

Colorado's Unified Improvement Plan for Districts for 2012-13

Organization Code: 1790 District Name: LIMON RE-4J AU Code: 64043 AU Name: East Central BOCES DPF Year: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data is pulled from the District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 District Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	71.51%	70.5%	71.53%	79.81%	77.05%	86.15%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50%	32.16%	77.67%	57.38%	47.69%	
		W	54.72%	56.36%	48.61%	66.02%	77.05%	76.92%	
		S	48%	45.6%	48.93%	59.26%	51.28%	61.29%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then MGP is at or above 45. If district did not meet adequate growth: then MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	24	28	11	32	59	63	
		M	42	69	67	38	35	60	
		W	36	41	24	57	59	57	
ELP	-	-	-	-	-	-			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 District Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	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.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>93% using a 7 year grad rate</p>	Exceeds	<p>Overall Rating for Post Secondary Readiness: Exceeds</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your district's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	0.7%	Exceeds	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	20.3	Meets	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: Academic Growth CELApro sub-indicator (median and adequate growth percentiles) rating on the District Performance Framework.	Meets or Exceeds rating on Academic Growth CELApro sub-indicator on District Performance Framework	n/a		n/a
	AMAO 2 Description: % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	n/a		n/a
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for English Learners; Disaggregated Graduation Rate sub-indicators for English Learners; and Participation Rates for English Learners.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for English Learners, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for English Learners, and (3) 95% Participation Rate for English Learners.	R	n/a	n/a
			W	n/a	
			M	n/a	
Grad			n/a		
Participation	n/a				

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Final 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	Based on final results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the district's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
Student Graduation and Completion Plan (Designated Graduation District)	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%.	No, District does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years	Consult with your Title III Consortium Lead to see the Consortium's status.	Consult with your Title III consortium lead to see the consortium's status.
Improvement Support Partnership (ISP) or Targeted District Improvement Partnership (TDIP) Grants	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, CADL) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	The district does not need to include the additional requirements for this grant.

Section II: Improvement Plan Information

Directions: This section should be completed by the district.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	No
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.	No

Improvement Plan Information

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

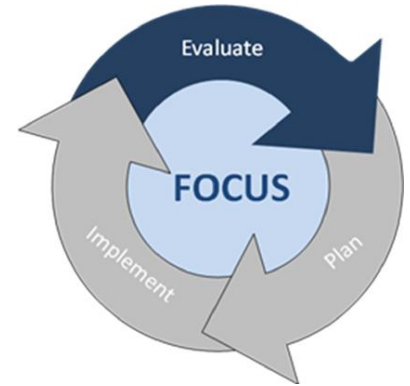
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans

If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David D. Marx, Superintendent
	Email	marxd@limonbadgers.com
	Phone	719-775-2350
	Mailing Address	PO Box 249, Limon, CO 80828
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	40% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics TCAP	Target was not met. 35 % of students scored proficient or advanced on the 9 th and 10 th grade 2012 mathematics TCAP.	
Academic Growth	Median Growth Percentile for high school math will be 50.	Target was met. Median Growth Percentile for high school math was 53.	
Academic Growth Gaps	Median Growth Percentile for high school math will be 50 for all subgroups	Target was met. Median Growth Percentile was above 60 for all high school subgroups that had enough data to be reported.	
Post Secondary Readiness	Increase graduation rate to 92%	Target was partially met. Graduation rate for	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
		2012 was 89.7, however the 7 year average graduation rate was 97.8%	
English Language Development and Attainment (AMAOs)	n/a	n/a	

