

**Colorado's Unified Improvement Plan for Schools for 2011-12  
Preliminary Report**

Organization Code: 0180      District Name: ADAMS-ARAPAHOE 28i      School Code: 0219      School Name: APS ONLINE SCHOOL (H)      Plan type based on: 3 Year

**Section I: Summary Information about the School**

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. 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 — Adequate Yearly Progress (AYP) — and state accountability expectations — School Performance Framework (SPF) data. The columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations		2010-11 School Results		Meets Expectations?		
		1-year	3-years	1-year	3-years			
<b>Academic Achievement (Status)</b>	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.	Reading	73.3%	72.2%	N/A	N/A	Overall Rating for Academic Achievement:  -  * Consult your SPF for the ratings for each content area at each level.	
		Math	33.5%	30.5%	N/A	N/A		
		Writing	50.0%	49.6%	N/A	N/A		
		Science	50.0%	50.0%	N/A	N/A		
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*.	Overall number of targets for School: 4		Overall % of targets met by School: 75.0%		Reading	YES	
<b>Academic Growth</b>	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing. Expectation: If school met adequate growth, then median SGP is at or above 45. If school did not meet adequate growth, then median SGP is at or above 55.		Median Adequate SGP	Median SGP			Overall Rating for Academic Growth:  N/A  * Consult your SPF for the ratings for each content area at each level.	
		Reading	N/A	45/55	Median SGP:	N/A		
		Math	N/A	45/55	Median SGP:	N/A		
		Writing	N/A	45/55	Median SGP:	N/A		

\* To see annual AYP targets, go to: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp)

\*\* To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations		2010-11 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your School Performance Framework Report for a listing of median adequate growth percentiles for your school's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.		See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups.		Overall Rating for Growth Gaps:  N/A
	Postsecondary and Workforce Readiness	Graduation Rate Expectation: 80% on the best of the 4-year, 5-year, 6-year or 7-year graduation rate.	80% or above		Best of 4-year through 7-year Grad Rate	
Dropout Rate Expectation: At or below State average.		1-year	3-years	1-year	3-years	
Average ACT Composite Score Expectation: At or above State average.		1-year	3-years	1-year	3-years	
		20.0	20.1	16.3	16.3	

**Accountability Status and Requirements for Improvement Plan**

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Turnaround	Based on preliminary results, the school has not met state expectations for attainment on the be performance indicators and is required to adopt and implement a Turnaround Plan. The plan must submitted to CDE by January 17, 2012 to be uploaded on SchoolView.org. Refer to the UIP that all website for more detailed directions on plan submission, as well as the UIP Handbook to ensure required elements are captured in the school's plan. Final results will be available in November 2011.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years.**	N/A	Not identified for Improvement under Title I.

**Section II: Improvement Plan Information**

**Directions:** This section should be completed by the school or district.

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Title I Program	Does the school receive Title I funds? If yes, indicate the type of Title I program	<input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Schoolwide
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

**Improvement Plan Information**

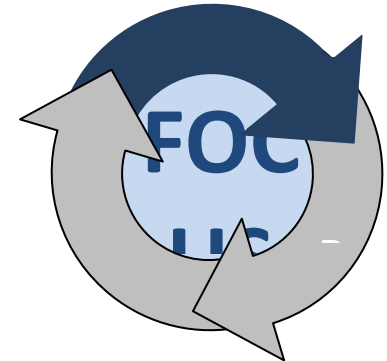
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability     Title IA     Tiered Intervention Grant     School Improvement Grant     Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Randy Wood, Principal
	Email	<a href="mailto:rjwood@aps.k12.co.us">rjwood@aps.k12.co.us</a>
	Phone	303-326-1100
	Mailing Address	APS Online High School, 11700 E. 11 <sup>th</sup> Ave. , Aurora, CO 80016
2	Name and Title	Mary Obee, Secretary
	Email	<a href="mailto:mobee@aps.k12.co.us">mobee@aps.k12.co.us</a>
	Phone	303-326-1100
	Mailing Address	APS Online High School, 11700 E. 11 <sup>th</sup> Ave. , Aurora, CO 80016

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

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your school. 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 (with more than one data source) 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.



