Improving Academic Achievement

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

Organization Code: 0123   **District Name:** SHERIDAN 2   **AU Code:** 03020   **AU Name:** ARAPAHOE 2 SHERIDAN   **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). The tables below have been pre-polulated 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?			
			Elem	MS	HS		Elem	MS	HS	Overall Rating for Academic Achievement: **Does Not Meet**			
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	R	71.5%	70.5%	71.5%		44.8%	42.5%	47.7%				
		M	70.5%	50.0%	32.2%		46.9%	29.5%	13.9%	* Consult your District Performance Framework for the ratings for each content area at each level.			
		W	54.7%	56.4%	48.6%		26.6%	30.4%	29.5%				
		S	48.0%	45.6%	48.9%		18.4%	22.7%	24.2%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp)	Overall number of targets for Districts: **93**					% of targets met by District: **85.0%**					Elem	MS	HS
										R	NO	YES	NO
										M	YES	NO	NO
										Grad	--	--	YES
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%				48.4%				NO		
		M	59.5%				40.0%				NO		

Organization Code: 0123   **District Name:** SHERIDAN 2

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?

Performance Indicators	Measures/Metrics	Median Adequate SGP						Median SGP						Expectations Met?
Academic Growth	**Median Student Growth Percentile** 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		Elem	MS	HS				Elem	MS	HS			Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
		R	42	52	48			R	42	49	53			
		M	58	89	99			M	26	49	59			
		W	62	83	90			W	38	51	58			
Academic Growth Gaps	**Median Student Growth Percentile** 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: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.
Post Secondary/ Workforce Readiness	**Graduation Rate** 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)	70.8%					Approaching
								IEPs (08-09)	58.8%					NO
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%					Overall (08-09)	5.2%					Approaching
		IEPs	2.4%					IEPs (08-09)	5.3%					NO
	Mean ACT Composite Score Expectation: At or above State average	20						15.8						Does Not Meet

Organization Code: 0123   **District Name:** SHERIDAN 2

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?

English Language Development and Attainment	AMAO 1
	  Description: % making progress in learning English on CELA
	  Expectation: Targets set by state for all AMAOs
		48% of students meet AMAO 1 expectations	53.21%	YES

	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	12.74%	YES
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	94.12%	NO

Educator Qualification and Effective Measures

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
Teacher Qualifications	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	95.8%	NO
			2008-09	98.5%	NO
			2009-10	100.0%	YES

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Organization Code: 0123District Name: SHERIDAN 2

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Turnaround Plan	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt, with the Commissioner`s approval, and implement a Turnaround 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 - especially as there are special requirements that apply only to districts with a Turnaround Plan.
Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% using AYP calculation in 2008-09. For high priority, district also had a dropout rate above 8%	District has not been identified as a High Priority/ Priority graduation district.	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	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.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	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.

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

Organization Code: 0123   **District Name:** SHERIDAN 2   **AU Code:** 03020   **AU Name:** ARAPAHOE 2 SHERIDAN   **DPF Year:** 3 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). The tables below have been pre-polulated 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?			
			Elem	MS	HS		Elem	MS	HS				
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	R	72.2%	69.2%	71.3%		43.9%	43.3%	46.5%	Overall Rating for Academic Achievement: **Does Not Meet** * Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.4%	49.1%	30.5%		48.3%	25.9%	12.4%				
		W	55.8%	56.8%	49.7%		23.8%	31.7%	25.6%				
		S	47.5%	46.8%	49.2%		15.2%	26.1%	20.9%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/ FedPrograms/danda/aypprof.asp)		Overall number of targets for Districts: **93**				% of targets met by District: **85.0%**				Elem	MS	HS
										R	NO	YES	NO
										M	YES	NO	NO
										Grad	--	--	YES
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%				46.8%			NO			
		M	59.5%				40.1%			NO			

Organization Code: 0123   **District Name:** SHERIDAN 2

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?
Academic Growth	**Median Student Growth Percentile** 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: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS			Elem	MS	HS			
		R	46	53	52			34	51	54			
		M	60	86	99			27	39	54			
		W	62	77	91			34	52	53			
Academic Growth Gaps	**Median Student Growth Percentile** 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:** Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.
Post Secondary/ Workforce Readiness	**Graduation Rate** 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)		68.7%				Approaching
								IEPs (08-09)		55.8%				NO
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall		3.9%				Overall (08-09)		4.5%				Approaching
		IEPs		2.9%				IEPs (08-09)		3.5%				NO
	Mean ACT Composite Score Expectation: At or above State average	20.1						15.9						Does Not Meet

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Organization Code: 0123 **District Name:** SHERIDAN 2

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?
English Language Development and Attainment	AMAO 1 Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	48% of students meet AMAO 1 expectations	53.21%	YES
	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	12.74%	YES
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	94.12%	NO

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Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
Teacher Qualifications	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	95.8%	NO
			2008-09	98.5%	NO
			2009-10	100.0%	YES

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Organization Code: 0123 **District Name:** SHERIDAN 2

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Turnaround Plan	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt, with the Commissioner`s approval, and implement a Turnaround 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 - especially as there are special requirements that apply only to districts with a Turnaround Plan.
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2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
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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.	No
CADI	Has or will the district participated in a CADI review? If so, when?	Yes, 2006
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.	
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.	

