

**Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2010-11**

Organization Code: 0010

District Name: MAPLETON 1

AU Code: 01010

AU Name: ADAMS 1 MAPLETON

DPF Year: 1 Year

Accountable By: 1 Year

**Section I: Summary Information about the District/Consortium**

**Directions:** CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView ([www.schoolview.org](http://www.schoolview.org)). The tables below have been pre-populated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 District Results			Meets Expectations?				
		R	Elem	MS	HS	Elem	MS	HS	R	Elem	MS	HS
<b>Academic Achievement (Status)</b>	<b>CSAP, CSAP-A, Lectura, Escritura</b> 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	R	71.5%	70.5%	71.5%	46.5%	48.0%	52.3%	<b>Overall Rating for Academic Achievement:</b> <b>Does Not Meet</b>  * Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.5%	50.0%	32.2%	48.1%	26.3%	15.2%				
		W	54.7%	56.4%	48.6%	33.7%	33.9%	27.2%				
		S	48.0%	45.6%	48.9%	18.4%	19.1%	26.3%				
	<b>ESEA: Adequate Yearly Progress (AYP)</b> Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state ( <a href="http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp">http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp</a> )	Overall number of targets for Districts: 114			% of targets met by District: 86.0%			R	YES	NO	YES	
								M	NO	NO	NO	
								Grad	--	--	NO	
	<b>IDEA: CSAP, CSAPA for Students with Disabilities on IEPs</b> Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%			44.0%			NO			
		M	59.5%			40.0%			NO			

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 District Results			Expectations Met?	
<b>Academic Growth</b>	<b>Median Student Growth Percentile</b> If school did not meet adequate growth: then median SGP is at or above 55 Expectation: If school met adequate growth: then median SGP is at or above 45 Description: Growth in CSAP for reading, math and writing	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Meets</b> * Consult your District Performance Framework for the ratings for each content area at each level.	
			Elem	MS	HS	Elem	MS		HS
		R	48	50	53	53	53		62
		M	66	89	99	49	46		60
	W	66	75	90	48	47	60		
<b>Academic Growth Gaps</b>	<b>Median Student Growth Percentile</b> Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.			See your district's performance frameworks for listing of median growth by each subgroup.			Overall Rating for Growth Gaps: <b>Approaching</b> * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
<b>Post Secondary/ Workforce Readiness</b>	<b>Graduation Rate</b> Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)			Overall (08-09)	59.2%		Does Not Meet	
					IEPs (08-09)	76.7%		NO	
	<b>Dropout Rate</b> Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%		Overall (08-09)	8.2%		Approaching	
		IEPs	2.4%		IEPs (08-09)	4.9%		NO	
<b>Mean ACT Composite Score</b> Expectation: At or above State average	20			17.5			Approaching		

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 Grantee Results	Meets Expectations?
<b>English Language Development and Attainment</b>	<b>AMAO 1</b> Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	48% of students meet AMAO 1 expectations	48.84%	YES
	<b>AMAO 2</b> Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	9.19%	YES
	<b>AMAO 3</b> Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	88.24%	NO

**Educator Qualification and Effective Measures**

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
<b>Teacher Qualifications</b>	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	98.6%	NO
			2008-09	99.9%	NO
			2009-10	99.7%	NO

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
<b>State Accountability and Grant Programs</b>			
<b>Recommended Plan Type for State Accreditation</b>	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement Plan	The district is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on DistrictView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for District Improvement Plans to ensure that all required elements are captured in the district's plan.
<b>Dropout/Re-engagement Designation to Increase Graduation Rates</b>	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	High Priority Graduation district.	The district has been identified as a High Priority Graduation District by the state and is required to complete a Student Graduation and Completion Plan in accordance with CRS 22-14-107. The district is expected to use the UIP to meet these requirements. Districts are expected to revise their plan and submit by January 17, 2011. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are met in the district's plan.
<b>ESEA Accountability</b>			
<b>Program Improvement or Corrective Action (Title IA)</b>	District missed AYP target(s) in the same content area and level for at least two consecutive years	Corrective Action – Year 5	The district is required to revise the corrective action plan for Title I so that it goes beyond the previous plan. The plan must be submitted to CDE by January 17, 2011 using the Unified Improvement Planning template. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
<b>2141c (Title IIA)</b>	District did not make district AYP and did not meet HQ targets for three consecutive years	District has been identified under 2141c	District must enter into an agreement with CDE on the use of Title IIA funds by using the UIP. Incorporate strategies to strengthen staff capacity and improve professional development into your improvement plan. In addition, complete Section V of the template which details how your Title IIA Funds will be allocated. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView. Org. Learning Center to ensure that all required elements are included in the district's plan.
<b>Program Improvement (Title III)</b>	District/Consortium missed AMAOs for two consecutive years	Improvement-Year 3	Grantee must complete an Improvement plan for Title III using the UIP. At a minimum, make sure to address any missed targets in 08-09 and 09-10 in the plan. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the plan. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement - Year 3.4

## Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

### Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	<ul style="list-style-type: none"> <li>▪ Retention and Recruitment Grant (pending)</li> <li>▪ District Improvement Grant (pending)</li> <li>▪ EARSS Grant</li> <li>▪ Colorado Graduation Pathways: Drop-out Prevention</li> <li>▪ Counselor Corps Grant</li> </ul>
CADI	Has or will the district participated in a CADI review? If so, when?	No
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	<ul style="list-style-type: none"> <li>▪ The district uses an ongoing School Support Team process to monitor its schools (See narrative for description).</li> <li>▪ Title I on-site will be conducted in February 2011</li> </ul>
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes. Mapleton uses an internal <b>monthly</b> SST process to self monitor continuous improvement. Many external consultants have joined the SST process including: Dr. Larry Cuban (Stanford), Jane Hill (MCREL) and several coaches from the National Literacy Coalition.

### Improvement Plan Information

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

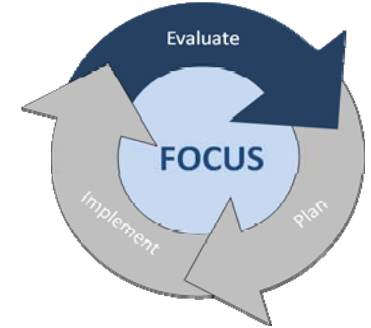
State Accreditation     
  Dropout/Re-Engagement Designation     
  Title IA     
  Title IIA     
  Title III     
  CTAG Grant  
 District Partnership Grant     
  District Improvement Grant     
 Other: \_\_\_\_\_

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jackie Kapushion, Assistant Superintendent
	Email	kapushionj@mapleton.us
	Phone	303-853-1014
	Mailing Address	591 E 80 <sup>th</sup> Ave Denver, CO 80229
2	Name and Title	

	Email	
	Phone	
	Mailing Address	

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

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your district/consortium – especially in any areas where the district/consortium was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



#### Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data. This information is available either on SchoolView ([www.schoolview.org/SchoolPerformance/index.asp](http://www.schoolview.org/SchoolPerformance/index.asp)) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
<ul style="list-style-type: none"> <li>• Local outcome and interim assessments</li> <li>• Student work samples</li> <li>• Classroom assessments (type and frequency)</li> <li>• Student Early Warning System data (e.g., course failure in core courses, students on track/off track with credits to advance or graduate)</li> </ul>	<ul style="list-style-type: none"> <li>• District locale and size of student population</li> <li>• Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity</li> <li>• Student mobility rates</li> <li>• Staff characteristics (e.g., experience, attendance, turnover, effectiveness measures, staff evaluation)</li> <li>• List of schools and feeder patterns</li> <li>• Student attendance/absences</li> <li>• Safety and Discipline Incidence Data (e.g., suspension, expulsions, discipline referrals)</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive evaluations of the district (e.g., CADI)</li> <li>• Curriculum and instructional materials</li> <li>• Instruction (time and consistency among grade levels)</li> <li>• Academic interventions available to students</li> <li>• Schedules and class sizes</li> <li>• Family/community involvement policies/practices</li> <li>• Professional development structure (e.g., induction, coaching, common planning time, data teams)</li> <li>• Services and/or programs (Title I, special ed, ESL/bilingual)</li> <li>• Extended day or summer programs</li> <li>• Dropout Prevention &amp; Student Engagement Practices Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning conditions surveys (e.g., TELL Colorado)</li> <li>• Any perception survey data (e.g., parents, students, teachers, community, school leaders)</li> <li>• Self-assessment tools (district and/or school level)</li> <li>• School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)</li> </ul>

#### Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary/workforce readiness). The summary provided in Part I of this template (pp. 1-4) will provide some clues on content areas, grade levels and disaggregated groups where the district/consortium needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should identify observations of its performance strengths on which it can build, and performance challenges or areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which the district/consortium performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Narrative. Trends and priority needs should be listed in the Data Analysis Worksheet below.

### **Step Three: Root Cause Analysis**

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education). Finally, the district/consortium should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Narrative. Root causes should also be listed in the Data Analysis Worksheet.

### **Data Analysis Worksheet**

**Directions:** This chart will help you record and organize your observations about your district/consortium level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.



Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	<p>All academic areas are below the State averages.</p> <p><b>Reading</b> 2008 - 41% P and A (less than state) 2009 - 44% P and A (less than state) 2010 - 47% P and A (less than state)</p> <p><b>Writing</b> 2008 - 29% P and A (less than state) 2009 - 32% P and A (less than state) 2010 - 32% P and A (less than state)</p> <p><b>Math</b> 2008 - 28% P and A (less than state) 2009 - 30% P and A (less than state) 2010 - 33% P and A (less than state)</p>	<p><b>Reading:</b> While making consistent improvement at all grade levels over the past 3 years, less than 50% of students are P or A.</p> <p><b>Writing:</b> Consistently less than 1/3 of Mapleton students are P or A in writing.</p> <p><b>Math:</b> Less than 1/4<sup>th</sup> of Mapleton 6-12<sup>th</sup> grade students are P or A in math.</p>	<p><b>Reading:</b> The District has not provided developmentally appropriate support to teachers in providing all students with consistent, systematic differentiated reading instruction in their zone of proximal development.</p> <p><b>Writing:</b> Prior to 2010, Mapleton Public Schools did not have an articulated and differentiated PreK-12 core curricular writing framework or expectations of grade-level writing products.</p> <p><b>Math:</b> Lack of PreK-12 curricular alignment in math that consistently and systematically builds and maintains mathematical thinking and develops the skills students need to articulate their thinking processes.</p>
AYP	<p><b>Reading</b> 2008- No 2009- No 2010- Yes</p> <p><b>Math</b> 2008- No 2009- No 2010- No</p>	<p><b>Reading:</b> AYP performance targets were not met by middle school students in all subgroups except Asian and White.</p> <p><b>Math:</b> AYP performance targets were not met by middle school students in all subgroups except Asian.</p>	<p>Same as above</p>

<p>AYP</p>	<p>Overall Number of AYP targets met  2008- Elem=69%, Middle=71%, HS=40%  2009- Elem=95%, Middle=81%, HS=67%  2010- Elem=98%, Middle=74%, HS=87%</p>		
<p>Academic Growth</p>	<p><b>Reading: District met adequate growth targets for reading.</b>  2007-2008: 38  2008-2009: 50  2009-2010: 54</p> <p><b>Math: Does not meet adequate growth and below the 55<sup>th</sup> percentile ("Approaching" on the SPF); growth is increasing</b>  2007-2008: 42  2008-2009: 46  2009-2010: 50</p> <p><b>Writing: Does not meet adequate growth and below the 55<sup>th</sup> percentile ("Approaching" on the SPF); growth is increasing</b>  2007-2008: 42  2008-2009: 49  2009-2010: 50</p>	<p><b>Math:</b> Median growth percentiles in math do not meet state expectations for adequate growth at all grade levels.</p> <p><b>Writing:</b> Median growth percentiles in writing do not meet state expectations for adequate growth at all grade levels</p>	<p>Same as above</p> <p>Same as above</p>
	<p><b>Growth Gaps in Reading: Does not meet adequate growth and below the 55<sup>th</sup> percentile; gaps between groups are negligible. Subgroups are at</b></p>		

