

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

Organization Code: **2810** District Name: **Center 26JT** AU Code: **64153** AU Name: **San Luis Valley BOCS** DPF Year: **[1-Year/3-Years]**

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

**Directions:** CDE has pre-populated the district's 2009-10 data in **blue** text which was used to determine whether or not the district met the 2009-10 accountability expectations. More detailed reports on the district's results are available on SchoolView ([www.schoolview.org](http://www.schoolview.org)). The tables below have been pre-populated with data from the District Performance Framework and AYP (available through CDE reports shared with the districts). The state and federal expectations are provided as a reference and are the minimum requirements a district 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											
<b>Academic Achievement (Status)</b>	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	71.5 %	70.5 %	71.5 %	30.6 %	42.9 %	54.8 %	Overall Rating for Academic Achievement: <b>Does Not Meet</b>  * Consult your District Performance Framework for the ratings for each content area at each level.											
		M	70.5 %	50.0 %	32.2 %	31.5 %	23.5 %	6.8 %												
		W	54.7 %	56.4 %	48.6 %	19.8 %	27.6 %	24.7 %												
		S	48.0 %	45.6 %	48.9 %	28.0 %	20.0 %	13.3 %												
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state <a href="http://www.cde.state.co.us/FedPrograms/danda/ayprof.asp">www.cde.state.co.us/FedPrograms/danda/ayprof.asp</a>	Overall number of targets for District: <b>67</b>			% of targets met by District: <b>94.0%</b>			R M Grad	<table border="1"> <tr> <td>Elem</td> <td>MS</td> <td>HS</td> </tr> <tr> <td>NO</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>YES</td> <td>YES</td> <td>NO</td> </tr> <tr> <td>--</td> <td>--</td> <td>NO</td> </tr> </table>	Elem	MS	HS	NO	YES	YES	YES	YES	NO	--	--
Elem	MS	HS																		
NO	YES	YES																		
YES	YES	NO																		
--	--	NO																		
IDEA: CSAP, CSAPA for Students with Disabilities on IEPs	R	59.0%			20.0%			NO												

	Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	M	59.5%	10.0%	NO
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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 District Results			Meets Expectations?	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Approaching</b>  * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			56	51	54	38	48	72	
		M	74	90	99	50	60	58	
W	77	77	90	46	53	69			
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, 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 disaggregated group.			Overall Rating for Growth Gaps: <b>Approaching</b>  * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
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	63.5%		Does Not Meet	
					IEPs	[%]		NA	
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%			5.7%			Approaching
		IEPs	2.4%			[%]			[Yes/No]
Mean ACT Composite Score Expectation: At or above State average	20			15.6			Does Not Meet		

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	<b>AMAO 1</b> Description: % making progress in learning English on CELA Expectation: Targets set by state for all AMAOs	48% of students meet AMAO 1 expectations	74.44%	YES
	<b>AMAO 2</b> Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	3.08%	NO
	<b>AMAO 3</b> Description: % of AYP targets met for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	93.75%	NO

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/ Metrics	'09-10 State and Federal 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 taught by HQ teachers	2007-08	87.8%	NO
			2008-09	91.5%	NO
			2009-10	91.7%	NO

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
<b>State Accountability and Grant Programs</b>			
<b>Recommended Plan Type for State Accreditation</b>	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Priority Improvement	...adopt and implement a priority improvement plan.
<b>Dropout/Re-engagement Designation</b>	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has/has not been identified as a high priority/priority dropout district	[District must...]
<b>ESEA Accountability</b>			
<b>Program Improvement or Corrective Action (Title IA)</b>	District missed AYP target(s) in the same content area and level for at least two consecutive years	[Corrective Action Year 5]	[District must revise corrective action plan]
<b>2141c (Title IIA)</b>	District did not make district AYP and did not meet HQ targets for three consecutive years	[District is identified under 2141c]	[District must enter into an agreement about use of title II A funds]
<b>Program Improvement (Title III)</b>	District/Consortium missed AMAOs for two consecutive years	[Improvement year 3]	[Grantee must complete and improvement plan for Title III]

**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.	None
CADI	Has or will the district participated in a CADI review? If so, when?	Review conducted April, 2009; Rollout June, 2009
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.	District Leadership Team Assessment 2009-'10 school year
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.	EDR conducted November, 2009

**Improvement Plan Information**

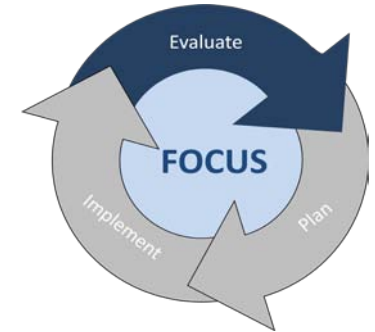
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

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

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Rebecca Reed, Federal Programs Coordinator
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	Email	gwelsh@center.k12.co.us
	Phone	(719)754-3442
	Mailing Address	550 S. Sylvester, Center, CO 81125

**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](http://www.schoolview.org/SchoolPerformance/index.asp)) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