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading: 'Meets' rating on three year SPF 2010 – 76% P and A 2011 – 79% P and A 2012 – 78% P and A Writing: 'Exceeds' rating for middle school on 3-year SPF, "Meets' rating for elementary and high school on 3 year SPF 2010 – 65% P and A 2011 – 69% P and A 2012 – 66% P and A	Math scores have been the one scores that are not where we think they should be. We	High school math is on a traditional track (Algebra, Geometry, Algebra II, etc...) and does not entirely align with state standards at each grade level. Prior to the 2011-2012 school year, some students were placed in Pre-Algebra as freshman. These students often score unsatisfactory on the mathematics CSAP.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Mathematics: 'Exceeds' rating for middle school on 3-year SPF, 'Meets' rating for elementary and high school on 3-year SPF 2010 – 59% P and A</p>	<p>are going to look at having the same math vocabulary used by all math teachers K-12.</p>	<p>All teachers use different terminology in math, and as students progress they are hearing different things that mean the same from their teachers.</p>
Academic Growth	<p>Reading: 'Meets' rating on elementary, middle and high school 3-year SPF 2010: 55 2011: 52 2012: 57</p> <p>Writing: 'Exceeds' rating on 3-year middle and high school SPF, 'Meets' rating on 3-year elementary SPF 2010: 64 2011: 60 2012 – 66</p> <p>Mathematics 'Meets' rating on 3-year SPF for elementary school. 'Approaching' rating on 3-year SPF for middle and high school 2010: 46 2011: 54 2012: 57</p>	<p>Academic Growth in high school math has been at the approaching level for two years.</p> <p>Academic Growth in middle school math dropped from 'meets' in 2010 to 'approaching' in 2011</p>	<p>Adequate growth for high school math is extremely high because of the shortened time constraints and current achievement makes.</p>
Academic Growth Gaps			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	<p>Graduation Rates:</p> <p>2010 – 89.2%</p> <p>2011 – 88.6%</p> <p>2012 – 90.4%</p> <p>Dropout Rates: Declining</p> <p>2010 – 0.8%</p> <p>2011 – 0.7%</p> <p>2012 – 0.6%</p> <p>State administered ACT Scores:</p> <p>2010 – 20.9</p> <p>2011 – 18.8</p> <p>2012 - 19.8</p>	<p>Above state expectation of 80%</p> <p>n/a</p> <p>Drop in ACT scores from 2010 observed.</p>	<p>Alternative programs and effective early interventions for students with poor attendance do not exist.</p> <p>Greater accountability for student attendance has resulted in an increase of students over the age of 17 withdrawing from school.</p> <p>n/a</p> <p>Root cause has yet to be determined.</p>
Student Graduation and Completion Plan (Designated Graduation District)	n/a	n/a	n/a
English Language Development and Attainment (AMAOs)	n/a	n/a	n/a

Data Narrative for District/Consortium

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for District/Consortium

<p>Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and document any areas where the district(s) did not meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the district's over-all performance challenges.</p>		<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

We considered three years of CSP data and ACT composite data related to academic trends. Additionally, we reviewed three years of data for graduation on the dropout rates as well as percentages of highly qualified teachers.

CSAP: On average, we score at or above the state average for percentage of students proficient and advanced. However, the difference between the state percentage and our percentage is lowest in high school math. Furthermore, middle school and high school math are the only indicators on the School Performance Framework for academic growth where we fell in the 'approaching' category. In the other academic growth areas, for other grade levels and subject areas, we were at the 'meets' or 'exceeds' category. For reading and writing at all school levels, and math in the elementary level, we have shown both high achievement and high growth on CSAP as referenced above. As expected, the academic growth gaps tended to mirror the observations made from CSAP data for growth and academic achievement.

ACT: In spite of the concerns about math scores on CSAP, our composite scores on the state administered ACT had steadily increased prior to 2012. The composite score had remained above the state average for three years prior to 2011 as well. Additionally, the scores in the various content areas tested by ACT had been increasing while being greater than the state averages for each content area prior to 2012. ACT scores for 2012 showed a marked decline. At this point it is believed that this may be a one year anomaly.

Graduation Rate/Dropout Rate: Our graduation rate has declined over the past three years, while our dropout rate has decreased as well. Even though the graduation rate has declined, it is still well above the state minimum expectation of 80%. Dropout rate is now below 1.0%

Root Cause: Declining and/or Lower High School Math Scores:

Our math curriculum at the high school level is not rigorous enough, nor is it completely aligned with state standards. We have maintained a traditional mathematics track at the high school level where most 9th grade students take algebra 1, 10th grade students take geometry, and 11th grade students take algebra II. Some freshman are enrolled in pre-algebra as 9th graders, and take algebra 1 as 10th graders. As such, these students take the 10th grade mathematics CSAP test with no exposure to mathematics above algebra 1. The content of the 10th grade mathematics CSAP asks student to demonstrate skill well above the algebra 1 level on a traditional mathematics track.