<p>Academic Growth Gaps</p>	<p>“Approaching” on DPF except IEP/Non-IEP students.</p> <p><b>FRL/Non:</b>  2008: 39/38  2009: 50/52  2010: 55/54</p> <p><b>Min/Non:</b>  2008: 39/35  2009: 50/52  2010: 55/51</p> <p><b>IEP/Non:</b>  2008: 33/39  2009: 42/51  2010: 45/55</p> <p><b>ELL/Non:</b>  2008: 40/37  2009: 54/48  2010: 56/53</p> <p><b>Growth Gaps for Math:</b> Does not meet adequate growth and below the 55<sup>th</sup> percentile; gaps between groups have increased slightly. Subgroups are at “Approaching” on DPF except IEP/Non-IEP students.</p> <p><b>FRL/Non:</b>  2008: 40/44  2009: 44/48  2010: 48/55</p> <p><b>Min/Non:</b>  2008: 42/43  2009: 46/45  2010: 50/50</p>	<p><b>IEP/Non:</b> Students with disabilities are not making the same amount of growth in reading and math as other subgroup populations.</p> <p><b>Special Education:</b> Students with special education needs have limited access to standard protocol interventions in reading and math with adequate and required instructional time to implement interventions.</p>
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	<p><b>IEP/Non:</b>  2008: 40/42  2009: 41/46  2010: 44/50</p> <p><b>ELL/Non:</b>  2008: 43/42  2009: 48/44  2010: 51/49</p> <p><b>Growth Gaps in Writing:</b> Does not meet adequate growth and below the 55<sup>th</sup> percentile; gaps between groups are negligible. Subgroups are at "Approaching" on DPF except IEP/Non-IEP students.</p> <p><b>FRL/Non:</b>  2008: 42/42  2009: 49/50  2010: 51/49</p> <p><b>Min/Non:</b>  2008: 42/41  2009: 50/46  2010: 51/48</p> <p><b>IEP/Non:</b>  2008: 36/42  2009: 36/50  2010: 48/50</p> <p><b>ELL/Non:</b>  2008: 42/41  2009: 55/45  2010: 54/49</p>	
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Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
<p>Post Secondary/Workforce Readiness</p>	<p><b>Graduation rate:</b>                      2008: 60%                      2009: 59%                      2010: 42%</p> <p>Males: 41.6                      Females: 47.1                      IEP: 38.5                      ELL: 43.4                      Poverty: 44.9</p>	<p>Graduation rates have decreased for two years (2008 – 2010), overall.</p> <p>A higher percentage of girls than boys graduate.</p> <p>A lower percentage of students who are homeless, or who have learning disabilities, graduate.</p> <p>Students who experience major life events while in high school, or who change schools multiple times are less likely to graduate.</p>	<p><b>Graduation Rate:</b>                      The District has not provided teachers with sufficient strategies to engage and re-engage at-risk youth.</p> <p>Lack of support for at-risk secondary students, including: students exhibiting early warning signs of school disengagement; students experiencing major life events while in high school; and students who have already dropped out but who might return given adequate support.</p> <p>Insufficient support for students transitioning between levels of schooling (8<sup>th</sup> to 9<sup>th</sup>; secondary to post-secondary).</p> <p>Inadequate instructional supports to bolster academic skills of low-achieving secondary students.</p>
	<p><b>ACT:</b> Scores are below the state average and are increasing. "Approaching" on DPF.                      2008:16.6                      2009: 16.2                      2010: 17.2</p>	<p>ACT scores have consistently improved over the past three years, though Mapleton students are still scoring below the state average.</p>	



	<p><b>Drop-out rate</b> is above the state average and is declining. "Approaching" on DPF.</p> <p>2008: 5.5%</p> <p>2009: 8.2%</p> <p>2010: 5.5%</p>	<p>Dropout rates have fluctuated year to year, but have remained relatively stable over a three year period.</p>	<p><b>Drop-out Rate:</b></p> <p>The District has not provided teachers with sufficient strategies to engage and re-engage at-risk youth.</p> <p>Lack of support for at-risk secondary students, including: students exhibiting early warning signs of school disengagement; students experiencing major life events while in high school; and students who have already dropped out but who might return given adequate support.</p> <p>Insufficient support for students transitioning between levels of schooling (8<sup>th</sup> to 9<sup>th</sup>; secondary to post-secondary).</p> <p>Inadequate instructional supports to bolster academic skills of low-achieving secondary students.</p> <p>Students who experience major life events while in high school, who change schools multiple times, or who begin high school with lower-than-grade level skills are more likely to drop out.</p>
<p>English Language Development and Attainment (AMAOs)</p>	<p>AMAO #1: Making Progress</p> <p>2008: Yes</p> <p>2009: No</p> <p>2010: Yes</p> <p>AMAO #2 Attaining Proficiency in English</p> <p>2008: Yes</p> <p>2009: No</p> <p>2010: Yes</p> <p>AMAO #3 Proficiency in Content Knowledge</p> <p>2008: No</p> <p>2009: No</p> <p>2010: No</p>	<p><b>AMAO #3:</b> For the past 3 years, Mapleton has not met AMAO Target #3. For 2010, this target was missed in reading and math for middle school ELL students.</p>	<p><b>ELL:</b> Lack of professional development provided to give teachers the skills to modify, adjust and scaffold instruction to develop students' academic language and concepts in content areas.</p> <p>Lack of scaffolded curriculum provided for LAU A and B students in grades 3-10.</p>

	<u>Prof/Adv CSAP Results for ELL Students</u> Reading 2008 30.3 % Reading 2009 33.1 % Reading 2010 38.5 % Math 2008 23.6% Math 2009 26.6% Math 2010 27.9%	
Teacher Qualifications (Highly Qualified Teachers)	Highly Qualified (% of classes taught by Highly Qualified Teachers): 2007-08: 98.6% 2008-09: 99.9% 2009-2010: 99.7%	In 2009-2010, one teacher had finger-printing processing issues and was deemed highly-qualified after the December HR Report was submitted.

#### Step 4: Create the Data Narrative

**Directions:** Describe the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

#### Data Narrative for District/Consortium

<b>Trend Analysis and Priority Needs:</b> On which performance indicators is our district/consortium trending positively? On which performance indicators is our district/consortium trending negatively? Does this differ for any disaggregated student groups, (e.g., by grade level or gender)? What performance challenges are the highest priorities for our district/consortium?		<b>Root Cause Analysis:</b> Why do we think our district/consortium's performance is what it is?	 <b>Verification of Root Cause:</b> What evidence do we have for our conclusions?
Narrative: <b>District Mission:</b> The mission of Mapleton Public Schools, a community that embraces its children through high performing schools of choice, is to ensure that each student is empowered to achieve his or her dreams and contribute to his or her community and world through an education system distinguished by: <ul style="list-style-type: none"> <li>▪ A resourceful community working together to ensure that no obstacles impede student success</li> <li>▪ A tenacious pursuit of rigorous academics and personal development</li> <li>▪ An effective, student-focused and compassionate staff</li> <li>▪ Small family-like environments where relationships inspire achievement</li> </ul> Practices that honor the deeply-rooted history and diversity of our community			

**District Demographic Data:**

Mapleton Public Schools is an urban district north of Denver with 7,600 students. We have a system of choice that includes the following school configurations: (1) preschool program, (3) K-6 schools, (4) K-8, (2) K-12, (1) 7-12, (2) 9-12, (1) school targeting dropout prevention and recovery for young adults aged 16 – 21, (1) charter school and (1) K-12 on-line school. The student population is characterized as 61% Hispanic, 32% White, 31% English Language Learners, 68% free/reduced and 38% mobility.

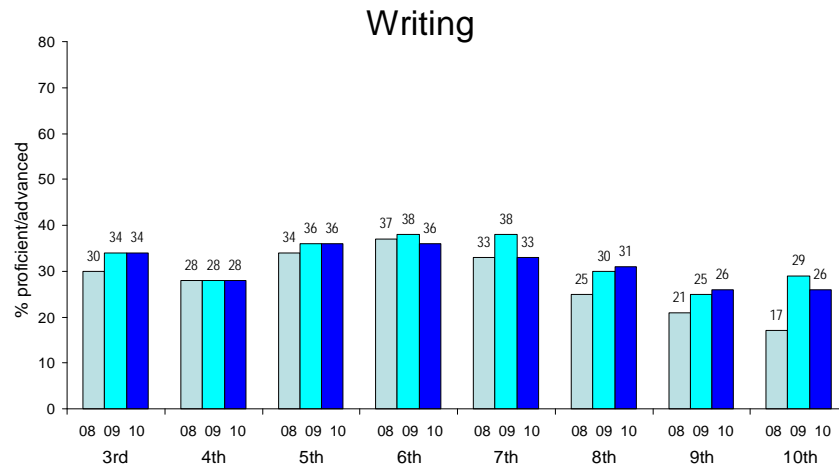
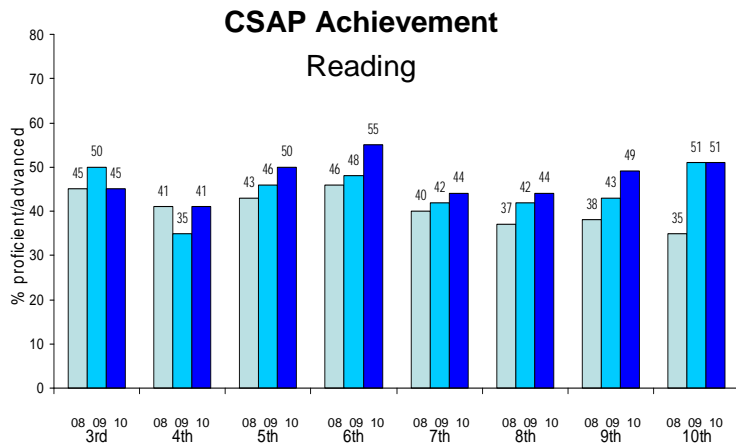
**Staff Demographic Data:**

Mapleton Public Schools employs approximately 720 people. Of this employee group approximately 325 employees (45%) are full-time teachers, 120 employees (16%) are full-time instructional paraprofessionals, and approximately 35 employees (4%) are building and district administrators. The average professional experience teachers have in Mapleton is 7 years, with approximately 117 teachers (36%) having fewer than 3 years of experience in the profession. With regard to level of education, approximately 160 teachers (49%) hold a masters or doctoral degree.

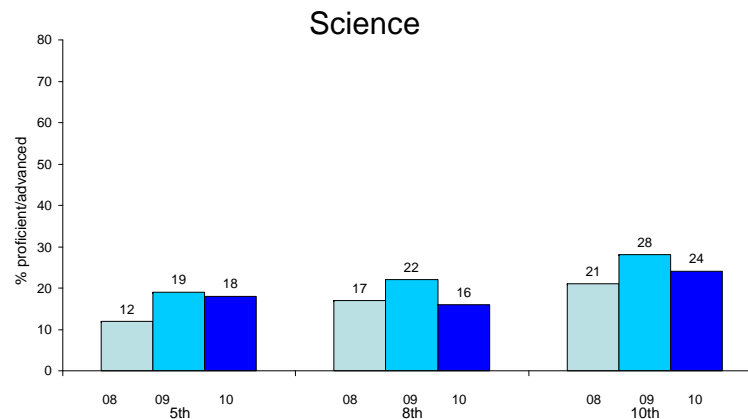
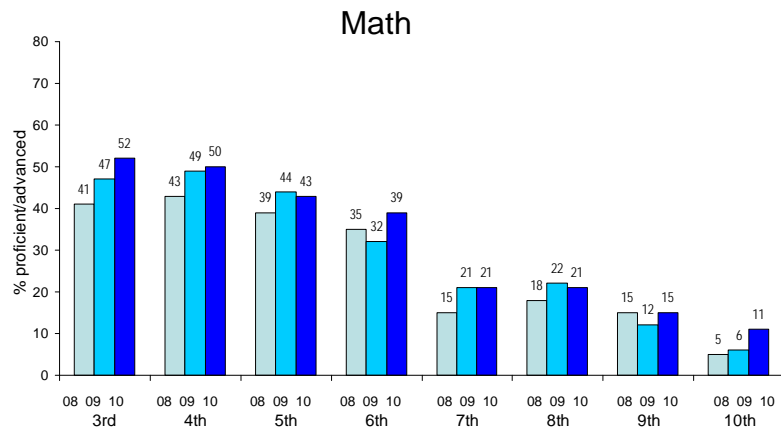
In the fall of 2010, Mapleton hired approximately 60 teachers new to the district. This is a decrease, by about 20 teachers, from the previous year. A total of 92 teachers were hired during the 2009-2010 school year, and a total of 82 teachers were hired during the 2008-2009 school year.

