

Colorado's Unified Improvement Plan for Schools for 2014-15

Comment [dv1]:

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 7232 School Name: AURORA QUEST K-8 Official 2014 SPF: 3 Year

Section I: Summary Information about the School

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, 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	72.05%	71.35%	-	99.4%	99.1%	-	Overall Rating for Academic Achievement: <b>Exceeds</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	51.63%	-	99.8%	98.21%	-	
		W	54.84%	58.34%	-	95.8%	95.91%	-	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS 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.	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Exceeds</b>  * Consult your School Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS		HS
		R	11	8	-	71	52		-
		M	17	18	-	71	48		-
		W	19	18	-	68	49		-
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p><b>Median Growth Percentile</b>  <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>Exceeds</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><b>Graduation Rate</b>  <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><b>Disaggregated Graduation Rate</b>  <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><b>Dropout Rate</b>  <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	-	-	-	
	<p><b>Mean Colorado ACT Composite Score</b>  <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	-	-	-	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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/UIIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIIP_TrainingAndSupport_Resources.asp</a> .

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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, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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**Section II: Improvement Plan Information**

**Additional Information about the School**

**Comprehensive Review and Selected Grant History**

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	no
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	no
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	no

**Improvement Plan Information**

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

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

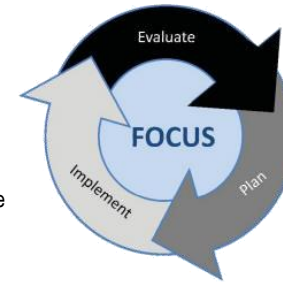
1	Name and Title	Dave Schoenhals
	Email	dwschoenhals@aps.k12.co.us
	Phone	303-343-3664, ext. 23703
	Mailing Address	Quest K-8, 17315 East 2 <sup>nd</sup> Avenue, Aurora, CO 80011
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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

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



**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:**  
Aurora Quest K-8 is a Gifted and Talented magnet school located in the east part of Aurora. Aurora Quest K-8 serves students in grades K-8 with a current enrollment of 600 students. Aurora Quest’s demographics include 53% Female, 47% Male, 10% Black, 53% White, and 18% Hispanic. 20% of our students are on Free and Reduced Lunch. 4% of our students are English Language Learners.

For the 2014-2015 School year, the Unified Improvement Plan was updated through careful analysis and evaluation of trend data reviewed by the Instructional Leadership Team. The Instructional Leadership Team consists of teachers from nearly every grade as well as a specials’ teacher, the counselor, the GT facilitator, the

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AGATE TOSA, and the administration. The team looked at four years of CSAP/TCAP achievement and growth data and also looked at qualitative data collected from staff around their knowledge, skills, and professional learning needs.

**What performance challenges are the highest priorities for our school? Why do we think our school's performance is what it is? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?**

The Instructional Leadership Team, the whole staff, and parents through the Accountability Committee all had opportunities to analyze and make recommendations around performance challenges based on the school achievement data.

1. For our achievement data, we identified writing as our priority challenge area.

In writing, we have only had two assessments over the last three years where more than 50% of the grade-level achieved advanced proficiency on the TCAP. While we demonstrated improvement in student achievement in writing grades 3, 4, and 7, we showed a decline in grades 5 and 6 over the last three years and still have a small number of advanced proficient writers in 8<sup>th</sup> grade as measured by TCAP.

Year	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	35%	30%	54%	37%	40%	23%
2013	41%	49%	25%	28%	48%	20%
2014	39%	43%	42%	20%	50%	24%

2. For our growth data, we identified middle school literacy as our priority challenge area.

We have many students at Aurora Quest K-8 who are making little growth in reading at the middle school level and are moving from advanced proficiency back to proficiency each year. As you look at growth data among cohort groups, you see many decreases in cohort reading growth data each year and/or median growth percentile below 50 as students move from elementary grades to middle school.

Year	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	74	67	64	51	57
2013	75	76	36	53	52
2014	76	59	43	52	56

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students move from the elementary grades to middle school.

Year	4th	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th
2012	71	80	56	48	45
2013	71	51	45	52	42
2014	77	57	45	50	50

**Root Causes:**

- At Aurora Quest K-8 we inconsistently plan for differentiated instruction that meets the learning needs of a range of students.
- At Aurora Quest K-8 we inconsistently plan instruction that provides authentic literacy experiences in writing and the skills and strategies for writing across all content areas.
- At Aurora Quest K-8 we inconsistently support the instructional needs of a range of Gifted and High Potential Learners.

**Verification of Root Causes:**

The Instructional Leadership Team determined root causes in order to create major improvement strategies that would affect change in teacher instructional practice and increase student learning/achievement. Inconsistent TCAP assessment scores at the advanced level, classroom observations, and professional learning activities and discussions verify a lack of consistency in differentiating instruction, writing instruction across content levels, and understanding the instructional needs of all Gifted and High Potential Learners.

