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Improving Academic Achievement

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

Organization Code: 2530   **District Name:** ROCKY FORD R-2   **AU Code:** 64160   **AU Name:** SANTA FE TRAIL BOCES

DPF Year: 1 Year
Accountable By: 3 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	71.5%	70.5%	71.5%		65.5%	46.0%	46.2%	Overall Rating for Academic Achievement: **Does Not Meet** * Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.5%	50.0%	32.2%		56.2%	27.3%	8.5%				
		W	54.7%	56.4%	48.6%		43.8%	31.1%	23.1%				
		S	48.0%	45.6%	48.9%		24.2%	16.1%	26.5%				
	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: **68**				% of targets met by District: **88.2%**					Elem	MS	HS
										R	YES	NO	YES
										M	YES	NO	NO
										Grad	--	--	NO
	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%			48.7%				NO			
		M	59.5%			40.0%				NO			

Organization Code: 2530 **District Name:** ROCKY FORD R-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?
			Elem	MS	HS	Elem	MS	HS	
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	R	33	42	54	33	40	49	Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
		M	60	86	99	33	50	40	
		W	48	67	87	28	28	43	

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District Results	Expectations Met?
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: Does Not Meet * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 District Results		Expectations Met?
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)	59.4%	Does Not Meet
				IEPs (08-09)		NA
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%	Overall (08-09)	1.6%	Meets
		IEPs	2.4%	IEPs (08-09)	0.0%	YES
	Mean ACT Composite Score Expectation: At or above State average	20		17.1		Approaching

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Organization Code: 2530 **District Name:** ROCKY FORD R-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	62.08%	YES

	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	18.54%	YES
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	100.00%	YES

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	99.7%	NO
			2008-09	98.1%	NO
			2009-10	98.2%	NO

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Organization Code: 2530 **District Name:** ROCKY FORD R-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 Priority Improvement Plan	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement 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.
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 3	The district is required to complete or update a corrective action plan for Title I. 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 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.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Grantee is not identified under Title III	Grantee (district or consortium lead) does not need to complete a plan that addresses the Title III requirements.

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

Organization Code: 2530　　**District Name:** ROCKY FORD R-2　　**AU Code:** 64160　　**AU Name:** SANTA FE TRAIL BOCES　　**DPF Year:** 3 Year
Accountable By: 3 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.

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			Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: **Does Not Meet** * Consult your District Performance Framework for the ratings for each content area at each level.			
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%	64.2%	45.0%	50.2%				
		M	70.4%	49.1%	30.5%	55.3%	21.4%	13.1%				
		W	55.8%	56.8%	49.7%	41.3%	32.2%	31.3%				
		S	47.5%	46.8%	49.2%	27.3%	13.3%	34.2%				
	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: **68**			% of targets met by District: **88.2%**				Elem	MS	HS
									R	YES	NO	YES
									M	YES	NO	NO
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		M	59.5%			40.8%			NO			

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		R						
		34	45	49	29	37	53	
		M						
		58	86	99	31	37	40	
		W						
		45	67	84	29	42	52	

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:** Does Not Meet * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.

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				IEPs (08-09)	47.4%	NO
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.9%	Overall (08-09)	2.9%	Meets
		IEPs	2.9%	IEPs (08-09)	0.0%	YES
	Mean ACT Composite Score Expectation: At or above State average	20.1		17.9		Approaching

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Organization Code: 2530District Name: ROCKY FORD R-2

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Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	NO
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	CADI Re-visit, Spring 2010
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	The Flippen Group as part of our Targeted Partnership for District Improvement

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):
☑ State Accountability   ☑ Title IA   ☐ Tiered Intervention Grant   ☐ School Improvement Grant   ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Nancy Aschermann
	Email	nancy.paulson@rockyford.k12.co.us
	Phone	719-254-7423
	Mailing Address	601 South 8th Street, Rocky Ford, CO 81067
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school 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.
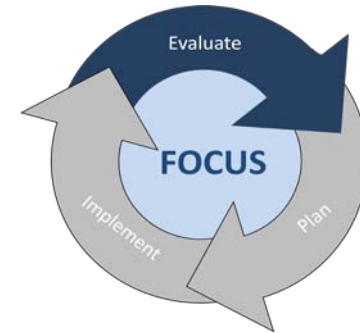
Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools 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) 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	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School 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) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • 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 • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• 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)