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

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

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post-secondary/workforce readiness). The summary provided in Part I of this template (pp. 1-4) will provide some clues 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)	Center High School status results are flat in math, flat in reading and writing. Skoglund Middle School status results are flat in math, declining in reading and flat in writing.	To get all tested areas to trend upward in status performance.	Lack of tightly aligned and defined curriculum in reading, writing and math K-12.
	Haskin Elementary School results are flat in math, declining in reading, and flat in writing.		
Academic Growth	Center High School growth is consistently above the 50 <sup>th</sup> percentile in math, reading and	To improve middle school reading growth	Insufficient student engagement lack of tightly defined curriculum and lack of effective interventions for below

	<p>writing. Skoglund Middle School growth is consistently above the 60<sup>th</sup> percentile in math, while growth hovers right at the 50<sup>th</sup> percentile in reading and growth is consistently above the 50 to 60<sup>th</sup> percentile in writing.</p>	<p>to the point where it is consistently above the 50<sup>th</sup> percentile in growth.</p>	<p>grade level readers in grades 6-7 and 8</p>
	<p>Haskin Elementary math growth has consistently been below the 50<sup>th</sup> percentile, reading has not been above the 40<sup>th</sup> percentile, and writing has been well below the 50<sup>th</sup> percentile as well.</p>		
Academic Growth Gaps	<p>CHS growth gaps meet or exceed state standards in all areas except free or reduced lunch and English language learners in math, where they are approaching. Skoglund Middle School meets growth gap performance in all areas except free or reduced lunch, minority, English language learners and students needing to catch up in reading.</p>		
	<p>Haskin Elementary School does not meet growth standards in any subject or population sub-category.</p>	<p>To improve quality of instruction and viability of curriculum.</p>	<p>Ineffective student engagement and lack of defined curriculum in reading, writing and math for grades K-5</p>



Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Post Secondary/Workforce Readiness	Center High School ACT results have been flat for the past 3 years in all tested areas and do not meet the state average requirement.	To raise 11 <sup>th</sup> grade performance on ACT test to at least state average.	Growth at high school level has been significant but it may be impossible to bring students to state average if instruction at elementary and middle school do not improve to improve the achievement starting point.
English Language Development and Attainment (AMAOs)	Center High School meets, exceeds or is approaching English-language attainment in reading, writing and math. Skoglund Middle School meets, exceeds or is approaching English-language attainment in reading, writing and math.		
	Haskin Elementary School does not meet English-language attainment in reading, writing or math.	To improve math, reading and writing performance for English Language Learners.	Lack of comprehensive model for teaching literacy at the elementary grade levels.
Teacher Qualifications (Highly Qualified Teachers)	91.7% of classes were taught by highly qualified teachers as of the 2009-10 school year.	This is no longer a need as 100% of staff is highly qualified as of the 2010-11 school year.	

**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:  
Following is data that was reviewed for the purposes of developing this plan.

Growth and Achievement

**MATH**

	2008 G-A	2009 G-A	2010 G-A
Center High School	55 – 10	50 – 2	57 – 7
Skoglund Middle School	64 – 19	63 – 36	60 – 22
Haskin Elementary School	32 – 30	28 – 26	50 – 30

Trends: High School - Good growth, flat achievement  
 Middle School - Excellent growth, sporadic achievement  
 Elementary school - Rising growth, flat achievement

**READING**

	2008 G-A	2009 G-A	2010 G-A
Center High School	64 – 52	52 – 46	73 – 54
Skoglund Middle School	52 – 49	48 – 45	48 – 42
Haskin Elementary School	36 – 36	39 – 33	38 – 31

Trends: High School - Good to excellent growth, flat achievement  
 Middle School - Average to below average growth, declining achievement  
 Elementary school - Poor growth, declining achievement

**WRITING**

	2008	2009	2010
Center High School	71 – 23	58 – 17	69 – 25
Skoglund Middle School	72 – 34	65 – 41	53 – 26
Haskin Elementary	37 – 22	33 – 20	46 – 21

School			
Trends: High School -	Good to excellent growth, flat achievement		
Middle School -	Good but declining growth, declining achievement		
Elementary school -	Poor to below average growth, flat achievement		
Gaps			
According to school performance reports...			
Center High School growth gaps meet or exceed state standards in all areas except free or reduced lunch and English language learners in math, where they are approaching.			
Skoglund Middle School meets growth gap performance in all areas except free or reduced lunch, minority, English language learners and students needing to catch up in reading.			
Haskin Elementary School does not meet growth standards in any subject or population sub-category.			
English Language Learners			
According to school performance reports...			
Center High School meets, exceeds or is approaching adequate growth for English-language attainment in reading, writing and math.			
Skoglund Middle School meets, exceeds or is approaching English-language attainment in reading, writing and math.			
Haskin Elementary School does not meet English-language attainment in reading, writing or math.			
<u>Post-secondary Readiness – ACT Data</u>			
<b>ENGLISH</b>			
	2008	2009	2010
Center High School	13.5	14.7	13.4
<b>MATH</b>			
	2008	2009	2010
Center High School	18.4	17.3	16.9
<b>READING</b>			
	2008	2009	2010
Center High School	16.1	16.7	15.5
<b>SCIENCE</b>			
	2008	2009	2010
Center High School	17.5	17.7	17.4
<b>COMPOSITE</b>			
	2008	2009	2010

Center High School	16.5	16.7	15.9
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Though ACT performance increased significantly from 2005 to 2007, achievement in tested areas has been flat to declining in the past 3 years despite evidence of positive growth on CSAP tests.