**In which areas did we not at least meet minimum state and federal expectations?**

2013 Middle School Growth

6<sup>th</sup> Grade Writing (45)

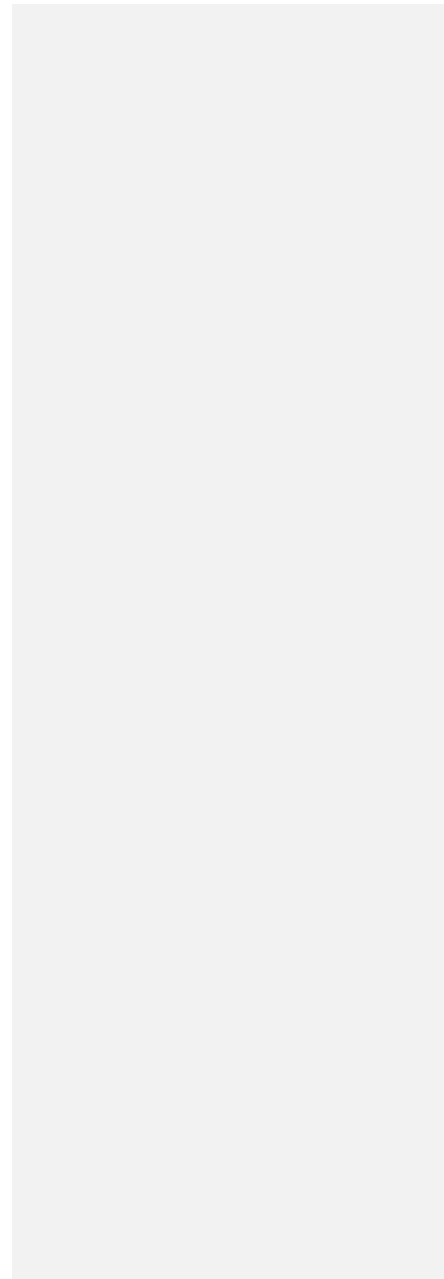
6<sup>th</sup> Grade Reading (43)

**What performance challenges are the highest priorities for our school?**

Academic Achievement – Increasing the number of students scoring “advanced” on CMAS

Academic Growth – Increasing the growth rate as measured by the CMAS

Overall increases in advanced proficiency and growth of students on the CMAS in 6<sup>th</sup> grade Literacy





