to 88% PA in 2011 and falling slightly to 81% PA in 2012</p> <p>In 4<sup>th</sup> grade reading we have shown steady growth from 79% PA in 2010 to 81% PA in 2011 to 89% PA in 2012</p> <p>In 5<sup>th</sup> grade reading we have staid fairly stable with 77% PA in 2010 to</p>	Our challenge is to maintain high academic achievement for all our sub groups and to improve academic achievement for Minority Students who continue to lag	<p>We have been able to sustain our academic achievement overall due to consistency in the use of curriculum in Reading, writing and math. We have worked with other schools in the district to continually review curriculum and to align to the new state standards.</p> <p>Our interventions in Math need to be more consistent and the use of Stand out Math as support of our curriculum has been too inconsistent.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>79% PA in 2011 and 79% PA in 2012</p> <p>Academic achievement in Math has been at or above the state over the past 3 years, yet we have seen a gradual decrease for all grade levels from 2010 to 2012.</p> <p>3<sup>rd</sup> grade math has gone from 81% PA in 2010 to 84% PA in 2011 to 79% PA in 2012.</p> <p>In 4<sup>th</sup> grade math we have gone from 72% PA in 2010 to 78% PA in 2011 to 65% PA in 2012.</p> <p>In 5<sup>th</sup> grade math we have gone from 77% PA in 2010 to 66% PA in 2011 to 65% PA in 2012</p> <p>Academic achievement in Writing has also maintained at a fairly level pace and have met our targets for the past 3 years.</p>	<p>behind.</p> <p>Over all we have been able to maintain academic achievement at or above the state.</p>	<p>We are working at including more problem solving and computation in our ongoing instruction.</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>In 3<sup>rd</sup> grade writing we have gone from 68% PA in 2010 to 80% PA in 2011 to 66% PA in 2012.</p> <p>In 4<sup>th</sup> grade writing we have gone from 75% PA in 2010 to 76% PA in 2011 to 77% PA in 2012.</p> <p>In 5<sup>th</sup> grade writing we have gone from 65% PA in 2010 to 75% PA in 2011 to 69% PA in 2012.</p>		
Academic Growth	<p>Our overall Academic Growth in Reading in 2010 was 49%, in 2011 we fell to 40%, and in 2012 we saw an increase to 50%</p> <p>Our overall Academic Growth in Math was 40% followed by a decrease in 2011 to 32% and an increase in 2012 to 38%.</p> <p>In Writing our Academic Growth has from 50% in 2010 with a decrease in 2011 to 38% and an increase in</p>	<p>Our Priority Challenge is to maintain adequate academic growth in all areas. Our growth has gone up in each area, yet math is still below 50%.</p> <p>Priority is to</p>	<p>Our interventions in Reading and Writing and our focus on curriculum reviews and data analysis in these areas has helped to improve instruction and student performance.</p> <p>During this year we will be placing additional focus on Math and consistency in instruction and intervention to help improve growth rates for all our sub groups.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 to 54%	focus intervention on all sub groups with emphasis on math instruction.	
	<p>Our Academic Growth for sub groups in Reading were: Minority students: 2010: 48%; 2011- 31%, 2012 – 65%</p> <p>FRL Students: 2010- 36%; 2011 - 41%; 2012 – 53%</p> <p>Our Academic Growth fro sub groups in Math were: Minority students: 2010 – 34%; 2011-31%; 2012- 37% FRL students: 2010- 43%; 2011-31%; 2012 – 50%</p> <p>Our Academic Growth for sub groups in Writing were: Minority Students: 2010- 58%; 2011- 40%;</p>	Our priority challenge is to continue to increase Academic Growth rates for Minority and FRL students in all areas and especially in Math.	We have noted increases followed by decreases and then by increases again in Academic Growth Rates. We need to do more progress monitoring to help identify students earlier for intervention. In Reading the use of DIBELS has helped in this and in Writing the use of CBM progress monitoring tools has helped in identifying students. In math we need to continue to look for authentic means of identifying student needs earlier. The District Math Committee will be looking at this issue this school year and will make recommendations in the spring.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 – 47% FRL students: 2010-68%; 2011- 34%; 2012 – 57%		
Academic Growth Gaps	<p>In Reading we met our target for FRL students of 26% with 53% MGP. For Minority students we exceeded the target of 30% MGP with 65%MGP.</p> <p>In Math we met our target for FRL students of 46%MGP with 50% MGP. Minority students did not make the MGP target of 58% with 37% MGP.</p> <p>In Writing we met our target for FRL students of 37% with 57% MGP. Minority students met the target of 40% MGP with 47% MGP.</p>	<p>Our priority challenge is to continue to close growth rate gaps for all sub groups.</p> <p>Our growth rates are improving but in math and writing some of our groups are not yet at 50% MGP.</p>	<p>We continue to see progress towards closing the growth targets for our sub groups. Continued targeted intervention is still needed in math to help close the gap for Minority and FRL students.</p>
Postsecondary & Workforce			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Readiness			