Improvement Plan Information
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):
      x State Accreditation   ☐ Dropout/Re-Engagement Designation   x Title IA   x Title IIA   x 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 Webb
	Email	webbj@sheridan.k12.co.us
	Phone	720 833-6932
	Mailing Address	4000 S. Lowell, Sheridan, CO 80236
2	Name and Title	
	Email	
	Phone	

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	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.
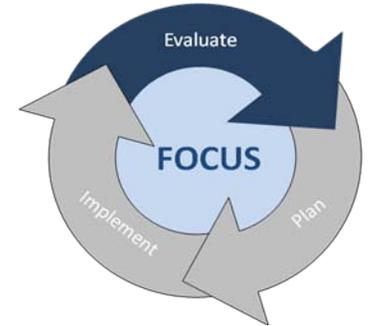
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analyses with local data to help explain 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), (4) Post Secondary Readiness data, and (5) CELApro and AMAO data. This information is available either on SchoolView (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
- Local outcome and interim assessments - Student work samples - Classroom assessments (type and frequency) - Student Early Warning System data (e.g., course failure in core courses, students on track/off track with credits to advance or graduate)	- District locale and size of student population - Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity - Student mobility rates - Staff characteristics (e.g., experience, attendance, turnover, effectiveness measures, staff evaluation) - List of schools and feeder patterns - Student attendance/absences - Safety and Discipline Incidence Data (e.g., suspension, expulsions, discipline	- Comprehensive evaluations of the district (e.g., CADI) - Curriculum and instructional materials - Instruction (time and consistency among grade levels) - Academic interventions available to students - Schedules and class sizes - Family/community involvement policies/practices - Professional development structure (e.g., induction, coaching, common planning time, data teams) - Services and/or programs (Title I, special ed, ESL/bilingual) - Extended day or summer programs - Dropout Prevention & Student Engagement Practices	- Teaching and learning conditions surveys (e.g., TELL Colorado) - Any perception survey data (e.g., parents, students, teachers, community, school leaders) - Self-assessment tools (district and/or school level) - School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)

referrals)	Assessment	

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 as to which content areas, grade levels and disaggregated groups the district/consortium need 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 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 analyses 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)	CSAP scores declined in Reading from 46% proficient or above in 07-08 to 43% in 09-10 overall	Reading achievement across all grade levels is below the state average	The emphasis of instruction has been placed on below grade level standards rather than to provide grade level instruction with appropriate intervention or differentiation of instruction based on assessment data.

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			Vocabulary instruction has not been targeted to provide students of poverty and second language with a strong base to access grade level materials
	CSAP scores improved in Math from 29% proficient or above in 07-08 to 31% in 09-10	Math achievement across all grade levels is below the state average	
	CSAP scores improved in Writing from 26% proficient or above in 07-08 to 28% in 09-10		
Academic Growth	Reading : Median Growth Percentile decreased from 55 in 07-08 to 48 in 09-10	Reading median growth is not adequate to catch students up to grade level achievement.	
	Math: Median Growth Percentile increased from 37 in 07-08 to 43 in 09-10	Math median growth is not adequate to catch students up to grade level achievement.	
	Writing: Median Growth Percentile increased from 48 in 07-08 to 51 in 09-10	Writing median growth is not adequate to catch students up to grade level achievement.	
Academic Growth Gaps	**Reading**: Students needing to catch up in 09-10 Elementary: Median Adequate Growth was 66 and the Median Growth Percentile 42 Middle School: Median Adequate Growth was 67 and the	Median Adequate growth is below the adequate growth level in the areas of Reading, Writing, and Math.	

	Median Growth Percentile 48 High School: Median Adequate Growth was 87 and the Median Growth Percentile 54	
	Math: Students needing to catch up in 09-10 Elementary Median Adequate Growth was 78 and the Median Growth Percentile 29 Middle School Median Adequate Growth was 96 and the Median Growth Percentile 43 High School Median Adequate Growth was 63 and the Median Growth Percentile 99	
	Writing: Students needing to catch up in 09-10 Elementary Median Adequate Growth was 73 and the Median Growth Percentile 38 Middle School Median Adequate Growth was 88 and the Median Growth Percentile 52	

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| | High School

Median Adequate Growth was 97 and the Median Growth Percentile 59 | |

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Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Post Secondary/Workforce Readiness	Graduation Rate 70.8% Minimum State Expectation is 80% Dropout Rate 5.2% Exceeds State Average of 3.6% Colorado ACT 15.9 Does Not Meet State Average of 20	Graduation rate (completion rate) has improved from 2008 rate of 61.7, but needs to exceed expected rate of 80% Colorado ACT average composite score has improved from 2008 rate of 14.58, but needs to exceed expected average of 20	Instructional practice and programming has been differentiated to address the specific needs of the Sheridan student population, but needs to become more differentiated to support expected rate.
English Language Development and Attainment (AMAOs)	AMAO AMAO 1- Yes 53.21% District exceeds state expectation of 48% of students making progress in learning English on CELA expectations AMAO 2- Yes 12.74% District exceeds state expectation of 5% of students attaining English proficiency on		

	CELA __AMAO 3__-No 94.12% of ELL AYP targets does not meet the state expectation of 100% of targets met.	AMAO 3 targets met have increased. AYP Reading targets are not being met at all schools	Focused academic vocabulary instruction is not occurring at a high level in all buildings.
Teacher Qualifications (Highly Qualified Teachers)	100% of core content classes are taught by HQ teachers.		

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

Trend Analysis and Priority Needs: 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?	**Root Cause Analysis:** Why do we think our district/consortium's performance is what it is?	**Verification of Root Cause:** What evidence do we have for our conclusions?

Narrative: The Sheridan School District, a small urban district located in Arapahoe County, serves 1,640 students (grades K-12). The district is comprised of 67% Hispanic students, 23% White students, 4.8% African-American students, 3.4% Asian-American students, and 1.3% Native-American students. The Sheridan School District is impacted by poverty, with over 75% of students eligible for free and reduced lunch at any given time. Over 5% of Sheridan students also qualify as homeless based on the definitions provided by the McKinney-Vento Act. The diverse population includes English language learners (21.4%) and Special Education students (14.2%).