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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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 – Students moving from “Proficient” to “Advanced”, on CSAP/TCAP.  <b>Target</b> 3 <sup>rd</sup> grade – 30% 4 <sup>th</sup> grade – 30% 5 <sup>th</sup> grade – 40% 6 <sup>th</sup> grade – 57% 7 <sup>th</sup> grade – 58% 8 <sup>th</sup> grade – 36%	Reading Advanced Proficiency <table border="1"> <thead> <tr> <th>Grade</th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>30%</td> <td>No – 23%</td> <td>-7%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>30%</td> <td>No - 22%</td> <td>-8%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>40%</td> <td>No – 34%</td> <td>-6%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>57%</td> <td>No – 32%</td> <td>-25%</td> </tr> <tr> <td>7<sup>th</sup></td> <td>58%</td> <td>No – 28%</td> <td>-30%</td> </tr> <tr> <td>8<sup>th</sup></td> <td>36%</td> <td>Yes – 36%</td> <td>0%</td> </tr> </tbody> </table>	Grade	2013-2014 Target	Target Met?	How Close?	3 <sup>rd</sup>	30%	No – 23%	-7%	4 <sup>th</sup>	30%	No - 22%	-8%	5 <sup>th</sup>	40%	No – 34%	-6%	6 <sup>th</sup>	57%	No – 32%	-25%	7 <sup>th</sup>	58%	No – 28%	-30%	8 <sup>th</sup>	36%	Yes – 36%	0%	We met only one out of the six targets in academic achievement for reading. We do not consistently plan instruction that provides a range of learners with appropriate experiences in nonfiction and fiction texts and the skills and strategies for reading across all contents.
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	<p>Math, as measured by CSAP/TCAP. 4<sup>th</sup> grade – 70%ile 5<sup>th</sup> grade – 70%ile 6<sup>th</sup> grade – 63%ile 7<sup>th</sup> grade – 50%ile 8<sup>th</sup> grade – 50%ile</p> <p>Writing, as measured by CSAP/TCAP. 4<sup>th</sup> grade – 70%ile 5<sup>th</sup> grade – 70%ile 6<sup>th</sup> grade – 56%ile 7<sup>th</sup> grade – 50%ile 8<sup>th</sup> grade – 50%ile</p>	<table border="1" data-bbox="764 440 1197 651"> <thead> <tr> <th>Grade</th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>4<sup>th</sup></td> <td>70</td> <td>No-67</td> <td>-3</td> </tr> <tr> <td>5<sup>th</sup></td> <td>70</td> <td>No-59</td> <td>-11</td> </tr> <tr> <td>6<sup>th</sup></td> <td>63</td> <td>No-59</td> <td>-4</td> </tr> <tr> <td>7<sup>th</sup></td> <td>50</td> <td>Yes-53</td> <td>+3</td> </tr> <tr> <td>8<sup>th</sup></td> <td>50</td> <td>Yes-51</td> <td>+1</td> </tr> </tbody> </table> <p>Writing, as measured by CSAP/TCAP</p> <table border="1" data-bbox="764 943 1197 1182"> <thead> <tr> <th>Grade</th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>4<sup>th</sup></td> <td>70</td> <td>Yes-77</td> <td>+7</td> </tr> <tr> <td>5<sup>th</sup></td> <td>70</td> <td>No-57</td> <td>-13</td> </tr> <tr> <td>6<sup>th</sup></td> <td>56</td> <td>No-45</td> <td>-11</td> </tr> <tr> <td>7<sup>th</sup></td> <td>50</td> <td>Yes-50</td> <td>0</td> </tr> <tr> <td>8<sup>th</sup></td> <td>50</td> <td>Yes-50</td> <td>0</td> </tr> </tbody> </table>	Grade	2013-2014 Target	Target Met?	How Close?	4 <sup>th</sup>	70	No-67	-3	5 <sup>th</sup>	70	No-59	-11	6 <sup>th</sup>	63	No-59	-4	7 <sup>th</sup>	50	Yes-53	+3	8 <sup>th</sup>	50	Yes-51	+1	Grade	2013-2014 Target	Target Met?	How Close?	4 <sup>th</sup>	70	Yes-77	+7	5 <sup>th</sup>	70	No-57	-13	6 <sup>th</sup>	56	No-45	-11	7 <sup>th</sup>	50	Yes-50	0	8 <sup>th</sup>	50	Yes-50	0	<p>upper grades, we struggled to provide students with instruction that allowed them to demonstrate significant growth in mathematical understandings.</p> <p>We met three out of the five targets in academic growth for writing. At the lower grades, we planned instruction that met the needs of a range of learners. At the upper grades, we struggled to provide students with instruction that allowed them to demonstrate significant growth in writing.</p>
Grade	2013-2014 Target	Target Met?	How Close?																																																
4 <sup>th</sup>	70	No-67	-3																																																
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Academic Growth Gaps	Reading, as measured by CSAP/TCAP. 4 <sup>th</sup> – 5 <sup>th</sup> Minority/Non – 74/75%ile FRL/Non – 77/76%ile IEP/Non – -/77%ile ELL/Non – 82/77%ile Girls/Boys – 76/76%ile	4 <sup>th</sup> -5 <sup>th</sup> Reading as measured by CSAP/TCAP <table border="1" data-bbox="764 719 1203 941"> <thead> <tr> <th></th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>Minority/Non</td> <td>74/75</td> <td>Yes-77/67</td> <td>+3/-8</td> </tr> <tr> <td>FRL/Non</td> <td>77/76</td> <td>No-/66</td> <td>-11</td> </tr> <tr> <td>IEP/Non</td> <td>-/77</td> <td>No-/68</td> <td>-9</td> </tr> <tr> <td>ELL/Non</td> <td>82/77</td> <td>Yes-85/64</td> <td>+3/-13</td> </tr> <tr> <td>Girls/Boys</td> <td>76/76</td> <td>No-73/61</td> <td>-3/-15</td> </tr> </tbody> </table>		2013-2014 Target	Target Met?	How Close?	Minority/Non	74/75	Yes-77/67	+3/-8	FRL/Non	77/76	No-/66	-11	IEP/Non	-/77	No-/68	-9	ELL/Non	82/77	Yes-85/64	+3/-13	Girls/Boys	76/76	No-73/61	-3/-15	In 4 <sup>th</sup> -5 <sup>th</sup> reading, we met two of our target goals with minority students and ELA students in reading. The reason that we didn't reach several of these goals was that they were set very high. Targeted student focus supported the growth of many of the students.
		2013-2014 Target	Target Met?	How Close?																							
Minority/Non	74/75	Yes-77/67	+3/-8																								