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 readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

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clues on content areas, grade levels and disaggregated groups where the school 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 share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented 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, 2003). Finally, the school 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 Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school 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)	CSAP Reading (%P&A): Trends indicate inconsistent performance with a downward trend	▪ Articulated, aligned, rigorous curriculum ▪ Research Based Instructional strategies ▪ Formative Assessments ▪ Everyone held accountable	Lack of leadership capacity to support and hold accountable the implementation of the curriculum

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	CSAP Writing (%P&A): Trends indicate a slight decline in achievement	We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies	Lack of leadership capacity to support and hold accountable the implementation of the curriculum
	CSAP Math (%P&A): Trends indicate a decline in achievement	We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies	Lack of leadership capacity to support and hold accountable the implementation of the curriculum
	AYP: ▪ At the elementary level, the trend is stable; however, there is concern that the district may not be able to maintain in future years ▪ At the middle school level, the trend is downward ▪ At the high school level, the trend is stable, but didn't make AYP	We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies	Lack of leadership capacity to support and hold accountable the implementation of the curriculum
Academic Growth	% on Track to Catch-Up: ▪ Trend data for reading shows decreased growth ▪ Trend data for writing shows a downward trend	We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum,	Lack of leadership capacity to support and hold accountable the implementation of the curriculum

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	with some stabilization in the past year ▪ Trend data for math shows inconsistency in growth	and we need to support the curriculum with research-based instructional strategies	
	% on Track to Keep-UP: ▪ Trend data for reading demonstrated inconsistent, but reduced growth ▪ Trend data for writing shows slight improvement with a slight upward trend ▪ Trend data for math shows inconsistent growth	We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies	Lack of leadership capacity to support and hold accountable the implementation of the curriculum
Academic Growth Gaps	Achievement Gaps: ▪ The trend for reading shows the gap is getting larger ▪ The trend for writing shows the gap is inconsistent with slight increases ▪ The trend in math is inconsistent, but is generally getting larger	▪ We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies ▪ We need to utilize and disaggregate the data we collect to identify sub-groups and their instructional needs ▪ We are not consistently utilizing	▪ Lack of leadership capacity to support and hold accountable the implementation of the curriculum ▪ We do not have a vision or belief statements focusing on high expectations for all students

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		instructional strategies proven to be effective • We need to provide professional development to educators who do not have the skills to use research-based instructional strategies	
	Growth Gaps: • The trend for reading shows the gap is getting larger • The trend for writing shows the gap is inconsistent with slight decreases • The trend in math shows the gap is decreasing	• We have a need for an articulated, aligned, rigorous Pre-K-12 universal curriculum, and we need to support the curriculum with research-based instructional strategies • We need to utilize and disaggregate the data we collect to identify sub-groups and their instructional needs • We are not consistently utilizing instructional strategies proven to be effective • We need to provide professional	• Lack of leadership capacity to support and hold accountable the implementation of the curriculum • We do not have vision or belief statements focusing on high expectations for all students

		development to educators who do not have the skills to use research-based instructional strategies	
Post Secondary Readiness	Graduation Rate: Trend data shows inconsistencies, with a general downward trend	▪ We need to have high expectations communicated and promoted for all children Pre-K through 12th grade ▪ We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies ▪ We are not consistently utilizing instructional strategies proven to be effective ▪ We need to provide professional development to educators who do not have the skills to use research-based instructional strategies	▪ We do not have vision or belief statements focusing on high expectations for all students

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	Mean ACT: The trend is flat and below the state mean	• We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies • We need to cross-walk the state standards with the ACT quality core, and adjust and map our pacing guides to align the two	Lack of leadership capacity to support and hold accountable the implementation of the curriculum
	Dropout Rate: The trend is flat and is better than the state average	• We need to have high expectations communicated and promoted for all children Pre-K through 12th grade • We have a need for an articulated, aligned, rigorous Pre-K-12 curriculum, and we need to support the curriculum with research-based instructional strategies • We are not consistently utilizing	• We do not have vision or belief statements focusing on high expectations for all students

		instructional strategies proven to be effective ▪ We need to provide professional development to educators who do not have the skills to use research-based instructional strategies	

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend 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 School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school 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 school?	Root Cause Analysis: Why do we think our school's performance is what it is?	Verification of Root Cause: What evidence do you have for your conclusions?

