

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

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 4785 School Name: KNOWLEDGE QUEST ACADEMY SPF Year: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	71.43%	-	64.58%	73.17%	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	52.48%	-	72.04%	62.2%	-	
		W	53.52%	57.77%	-	46.24%	62.2%	-	
		S	47.53%	48.00%	-	50%	53.57%	-	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth,		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	34	25	-	49	44	-	
		M	52	70	-	45	66	-	
	W	59	45	-	66	60	-		

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	<p>MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.</p>	ELP	-	-	-	-	-	-	
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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	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: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Postsecondary & Workforce Readiness: -</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	-	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	-	-	-	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.

Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.
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Section II: Improvement Plan Information

Additional Information about the School

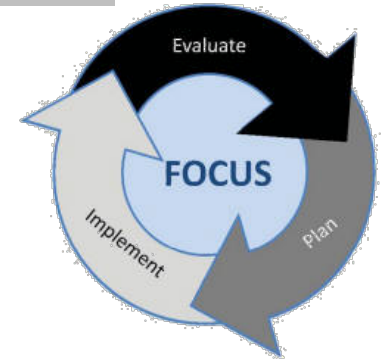
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	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):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Linda Spreitzer, Principal
	Email	lspreitzer@weldre5j.k12.co.us
	Phone	(970)587-5742 x104
	Mailing Address	705 School House Drive Milliken, CO 80543
2	Name and Title	Dave Locke, KQA Board of Directors Chairman
	Email	dave.locke.kqa@gmail.com
	Phone	(720)340-9374
	Mailing Address	705 School House Drive Milliken, CO 80543

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Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

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

1. Knowledge Quest Academy is a kindergarten through eighth grade charter school located in Milliken, Colorado. The school is part of the Weld Re5j School District and serves students from the district attendance area as well as outlying communities such as Platteville, Evans, and Greeley. Our school has experienced an increase in our student count of 18% in the past year after a sharp decline in enrollment the summer between 2011 and 2012. Data analysis was completed by the KQA staff, Accountability Committee, and KQA Board of Directors. With an increase in school population over the past year, the need to look at individual data was considered as an important part of our school data.

In this data report, it should be noted that in 2012, there were 249 students tested. In 2013, there were 193 students tested.

2. Our current performance indicates that we have continued an upward movement in our overall scores:

Year	Rating	Total %	Academic Achievement Total %	Academic Growth Total %	Growth Gaps Total %
2010	Improvement	54.4%	56.3%	58.3%	44.4%
2011	Performance	66.4%	62.5%	70.8%	61.5%
2012	Performance	70.3%	59.4%	70.8%	80.0%
2013	Performance	74.0%	68.8%	75.0%	77.3%

In our subgroup/disaggregated populations for 2013, we only received data in the area of Students Needing to Catch Up due to the size of our school population. In all other categories our N<20.

Elementary:

3 rd Grade	2010	2011	2012	2013
Reading	78	64	64	71 Below State Average
Writing	64	32	34	47 Below State Average
Math	80	60	68	81 Above State Average

State: Reading: 73 Writing: 51 Math: 72

4 th Grade	2010	2011	2012	2013
Reading	63	79	61	62 Below State Average
Writing	47	56	34	38 Below State Average
Math	63	81	63	55 Below State Average

State: Reading: 68 Writing: 53 Math: 72

5th Grade	2010	2011	2012	2013	
Reading	79	66	84	61	Below State Average
Writing	63	55	63	45	Below State Average
Math	63	81	63	70	Above State Average
Science	51	41	67	48	At State Average
State:	Reading: 70	Writing: 57	Math: 65	Science: 48	

Middle:

6th Grade	2010	2011	2012	2013	
Reading	77	83	71	86	Above State Average
Writing	51	60	57	67	Above State Average
Math	43	71	54	76	Above State Average
State:	Reading: 73	Writing: 58	Math: 62		

7th Grade	2010	2011	2012	2013	
Reading	63	76	91	48	Below State Average
Writing	58	73	71	57	Below State Average
Math	42	45	60	38	Below State Average
State:	Reading: 68	Writing: 61	Math: 55		

8th Grade	2010	2011	2012	2013	
Reading	54	67	79	80	Above State Average
Writing	42	56	65	60	Above State Average
Math	21	37	32	57	Above State Average
Science	42	52	41	57	Above State Average
State:	Reading: 67	Writing: 56	Math: 51	Science: 52	