Percentage of  
Center High School Seniors  
Who Have Attended Post-Secondary Education

2006	2007	2008	2009	2010
37.93%	60.00%	64.52%	64.29%	71.43%

Local data shows the percentage of CHS students attending post-secondary education has increased 33.5% over the last 5 year period, from 37.93% in 2006 to 71.43% in 2010.

Trend Analysis: Center High School has shown positive growth in all CSAP tested areas for the past 4 years, though this is not affecting achievement status. Skoglund Middle School has had good growth success in Math and Writing, but growth has been lagging in Reading. Haskin Elementary School has struggled with growth in all tested areas. As far as disaggregating groups, 91 % of our population meets the definition of poverty, 60 % of which are English Language Learners and 90% of which are minorities, so it is hard to pinpoint exactly which population groups we are not being successful with. This reality, in conjunction with recent CADI and Expedited Diagnostic Review Reports (EDR) has led us to believe that the areas we lack success in are systemic issues. An EDR completed in Fall 2009 reported to us that the district lacks a comprehensive method of teaching literacy, the district lacks a guaranteed and viable curriculum, and teachers lack sufficient resources to teach the curriculum we do have. We believe our low growth performance across the board at the elementary school is indicative of these causes and that this, in turn, is causing our student achievement status levels at the middle and high levels to remain low in spite of high growth percentiles.

1. **Data Narrative Responses:** In re to indicator b...Being the only data CDE uses to determine our accreditation status is CSAP, we see no reason to use other forms of data in this analysis. In indicator d we are told we have not identified priority needs for our elementary school. It is our contention that elementary school data is given as much attention as middle and high school data in the sections above, except that there is no data surrounding post secondary readiness and graduation rates. We believe the data above indicates that Haskin Elementary is struggling in reading and writing and these matters are being addressed in the district improvement plan. To address concerns about indicator e...a review of the data at middle and high school levels by the district leadership team, as well as the results of an April 2009 CADI review, is what was used to prioritize our secondary level needs. An EDR that was sufficient for use in a TIG grant application was used for prioritizing our needs at Haskin Elementary School. Regarding indicator f...These root causes were identified through both our CADI review and our EDR as a lack of a comprehensive method for teaching literacy, a lack of a guaranteed and viable curriculum, and a lack of implementation of staff development efforts by teachers through ineffective instructional leadership. In re to indicator g... a CADI review and an EDR take into account CSAP test results and during them surveys are conducted of staff, students, board members, community members and

administrators. In re to indicator j...when not a single HQ applicant applies for an open position we have to make the decision to either kill a program or hire someone whom we will have to work to get HQ status. In regard to indicator K...with such systemic problems at our elementary school we believe the specific factors as to why we are not meeting our AMAO targets are the same as our general root causes, since 91% of our population qualifies for free or reduced lunch, 80% of our population is minority and 50% of our population at one time or another has been classified as ELL. You will see us return to this them for the rest of this document as we address concerns that we are somehow not making plans to target specific student groups. In regard to indicator L...we did not feel we could judge the strengths and weaknesses of a plan in January that we just began implementing in August. Isn't this why we analyze data and root causes? If you want a guess, we can offer that. At this point we feel the strengths of our plan include the successful adoption and implementation of a K-8 aligned curriculum, the training teachers and administrators have received in its implementation, and the ability to implement the use of Lindamood-Bell reading instruction strategies and interventions in our elementary and middle schools.

2. Significant Trends: In regard to indicator d, we stand by our contention that we are being judged by our performance on CSAP and that is what we will therefore analyze and work toward improving.

3. Priority Needs: In re to indicator b...Our priority needs were identified through both our CADI review and our EDR as a need for a comprehensive method for teaching literacy, a need for a guaranteed and viable curriculum, and need for implementation of staff development efforts targeted at these efforts through stronger instructional leadership. If what you are asking is for us to disaggregate. Being 91% of our population qualifies for free or reduced lunch, 80% of our population is minority and 50% of our population at one time or another has been classified as ELL, we feel these systemic changes will have a positive effect on ALL these categories of students. In re to indicator e...we still contend that our issues are systemic and that by addressing the needs we have noted we will meet the needs of targeted groups.

4. Root Causes: In re to indicator a...we still contend that our problems are systemic. We believe good first instruction as provided through our change initiatives will address the needs of ALL learners. IN re to indicator b... lack of student engagement means that, based on observation during our CADI review, very often a large portion of our classroom populations are not actively engaged in learning, nor are they being held accountable for their effort. In re to indicator c...everything we are doing to improve is based on our CADI and EDR processes. Our CADI review team implored us to focus our efforts at the areas we are now focusing. We are feeling that the feedback we are getting through THIS process is asking us to lose our focus.

5. Annual Targets:

6. Interim Measures: In re to indicator a...we perform quarterly DIBELS benchmarking tests and we perform beginning, mid-year and end of year NWEA testing in Reading, Language Mechanics, Math, and Science. We also do quarterly district writing assessments. We use all of these assessments to engage our teachers in discussion regarding how instruction must be adjusted to meet the needs of students. None of these assessments will be used to determine our future accreditation performance so we feel this is irrelevant to this process.

