

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

Organization Code: 3220 District Name: IDALIA RJ-3 AU Code: 64043 AU Name: East Central BOCES DPF Year: 3 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	72.19%	69.22%	71.31%	59.38%	51.06%	64.58%	Overall Rating for Academic Achievement: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.37%	49.11%	30.51%	62.5%	46.81%	35.42%	
		W	55.78%	56.8%	49.7%	43.75%	38.3%	41.67%	
		S	47.5%	46.81%	49.18%	22.58%	28.57%	53.85%	
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 median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate Student Growth Percentile (SGP)			Median SGP			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	34	42	36	36	56	57	
		M	58	82	96	50	75	56	
		W	50	75	71	44	52	64	
ELP	46	-	-	40	-	-			

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, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP 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>97% using a 5 year grad rate</p>	Exceeds	<p>Overall Rating for Post Secondary Readiness: Meets</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.	Exceeds	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.9%	0.5%	Exceeds	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20.1	20	Approaching	

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	-		-
	AMAO 2 Description: % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	-		-
	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	-	-
			W	-	
			M	-	
Grad			-		
		Participation	-		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited	Based on preliminary 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 . Once the plan type for the district has been finalized, this report will be re-populated in November 2012.
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 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, CADI) 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?	
CADI	Has (or will) the district participated in a CADI review? If so, when?	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

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

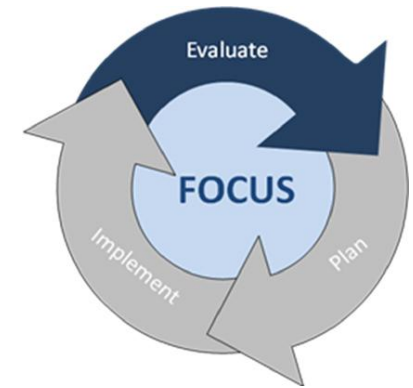
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans
 If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Timothy Krause; Superintendent
	Email	idaliasuperintendent@gmail.com
	Phone	(970)354-7298
	Mailing Address	26845 county road 9.2; P.O. Box 40; Idalia, Colorado 80735
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)	P or A- R=65% M=60% W=62% S=50%	R=58.7 M=53.4 W=42.15 S=34.6	A renewed emphasis on Reading K-12 was evident in both achievement and growth results. In Math, there are increases in both achievement and growth, but not at a high enough level to reach our goals. In Writing we missed our goals by a wider margin. A decrease was noted in both achievement and in growth. Science achievement missed by >15%. A greater commitment to data driven instruction in writing and Science is needed. In Math and Reading evidence indicates the program is working. Growth gaps are narrowing, but continuing work in Math is needed.
	Academic Growth	Student MGP – R=45 M=60 W=60	
Academic Growth Gaps	Minority vs white R<20 M<10	Minority vs White R=19, M=14.1	
	Poverty vs Non-poverty M<8	Poverty vs non-poverty M=14.8	
Post-Secondary Readiness	ACT = 20.5 graduation 100%	ACT = 20 graduation = 97%	
	Dropout rate = 0%	Dropout rate = 0.5%	
English Language Development and Attainment (AMAOs)			