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6 <sup>th</sup> – 8 <sup>th</sup> Minority/Non – 44/44%ile FRL/Non – 50/41%ile IEP/Non – -/50%ile ELL/Non – 44/44%ile Girls/Boys – 49/36%ile	6 <sup>th</sup> -8 <sup>th</sup> Reading as measured by CSAP/TCAP <table border="1" data-bbox="764 1040 1203 1255"> <thead> <tr> <th></th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>Minority/Non</td> <td>50/50</td> <td>Yes- 55/49</td> <td>+5/-1</td> </tr> <tr> <td>FRL/Non</td> <td>50/41</td> <td>Yes-57/49</td> <td>+7/+8</td> </tr> <tr> <td>IEP/Non</td> <td>-/50</td> <td>Yes-/51</td> <td>+1</td> </tr> <tr> <td>ELL/Non</td> <td>50/50</td> <td>Yes-62/47</td> <td>+12/-3</td> </tr> <tr> <td>Girls/Boys</td> <td>50/50</td> <td>Yes-55/48</td> <td>+4/-5</td> </tr> </tbody> </table>		2013-2014 Target	Target Met?	How Close?	Minority/Non	50/50	Yes- 55/49	+5/-1	FRL/Non	50/41	Yes-57/49	+7/+8	IEP/Non	-/50	Yes-/51	+1	ELL/Non	50/50	Yes-62/47	+12/-3	Girls/Boys	50/50	Yes-55/48	+4/-5	In 6 <sup>th</sup> -8 <sup>th</sup> reading, we met all of our target goals with minority students and free and reduced lunch students in reading. More focused instructional support was provided in eliminating growth gaps.	
	2013-2014 Target	Target Met?	How Close?																								
Minority/Non	50/50	Yes- 55/49	+5/-1																								
FRL/Non	50/41	Yes-57/49	+7/+8																								
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ELL/Non	50/50	Yes-62/47	+12/-3																								
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	<p>Math, as measured by CSAP/TCAP</p> <p>4<sup>th</sup> – 5<sup>th</sup>                      Minority/Non – 77/64%ile                      FRL/Non – 70/71%ile                      IEP/Non – -/74%ile                      ELL/Non – 82/77%ile                      Girls/Boys – 76/76%ile</p>	<p>4<sup>th</sup> -5<sup>th</sup> Math as measured by CSAP/TCAP</p> <table border="1"> <thead> <tr> <th></th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>Minority/Non</td> <td>77/64</td> <td>No 63/65</td> <td>-14/+1</td> </tr> <tr> <td>FRL/Non</td> <td>70/71</td> <td>No-/67</td> <td>-3</td> </tr> <tr> <td>IEP/Non</td> <td>-/74</td> <td>No - /65</td> <td>-9</td> </tr> <tr> <td>ELL/Non</td> <td>82/77</td> <td>No 69/62</td> <td>-13/-15</td> </tr> <tr> <td>Girls/Boys</td> <td>76/76</td> <td>No 68/59</td> <td>-8/-17</td> </tr> </tbody> </table>		2013-2014 Target	Target Met?	How Close?	Minority/Non	77/64	No 63/65	-14/+1	FRL/Non	70/71	No-/67	-3	IEP/Non	-/74	No - /65	-9	ELL/Non	82/77	No 69/62	-13/-15	Girls/Boys	76/76	No 68/59	-8/-17	<p>In 4<sup>th</sup>-5<sup>th</sup> math, we didn't meet any of our target goals with minority students and free and reduced lunch students. The average growth of these students, however, fell in the high growth area. The reason that we didn't reach most of these goals was that they were set very high. Targeted student focus supported the growth of many of the students.</p>
	2013-2014 Target	Target Met?	How Close?																								
Minority/Non	77/64	No 63/65	-14/+1																								
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	2013-2014 Target	Target Met?	How Close?																								
Minority/Non	44/44	Yes-54/53	+10/+9																								
FRL/Non	50/41	Yes-53/54	+3/+13																								
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	<p>Writing, as measured by CSAP/TCAP</p> <p>4<sup>th</sup> – 5<sup>th</sup>                      Minority/Non – 70/70%ile                      FRL/Non – 67/68%ile                      IEP/Non – -771%ile                      ELL/Non – 61/69%ile                      Girls/Boys – 66/68%ile</p> <p>6<sup>th</sup> – 8<sup>th</sup>                      Minority/Non – 44/44%ile                      FRL/Non – 52/44%ile                      IEP/Non – /50%ile                      ELL/Non – 47/47%ile                      Girls/Boys – 46/43%ile</p>	<p>4<sup>th</sup> -5<sup>th</sup> Writing as measured by CSAP/TCAP</p> <table border="1" data-bbox="764 553 1201 769"> <thead> <tr> <th></th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>Minority/Non</td> <td>70/70</td> <td>No-67/62</td> <td>-3/-8</td> </tr> <tr> <td>FRL/Non</td> <td>67/68</td> <td>Yes- 67</td> <td>0</td> </tr> <tr> <td>IEP/Non</td> <td>-771</td> <td>No -/65</td> <td>-6</td> </tr> <tr> <td>ELL/Non</td> <td>61/69</td> <td>Yes 72/62</td> <td>+11/-7</td> </tr> <tr> <td>Girls/Boys</td> <td>66/68</td> <td>Yes 74/61</td> <td>+8/-7</td> </tr> </tbody> </table> <p>6<sup>th</sup>-8<sup>th</sup> Writing as measured by CSAP/TCAP</p> <table border="1" data-bbox="764 889 1201 1105"> <thead> <tr> <th></th> <th>2013-2014 Target</th> <th>Target Met?</th> <th>How Close?</th> </tr> </thead> <tbody> <tr> <td>Minority/Non</td> <td>44/44</td> <td>Yes 48/50</td> <td>+4/+6</td> </tr> <tr> <td>FRL/Non</td> <td>52/44</td> <td>Yes 53/47</td> <td>+1</td> </tr> <tr> <td>IEP/Non</td> <td>-/50</td> <td>No--/49</td> <td>-1</td> </tr> <tr> <td>ELL/Non</td> <td>47/47</td> <td>Yes-51/48</td> <td>+4/+1</td> </tr> <tr> <td>Girls/Boys</td> <td>46/43</td> <td>Yes 49/48</td> <td>+3/+5</td> </tr> </tbody> </table>		2013-2014 Target	Target Met?	How Close?	Minority/Non	70/70	No-67/62	-3/-8	FRL/Non	67/68	Yes- 67	0	IEP/Non	-771	No -/65	-6	ELL/Non	61/69	Yes 72/62	+11/-7	Girls/Boys	66/68	Yes 74/61	+8/-7		2013-2014 Target	Target Met?	How Close?	Minority/Non	44/44	Yes 48/50	+4/+6	FRL/Non	52/44	Yes 53/47	+1	IEP/Non	-/50	No--/49	-1	ELL/Non	47/47	Yes-51/48	+4/+1	Girls/Boys	46/43	Yes 49/48	+3/+5	<p>In 4<sup>th</sup>-5<sup>th</sup> grade writing, we meet three of our target goals with closing achievement gaps. In the two areas where we didn't achieve our goals, students still demonstrated high growth on average. Writing focus appears to have positively impacted instruction at grades 4-5.</p> <p>In 6<sup>th</sup>-8<sup>th</sup> writing, we met four out of our target goals. A writing focus appeared to have supported an increase in writing growth; however, the growth was not on average in the high area with any focus group.</p>
	2013-2014 Target	Target Met?	How Close?																																																
Minority/Non	70/70	No-67/62	-3/-8																																																
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Postsecondary & Workforce Readiness	N/A	N/A	

