

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

Organization Code: 3140

District Name: WELD COUNTY S/D RE-8 AU

Code: 21490

AU Name: Fort Lupton/Keenesburg 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%	49.9%	52.13%	50.7%	Overall Rating for Academic Achievement: Does Not Meet * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50%	32.16%	56.79%	41.53%	19.79%	
		W	54.72%	56.36%	48.61%	32.5%	40.04%	28.32%	
		S	48%	45.6%	48.93%	27.43%	29.8%	28.47%	
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: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	47	44	49	40	40	50	
		M	60	75	99	48	37	41	
		W	58	67	88	39	46	56	
ELP	39	46	77	44	54	43			

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: Approaching</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>72.8% using a 5 year grad rate</p>	Approaching	<p>Overall Rating for Post Secondary Readiness: Approaching</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.	Approaching	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	1.8%	Meets	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	17.1	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	Approaching		NO
	AMAO 2 Description: % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	11.36%		YES
	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	Does Not Meet	NO
			W	Approaching	
M	Approaching				
Grad	Approaching				
		Participation	Meets 95%		

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 w/Priority Improvement Plan – Entering Year 2 as of July 1, 2013	Based on preliminary results, the district has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 15, 2013 for review. Refer to the UIP website for more detailed instructions on plan submission, 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.	Yes, District must meet specific Title I requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district is required take the 10% Priority Performance Challenge (PPC) set aside through Title I. The district must complete and attach the Title I addendum when submitting the UIP for CDE review on January 15, 2013. Refer to the UIP website for more detailed instructions on plan submission, 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 .
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan assignment.	Yes, District must meet specific Title IIA requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district is required to address how Title IIA funds will be used to support improvement activities. The district must complete and attach the Title IIA addendum when submitting the UIP for CDE review on January 15, 2013. Refer to the UIP website for more detailed instructions on plan submission, 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 .
Program Improvement under Title III	District/Consortium missed AMAOs for two consecutive years	Title III Improvement – Year 5	Based upon preliminary results for Title III, grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 15, 2013. At a minimum, make sure to address any missed targets in 2010-11 and 2011-12 in the plan. An optional addendum form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement – Year 3 or more.
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.

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.	

Additional Information about the District

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: _____

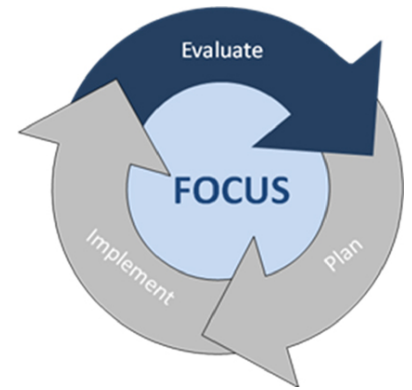
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Scott Graham
	Email	sgraham@ftlupton.k12.co.us
	Phone	303-857-3213
	Mailing Address	301 Reynolds St, Fort Lupton, CO 80621
2	Name and Title	Dr. Carrie Duits
	Email	cduits@ftlupton.k12.co.us
	Phone	303-857-3215
	Mailing Address	301 Reynolds St, Fort Lupton, CO 80621

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

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)	The % of elementary students who score P/A on reading TCAP will increase to 52% in 2012.	Elem: Target not met. Actual 49.9% P/A, off by 2.1% P/A	Status: The spring NWEA assessment, used as an interim measure, gave us warning that our students were not performing to the targets set in the UIP. The 3 rd grade reading result, which was our highest yet, was still not enough to meet the elementary reading target. Discussions with teams from each building indicated that 1) teachers don’t expect all students to read grade level material, 2) teachers don’t expect students to read the quantity necessary to improve their skills, and 3) teachers are not using ongoing formative assessments to be able to move students ahead and out of intervention groups once they
	The % of middle school students who score P/A on reading TCAP will increase to 60% in 2012.	MS: Target not met. Actual 52.13% P/A, off by 7.87% P/A.	
	The % of high school students who score P/A on reading TCAP will increase to 51% in 2012.	HS: Target not met. Actual 50.7% P/A, off by .3% P/A.	
Academic Growth	The Median Growth Percentile (MGP) of MS students on math TCAP will increase to 55 in 2012.	Target not met. Actual 37 MGP, off by 18.	