Census data from the city of Sheridan reinforces the notions of diversity and poverty. Over 45% of the population lives below the poverty line. (11% of the population reports an annual household income of $10,000 or less.) The per capita income is $16,635, compared to the state average of $24,049. Property crime statistics demonstrate that over 8% of the population experiences some type of property crime each year; the Sheridan Youth Community Task Force has cited the district's high dropout rate as a related factor.

While the challenges of lifting student achievement in high-poverty areas have been widely and thoroughly documented, the reality still exists

that education remains the best opportunity to break the poverty cycles in these types of communities. Sheridan is no exception to either of these statements. The Sheridan School District is committed to providing high-level post-secondary options for ALL Sheridan students through the continuous improvement of quality instruction.

Examination of data has been discussed for improvement planning with the following groups: Sheridan Board of Education; District Leadership Team comprised of District leadership, principals, and instructional coaches; DAAC comprised of Teachers and Parents; District Instructional Advisory Committee (DIAC) comprised of teacher representatives from all schools.

<u>Summary of Academic Achievement Data</u>
<u>CSAP 1-year trend</u>
Reading-
Elementary-44.8% Proficient and Advanced
Middle School-42.5% Proficient and Advanced
High School-47.7% Proficient and Advanced
<u>CSAP 3-year trend</u>
Reading-
Elementary-43.9% Proficient and Advanced
Middle School-43.3% Proficient and Advanced
High School-46.5% Proficient and Advanced

<u>CSAP 1-year trend</u>
Math-
Elementary- 46.9% Proficient and Advanced
Middle School-29.5% Proficient and Advanced
High School-13.9% Proficient and Advanced
<u>CSAP 3-year trend</u>
Math-
Elementary- 48.3% Proficient and Advanced
Middle School- 25.9% Proficient and Advanced

High School-12.4% Proficient and Advanced

AYP
2009-2010
Reading—No
Math—No
85% of targets met

2007-2008
Reading—No
Math—No
74% of targets met

AMAO
AMAO 1- Yes
Making progress in learning English on CELA expectations

AMAO 2- Yes
Percent attaining English proficiency on CELA

AMAO 3-No
Percent making AYP for the ELL disaggregated group
AMAO 3 math targets were met at the elementary level, reading targets were not met at the elementary level
AMAO 3 math targets and reading targets were not met at the middle school level
AMAO 3 reading and math targets were met at the high school level

Academic Growth
Academic district combined growth over a two-year period demonstrate the following trends:
    Reading Median Growth Percentile 2009 =46
    Reading Median Growth Percentile in 2010 =48
    Increase=2 point

    Math Median Growth Percentile 2009 =37

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Math Median Growth Percentile in 2010 =43
Gain=6 points

Academic Growth by Subgroups Math
English Language Learners
2009   2010
35   44   gain=9 points

Economically Disadvantaged
2009   2010
35   43   gain=8 points

Non-Economically Disadvantaged
2009   2010
34   49   gain=15 points

Homeless
2009   2010
N/A   54   exceeds state median growth of 50

Gifted
2009   2010
36   51   gain=15 points

Students w/ Disabilities
2009   2010
30   42   gain=12 points

Academic Growth by Subgroups Reading
English Language Learners
2009   2010

49   50   gain=1 points

Economically Disadvantaged
2009   2010
48   48   gain=0 points

Non-Economically Disadvantaged
2009   2010
41   46   gain=5 points

Homeless
2009   2010
N/A   N/A   exceeds state median growth of 50

Gifted
2009   2010
52   55   gain=3 points

Students w/ Disabilities
2009   2010
52   48   loss=4 points

Achievement and Growth Gaps
Academic growth is approaching or exceeding the median percentile of 50 for all sub groups, including non-economically disadvantaged students. All subgroups in the Sheridan School District showed an increase of growth data in the areas of math and reading with the exception of student with disabilities in the area of reading.

Academic Growth over a two period by schools demonstrate the following trends:
  Math Median Growth Percentile elementary (Fort Logan) 2009=30
  Math Median Growth Percentile elementary (Fort Logan) 2010=26
  Decrease=4 points

  Math Median Growth Percentile middle school (SMS) 2009=29

Math Median Growth Percentile middle school (SMS) 2010=49
Gain=20 points

Math Median Growth Percentile high school(SHS) 2009=52
Math Median Growth Percentile high school (SHS) 2010=59
Gain=7 points

Reading Median Growth Percentile elementary (Fort Logan) 2009=31
Reading Median Growth Percentile elementary (Fort Logan) 2010=42
Gain=11 points

Reading Median Growth Percentile middle school (SMS) 2009=51
Reading Median Growth Percentile middle school (SMS) 2010=49
Decrease=2 points

Reading Median Growth Percentile high school (SHS) 2009=53
Reading Median Growth Percentile high school (SHS) 2010=54
Gain=1 points

Trends of Academic Data
Sheridan student achievement for proficient and advanced categories are significantly below the state average in all areas. However, growth data is approaching or exceeding the mean percentile gain of 50. Improvement of systems in showing that academic growth is growing and academic growth gaps are closing. AYP data also indicates a significant decrease in Unsatisfactory scores in both reading and in math. AMAO 3 targets were not met at the elementary and middle school level in the area of reading. Academic growth data for all groups support this data.