In addition to raising expectations for the rigor of our high school mathematics curriculum, this curriculum needs to be more closely aligned with state standards. When the focus is on algebra 1, geometry and algebra 11, certain components of the state standards are not given as much attention. As such, the curriculum needs to be supplemented with some focus on review of previously learned concepts and on instruction in areas within mathematics that are not taught at the 9th and 10th grade level in a traditional mathematics track.

Verification of Root Cause: Declining and/or Lower High School Math Scores

Discussion with the high school math teachers has revealed that they also feel we need to improve in diversifying our curriculum to meet all state standards. Our mathematics scores on the state administered ACT increased every year from 2006 to 2010, and were above average from 2008 to 2010. We believe this trend indicates that students are being taught what they need to be successful on standardized tests by the end of their 11th grade year. However, we also believe, based on this information, that students need exposure to this information on their 9th and 10th grade years.

Root Cause: Declining Graduation Rate

We have not had effective strategies to positively reinforce good attendance for struggling students. Furthermore, the procedures in place often do not allow early intervention when we observe students that have demonstrated poor attendance patterns. Greater accountability has been placed on students to maintain positive attendance patterns. Unfortunately, some students over the age of 17 have chosen to withdraw from school instead of improve their attendance patterns as a result of this increased accountability. Additionally, with graduating class sizes of less than 40 students, one or two students can change the graduation rate by 3% to 6%.

Root Cause Verification: Declining Graduation Rate

Over the past four years, nine students have withdrawn from school as a direct result of a failure to attend school. No alternative setting has been provided for these student as an intermediate step between traditional participation in high school and dropping out. An average of three students per year would equate to approximately 7.5% of our average high school class size (approximately 39.5 students). Not all of these students have directly affected the graduation rate yet, but several of them have.

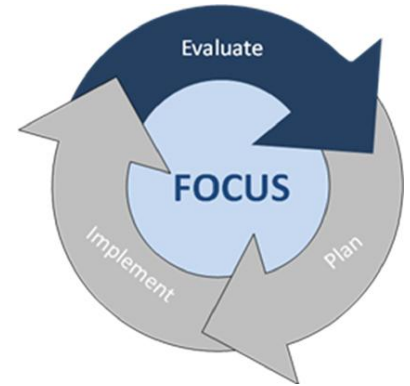
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required District/Consortium Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



District/Consortium Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	n/a				
		M	The difference between percentage of Limon students proficient and advanced and the state averages for math have been consistently lower at the high school level.	40% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics CSAP	50% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics CSAP	NWEA MAPs assessment, given twice a year.	Align high school math curriculum with new Colorado Academic Standards. Have all 8 th grade students take algebra or pre-algebra.
		W	n/a	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a	n/a
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	n/a				
		M	Academic Growth in high school math has been at the approaching level for two years.	Median Growth percentile for high school math will be 55	Median Growth Percentile for high school math will be 60	NWEA MAPs assessment , given twice a year	Align high school math curriculum with new Colorado Academic Standards.
		W	n/a				
		ELP	n/a	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	Two consecutive years a 'approaching' category for middle and high school	Median Growth Percentile for high school math will be 55	Median Growth Percentile for high school math will be 60	NWEA MAPs assessment, given in twice a year	Align high school math curriculum with new Colorado Academic

							Standards. Have all 8 th grade students take algebra or pre-algebra
		W	n/a	n/a	n/a	n/a	n/a
Post Secondary & Workforce Readiness	Graduation Rate		Above state expectation of 80%	Increase graduation rate to 93%	Increase graduation rate to 95%	Monitor attendance patterns and intervene earlier for students with poor attendance	Provide earlier counseling for students with poor attendance patterns.
	Disaggregated Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean ACT		n/a	n/a	n/a	n/a	n/a
English Language Development & Attainment	CELA (AMAO 1)		n/a	n/a	n/a	n/a	n/a
	CELA (AMAO 2)		n/a	n/a	n/a	n/a	n/a
	TCAP (AMAO 3)		n/a	n/a	n/a	n/a	n/a

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Continue alignment of high school math curriculum with new Colorado Academic Standards. **Root Cause(s) Addressed:** Because we are on a traditional mathematics track (algebra 1, geometry, algebra II, etc...) at the high school level. To increase success on CSAP, we must ensure that all students are exposed to all standards prior to assessments.

