

## Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 0180  
Official 2014 SPF: 3-Year

District Name: ADAMS-ARAPAHOE 28J School Code: 7232 School Name: AURORA QUEST K-8

### Executive Summary

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

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

- **For 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 8th grade as measured by TCAP.
- **For growth data, middle school literacy is 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.

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

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

- **Differentiated Instruction:** 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 support the instructional needs of a range of Gifted and High Potential Learners.
- **Inconsistent Literacy Experience Planning:** 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.

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

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

- **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.
- **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.
- **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.

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

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## Section II: Improvement Plan Information

### Improvement Plan Information

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

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

### School Contact Information

## Additional Information about the School

### Comprehensive Review and Selected Grant History

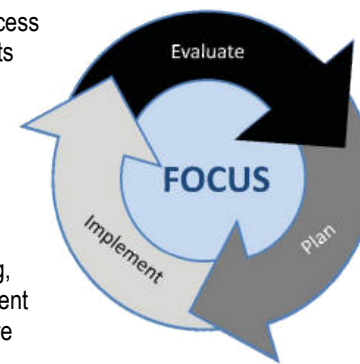
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External 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

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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.



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

**1. Description of School Setting and Process for Data Analysis**  
 Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

**Description:** Aurora Quest K-8 is a magnet school for Gifted and Talented or High Potential students located in eastern Aurora, near Buckley Air Force Base. An Affective Needs program is also housed at Quest for special needs students in Kindergarten through 5th grade. Aurora Quest K-8 serves students in Kindergarten through 8th grade.

For the 2015-2016 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 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.

Total student enrollment: 600 students  
 Aurora Quest K-8 has 58 staff members.

Aurora Quest k-8 School's student population consists of:

- 0.7% Native American
- 11.3% Asian
- 8.3% Black/African American
- 18.5% Hispanic/Latino
- 52.2% White
- 1.2% Native Hawaiian/Pacific Islander
- 7.8% Two or more races
- 3.3% English Language Learners

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52.2% Gifted/Talented  
3.2% SPED  
23.2% Free or Reduced Lunch

## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Reading Advanced Proficiency:

Grade	2014-15 Target
3rd	23%
4th	28%
5th	48%
6th	38%
7th	48%
8th	31%

**Performance on Target:** Based on local measures scores in 2014-15, 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 Improvements Plan (UIP) of increasing the percentage (3%) of students scoring "Advanced".

**Prior Year Target:** Math Advanced Proficiency - Grade      2014-15 Target

3rd	79%
4th	88%
5th	88%
6th	87%
7th	69%
8th	76%

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**Performance on Target:** 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 wer 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.

**Prior Year Target:** Writing Advanced Proficiency - Grade 2014-15 Target

3rd	47%
4th	55%
5th	43%
6th	40%
7th	54%
8th	26%

**Performance on Target:** 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 wer 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. 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.

### Academic Growth

**Prior Year Target:** Reading Growth: Grade 2014-15 Target

4th	70
5th	70
6th	60
7th	60
8th	60

**Performance on Target:** 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.

**Prior Year Target:** Math Growth: Grade 2014-15 Target

4th	70
5th	70
6th	60
7th	60

8th 65

**Performance on Target:** 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.

**Prior Year Target:** Writing Growth: Grade 2014-15 Target

4th 70

5th 65

6th 60

7th 60

8th 60

**Performance on Target:** 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.

### Academic Growth Gaps

**Prior Year Target:** 4th -5th Grade Reading

Minority/Non 70/70

FRL/Non 70/70

IEP/Non -/70

ELL/Non 70/70

Girls/Boys 70/70

6th-8th Grade Reading

Minority/Non 60/60

FRL/Non 60/60

IEP/Non -/60

ELL/Non 60/60

Girls/Boys 60/60

4th-5th Grade Math

Minority/Non 70/70  
 FRL/Non 70/70  
 IEP/Non -/70  
 ELL/Non 70/70  
 Girls/Boys 70/70

6th-8th Grade Math

Minority/Non 63/63  
 FRL/Non 63/63  
 IEP/Non -/63  
 ELL/Non 63/63  
 Girls/Boys 63/63