In Mapleton, teachers work an average of 186 days and an average of 7.8 hours each work day. During the 2009-2010 school year, 90 certified employees missed 10 or more days of work. In addition, 21 certified employees took advantage of the cumulative leave days "buyout" option.

**CSAP Achievement Trends:** When CSAP achievement data from 2010 are considered from a three year perspective (e.g., compared to data from 2008), there is significant evidence that student achievement has improved. The percentage of Mapleton students (no exclusions) achieving a proficient or advanced score on CSAP increased at 20 of 27 CSAP grade/subject levels (74%). The percentage of proficient/advanced students stayed the same from 2008 to 2010 at 5 grade levels (19%), and decreased at 2 grade levels (7%).







**CSAP Growth Trends:** When CSAP growth data from 2010 are considered from a three year perspective (e.g., compared to growth data from 2008), there is significant evidence that student growth rates have improved. Mapleton's median growth percentile increased from 38 to 54 in reading, from 42 to 50 in writing, and from 42 to 50 in math. Reading median growth percentiles from 2010 are higher at all grade levels measured (4th-10th) compared with 2008 data, with the average median percentile increasing 17 points. Writing median growth percentiles from 2010 are higher at all grade levels measured (4th-10th), with the average median percentile increasing 9 points. Math median growth percentiles from 2010 are higher at 6 of 7 grade levels measured (4th-10th), with the average median percentile increasing 8 points.

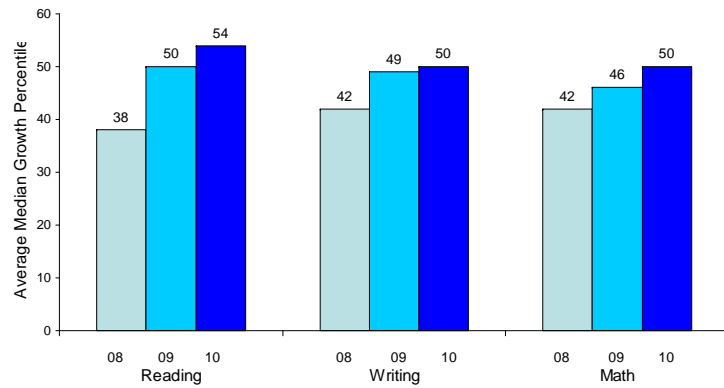
The three-year Improvement trends in overall growth data described above also are present in data disaggregated by student subgroups. Compared to 2008, the district's 2010 average median growth percentile for minority students increased from 39 to 55 in reading, 42 to 51 in writing, and 42 to 50 in math. The district's average median growth percentile for FRL students increased from 39 to 55 in reading, 42 to 51 in writing, and 40 to 48 in math. The district's average median growth percentile for ELL students increased from 40 to 56 in reading, 42 to 54 in writing, and 43 to 51 in math. (AMAO#3)

As a result of improved growth results, the percentage of students catching up and keeping up increased in 2010 compared to 2008. The percentage of students catching up increased from 21% to 35% in reading and from 8% to 9% in math (writing remained the same at 17%). The percentage of students keeping up went from 63% to 76% in reading, 54% to 61% in writing, and 39% to 52% in math.

**CSAP Analysis of English Language Learners:** The CSAP status and growth analysis for English Language Learners demonstrates a positive trend in reading, writing, and math over the past three years (see pages 13,14, and 16). Providing quality universal instruction in reading and math as well as language development curriculum for LAU A and B students supports this current and future trend. The two year district-wide focus and professional development on instructional strategies for ELL students based on McRel's work has laid the foundation for an integrated approach to high yield instructional strategies for ELL and the district's research based core curricula.

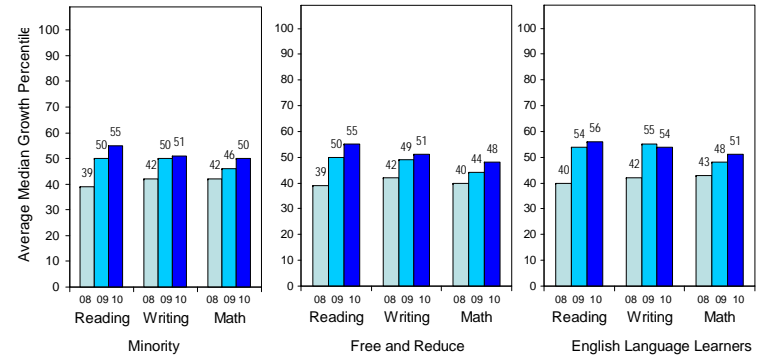
## CSAP Growth Trends

Based on CDE District Growth Summary Report



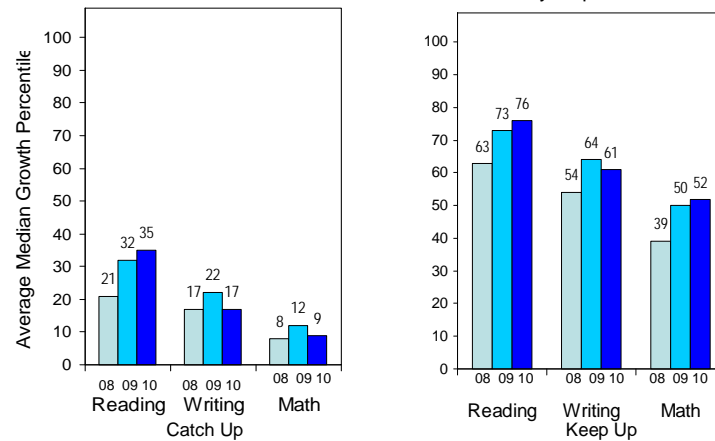
## CSAP Growth Trends by Groups

Based on CDE District Growth Summary Report



## CSAP Growth Trends by Groups

Based on CDE District Growth Summary Report



**District MAP Testing in Reading Language and Math  
MAP Spring 2008 to Fall 2010**

Mean Percentile	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Grade3-10
<b>Reading: 7 grades increased 2 grade decreased</b>										
Spring 08	33	33	37	39	35	35	34	37	30	35
Spring 09	30	34	35	40	36	34	37	36	38	36
<b>Fall 09</b>	<b>21</b>	<b>31</b>	<b>34</b>	<b>35</b>	<b>37</b>	<b>32</b>	<b>34</b>	<b>38</b>	<b>39</b>	<b>33</b>
Spring 10	32	36	38	39	41	39	38	39	40	38
<b>Fall 10</b>	<b>23</b>	<b>33</b>	<b>35</b>	<b>38</b>	<b>39</b>	<b>38</b>	<b>38</b>	<b>34</b>	<b>38</b>	<b>35</b>

<b>Language: 6 grades increased, 1 remained the same 2 grade decreased</b>										
Spring 08	29	32	37	37	36	37	35	35	30	34
Spring 09	29	38	39	43	39	37	38	38	42	36
<b>Fall 09</b>	<b>21</b>	<b>33</b>	<b>38</b>	<b>40</b>	<b>41</b>	<b>36</b>	<b>34</b>	<b>38</b>	<b>39</b>	<b>35</b>
Spring 10	31	38	41	41	45	42	40	44	43	40
<b>Fall 10</b>	<b>22</b>	<b>32</b>	<b>36</b>	<b>42</b>	<b>41</b>	<b>42</b>	<b>39</b>	<b>39</b>	<b>44</b>	<b>37</b>

<b>Math: 4 grades increased, 3 remained the same and 2 grades decreased</b>										
Spring 08	33	35	37	39	32	31	31	30	23	32
Spring 09	37	39	39	41	36	32	33	35	38	37
<b>Fall 09</b>	<b>32</b>	<b>37</b>	<b>39</b>	<b>39</b>	<b>40</b>	<b>35</b>	<b>30</b>	<b>33</b>	<b>35</b>	<b>36</b>
Spring 10	25	40	38	43	40	43	39	34	37	37
<b>Fall 10</b>	<b>32</b>	<b>37</b>	<b>37</b>	<b>43</b>	<b>38</b>	<b>38</b>	<b>38</b>	<b>33</b>	<b>36</b>	<b>37</b>

**Colors compare fall 2009 to fall 2110**

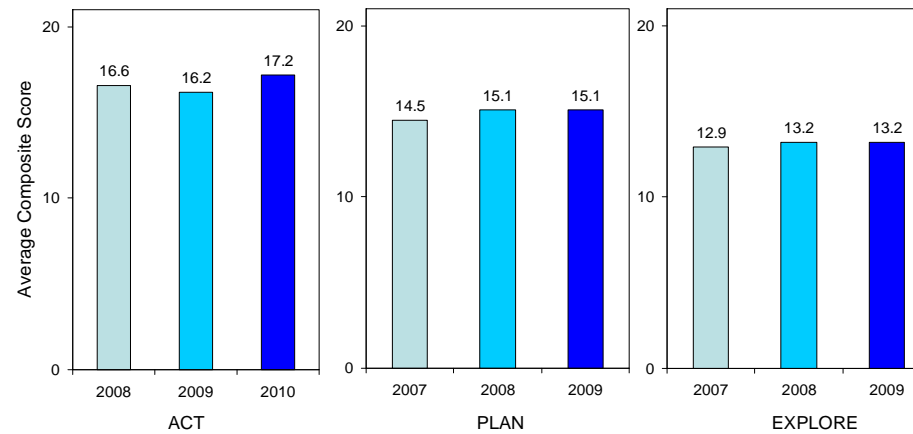
These achievement and growth data justify the continuation of Mapleton's existing action plan in Reading. Math and Writing action plans were first implemented in Fall, 2010. Although CSAP data is not yet available, fall and winter MAP growth data also suggests continuation of existing improvement plan is correct.

**College Readiness (ACT, PLAN, EXPLORE Trends):** All of Mapleton's 3-year ACT results (Total, not just Tested) show a trend toward improvement. When 2010 ACT results are compared 2008 results, Mapleton's Composite average increased from 16.6 to 17.2, its Reading average increased from 16.4 to 17.3, its English average increased from 15.6 to 16.5, its Math average increased from 16.5 to 17.0, and its Science average increased from 17.5 to 17.6.

District data patterns from PLAN (10<sup>th</sup> grade) and EXPLORE (8<sup>th</sup> grade) are consistent with the ACT improvement trends described above. When results from the fall 2009 administration of PLAN are compared to results from fall 2007, Mapleton's Composite average increased from 14.3 to 15.4. When results from the fall 2009 administration of EXPLORE are compared to results from fall 2007, Mapleton's Composite average increased from 12.9 to 13.2. The three year range for PLAN and EXPLORE is 2007-2009 rather than 2008-2010 because these tests are administered in the fall of each school year, while ACT is administered in the spring of each school year.

## ACT, PLAN and EXPLORE Trends

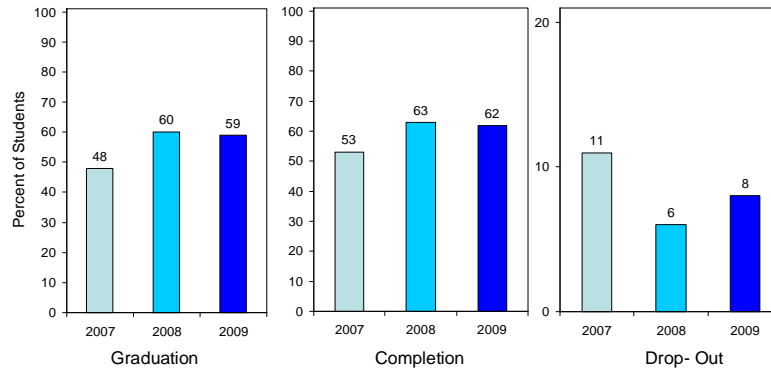
Includes all Students



Note: ACT is administered in the spring of each school year; PLAN and EXPLORE are administered in the fall.