ROCKY FORD SCHOOL DISTRICT
Unified Plan Narrative

Missed Targets

September, 2010, the Rocky Ford School District was classified under NCLB as Corrective Action Year 3 for high school math, Program Improvement Year 1 for middle school reading, and Program Improvement Year 2 for middle school math. This means that the district has not met all of its Adequate Yearly Progress targets for several years.

Due to District reorganization, the middle school code will no longer be used in 2010-2011.

Reading 2009-2010:
6-8   Hispanic, Economically Disadvantaged

Math 2009-2010:
6-8   All students, Hispanic, ELL, Economically Disadvantaged
9-12   All students, Hispanic, Economically Disadvantaged

Middle school math was identified for AMAO 3 under Title III in 2009-2010.

Trends:

The district has studied local classroom and interim assessments. Local Demographic Data has been gathered and analyzed. School Processes are very familiar to the team. The following Perception Data has been gathered and analyzed: 1.) CADI-Revisit in the spring of 2010; 2.) TELL Colorado for WPS; 3.) Safe Schools Assessment and Resource Bank, and 4.) a Needs Assessment conducted by a vendor, The Flippen Group. Furthermore, the District and School Performance Frameworks have been analyzed.

Status:
The district has produced relatively consistent levels of student performance in CSAP reading, although around the 50% level. The district has actually declined slightly in levels of student performance in CSAP math and writing.

The Flippen Group's Needs Assessment clearly articulates the need for a curriculum that is aligned with state standards.

Growth:
The growth percentile is a way CDE has developed to look at how much growth occurred from one year to the next. It does not look at the finite CSAP score. The median growth will always be the 50th percentile.
- Reading growth percentile was 32 in 2009, down from 43 the prior year and back to 38 in 2010.
- Math growth percentile has gone from 36 to 34 to 40 over the last three years.
- Of particular concern is fifth grade math in 2009, which had a growth rate of 16.
- Trends in writing are also down from 46 to 39 to 34 the last three years.

Catch Up looks at the students who are unsatisfactory and partially proficient and determines if their growth is sufficient for them to become proficient (catch up) in three years. 18% of our students were on track to catch up in reading, 5% in math and 17% in writing according to 2008-2009 data. In 2009-2010, 27% of our students were on track to catch up in reading, 7% in math, and 14 % in writing.

Keep Up looks at the students who are proficient or advanced and determines if their growth rate is sufficient for them to stay proficient or advanced. 58% are on track to keep up in reading, 39% in math and 55% in writing according to 2008-2009 data. In 2009-2010, 63% in reading, 37% in math, and 44% in writing were on track to Keep Up.

AYP
- In 2009 and in 2010, grades 3-5 made 100% of their AYP targets.
- Grades 6-8 made 76.29% of their AYP targets in 2009 and 100% in 2010.
- Grades 9-12 made 92% of their AYP targets in 2009 and 62.5% of their targets in 2010.

Highly Qualified:
One core teacher is not highly qualified at the high school. This teacher is in the process of becoming highly qualified.

Title III:
Normally, we do not have enough students to consider AMAO 3. Middle school students did not make AMAO 3 in math in 2008-2009. All schools made all three AMAOs in 2009-2010.

Post Secondary Readiness:
- Our mean ACT score averaged 17.9. This does not meet the standard.
- Our graduation rate over the last four years has been 65.6, 71.83, 59.4 and 65.8.
- Concurrent enrollment for 2009-2010 involved 85 students earning 462 credits.
- Post Secondary Options for 2009-2010 involves 27 students earning 90 credits.