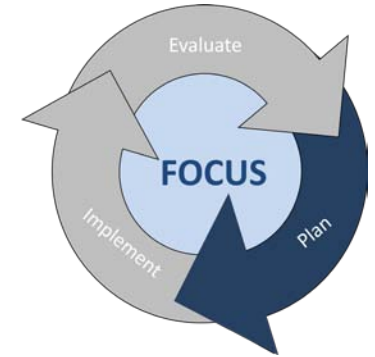
7. In re to indicator a...the strategy outlined in this plan is the same one we are using for our Haskin Elementary School Transformation Plan. This was thoroughly reviewed by CDE in May-June 2010 and granted approval. If it does not meet the standard of being research based, we have been clearly misled by CDE. In re to indicator b...we do not understand what it is about implementing Lindamood-Bell reading instruction strategies, and purchasing and implementing an aligned curriculum that does not indicate a change in what we are doing? In re to indicator d...**at 91% at-risk population with systemic problems...we believe we need to focus our improvements on "all kids"**. In re to indicator h...we believe we are addressing the root causes in a portion that CAN be addressed in a single year based on the resources we have been given. We will not pile more stuff on because this process is asking us to. This is a model that has proven to NOT to work for us in the past. In regard to indicator l...we ask what is it about purchasing and implementing a new curriculum, training administrators to support teachers teaching it, and training all teachers and implementing a new literacy acquisition program that does not provide evidence of our going beyond prior efforts?

8. Action Steps: In re to indicator b...Our external partners were vetted and approved by CDE. We were under the impression you know them. They are Focal Point for Curriculum and Leadership training and Lindamood-Bell for reading acquisition strategies. In regard to indicator d...completely changing the way a school teaches literacy acquisition and adopting and implementing a fully aligned curriculum in one year is not, in our opinion, superficial for one year of effort. In re to indicator e...we believe that research, such as that professed by Dr. Douglas Reeves, indicates that deeply monitoring and implementing change strategies is a better goal than selecting a random percentage at which to perform. In re to indicator f...This comment indicates to us that you do not **approve** of the strategies we have chosen to implement. Is it your job to judge these decisions we make locally? We are concerned that you are asking us to take our eye off the process we have established through our Transformation model that was already approved by a different arm of CDE through a far more comprehensive process? In re to indicator j...**we stand by our claim that our issues are systemic and by improving our instructional system these issues will be addressed**. In re to indicator k...we were under the impression that CDE's pre approval process of our providers was sufficient evidence that the staff development provided by them would be effective. In re to indicator i...**we failed to include information regarding a program we have established through an El Pomar grant to train a cadre of district parents to become more involved in district parent organizations such as PTO and Booster club**. In re to indicator m...we submit updated Schoolwide Title I plans on an annual basis that describe this. The basis of these plans is to reduce class size to an average of no more than 15 per class in grades K-3, no more than 25 students in grades 4 and 5 and to provide an additional Language Arts teacher at the middle school level for the purpose of being able to double language arts instruction.

11 Resources: In re to indicator d...we have submitted detailed general fund, federal programs and TIG budgets to CDE that indicate our expenditures in these areas, we have also revised the numbers that are specific to this plan.

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

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



**District/Consortium Goals Worksheet**

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

Example of an Annual Target at the Elementary Level

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

**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	71.5% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary reading. 70.5% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school reading. 71.5% of all students and of each	71.5% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary reading. 70.5% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school reading. 71.5% of all students and of each	We will show a 10% reduction in percent of students scoring PP or below in elementary reading  We will show a 10% reduction in percent of students scoring PP or below in middle school reading.  We will show a 10% reduction	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 reading curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and

			disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in high school reading.	disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in high school reading.	in percent of students scoring PP or below in high school reading.	occasional instruction spot checks. Teacher training in Lindamood-Bell teaching strategies, implementation of strategies in the classroom, and implementation of summer and after school LMB reading academies for grades 3-8.
	M		70.5% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary math. 50.0% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school math. 32.2% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in high school math.	70.5% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary math. 50.0% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school math. 32.2% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in high school math.	We will show a 10% reduction in percent of students scoring PP or below in elementary math.  We will show a 10% reduction in percent of students scoring PP or below in middle school math.  We will show a 10% reduction in percent of students scoring PP or below in high school math.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 math curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.
	W		54.7% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary writing. 56.4% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school writing. 48.6% of all students and of each disaggregated group will be P and above	54.7% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary writing. 56.4% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school writing. 48.6% of all students and of each disaggregated group will be P and above	We will show a 10% reduction in percent of students scoring PP or below in elementary writing. We will show a 10% reduction in percent of students scoring PP or below in middle school writing. We will show a 10% reduction in percent of students scoring PP or below in high school	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 writing curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction



			OR we will show a 10% reduction in percent of students scoring PP or below in high school writing.	OR we will show a 10% reduction in percent of students scoring PP or below in high school writing.	writing.	spot checks.
		S	<p>48.0% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary science.</p> <p>45.6% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school science.</p> <p>48.9% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in high school science.</p>	<p>48.0% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in elementary science.</p> <p>45.6% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in middle school science.</p> <p>48.9% of all students and of each disaggregated group will be P and above OR we will show a 10% reduction in percent of students scoring PP or below in high school science.</p>	<p>We will show a 10% reduction in percent of students scoring PP or below in elementary science.</p> <p>We will show a 10% reduction in percent of students scoring PP or below in middle school science.</p> <p>We will show a 10% reduction in percent of students scoring PP or below in high school science.</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 science curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.</p>