**Performance on Target:** 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.

**Prior Year Target:** 4th-5th Grade Writing

Minority/Non 70/70  
 FRL/Non 70/70  
 IEP/Non -/70  
 ELL/Non 70/70  
 Girls/Boys 70/70  
 6th-8th Writing



Minority/Non 60/60

FRL/Non 60/60

IEP/Non -/60

ELL/Non 60/60

Girls/Boys 60/60

**Performance on Target:** 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.

**Prior Year Target:** 4th-5th Grade Math

Minority/Non 70/70

FRL/Non 70/70

IEP/Non -/70

ELL/Non 70/70

Girls/Boys 70/70

6th-8th Grade Math

Minority/Non 63/63

FRL/Non 63/63

IEP/Non -/63

ELL/Non 63/63

Girls/Boys 63/63

**Performance on Target:** 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.

**Postsecondary & Workforce Readiness**

Prior Year Target: N/A

Performance on Target: N/A

**Academic Achievement Reflection**

Targets for Academic Achievement will be accomplished if all teachers receive and implement focused professional learning around differentiating instructions, 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 students 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.

**Academic Growth Reflection**

Targets for Academic Growth will be accomplished 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 students 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.

**Academic Growth Gaps Reflection**

Targets for closing Academic Growth Gaps will be met 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 level, then students will be able to increase their knowledge around meeting the instructional/learning needs of Gifted and Talented and High Potential Learners, then students demonstrate advanced proficiency in all content areas.

**Postsecondary Workforce Readiness Reflection**

N/A

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

Academic Achievement: The School Performance Framework Report indicates Aurora Quest **exceeds** state and federal expectations in Academic Achievement (1005 - 25.0 out of 25 points) Academic Growth (87.5% - 43.8 out of 50 points) Academic Growth Gaps (89.5% - 22.4 out of 25 points)

### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Aurora Quest K8 exceeds state averages and state expectations in both elementary and middle school levels for Academic Achievement (status). The Quest's School Performance Framework report indicates Elementary students scoring 99.4% Proficient/Advanced in Reading, 99.8 in Math and 95.8 in Writing. 99.1% of middle school students scored Proficient/Advanced in Reading, 98.21 in Math, and 95.91 in Writing. This is notable because it is well above district and state expectations.

#### Academic Growth

- Aurora Quest K8 exceeds state averages and state expectations in elementary level students and meets middle school state expectations for Academic Growth. Quest's School Performance Framework report indicates Elementary students' Median Growth Percentile in Reading is 71, in Math is 71 and Writing is 68. The Elementary level students Median Adequate Growth Percentile for Reading is 11, for Math 17 and for Writing, 19. All Elementary level students made adequate growth.
- Quest's School Performance Framework report indicates Middle School students' Median Growth Percentile in Reading is 52, in Math 48 and Writing 49. The Middle School level students' Median Adequate Growth Percentile for Reading is 8, for Math 18 and for Writing, 18. Middle School students made adequate growth. This is notable because Quest made adequate academic growth in all content areas.

#### Academic Growth Gaps

- Aurora Quest K8 exceeds or meets state expectations for Free/Reduced lunch, Minority and English Language Learner students in the Academic Growth Gap indicator. Quest's School Performance Framework report indicates elementary level students' Subgroup Median Growth Percentile for students who are F/R Lunch Eligible is 78, Minority students is 78 and English Language Learners is 80. The Elementary level students Subgroup Median Adequate Growth Percentile for students who are F/R Lunch Eligible is 14, Minority students is 12 and for English Language Learners is 12. All Elementary level students made adequate growth. Quest's School Performance Framework report indicates Middle School students' Subgroup Median Growth Percentile for students who are F/R Lunch Eligible 57, Minority students is 56 and English Language Learners is 60. The Middle School level students' Median Adequate Growth Percentile for F/R Lunch eligible is 10, for Minority Learners 9 and for English Language Learners, 9. Middle School students made adequate growth. This is notable because these Quest made adequate academic growth in all content areas, in fact showing larger gains than the general population

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of students. This trend is notable because all Quest academic growth gaps met or exceeded state expectations. Quest made adequate growth in the Academic Growth Gaps.