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Continue alignment of current curriculum materials with new Colorado Academic Standards for 9 th and 10 th grade mathematics. Identify "holes" in current curriculum and purchase/develop supplements to ensure students receive instruction in these areas.	Fall 2013	High School Math Teachers Administration	Supplemental materials.	Math content for 9 th and 10 th grade level mathematics courses will be aligned to the new Colorado Academic Standard.	In progress
Administer NWEA's MAPs tests to measure student progress, possibly three times a year.	Fall 13, Winter 13-14	Proctors	n/a	Utilize NWEA's tests to see what the students needs have in math. Realign instruction before CSAP testing.	In progress

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

Major Improvement Strategy #2: Focus on math scores of students from free and reduced families. teachers, K-12.

Root Cause(s) Addressed: Lack of consistent vocabulary by all math

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Have all math teachers use the same terminology in their math lessons.	In-service days at beginning of year. And 1 hour during in-service days over the school year.	All math teachers. Administration	MAPS tests, time.	Review vocabulary terms with all math teachers. Review needs of students from free and reduced families. Monitor MAPS tests with teachers and see what adjustment, if any, needs to made.	In progress

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- Title IA (Required for Title I funded Districts with a Turnaround or Priority Improvement plan type)
- Title IIA (Required for Title IIA funded Districts with a Turnaround or Priority Improvement plan type)
- Title III (Optional for Grantees identified under Title III)

Section V: Optional Addendum

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, some schools may meet some of the requirements in earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section V	<p>Title I efforts for Parent Involvement include monthly parent invited meetings, back to school events that focus on a classroom volunteer program. A parent night is offered each semester focusing on the purpose of Title I and how to support student learning.</p> <p>The Title I program also provides a Home Reading and Math Program in which students are provided quality literature and parents are provided with guides explaining how to discuss features of the text with their children. In addition, to increase parent volunteerism, each classroom has a collection of books that can be read to children by parents either in classrooms or at home. Teachers and parents can communicate daily, if necessary, through a journal or student planner.</p> <p>Parents will be invited to meet with teachers formally twice during the school year. During these visits parents can examine curriculum alignment issues and student progress. In addition, we solicit and encourage Title I parent participation on all district committees.</p>
What are the comprehensive needs that justify the activities supported with Title I funds?		Section V	<p>Students are identified through standardized tests as well as formative assessments. Programs used are TCAP, NWEA, DIBELS, AimsWeb, and classroom assessments. Students that show needs via these assessments are targeted for interventions through the school district's Rtl process.</p> <p>Additional support is provided in classroom settings for students in math, reading, and writing. At times this support is required as a result of educational gaps that exist with students or student groups. At other times, the support is required for students or student groups performing below expected grade level norms.</p>