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)							Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<i>Percent scoring Advanced</i>							Aurora Quest students have met or exceeded standards for academic achievement and advanced proficiency in all performance indicator areas, as assessed by CSAP/TCAP. The targets, as outlined in the School Improvement Plan (SIP) of increasing the percentage (3%) of students scoring at the "Advanced" level on TCAP were met on 40% of the assessments.	Summit and Quest were two small programs designed for the education of students who qualified as "gifted". In 2008 the two programs were brought together in a new facility which was designed to house 600+ students. Summit and Quest became Aurora Quest K8. Over the course of the following two school years the school went from its original size of approximately 100 students, to 600+. The rapid growth brought in additional staff, and students. What was once a school for students who qualified as gifted now accepted "high potential" learners as well. Challenges from rapid growth and a changing population are many.
	Math	3rd	4th	5th	6th	7th	8th		
	2012	81	89	98	77	69	77		
	2013	76	85	85	84	66	73		
	2014	80	89	83	86	85	74		
	Reading								
	2012	13	18	37	54	27	25		
	2013	17	22	42	32	42	25		
	2014	23	22	34	32	28	36		
	Writing								
	2012	35	30	54	37	40	23		
	2013	41	49	25	28	48	20		
	2014	39	43	42	20	50	24		

- At Aurora Quest K-8 we inconsistently plan for differentiated instruction that meets the learning needs of a range of students..
- At Aurora Quest K-8 we inconsistently plan instruction that provides authentic literacy experiences in writing and the skills and strategies for writing across all content areas.
- At Aurora Quest K-8 we inconsistently support the instructional needs of a range of Gifted and High Potential Learners

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School Name: AURORA QUEST K-8



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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	Minority/Non	78/70	81/71	77/64	<p>Aurora Public Schools. All students arrive at Quest through an application process in which they must qualify to be eligible to enroll.</p> <p>In the area of growth gaps, generally the minority students out-perform those who are in the majority, and girls out-performed the boys.</p>	<p>needs of a range of students..</p> <ul style="list-style-type: none"> <li>At Aurora Quest K-8 we inconsistently plan instruction that provides authentic literacy experiences in writing and the skills and strategies for writing across all content areas.</li> <li>At Aurora Quest K-8 we inconsistently support the instructional needs of a range of Gifted and High Potential Learners</li> </ul>
	FRL/Non	78/75	-/70	-/66		
	IEP/Non	-/77	-/76	-/68		
	ELL/Non	80/72	73/74	85/64		
	Girls/Boys	77/73	74/74	73/61		
	<b>Median Growth Percentile in Math</b>					
		2012	2013	2014		
	Minority/Non	82/81	70/67	63/65		
	FRL/Non	73/83	-/69	-/67		
	IEP/Non	-/82	-/70	-/62		
	ELL/Non	88/79	71/67	69/62		
	Girls/Boys	79/82	72/67	68/59		
	<b>Median Growth Percentile in Writing</b>					
		2012	2013	2014		
	Minority/Non	81/73	57/65	67/62		
	FRL/Non	81/74	-/62	-/67		
	IEP/Non	-/76	-/62	-/65		
	ELL/Non	81/73	59/62	72/62		
	Girls/Boys	78/70	67/56	74/61		
	<b>GRADES 6, 7, &amp; 8</b>					
	<b>Median Growth Percentile in Reading</b>					
	Grades 6, 7, 8	2012	2013	2014		
	Minority/Non	63/48	52/43	55/49		
	FRL/Non	64/54	48/49	57/49		
	IEP/Non	-/59	-/48	-/51		
	ELL/Non	60/57	53/48	62/47		
	Girls/Boys	60/57	54/45	55/48		
	<b>Median Growth Percentile Math</b>					
	Grades 6, 7, 8	2012	2013	2014		
	Minority/Non	43/45	46/36	54/53		
	FRL/Non	55/41	38/46	53/54		
	IEP/Non	-/45	-/41	-/53		
	ELL/Non	58/42	40/44	54/53		
	Girls/Boys	51/38	45/39	54/53		
	<b>Median Growth Percentile Writing</b>					
	Grades 6, 7, 8	2012	2013	2014		
	Minority/Non	50/49	55/39	48/50		
	FRL/Non	51/48	56/44	53/47		
	IEP/Non	--/49	-/47	-/49		

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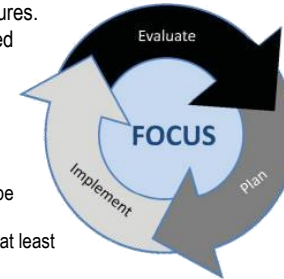
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ELL/Non	53/48	57/44	51/48								
Girls/Boys	51/49	56/39	49/48								
Postsecondary & Workforce Readiness	N/A	N/A	N/A								

**Section IV: Action Plan(s)**

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

**School Target Setting Form**

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets				Interim Measures for 2014-15	Major Improvement Strategy
			2014-15		2015-16			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R Aurora Quest students have met or exceeded standards for academic achievement and proficiency in all performance indicator areas, as assessed by CSAP/TCAP, MONDO, DRA2 and Acuity Assessments. The targets, as outlined in the School Unified Improvement Plan (UIP) of increasing the percentage (3%) of students scoring at the "Advanced" level on CSAP/TCAP were not met the previous two school years. A further review of the data indicates a three year inconsistent trend in the number of students scoring advanced.	Reading Advanced Proficiency		Reading Advanced Proficiency		Reading Unit Assessments DRA2	<p>If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency</p> <p>If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas</p> <p>If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas</p>
			Grade	2014-15 Target	Grade	2015-16 Target		
			3 <sup>rd</sup>	23%	3 <sup>rd</sup>	26%		
			4 <sup>th</sup>	28%	4 <sup>th</sup>	31%		
			5 <sup>th</sup>	48%	5 <sup>th</sup>	51%		
			6 <sup>th</sup>	38%	6 <sup>th</sup>	41%		
			7 <sup>th</sup>	48%	7 <sup>th</sup>	51%		
			8 <sup>th</sup>	31%	8 <sup>th</sup>	34%		

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		M	Aurora Quest students have met or exceeded standards for academic achievement and proficiency in all performance indicator areas, as assessed by CSAP/TCAP, MONDO, DRA2 and Acuity Assessments. The targets, as outlined in the School Improvement Plan (SIP) of increasing the percentage (3%) of students scoring at the "Advanced" level on CSAP/TCAP were not met the previous two school years. A further review of the data indicates a three year inconsistent trend in the number of students scoring advanced.	Math Advanced Proficiency		Math Advanced Proficiency		Math Unit Assessments Kathy Richardson Assessments	If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency  If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas  If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas
				Grade	2014-15 Target	Grade	2015-16 Target		
				3 <sup>rd</sup>	79%	3 <sup>rd</sup>	82%		
				4 <sup>th</sup>	88%	4 <sup>th</sup>	91%		
				5 <sup>th</sup>	88%	5 <sup>th</sup>	91%		
				6 <sup>th</sup>	87%	6 <sup>th</sup>	90%		
				7 <sup>th</sup>	69%	7 <sup>th</sup>	72%		
				8 <sup>th</sup>	76%	8 <sup>th</sup>	79%		
				Writing Advanced Proficiency		Writing Advanced Proficiency			
				Grade	2014-15 Target	Grade	2015-16 Target		
3 <sup>rd</sup>	47%	3 <sup>rd</sup>	47%						
4 <sup>th</sup>	55%	4 <sup>th</sup>	55%						