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	<p>71.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in elementary reading.</p> <p>70.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in middle school reading.</p> <p>71.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in high school reading.</p>	<p>71.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in elementary reading.</p> <p>70.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in middle school reading.</p> <p>71.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in high school reading.</p>	<p>We will show a 10% reduction in percent of students scoring Unsatisfactory in elementary reading.</p> <p>We will show a 10% reduction in percent of students scoring Unsatisfactory in middle school reading.</p> <p>We will show a 10% reduction in percent of students scoring Unsatisfactory in high school reading.</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 reading curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks. Teacher training in Lindamood-Bell teaching strategies, implementation of strategies in the classroom, and implementation of summer and after school LMB reading academies for grades 3-8.</p>
		M	<p>70.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in elementary math.</p> <p>50.0% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in middle school math.</p> <p>32.2% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in</p>	<p>70.5% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in elementary math.</p> <p>50.0% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent of students scoring Unsatisfactory in middle school math.</p> <p>32.2% of all students and of each disaggregated group will be PP and above OR we will show a 10% reduction in percent</p>	<p>We will show a 10% reduction in percent of students scoring Unsatisfactory in elementary math.</p> <p>We will show a 10% reduction in percent of students scoring Unsatisfactory in middle school math.</p> <p>We will show a 10% reduction in percent of students scoring Unsatisfactory in high school math.</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 math curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction</p>

			percent of students scoring Unsatisfactory in high school math.	of students scoring Unsatisfactory in high school math.		spot checks.
Academic Growth	Median Student Growth Percentile	R	<p>Our reading median growth percentile for students at the elementary level will be 50 or above.</p> <p>Our reading median growth percentile for students at the middle school level will be 51 or above.</p> <p>Our reading median growth percentile for students at the high school level will be 49 or above.</p>	<p>Our reading median growth percentile for students at the elementary level will be 50 or above.</p> <p>Our reading median growth percentile for students at the middle school level will be 51 or above.</p> <p>Our reading median growth percentile for students at the high school level will be 49 or above.</p>	<p>Our reading median growth percentile for students at the elementary level will be 50 or above.</p> <p>Our reading median growth percentile for students at the middle school level will be 51 or above.</p> <p>Our reading median growth percentile for students at the high school level will be 49 or above.</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 reading curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks. Teacher training in Lindamood-Bell teaching strategies, implementation of strategies in the classroom, and implementation of summer and after school LMB reading academies for grades 3-8.</p>
		M	<p>Our math median growth percentile for students at the elementary level will be 70 or above.</p> <p>Our math median growth percentile for students at the middle school level will be 87 or above.</p> <p>Our math median growth percentile for students at the high school level will be 99 or above.</p>	<p>Our math median growth percentile for students at the elementary level will be 70 or above.</p> <p>Our math median growth percentile for students at the middle school level will be 87 or above.</p> <p>Our math median growth percentile for students at the high school level will be 99 or above.</p>	<p>Our math median growth percentile for students at the elementary level will be 70 or above.</p> <p>Our math median growth percentile for students at the middle school level will be 87 or above.</p> <p>Our math median growth percentile for students at the high school level will be 99 or above.</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 math curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.</p>

		W	<p>Our writing median growth percentile for students at the elementary level will be 67 or above.</p> <p>Our writing median growth percentile for students at the middle school level will be 74 or above.</p> <p>Our writing median growth percentile for students at the high school level will be 88 or above.</p>	<p>Our writing median growth percentile for students at the elementary level will be 67 or above.</p> <p>Our writing median growth percentile for students at the middle school level will be 74 or above.</p> <p>Our writing median growth percentile for students at the high school level will be 88 or above.</p>	<p>Our writing median growth percentile for students at the elementary level will be 67 or above.</p> <p>Our writing median growth percentile for students at the middle school level will be 74 or above.</p> <p>Our writing median growth percentile for students at the high school level will be 88 or above.</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 writing curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks. Teacher training in Lindamood-Bell teaching strategies, and implementation of strategies in the classroom.</p>
Academic Growth Gaps	Median Student Growth Percentile	R	<p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 52 or above.</p> <p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 53 or above.</p> <p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 56 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the elementary level will be 51 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the middle school level will be 53 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the high school level will be 55 or above.</p> <p>Our reading subgroup median growth percentile for students with disabilities at</p>	<p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 52 or above.</p> <p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 53 or above.</p> <p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 56 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the elementary level will be 51 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the middle school level will be 53 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the high school level will be 55 or above.</p> <p>Our reading subgroup median growth percentile for students with disabilities at the</p>	<p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 52 or above.</p> <p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 53 or above.</p> <p>Our reading subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 56 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the elementary level will be 51 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the middle school level will be 53 or above.</p> <p>Our reading subgroup median growth percentile for minority students at the high school level will be 55 or above.</p> <p>Our reading subgroup median</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 reading curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks. Teacher training in Lindamood-Bell teaching strategies, implementation of strategies in the classroom, and implementation of summer and after school LMB reading academies for grades 3-</p>