Summary of Perception/Process Data
Much of the work that was outlined in the School Support Team (2008) reports has been implemented and student growth data reflects this work. Report from external partner, Focal Point, (2010) reflects the following statements and identifies next steps for continued improvement:
- Sheridan School District is on track and making progress instructionally.
- A focus on systems effectiveness in showing an increase both in instructional effectiveness and in student achievement data.
- The level of implementation of system focus is directly correlated to the level of student achievement increase in each of the schools. (System focus is directed to instructional effectiveness, culture, and leadership capacity.)
- The overall district philosophy can be strengthened to improve school-wide practices that support the district action plan and good

first instruction.
- Ensure the alignment parameters of District leadership with regard to curriculum alignment are understood by the staff and principals.
- Monitor classroom curriculum alignment in all schools on a regular and consistent basis.
- Provide further professional development regarding curriculum alignment and good, first instruction for principals.
- Assist elementary schools in aligning the math standards and the resource.

Trends of Perception/Process
Systems to support instructional effectiveness are progressing and the focus needs to remain on improved instruction through the use of assessment data and instructional delivery.

Summary of Demographic Data
Free/Reduced Rate-75%+
English Language Learners-517 students
Mobility—39.3% (2008 data)

Trends of Demographic Data
Sheridan School District serves a student population of diverse learners, including a high number of second language learners and students who live in poverty complicated by a relatively high mobility rate.

Highly Qualified Teacher Data
2009-2010-100%

Root Causes
Based on combined data analyses matched with research from effective turnaround projects, root causes can be identified as development and support for systems around the following:

Instructional Effectiveness
"Good schools know how much teachers matter, and they act on that knowledge. They work hard to
attract and hold good teachers; they make sure that their best are assigned to the students who most
need them" (*Haycock, 2006*).

Root Causes-
Prior to 2008, the District had not provided adequate professional development, support, and instructional feedback to support Differentiated instruction for the population of students in Sheridan.

The District had not provided concise instructional calendars that were aligned to the Colorado State Standards.

Systems did not exist to attract and retain highly qualified teachers.

Culture
High expectations are represented by sets of explicit, observable behaviors that lead students to learn at and attain higher levels. These are evidenced not only by staff beliefs and actions, but by how teachers and administrators respond when some students do not learn. Most useful strategies will require the cooperation of the school as a whole: teachers cannot implement most of these strategies working alone in isolated classrooms (*Lezotte, 2007*).

Root causes-

Effective PLC training and work was not in place in the District.
Prior to 2008, the District had not provided adequate professional development, support and instructional feedback to support common procedures and practices for high expectations and define the explicit and observable behavior that lead students to learn and attain at higher levels.

Teaching, Empowering, Leading & Learning (TELL) Survey Data from 2011 indicates that clear expectations for student conduct is a major concern for a majority of Sheridan teachers.

Leadership
All staff needs to be empowered to have a voice in the school. The District will make it a priority to develop a broad-based and inclusive distributed leadership structure. Sheridan School District defines the role of principal as the instructional and learning leader in the building. Provide opportunities for the development of leadership skills focused on practices and decisions that support the mission and goals of the school improvement plan for all staff that have an interest in leadership.

Root Causes:

According to 2009 Teaching, Empowering, Leading & Learning (TELL) Survey Data, less than 50% of instructors agreed that teachers pursue opportunities to participate in school leadership roles. 2011 TELL Survey Data indicates that over 60% instructors agreed with the

statement. Staff have not been provided with enough opportunities for building leadership capacity and supporting the development of leadership skills.

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.
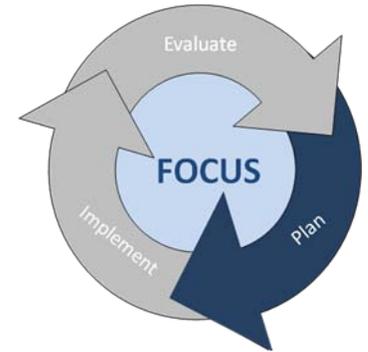
District/Consortium Goals Worksheet
Directions: Complete the worksheet for the priority needs identified in Section III; although, all districts are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp 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. 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.

As a Turnaround District, Focal Point (CDE accepted Turnaround Partner) will monitor both implementation of process and student achievement data to determine needed changes or areas of increased focus of District Action Plan.

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	Sheridan School District will meet the state average in reading, or achieve a minimum 10% increase over the 2009 school year.	Sheridan School District will meet the state average in reading, or achieve a minimum 10% increase over the 2010 school year	EdPerformance Assessment (Administered 3 times during the school year. DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments	Curriculum Calendars will be utilized to guarantee grade level instruction, in addition provide additional time and interventions to differentiate skills below and above grade level

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					(Administered 3 times during the school year)	instruction.
		M	Sheridan School District will meet the state average in math or achieve a minimum 10% increase over the 2009 school year	Sheridan School District will meet the state average in math or achieve a minimum 10% increase over the 2010 school year		Curriculum Calendars will be utilized to guarantee grade level instruction, in addition provide additional time and interventions to differentiate skills below and above grade level instruction.
		W	Sheridan School District will meet the state average in writing or achieve a minimum 10% increase over the 2009 school year	Sheridan School District will meet the state average in writing or achieve a minimum 10% increase over the 2010 school year		Curriculum Calendars will be utilized to guarantee grade level instruction, in addition provide additional time and interventions to differentiate skills below and above grade level instruction.
		S	Sheridan School District will meet the state average in science or achieve a minimum 10% increase over the 2009 school year	Sheridan School District will meet the state average in science or achieve a minimum 10% increase over the 2010 school year		Curriculum Calendars will be utilized to guarantee grade level instruction, in addition provide additional time and interventions to differentiate skills below and above grade level

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					instruction.