**Graduation, Completion, and Drop-Out Rate Trends:** When graduation, completion, and drop-out rates are considered from a three year perspective (e.g., 2009 data compared to data from 2007), there is significant evidence that Mapleton's reform efforts are resulting in more students staying in school. Mapleton's graduation rate increased from 48% to 59%, its completion rate increased from 53% to 62%, and its drop-out rate decreased from 11.0% to 8.2%. The state will provide districts with 2010 data later this school year.

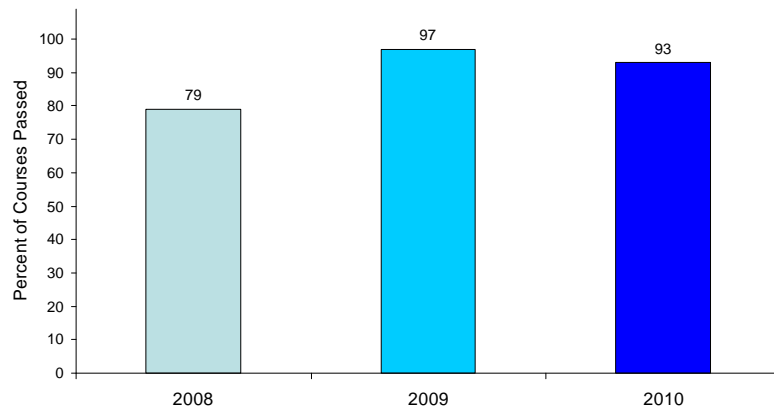
### Graduation, Completion, and Drop-out Rates



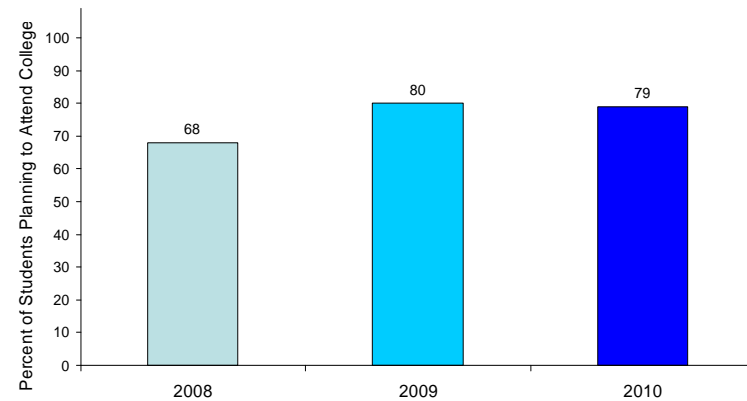
Note: Official CDE 2010 Graduation, Completion and Drop-out rates are not yet available.

**College Readiness (Student Grades on College Coursework):** Mapleton high school students have a very high success rate when they take college courses during their time in high school. Mapleton high school students collectively enrolled in 336 college courses during the 2009-2010 academic year. A total of 312 of these courses were completed with a passing grade, which represents a college course success rate of 93%. Since Mapleton began tracking college course success in 2005-06, the percentage of students passing college courses has increased steadily from 66% to 93%.

### Student Grades on College Coursework



### Student College Plans



**College Readiness (Student College Plans Trends):** Over the past three years, Mapleton has seen a significant increase in the number of high school graduates who indicate plans to attend a two or four year college. In 2008, 68% of graduating seniors indicated that they planned to attend college. In 2010, 79% of Mapleton's graduating seniors indicated that they planned to attend college, an increase of 11 percentage points over two years.

**Attendance, Discipline and Graduation Rate Trends:**

	2007-2008	2008-2009	2009-2010
Attendance Rate	94.03	92.4	93.3
Truancy Rate	3.06	3.49	2.55
# of suspensions	737	1003	982
% of suspensions per student	13.39	17.31	17.00
# of expulsions	32	34	36
% of expulsions per student	.58	.59	.62
Graduation Rate (06-07 = 48%)	60	59	42
Dropout Rate (06-07 = 11%)	6	8	6

**Attendance**

Trends: Attendance and truancy rates both worsened from 2008 to 2009, then improved slightly from 2009 to 2010. There is no clear trend from 2008 to 2010 as the results are mixed: average daily attendance went down slightly, but truancy decreased.

**Discipline**

Trends: Suspensions increased from 2008 to 2009, then dropped slightly in 2010. Expulsions increased slightly but steadily from 2008 to 2010.

**Graduation**

Trends: While a change in formula affects these numbers, the four year graduation rate is trending downward 2008-2010, while the drop-out rate is relatively steady.

**Graduation Rate and Drop-out Prevention**

Mapleton is currently developing a project plan to increase the graduation rate through participating in the Colorado Graduation Pathways (CGP) program. To date, the district has completed a practices assessment, consulted with regional and national experts, analyzed the graduation-related data, and begun to pilot drop-out prevention strategies. For example, the district has targeted drop-out retrieval by opening a school for young adults, and has imbedded Individual Career and Academic Plans (ICAPS) in a strong post-secondary coaching program. The Colorado Graduation Pathways project will focus on developing a prevention/early warning system and on implementing interventions and case management for at-risk secondary students. The district will also continue to work with CDE to assure an appropriate tracking and coding system for students who require more than 4 years to achieve their goals for high school graduation.

**Perception Data**

2010 Student Survey

Summary: The percentage of students indicating general overall satisfaction with their school declined from 45% in 2009 to 42% in 2010. The highest average satisfaction ratings were seen on items pertaining to Student Expectations and School Leadership. The lowest average satisfaction ratings were seen on items pertaining to Discipline and Facilities. Average student ratings for the following item categories rose in 2010 compared to 2009: Learning Climate, Discipline, Student Expectations, Instruction, and Materials. Average student ratings for the following item categories stayed the same in 2010 compared to 2009: Safety and Communications. Average student ratings for the following item categories declined in 2010 compared to

2009: Facilities and School Leadership. Schools with the highest overall student satisfaction ratings were Highland (88%), Adventure (86%), and North Valley (79%). Schools with the lowest overall student satisfaction ratings were Meadow (14%), MESA (15%), and Global (17%).

#### 2010 Parent Survey

Summary: The percentage of parents indicating general overall satisfaction with their school declined from 85% in 2009 to 80% in 2010. The highest average satisfaction ratings were seen on items pertaining to Student Expectations. The lowest average satisfaction ratings were seen on items pertaining to Discipline. No parent item categories demonstrated higher ratings averages in 2010 compared to 2009. Average parent ratings for the following item categories stayed the same in 2010 compared to 2009: Learning Climate, Communications, Discipline, Student Expectations, Instruction, and Materials. Average parent ratings for the following item categories declined in 2010 compared to 2009: Safety, Facilities, and Leadership. Schools with the highest overall parent satisfaction ratings were Enrichment (98%) and MELC (96%). Schools with the lowest overall parent satisfaction ratings were MESA (49%), Monterey (70%), Meadow (72%), and Skyview Academy (74%).

#### 2010 Staff Survey

Summary: The percentage of staff indicating general overall satisfaction with schools declined from 51% in 2009 to 49% in 2010. The highest average satisfaction ratings were seen on items pertaining to Student Expectations and Safety. The lowest average satisfaction ratings were seen on items pertaining to Discipline and Materials. The only item category demonstrating higher staff rating averages in 2010 compared to 2009 was Facilities. Average staff ratings for the following item categories stayed the same in 2010 compared to 2009: Safety, Communications, Materials, and Teacher Support. Average staff ratings for the following item categories declined in 2010 compared to 2009: Learning Climate, Discipline, Student Expectations, Instruction, and Leadership. Schools with the highest overall staff satisfaction ratings were North Valley (100%), Explore (89%), Adventure (86%), MELC (83%), and York (83%). Schools with the lowest overall staff satisfaction ratings were Meadow (0%), MESA (25%), Global (30%), and Academy (38%).

#### **Curriculum and Instructional Materials:**

Mapleton Public Schools' theory of action regarding curricular materials and instruction is based on the identified student achievement needs and the staff demographics described above. The reading, writing, math, and science reform materials that have been adopted include a solid scope and sequence, components that have built-in differentiation, systems for progress monitoring including formative assessments, is inquiry-based, and align with state and district standards. The adopted materials have been developed by established, research-based publishers and organizations including the National Literacy Coalition (Every Child a Writer and Every Child a Reader), McGraw Hill (University of Chicago Math and Everyday Math), Lab Aids (SE-PUP) and It's About Time (Active Chemistry, Earthcomm).

*Every Child a Reader* or ECaR: a PreK-10 reading program that includes a tight scope and sequence of grade level skills in phonemic awareness, phonics, vocabulary, fluency and comprehension and gives teachers support in implementing differentiated instruction for all students. Initial, district-wide implementation of ECAR took place in Fall, 2008.

*Every Child a Writer* or ECaW: a genre-based PreK-12 writing program that includes specific learning targets for planning, organization, vocabulary usage, sentence and paragraph structure and conventions, and mechanics. Initial, district-wide implementation of ECaW took place in Fall, 2010.

*EveryDay Math*. The content strands in this PreK-6<sup>th</sup> grade math curriculum are Number and Numeration; Operations and Computation; Data and Chance; Measurement and Reference Frames; Geometry; and Patterns, Algebra, and Functions. The Everyday Math implementation is the foundation for the secondary implementation of the University of Chicago School Math program. Initial, district-wide implementation of EDM took place in Fall, 2007.

*University of Chicago School Math Program*: a 7-12 grade math curriculum based on the four dimensions of understanding through the SPUR approach (Skills, Properties, Uses, and Representations). In addition, mathematical reading and a real-world orientation are embedded. Initial, district-wide implementation of University of Chicago Math took place in Fall, 2010.

#### **ELL Programming:**

Literacy based English as a Second Language (ESL) instruction is provided to all level A and B English Language Learners. Mapleton English Language Development Standards are the basis for this instruction. ESL methods include total physical response, sheltered English instruction, music, story telling, song, role-play, drama and games. These methods are used to develop literacy skills in English. Bilingual/ESL teachers supported by paraprofessionals provide ESL instruction.

Literacy instruction varies depending on a student's native language and their grade. At the following schools: Adventure Elementary, Achieve Academy, and Monterey Community School, a student in the primary grades may receive Spanish literacy instruction, literacy instruction to bridge reading skills in Spanish to English or English literacy instruction. Balanced Literacy is the approach utilized regardless of language. Literacy instruction at the intermediate and secondary level is provided in English using a variety of instructional techniques.

All students are provided standards based grade level content instruction in English. This instruction is modified based on student needs by classroom teachers. Depending on the needs of the student, Spanish translation and support may be provided to clarify the English instruction.

**Reading and Writing:** Explicit literacy learning targets upon which the instruction for differentiated groups is based are available to all teachers (i.e. writing transition stage: uses pronouns, present tense, modifiers; Operation Stage: uses varied sentence structure, edits language). These learning targets align with language objectives that are fundamental to the language, literacy, and content development for English Language Learners.

**Math:** K-6: Math lessons have explicit guidance for teachers for key vocabulary, key concepts that support language objectives, specific ELL support, and HomeLinks. 7-12<sup>th</sup> supports the development of math concepts, key vocabulary, and fundamental schema for ELL. Each lesson has identified "big ideas", vocabulary, guided examples, and individual practice. In addition, many lessons include specific ELL/Vocabulary notes that provide suggestions to teachers to support ELL students' access to the math content.

A language development program, Language for Learning (K), for Writing (1<sup>st</sup> Grade), and Thinking (2<sup>nd</sup>) is implemented in K-2 with LAU A and B students. This program has been implemented since 2009. There is no comparable program in grades 3-12.

#### **Special Education Programming:**

Students aged 3-21 who are identified under IDEIA rules and regulations as having a disability, are provided Special Education and Related Services. A continuum of services including: Early Childhood, specialized academic instruction, life skills, transition and social/behavioral, are individualized to meet the unique needs of each student. Related services are provided in the areas of occupational and physical therapy, audiology, and vision intervention. Paraprofessionals provide support to students as directed by certified staff. All certified staff are licensed in their appropriate discipline by the Colorado Department of Education.