		<p>the elementary level will be 79 or above. Our reading subgroup median growth percentile for students with disabilities at the middle school level is not applicable. Our reading subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our reading subgroup median growth percentile for English language learners at the elementary level will be 59 or above. Our reading subgroup median growth percentile for English language learners at the middle school level is 57 or above. Our reading subgroup median growth percentile for English language learners at the high school level is 62 or above.</p> <p>Our reading subgroup median growth percentile for students needing to catch up at the elementary level will be 66 or above. Our reading subgroup median growth percentile for students needing to catch up at the middle school level is 67 or above. Our reading subgroup median growth percentile for students needing to catch up at the high school level is 80 or above.</p>	<p>elementary level will be 79 or above. Our reading subgroup median growth percentile for students with disabilities at the middle school level is not applicable. Our reading subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our reading subgroup median growth percentile for English language learners at the elementary level will be 59 or above. Our reading subgroup median growth percentile for English language learners at the middle school level is 57 or above. Our reading subgroup median growth percentile for English language learners at the high school level is 62 or above.</p> <p>Our reading subgroup median growth percentile for students needing to catch up at the elementary level will be 66 or above. Our reading subgroup median growth percentile for students needing to catch up at the middle school level is 67 or above. Our reading subgroup median growth percentile for students needing to catch up at the high school level is 80 or above.</p>	<p>growth percentile for minority students at the high school level will be 55 or above.</p> <p>Our reading subgroup median growth percentile for students with disabilities at the elementary level will be 79 or above. Our reading subgroup median growth percentile for students with disabilities at the middle school level is not applicable. Our reading subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our reading subgroup median growth percentile for English language learners at the elementary level will be 59 or above. Our reading subgroup median growth percentile for English language learners at the middle school level is 57 or above. Our reading subgroup median growth percentile for English language learners at the high school level is 62 or above.</p> <p>Our reading subgroup median growth percentile for students needing to catch up at the elementary level will be 66 or above. Our reading subgroup median growth percentile for students needing to catch up at the middle school level is 67 or above. Our reading subgroup median growth percentile for students needing to catch up at the high school level is 80 or above.</p>	<p>8.</p>
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				school level is 80 or above.	
	M	<p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for minority students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for minority students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for minority students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for students with disabilities at the elementary level will be 93 or above.</p> <p>Our math subgroup median growth percentile for students with disabilities at the middle school level is not applicable.</p> <p>Our math subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our math subgroup median growth percentile for English language learners at the elementary level will be 72 or above.</p> <p>Our math subgroup median growth percentile for English language learners at the middle school level is 91 or above.</p> <p>Our math subgroup median growth percentile for English language learners at the high school level is 99 or above.</p>	<p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for minority students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for minority students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for minority students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for students with disabilities at the elementary level will be 93 or above.</p> <p>Our math subgroup median growth percentile for students with disabilities at the middle school level is not applicable.</p> <p>Our math subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our math subgroup median growth percentile for English language learners at the elementary level will be 72 or above.</p> <p>Our math subgroup median growth percentile for English language learners at the middle school level is 91 or above.</p> <p>Our math subgroup median growth percentile for English language learners at the high school level is 99 or above.</p>	<p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for minority students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for minority students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for minority students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for minority students at the elementary level will be 70 or above.</p> <p>Our math subgroup median growth percentile for minority students at the middle school level will be 89 or above.</p> <p>Our math subgroup median growth percentile for minority students at the high school level will be 99 or above.</p> <p>Our math subgroup median growth percentile for students with disabilities at the elementary level will be 93 or above.</p> <p>Our math subgroup median growth percentile for students with disabilities at the middle school level is not applicable.</p> <p>Our math subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p>	<p>A high school student adult mentoring program will be established to review student progress and performance on a periodic basis and to support students who begin to stray off track.</p>

			<p>Our math subgroup median growth percentile for students needing to catch up at the elementary level will be 83 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the middle school level is 93 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the high school level is 99 or above.</p>	<p>Our math subgroup median growth percentile for students needing to catch up at the elementary level will be 83 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the middle school level is 93 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the high school level is 99 or above.</p>	<p>Our math subgroup median growth percentile for English language learners at the elementary level will be 72 or above.</p> <p>Our math subgroup median growth percentile for English language learners at the middle school level is 91 or above.</p> <p>Our math subgroup median growth percentile for English language learners at the high school level is 99 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the elementary level will be 83 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the middle school level is 93 or above.</p> <p>Our math subgroup median growth percentile for students needing to catch up at the high school level is 99 or above.</p>	
		W	<p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 68 or above.</p> <p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 75 or above.</p> <p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 92 or above.</p> <p>Our writing subgroup median growth</p>	<p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 68 or above.</p> <p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 75 or above.</p> <p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the high school level will be 92 or above.</p> <p>Our writing subgroup median growth</p>	<p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the elementary level will be 68 or above.</p> <p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the middle school level will be 75 or above.</p> <p>Our writing subgroup median growth percentile for free/reduced lunch eligible students at the high school</p>	<p>Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 writing curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and occasional instruction spot checks. Teacher</p>