**Worksheet: Progress Monitoring of Prior Year’s Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year (Targets set in last year’s plan)	Target met? How close was school in meeting the target?
Academic Achievement (Status)	*We opened for operations in 10-11 and there are no previous targets, We only have one year of data.	As data becomes available we will be able to establish areas of improvement.
Academic Growth	We opened for operations in 10-11 and there are no previous targets, We only have one year of data.	As data becomes available we will be able to establish areas of improvement.
Academic Growth Gaps	We opened for operations in 10-11 and there are no previous targets, We only have one year of data.	As data becomes available we will be able to establish areas of improvement.
Post Secondary Readiness	We opened for operations in 10-11 and there are no previous targets, We only have one year of data.	As data becomes available we will be able to establish areas of improvement.

**Worksheet: Data Analysis**



**Directions:** This chart supports planning teams in recording and organizing observations about school-level data for 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. Prioritize the performance challenges that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the “last year’s targets” worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>The only available data for 210-11 is ACT results.</p> <p>In 2010-11 on the English subtest, the average score for our students was: 14.7</p> <p>In 2010-11 on the Math subtest, the average score for our students was: 16.1</p> <p>In 2010-11 on the Reading subtest, the average score for our students was: 16.6</p> <p>In 2010-11 on the Science subtest, the average score for our students was: 17.1</p>	<p>The average score for our students in English was 4.3 points below the state average</p> <p>The average score for our students in Math was 3.9 points below the state average</p> <p>The average score for our students in Reading was 3.3 points below the state average</p> <p>The average score for our students in Science was 3.1 points below the state average</p>	<p>Core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs due to:</p> <ul style="list-style-type: none"> <li>• lack of knowledge of student starting points</li> <li>• lack of differentiation within the online computer program</li> </ul>
Academic Growth	<p>There was no reportable growth data for the 210-11 school year. School established in 10-11. Data pending-</p>		

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	There was no reportable growth data for the 210-11 school year. School established in 10-11. Data pending.		
Post Secondary Readiness	Students scored 16.3 on ACT composite score. This was on 29/140 students.	<p>The average score for our students in English was 3.3 points below the ACT Readiness Benchmark</p> <p>The average score for our students in Math was 5.9 points below the ACT Readiness Benchmark</p> <p>The average score for our students in Reading was 3.4 points below the ACT Readiness Benchmark</p> <p>The average score for our students in Science was 6.9 points below the ACT Readiness Benchmark</p>	<p>Core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs due to:</p> <ul style="list-style-type: none"> <li>• lack of knowledge of student starting points</li> <li>• lack of differentiation within the online computer program</li> </ul>
	One Year Drop Out Rate: 9.7%	The school is 2.8% higher than the district rate and 5.8% higher than the state average	There is a lack of and consistent use of interventions in the areas of: student engagement & course completion rate

**Data Narrative for School**

**Directions:** Describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.



**Data Narrative for School**

<p><b>Trend Analysis and Performance Challenges:</b> What data did we use to identify trends? What are the positive and negative trends in our school's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our school? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?</p>		<p><b>Root Cause Analysis:</b> Why do we think our school's performance is what it is? How did we determine that?</p>
<p><b>Verification of Root Cause:</b> What evidence do we have for our conclusions?</p>		

Executive Summary:

**Program Descriptions:**

**Program 1: APS Online High School – Full-Time Online Learning Program**

“Providing Students a Choice to be Successful”

This program provides students with a full-time alternative to traditional “bricks-and-mortar” learning experience. The program serves students, grades 9 – 12, from various groups including alternative learners, students with special medical needs, students in military families, pregnant and new mothers, students who want to accelerate their high school career, and students who might otherwise drop out of the system. APS-Online provides a path to graduation and an APS -Online High School diploma.

Students work with Education 2020 (E2020), a fully online program. Students’ work is self-paced using multi-media courseware. The courseware, provided by E2020, has been customized to match the APS curriculum pacing guidelines. The courses include text-based, integrated audio/video, and full hypermedia presentations. In addition to working with the online material, each student is required to attend twice-weekly sessions that are used for course interaction, testing, and academic skills remediation as appropriate. The online courses are staffed with highly qualified instructors provided by E2020; the live sessions are staffed by APS instructors. The APS staff takes an active role in keeping contact with APS Online students and their parents.

APS-Online students are provided with network-enabled laptop computers while they are participating in the program on an as-needed basis. Approximately 30% of the students receive these computers.