#### **Professional Development Structures (e.g., Induction, Content Coaching, Common Planning Time, Data Teams):**

In Mapleton, the district believes that the teaching profession is a developmental process and therefore all professional learning must be developmentally aligned, consistent, job embedded, and needs-based. Therefore, the district provides a differentiated professional development structure that is relevant to individual responsibilities, level of experience, and district initiatives/priorities. Professional learning opportunities in Mapleton include but are not limited to: induction programs for new teachers and school directors, initial and ongoing curriculum implementation training, direct coaching support, and Professional Learning Communities (PLCs).

Mapleton provides a two-year teacher induction program for teachers who are new to the profession. Supports offered include a three-day district orientation/welcome session at the beginning of the year, monthly workshops, weekly meetings with a mentor coach, the opportunity to conduct a year long case study in their second year of teaching, and training on all relevant district curriculum and initiatives. School Directors and Assistant Directors new to the career or the district are also provided with induction support through monthly meetings and assigned individual mentors. .

Part of the professional development plan for effective writing instruction is individual and team coaching. This takes place throughout the course of the school year with the coach supporting teachers in reviewing assessment data, modeling of the program in their classroom with their students, observing and providing teachers with feedback, and being available for general questions and problem solving. This level of coaching support also takes place for newly hired teachers who teach reading and/or for those working with students who are learning English as their second language.

Content specific trainings are offered to relevant teachers upon the adoption of the curriculum. In addition, the district seeks opportunities to provide school directors with content specific leadership training to assist them in supporting teachers. Teachers and school leaders are able to collaborate with colleagues from across the district through the format of PLCs. In Mapleton,



PLCs are taking place in the areas of: Reading, Writing, Math, English Language Learners, Gifted and Talented Learners, Response to Intervention, Secondary Science, Spanish Literacy, Art Education, Music Education, Physical Education, and Independent Reading Centers.

### **Academic Interventions Available to Students**

Mapleton uses a Problem Solving Team Process to ensure that students receive appropriate academic interventions. Each school employs one or more Problem Solving Teams that include parents, teachers, and administrators; the teams meet weekly to examine the progress of students at risk. Identified academic or behavior problems are matched with research based interventions. A Progress Monitoring tool and progress monitoring schedule are selected. The entire process is documented in an electronic Response to Intervention Plan.

All schools have intervention support staff trained in Reading, Writing, Fluency and Target Reading Assessments and the Progress Monitoring tools for reading, writing and math. The focus is on strengthening core instruction; students who demonstrate intense needs have access to standard protocol interventions such as SpellRead, Read 180, Camelot Math Intervention, and Lindamood Bell through the Problem Solving Team process.

### **Family Involvement**

Mapleton Public Schools engages parents through a variety of practices. A District Family Liaison has established a *Parents in Action* Group at each elementary school. The objectives of these groups are:

- To integrate Hispanic families into the greater school community
- To identify and train parent leaders to sustain parent outreach in the community
- Encourage and train parents to volunteer in their child's school
- To motivate and promote a culture of home reading and academic achievement
- To improve the partnership between home and school

The District Family Liaison position is funded from Title III and general fund. Mapleton Public Schools engages parents and families through many other opportunities: School Accountability Committees, District Accountability Committee, community dinners, The District Art Show, Science Fairs, Spelling Bees, Family Literacy and Math Nights, The Incredible Years BASIC Parent Training, Love and Logic classes and a growing number of Performing Arts experiences. Schools strive to integrate a variety of family literacy opportunities for parents throughout the year along with other events (conferences, assemblies, SAC). Title I Set Aside funds are allocated to each elementary School Wide for this specific purpose. Family math nights are also offered to provide families with the opportunity to learn math concepts together while learning about the EveryDay Math curriculum and the HomeLinks component that extends math practice into the home.

District and school materials (newsletters, notices, report cards, etc) are routinely translated. In addition, translators support non-English speaking parents at conferences and school meetings. The written and verbal translations are provided by identified district staff or contracted services. These resources are paid through Title III funds.

### **Self Assessment/Monitoring: School Support Team (SST) Process for Mapleton Public Schools**

Mapleton Public Schools monitors the implementation of DIP/SIP action plans through the School Support Team (SST) process. Four teams made up of central administrators, the school director/principal, the school's instructional guide, a visiting school director/principal, two parents from the school community and a classroom teacher visit each district school each month for progress monitoring. During the monthly visits, each team visits every classroom in the school, and effectively the entire district, over a two-day period. The District Learning Services team determines the curricular focus area each month, visits the school and classrooms to look for evidence of implementation in the focus area and provides written feedback to the school staff regarding next steps for implementation and overall continuous growth.

Additionally, each month during the visit, the School Support Team reviews school data provided by the school director/principal. The data is relevant to the curricular area being validated. For example, if the SST is reviewing implementation of differentiated reading practices, the team would also review individual Reading Response Journals for mastery of reading targets, PALS data, MAP reading data, reading CSAP data and reading program target mastery validation plans.

In addition to the progress monitoring of curricular implementations and district initiatives, the School Support Teams collect feedback about needed professional development, support from Learning Services or other central departments.

The data and feedback for each set of monthly SST visits is then summarized by Learning Services for the Superintendent's Cabinet and Board of Education. The emphasis is on the trends and outliers within the system and next steps to be taken by Learning Services, school directors/principals, and/or other stakeholders. The summary is also provided to all school directors/principals at a bi-monthly Leadership Meeting.

The SSTs also provide extensive feedback to schools while school teams are writing their School Improvement plans. Last spring, school teams shared their data analysis, root causes, and improvement strategies to SST teams. This fall, the 5 schools with Turnaround, Priority Improvement, or School Improvement designations followed a similar process while writing their School Improvement Plans.

In summary, the Mapleton Public Schools engages in a continuous improvement cycle via a monthly system check on key instructional areas and district initiatives that provides feedback and input on action steps for school communities, central departments, and the Superintendent's Cabinet.

#### **Root Cause Verification:**

**Reading, Writing and Math:** In the past 4 years, Mapleton Public Schools has worked to implement a guaranteed and viable curriculum to support rigorous, grade level aligned instruction for all students. New curriculum adoption has taken place in every core content area and the comprehensive implementation of each has been and continues to be an ongoing effort. While most teachers are indeed using some components of all board-adopted programs, deep implementation – including consistent pacing, use of formative assessments, differentiated grouping strategies, meaningful whole group strategies, effective independent student practice, and re-teaching components of the lessons continues to be a challenge for the teaching staff. Without the consistency and coherence of the core instructional programming within and between schools, the students will not reach their growth potential. Thus, root cause analysis of core content data yields a need to work toward consistent implementation of all components of the core curricula.

Root causes have been verified using the following sources/processes:

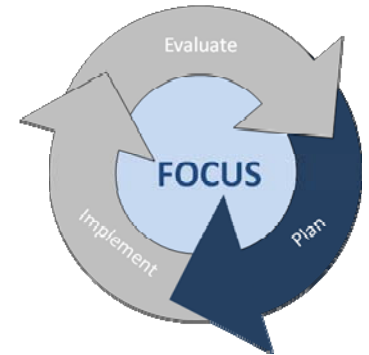
- Thorough data analysis of CSAP, Aimsweb, PALS, MAP, EDM (mid-year and end of year), Plan, Explore, ACT, Reading Assessments and Writing cold prompt compilations.
- Monthly SST visits of every school and classroom (See "Self Monitoring" for a description of the process).
- Survey data (Student, Parents and Teachers).
- Professional development implementation surveys and coaching reports, feedback during bi-monthly administrator meetings, monthly district PLCs (Math, Science, Reading and Writing).

## Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

### District/Consortium Goals Worksheet

**Directions:** Complete the worksheet for the priority needs identified in section III; although, all districts are encouraged to set targets for all performance indicators. 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, districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary/ workforce readiness. For guidance on target setting on state accountability indicators, go to the Learning Center in SchoolView: [www.schoolview.org/learningcenter.asp](http://www.schoolview.org/learningcenter.asp). Once annual targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target at the Elementary Level

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

### 2011-12 Mapleton Public Schools Unified Plan: Building Upon Previous Corrective Action Plans:

While not meeting state expectations for academic achievement, the previous District Improvement Plans brought about increases in reading, writing, and math growth. The following Major Improvement Strategies and Action Steps build upon the previous corrective action plans. Previously, the major improvement strategies focused on the initial implementation of consistent, K-12 core curricula in reading, writing, and math. The implementations of K-6 EveryDay Math and recently the 7<sup>th</sup>-12<sup>th</sup> grade University of Chicago School Math Program complete the initial implementation across the district. Similarly, the implementation of two balanced literacy frameworks (Every Child a Reader and Every Child a Writer) completes the literacy adoption and initial implementation. While the initial implementation included training and coaching for all teachers who would teach the curricula, the 2010-2012 Unified Improvement Plan takes the initial work to a deeper level. The following Major Improvement Strategies and Action Steps outline a differentiated approach to the needed professional learning to ensure that all students are engaged in first, best instruction. In addition, this plan outlines action steps for teachers who work with students with disabilities to ensure that a menu of approved, research-based interventions is available. Lastly, detailed plans are described to address the graduation and drop-out rates throughout Mapleton School District.

District/Consortium Goals Worksheet

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Mapleton Public Schools will increase the percent of students Proficient or Advanced to 54% on the 2010-2011 CSAP Reading Assessments. Currently 47% of students are Proficient or Advanced.	Mapleton Public Schools will increase the percent of students Proficient or Advanced to 60% on the 2011-12 CSAP Reading Assessments.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May).	Provide differentiated professional development (Direct, coaching, PLCs, lab classrooms, web-based) to further develop teachers' and instructional leaders' skills to deepen the implementation of core reading instruction (Every Child a Reader) to meet the needs of all subgroup populations.
		M	Mapleton Public Schools will increase the percent of students Proficient or Advanced to 40 % on the 2010-2011 CSAP Math Assessments. Currently 32% of students are Proficient or Advanced.	Mapleton Public Schools will increase the percent of students Proficient or Advanced to 45 % on the 2011-12 CSAP Math Assessments.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May).  Everyday Math and Chicago Math Project curriculum-based assessments (mid-year and end-of-year assessments).	Provide differentiated professional development (Direct, coaching, PLCs, lab classrooms, web-based) to further develop teachers' and instructional leaders' skills to deepen the implementation of district-selected core elementary and secondary math programs to meet the needs of all subgroup populations.