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 P&A:2010-60%,2011-56.34%,2012-58.7% Writing P&A:2010-38%,2011-47.9%,2012-42.15% Reading scores stable, writing evolving.	Enhance vocabulary instruction. Increase use of data analysis to identify poor performance on specific standards	Incomplete implementation of supplemental help for at risk students. Data analysis that is standards based needs consistent implementation at all grade levels in both reading and writing. Vocabulary stressed across curriculum.
	Math P&A:2010-45.57%,2011-50.7%,2012-53.4% Math continues to improve.	Additional time available for supplemental assistance determined by data.	Adoption of vertically articulated curriculum K-12 incomplete. Assessment needs improvement to address standards.
Academic Growth	Reading – 2010-47 th , 2011- 41 st , 2012- 46 th Writing – 2010-41 st , 2011- 54 th , 2012-51 st Reading and Writing growth variable but stable.	Additional focus on data analysis to address deficits on specific standards.	Some standards not addressed effectively. Lack of supplemental opportunities for at risk students. Poor vocabulary.
	Math – 2010-54 th , 2011-57 th , 2012-58 th Mathematics growth continues to improve.	Additional focus on data analysis to address deficits on specific standards.	Some standards not addressed effectively. Lack of supplemental opportunities for at risk students
Academic Growth Gaps	Reading – White vs Minority – 19%	Enhance ELL assistance	Lack of conceptual understanding in underperforming students. Vocabulary continues to be an issue. Additional ELL implementation needed.
	Mathematics – Minority/White – 14.1%	Supplemental assistance for under-performing students.	Poor basic skills. Data analysis not utilized effectively across curriculum at all grade levels. Additional ELL implementation needed.
Post-Secondary & Workforce Readiness	Act scores below Federal and State expectations	Improve scores in all students.	Inadequate preparation for ACT.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Graduation and Completion Plan (Designated Graduation District)			
English Language Development and Attainment (AMAOs)	ELL Students exhibit lower achievement and growth rates.		Inadequate training in ELL. Vocabulary inadequate.

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: Idalia School District RJ-3 is a rural district located on the far reaches of the Eastern Plains of Colorado. The student's backgrounds are primarily agricultural either the children of farmers and ranchers or the children of their employees. The community is tight knit and is very supportive of the school. A new K-12 facility is being constructed around the existing facility this school year, so the students are being taught from modular classrooms and the old high school building. The small size of the District allows the entire staff to be involved in developing the UIP.

The performance framework for 2012-2013 is based upon three years. The available data indicates several areas of concern regarding academic achievement. In Reading, High School had 64.58% P&A versus the 71.31 needed, Middle School % P&A was 51.06% which failed to meet the 69.22% expectation, and Elementary scored 59.38% falling short of the 72.19% Federal and State expectation; Math : HS 35.42% vs. 30.51%, MS 46.81% vs. 49.11%, and Elem 62.5% vs. 70.37%; Writing: HS 41.67% vs. 49.7%, MS 38.3% vs. 55.78%, Elem 43.75% vs. 55.78%, and Science HS 53.85% vs. 49.18%, MS 28.57% vs. 46.81%, Elem 22.58% vs. 47.5%. The High School missed expectations in Reading and Writing, middle school missed expectations in all four areas, and our elementary failed to meet expectations in all areas as well. Looking at the Elementary schools scores, scores in Reading and Math are rising, but Science is decreasing. Middle school shows a small improvement in Reading, nice gains in Mathematics and Writing, and a drop in Science. High School scores dropped in Reading, Writing, and Mathematics, but rose in Science. The District's 2012 ACT scores were below state expectations and showed no growth. As a result, the rating the district received was **approaching**. Due to the very small class sizes in our district, the numbers in each grade for the various disaggregated populations are extremely small, so the grade level data needed to evaluate each grade is not statistically valid and while considered, was not published in our narrative. In the area of academic growth, the district is performing at a higher level. The growth scores for RJ-3 are as follows: In Reading, the High School Median Growth Percentile (MGP) was 57 meeting the Adequate Growth Percentile (AGP) of 36, the Middle school MGP was 56 vs. the AGP of 42, and the Elementary was 36 compared to the AGP of 34. Math:HS 56 vs. 96, MS 75 vs. 82, Elem 50 vs. 58. Writing:HS 64 vs. 71, MS 52 vs. 75, Elem 44 vs. 50. ELP: Elem 40 vs. 46. The District growth results are as follows for 2012:(observed vs. adequate) Reading 65 vs. 37, Math 70 vs. 70, Writing 58 vs. 56. The overall rating for academic growth was **Meets**.