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			CSAP/TCAP, MONDO, DRA2 and Acuity Assessments. The targets, as outlined in the School Improvement Plan (SIP) of increasing the percentage (3%) of students scoring at the "Advanced" level on CSAP/TCAP were not met the previous two school years. A further review of the data indicates a three year inconsistent trend in the number of students scoring advanced.	5 <sup>th</sup> 43%	5 <sup>th</sup> 46%		reach advanced proficiency		
				6 <sup>th</sup> 40%	6 <sup>th</sup> 43%		If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas		
				7 <sup>th</sup> 54%	7 <sup>th</sup> 57%				
				8 <sup>th</sup> 26%	8 <sup>th</sup> 29%				
								If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Academic growth meets or exceeds state and district totals, in most academic areas, for the students in elementary. Middle school students are not demonstrating as much overall growth and/or are declining.	Reading Growth		Reading Growth		Reading Unit Assessments DRA2	If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency
				Grade	2014-15 Target	Grade	2015-16 Target		
				4 <sup>th</sup>	70	4 <sup>th</sup>	70		
				5 <sup>th</sup>	70	5 <sup>th</sup>	70		
				6 <sup>th</sup>	60	6 <sup>th</sup>	63		
				7 <sup>th</sup>	60	7 <sup>th</sup>	63		
				8 <sup>th</sup>	60	8 <sup>th</sup>	63		
							If all teachers are able to support students to read, write, and speak across content levels, then		

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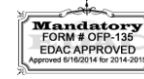
School Name: AURORA QUEST K-8



						<p>student will be able to demonstrate advanced proficiency in all content areas</p> <p>If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas</p>	
		<p>M</p> <p>Academic growth meets or exceeds state and district totals, in most academic areas, for the students in elementary.</p> <p>Middle school students are not demonstrating as much overall growth and/or are declining.</p>	Math Growth		Math Growth		<p>Math Unit Assessments Kathy Richardson Assessments</p> <p>If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency</p> <p>If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas</p> <p>If teachers are able to increase their knowledge</p>
			Grade	2014-15 Target	Grade	2015-16 Target	
			4 <sup>th</sup>	70	4 <sup>th</sup>	70	
			5 <sup>th</sup>	70	5 <sup>th</sup>	70	
			6 <sup>th</sup>	60	6 <sup>th</sup>	63	
			7 <sup>th</sup>	60	7 <sup>th</sup>	63	
			8 <sup>th</sup>	65	8 <sup>th</sup>	68	

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						around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas			
		W	<p>Academic growth meets or exceeds state and district totals, in most academic areas, for the students in elementary.</p> <p>Middle school students are not demonstrating as much overall growth and/or are declining.</p>	Writing Growth		Writing Growth		Writing Unit Assessments	<p>If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency</p> <p>If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas</p> <p>If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all</p>
				Grade	2014-15 Target	Grade	2015-16 Target		
				4 <sup>th</sup>	70	4 <sup>th</sup>	70		
				5 <sup>th</sup>	65	5 <sup>th</sup>	68		
				6 <sup>th</sup>	60	6 <sup>th</sup>	63		
				7 <sup>th</sup>	60	7 <sup>th</sup>	63		
				8 <sup>th</sup>	60	8 <sup>th</sup>	63		

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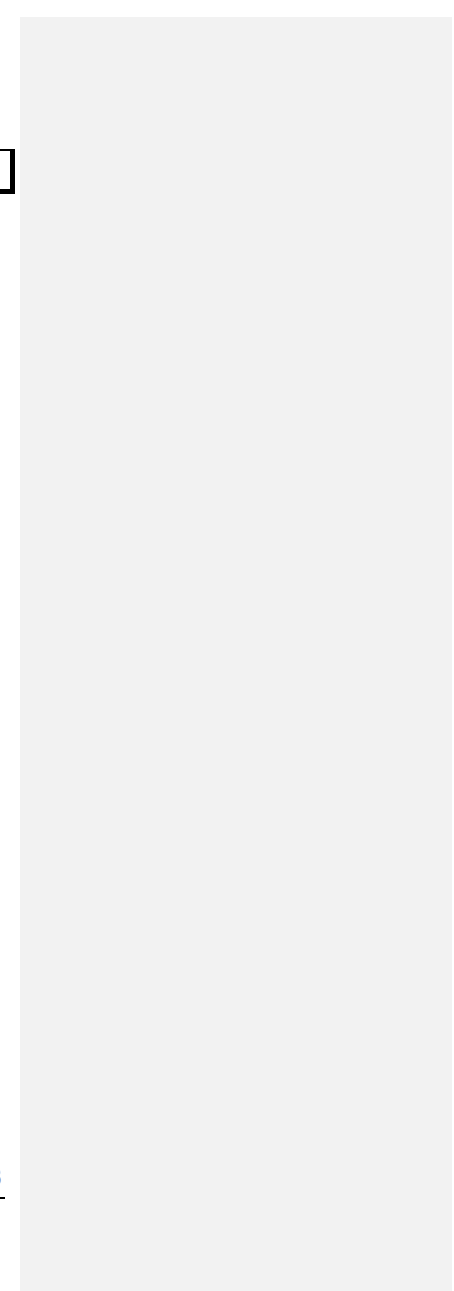
School Name: AURORA QUEST K-8