	W	Mapleton Public Schools will increase the percent of students Proficient or Advanced to 40% on the 2010-11 CSAP Writing Assessments. Currently 33% of students are Proficient or Advanced.	Mapleton Public Schools will increase the percent of students Proficient or Advanced to 45% on the 2011-12 CSAP Writing Assessments.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May).  Every Child a Writer interim measures (ie cold prompts).	Provide differentiated professional development (Direct, coaching, PLCs, lab classrooms, web-based) to further develop teachers' and instructional leaders' skills to deepen the implementation of core writing instruction (Every Child a Writer) to meet the needs of all subgroup populations.
	S	NA	NA	NA	NA

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	<p>Mapleton Public Schools will increase the number of AYP targets met to 90% on the 2010-11 CSAP Assessments. Currently 86% of the targets are met.</p> <p>Mapleton Public Schools will decrease the percent of sub-group unsatisfactory scores at the Middle School by 10% on the 2010-11 CSAP Assessments: Hispanic, Special Education, Free and Reduced Meals, and English Language Learners. (AMAO 3 Goal)</p>	<p>Mapleton Public Schools will increase the number of AYP targets met to 95% on the 2011-12 CSAP Assessments.</p> <p>Mapleton Public Schools will decrease the percent of sub-group unsatisfactory scores by 10% at the Middle School on the 2011-12 CSAP Assessments: Hispanic, Special Education, Free and Reduced Meals, and English Language Learners.</p>	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)	See reading strategy above
		M	<p>Mapleton Public Schools will increase the number of AYP targets met to 90% on the 2010-11 CSAP Assessments. Currently 86% of the targets are met.</p> <p>Mapleton Public Schools will decrease by 10% sub-group unsatisfactory scores at these levels:                      Elementary-Free and Reduced Meals                      Middle School- Hispanic, White, Free and Reduced Meals, ELL and Special Education                      High School - Special Education</p>	<p>Mapleton Public Schools will increase the number of AYP targets met to 95% on the 2011-12 CSAP Assessments.</p> <p>Mapleton Public Schools will decrease by 10% sub-group unsatisfactory scores at these levels:                      Elementary-Free and Reduced Meals                      Middle School- Hispanic, White, Free and Reduced Meals, ELL and Special Education                      High School - Special Education</p>	<p>NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)</p> <p>Everyday Math and Chicago Math Project curriculum-based assessments (mid-year and end-of-year assessments)</p>	See math strategy above

Academic Growth	Median Student Growth Percentile	R	NA			
		M	Mapleton Public Schools will be at or above the 53 <sup>rd</sup> median growth percentile on the 2010-11 math CSAP assessments. Currently, elementary median growth is 49 and middle school median growth is 46.	Mapleton Public Schools will be at or above the 55 <sup>th</sup> median growth percentile on the 2011-12 math CSAP assessments.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)  Everyday Math and Chicago Math Project curriculum-based assessments (mid-year and end-of-year)	See math strategy above
		W	Mapleton Public Schools will be at or above the 53 <sup>rd</sup> median growth percentile on the 2010-11 math CSAP assessments. Currently, elementary median growth is 48 and middle school median growth is 47.	Mapleton Public Schools will be at or above the 55 <sup>th</sup> median growth percentile on the 2011-12 math CSAP assessments.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)  Every Child a Writer interim measures (i.e. cold prompts)	See writing strategy above
Academic Growth Gaps	Median Student Growth Percentile	R	Mapleton Public Schools will be at or above the 50 <sup>th</sup> median growth percentile in reading for students with disabilities for the 2010-11 school year, as measured by CSAP. Currently, the median growth percentile for elementary students with disabilities is 45.	Mapleton Public Schools will be at or above the 55 <sup>th</sup> median growth percentile in reading for students with disabilities for the 2011-12 school year, as measured by CSAP.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)	Implement a menu of Tier II and III standard protocol interventions to support students with identified disabilities.

		M	Mapleton Public Schools will be at or above the 50th median growth percentile in math for students with disabilities for the 2010-11 school year, as measured by CSAP.  Currently, the median growth percentile for elementary students with disabilities is 44.	Mapleton Public Schools will be at or above the 55th median growth percentile in math for students with disabilities for the 2011-12 school year, as measured by CSAP.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)  Everyday Math and Chicago Math Project curriculum-based assessments (mid-year and end-of-year assessments)	Implement a menu of Tier II and III standard protocol interventions to support students with identified disabilities.
		W	Mapleton Public Schools will be at or above the 50th median growth percentile in writing for students with disabilities for the 2010-11 school year, as measured by CSAP. Currently, the median growth percentile for elementary students with disabilities is 48.	Mapleton Public Schools will be at or above the 55th median growth percentile in writing for students with disabilities for the 2011-12 school year, as measured by CSAP.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan. and May)  Every Child a Writer interim measures (i.e. cold prompts)	See writing strategy above
Post Secondary/ Workforce Readiness	Graduation Rate		Mapleton Public Schools will post a 50% graduation rate for the 2010-2011 school year.  Mapleton Public Schools will post a 52% completion rate for the 2010-2011 school year.	Mapleton Public Schools will post a 58% graduation rate for the 2011-2012 school year, and at least an 8% increase every year for five years, thereby meeting the state expectation of 80% within 5 years. Mapleton will also post an 8% increase in our completion rate, each year for five years.	Students' accumulation of credits, as well as attendance, behavior and course grades will be analyzed at least monthly at each school. Out-of-school youth will be monitored for connections to other educational options.	Implement a comprehensive graduation pathways plan.



	Dropout Rate	Mapleton Public Schools will post a drop-out rate not greater than 5% for the 2010-2011 school year.	Mapleton Public Schools will post a drop-out rate not greater than 4.5% for the 2010-2011 school year, and at least a .5% decrease each year for five years, thereby achieving a drop-out rate of not more than 3% within five years.	Students' accumulation of credits, as well as attendance, behavior and course grades will be analyzed at least monthly at each school.	Implement a comprehensive graduation pathways plan.
	Mean ACT	Mapleton Public Schools will post a mean composite ACT score of at least 17.8 for the 2010-2011 school year.	Mapleton Public Schools will post a mean composite ACT score of at least 18.4 for the 2010-2011 school year, and at least a .6% increase each year for five years, thereby meeting the state expectation of 20 within 5 years.	PLAN and Explore data will be monitored for continual improvement.	Continue to refine implementation of curriculum and instruction – see academic plans above.
English Language Development & Attainment	CELA (AMAO 1)	NA			
	CELA (AMAO 2)	NA			
	CELA (AMAO 3)	Mapleton Public Schools will decrease by 10% the number of ELL students who score unsatisfactory in Reading and Math.	Mapleton Public Schools will decrease by 10% the number of ELL students who score unsatisfactory in Reading and Math.	See Reading and Math Interim Measures	See Reading and Math Strategies listed above.
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	ALIO System for tracking certification and HQ status.	Continue to monitor ALIO system for 100% HQ

**Action Planning Worksheet**

**Directions:** Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then match it to a major improvement strategy(s). For each major improvement strategy (e.g., implement new intervention in K-3 reading) identify the root cause(s) that the action will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the district/consortium is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

**Major Improvement Strategy #1:** Provide differentiated professional development (Direct, coaching, PLCs, lab classrooms, web-based) to further develop teachers’ and instructional leaders’ skills to deepen the implementation of core reading instruction to meet the needs of all subgroup populations. **Root Cause(s) Addressed:** The District has not provided developmentally appropriate support to teachers in providing all students with consistent, systematic differentiated reading instruction in their zone of proximal development.

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

- State Accreditation     
  Title IA Program Improvement/Corrective Action Plan     
  Title IIA (2141c)     
  Title III (AMAOs)  
 Dropout Designation (pending)     
  Grant: Title II Teacher Recruitment and Retention Grant (Pending) and Title I District Program Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide a two-day day training in explicit differentiated reading instruction to all new teachers. Provide a one day training in demonstrated reading instruction to all new teachers. Include explicit ELL strategies in the reading training sessions. (Universal Strategy) Provide weekly District Mentor Coach support to ensure the appropriate implementation of reading instruction.	Summer – Fall 2011   Ongoing	National Literacy Coalition (NLC) trainers Ex. Dir. of Learning Services (LS) Dir. of Professional Development (PD) District Mentor Coaches	Title I: \$14,500 Local: Director of Professional Development Salary to coordinate training sessions and supervise work of Mentor Coaches. Local: .5 Mentor Coach Salary Title II: Mentor Coach Salaries	Observation and embedded coaching support for all new teachers is ongoing throughout the year. Report generated by the coach(s) after each coaching cycle. Report will be described by school, level and program component.
Provide a one day training in administering ongoing reading assessments to 1st year and other staff who have not been trained. (Universal Strategy)	Fall 2011	NLC trainers Director of Assessment Director of PD	Title I: \$7,340	Initial data collection and data analysis will be completed and reviewed in Oct. 2011.

Implement coaching support for all new teachers to ensure that teachers understand the components of effective reading instruction. (Universal Strategy)	Sept. 2011 and ongoing	NLC trainers Exec. Dir. LS Director of PD School Directors	Title I: \$68,400  Local: Director of Professional Development Salary	Consultants provide an executive summary of coaching visits to the district leadership team. The district leadership team determines next steps for deeper implementation at each school.
Provide a three-day training to assure that teachers have the skills to systematically build academic language and concepts for ELL students. (Tier II Strategy)	Fall 2011	Language for Learning, Thinking and Writing Trainers New K-2 teachers ELL teachers	Local: \$8,000 Coaching \$20,000 Materials Title III: \$10,000 PD	Embedded coaching with an ELL coach. Report generated by the coach after each cycle.
Identify and provide a secondary language development curriculum to support ELLs in grades 6-12. (Tier II Strategy).	Spring 2011 and ongoing	Program Trainers Exec. Dir. LS Dir. of PD	Local: TBD Title III: \$42,000 Coaching	Use of a "Standards of Practice" document during a scheduled SST visit to 6-12 classrooms across the district.
Create podcasts of exemplary reading instruction by MPS teachers and post the podcast lesson plans that include the ELL strategies to the district intranet.	Spring 2011-ongoing	Learning Services Team	Title IA Improvement Grant (pending): \$1,440	Electronic feedback form about the podcast's influence on the viewer's practices. Monitor hits on the website.
Purchase additional leveled text to support differentiated instruction with particular emphasis on non-fiction texts.	Ongoing throughout the year	School Directors Exec. Dir LS	State: TBD from Title I SW allocation Local: TBD from school and district general funds Grant: TBD	Continuing audits of resources available at each school through the ECAR database
Create and utilize lab classrooms to model effective reading instruction for new teachers, specifically identified or self-identified teachers (Tier II Strategy).	Spring 2011 and ongoing	School Directors Exec. Dir LS Dir. of PD District Mentor Coaches	Teacher Recruitment grant (Pending) Local: Director of Professional Development Salary Title II: \$12,000 for New Teacher Lab Classroom Observations	Use of observation protocols and an implementation survey to determine impact on changes to observer's instruction and to monitor effectiveness of the lab classroom strategy.

<p>Expand the professional learning communities through a summer reading institute with a focus on deeper implementation of reading, writing and second language strategies. Institute sessions will include:</p> <ul style="list-style-type: none"> <li>- Independent Reading</li> <li>- Effective Center Activities</li> <li>- Demonstrated and Differentiated Reading</li> <li>- Effective use of reading assessments</li> <li>- Reading in the Core Contents</li> </ul> <p>(Tier II Strategy).</p>	<p>Summer 2011</p>	<p>Exec. Dir LS Dir. of PD LS Team</p>	<p>Title IA Improvement Grant (pending): \$43,590</p> <p>Local: Director of Professional Development Salary</p> <p>Local: Stipend for PLC Lead Teachers</p>	<p>Evaluation of Institute sessions</p> <p>September SST collects evidence of refinements in instruction and structures. Participants complete an "Impact Survey". Growth on MAPs throughout year.</p>
<p>Implement a 6-12 PLC specifically designed to give support to teachers in the implementation of effective secondary reading practices (Tier II Strategy).</p>	<p>Fall 2011 and ongoing</p>	<p>Exec. Dir LS Dir. of PD LS Team</p>	<p>TBD</p> <p>Local: Stipend for PLC Lead Teacher</p>	<p>Standards of Practice designed for secondary reading instruction and used to monitor the implementation of effective practices.</p>
<p>Monitor and support district expectations for implementation of differentiated reading instruction using a Standards of Practice document and MAP data.</p>	<p>Monthly</p>	<p>District administrative team and School Directors (SST)</p>	<p>No Added Cost</p>	<p>District School Support Teams (SST) visit every classroom every month to monitor and determine next steps and areas of focus necessary to improve student reading achievement. MAP data will be monitored 3 times per year by the SST as well.</p>

**Major Improvement Strategy #2:** Provide differentiated professional development (direct, coaching, PLCs, lab classrooms, web-based to further develop teachers' and instructional leaders' skills to deepen the implementation of district-selected core elementary and secondary math instruction to meet the needs of all student populations.  
**Root Cause(s) Addressed:** Lack of PreK-12 curricular alignment in math that consistently and systematically builds and maintains mathematical thinking and develops the skills students need to articulate their thinking processes.