To supply the information regarding trends in the areas listed, we have relied upon three years of data as a whole, with additional insight gained from looking at growth gaps concerning gender, minority and low income students. Once again, the very small class sizes in our district results in the numbers in each grade for the various disaggregated populations being extremely small, so the data needed to evaluate each group is not statistically valid and thus are not definitive. Since our NWEA data and Diebles scores agree with our state testing results we feel comfortable with the generalized statements in this narrative. Achievement gaps do exist in Math, more noticeably between minority and white than in other disaggregated groups. There is also a significant minority achievement gap in reading, but it was narrowed by 3 points over the 11-12 school year. Gender gaps do exist, but they are minor and without a discernible pattern. Additionally, all groups are experiencing growth at increased levels from year to year. The growth gaps for students needing to catch up meet or exceed the states expectations in all areas. In Reading and Mathematics, the percentage of advanced students has increased, while the number of proficient students and the number of partially proficient students has decreased slightly. In Writing there is an increase in the number of Advanced students, but also a decrease in the number of proficient ones. The district has improved in catch up, keep up and move up growth in Reading and Mathematics but has regressed in catch up and keep up growth in Writing. Move up growth in writing increased by 3 points. The district growth scores have improved from 2009 to 2012 as follows: Reading 44th percentile to 65th, Mathematics 41st to 70th, Writing-33rd to 58th. Taken as a group, this pattern would indicate a District that is narrowing the performance gap between school results and state expectations in growth and in achievement. NWEA MAPS data, which includes data for grades K-2, corroborates this trend, pointing to similar performance gains across all populations, with achievement gaps closing and percentages of students performing at grade level increasing in Reading, Writing and Mathematics. Additionally, Diebels scores grades K-5 support the same conclusions.

Subject	2010				2011				2012			
	Elem	MS	HS	District	Elem	MS	HS	District	Elem	MS	HS	District
Reading	50	50	81	58.23	60	43	36	56.34	59	51	65	53.7
Math	53	42	38	45.57	57	43	35	50.70	63	47	35	53.40
Writing	32	29	57	37.97	41	36	47	47.89	44	38	42	42.15
Science	43	0	40	30.43	33	39	56	42.84	23	29	54	34.62

District level growth percentile- observed vs. adequate – 2009 to 2012

Subject	2009	2010	2011	2012
Reading	44/23	47/31	41/39	65/37
Math	41/70	54/70	57/70	70/70
Writing	33/51	41/58	54/55	58/56

As indicated by our trend analysis, Writing, Mathematics and Reading are improving from year to year in elementary and middle school, but declining in high school. There is work to be done closing gaps across the disaggregated populations in all three levels. There are also concerns regarding Science. The scores in Elementary have dropped by 20 points over the last three years, Middle school has declined 10 points, but High school scores are improving. So our priority concerns are focused on school issues rather than district programs.

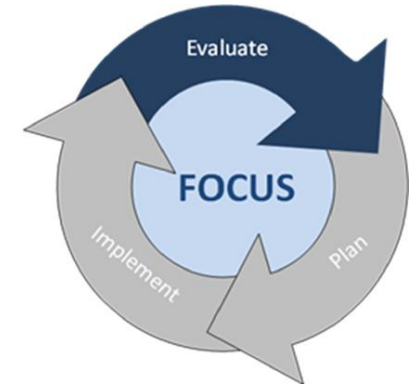
Elementary and Middle school will focus on improvement in Science. Over the past several years, the time and attention given to science in grades K-8 has decreased and as a result, some standards have not been adequately addressed at the appropriate grade levels. The District will address both these root causes via a K-8 vertically aligned curriculum and a renewed commitment to the common core standards. To implement this, increased time will be devoted to Science in grades K-5 by an alteration in the Elementary schedule allowing an extra hour per week to Science classes. Both Elementary and Middle school will use a data driven approach to the Science curriculum to enhance those standards that are below state expectations. NWEA will be delivered in August, December and May to track student progress and analyze data to identify weaknesses in the current programs. Data teams will continue their involvement in ECBOCES training to assist the staff in using data driven instruction to move their classes forward in a responsive and purposeful fashion.

High School will continue to focus on improvement in the area of Writing. Steady increases in growth are evident, but achievement scores have made this area a priority for our students. The available data point to deficits in grammar and usage, writing paragraphs and writing using conventions. Cross curricular processes will be standardized so all staff and course expectations are measured on a common rubric. Writing will be addressed with additional focus on those standards in which state expectations have not been achieved. All curricular areas will be included and writing skills will be stressed in each class. Additionally, vocabulary will be an area of focus for all students in middle school and high school. The middle school and high school staff will meet monthly to track progress in writing utilizing classroom assessments and NWEA data as it becomes available.