<p>What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>		<p>Section V</p>	<p>After holding school-based discussion groups regarding the reading instruction materials, a district selection of core programs was made in the spring of 07. The district funded the core programs; teachers at Limon Elementary selected supplemental and intervention programs that they determined best met the needs of their students. Research-based programs currently being implemented in our Schoolwide Title school.</p>
<p>Title I students are only taught by highly qualified teachers.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>How are highly qualified teachers recruited and retained?</p>		<p>Section V</p>	<p>The district will recruit highly qualified teachers through traditional hiring methods. These teachers will be retained by maintaining an environment that promotes professional growth and is supportive of teachers.</p>
<p>How is the high quality professional development based on student and staff needs?</p>		<p>Section V</p>	<p>ECBOCES Title I Professional Development Activities:</p> <p>For full details see the ECBOCES Consolidated Application and Electronic Budget</p> <p>ECBOCES will provide support for research based instruction and intervention strategies in reading. Title I teachers are able to collaborate with others in similar positions as well as administrators to reflect on the Title I Programs, instructional practice, intervention strategies, RTI, parent involvement, and understanding and use of assessments and data to improve student learning.</p> <p>ECBOCES will ensure on-site compliance and provide on-going and job-embedded professional development along with the opportunity for on-site coaching and professional development.</p> <p>#1 Title I Activity: Title I PLC – RtI</p> <p>In honoring administrators request to limit the time out of classrooms, we are implementing professional development with Tina Pelletier and Wayne Callender through multiple webinars. The webinars will be offered throughout the school year to reinforce overall RtI implementation, data analysis to determine appropriate and aligned interventions to meet both teacher and student individual needs. Trainings will be focused on analysis of DIBELS and DIBELS Next data and will include general education teachers, Sped teachers, Title I teachers and ECBOCES Service Providers (School Psychologists, Speech Therapists etc...)</p>

		<p>A combined PLC webinar, VNETS and face-to-face model will be used to support on-going PD throughout 12-13. District needs will be reevaluated continuously through this group and adjustments in content will be made as needed. Additionally, on-site support will be provided by ECBOCES staff; including Staff Development Coordinator, School Psychologists, Special Education Directors and Speech Therapists etc...</p> <p>Title I Teachers will be given the opportunity for additional PLC time focused only on their specific needs. In this structure ECBOCES will also share with Title I Teachers the CDE research around Effective Title I Programs.</p> <p>Schools on Priority Improvement or Turnaround will receive additional ECBOCES support and additional resources based on the specific needs in their district. ECBOCES leadership will be visiting each of these schools in August to establish a plan of support.</p> <p>#2: Title II-A Activity: Title I PLC – Reading – DIBELS Next Training</p> <p>Provide DIBELS Next trainings for educators as needed to meet districts' needs; at least one in 12-13.</p> <p>Timeline:</p> <p>2012-2013 school year; specific PD dates to be determined</p> <p>Key Personell:</p> <p>Sharon Daxton-Vorce, Staff Development Coordinator Development, Judy Stephenson, ELA Consultant, and Anita Burns, Federal Programs Director</p> <p>All Rtl work will be supported by ECBOCES Rtl Team: Jeanne Boice-Wiley (Special Ed Director), Moira Hawks (Assistant Special Ed Director), Sharon Daxton-Vorce (Staff Development Coordinator), Leah Price (School Psychologist), Nicole Kollath (School Psychologist) and Anita Burns (Federal Programs Director).</p> <p>Resources:</p> <p>See ECBOCES Consolidated Application and Electronic Budget for Details</p>
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			<p>Implementation Benchmarks:</p> <p>Records of all professional development offered and those in attendance will be maintained.</p> <p>Evaluation Process for <u>ALL</u> Professional Development:</p> <p>At the end of each professional development training, the increase in teachers' knowledge is measured by:</p> <ul style="list-style-type: none"> Evaluations Data compiled, disseminated and reviewed Data results guide future professional development planning <p>At the end of each professional development training, classroom implementation will be measured by:</p> <ul style="list-style-type: none"> Implementation evaluations administered 1 month and 6 months after each training through Survey Monkey Data compiled, disseminated and reviewed Data results guide future professional development planning and district implementation support
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section V	<p>The district's elementary principal is on the Limon Child Development Center's board of directors. This provides guidance for preschool programs to ensure students are ready for elementary school programs.</p> <p>The district conducts "kindergarten roundup" each spring to develop baseline data for achievement levels of preschool students prior to entering kindergarten the following fall.</p>
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section V	<p>We determine overall progress of our Title I program based on attainment of our program goals. Our goals are:</p> <ul style="list-style-type: none"> • Free/Reduced student achievement on reading and math will increase by a minimum of 7 percentage points, as evidenced by TCAP scores. • Students performing in the Proficient and Advanced categories on TCAP will exceed 80%, and the percent of students performing in the unsatisfactory or partially proficient category will be reduced by 5% across the elementary population. • Students receiving Title I service programs who perform in the Proficient and Advanced