		ELP	N/A	N/A	N/A	N/A	content areas																																								
Academic Growth Gaps	Median Growth Percentile, local measures	R	In the area of growth gaps, generally the minority students out-perform those who are in the majority, and girls out-perform the boys. The data, however, is inconsistent.	4 <sup>th</sup> -5 <sup>th</sup> Grade Reading <table border="1"> <tr><td>Minority/Non</td><td>70/70</td></tr> <tr><td>FRL/Non</td><td>70/70</td></tr> <tr><td>IEP/Non</td><td>-/70</td></tr> <tr><td>ELL/Non</td><td>70/70</td></tr> <tr><td>Girls/Boys</td><td>70/70</td></tr> </table> 6 <sup>th</sup> -8 <sup>th</sup> Grade Reading <table border="1"> <tr><td>Minority/Non</td><td>60/60</td></tr> <tr><td>FRL/Non</td><td>60/60</td></tr> <tr><td>IEP/Non</td><td>-/60</td></tr> <tr><td>ELL/Non</td><td>60/60</td></tr> <tr><td>Girls/Boys</td><td>60/60</td></tr> </table>	Minority/Non	70/70	FRL/Non	70/70	IEP/Non	-/70	ELL/Non	70/70	Girls/Boys	70/70	Minority/Non	60/60	FRL/Non	60/60	IEP/Non	-/60	ELL/Non	60/60	Girls/Boys	60/60	4 <sup>th</sup> -5 <sup>th</sup> Grade Reading <table border="1"> <tr><td>Minority/Non</td><td>70/70</td></tr> <tr><td>FRL/Non</td><td>70/70</td></tr> <tr><td>IEP/Non</td><td>-/70</td></tr> <tr><td>ELL/Non</td><td>70/70</td></tr> <tr><td>Girls/Boys</td><td>70/70</td></tr> </table> 6 <sup>th</sup> -8 <sup>th</sup> Grade Reading <table border="1"> <tr><td>Minority/Non</td><td>63/63</td></tr> <tr><td>FRL/Non</td><td>63/63</td></tr> <tr><td>IEP/Non</td><td>-/63</td></tr> <tr><td>ELL/Non</td><td>63/63</td></tr> <tr><td>Girls/Boys</td><td>63/63</td></tr> </table>	Minority/Non	70/70	FRL/Non	70/70	IEP/Non	-/70	ELL/Non	70/70	Girls/Boys	70/70	Minority/Non	63/63	FRL/Non	63/63	IEP/Non	-/63	ELL/Non	63/63	Girls/Boys	63/63	Reading Unit Assessments DRA2	If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency  If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas  If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas
		Minority/Non	70/70																																												
FRL/Non	70/70																																														
IEP/Non	-/70																																														
ELL/Non	70/70																																														
Girls/Boys	70/70																																														
Minority/Non	60/60																																														
FRL/Non	60/60																																														
IEP/Non	-/60																																														
ELL/Non	60/60																																														
Girls/Boys	60/60																																														
Minority/Non	70/70																																														
FRL/Non	70/70																																														
IEP/Non	-/70																																														
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Minority/Non	63/63																																														
FRL/Non	63/63																																														
IEP/Non	-/63																																														
ELL/Non	63/63																																														
Girls/Boys	63/63																																														
		M	In the area of growth gaps, generally the minority students out-perform those who are	4 <sup>th</sup> -5 <sup>th</sup> Grade Math  <table border="1"><tr><td>Minority/Non</td><td>70/70</td></tr></table>	Minority/Non	70/70	4 <sup>th</sup> -5 <sup>th</sup> Grade Math  <table border="1"><tr><td>Minority/Non</td><td>70/70</td></tr></table>	Minority/Non	70/70	Math Unit Assessments Kathy Richardson Assessments	If all teachers receive and implement focused professional learning around differentiating																																				
Minority/Non	70/70																																														
Minority/Non	70/70																																														

		in the majority, and girls out-perform the boys. The data, however, is inconsistent.	Minority/Non	70/70	FRL/Non	70/70	instruction, then students will receive the necessary instructional support to reach advanced proficiency  If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas  If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas
			FRL/Non	70/70	IEP/Non	-/70	
			IEP/Non	-/70	ELL/Non	70/70	
			ELL/Non	70/70	Girls/Boys	70/70	
			Girls/Boys	70/70			
			6 <sup>th</sup> -8 <sup>th</sup> Grade Math		6 <sup>th</sup> -8 <sup>th</sup> Grade Math		
			Minority/Non	60/60	Minority/Non	63/63	
			FRL/Non	60/60	FRL/Non	63/63	
			IEP/Non	-/60	IEP/Non	-/63	
			ELL/Non	60/60	ELL/Non	63/63	
			Girls/Boys	60/60	Girls/Boys	63/63	

	W	In the area of growth gaps, generally the minority students out-perform those who are in the majority, and girls out-perform the boys. The data, however, is inconsistent.	4 <sup>th</sup> -5 <sup>th</sup> Grade Writing		4 <sup>th</sup> -5 <sup>th</sup> Grade Writing		Writing Unit Assessments	<p>If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to reach advanced proficiency</p> <p>If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate advanced proficiency in all content areas</p> <p>If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas</p>
			Minority/Non	70/70	Minority/Non	70/70		
			FRL/Non	70/70	FRL/Non	70/70		
			IEP/Non	-70	IEP/Non	-70		
			ELL/Non	70/70	ELL/Non	70/70		
			Girls/Boys	70/70	Girls/Boys	70/70		
			6 <sup>th</sup> -8 <sup>th</sup> Writing		6 <sup>th</sup> -8 <sup>th</sup> Writing			
			Minority/Non	60/60	Minority/Non	63/63		
			FRL/Non	60/60	FRL/Non	63/63		
			IEP/Non	-60	IEP/Non	-63		
			ELL/Non	60/60	ELL/Non	63/63		
			Girls/Boys	60/60	Girls/Boys	63/63		
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A		
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A		
	Dropout Rate	N/A	N/A	N/A	N/A	N/A		
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A		

	Other PWR Measures					
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**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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:** If all teachers receive and implement focused professional learning around differentiating instruction, then students will receive the necessary instructional support to demonstrate significant growth and reach advanced proficiency. **Root Cause(s) Addressed:** In all content areas, we are not providing our more struggling students with the necessary supports and the students who already know the content an opportunity to attain significant new learning.