Elementary Growth:				
4th Grade	2010	2011	2012	2013
Reading	42	43	55	52
Writing	59	32	45	74
Math	33	53	53	34
5th Grade	2010	2011	2012	2013
Reading	52	39	56	48
Writing	44	46	41	59
Math	42	49	58	61
Middle School Growth:				
6th Grade	2010	2011	2012	2013
Reading	38	54	47	48
Writing	53	47	48	57
Math	32	62	34	48
7th Grade	2010	2011	2012	2013
Reading	40	64	61	34
Writing	39	82	65	44
Math	36	73	60	67
8th Grade	2010	2011	2012	2013
Reading	40	47	70	48
Writing	48	61	58	67
Math	28	47	52	75
Elementary - Adequate Growth (FRL):				
	2010	2011	2012	2013
Reading	27	42	36	N<20
Writing	43	54	44	N<20
Math	55	61	65	N<20
Elementary- Actual Growth (FRL):				
	2010	2011	2012	2013

Reading	48	41	68	N<20
Writing	50	32	44	N<20
Math	38	48	56	N<20

Students Needing to Catch Up: 2012 only*

Reading	AGP 70	MGP 72	Yes	+2
Writing	AGP 66	MGP 46	No	-20
Math	AGP 75	MGP 61	No	-14

*Prior to 2012, KQA did not identify this population because our population was N < 20.

Students Needing to Catch Up: 2013

Reading	AGP 75	MGP 55	No	-20
Writing	AGP 67	MGP 70	Yes	+3
Math	AGP 75	MGP 39	No	-36

All other sub groups: N<20

Middle School - Adequate Growth (FRL):

	2010	2011	2012	2013	
Reading	41	30	42	32	Adequate Growth: Yes
Writing	68	63	54	52	Adequate Growth: Yes
Math	85	83	85	76	Adequate Growth: No

Middle School - Actual Growth (FRL):

	2010	2011	2012	2013
Reading	43	39	69	44
Writing	43	63	63	66
Math	24	58	56	63

Students Needing to Catch Up: 2012 only*

Reading	AGP 61	MGP 67	Yes	+6
Writing	AGP 55	MGP 62	Yes	+7
Math	AGP 76	MGP 44	No	-32

*Prior to 2012, KQA did not identify this population because our population was N < 20.

Students Needing to Catch Up: 2013

Reading	N<20			
Writing	AGP 75	MGP 70	No	- 5
Math	AGP 93	MGP 75	No	- 18

Middle School Minority Students - Adequate Growth:

	2010	2011	2012	2013	
Reading	74	33	39	37	Adequate Growth: Yes
Writing	55	64	55	59	Adequate Growth: Yes
Math	72	80	76	83	Adequate Growth: No

Middle School Minority Students – Actual Growth:

Reading	34	40	68	42
Writing	48	43	62	68
Math	35	31	44	61

Middle School Students Needing to Catch Up: 2012 only*

Reading	AGP 61	MGP 67	Yes	+6
Writing	AGP 77	MGP 52	No	-25
Math	AGP 91	MGP 59	No	-32

*Prior to 2012, KQA did not identify this population because our population was N <20.

Middle School Students Needing to Catch Up: 2013

Reading	AGP N<20	MGP N<20		
Writing	AGP 75	MGP 70	Yes	+5
Math	AGP 93	MGP 75	No	-18

All other sub groups: N<20

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

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

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading : Elementary : N≥ 71.65% Middle: N≥81.31%	Elementary: 64.58% Middle: 73.17%	<p>Our school experienced an extreme decline in population during the time between the goals from the previous year to this testing period. In 2012, there were 248 students that were tested. In 2013, there were 193 students tested. Our enrollment has increased this past year by more than 65 students. We realize that the data needs to be examined on a an individual student basis for accurate planning.</p> <p><u>Reading:</u> We implemented the Daily 5 and the CAFÉ across the elementary grades which provided more engagement and individualization of reading instruction. We further implemented reading strategies in cross-curricular areas to improve content area acquisition of knowledge.</p> <p><u>Math:</u> We completed vertical articulation regarding preceding grade level performance expectations, creating a K-8 understanding of skills that are taught to mastery in each grade level, as well as those skills necessary in ensuing grade level math instruction.</p>
	Math: Elementary: N≥ 72.89% Middle: N≥ 54.48%	Elementary: 72.04% Middle: 62.2%	
	Writing: Elementary: N≥ 55.52% Middle: N≥ 63.89%	Elementary: 46.24% Middle: 62.2%	
	Science: Elementary: N ≥ 68.09% Middle: N≥ 50%	Elementary: 50% Middle: 53.57%	
Academic Growth	Reading: Elementary: N≥ 56% Middle: N≥ 62%	Elementary: 49% Middle: 44%	
	Math: Elementary: N≥52% Middle: N≥ 73%	Elementary: 45% Middle: 66%	
	Writing: Elementary: N≥ 55%	Elementary: 66%	