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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	88.46% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring US.	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 US.	EdPerformance assessment-administered 3 times per year.	Provide differentiated instruction (whole group, small group, and individual) based on assessment data.
		M	84.54% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring US.	89.09% of all students and of each disaggregated group will be PP and above or will show a 10% reduction in percent of students scoring US.	EdPerformance assessment-administered 3 times per year.	Provide differentiated instruction (whole group, small group, and individual) based on assessment data.
Academic Growth	Median Student Growth Percentile	R	By the end of the 2010-11 school year, the Median Student Growth Percentile for Reading will meet or exceed 55	By the end of the 2010-11 school year, the Median Student Growth Percentile for Reading will meet or exceed 55	EdPerformance Assessment (Administered 3 times during the school year. DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments (Administered 3 times during the school year)	Provide differentiated instruction (whole group, small group, and individual) based on assessment data.
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile for Reading will meet or exceed 55		EdPerformance Assessment (Administered 3 times during the school year.	Provide differentiated instruction (whole group, small group, and individual) based

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				By the end of the 2010-11 school year, the Median Student Growth Percentile for Reading will meet or exceed 55	DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments (Administered 3 times during the school year)	on assessment data.
		W	By the end of the 2010-11 school year, the Median Student Growth Percentile for Reading will meet or exceed 55	By the end of the 2010-11 school year, the Median Student Growth Percentile for Reading will meet or exceed 55	EdPerformance Assessment (Administered 3 times during the school year. DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments (Administered 3 times during the school year)	Provide differentiated instruction (whole group, small group, and individual) based on assessment data.
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of the 2010-2011 school year, the median growth percentile for all subgroups will meet or exceed the 55th percentile	By the end of the 2011-2012 school year, the median growth percentile for all subgroups will meet or exceed the 55th percentile	EdPerformance Assessment (Administered 3 times during the school year. DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments (Administered 3 times during the school year)	Provide differentiated instruction (whole group, small group, and individual) based on assessment data.
		M	By the end of the 2010-2011 school year, the median growth	By the end of the 2011-2012 school year, the median growth	EdPerformance Assessment	Provide differentiated instruction (whole

		percentile for all subgroups will meet or exceed the 55th percentile	percentile for all subgroups will meet or exceed the 55th percentile	(Administered 3 times during the school year. DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments (Administered 3 times during the school year)	group, small group, and individual) based on assessment data.
	W	By the end of the 2010-2011 school year, the median growth percentile for all subgroups will meet or exceed the 55th percentile	By the end of the 2011-2012 school year, the median growth percentile for all subgroups will meet or exceed the 55th percentile	EdPerformance Assessment (Administered 3 times during the school year. DIBELS (Administered 3 times during the school year in grades k-5) Curriculum Based Quarterly Assessments (Administered 3 times during the school year)	Provide differentiated instruction (whole group, small group, and individual) based on assessment data.
Post Secondary/ Workforce Readiness	Graduation Rate	Graduation Rate will meet state expectation of 80% as measured by "actual graduation rate" (rather than 4 year completion rate) by June, 2011	Graduation Rate will meet state expectation of 80% as measured by "actual graduation rate" (rather than 4 year completion rate) by June 2012		Differentiation of student programming will be an area of focus to meet student need including; Traditional Programming Concurrent Enrollment in College Programs SOAR (Student Outreach and

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					Academic Recovery) Alternative Program
	Dropout Rate	Dropout Rate will not exceed 3.6% by June, 2011	Dropout Rate will not exceed 3.6% by June, 2012		Differentiation of student programming will be an area of focus to meet student need including; Traditional Programming Concurrent Enrollment in College Programs SOAR Alternative Program
	Mean ACT	Mean ACT Composite Score will meet or exceed 20 by June, 2011	Mean ACT Composite Score will meet or exceed 20 by June, 2012		Differentiation of student programming will be an area of focus to meet student need including; Traditional Programming Concurrent Enrollment in College Programs SOAR Alternative Program
English Language Development	CELA (AMAO 1)	District will continue to meet AMAO 1 goals for 2011.	District will continue to meet AMAO 1 goals for 2012.		
	CELA (AMAO	District will continue to meet	District will continue to meet		

& Attainment	2)	AMAO 1 goals for 2011.	AMAO 1 goals for 2012.		
	CELA (AMAO 3)	100% ELL targets will be met by the district will show a 10% reduction in percent of ELL students scoring US.	100% ELL targets will be met by the district will show a 10% reduction in percent of ELL students scoring US.		
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.		

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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 them to a major improvement strategy(s). For each major improvement strategy, identify the root cause(s) that the action will help to dissolve (e.g., implement new intervention in K-3 reading). Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps necessary to implement the major improvement strategy (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff). 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.

Root Causes addressed through the Action Plan include System Effectiveness associated with Instructional Effectiveness, Culture, Leadership, and Opportunity Gap for Students.

Major Improvement Strategy #1: **Instructional Effectiveness**   **Root Cause(s) Addressed:** Instructional and Curricular Support

Numerous studies reveal the tremendous impact schools and teachers can have on student achievement. For example, a study conducted by Sanders and Horn (1994, reviewed in Marzano, 2003) reveals a 39 percentage-point difference in student achievement between students with "most effective" and "least effective" teachers. In classrooms headed by teachers characterized as "most effective," students posted achievement gains of 53 percentage points over the course of one academic year, whereas in classrooms led by "least effective" teachers, student achievement gains averaged 14 percentage points (Marzano, 2003).

  X District Plan under Accreditation. Describe: Turnaround
  X Title I School Improvement/Corrective Action. Describe: Corrective Action Year 5
  ☐ Application for a Tiered Intervention Grant.
  ☐ School Improvement Grant.