ACT scores in RJ-3 have remained low for several years. Little or no progress has been noted for the last several years. Questions have been raised regarding student understanding of the importance of the test as regards their future plans. To improve student performance on this test, new approaches to preparing our students will be implemented. A more structured and consistent test preparation program is planned, the level of parental involvement will be increased via an evening program and written notification, and increased student awareness of the importance of the ACT test will be stressed as a part of preparation for the exam.

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	Declining achievement scores.	65% proficient or advanced	75% proficient or advanced	NWEA Maps & Diebels	Continue 35 min./day ability grouped instruction
		M	Inadequate improvement in achievement.	65% proficient or advanced	75% proficient or advanced	NWEA Maps	Continue 35 min./day ability grouped instruction
		W	5% point drop in achievement.	50% proficient or advanced	60% proficient or advanced	NWEA Maps & classroom assessments.	Continue with Writing Alive & adopt common rubric in ms/hs.
		S	Elementary and ms scores dropping.	Elem-50% p&a, MS-50% p&a, HS-60% p&a	Elem-60%p&a,MS-60%p&a, HS-65%p&a	NWEA Maps & classroom performance.	Additional class time & adoption of vertically aligned curriculum.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		E L P	Close 6% gap	Growth gap < 3%	Growth Gap absent	NWEA Maps, Diebels,	Supplemental help available, emphasis on additional vocabulary

Academic Growth Gaps	Median Student Growth Percentile	R	Close minority gap	Growth gap < 15 points	Growth Gap < 7%	NWEA Maps, Diebels	Focus on ELL strategies, PD on ELL for all staff.
		M	Close minority & poverty gap	Growth gap <10%	Growth Gap < 5%	NWEA Maps	Supplemental help data driven and standards based.
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT		Scores static & below state average	ACT avg > 20.5	ACT avg > 21	ACT practice exams	Additional preparation time, stress importance
English Language Development & Attainment	CELA (AMAO 1)						
	CELA (AMAO 2)						
	TCAP (AMAO 3)						

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: Improve Science scores in Elementary & Middle School. 5, lack of standards based vertically aligned curriculum.

Root Cause(s) Addressed: Inadequate time allotted for courses in grades K-

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)
Alter elementary schedule to include additional time for science each week.	Beginning August, 23 rd .	Elementary staff, principal	None needed	Students in grades K-5 will receive 1 hr additional time per week.	Completed.
Classes will adhere to state standards at each grade level K-8	Beginning August 23 rd	All science staff grades K-8	\$500 for substitutes to allow staff time for curriculum work.	Teachers include state standards in planning.	In Progress

Major Improvement Strategy #2: Increase amount of time allocated daily to writing instruction at each grade and provide additional instructional time to students requiring additional support. Implement Writing Alive Curriculum grades K-5 and cohesive, cross curriculum, writing program grades 6-12.

Root Cause(s) Addressed: Insufficient effective instructional time for writing and no additional time for groups of students needing additional support. Lack of cohesive, aligned K-12 curriculum.

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)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in
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					progress, not begun)
Insure that each grade level identifies and provides needed support for all students in writing. Provide writing opportunities across the curriculum with consistent focus on necessary writing skills.	Rubric developed by staff by August 23 rd .	Principal, all secondary teachers, Title teacher, ELL staff.	\$325 for substitutes freeing staff for curriculum development. Consistent 9-12 writing rubric developed and utilized. Writing rubric implementation training for all staff.	On-going analysis of writing data will show that the additional instructional opportunities are increasing the achievement of targeted groups. Instructional support will be increased in January if NWEA MAPS data indicate the need.	In progress

Major Improvement Strategy #3: Improve ACT scores. **Root Cause(s) Addressed:** Lack of test taking skills. Student apathy as regards importance of ACT exam.