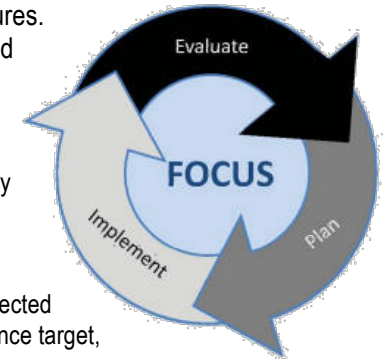
## Section IV: Action Plan(s)

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

### School Target Setting Form

**Directions:** Complete the worksheet below. 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	Maintain high levels of Academic Achievement at or above 82% PA	Meet or exceed 82% Proficient/Advanced	Meet or exceed 85% Proficient/Advanced	DIBELS benchmark collected 3 times a year. Progress monitoring with DIBELS and Treasures assessments on Progress Reporter.	On going Curriculum review and alignment to state standards.  Monitor universal classroom instruction and strategies for effectiveness.
		M	Increase Academic Achievement to maintain at or above the state average and improve over the 2012 Achievement rates of 76.4%	Meet or exceed 77% Proficient/Advanced	Meet or exceed 79% Proficient/Advanced	Drops in the Bucket collected every 5 weeks to Progress monitor.  Pre and Post Math Investigations testing to measure student progress.  Investigations Unit assessments every 6 weeks.	On going Curriculum review and alignment with state standards.  Monitor universal instruction with Curriculum and Stand Out Math.  District Math Committee will continue to break down standards to

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						Stand Out math curriculum utilized.	identify gaps and develop assessment process for progress monitoring.
		W	Maintain high levels of Academic Achievement at or above 71.9% PA	Meet or exceed 72% Proficient/Advanced.	Meet or exceed 75% Proficient/Advanced.	Using DOL weekly along with weekly writing assessments to monitor growth.  Continue with CBM writing assessments.  Treasures weekly and unit assessments through Progress Reporter.	On going curriculum review and alignment to state standards.  District Literacy committee to review progress monitoring.  Monitor universal instruction.
		S	Maintain high levels of Academic Achievement at or above	Meet or exceed 60% Proficient/Advanced	Meet or exceed 62% Proficient/Advanced	FOSS Unit assessments given quarterly for progress monitoring.  Continue Science	Ongoing curriculum review and alignment to state standards.  Study scope and