### Priority Performance Challenges and Root Cause Analysis

**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

**Root Cause:** 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.

### Priority Performance Challenge



### Root Cause

For 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 8th grade as measured by TCAP.



**Differentiated Instruction:** 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 support the instructional needs of a range of Gifted and High Potential Learners.

For growth data, middle school literacy is 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.



**Inconsistent Literacy Experience Planning:** 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.

### Reflection on Priority Performance Challenges

The Instructional Leadership Team selected writing and literacy 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.

### Reflection on Root Cause

The Instructional Leadership 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 to determine the root causes of Quest's performance challenges. The root causes were selected and verified by discussing and analyzing the available data.

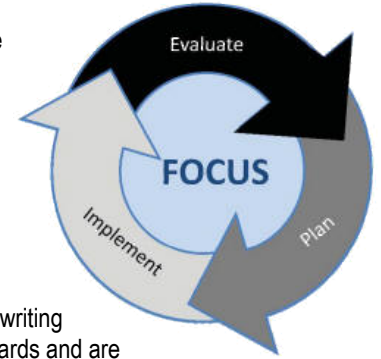
**1. Summary/Conclusion**

NA

## 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*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		For growth data, middle school literacy is our priority challenge area.
Annual Performance Targets	2015-2016	Grade 2015-16 Target
		3rd 26%
		4th 31%
		5th 51%
		6th 41%
		7th 51%
	2016-2017	8th 34%
		Grade 2016-17 Target
		3rd 23%
		4th 28%
		5th 48%
		6th 38%
		7th 48%

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		8th 31%
Interim Measures		Reading Unit Assessments, BAS, Acuity

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Math Advanced Proficiency Grade 2015-16 Target 3rd 82% 4th 91% 5th 91% 6th 90% 7th 72% 8th 79%
	2016-2017	Math Advanced Proficiency Grade 2016-17 Target 3rd 82% 4th 91% 5th 91% 6th 90% 7th 72% 8th 79%
Interim Measures		Math Unit Assessments Kathy Richardson Assessments Acuity

Subject		W
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Writing Advanced Proficiency Grade 2015-16 Target 3rd 47% 4th 55% 5th 46% 6th 43% 7th 57% 8th 29%
	2016-2017	Writing Advanced Proficiency

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	Grade 2016-17 Target
	3rd 47%
	4th 55%
	5th 46%
	6th 43%
	7th 57%
	8th 29%
Interim Measures	Writing Unit Assessments Acuity

**Academic Growth**

Subject	R
Priority Performance Challenge	For growth data, middle school literacy is our priority challenge area.
Annual Performance Targets	2015-2016
	2016-2017
	Reading Growth
	Grade 2015-16 Target
	4th 70
	5th 70
	6th 63
	7th 63
	8th 63
	Grade 2016-17 Target
	4th 70
	5th 70
	6th 63
	7th 63
	8th 63
Interim Measures	Reading Unit Assessments, BAS, Acuity

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Math Growth  Grade 2015-16 Target 4th 70 5th 70 6th 63 7th 63 8th 68
	2016-2017	Math Growth  Grade 2016-17 Target 4th 70 5th 70 6th 63 7th 63 8th 68
Interim Measures		Math Unit Assessments, Kathy Richardson Assessments, Acuity

Subject		W
Priority Performance Challenge		
For achievement data, we identified writing as our priority challenge area.		
Annual Performance Targets	2015-2016	Grade 2015-16 Target 4th 70 5th 68 6th 63 7th 63 8th 63
	2016-2017	Grade 2016-17 Target 4th 70 5th 68 6th 63 7th 63 8th 63
Interim Measures		Writing Unit Assessments, Acuity