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<u>Prioritized Needs:</u>

In February, 2010, the Rocky Ford School District participated in a Comprehensive Appraisal for District Improvement Revisit (CADI) in follow-up to an original CADI visit conducted in 2006. The district has entered into a Targeted District Improvement Partnership (TDIP) with Colorado Department of Education which provides grant funds to conduct this review process, as well as to assist district improvement efforts with additional resources and technical support. The intent of the CADI Revisit is to assess the processes and practices currently being implemented throughout the district and to provide recommendations to improve the current level of academic achievement and close existing achievement gaps.

The Unified District Steering Committee was established to represent all district stakeholders in guiding the development and implementation of the long-term district improvement efforts. Membership of the team includes board members, administrators, teachers, a paraprofessional, a parent, and a CDE cross-functional team.

After the CADI visit, the TDIP Steering Committee participated in a "roll out," during which we identified via Nominal Group Techniques the following as priority needs for improvement:

I.   We will fully implement a continuous standards-based teaching/learning system that focuses on Curriculum, Assessment and Instruction, including what we teach, when we teach it and how we teach it
  - Provide a systemic plan for focused professional development and a clear plan for implementation and support (7 hours of practice, coaching and feedback for every 1 hour of professional development)
  - Develop a common language of instruction (research-based) with accountability
  - Ensure a rigorous curriculum for all students by clearly identifying learning targets and grade-level proficiencies
  - Effectively use formative assessment and intervention
  - Begin to align the new standards, provide training, establish pacing charts, and determine exemplars
    - o Develop cross-grade collaborative teams to ensure student proficiency and mastery of state standards
    - o Horizontally and vertically aligned
  - Ensure that classrooms reflect the following:
    - o Students who can define outcomes
    - o Posted data walls
    - o Habits of minds
    - o Formal etiquette
    - o Student engagement in learning
    - o Good classroom management that makes learning possible
    - o Use of rubrics

II.   We will communicate a sense of urgency for change, establish non-negotiable goals (classroom, instruction, achievement and culture) and ensure accountability for all stakeholders in our system – Walk-throughs, team planning, standards implementation, PLCs
  - All of us are responsible for the learning of all of our children

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- Ensure consistency throughout the system
- Believe that this is probable
- Develop a comprehensive communication plan
- Decision making

Identifying Root Causes:

The following root causes were identified by the Steering Committee members after a daylong facilitated dialogue based on the CADI findings, student achievement data and perception data.

1. The lack of a district vision and a statement of beliefs.   The lack of a district leadership framework that addresses:
- Roles and responsibilities of all stakeholders
- Communication
- Non-negotiables

2. RFSD needs a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction needs to be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.

From these root causes, we have identified these three goals:

1. The district vision and a statement of beliefs will be created and communicated to all stakeholders during the 2010-2011 school year.

2. Through training, coaching, and support Rocky Ford School District leadership will ensure accountability of all staff for implementation of district adopted curriculum, instructional strategies, and formative and summative assessment.

3. RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.

What prevented the district from meeting its targets?

The district does have a curriculum aligned to the state standards for all areas that have model standards.   However, there is a lack of fidelity in implementing the adopted curriculum. There has been a lack of accountability and use of data to make differentiated decisions to drive instruction. The walk-through form used by the administrators does provide instructional feedback specific to the adopted curriculum. However, the form is not consistent across the district, leading to lack of

consistency for instructional practices. The evaluation instruments currently used do not adequately hold administration or certified staff accountable to the degree needed to improve student achievement.

Professional development is not embedded into classroom instruction with fidelity. Teacher accountability for new skills is lacking.

There has not been sufficient vertical collaboration pertaining to student achievement among all staff throughout the district to determine appropriate measures and methods to support consistent implementation of the curriculum, including grade level benchmarks.

There have been low expectations for student achievement and a lack of awareness of cultural differences and learning styles among student populations. There continues to be a lack of urgency with both instructional staff and administration in understanding the need to make substantial changes in utilizing effective teaching strategies.

There has been a lack of focus on identifying causes of low graduation and high dropout rates. A committee has been formed to address the causes.