			58.11%			<p>Journals for grades 1 – 5 using consistent scientific method work sheets.</p> <p>Scientific Method directly taught in the classroom at all levels.</p> <p>Science Fair projects in grades 3 – 5.</p>	<p>sequence of curriculum for grade level appropriateness.</p> <p>Review common assessments to be used district wide for progress monitoring.</p>
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Maintain adequate growth rate. Our SGP target was 20 and we made 50	Meet or exceed SGP of 50%	Meet or exceed SGP of 50%	<p>DIBELS testing 3 times per year and as progress monitor.</p> <p>Treasures Unit assessments</p>	<p>Monitor all subgroups using DIBELS and Treasures unit assessments.</p> <p>Differentiated Instruction within the regular classrooms.</p>
		M	Meet or exceed the state growth rate. Our SGP	Meet or exceed SGP of 50%	Meet or exceed SGP of 50%	Utilize Drops in Bucket and Investigations	Monitor all subgroups using Drops in Bucket

			target was 39 and we made 38			assessments to monitor student growth.	and Investigations assessments.  District committee to look at gaps and identify interventions to address these gaps.
		W	Maintain adequate growth rate. Our SGP target was 31 and we made 54	Meet or exceed SGP of 50%	Meet or exceed SGP of 50%	Utilize Treasures unit assessments and CBM assessments to monitor student growth	Monitor all subgroups using Treasures and CBM writing assessments.  Incorporate more Writers workshop in universal instruction.
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	All sub groups to meet MGP of 50% in reading with a focus on Minority and	Our goal is to meet the state required MGP 50% for all sub	Our goal is to meet the state required MGP 50% for all sub	DIBELS bench mark and progress monitoring with Treasures Unit and weekly	Progress monitor all sub groups and students within intervention programs on a

			FRL students	groups	groups	assessments. Maintain fidelity to curriculum	regular basis.  DIBELs next and Treasures assessments.
		M	All sub groups to meet MGP of 50% in math with a focus on Minority and FRL students	Our goal is to meet the state required MGP 50% for all sub groups	Our goal is to meet the state required MGP 50% for all sub groups	Drops in Bucket will be used every 5 weeks to monitor student progress along with Investigations assessments.  Stand Out Math utilizes at all levels to support instruction.  Daily math computation activities and math facts	Continue to evaluate progress monitoring tools at the district level. Standard and curriculum alignment to continue to identify gaps and address areas in which students consistently have performed lower on. Continue to utilize stand out math and focus on computation.
		W	All subgroups to meet MGP of 50% in writing	Our goal is to meet the state required MGP	Our goal is to meet the state required MGP	Continue with DOL and Treasures weekly and unit	Monitor fidelity to district programs such as McGraw

			with a focus on Minority and FRL students	50% for all sub groups	50% for all sub groups	writing assessments  Utilize CBM to progress monitor sub groups	Hill Treasures, Shurley English, and CBM writing.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						

**Action Planning Form for 2012-13 and 2013-14**

**Directions:** Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Sustain Academic Achievement in all content areas through ongoing curriculum review and monitoring for Fidelity to curriculum and instructional practices. \_\_\_\_\_  
**Root Cause(s) Addressed:** \_\_\_\_Need to continue curriculum review and standards alignment in all content areas (Literacy, Math, Writing, and Science) with a focus on alignment to new standards and the use of research based instructional strategies.\_\_\_\_

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

- School Plan under State Accountability     Title I Schoolwide or Targeted Assistance plan requirements     Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)     Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Conduct district content area meetings to review and align curriculum (Math, Literacy, Science).	Ongoing August September October November January March	Principals' and district teachers	Local resources through staff development and inservice training \$5500	Meet at least 2 times a year to review and revise curriculum along with alignment to state standards.	In Progress. All grade levels are doing a break down of state standards in all areas. August  October November January March
Grade level meetings to discuss curriculum and standards along with assessment and intervention for Literacy and Math	Ongoing October November January March	Principals' and district teachers	Local resources through staff development \$6000	All staff will participate in grade level meetings	In Progress August September November January March