Number of Participants: APS-Online HS has approx. 200 full-time students. The program is expected to grow to 250-300 students by the end of the 2011-12 academic year.

Students participating in the APS-Online HS Program are supported by district per-student funding, half of the students allocation going to the district and half to the APS-Online HS program.

The APS-O instructors are funded by APS as full-time PT/ADMIN positions with year round responsibilities.

While APS serves grades 9<sup>th</sup> – 12<sup>th</sup> the majority of our students are in 11<sup>th</sup> and 12<sup>th</sup> grades with a preponderance of 12<sup>th</sup> graders in their fourth, fifth, and sixth senior year. This has a great effect on our graduation rates.

Based on the analysis of the only available data for 210-11 (ACT results) we found:

- In 2010-11 on the English subtest, the average score for our students was: 14.7
- In 2010-11 on the Math subtest, the average score for our students was: 16.1
- In 2010-11 on the Reading subtest, the average score for our students was: 16.6
- In 2010-11 on the Science subtest, the average score for our students was: 17.1

In addition, analysis of course completion by student at the school level revealed that 18% in math and 25% in science courses were completed. Teachers also interviewed students to find out why they were not completing math and science courses.

#### **Root Cause –Proficiency & Post-Secondary Workforce Readiness:**

Considering both the limited data noted above and data gathered by APS Online staff and district staff, it was concluded that Core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs due to:

- lack of knowledge of student starting points
- lack of differentiation within the online computer program

Verification of this root cause was found in the course completion data for math and science and subsequent interviews with students.

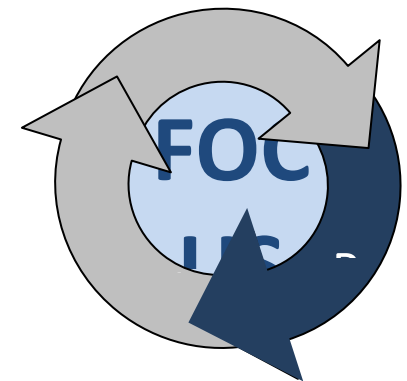
#### **Section IV: Action Plan(s)**

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Goals Form below. Then you will 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).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: [www.cde.state.co.us/FedPrograms/danda/aypprof.asp](http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp). Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. 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. Finally, list the major improvement strategies that will enable the school to meet each target. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.



Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	The average score for our students in Reading was 3.3 points below the state average	The 2012 ACT score will increase to 18.6	The 2013 ACT score will increase to 20.6	ACT Practice Assessment  MAPS Assessment	The development of expertise in precise instruction based on data analysis, backwards planning and subsequent goal setting through augmenting the curriculum.
		M	The average score for our students in Math was 3.9 points below the state average	The 2012 ACT score will increase to 18.1	The 2013 ACT score will increase to 20.1	ACT Practice Assessment  MAPS Assessment	The development of expertise in precise instruction based on data analysis, backwards planning and subsequent goal setting through augmenting the curriculum.
		W	The average score for our students in English was 4.3 points below the state average	The 2012 ACT score will increase to 16.7	The 2013 ACT score will increase to 18.7	ACT Practice Assessment  MAPS Assessment	The development of expertise in precise instruction based on data analysis, backwards planning and subsequent goal setting through augmenting the curriculum.
		S	The average score for our students in Science was 3.1 points below the state average	The 2012 ACT score will increase to 19.1	The 2013 ACT score will increase to 21.1	ACT Practice Assessment  MAPS Assessment	The development of expertise in precise instruction based on data analysis, backwards planning and subsequent goal setting through augmenting the curriculum.
	AYP	R					
		M					
	Academic Growth	Median Student Growth Percentile	R				
			M				
W							

Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate		<p>Only 30% of our seniors who need 6 or less credits starting at the beginning of the school year are ready to graduate at the end of the school year.</p> <p>Students cannot apply math concepts. 82% of our students do not complete math courses for credit.</p> <p>Students cannot apply science concepts. 75% of our students do not complete science courses for credit.</p>	<p>50% of this group complete.</p> <p>Have a course completion rate of 50% completed for credit with a C or better in both Math &amp; Science.</p>	<p>75% of this group complete (students within 6 credits of graduation at the beginning of the year.)</p> <p>Have a course completion rate of 75% complete for credit with a C or better in both Math &amp; Science.</p>	Quarterly course completion rate data gathered	<p>Enhance/increase counseling and mentorship for 5<sup>th</sup> and 6<sup>th</sup> year students Establish GED program for “timing out” seniors</p> <p>Hiring a highly qualified teacher in science.</p> <p>Providing students with appropriate instructional models.</p> <p>Modify the instructional approach to teaching science and math in a blended learning environment.</p>
	Dropout Rate		<p>9.7% of students who leave APS Online over one year drop completely out of the public school system</p>	<p>District Average Dropout Rate of 6.9%</p>	<p>State Average Dropout Rate of 3.9%</p>	Exit Survey for students	<p>Enhance/increase mentorship for students and families.</p> <p>RTI for students at risk of leaving APS Online</p>
	Mean ACT		<p>Students scored 16.3 on ACT composite score. This was on 29/140 students.</p>	<p>16.9 on (improvement of 5 percentiles)</p>	<p>17.5 (improvement of 5 percentiles)</p>	Practice ACT Exam	Align curriculum to college readiness standards

**Action Planning Form**

**Directions:** Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** The development of expertise in precise instruction based on data analysis, backwards planning and subsequent goal setting through augmenting the curriculum in order to improve ACT scores to meet post secondary & workforce readiness requirements.

**Root Cause(s) Addressed:** Core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs due to:

- lack of knowledge of student starting points

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  School Improvement Grant

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)
MAP testing for skills assessment	Oct. 2011 – April 2012	Randy Wood, Lisa Escarcega, Peggy Carlson, APS Online staff	Department of Research and Accountability will fund testing for all APS Online students. Application Services will set up testing. APS Online staff will administer tests.	Oct – pre testing April – post testing	In Progress
Add content area specific ACT courses to the curriculum and monitor course completion	July 2011	Dol Director, Randy Wood	E2020 software courses	Oct – quarter completion rate Jan – quarter completion rate March– quarter completion rate May– quarter completion rate	Completed
Conduct Practice ACT Exam	Oct. 2011- June 2012	APS Online Staff	ACT Prep and Practice Exam	April – practice exam	Not Begun

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

**Major Improvement Strategy #2:** Ensure that students have viable alternatives to APS Online curriculum should students not find success in the credit-based program

**Root Cause(s) Addressed:** Core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs.

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  School Improvement Grant

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)
Institute a GED program within APS Online and monitor student completion rate of min-courses and via successful passing of the GED exam	Sep. 2011 - June 2012	APS Online Staff	GED Curriculum GED Pretest E2020	Quarterly completion rates of mini-courses  Quarterly completion rate of passing GED exam	In Progress
Strengthen relationship with APS' GED Program and Rebound Program so as to ensure alternative opportunities for students	July 2011 – June 2012	APS Online Staff GED Program Staff Rebound Program Staff	Program Overviews	Quarterly monitoring of student transfer and dropout rates	In Progress

**Major Improvement Strategy #3:** Increase collaborative learning opportunities

**Root Cause(s) Addressed:** Course completion rate due to core classroom instruction does not provide enough specific targeted instruction to support students with a variety of needs due to:

- lack of differentiation within the online computer program

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

- School Plan under State Accountability   
  Title IA School Improvement/Corrective Action Plan   
  Application for a Tiered Intervention Grant  
 Title I schoolwide or targeted assistance plan requirements   
  School Improvement Grant

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)
Differentiated math course delivery that augments e2020 online content and curriculum. Synchronous lessons in person and at a distance.	Aug. 2011 – May 2012	Melissa Brysh	30 iPadTablets – local Mill funded Adobe Connect – Educational Technology	Oct – quarter completion rate Jan – quarter completion rate March– quarter completion rate May– quarter completion rate	In Progress
Differentiated science course delivery that augments e2020 online content and curriculum. Actual laboratory experiments conducted on site.	Aug. 2011 – May 2012	Shannon Boutwell	Host school lab space Host school lab equipment APSOL lab supplies	Oct – quarter completion rate Jan – quarter completion rate March– quarter completion rate May– quarter completion rate	In Progress
English improvement in applied writing skills with 11 <sup>th</sup> graders	Aug. 2011 – May 2012	Matt Ashlock/David Brysh	Idea writing (e2020 content)	Oct – quarter grades earned Jan – quarter grades earned March– quarter grades earned May– quarter grades earned	In Progress

## Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)