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Middle: N≥ 53%	Middle: 60%	
Academic Growth Gaps	Reading: All School: 60.3% 10 out of 12 Targets Met Math: All School: 50% 6 out of 12 Targets Met	Elementary: 75% Middle: 50% Elementary: 25% Middle: 83.3%	<p><u>Writing:</u></p> <p>A modification in curriculum occurred with the main curriculum for writing being Daily Language Instruction and Shurley Grammar as a supplemental curriculum. Previously, Shurley Grammar had been much more prevalent in instruction.</p> <p>More focus was placed on writing across curriculum and more class time devoted to writing activities, rather than a heavy focus on structural grammar.</p> <p>Because all students received this change in instruction, we believe it had a great impact on our students – whether they were new to our school or existing students from previous years.</p>
	Writing: All School: 56% 9 out of 12 Targets Met	Elementary: 100% Middle: 100%	
Postsecondary & Workforce Readiness	N/A	N/A	<p><u>Science:</u></p> <p>Continued implementation of required science fair projects with individualized instruction in the middle grades. Additional course work was available as an elective in the areas of robotics, physical science, and chemistry through our elective classes.</p>

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)	2011 62.5% 15.6 out of 25 Points 2012 59.4% 14.9 out of 25 Points 2013 68.8% 17.2 out of 25 Points	The notable trend that is indicated by our data study of academic achievement includes a concern with the overall level of achievement as that is the overarching category that can benefit from improvement.	In examining the root causes, the change in population of our school did become a factor in the level of achievement. Individual scores indicate incoming students at lower levels of achievement at times. Overall, we recognize the need for higher levels or rigor, especially for those students ready to move forward to higher levels of achievement. Further reflection on correlation to other testing measures aligned to the TCAP scores and examination of student paragraph writing and opportunities to write and speak for different audiences and purposes was an area of focus. Writing achievement across the K-8 scope of our school indicated that the changes that were implemented had a correlating positive effect on our assessment. Math instruction needs a more leveled, individualized approach to fill in gaps and increase student learning. During the 2013-2014 school year, students will be placed into math groups based upon their needs and mathematical ability. Supplemental math will also be utilized in the middle grades to provide added grade level exposure to higher ideas in math.
Academic Growth	2011 70.8% 35.4 out of 50 Points 2012 70.8% 35.4 out of 50 Points	The notable trend in academic growth is that no matter what	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2013 74% 37.5 out of 50 Points	level a student enters at academically, there is a trend that demonstrates the ability to grow and achieve at a higher level than previously. Our data suggests that this is a stable trend ranging in the 70 -74% range each year.	
Academic Growth Gaps	2011 61.5% 15.4 out of 25 Points 2012 80% 20 out of 25 Points 2013 77.3% 17.2 out of 25 Points	The notable trend that is indicated by our data study of Academic Growth Gaps includes a positive connection with the overall level of growth. This tends to be one of our strong points as a school and is a result of careful progress monitoring, direct instruction, and Rtl implementation within our school.	
Postsecondary & Workforce Readiness	N/A		

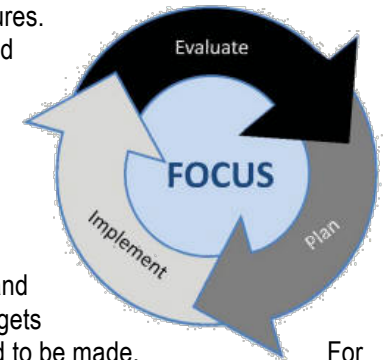
Section IV: Action Plan(s)