		<p>percentile for minority students at the elementary level will be 67 or above.          Our writing subgroup median growth percentile for minority students at the middle school level will be 75 or above.          Our writing subgroup median growth percentile for minority students at the high school level will be 90 or above.</p> <p>Our writing subgroup median growth percentile for students with disabilities at the elementary level will be 87 or above.          Our writing subgroup median growth percentile for students with disabilities at the middle school level is not applicable.          Our writing subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our writing subgroup median growth percentile for English language learners at the elementary level will be 72 or above.          Our writing subgroup median growth percentile for English language learners at the middle school level is 79 or above.          Our writing subgroup median growth percentile for English language learners at the high school level is 94 or above.</p> <p>Our writing subgroup median growth percentile for students needing to catch up at the elementary level will be 73 or above.          Our writing subgroup median growth percentile for students needing to catch up at the middle school level is 84 or above.          Our writing subgroup median growth percentile for students needing to catch up at the high school level is 95 or above.</p>	<p>percentile for minority students at the elementary level will be 67 or above.          Our writing subgroup median growth percentile for minority students at the middle school level will be 75 or above.          Our writing subgroup median growth percentile for minority students at the high school level will be 90 or above.</p> <p>Our writing subgroup median growth percentile for students with disabilities at the elementary level will be 87 or above.          Our writing subgroup median growth percentile for students with disabilities at the middle school level is not applicable.          Our writing subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our writing subgroup median growth percentile for English language learners at the elementary level will be 72 or above.          Our writing subgroup median growth percentile for English language learners at the middle school level is 79 or above.          Our writing subgroup median growth percentile for English language learners at the high school level is 94 or above.</p> <p>Our writing subgroup median growth percentile for students needing to catch up at the elementary level will be 73 or above.          Our writing subgroup median growth percentile for students needing to catch up at the middle school level is 84 or above.          Our writing subgroup median growth percentile for students needing to catch up at the high school level is 95 or above.</p>	<p>level will be 92 or above.          Our writing subgroup median growth percentile for minority students at the elementary level will be 67 or above.          Our writing subgroup median growth percentile for minority students at the middle school level will be 75 or above.          Our writing subgroup median growth percentile for minority students at the high school level will be 90 or above.</p> <p>Our writing subgroup median growth percentile for students with disabilities at the elementary level will be 87 or above.          Our writing subgroup median growth percentile for students with disabilities at the middle school level is not applicable.          Our writing subgroup median growth percentile for students with disabilities at the high school level is not applicable.</p> <p>Our writing subgroup median growth percentile for English language learners at the elementary level will be 72 or above.          Our writing subgroup median growth percentile for English language learners at the middle school level is 79 or above.          Our writing subgroup median growth percentile for English language learners at the high school level is 94 or above.</p> <p>Our writing subgroup median growth percentile for students</p>	<p>training in Lindamood-Bell teaching strategies, and implementation of strategies in the classroom.</p>
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				<p>needing to catch up at the elementary level will be 73 or above.</p> <p>Our writing subgroup median growth percentile for students needing to catch up at the middle school level is 84 or above.</p> <p>Our writing subgroup median growth percentile for students needing to catch up at the high school level is 95 or above.</p>	
Post Secondary/ Workforce Readiness	Graduation Rate	More than 80% of our students will graduate on time.	More than 80% of our students will graduate on time.	More than 80% of our students will graduate on time.	A high school student adult mentoring program will be established to review student progress and performance on a periodic basis and to support students who begin to stray off track.
	Dropout Rate	Fewer than 3.6% of our students will drop out.	Fewer than 3.6% of our students will drop out.	Fewer than 3.6% of our students will drop out.	A high school student adult mentoring program will be established to review student progress and performance on a periodic basis and to support students who begin to stray off track.
	Mean ACT	The mean ACT composite score will reach 20 or above.	The mean ACT composite score will reach 20 or above.	The mean ACT composite score will reach 16 or above.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning and teaching of it through weekly lesson plan reviews and

					occasional instruction spot checks.
English Language Development & Attainment	CELA (AMAO 1)	More than 48% of students will show progress toward meeting AMAO 1 expectations on CELA	More than 48% of students will show progress toward meeting AMAO 1 expectations on CELA	More than 48% of students will show progress toward meeting AMAO 1 expectations on CELA	Teacher training in Lindamood-Bell teaching strategies, implementation of strategies in the classroom, and implementation of summer and after school LMB reading academies for grades 3-8.
	CELA (AMAO 2)	More than 5% of students will attain English proficiency as measured by AMAO 2 expectations on CELA	More than 5% of students will attain English proficiency as measured by AMAO 2 expectations on CELA	More than 5% of students will attain English proficiency as measured by AMAO 2 expectations on CELA	Teacher training in Lindamood-Bell teaching strategies, implementation of strategies in the classroom, and implementation of summer and after school LMB reading academies for grades 3-8.
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content classes will be taught by teachers who meet NCLB HQ requirements. 100% of teachers who perform at an adequate level will be retained for the following year.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements. 100% of teachers who perform at an adequate level will be retained for the following year.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements. 100% of teachers who perform at an adequate level will be retained for the following year.	The district will not fill positions unless highly qualified persons apply. If no hq individuals apply, measures will be taken to secure staff members who can achieve such status within 1 year of time from hire date.