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Action Step #1: Develop teacher understandings around the different purposes in differentiating instruction and various strategies/structures for differentiating instruction. Adult Learning Phase: Use of "Advancing Differentiation: Thinking and Learning for the 21st Century" by Richard Cash	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> quarters 2014-2015		ILT, Teaching Partners, Admin., and Teachers	General Fund	Teachers will read selected chapters in the book "Advancing Differentiation" prior to trade day Monday afternoon Professional Learning. Teachers will identify why it is important to differentiate instruction, the different purposes for differentiating instruction, and different strategies to support differentiation.	In progress
Action Step #1 Further develop teacher understandings around how to differentiate instruction for students.	2 <sup>nd</sup> , and 3 <sup>rd</sup> quarters 2014-		ILT, Teaching Partners, Admin., and Teachers	General Fund	All teachers will participate in Professional Learning Communities that will allow them to collaboratively plan for differentiation, analysis of	In progress

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	2015				the impact of the lessons through looking at student work, and watching each other teaching using the techniques they have learned about together.	
<p>Action Step #1 Teachers will collaboratively plan and instruct using differentiation techniques.</p> <p>Adult Practice Phase: Teachers will plan for and apply their new learning around differentiation through Professional Learning Communities.</p>	2nd and 3rd quarters 2014-2015		ILT, Teaching Partners, Admin., and Teachers	General Fund	Teachers will participate in Professional Learning Communities that will allow them to collaboratively plan for differentiation, analyze the impact of the differentiation through looking at student work, and watch each other teaching using the techniques they have learned about together.	In progress

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





**Major Improvement Strategy #2:** If all teachers are able to support students to read, write, and speak across content levels, then student will be able to demonstrate significant growth and advanced proficiency in all content areas. **Root Cause(s) Addressed:** In writing across grade-levels and content areas, we lack a common understanding of grade-level proficiency and how to use authentic literacy to support students to develop significant understandings within each given content area.

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Action Step #2: Development in writing, and speaking across content levels.  Adult Learning Phase: All teachers will learn how to support all students write, and speak in their content areas through the following intellectual standards. <ul style="list-style-type: none"> <li>• infer, interpret, draw conclusions</li> <li>• support arguments with evidence</li> <li>• resolve conflicting views encountered in source documents</li> <li>• solve complex problems with no obvious answers</li> </ul>	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> quarters 2014-2015		ILT, Teaching Partners, Admin., and Teachers	General Fund	All teachers will utilize common district/state rubrics to evaluate and annotate student writing to determine proficient/advanced proficient writing across contents and grade-levels through district and building professional learning opportunities.  Teachers within their content areas will create common writing prompts during professional learning to use to support student daily writing towards the intellectual standards.  Teachers will utilize various strategies such as accountable talk to support student discourse within their content area.	In Progress

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<p>Action Step #2 Teachers will collaboratively plan and instruct using authentic literacy strategies</p> <p>Adult Practice Phase: Teachers will plan for and apply their new learning around authentic literacy through Professional Learning Communities.</p>	<p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters 2014-2015</p>		<p>ILT, Teaching Partners, Admin., and Teachers</p>	<p>General Fund</p>	<p>All teachers will participate in Professional Learning Communities that will allow them to collaboratively plan for authentic literacy lessons that include differentiation, analysis of the impact of the lessons through looking at student work, and watching each other teaching using the techniques they have learned about together. Feedback will be provided by the Instructional Leadership Team, the Administration Team, and Colleagues.</p>	<p>In progress</p>

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



**Major Improvement Strategy #3:** If teachers are able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students will demonstrate advanced proficiency in all content areas. **Root Cause(s) Addressed:** At Aurora Quest K-8, the majority of students have been identified as being Gifted and Talented. In all content areas, we lack consistency in providing the type of instruction that will support the learning needs of Gifted and Talented 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)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 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)
	2014-15	2015-16				
Action Step #3 Understanding the instructional needs of Gifted and Talented and High Potential Learners  Adult Learning Phase: Building level professional learning opportunities to share expertise around Gifted and Talented and High Potential Learners  Adult Learning Phase: Building level professional learning communities work involving advanced thinking/work supportive of planning instruction for GT students.	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> quarters 2014-2015		ILT, Teaching Partners, Admin., and Teachers	General Fund	Teachers will identify new learning around characteristics of Gifted Learners and strategies for meeting their needs through both formal and informal conversations, including choice professional learning sessions during building-level professional learning.	In progress
Action Step #3 Teachers will collaboratively plan and instruct considering the unique needs and range of needs of Gifted and Talented and High Potential Learners.  Adult Practice Phase: Teachers will plan	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> quarters 2014-2015		ILT, Teaching Partners, Admin., and Teachers	General Fund	All teachers will participate in Professional Learning Communities that will allow them to collaboratively plan for Gifted and High Potential Learners that include plans for differentiation, analysis of the impact of the lessons	In progress

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for and apply their new learning around Gifted Learners through Professional Learning Teams and Collaborative Learning Teams					through looking at student work, and watching each other teaching using the techniques they have learned about together.	

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

**Section V: Appendices**

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)