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)
Increased training for students prior to ACT test	April 2013	Counselor, Principal	Utilize ACT materials	Practice test scores	In progress
Information on importance of test to parents and students	Jan. to April 2013	Counselor, HS staff,	Utilize ACT materials	Practice test scores & student/parent conference.	In progress

Section V: Supporting Addenda Forms

For Schools Operating a Title I Targeted Assistance Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a targeted assistance program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into 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 Targeted Assistance Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
What are the multiple objective criteria used for identifying and exiting students in the Title I program?		Section III: Data Narrative (p. 9)	Students will be identified for Title I intervention initially based on DIBELS benchmark scores (K-5) and Reading NWEA fall testing (grades k-5). Retention in Title I will be based on DIBELS and MAPS progress monitoring and teacher-administered end of unit tests.
How is the progress of participating students reviewed on an ongoing basis to determine whether or not the program must be revised if progress is not sufficient? How are individual students' needs met?		Section III. Data Narrative (p. 9) or Section IV: Target Setting Form (p. 11)	<p>District interim assessments will be used to determine ongoing progress for Title I students.</p> <ul style="list-style-type: none"> ✦ NWEA MAPS & MAPS for Primary administered 3x per year ✦ DIBELS using benchmarks measured twice monthly. ✦ Reading Plus unit assessments <p>Student progress is monitored monthly in Data Teams and interventions and groupings are revised. If students are not making adequate progress the intervention program or the amount of intervention time may be altered.</p>
How is the overall effectiveness of the program evaluated?		Section III. Data Narrative (p. 9) or Section IV: Target Setting Form (p. 11)	The district will work with the principal and leadership team with disaggregated data analysis and interpretation to determine overall Title I program effectiveness.
How does the Title I program accelerate student growth? How is the program coordinated and aligned with the general classroom curriculum?		Section IV: Action Plan (p. 16)	<ul style="list-style-type: none"> • Students in Grades K-5 are provided with the F.A.S.T. Reading Program. Students receive individual tutoring • In grades K-5 reading assistance is provided by pre-reading and re-reading for core reading programs. Students receive instruction in individual and small group settings. • In addition the students receive additional support throughout the school day through regular reading programs and F.A.S.T. • If we have additional money and a sufficient number of at-risk students, we will offer summer instruction. <p>The school district has funded the core program: Teachers in the Title 1 program have selected supplemental materials according to the individual needs of the students</p>

Description of Title I Targeted Assistance Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Title I students receive additional assistance in reading and/or math that is beyond what is provided in the regular classroom.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Primary consideration was given to providing extended learning time and minimizing removal of children from the regular classroom during regular school hours for instruction.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 11)	<p><u>Recruitment</u></p> <ul style="list-style-type: none"> ▲ Utilize existing CDE/State resources to post job vacancy ▲ Emphasize unique nature of small school and rural community. <p><u>Retention</u></p> <ul style="list-style-type: none"> ▲ Provide Mentors for new staff. ▲ Provide Professional development opportunities <p>Support new staff via staff development and data teams</p>
How are Title I student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 11) and Section III: Data Narrative (p. 9)	<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>

#1 Title I Activity: Title I PLC – Rtl

In honoring administrators request to limit the time out of classrooms, we are implementing professional development with Tina Pelletier and Wayne Calendar through multiple webinars. The webinars will be offered throughout the school year to reinforce overall Rtl 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...)

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...

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.

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.

#2: Title II-A Activity: Title I PLC – Reading – DIBELS Next Training

Provide DIBELS Next trainings for educators as needed to meet districts' needs; at least one in 12-13.

Timeline:

2013-2014 school year; specific PD dates to be determined

Key Personnel:

Sharon Daxton-Vorce, Staff Development Coordinator Development, Judy Stephenson, ELA Consultant, and Anita Burns, Federal Programs Director

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

			<p>Psychologist) and Anita Burns (Federal Programs Director).</p> <p>Resources: See ECBOCES Consolidated Application and Electronic Budget for Details</p> <p>Implementation Benchmarks: 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.
<p>The school's Parent Involvement Policy (including the Parent Compact) is attached.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>		
<p>How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?</p>		<p>Section IV: Action Plan (p. 10), Resource Column</p>	<p>Title I funds in the Local Districts are used in conjunction with state and local funds to provide teachers, interventionists, paras, technology, supplies and materials to support Title I students because the limited Title I Federal Funds do not cover all costs of the program.</p> <p>ECBOCES leverages all ESEA Federal Funds, Title I, Title IIA and Title III, in order to benefit all districts, educators and students. Professional development is the main focus of all Title IIA and Title III funds and the focus of the Title I funds that remain at the BOCES.</p>
			<p>Budget Alignment Title I-A:</p> <p>Teacher Salary .40 FTE \$10,446 Sheet 4a Line 25</p>