_____
____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
  X State Accreditation   x Title IA Program Improvement/Corrective Action Plan   ☐ Title IIA (2141c)   x Title III (AMAOs)
  x Dropout/Re-engagement Designation to Increase Graduation Rates   ☐ Grant:
     _____

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
1. Curriculum Alignment: training, coaching, and feedback (specific actions below)	Training: 8/10 Coaching and Feedback 8/10-5/12	Focal Point District Leadership, Principals & Instructional Coaches Teachers See below for specific action detail	Federal and local	Implementation Review Indicators of Success (see below) 2x's/year by Focal Point October 2011 April 2012
1a. Curriculum Alignment: Assessment Training, coaching, and feedback (specific actions below)	Training 9/10 Coaching and Feedback 9/10-5/12	Focal Point Riverside District Leadership, Principals & Instructional Coaches Teachers See below for specific action detail	Federal and local	Implementation Review Indicators of Success (see below) 2x's/year by Focal Point October, 2011 April, 2012
2. First Best Instruction--Engagement, rigor, pace, strategies (including differentiated strategies for ELA, SPED, and GT students) Training, coaching, and feedback (specific actions below)	Training 9/10-6/11 Coaching and Feedback	Flippen District Leadership, Principals &	Federal and local	Implementation Review Indicators of Success (see below) 2x's/year by Focal Point

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	9/10-5/12	Instructional Coaches Teachers See below for specific action detail		October 2011 April 2012
3. PLC's to support implementation of curriculum alignment, engagement, rigor, pace, strategies (items 1, 1a, and 2) (specific actions below)	Training 9/10 Monitoring of PLCs 9/10-5/12	District District Leadership, Principals & Instructional Coaches Teachers See below for specific action detail	Federal and local	See action and monitoring timeline below
4. Feedback on Instruction of curriculum alignment, engagement, rigor, pace, strategies (items 1, 1a, and 2) (specific actions below)	Advanced Training- leadership 6/10 Implementation: 6/10-5/12	Focal Point District Leadership, Principals & Instructional Coaches Teachers See below for specific action detail	Federal and local	Implementation Review Indicators of Success (see below) 2x's/year by Focal Point October 2011 April 2012

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1) Strengthen curriculum alignment

A viable, aligned curriculum is the most important factor in raising student achievement (McREL, 2005). Alignment is the essential first step in the development of appropriate programming for all learners, including students who are English Language Learners, Gifted and Talented, and/or those students who have a disability.

Indicators of success

- Out of 80 spot observations of classrooms in October 2011 by district leaders and outside instructional leaders, 80% of the teachers post an effective lesson objective and teach the aligned curriculum at least at the proficient level. That percentage will increase to 90% by April 2012.
- Out of 80 spot observations of classrooms in October 2011 by district leaders and outside instructional leaders, 80% of the teachers conduct effective demonstrations of learning that are tightly aligned to the curriculum. That percentage will increase to 90% by April 2012.

Specific actions
DISTRICT

- Provide revised instructional calendars to appropriate staff by 15 August 2011
- Train building leaders and teacher leaders on curriculum alignment, including writing effective lesson objectives and demonstrations of learning by 15 August 2011 and provide ongoing professional development as needed
- Administer district-wide CBQMs (curriculum-based quarterly measurements) at the end of the 1st, 2nd, and 4th quarters
- Analyze data from the CBQMs and provide analysis to each school within two weeks of the administration date
- Conduct 20 observations each month to provide feedback on alignment

BUILDING LEADERS (principals, asst. principals, instructional coaches)

- Monitor the use of district instructional calendars and provide written feedback to each teacher regarding curriculum alignment at least twice each month
- Conduct job-embedded professional development for teachers on the use of lesson objectives and demonstrations of learning on a regular and consistent basis
- Administer District CBQMs and provide data and analyses for teachers to use during PLCs; monitor use of this data during the PLCs

STAFF

- Teach the guaranteed and viable curriculum, using district instructional calendars
- Develop and use effective lesson objectives and demonstrations of learning; post them daily
- Administer District CBQMs

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- Use data from CBQMs and other assessments during PLCs to strengthen alignment

2) Increase student-teacher engagement and first best instruction

The "main thing" is the quality of instruction. Next to aligning the curriculum, increasing student-teacher engagement and instructional rigor is critical to raising achievement. Sheridan will continue to improve the quality of instruction, focusing on multiple response strategies and first best instruction. Increasing the quality of instruction is foundational for students who are English Language Learners, Gifted and Talented, and/or those who have a disability.

Indicators of success

- Out of 80 spot observations of classrooms in October 2011 by district leaders and outside instructional leaders, students in at least 75% of the classrooms are engaged in instruction within one minute from the time class or the lesson is supposed to begin. Students in these classes are also engaged in instruction until the end of the class or lesson. This percentage will increase to 85% by April 2012.
- Out of 80 spot observations of classrooms in October 2011 by district leaders and outside instructional leaders, 75% of the teachers use at least one multiple-response (differentiated) strategy every ten minutes. This percentage will increase to 85% by April 2012.
- Principals and Assistant Principals will demonstrate proficiency in recognizing and improving first best instruction as measured by a performance assessment in October 2011 and April 2012.

Specific actions
DISTRICT

- Train building leaders and teacher leaders on bell-to-bell instruction and multiple response strategies by 15 August 2011
- Incorporate bell-to-bell instruction and multiple response strategies on the instructional feedback form
- Train building leaders on first best instruction and strategies (including differentiated strategies) to improve such instruction by 30 August 2011; monitor and assess principals' ability to provide feedback on first best instruction

BUILDING LEADERS (principals, asst. principals, instructional coaches)

- Train staff on bell-to-bell instruction, differentiated, and multiple response strategies by 30 August 2011
- Provide feedback to staff on bell-to-bell instruction, differentiated, and multiple response strategies
- Learn how to identify and provide feedback on first best instruction

STAFF

- Teach "bell to bell"

- Use at least one multiple response strategy every ten minutes of class (by the end of the year, this should increase to every five minutes)
- Utilize differentiated strategies to engage students.