### Academic Growth Gaps

Subject		R
Priority Performance Challenge		For growth data, middle school literacy is our priority challenge area.
Annual Performance Targets	2015-2016	<p>4th -5th Grade Reading</p> <p>Minority/Non      70/70 FRL/Non            70/70 IEP/Non -/70 ELL/Non 70/70 Girls/Boys        70/70</p> <p>6th-8th Grade Reading</p> <p>Minority/Non      63/63 FRL/Non            63/63 IEP/Non -/63 ELL/Non 63/63 Girls/Boys        63/63</p>
	2016-2017	<p>4th -5th Grade Reading</p> <p>Minority/Non      70/70 FRL/Non            70/70 IEP/Non -/70 ELL/Non 70/70 Girls/Boys        70/70</p> <p>6th-8th Grade Reading</p> <p>Minority/Non      63/63 FRL/Non            63/63 IEP/Non -/63 ELL/Non 63/63 Girls/Boys        63/63</p>

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Interim Measures	Reading Unit Assessments, Acuity, BAS
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Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	4th-5th Grade Math
		Minority/Non      70/70 FRL/Non            70/70 IEP/Non -/70 ELL/Non 70/70 Girls/Boys        70/70
	2016-2017	6th-8th Grade Math
		Minority/Non      63/63 FRL/Non            63/63 IEP/Non -/63 ELL/Non 63/63 Girls/Boys        63/63
	2015-2016	4th-5th Grade Math
		Minority/Non      70/70 FRL/Non            70/70 IEP/Non -/70 ELL/Non 70/70 Girls/Boys        70/70
	2016-2017	6th-8th Grade Math
		Minority/Non      63/63 FRL/Non            63/63 IEP/Non -/63 ELL/Non 63/63 Girls/Boys        63/63
Interim Measures	Math Unit Assessments,	

	Kathy Richardson Assessments, Acuity
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<b>Subject</b>	W	
<b>Priority Performance Challenge</b>	For achievement data, we identified writing as our priority challenge area.	
<b>Annual Performance Targets</b>	2015-2016	4th-5th Grade Writing
		Minority/Non 70/70
		FRL/Non 70/70
		IEP/Non -/70
		ELL/Non 70/70
	Girls/Boys 70/70	
	2016-2017	6th-8th Writing
		Minority/Non 63/63
		FRL/Non 63/63
		IEP/Non -/63
ELL/Non 63/63		
Girls/Boys 63/63		
	2015-2016	4th-5th Grade Writing
		Minority/Non 70/70
		FRL/Non 70/70
		IEP/Non -/70
		ELL/Non 70/70
	Girls/Boys 70/70	
	2016-2017	6th-8th Writing
		Minority/Non 63/63
		FRL/Non 63/63
		IEP/Non -/63
ELL/Non 63/63		
Girls/Boys 63/63		
<b>Interim Measures</b>	Writing Unit Assessments, Acuity	

**Postsecondary & Workforce Readiness**

Subject		
Priority Performance Challenge		
Annual Performance Targets	2015-2016	N/A
	2016-2017	N/A
Interim Measures		N/A

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

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

**Major Improvement Strategy:** 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.

**Root Cause(s) Addressed:**

Differentiated Instruction

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

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

Action Steps	
-	<p><b>Action Step #1</b></p> <p><b>Description:</b> Develop teacher understandings around the different purposes in differentiating instruction and various strategies/structures for differentiating instruction.</p> <p><b>Implementation Benchmarks:</b> Teachers will identify why it is important to differentiate instruction, the different purposes for differentiating instruction, and different strategies to support differentiation</p> <p><b>Resources:</b></p>

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	<p>General Fund</p> <p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p> <p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #2</b></p> <p><b>Description:</b> 2 Define advanced work, how to plan for it, instructional strategies that move students towards it.</p> <p><b>Implementation Benchmarks:</b> Utilizing whole staff learning time for learning about “talk moves” that promote discourse within the classroom. Follow up with visits to provide feedback on implementation</p> <p><b>Resources:</b> General Fund</p> <p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p> <p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #3</b></p> <p><b>Description:</b> Teachers will collaboratively plan and instruct using differentiation techniques. Adult Practice Phase: Teachers will plan for and apply their new learning around differentiation through Professional</p>