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP , CoAlt/CSAP A, Lectura, Escritura	R	Meet or exceed state/federal expectations.	Elementary: N ≥ 71.65% Middle: N ≥ 71.43%	Elementary: N ≥ 71.65% Middle: N ≥ 73.17%	Elementary: DIBELS, Acuity, Individualized Instruction, Accelerated Reader Middle: Acuity, Individualized Instruction, Accelerated Reader, Data Analysis	Implement the Daily 5 and CAFÉ strategies for the elementary reading program which will provide more engagement and individualization of reading instruction. Implementation of reading strategies taught in the cross curricular areas. Shared data at conferences with students and parents.
		M	Meet or exceed state/federal expectations.	Elementary: N ≥ 70.89% Middle: N ≥ 52.48%	Elementary: N ≥ 72.04% Middle: N ≥ 62.2%	Elementary/Middle: Acuity, STAR Math, Individualized Instruction, Data Analysis	Vertical articulation regarding preceding grade level performance expectations and scope. Restructuring math instructional levels for grades 3-8 to allow for acceleration or remediation. Reflection on correlation to other testing measures aligned with TCAP scores. Additional site licenses for STAR math for student data.
		W	Meet or exceed state/federal expectations.	Elementary: N ≥ 53.52% Middle:	Elementary: N ≥ 53.53% Middle:	Elementary/Middle: Utilization of rubrics and individualized instruction to improve writing	Vertical articulation regarding preceding grade level performance expectations and scope

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				57.77%	N ≥ 62.2%	performance. Implementation of Daily Language Instruction.	are being aligned into a K-8 continuous spiral that encompasses specific writing skills at each grade level. Reflection on correlation to other testing measures/rubrics aligned to TCAP scores.
		S	Meet or exceed state/federal expectations.	Elementary: N ≥ 47.53% Middle: N ≥ 48%	Elementary: N ≥ 50% Middle: N ≥ 53.57%	Elementary/Middle: Utilization of rubrics and individualized instruction to improve science performance. Middle school will continue to implement a mandatory science fair project which will also include interdisciplinary aspects such as reading, writing, technology, graphs, art, and math skills.	Continued implementation of the required science fair projects with individualized instruction. Increased instruction in the areas of physical science and chemistry in middle school.
Academic Growth	Median Growth Percentile (TCAP/CSA P & ACCESS)	R	Meet or exceed state/federal expectations.	Elementary: N ≥ 34% Middle: N ≥ 25%	Elementary: N ≥ 49% Middle: N ≥ 44%	Focus on individualized instruction and assessment in reading and writing. Leveled math instruction with supplemental small group instruction. Charting of student data on an ongoing basis.	Implement the Daily 5 and CAFÉ strategies for the elementary reading program which will provide more engagement and individualization of reading instruction. Implementation of reading strategies taught in the cross curricular areas. Shared data at conferences with students and parents.
		M	Meet or exceed state/federal	Elementary:	Elementary:	Acuity, STAR Math, Individualized Instruction,	Vertical articulation regarding preceding grade

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			expectations.	N ≥ 52% Middle: N ≥ 70%	N ≥ 52% Middle: N ≥ 70%	Data Analysis	level performance expectations and scope. Restructuring math instructional levels for grades 3-8 to allow for acceleration or remediation. Reflection on correlation to other testing measures aligned with TCAP scores. Additional site licenses for STAR math for student data.
		W	Meet or exceed state/federal expectations.	Elementary: N ≥ 59% Middle: N ≥ 45%	Elementary: N ≥ 66% Middle: N ≥ 60%	Utilization of rubrics and individualized instruction to improve writing performance. Utilize cross content writing as a strategy to improve writing.	Vertical articulation regarding preceding grade level performance expectations and scope are being aligned into a K-8 continuous spiral that encompasses specific writing skills at each grade level. Reflection on correlation to other testing measures/rubrics aligned to TCAP scores.
		EL P	N/A				
Academic Growth Gaps	Median Growth Percentile	R	Reading: All School: 60.3% 10 out of 12 Targets Met	All School: 60.3% 11 out of 12 Targets Met	All School: 12 out of 12 Targets Met	Focus on individualized instruction and assessment in reading and writing.	Implement the Daily 5 and CAFÉ strategies for the elementary reading program which will provide more engagement and individualization of reading instruction
		M	Math: All School: 53%	All School: 56%	All School:	Math leveled grouping and smaller remedial and enrichment groups.	Vertical articulation regarding preceding grade level performance