			<p>categories on TCAP will exceed 70% and the percent of students receiving Title I services who perform in the Partially Proficient category will be reduced by 5%. Our January DIBELS and AIMSweb test benchmark data will tell us whether we are on track to meet these goals and allow us to make mid-year program adjustments if necessary. When assessing progress on goals, we examine specific cohort growth data (both formative and summative) that include achievement gap comparisons to baseline data. Other relevant data sources include structured classroom observation data and walkthrough data. We progress monitor student achievement on a monthly basis using DIBELS (K-5 Reading), AIMSweb, and CBM in math. Teachers meet monthly in grade level teams to discuss progress and modify both instruction and grouping. Teachers determine proper alignment between the classroom and pull-out programs to identify and make adjustments to students' instructional programs. Students who fail to make progress are referred to our RtI Team for more intensive evaluation and support.</p>											
<p>How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?</p>	<p>Section V</p>	<p>Title I funds are used in conjunction with district funds as the Title I funds only cover part of teacher salaries. District funds are utilized to cover the remaining salaries as well as to purchase equipment and supplies.</p> <p>All federal funds are leveraged to work together through East Central BOCES.</p> <p><i>Budget Alignment for Title I-A:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Teacher Salary 1.0 FTE</td> <td style="text-align: right; padding-right: 20px;">\$38,242</td> <td style="text-align: right;">Sheet 4a Line 30</td> </tr> <tr> <td style="padding-left: 20px;">Teacher Benefits 1.0 FTE</td> <td style="text-align: right; padding-right: 20px;">\$15,376</td> <td style="text-align: right;">Sheet 3a Line 10</td> </tr> <tr> <td style="padding-left: 20px;">Teacher Aide Salary 1.0 FTE</td> <td style="text-align: right; padding-right: 20px;">\$11,800</td> <td style="text-align: right;">Sheet 4a Line 29</td> </tr> <tr> <td style="padding-left: 20px;">Teacher Aide Benefits 1.0</td> <td style="text-align: right; padding-right: 20px;">\$2,456</td> <td style="text-align: right;">Sheet 3a Line 10</td> </tr> </table>	Teacher Salary 1.0 FTE	\$38,242	Sheet 4a Line 30	Teacher Benefits 1.0 FTE	\$15,376	Sheet 3a Line 10	Teacher Aide Salary 1.0 FTE	\$11,800	Sheet 4a Line 29	Teacher Aide Benefits 1.0	\$2,456	Sheet 3a Line 10
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District Title I Parent Involvement

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

Involvement with Title I planning

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

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student and invite suggestions for improvement.

District support for parent involvement academic achievement and school performance.

The coordination, assistance and support shall include:

- designating a District Parent Involvement Coordinator
- assigning Title I teachers to serve as the Parent Involvement Coordinators for each school in the district
- appointing parents to serve on a District Parent Advisory Committee to provide advice concerning parent involvement in the Title I program
- allocating adequate funding for parent involvement activities in the Title I program
- encouraging local business and community organizations to support the Title I parent involvement activities
- providing professional development opportunities that help teachers and parents work effectively together

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

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

Coordination of parent involvement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Early Prevention, Partners-In-Print, the Mentoring Program, the Before and After School Program, the district preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parent in more fully participating in the education of their students.

- The District Title I Parent Involvement Coordinator will meet at least quarterly with staff from other district programs to coordinate the communication with parents about each program and to coordinate the parent involvement activities

Student learning

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

- are economically disadvantaged

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

The district will use the following strategies to increase parent involvement in educational programs in the district:

- provide Spanish interpreters, when possible, for parent/teacher conferences
- schedule a Title I parent night each fall
- invite parents to participate in training for the mentoring program and Partners-In-Print
- invite parents to observe or volunteer in the before and after school programs for tutoring and homework help
- invite parents to visit the English as a Second Language classes
- support adult English classes

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

- At the beginning of each school year, the district will provide a parent/student handbook to each family that includes information on the district's academic content, achievement standards, state and district assessments, student progress reports, and graduation requirements.
- During staff in-service time at the beginning of each school year, teachers will receive written guidelines for conferencing with parents, for preparing Individual Learning Plans with parent input goals, and for keeping a log of parent contacts.
- During the fall Title I parents night, the district will provide an overview and requirements of Title I.
- The district will invite parents to participate in the fall staff/student training for mentors and Partners-In-Print.
- The district will continue the process for inviting and preparing parents to volunteer in teachers' classrooms.