3) Develop professional learning communities (PLCs)

In the end, if teachers are to improve their craft and improve their ability to provide differentiated instruction to students, they must learn how to collaborate and operate in professional learning communities.

Indicators of success

- Teachers meet in grade-level or subject-matter PLCs at least twice a month
- For each PLC, teachers use a standardized template that guides work and focuses on at least one of the following four questions: 1) What should students know and be able to do? 2) How do teachers know when the students have learned the objectives? 3) What do teachers do when students are not learning or not responding to the strategies used? and 4) what do teachers do when students learn ahead of their peers?

Specific actions
DISTRICT

- Establish instructional schedules that allow for PLCs at least twice a month (preferably once a week) by 1 August 2011
- Design standardized template for PLC teams to use by 15 August 2011
- Train building principals and teacher leaders on how to conduct effective PLCs by 15 September 2011
- Monitor PLCs and provide feedback to principals

BUILDING LEADERS (principals, asst. principals, instructional coaches)

- Train teacher leaders on how to conduct effective PLCs and how to use the standardized template by 30 September 2011
- Attend PLCs regularly and validate for the teachers what is working well and provide feedback on how to make them more effective
- Provide achievement data for PLC teams to use or guide the collection of student achievement data to be used by the PLC teams

STAFF

- Participate in PLCs and use the district standardized template
- Bring and use student achievement data at each PLC
- Derive and use different strategies or interventions for students who are not responding to first best instruction

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Major Improvement Strategy #2: **Culture**   **Root Cause(s) Addressed:** Procedural and Behavioral Support

According to McREL research, What Matters Most (2009), Effective schools ensure high-quality learning experiences in every classroom. At the same time, they develop a culture of high expectations for learning and behavior, which is an even more powerful predictor of student success than socioeconomic status.

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

X State Accreditation   X Title IA Program Improvement/Corrective Action Plan   ☐ Title IIA (2141c)   X Title III (AMAOs)

X Dropout/Re-engagement Designation to Increase Graduation Rates   ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
1) PD and Implementation-High Expectations	Training 5/10 Implementation: See below	Flippen Kay Cessna District Leadership, Principals & Instructional Coaches Teachers See below for specific action detail	Federal and local	Implementation Review Indicators of Success (see below) 2x's/year by Flippen October 2011 April 2012
2) PD and Implementation-Safe and Civil Learning Environments	Training 9/10 Implementation See below	Flippen Kay Cessna District Leadership, Principals & Instructional Coaches Teachers	Federal and local	Implementation Review Indicators of Success (see below) 2x's/year by Flippen October 2011 April 2012

		See below for specific action detail		

1) Ensure staff members understand and support the district's core beliefs and the schools' top academic priorities, including high expectations for learning and behavior.

The leadership team must be purposeful and consistent in reinforcing core beliefs and in engendering an understanding of the schools' priorities.

Indicators of success
- 90% of the teachers in each school will be able to identify at least four of the five district "Core Beliefs" as measured by a building-level climate survey conducted in February 2011.
- 75% of the teachers in each school will report high congruence between what the school's priorities are and what the teacher believes the priorities should be. [75% will mark "very congruent" or "mostly congruent."]

Specific actions
DISTRICT
- Discuss and establish with Cabinet the District Core Beliefs; review those beliefs with leadership team, School Board, and teacher leaders
- Discuss and reinforce at least one District Core Belief at each Board meeting and at each staff meeting
- Oversee each school's efforts to disseminate the Core Beliefs and to reinforce actions that support the Core Beliefs
- Develop and administer a building-level climate survey in February 2011 and assess teachers' understanding of the Core Beliefs
- Train principals and other building leaders to write effective action plans, outlining instructional priorities and key actions for the school
- Assess congruence between what each school's priorities are and what the teachers believe the priorities should be [climate survey in February 2012]

BUILDING LEADERS (principals, asst. principals, instructional coaches)
- Discuss/ reinforce District Core Beliefs with staff
- Reinforce at least one District Core Belief weekly (at staff meetings, in newsletters, in emails, etc.)
- By 30 May 2011, write an effective action plan for the 2011-2012 school year that outlines instructional priorities and the school's key actions
- Regularly and consistently discuss and reinforce school priorities with staff

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STAFF
- Learn and understand the District Core Beliefs by 15 August 2011
- Read the School Action Plan prior to 15 August 2011; learn and understand the school's instructional priorities

2) Strengthen safe and civil learning environments

Safe and orderly environments are essential and a critical factor in increasing student achievement (McREL, 2006). This is accomplished through the establishment of appropriate systems of behavioral supports, routines and discipline procedures, and through direct instruction of appropriate and expected behaviors (PBS). In 2011-2012, the district will focus on refinementt of behavioral expectations/consequences and classroom procedures in each school and classroom.

Indicators of success
- Out of 80 spot observations of classrooms in October 2011 by district leaders and/or outside instructional leaders, 80% of the teachers will utilize designated classroom procedures that maximize structure and predictability for students.
- Utilizing the PBS Self-Assessment Survey, each school will increase 20% over implementation baseline established in Spring 2010. All schools will achieve a minimum of 50% implementation for School-Wide Systems and Non-Classroom Settings Systems.

Specific actions
DISTRICT
- Train building leaders and teacher leaders on development of school-wide, non-classroom, and classroom systems for discipline and positive behavior supports by 15 September 20101.
- Train building leaders and teacher leaders on development of classroom procedures that maximize structure and predictability for students by 15 September 2011.
- Conduct 20 classroom observations each month to provide feedback on classroom procedures.
- Analyze data from the PBS Self-Assessment Survey to be used in staff planning sessions.