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 School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet
Directions: Complete the worksheet for the priority needs identified in section III; although, all schools 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, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school 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 school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.
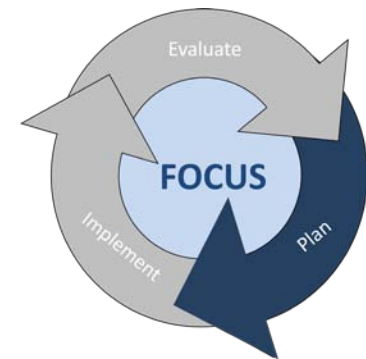
Example of an Annual Target for a Title I Elementary School

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.	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.

School Goals Worksheet (cont.)

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	71.5% of elementary; 70.5% of middle and 71.5% of high school students in RFSD will score P or A, including ELLs, students with IEPs, or Hispanic students.	71.5% of elementary; 70.5% of middle and 71.5% of high school students in RFSD will score P or A, including ELLs, students with IEPs, or Hispanic students.	▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year. ▪ DIBELS (elementary) – Benchmark 3x/yr; 80% of the students will benchmark at each grade, each year. Intensive students test weekly and strategic students test every two weeks. ▪ Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. ▪ Core Reading Unit Tests (elementary) frequently at end of each unit. 80% of class scores 80% or better.	▪ RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners. Lack of leadership capacity to support and hold accountable the implementation of the curriculum
		M	70.5% of elementary; 50.0% of middle and 32.2% of high school students in RFSD will score P or A. including ELLs, students with IEPs, or Hispanic students.	70.5% of elementary; 50.0% of middle and 32.2% of high school students in RFSD will score P or A. including ELLs, students with IEPs, or Hispanic students.	▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year. ▪ Success Maker	▪ RFSD will create a comprehensive curriculum that is aligned to state standards for each

| | | | | | (secondary) – Intensive and Strategic test quarterly at grade level.
▪ Core Math Unit Assessments (elementary), 80% of students score 80% or better. | grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.

Lack of leadership capacity to support and hold accountable the implementation of the curriculum |
| | | W | 54.7% of elementary; 56.4% of middle and 48.6% of high school students in RFSD will score P or A. including ELLs, students with IEPs, or Hispanic students. | 54.7% of elementary; 56.4% of middle and 48.6% of high school students in RFSD will score P or A. including ELLs, students with IEPs, or Hispanic students. | ▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year.
▪
▪ Quarterly Writing Assessments, 80% of students will benchmark | ▪ RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction |

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					to meet the needs of all learners. Lack of leadership capacity to support and hold accountable the implementation of the curriculum
		S	48.0% of elementary; 45.6% of middle and 48.9% of high school students in RFSD will score P or A. including ELLs, students with IEPs, or Hispanic students.	48.0% of elementary; 45.6% of middle and 48.9% of high school students in RFSD will score P or A. including ELLs, students with IEPs, or Hispanic students.		▪ RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners. Lack of leadership capacity to support and hold accountable the implementation of the curriculum
	AYP (Overall and	R	71.5% of elementary; 70.5% of middle and 71.5% of high school	71.5% of elementary; 70.5% of middle and 71.5% of high school	▪ NWEA MAPS – 3x/yr 80% of students	▪ RFSD will create a comprehensive

for each disaggregated groups)		students including ELLs, students with IEPs, or Hispanic students in RFSD will score P or A OR will show a 10% reduction in the number of students scoring non-proficient.	students including ELLs, students with IEPs, or Hispanic students in RFSD will score P or A OR will show a 10% reduction in the number of students scoring non-proficient.	will benchmark at grade level each year. ▪ DIBELS (elementary) – Benchmark 3x/yr; 80% of the students will benchmark at each grade, each year. Intensive students test weekly and strategic students test every two weeks. ▪ ▪ Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. ▪ Core Reading Unit Tests (elementary) frequently at end of each unit. 80% of class scores 80% or better. ▪	curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners. Lack of leadership capacity to support and hold accountable the implementation of the curriculum
	M	70.5% of elementary; 50.0% of middle and 32.2% of high school students including ELLs, students with IEPs, or Hispanic students in RFSD will score P or A OR will show a 10% reduction in the number of students scoring non-proficient.	70.5% of elementary; 50.0% of middle and 32.2% of high school students including ELLs, students with IEPs, or Hispanic students in RFSD will score P or A OR will show a 10% reduction in the number of students scoring non-proficient.	▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year. ▪ Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. ▪ Core Math Unit Assessments (elementary), 80% of	▪ RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embeds