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			9 out of 12 Targets Met	10 out of 12 Targets Met	12 out of 12 Targets Met		expectations and scope. Restructuring math instructional levels for grades 3-8 to allow for acceleration or remediation. Reflection on correlation to other testing measures aligned with TCAP scores. Additional site licenses for STAR math for student data.
		W	Writing: All School: 56% 9 out of 12 Targets Met	All School: 53% 10 out of 12 Targets Met	All School:56% 12 out of 12 Targets Met	Focus on individualized instruction and assessment in reading and writing	Vertical articulation regarding preceding grade level performance expectations and scope are being aligned into a K-8 continuous spiral that encompasses specific writing skills at each grade level. Reflection on correlation to other testing measures/rubrics aligned to TCAP scores.
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				

Action Planning Form for 2013-14 and 2014-15

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

Major Improvement Strategy #1: Increase student engagement and individualize instruction in the elementary grades.

Root Cause(s) Addressed: Lack of student engagement in reading and writing; increase in strategies for individual growth.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Training and implementation of the Daily 5 strategies in grades K-8	Continue implementation and refine strategies. Review Data to drive further implementation.	Additional training in the Daily 5 strategies.	All core classroom teachers, support staff	*This will be a challenge as we are in a severe budget deficit with the teachers have 6 furlough days that are in the place of staff development/staff work days/ No money is available for purchasing materials or providing training for staff this year	Cross grade level implementation of strategies that include a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence.	In progress - Some staff received training and assist with the implementation for other staff.
Training and implementation of the CAFÉ strategies in grades K-8 *This will be a challenge as we are in a severe budget deficit with the teachers have 6 furlough	Refine strategies and review data to drive future	Additional training in the CAFÉ strategy	All core classroom teachers, support staff	*This will be a challenge as we are in a severe budget deficit with the teachers have 6 furlough days that are in the place of staff development/staff work days/ No money is available for purchasing	Cross grade level implementation of instruction in Comprehension, Accuracy, Fluency, and Expanding Vocabulary, including goal-setting with students in individual conferences, posting of goals on a	In progress - Some staff received training and assist with the implementation for other staff.

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<p>days that are in the place of staff development/staff work days/ No money is available for purchasing materials or providing training for staff this year.</p>	<p>instruction. S</p>		<p>materials or providing training for staff this year</p>	<p>whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs and fine tuning one on one conferring.</p>	
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* 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: Increase overall writing scores by individualizing instruction and improving vertical articulation between grade levels.

Root Cause(s) Addressed: Lack of continuous curriculum articulation in grades K-8; need for vertical articulation to assess instruction and expectations for writing performance.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Vertical articulation between grade levels and assessment as to how the grade level	Continue implementation and refine strategies. Review Data to drive further implementation.	Review the grade level implementation and refine strategies. Update school wide map. Review Data to drive further implementation	Curriculum Committee, Staff	*This will be a challenge as we are in a severe budget deficit with the teachers have 6 furlough days that are in the place of staff development/staff work days/ No money is available for purchasing materials or providing training for staff this year	Cross grade level implementation of strategies that include a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence	In progress - Some staff received training and assist with the implementation for other staff.

* 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 : Individualized instruction in grade 3-8 math that produces positive growth. Restructuring of current schedule to allow cross grade movement.
Root Cause(s) Addressed: Focus on identifying the underlying skills that students need to achieve to mastery in order to proceed to higher levels of mathematics. Many students lack mastery of fundamental math skills such as addition, subtraction, multiplication, and division.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Assessment of student skills and placing students into appropriate strategic groups for instruction.	Refine, assess, design, and implement an appropriate schedule to address growth and math competency concerns. Review data to drive future instruction.	Review data to drive future instruction	All core classroom teachers, support staff	*This will be a challenge as we are in a severe budget deficit with the teachers have 6 furlough days that are in the place of staff development/staff work days/ No money is available for purchasing materials or providing training for staff this year	Implement new class structures for math instruction. Progress monitor student growth. Begin utilization of other math support practices such as Khan Academy.	Year one of 3-8 implementation in progress. Will review data at end of year to determine next steps.

* 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)