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

- State Accreditation     
 Title IA Program Improvement/Corrective Action Plan     
 Title IIA (2141c)     
 Title III (AMAOs)  
 Dropout Designation (pending)     
 Grant: Title II Teacher Recruitment and Retention Grant (Pending) and Title I District Program Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>Elementary: Train new PreK-6 teachers to implement a consistent research based program at New Teacher Orientation.</p> <p>Provide weekly Mentor Coach support for each new teacher to ensure appropriate implementation of math resources.</p> <p>Link the strategies from <i>Classroom Instruction That Works With ELLs</i> to support academic language development in mathematics. (Universal Strategy)</p> <p>Provide coaching to new teachers.</p> <p>Provide consulting support for school instructional leaders.</p>	<p>August, 2011</p> <p>Ongoing</p> <p>October, 2011</p> <p>January, 2012</p> <p>Ongoing</p>	<p>Ex. Dir. of Learning Services (LS)</p> <p>District Mentor Coaches</p> <p>Director of PD (PD)</p> <p>EDM certified trainers</p> <p>PreK-6 new teachers</p>	<p>Title I: \$11,000 (PD)</p> <p>Title II: \$20,000 for Teacher Stipends</p> <p>Title II: \$187,000 for Mentor Coach Salaries</p> <p>Title I: \$4,000 (Coaching)</p> <p>Local: Director of Professional Development Salary to coordinate training sessions and supervise work of Mentor Coaches.</p> <p><u>Title II: \$550.00 to pay for EDM consultant</u></p>	<p>Monitor implementation with these tools:</p> <p>PreK-6 Standards of Practice Document</p> <p>District math pacing guide</p> <p>Student math journals will be monitored during School Support visits</p>
<p>Secondary: Provide a two-day training for new 7<sup>th</sup>-12<sup>th</sup> grade math teachers and administration in the effective use consistent math materials and assessment practices to inform differentiated instruction.</p> <p>Provide weekly Mentor Coach support for each new teacher to ensure appropriate implementation of math resources.</p> <p>Link the strategies from <i>Classroom Instruction That</i></p>	<p>August, 2011</p> <p>Ongoing</p>	<p>Ex. Director of LS</p> <p>Director of PD</p> <p>District Mentor Coaches</p>	<p>Local: \$2,500</p> <p>Local: Director of Professional Development Salary</p> <p>Local: Stipend for PLC Lead Teachers</p> <p>Title II: Mentor Coach Salaries</p>	<p>School administration and School Support Teams will observe 7<sup>th</sup>-12<sup>th</sup> grade math teachers implementing the UCSMP curriculum and ELL strategies and materials in their classrooms each month using the standards of practice document mentioned below.</p>

<i>Works With ELLs</i> to support academic language development in mathematics. (Universal Strategy)				
Refine and implement the 7 <sup>th</sup> -12 <sup>th</sup> assessment plan across the district to formatively monitor teaching and learning throughout each school year. (Universal Strategy)	January, 2011 May, 2012	Ex Director of LS Director of Assessment 7 <sup>th</sup> -12 <sup>th</sup> grade teachers to give input.	No funds required	The refined UCSMP math assessment framework will be implemented at all schools by 7 <sup>th</sup> -12 <sup>th</sup> grade math teachers. Analyze the results with Secondary Math PLC and School Directors
Create and utilize lab classrooms with a focus on math programs for new teachers, specifically identified and self-identified math teachers. (Tier II Strategy)	Spring 2011 and ongoing	School Directors Exec. Dir. of LS Dir. of PD District Mentor Coaches	Teacher Recruitment Grant (Pending)  Title II: \$12,000 for New Teacher Lab Classroom Observations	Use of observation protocols and an implementation survey to determine impact on changes to observers' instruction, and to monitor effectiveness of the lab classroom strategy.
Expand the professional learning communities through a summer Math Institute with a focus on deeper implementation math program and emphasis on: <ul style="list-style-type: none"> <li>• Embedding McRel ELL strategies</li> <li>• Use of applicable reading and writing strategies with math text</li> <li>• Differentiation structures and strategies</li> </ul> (Tier II Strategy)	Summer 2011	Exec. Dir. of LS Dir. of PD LS team	Title IA Improvement Grant (pending): \$24,900	Evaluation of Institute sessions September SST collects evidence of refinements in instruction and structures. Participants complete an "Impact Survey". Growth on MAPs throughout year.
Assemble a PreK-6 Math Professional Learning Community to analyze data, improve the implementation of the math program, and explore the interventions and extensions components included in this math program. (Tier II Strategy)	January, 2011- May, 2012	PreK-6 Lead Math teachers Executive Director of Learning Services	Title I Set Aside: \$7,200	Communications between the PreK-6 and the 7-12 PLCs. Attendance Logs Meeting Agendas
Continue the Secondary Math PLC specifically designed to give support to secondary math teachers during the second year of the new mathematics program implementation. <ul style="list-style-type: none"> <li>• Analyze spring 2011 and January 2012 mid year</li> </ul>	Monthly from August, 2011- May, 2012		Local: TBD NSF Grant (pending)	Monitor the impact of the Secondary Math PLC through the changes in instruction via the SST and growth in MAP data.

assessment results.  • Embedded professional development to differentiate math lessons to meet the needs of students who have math gaps in their learning. (Tier II Strategy)				
If feasible, create and implement a secondary math coaching model for secondary school/teacher support. (Tier II Strategy)	January-May 2011 August, 2011 – May 2012		TBD	Math teacher-coaches will be designated. Existing coaching protocols will be adapted and utilized to monitor the change in math instruction.
Monitor and support district expectations for implementation of differentiated math instruction using a Standards of Practice document and MAP data. (Universal and Tier II Strategy)	Monthly	District Administrative Team and School Directors	No funds needed	District School Support Teams visit every classroom every month to monitor and determine next steps and areas of focus necessary to improve student math improvement. MAP data will be monitored 3 times per year by the SST as well.

**Major Improvement Strategy #3:** Provide differentiated professional development (Direct, coaching, PLCs, lab classrooms, web-based) to further develop teachers' and instructional leaders' skills to deepen the implementation of core writing instruction (Every Child a Writer) to meet the needs of all subgroup populations

**Root Cause(s) Addressed:** Prior to 2010, Mapleton Public Schools did not have an articulated and differentiated PreK-12 core curricular writing framework or expectations of grade-level writing products.

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

- State Accreditation   
 Title IA Program Improvement/Corrective Action Plan   
 Title IIA (2141c)   
 Title III (AMAOs)  
 Dropout Designation   
 Grants: Title II Teacher Recruitment and Retention Grant (Pending) and Title I District Program Improvement Grant (pending)

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>When new teachers are developmentally ready, provide a two day training in explicit differentiated writing instruction</p> <p>Provide a one-day training in demonstrated writing instruction to all new teachers.</p> <p>Include explicit ELL strategies in the writing training sessions.</p> <p>(Universal Strategy)</p> <p>Provide weekly Mentor Coach support for each new teacher to ensure appropriate writing instruction.</p>	<p>Summer – Fall 2011</p> <p>Ongoing</p>	<p>National Literacy Coalition (NLC) trainers</p> <p>Ex. Director of Learning Services (LS)</p> <p>Dir. of Professional Development (PD)</p> <p>District Mentor Coaches</p>	<p>Local: \$15,000</p> <p>Local: Director of Professional Development Salary</p> <p>Local: FTE Mentor Coach Salary</p> <p>Title II: Mentor Coach Salaries</p>	<p>Observation and embedded coaching support for all new teachers is ongoing throughout the year. Report generated by the coach(s) after each coaching cycle. Report will be described by school, level and program component.</p>
<p>Implement coaching support for all new teachers to ensure the effective writing instruction.</p> <p>(Universal Strategy)</p>	<p>Sept. 2011 and ongoing</p>	<p>NLC trainers</p> <p>Exec. Dir. LS</p> <p>Director of PD</p> <p>School Directors</p>	<p>Local: \$70,000</p>	<p>Consultants provide an executive summary of coaching visits to the district leadership team.</p> <p>The district leadership team determines next steps for deeper implementation at each school.</p>
<p>Create and utilize lab classrooms to model effective writing strategies for new teachers, specifically identified or self-identified teachers (Tier II Strategy).</p>	<p>Spring 2011 and ongoing</p>	<p>School Directors</p> <p>Exec. Dir LS</p> <p>Dir. of PD</p> <p>District Mentor Coaches</p>	<p>Teacher Recruitment Grant (pending)</p> <p>Title II: \$12,000 for New Teacher Lab Classroom Observations</p>	<p>Use of observation protocols and an implementation survey to determine impact on changes to observer's instruction and to monitor effectiveness of the lab classroom strategy.</p>
<p>Expand the professional learning communities through a summer writing institute with a focus on deeper understanding and implementation of writing and ELL strategies:</p> <ul style="list-style-type: none"> <li>- Independent Writing</li> <li>- Effective Center Activities</li> <li>- Demonstrated and Differentiated Writing</li> <li>- Effective use of writing materials and rubrics</li> </ul>	<p>Summer 2011</p>	<p>Exec. Dir LS</p> <p>Dir. of PD</p> <p>LS Team</p>	<p>Title IA Program Improvement Grant (pending): \$24,900</p> <p>Local: Director of Professional Development Salary</p> <p>Local: Stipend for PLC Lead Teachers</p>	<p>Evaluation of Institute sessions</p> <p>September SST collects evidence of refinements in instruction and structures. Participants complete an "Impact Survey". Growth on MAPs throughout year.</p>



- Writing in the Core Contents (Tier II Strategy).				
Implement a 6-12 PLC specifically designed to give support to teachers in the implementation of effective secondary writing practices (Tier II Strategy).	Fall 2011 and ongoing	Exec. Dir LS Dir. of PD LS Team	Local: \$5,000	Standards of Practice designed for secondary writing instruction and used to monitor the implementation of effective practices.
Monitor and support district expectations for implementation of differentiated writing instruction using a Standards of Practice document and MAP data.	Monthly	District administrative team and School Directors (SST)	NA	District School Support Teams (SST) visit every classroom every month to monitor and determine next steps and areas of focus necessary to improve student reading achievement. MAP data will be monitored 3 times per year by the SST as well.

**Major Improvement Strategy #4:** Implement a menu of Tier II and III standard protocol interventions in reading and math to support students with identified disabilities.  
**Root Cause(s) Addressed:** Students with special education needs have limited access to standard protocol interventions in reading and math.

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

State Accreditation     Title IA Program Improvement/Corrective Action Plan     Title IIA (2141c)     Title III (AMAOs)  
 Dropout Designation     Grant: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Review the needs of students identified through the RTI process during 2010-11 school year to determine a menu of appropriate Standard Protocol Interventions for reading and math.	Current - ongoing	Director of Learning Services School Directors	Pending	Develop a menu of Standard Protocol Interventions
Develop intervention implementation timeline to include: <ul style="list-style-type: none"> <li>Professional development for selection of appropriate interventions for Special Education and intervention teachers</li> <li>Timeline of implementation</li> <li>Professional development in selected interventions</li> </ul>	Spring 2011-ongoing	Learning Services Team Special Education Team	Pending	Implementation timeline
Monitor fidelity of implementation of chosen interventions.	Ongoing, weekly	School Directors Interventionists	Pending	Implementation observation checklist specific to each intervention
Evaluate effectiveness of intervention based on student progress toward grade level benchmarks	Monthly	RTI Intervention Team	Pending	Aimsweb: weekly , biweekly, or monthly MAPs: 3 times per year CSAP: annually

**Major Improvement Strategy #5:** Implement a comprehensive Graduation Pathways project plan

**Root Cause(s) Addressed:** 1 - The District has not provided teachers with sufficient strategies to engage and re-engage at-risk youth.

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

State Accreditation

Title IA Program Improvement/Corrective Action Plan

Title IIA (2141c)

Title III (AMAOs)

Dropout Designation

Grant: Colorado Graduation Pathways Program

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide professional development to secondary teachers and administrators regarding causes and effective classroom practices to engage at-risk youth.	Spring 2011 – Spring 2012	Exec. Director of Student Support Services, School Directors	Federal grant administered by CDE.	Identify vendor Select priority schools Conduct staff training Plan for ongoing staff capacity-building Monitor staff use of engaging classroom practices.
<p>Train teachers, Welcome Center staff and Post-secondary Options Coaches to better assist students and parents in choosing schools where they will be successful.</p> <p>Enhance process for comprehensive school choice for transitioning students and retrieval of out-of-school youth to ensure each student enrolls in the school best able to meet their educational needs.</p>	Ongoing through Spring 2011	Exec. Director of Student Support Services, Welcome Center Specialist	Local resources.	<p>Revise school marketing materials</p> <p>Welcome Center staff visit each school to gain more complete understanding of how each school engages students</p> <p>Welcome Center Coordinator and School Directors meet with preschool and 8<sup>th</sup> grade teachers to disseminate information about school choices.</p> <p>Welcome Center staff, post-secondary coaches, and school administrators will host information sessions for parents and students regarding school choices, and will also actively seek out and counsel at-risk and out-of-school youth and their families regarding school choices.</p>

**Major Improvement Strategy #6:** Implement a comprehensive Graduation Pathways project plan

**Root Cause(s) Addressed:** 2 - Lack of support for at-risk secondary students, including: students exhibiting early warning signs of school disengagement; students experiencing major life events while in high school; and students who have already dropped out but who might return given adequate support.