**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.

**Major Improvement Strategy #1:** Obtain a guaranteed and viable K-12 curriculum and ensure that it is being taught.  
 guaranteed and viable curriculum K-12

**Root Cause(s) Addressed:** Lack of a

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<b>Enter into a relationship with “Focal Point” to analyze and solidify a K-8 curriculum through our Elementary Transformation grant, and integrate the best aspects of Harrison School District’s 9-12 curricula into ours.</b>	<b>By first day of school in August 2010 and continuing throughout 2010-’11 school year</b>	<b>Director of Instruction, Building Principals, BLTs, and PLCs.</b>	<b>Tier I grant funds, Harrison School District Website, Focal Point employees, \$85000 Tier I grant</b>	<b>PDF copies of all curricula are posted on district website and available in all classrooms by first day of school</b> An analysis of available resources for teaching the curriculum has been completed <b>by the first day of school</b> Resources for teaching curriculum are defined and available <b>as needed</b> Pacing guides have been developed and teachers have been trained how to use them <b>by the first day of school</b>
<b>Administration will monitor the implementation of the curriculum by requiring weekly teacher submission of lesson plans that are reflective of pacing</b>	<b>First instructional day of each week of</b>	<b>Building Principals</b>	<b>District Curriculum, Pacing Guides, Lesson Plan Format, administrator training in</b>	<b>100% of teachers deliver district curriculum at a logical pace and this is evidenced through weekly lesson plans by teachers</b>

<p><b>guides, and by conducting classroom instruction spot checks to ensure lesson plans are being followed.</b></p>	<p><b>school beginning the first day of regular school during the 2010-11 school year.</b></p>		<p><b>“Spot Check” techniques.</b></p>	<p><b>and continuous observation of instruction by building administration throughout entire school year</b></p>
<p>Implementation of Lindamood-Bell method of literacy instruction through training of all elementary teachers in intervention and classroom instruction processes and through purchase of LMB on-site services for a full year to monitor implementation.</p>	<p>Beginning summer 2010 and continuing through end of school year.</p>	<p>Elementary Building Principal</p>	<p>Tier 1 grant funds including \$125,000 for services and \$50,000 for material.</p>	<p>100% of teachers trained. Summer, after school and during school interventions being conducted with at least 80% of students who are performing below grade level. Teachers use LMB strategies across the curriculum on a day to day basis based on periodic walkthrough observations, by end of May 2011.</p>

**Major Improvement Strategy #2:** Develop effective formative and summative measures of student learning of the curriculum. guaranteed and viable curriculum.

**Root Cause(s) Addressed:** Lack of

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<b>Purchase/adopt a K-12 curriculum that includes formative and summative “Demonstrations of Learning” to be used by teachers on a continual basis and train teachers in the use of these evaluations.</b>	<b>First instructional day of school beginning the first day of regular school during the 2010-11 school year.</b>	<b>District Administration, DLT, BLTs, and PLCs.</b>	<b>District Adopted Curriculum, Demonstrations of Learning, continued training in formative and summative assessment as needed.</b>	<b>Teachers will create specific assessments based on curricular Demonstrations of Learning on a continual basis. These assessment documents will be submitted to building administrators on a continual basis and administrators will review assessments to ensure they are appropriate to the curriculum and instruction and then offer feedback/support as needed.</b>

**Major Improvement Strategy #3:** Create effective data teams to evaluate student learning and adjust instruction based on results. guaranteed and viable curriculum and lack of ability for school to monitor student progress formatively throughout the school year to make sure students falling behind can be targeted with services.

**Root Cause(s) Addressed:** Lack of

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

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

Dropout/Re-engagement Designation     Grant: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p><b>Provide training, time and support for data teams to meet and analyze assessment results through the PLC-Data Team format for the purpose of adjusting instructional practices and to report these results to building administrators on a continual basis.</b></p>	<p><b>Continual training in data analysis will be provided to all staff members with the Data Team process being put into practice throughout the course of the 2010-11 calendar year and beyond.</b></p>	<p><b>Director of Instruction, Classroom Teachers, PLCs, BLTs, Building Administrators.</b></p>	<p><b>PLC Time, Demonstrations of Learning, various test results such as CSAP, NWEA, YPP, DIBELS, DRA as well as various classroom formative assessments.</b></p>	<p><b>All staff has been trained on the Data Team model. PLC time for Data Team work is evidenced in the annual calendar on a continual basis. PLCs put Data Team training into practice during PLC time at least 10 times per year plus paid teacher time will be provided outside school hours upon administrative approval. PLC-Data Team reflection forms that indicate what data was discussed and reviewed, future instructional implications, goals that have been set or readjusted, and next steps that will be taken are submitted to building administrators immediately following PLC time. Building administrators will review PLC-Data Team reflection forms, monitor the implementation of “next steps” and provide feedback to Data Teams as necessary.</b></p>

**Section V: Additional Documentation**

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

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Purchase services of an Instructional Coach at the Elementary School to support teachers in writing effective aligned lesson plans and to support teacher instruction to those plans through various walkthrough observation activities and modeling of effective instructional strategies.	Supports guaranteed and viable curriculum and staff develop for the purpose of teaching the curriculum and teaching it effectively.	\$70,000.00
Purchase training and coursework to support achievement of HQ status for non-HQ teachers.	Supports achievement of 100% HQ staff standard.	\$10,592
		\$
		\$
		\$
<b>Total</b> (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		\$70,000.00