BUILDING LEADERS (principals, asst. principals, instructional coaches)
- Conduct job-embedded professional development for teachers on the development and use of effective classroom procedures by 1 October 2011.
- Schedule and participate in monthly meetings of the Safe and Civil Schools/PBIS team.

- Schedule the Safe and Civil Schools/PBIS team to present behavioral data at staff meetings and to problem solve.
- Consistently implement all aspects of the School-Wide System and Non-Classroom Settings System.

STAFF
- Develop and utilize classroom procedures that maximize structure and predictability for students.
- Provide input in the development of the School-Wide System and Non-Classroom Settings Systems.
- Utilize features of the School-Wide System and Non-Classroom Settings Systems consistently with all students.
- Participate in utilizing the PBS Self-Assessment Survey for School-Wide Systems and Non-Classroom Settings Systems.

Major Improvement Strategy #3: **Leadership**　　　　　　　　**Root Cause(s) Addressed:**　　System to attract and retain building and teacher leaders

Effective leadership adds value to the impact of classroom and teacher practices and ensures that lasting change flourishes. Awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership, there is less of a possibility that schools and districts will address these variables in a coherent and meaningful way.

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

　X State Accreditation　　X Title IA Program Improvement/Corrective Action Plan ☐ Title IIA (2141c)　　　X Title III (AMAOs)

　X Dropout/Re-engagement Designation to Increase Graduation Rates　　　　☐ Grant:

　　_____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
1) Expanding Instructional Leadership- Leadership Academies	5/10-5/12	Focal Point District	Federal and local	See below Indicators of Success and Action Items

1) Conduct leadership academies
Leadership sits at the core of the systems model and is the key ingredient of organizational effectiveness. Sheridan will continue to build leadership density. Sheridan will conduct leadership academies for selected staff members.

cde

Indicators of Success
- The District completes leadership academies for administrators (principals and assistant principals) and teacher leaders by 1 May 2012.
- At least 12 teachers successfully complete the teacher leadership academy.
- 100% of the assistant principals and principals successfully complete the administrator leadership academy.

Specific actions
DISTRICT
- Conduct leadership academies for administrators and teacher leaders
- Design the content to align with core leadership principles and organizational effectiveness

BUILDING LEADERS (principals, asst. principals, instructional coaches)
- Select emerging leaders to attend the leadership academies
- Develop draft plan to expand leadership density in the school

STAFF
- Attend leadership academies, if selected
- Grow individual leadership skills as measured by a leadership rubric

cde

Section V: Additional Documentation-NA

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. 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	Proposed Amount
		$
		$
		$
		$
		$
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		$

Title I Accountability Provision #1: Parent Involvement/Communication

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

    X School Plan under State Accountability.   X Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.

    X Amendments to a Title I schoolwide or targeted assistance plan.   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Open House for parents and community to discuss programming, assessment, and opportunities for parent involvement	August 2010 August 2011	District Staff Principal Instructional Staff	Federal State Local	Sign- In sheets
District Newsletter in English and Spanish to inform parents of programming, data, budget, opportunities for involvement including DAAC and BAAC, Parent education opportunities, College education opportunities for students, and Great Things in Our Schools	October, 2010 January, 2011 March, 2011 May, 2011	District Staff-collaborate with all buildings	Federal State Local	Newsletter mailed to all community members
Parent Teacher Conferences each semester with parents to discuss progress and goal setting for students	October, 2010 April, 2010	All instructional staff		Meeting sign-in sheets
Send written notification of CHOICE and SES to parents prior to the beginning of school in English and Spanish	July, 2010 July, 2011	Title I Director		Letter filed in CFIRS document

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

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

    X School Plan under State Accountability.   X Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.

    X Amendments to a Title I schoolwide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Certification of all teachers and paraprofessional will be monitored to guarantee highly qualified status	Summer 2010 Summer 2011 Ongoing	Principal HR Director	Local Funds Title I	HR files

HR Director will work with all building principals to attract and maintain highly-qualified teachers	Summer 2010 Summer 2011 Ongoing	HR Director Principals	Title IIA Funds	HR files

Title I Accountability Provision #3: Transition from Early Childhood Programs

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

    X School Plan under State Accountability.   X Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.

    X Amendments to a Title I schoolwide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The principal, kindergarten teachers and preschool teachers will meet to discuss: Curriculum expectations	January 2011 April 2011	Principals Teachers	Local Funds	Adjustment of Preschool and Kindergarten Curriculum maps to bridge transistion
Preschool students and parents will visit primary elementary to view programming and procedures	Spring 2011	Principals Parents Preschool Students	Local and Federal Parent Involvement Funds	Sign-in sheets

Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs

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

    ☐ School Plan under State Accountability.   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.

    ☐ Amendments to a Title I schoolwide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Coordination of funds:	School Year 2010-11	District Leadership Principal District Instructional	Title I Title IIA	CFIRS state documenation

Title I funds
  ➤ Salaries of Title I teachers
  ➤ Summer School
  ➤ Professional Development to support major improvement strategies
  ➤ Supplemental Educational Services
  ➤ Parent Involvement
 	
Title IIA funds
  ➤ Professional development aligned to major improvement strategies
  ➤ Leadership training and coaching
  ➤ Mentors for new teachers
 	
Title III funds
  ➤ ELA Teacher
 	
ARRA
  ➤ Data coach
  ➤ Supplemental reading and math materials
  ➤ Integration of technology into math and reading interventions
	School Year 2011-12	Advisory Committee (DIAC)	Title III
			ARRA	