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DISTRICT TITLE I PARENT INVOLVEMENT

Idalia School District RJ-3

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

Involvement with Title I planning

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

District support for parent involvement

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

This coordination, assistance and support shall include:

- Adoption of district model approaches to improving parent involvement at the school level

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, 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, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and district preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

Student learning

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the school 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 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.

School-based parent involvement activities

Parent involvement is an important component of an effective school. Being a small rural school and community allows for a great deal of interaction and communication with parents. This occurs because of many varieties of school and community activities that frequently bring teachers, parents, and students in contact with each other.

Our district will encourage parents to collaborate with the district and the school by:

- promoting and supporting parenting skills for parents in need
- enabling parents to become volunteers at school at all levels
- soliciting parents as full partners in the decisions that affect children and families of district schools
- insuring that communication between home and school is regular, two-way and meaningful
- encouraging parents to play an integral role in assisting student learning
- welcoming parents in the school and seeking and supporting their assistance
- promoting community collaboration to utilize resources to strengthen schools, families and student learning.

Method of communicating with parents

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

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Annual evaluation

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

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

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

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

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

Development of school-level Title I parent involvement 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 as "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.

Adopted: June 21,2001

Revised: September 16, 2009

LEGAL REFS.: C.R.S. 22-11-101 et seq. (Educational Accountability Act of 2009) C.R.S. 22-7-407 (5) (informing parents about standards-based education)
20 U.S.C. §6301 et seq. (No Child Left Behind Act of 2001)
Title I, Part A, Section 1118 (Title I parent involvement requirements)

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Title I, Part A, Section 1114 (b)(1)(F) (School-wide Reform Program must include strategies to increase parent involvement)

Title I, Part A, Section 1115 (c)(1)(g) (Targeted Assistance Program must include parent involvement strategies)

Title I, Part A, Section 1116 (a)(1)(D) (school districts receiving Title I funds must review effectiveness of parent involvement actions and activities at schools) Title I, Part F, Section 1606 (a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)

Title II, Part A, Section (a)(3)(B)(IV) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)

Title I, Part A, Section 1112(g) (parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)

Title I, Part C, Section 1304 (b)(3) (parent involvement and notifications in districts using Title I funds for the education of migratory children)

Title I, Part A, Section 1114(b)(2) (eligible school that desires to operate a school-wide program must develop a comprehensive reform plan)

CROSS REFS.: ADA, School District Goals and Objectives
AE, Accountability/Commitment to Accomplishments
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IHBIB, Primary/Preliminary Education IL, Evaluation of instructional Program
ILBA, District Program Assessment ILBB, State Program Assessments
KD, Public Information and Communications

SCHOOL-PARENT-STUDENT COMPACT Idalia School District RJ-3

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

The Idalia School, the parents of the students participating in activities, services, and programs funded by Title L Part A of the Elementary and Secondary Education Act (ESEA), and the participating student 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.

School Responsibilities

The Idalia School will:

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:

- Small group instruction
- Using research-based, direct instruction programs

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Those conferences will be held:

- (fall date) and (spring date)

Provide parents with frequent reports on their children's progress. The school will provide reports as follows:

- Quarterly along with the regular classroom report card
- At Parent-Teacher Conferences

Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows:

- 7:45-8:00, 3:30-4:00 every school day in their classroom

Provide parents opportunities to volunteer and participate their child's class, and to observe classroom activities as follows:

- To observe and participate--anytime with teacher notification
- To volunteer--with appropriate approval

Parent Responsibilities

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

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 either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on school and/or policy advisory groups. Student Responsibilities

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

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.
3. Give all school notices and information received by me to my parents/guardians.

(School)	(Parent)(s)	(Student)
(Date)	(Date)	(Date)

Adopted: June 25, 2001

Revised: June 18, 2008