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

- State Accreditation     
  Title IA Program Improvement/Corrective Action Plan     
  Title IIA (2141c)     
  Title III (AMAOs)  
 Dropout Designation     
 XX Grant: Colorado Graduation Pathways Program

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Build electronic Early Warning System to assist in identifying high school students at risk of dropping out.	Spring – Summer 2011	Technology Services, Student Support Services	Federal grant administered by CDE; Local resources	Consult with Infinite Campus and in-house data analysts Pilot reporting function at one school Train key personnel at each school to utilize system
Provide identified groups of at-risk students with targeted case management, including frequent person-to-person home-school communication	2011-2012 School Year	Student Support Services; School Directors	Federal grant administered by CDE; Local resources	Develop job descriptions and train student case managers Select pilot schools for case manager program Use Early Warning system to identify students to case manager Enhance connections with families and community agencies to provide wrap around services to identified students
Continue to refine systematic retrieval of drop-outs	Fall 2011	NVSYA Director, Learning Services, Student Support Services	Local resources	Analyze data for current retrieved dropouts at North Valley school Evaluate instructional delivery system at North Valley Enhance outreach/retrieval efforts district-wide

**Major Improvement Strategy #7:** Implement a comprehensive Graduation Pathways project plan

**Root Cause(s) Addressed:** 3 - Insufficient support for students transitioning between levels of schooling (8<sup>th</sup> to 9<sup>th</sup>; secondary to post-secondary).

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

- State Accreditation     
  Title IA Program Improvement/Corrective Action Plan     
  Title IIA (2141c)     
  Title III (AMAOs)  
 Dropout Designation     
 XX Grant: Colorado Graduation Pathways Program

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Pilot summer "bridge" and mentoring program for entering high school freshmen.	Spring – summer 2011	Director(s) of identified schools; Pathways grant coordinator	Federal grant administered by CDE; Local resources	Identify project coordinator Identify curricular program, dates, and location for bridge program Execute and evaluate program
Refine systems for sharing information regarding students transitioning levels of schooling.	Spring 2011	Student Support Services; District Records Department; School Directors	Local resources	Identify key variables about which to document and share information; and a vehicle for information sharing Sending schools collect and organize relevant student information Receiving schools develop procedures to ensure student information is used by teachers and other staff
Maintain and enhance post-secondary coaching program when feasible.	Spring 2011- Spring 2012	Student Support Services	Local resources; yet-to-be-determined grant resources	Identify funding source to continue post-secondary coaching for all secondary students Ensure all secondary students have an ICAP constructed with parent involvement. Assist undocumented students with post secondary options such as ASCENT

**Major Improvement Strategy #8:** Implement a comprehensive Graduation Pathways project plan

**Root Cause(s) Addressed:** 4 - Inadequate instructional supports to bolster academic skills of low-achieving secondary students.

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

- State Accreditation     
  Title IA Program Improvement/Corrective Action Plan     
  Title IIA (2141c)     
  Title III (AMAOs)  
 Dropout Designation     
 XX Grant: Colorado Graduation Pathways Program

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
See Action Plans above related to increasing student achievement and student growth.	See above	See above	See above	See above

### Section V: Additional Documentation

**Proposed Budget for Use of Title IIA funds in 2011-12.** This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: [www.cde.state.co.us/FedPrograms/tii/a.asp](http://www.cde.state.co.us/FedPrograms/tii/a.asp). In the chart, include all proposed Title IIA activities for FY 2011-12. Activities should have already been referenced in the action plans of this template (section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district's projected 2011-12 Title IIA allocation. If the 2011-12 allocation is unknown, use the 2010-11 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	AYP Target Addressed	Proposed Amount
Provide consultation services for School Directors/Leaders in the area of Mathematics. Funds will cover the cost of the trainer.	Strategy II – See all activities attached to Title II funding	Math: Elem	\$550.00
Hire two full-time district level mentor coaches to provide mentoring support and induction programming to all first and second year new to career teachers. Funds will be used to pay for the salaries and benefits of these two positions.	Strategy I, II and III - See all activities attached to Title II funding	Reading: Elem., MS, & HS Math: Elem., MS, & HS	\$184,000.00

Coordinate and implement mentoring support and induction programming for all newly hired school directors and assistant school directors. Funds will provide stipends to three veteran school directors to conduct this work.	Strategy II, and IV – See all activities attached to Title II funding	Math: Elem., MS, & HS	\$ 10,000.00
Host a district level three-day new teacher orientation prior to the beginning of the teacher work year to welcome and acquaint all newly hired teachers to the district. Funds will provide stipends for teachers to attend.	Strategy II - See all activities attached to Title II funding	Reading: Elem., MS, & HS	\$ 20,000.00
Release first year teachers to observe in veteran teachers classrooms as part of the induction program. District Mentor Coaches will accompany teachers on these visits. Funds will be used to cover the costs (salary and benefits) of substitutes needed.	Strategy I, II and III - See all activities attached to Title II funding	Reading: Elem., MS, & HS Math: Elem., MS, & HS	\$ 12,000.000
Purchase professional books and supplies to support the teacher and school director induction programs.	Not represented in UIP	None	\$7,519.00
Conduct a review of the current teacher and administrator evaluation systems to determine needed changes and/or updates to recommend to the Superintendent. Stipends will be provided to the teachers and leaders who participate in this work.	Not represented in the UIP, but aligned with SB 191	None	\$8,600.00
Purchase needed supplies and materials for the work sessions held to review and update the teacher and administrator evaluation systems.	Not represented in UIP, but aligned with SB 191	None	\$2,000.00
Provide professional development opportunities to two private schools in the Mapleton community. These schools are Assumption Catholic School and A Child's Touch.	Not represented in UIP	None	\$1,050.00
<b>Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)</b>			<b>\$245,719.00</b>

## District Title I Parent Involvement Regulation

Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed the following parent involvement policy. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

### Involvement with Title I Planning

The district shall hold an annual meeting for parents of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent involvement activities shall be used, and invite suggestions for improvement.

### District Support for Parent Involvement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

Coordination, assistance and support may include, but need not be limited to:

- Supporting and coordinating parent involvement through the services of the district's cadre of Prevention Specialists
- Disseminating parent involvement information and materials grounded in research to schools and teams
- Coordinating parent support services with the district's BEST teams
- Incorporating parent outreach goals into the district's School Improvement Planning requirements
- Encouraging schools to include parent outreach as part of their site's strategic plan
- Making relevant information available on the district website and/or through other appropriate channels

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

- the value and utility of contributions of parents
- how to reach out to, communicate with, and work with parents as equal partners
- implementing and coordinating parent programs
- building ties between parents and the school

The professional development plan will be developed and implemented by the district with parent input.



### **Coordination of Parent Involvement Activities with Other District Programs**

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and district preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

This may include, but need not be limited to:

- Implementation, evaluation, and refinement of a transition plan for students from preschool to Kindergarten
- Coordination between the Preschool and Head Start, e.g., contracted services, referrals of students across programs, invitation of Head Start personnel to serve on the CPP Advisory Council, inclusion of Head Start in Preschool Parent activities
- Coordination with Migrant Education, Special Education, and CARE teams as appropriate

### **Student Learning**

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

This may include, but need not be limited to:

- Coordination of services through the district's Prevention Specialists
- ESL instruction support strategies for parents of LEP students
- Provision of funding for translators for activities such as parent/teacher conferences or district meetings
- Translation of key district and school documents intended for parent audiences
- The encouragement of Spanish-speaking parents to serve as volunteers
- Outreach by district and schools to have the District and School Accreditation and Accountability Committees reflect the demographics of the community

The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

This may include, but need not be limited to:

- Dissemination of grade level curriculum brochures for parents in English and in Spanish
- Encouragement for schools to provide activities such as parent literacy and/or math nights; CSAP Nights for Parents
- Opportunities to participate in District and/or School Accreditation and Accountability Committee meetings
- Involvement of parents in development of school and district level strategic planning
- Dissemination of “how to help your child succeed in school” information through district and school channels
- Providing permission slips for relevant activities to parents in English and in Spanish, e.g., for student participation in Math Recovery and Count Me In Too

### **School-based Parent Involvement Activities**

Parents will be encouraged to become involved in the activities of schools with Title I programs through, but not limited to:

- Phone calls by school staff
- Personal invitations by staff and by other parents
- Communication through other school and district channels

The District and Title I schools will encourage parent involvement that increases student academic achievement, improved student behavior, reduction in absenteeism, and improved attitude toward school and learning (Rich, 1990).

The District and Title I schools will seek to involve parents in ways that also benefit the parents, such as increasing self-confidence in their roles as their children’s first teachers, becoming knowledgeable of their children’s school programs, increasing parental motivation to pursue their own educational goals, and becoming more active in community affairs. (Davies, 1989)

The District and Title I school will pursue a variety of means by which parents may become involved with their school community, such as:

- Communicating. Regular communication between home and school is two-way and meaningful.
- Parenting. Parenting skills are promoted and supported.
- Student learning. Parents play an integral role in assisting student learning.
- Volunteering. Parents’ support and assistance are welcome in the school.
- Decision-making. Parents are full partners in the decisions that affect children and families.
- Collaborating with the community. Community resources are used to strengthen schools, families and student learning.

### **Method of Communicating with Parents**

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

### **Annual Evaluation**

The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parental involvement activities as parents may request.

### **Development of School-Level Title I Parent Involvement Procedure**

Each school receiving Title I funds shall jointly develop with and make available to parents of students participating in the Title I program (hereafter referred to as “parents”) a written School-Level Title I Parent Involvement Procedure agreed upon by the parents in accordance with the requirements of federal law.

The procedure shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

LEGAL REFS.: C.R.S. 22-7-101 through 22-7-107 (*Educational Accountability Act of 1971*) (*local accountability programs*)  
C.R.S. 22-7-407 (5) (*informing parents about standards-based education*)  
C.R.S. 22-11-201 (4)(b)(I) (*accreditation contract must bind district to administer community involvement, including processes for parents*)  
C.R.S. 22-30.5-109 (*publicity regarding educational options*)  
1 CCR 301-1, Rules 2202-R.2.01 (4)(j) (*accreditation contract must include goals and processes for informing and involving parents, families, community and accountability committees*)  
20 U.S.C. §6301 et seq. (*No Child Left Behind Act of 2001*)  
Title I, Part A, Section 1118 (*Title I parent involvement requirements*)  
Title I, Part A, Section 1114 (b)(1)(F) (*School wide Reform Program must include strategies to increase parent involvement*)  
Title I, Part A, Section 1115 (c)(1)(g) (*Targeted Assistance Program must include parent involvement strategies*)  
Title I, Part A, Section 1116 (a)(1)(D) (*school districts' receiving Title I funds must review effectiveness of parent involvement actions and activities at schools*)  
Title I, Part F, Section 1606 (a)(7) (*Comprehensive School Reform Grant Program parent involvement requirements*)  
Title II, Part A, Section (a)(3)(B)(IV) (*preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions*)  
Title I, Part A, Section 1112 (g) (*parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students*)  
Title I, Part C, Section 1304 (b)(3) (*parent involvement and notifications in districts using Title I funds for the education of migratory children*)  
Title I, Part A, Section 1114 (b)(2) (*eligible school that desires to operate a school wide program must develop a comprehensive reform plan*)

CROSS REFS.: AE, Accountability/Commitment to Accomplishments  
IA, School District Goals and Objectives  
KDB-R, Public's Right to Know