					students score 80% or better.	both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners. Lack of leadership capacity to support and hold accountable the implementation of the curriculum
Academic Growth	Median Student Growth Percentile	R	Students including ELLs, students with IEPs, or Hispanic students. in RFSD will show 55% growth.	Students including ELLs, students with IEPs, or Hispanic students. in RFSD will show 55% growth.		▪ NWEA MAPS – 3x/yr ▪ DIBELS (elementary)– Benchmark 3x/yr; Intensive and Strategic more frequently ▪ Success Maker (secondary) – Intensive and Strategic ▪ Core Reading Unit Tests (elementary)
		M	Students including ELLs, students with IEPs, or Hispanic students. in RFSD will show 55% growth.	Students including ELLs, students with IEPs, or Hispanic students. in RFSD will show 55% growth.		▪ NWEA MAPS – 3x/yr ▪ Success Maker (secondary) – Intensive and Strategic ▪ Core Math Unit Tests (elementary)

Academic Growth Gaps	Median Student Growth Percentile					

| | | W | Students including ELLs, students with IEPs, or Hispanic students. in RFSD will show 55% growth. | Students including ELLs, students with IEPs, or Hispanic students in RFSD will show 55% growth. | | ▪ NWEA MAPS – 3x/yr |
| Academic Growth Gaps | Median Student Growth Percentile | R | Students in RFSD will show 55% growth. | Students in RFSD will show 55% growth. | ▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year.
▪ DIBELS (elementary) – Benchmark 3x/yr; 80% of the students will benchmark at each grade, each year. Intensive students test weekly and strategic students test every two weeks.
▪ Success Maker (secondary) – Intensive and Strategic test quarterly at grade level.
▪ Core Reading Unit Tests (elementary) frequently at end of each unit. 80% of class scores 80% or better.
▪ | ▪ RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.

▪ The district vision and statement of beliefs will be created and communicated to all stakeholders during the 2010-2011 school year.
Lack of leadership capacity to support and hold accountable the implementation of the curriculum |

			Students in RFSD will show 55% growth.	Students in RFSD will show 55% growth.	• NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year. • Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. • Core Math Unit Assessments (elementary), 80% of students score 80% or better.	• RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners. • The district vision and statement of beliefs will be created and communicated to all stakeholders during the 2010-2011 school year. Lack of leadership capacity to support and hold accountable the implementation of the curriculum
		M				
		W	Students in RFSD will show 55% growth.	Students in RFSD will show 55% growth.	• NWEA MAPS – 3x/yr 80% of students will benchmark at grade	• RFSD will create a comprehensive curriculum that is

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				level each year.	aligned to state standards for each grade level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.
					▪ The district vision and statement of beliefs will be created and communicated to all stakeholders during the 2010-2011 school year.
					Lack of leadership capacity to support and hold accountable the implementation of the curriculum
Post Secondary & Workforce Readiness	Graduation Rate	▪ Every student will have an ICAP	Students with IEPs will have Transition Plans that meet the state's requirements	▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year. ▪ DIBELS (elementary)–	▪ The district vision and statement of beliefs will be created and communicated to all stakeholders during the 2010-2011 school

				Benchmark 3x/yr; Intensive and Strategic more frequently ▪ Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. ▪ Core Reading Unit Tests (elementary) ▪ Core Math Unit Tests	year.
	Dropout Rate	▪ Every student will have an ICAP	Students with IEPs will have Transition Plans that meet the state's requirements	▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year. ▪ DIBELS (elementary)– Benchmark 3x/yr; Intensive and Strategic more frequently ▪ Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. ▪ Core Reading Unit Tests (elementary) Core Math Unit Tests ▪ Attendance ▪ Discipline Referrals	▪ The district vision and statement of beliefs will be created and communicated to all stakeholders during the 2010-2011 school year.
	Mean ACT	Student average will be 20.0 on ACT.	Student average will be 20.0 on ACT.	▪ NWEA MAPS – 3x/yr 80% of students will benchmark at grade level each year.	▪ RFSD will create a comprehensive curriculum that is aligned to state

				• DIBELS (elementary)– Benchmark 3x/yr; Intensive and Strategic more frequently • Success Maker (secondary) – Intensive and Strategic test quarterly at grade level. • Core Reading Unit Tests (elementary) Core Math Unit Tests	standards and ACT quality core for the secondary level with exemplars. Instruction will be delivered to all students through research-based practices that embed both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.