	<p>Learning Communities</p> <p><b>Implementation Benchmarks:</b> Look at Advanced work at every PD, create plans for how to support students toward it. Teachers visit each other's classes to see how we are accelerating student learning in order to develop common practices to support all students.</p> <p><b>Resources:</b> General Fund</p> <p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p> <p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #4</b></p> <p><b>Description:</b> Teachers will collaboratively plan and instruct using differentiation techniques. Adult Practice Phase: Teachers will plan for and apply their new learning around differentiation through Professional Learning Communities</p> <p><b>Implementation Benchmarks:</b> 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.</p> <p><b>Resources:</b> General Fund</p>

	<p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p> <p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #5</b></p> <p><b>Description:</b> Monthly MTSS Grade-level meetings to determine intervention strategies to meet student needs.</p> <p><b>Implementation Benchmarks:</b> Teachers will participate in monthly team meetings to determine intervention strategies to meet students' needs. During these meetings teachers will also develop ALPs to reflect student learning needs and course placements</p> <p><b>Resources:</b> General Fund</p> <p><b>Key Personnel:</b> Teachers, Admin, TOSA</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** 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.

**Root Cause(s) Addressed:**

Inconsistent Literacy Experience Planning

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

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

Action Steps	
-	<p><b>Action Step #1</b></p> <p><b>Description:</b> Development in reading, writing, and speaking across content levels.</p> <p>Adult Learning Phase: All teachers will learn how to support all students to read, write, and speak in their content areas through the following academic standards.</p> <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> <p><b>Implementation Benchmarks:</b> 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.</p>

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	<p>Teachers within their content areas will create common writing prompts during professional learning to use to support student daily writing towards the academic standards.</p> <p>Teachers will utilize various strategies such as accountable talk to support student discourse within their content area.</p> <p>All teachers within their professional learning communities will plan whole group and small group learning experiences, use Writing Pathways to align assessment of writing, and identify common instructional approaches (demonstration, small group, 1:1 conferences).</p> <p>All grade-levels will design at least one integrated unit for a “signature experience” which will incorporate reading, writing, and speaking, especially as the students showcase their learning.</p> <p><b>Resources:</b> General Fund</p> <p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p> <p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #2</b></p> <p><b>Description:</b> 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><b>Implementation Benchmarks:</b> All teachers will participate in Professional Learning Communities that will allow them to collaboratively plan for authentic</p>

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.

**Resources:**

General Fund

**Key Personnel:**

ILT, Teaching Partners, Admin., and Teachers

**Status:**

In Progress

**Major Improvement Strategy:** 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.

**Root Cause(s) Addressed:**

Differentiated Instruction

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

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

Action Steps	
-	<p><b>Action Step #1</b></p> <p><b>Description:</b> Understanding the traits and characteristics of traditional and non-traditional GT students, determining students for GT nomination.</p> <p><b>Implementation Benchmarks:</b> Teachers will collect a body of evidence and work with a team to determine eligibility. They will write ALPs that reflect students' strengths and needs, as well as the instructional supports they require.</p> <p><b>Resources:</b> General Fund</p> <p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p>

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	<p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #2</b></p> <p><b>Description:</b> Understanding the instructional needs of Gifted and Talented and High Potential Learners</p> <p>Adult Learning Phase: Building level professional learning opportunities to share expertise around Gifted and Talented and High Potential Learners</p> <p>Adult Learning Phase: Building level professional learning communities work involving advanced thinking/work supportive of planning instruction for GT students.</p> <p><b>Implementation Benchmarks:</b> 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.</p> <p><b>Resources:</b> General Fund</p> <p><b>Key Personnel:</b> ILT, Teaching Partners, Admin., and Teachers</p> <p><b>Status:</b> In Progress</p>
-	<p><b>Action Step #3</b></p> <p><b>Description:</b> Teachers will collaboratively plan and instruct considering the unique needs and range of needs of Gifted and Talented</p>

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and High Potential Learners.

Adult Practice Phase: Teachers will plan for and apply their new learning around Gifted Learners through Professional Learning Teams and Collaborative Learning Teams

**Implementation Benchmarks:**

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 through looking at student work, and watching each other teaching using the techniques they have learned about together.

All teachers will also engage in 1:1 coaching and/or small group team meetings to develop interventions and acceleration for individual students.

**Resources:**

General Fund

**Key Personnel:**

ILT, Teaching Partners, Admin., and Teachers

**Status:**

In Progress



## 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)