School-based parent involvement activities

Each school in the district will encourage parents to become involved in the activities of the school by:

- promoting regular, two-way and meaningful communication between home and school
- promoting and supporting the opportunities for parents to develop parenting skills
- expecting parents to play an integral role in helping their children learn
- making parents feel welcome in the school and asking for their support and assistance
- involving parents as full partners in the decisions that affect their children and families
- asking for community resources to strengthen the schools, families and student learning

Method of communicating with parents

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

Annual evaluation

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

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

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

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

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

Development of school-level Title I parent involvement policy

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

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students. At a minimum, the compact shall include the provisions contained in the exhibit (KB-E-1) attached to this policy.

Adopted: December 15, 2003

Legal Refs.: C.R.S. 22-7-101
C.R.S.22-7-407
C.R.S. 22-11-201 (4)(b)(I)
C.R.S. 22-30.5-109
C.R.S. 1 CCR 301-1, Rules 2202-R.2.01.(4)(J)

20 U.S.C. S6301 et seq.
 Title I Part A, Section 1118
 Title I Part A, Section 1114
 Title I Part A, Section 115
 Title I Part A, Section 1116
 Title I Part F, Section 1606
 Title I Part A, Section (a)(3)(B)(IV)
 Title I Part A, Section 1112
 Title I Part C, Section 1304
 Title I Part A, Section 114 ((b)(2))

Cross Refs: ADA
 AE
 AEA
 IA
 IHBIB
 IL
 ILBA
 ILBB
 KD

SCHOOL-PARENT COMPACT

The Limon Public Schools, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2013-2014.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to
be in the Title I, Part A school-parent compact)

School Responsibilities

Limon Elementary will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Limon elementary is a school that is committed to student achievement and the development of the entire student. Our curriculum is tied to New State Model Content Standards and the Common Core Standards. Curriculum is developed with a committee of master teachers with input from both the Board of Education and Accountability Committee.

The elementary school is fully committed to the Positive Behavior Support system and has actively participated in staff development, evaluation and revision of our procedures. The result is a code of conduct designed to promote mutual respect among all students and staff members. This system is located in student handbooks and revised by the district's accountability committee each May. In addition to the code of conduct, the district designed and implemented a crisis plan. This plan is revised each summer by a team of teachers, administrators, law enforcement, and counselors. The district also develops staff development opportunities and role-plays throughout the school year. This plan is regularly visited and revised as needed.

The school is fully accredited by the State of Colorado and its current contract expires June, 2014.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent Teacher Conferences will be held in October and also in February.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

The school provides reports to parents about student's progress quarterly. Parent Teachers Conferences are held twice a year.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Being a small rural district, the community is very committed to the success of the elementary school. The elementary school holds two Parent/Teacher conferences throughout the year. We enjoy a 95% attendance rate by school parents during the fall conferences. The spring conferences target those at-risk students on ILPs

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

Parents and community members are actively involved with the school's Accountability Committee. Parents and community members are often recruited as volunteers for school and classroom work and sponsorship.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children’s learning, such as:

1. *Monitoring attendance.*
2. *Making sure that homework is completed.*
3. *Monitoring amount of television their children watch.*
4. *Volunteering in my child’s classroom.*
5. *Participating, as appropriate, in decisions relating to my children’s education.*
6. *Promoting positive use of my child’s extracurricular time.*
7. *Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
8. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

1. *Do my homework every day and ask for help when I need to.*
2. *Read at least 30 minutes every day outside of school time.*
1. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

School	Parent(s)	Student
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)