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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 identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, 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 school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), 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 school may add other major strategies, as needed.

Major Improvement Strategy #1: Rocky Ford School District will create a district vision and statement of beliefs and communicate it to all stakeholders during the 2010-2011 school year.

Root Cause(s) Addressed: Lack of a vision or belief statements focusing on high expectations for all students

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

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

☒ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Draft vision/core beliefs with representatives from stakeholders with The Flippen Group as facilitators.	October 2010-2011	Vendor, steering committee, stakeholders	TDIP funds support work with The Flippen Group Organizational Blueprint - $20,000	Final written document by end of December 2010.
Communicate vision/core beliefs and implications for practice to all stakeholders	Feb. 2011	Vendor, steering committee, stakeholders	Steering Committee time	Present final document to stakeholders by January 31, 2011.
80% of the staff will approve of and support the EXCELerator Plan which includes the vision and core beliefs	May 2011	Vendor, steering committee, stakeholders	TDIP funds support work with The Flippen Group	Survey staff as provided by TFG no later than May 2011
Share vision/core beliefs in a variety of media to		Vendor, steering		All stakeholders can communicate

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| stakeholders and community | 2011-2013 | committee, stakeholders | General Fund $1000 | the vision by September 2012. |
| Review vision/core beliefs as appropriate | August 2011 Jan. 2012 Aug. 2012 Jan. 2013 | Vendor, steering committee, stakeholders | Steering committee time | Review twice per year in building staff meetings December 2011, April 2012, December 2012, April 2013. |

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Through training, coaching and support, Rocky Ford School District <u>leadership will ensure accountability</u> of all staff for implementation of district adopted curriculum, instructional strategies, and formative and summative assessment.

Root Cause(s) Addressed: Lack of leadership framework to support and hold accountable the implementation of the curriculum and high level instructional practices

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

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

■ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Train steering committee on change models and effective leadership skills	December 2010	Steering Committee	TDIP funds support work with The Flippen Group Leadership Blueprint -- $20,000, 3 days	Stakeholders understand and can communicate the change process by end of December 2010
Leaders will complete the Leadership profile, analyze results and develop an individual TrAction Plan.	Fall 2010	Steering Committee and teacher leaders	TDIP funds support work with The Flippen Group Leadership Blueprint -- $20,000, 3 days	Profile, analysis, and plan will be completed by end of November, 2010
Establish an effective communication system to deliver information to Rocky Ford School District staff.	Fall 2010	Administrative Team	Time of Administrative Team	Update website on a regular basis Streamlined process for disseminated information September, 2010
Roles and responsibilities of leadership positions, such as BLT, PST, etc., will be defined allowing for accountability and support as needed.	Year 1 – 2010-2011	Vendor Administrative Team Steering Committee Board Members	Time of Administrative Team	Draft will begin during spring 2011. By June 2011, roles will be described and written for all participants in school teams and distributed to all staff in August, 2011

On-going coaching to embed the change model and effective leadership skills into daily routine practices Coaching will be scaffold to the individual needs of the leaders	January, 2011 and Year 2 2011-2012	Administrative Team Vendor	TDIP funds support work with The Flippen Group District Consulting -- $33,000	Quarterly reports of the coaching and skill progression Eleven days of individual coaching sessions with administrators will be completed by the end of April 2011.
Data walk training for administrators to provide accountability for implementation of curriculum, instructional strategies, and assessments Inter-rater reliability opportunities with the administrative team will be facilitated by The Flippen Group.	Nov. 2010 Dec. 2010 Jan. 2011 Feb. 2011 April 2011	Vendor Administrative Team	TDIP funds support work with The Flippen Group Data Walks -- $16,000 DW Rubrics -- $3,000 DW Engaging Students in the Right Work -- $4,000 DW Student Friendly Learning Objective -- $4000 DW Level of Thinking -- $4000	Training will be completed by April 2011.