Monitor curriculum for fidelity through classroom observation	Ongoing	Principals and teachers	Local resources Alpine data system DIBELs Progress Reporter \$15,000 for data systems	The principal will observe instruction in all classes and provide feedback to staff. Teachers will track student progress through DIBELs and Progress Reporter	In Progress Weekly on Progress Reporter and Alpine. DIBELS BOY August MOY December EOY May Every 2 weeks for progress monitoring
Analyze TCAP data to identify strengths and needs and identify gaps	August and September	Principals and Teachers	Local resources District Inservice days  Alpine and DIBELs Next \$15,000	Gaps identified in August and September and adjustments made throughout the year	In Progress August September
Provide staff development for Stand Out Math, Shurley English, and Writers Workshop	Ongoing August January February	Principals and District staff	Local and state resources Sub pay for teacher release	Inservice in Handwriting with out Tears and Shurley English writing	In Progress August January February

\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

**Major Improvement Strategy #2:** \_\_Improve Median Growth Percentiles in all content areas to meet state expectations through curriculum reviews to ensure fidelity to instruction and to providing leveled and tiered instruction in all content areas. **Root Cause(s) Addressed:** Need to continue curriculum reviews along with inclusion of state standards, and the use of research based instructional strategies in improve median growth percentiles for all sub groups.

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

- School Plan under State Accountability  
  Title I Schoolwide or Targeted Assistance Plan requirements  
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)  
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Curriculum reviews and standards alignment by grade levels and across grade levels K – 12	Ongoing September October November January March	Principals and teachers	Local resources Sub pay for staff \$5,000	District and grade level teams will meet 2 times a year.	In Progress September , October, and November meetings held January and March meetings
Use of district evaluation system and teacher observation for fidelity to curriculum	Ongoing	Principals	Local resources District evaluation system	Follow district timelines for observation and evaluation	In Progress
Utilize sound instructional practices i.e. Marzano research based practices. Review through Professional development days	Ongoing	Principals and teachers	Local resources District evaluation system	Professional development days, Observation and feedback Team meetings	In Progress
Core Curriculum progress monitoring in Literacy, Math and Science.	Ongoing	Principals and teachers	Local resources District evaluation system	District curriculum meetings k-12 and by grade level in Literacy, Math and Science	In Progress

**Major Improvement Strategy #3:** \_\_Meet achievement targets and growth gap targets for all sub groups in Math through continuous monitoring of student performance, identifying needs, and providing tiered instruction to meet those needs.\_\_  
**Root Cause(s) Addressed:** Need to continue to develop consistency in the use of curriculum and intervention strategies.\_\_\_\_

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

- School Plan under State Accountability  
  Title I Schoolwide or Targeted Assistance plan requirements  
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)  
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Progress monitoring of subgroups in Math with a focus on Minority and FRL students	Ongoing	Principals and teachers	Local resources \$2500 for subs for begin of year, middle of year and end of year testing	Drops in bucket every 5 weeks. Weekly unit assessments Leveled instruction at grades 4 and 5	In Progress BOY, MOY, EOY for DIBELS. Every 2 weeks for progress monitoring
Identify strengths and needs based upon TCAP, Drops and weekly assessments	Ongoing August January May	Classroom teachers and Rtl team	Local resources \$15,00 for data systems \$2500 for Rtl team release time	Needs identified and interventions determined to be addressed in leveled instruction	Initial review of TCAP in August and September. Leveling of students in September. Intervention groups reevaluated every 2 weeks.
Flexible groupings and tiered instruction in grades 3 – 5 for math	Ongoing	Classroom teachers	Local resources	Grade level teams will review student progress to identify needs and adjust groupings as needed.	In progress
Curriculum review and standard alignment	Ongoing September October	Principals and teachers	Local resources \$5,000 for sub pay	Grade level and district meetings to review curriculum maps and	In progress. Grade level teams will meet weekly to

	November January March			standards to identify gaps and develop strategies to address these gaps	discuss students and progress to determine next steps for instructional interventions and what supplements to use to address gaps.

**Section V: Appendices**

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)