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Major Improvement Strategy #3: RFSD will create a comprehensive curriculum that is aligned to state standards for each grade level with examples. Instruction will be delivered to all students, including all disaggregated subgroups, through research based practices that embeds both formative and summative assessment to evaluate effectiveness and direct instruction to meet the needs of all learners.

Root Cause(s) Addressed: Lack of an aligned, articulated and rigorous Pre-K-12 curriculum, supported with research-based instructional strategies

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Instructional staff will learn to "Design Engaging Lessons" that includes research-based instructional strategies and higher order thinking skills. This will be supported by TFG through on-site professional development and coaching.	November 2010	TFG presenter	TDIP funds support work with The Flippen Group. Designing Engaging Lessons -- $8,000	Weekly data walks with regular feedback and goal setting sessions will occur at least once per month in staff meetings throughout the year.
Reading and math curriculum committees, Preschool through twelfth grade, will analyze the state standards, unpack the GLE, establish instructional targets, develop pacing guides, and develop proficiency descriptors.	January – May 2011.	TFG presenter, curriculum committees.	TDIP funds support work with The Flippen Group. Curriculum Development -- $42,000	Document will be completed by June 2011.
Frequent formative assessment will identify students who are performing below proficient and appropriate interventions will be identified.	2011-2012	TFG presenter, curriculum committees.	TDIP funds support work with The Flippen Group	Document will be completed by June 2011.
Instructional staff will learn to "Design Engaging Student Work" that demonstrates student proficiency aligned to state standards. This will be supported by TFG through on-site professional development and coaching.	January 2011	TFG presenter	TDIP funds support work with The Flippen Group. Designing Engaging Student Work -- $6,000	Weekly data walks with regular feedback and goal setting sessions will occur at least once per month in staff meetings throughout the year.
Instructional staff will learn to "Deliver Engaging Lessons." That includes research-based instructional strategies, higher order thinking skills. This will be supported by TFG through on-site	February 2011	TFG presenter	TDIP funds support work with The Flippen Group. Delivering Engaging	Weekly data walks with regular feedback and goal setting sessions will occur at least once per month in staff meetings throughout the year.

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professional development and coaching.			Lessons -- $6,000	
Data walks will occur weekly in each classroom. Regular feedback and goal setting sessions will occur at least once per month in staff meetings throughout the year.	Each month of school	Administrators	Time of Administrative Team	Weekly data walks with regular feedback and goal setting sessions will occur at least once per month.

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Major Improvement Strategy #4: RFSD will research and implement strategies to increase parent and community involvement in supporting the learning needs of the children in the district. Particular attention will be paid to the parents and community of English Language Learners.
Root Cause(s) Addressed:

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

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

■ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Conduct a needs assessment to determine what the community would like us to provide.	Begin Dec. 2010 and completed by May 2011	Steering Committee	TDIP funds support work with The Flippen Group	Assessment will be completed and analyzed by May 2011.
A plan will be developed to address the needs identified.	September - December 2012	Steering Committee	TDIP funds support work with The Flippen Group	Plan will be completed by December 2011.

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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
RFSD currently uses Title IIA funds for class size reduction in the form a three teacher salaries. We will transition from the current use to a more appropriate use of the funds. As funds from our Targeted District Improvement Partnership (TDIP) recede, professional development will be increased in Title IIA		
One teacher salary	Class size reduction	$44,000
New Teachers attend Capturing Kids Hearts	Action #1 – Vision and Core Beliefs. Core Beliefs include a Safe Emotional and Physical Environment.	$5,000
Community Newsletter	Action #4 – Parent and Community Involvement	$2,000
Induction for New Teachers	Action #1 – Vision and Core Beliefs Action #3 – Curriculum, Instruction, Assessment	$4000
Professional Development: Keynote Speaker	Action #1 – Vision and Core Beliefs Action #3 – Curriculum, Instruction, Assessment	$10,000
PD: Data Walks I & II	Action #3 – Curriculum, Instruction, Assessments	$16,000
Curriculum Development	Action #3 – Curriculum, Instruction, Assessments	$42,000
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.) ($121,024)		$123,000.00