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 Growth Gaps			are in intervention groups.
	The MGP for ELL in writing at the elementary level will increase to 55 in 2012.	Elem: Target not met. Actual MGP of 37, off by 18.	Growth: For MS Math, we had a veteran teacher leave unexpectedly at the end of the first trimester, and we struggled to find a replacement. In addition, we started working on program fidelity and finding supplemental materials for math in October 2011. A "Math Task Force" of secondary teachers and principals observed high achieving math programs in other districts, reviewed curricular materials, mapped the Colorado Academic Standards, and participated in Math team training and planning during the summer 2011. We feel confident that our results will improve in 2013.
	The MGP for ELL in writing at the middle school level will increase to 55 in 2012.	MS: Target not met. Actual MGP of 45, off by 10.	
The MGP for ELL in writing at the high school level will increase to 55 in 2012.	HS: Target met. Actual MGP of 57, over by 2.		
Post Secondary Readiness	The 4 Year graduation rate for students on an IEP will increase from 46.7% to 55% by 2012.	Target	Growth Gaps: We were stunned by the writing results, especially because we had focused on writing so much during the 2011-2012 school year. Although the HS target was met, we need to refine our practice at the elementary and middle school levels. Teachers participated in writing PD during 2011-2012, but the PD has now become more focused on checking for understanding, quality/quantity of writing to final draft and planning instruction to address specific needs in writing. We are using the book <i>Focus</i> by Michael Schmoker as a resource for improvement. Post Secondary Readiness: Previous ACT results required us to focus more on our junior class so we've added assessments to better monitor our students' achievement. Students were provided with test prep instruction, and our results have shown improvement. Although we did not meet our
	The 11 th grade English ACT scores will increase from 14.3 to 16.3 by 2012.	Target not met. Actual score of 15.6, off by .7.	

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.
			<p>target, we have increased our plans for better performance in 2013.</p> <p>AMAO's: When we looked at our NEP to LEP scores without the kindergarten (our largest group of NEP students), we actually exceeded our target by 12%. Our 1st-12th grade result was 60% of NEP moved to LEP. With a new placement assessment, W-APT, we are not sure how this will change. We are also unsure about how the ACCESS results will be comparable to CELA results from the past.</p>
English Language Development and Attainment (AMAOs)	48% of ELL students will move from NEP to LEP in 2012 based on CELA.	Target not met. Actual result was 44%, off by 4%.	

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)	Elementary Grades	<p>Writing & Reading: For all three levels (ELEM, MS and HS) in reading and writing the trend has been relatively flat and the district earned a rating of "Does Not Meet." The district result was notably less than the State expectations:</p> <ul style="list-style-type: none"> • 49.9% of ELEM students scored P/A on the 2012 Reading TCAP (State expectation 71.5%). • 32.5% of ELEM students scored P/A on the 2012 Writing TCAP (State expectation 54.7%). 	<p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Elem</th> <th style="width: 10%;">Year</th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">Math</th> <th style="width: 10%;">Writing</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">%P/A</td> <td style="text-align: center;">2012</td> <td style="text-align: center;">49.9%</td> <td style="text-align: center;">56.8%</td> <td style="text-align: center;">32.5%</td> </tr> <tr> <td style="text-align: center;">2011</td> <td style="text-align: center;">46.6%</td> <td style="text-align: center;">61.2%</td> <td style="text-align: center;">36.5%</td> </tr> <tr> <td style="text-align: center;">2010</td> <td style="text-align: center;">50.5%</td> <td style="text-align: center;">57.4%</td> <td style="text-align: center;">34.8%</td> </tr> </tbody> </table>			Elem	Year	Reading	Math	Writing	%P/A	2012	49.9%	56.8%	32.5%	2011	46.6%	61.2%	36.5%	2010	50.5%	57.4%	34.8%
	Elem			Year	Reading	Math	Writing														
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<p>The %P/A in ELEM reading has been relatively flat from 2010-2012 with 50.5%, 46.6% and 49.9%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 71.5% P/A.</p>																					
<p>The %P/A in ELEM math has been relatively flat from 2010-2012 with 50.5%, 46.6% and 49.9%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 70.5% P/A.</p>																					
<p>The %P/A in ELEM writing decreased overall from 2010-2012 with 34.8%, 36.5% and 32.5%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 54.7% P/A.</p>																					

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>Middle School Grades</p> <table border="1" data-bbox="474 431 1001 574"> <thead> <tr> <th>MS</th> <th>Year</th> <th>Reading</th> <th>Math</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td rowspan="3">%P/A</td> <td>2012</td> <td>52.1%</td> <td>41.5%</td> <td>40.0%</td> </tr> <tr> <td>2011</td> <td>55.6%</td> <td>45.2%</td> <td>44.2%</td> </tr> <tr> <td>2010</td> <td>49.8%</td> <td>44.4%</td> <td>40.3%</td> </tr> </tbody> </table> <p>The %P/A in MS reading increased slightly from 2010-2012 with 49.8%, 55.6% and 52.1%, yet this is a notable trend based a final rating of "Does Not Meet" in 2012 based on a State expectation of 70.5% P/A.</p> <p>The %P/A in MS math is relatively flat from 2010-2012 with 44.4%, 45.2% and 41.5%, which resulted in a rating of "Approaching."</p> <p>The %P/A in MS writing has been relatively flat from 2010-2012 with 40.3%, 44.2% and 40.0%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 56.4% P/A.</p> <p>High School Grades</p> <table border="1" data-bbox="474 1154 1001 1297"> <thead> <tr> <th>HS</th> <th>Year</th> <th>Reading</th> <th>Math</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td rowspan="3">%P/A</td> <td>2012</td> <td>50.7%</td> <td>19.8%</td> <td>28.3%</td> </tr> <tr> <td>2011</td> <td>45.9%</td> <td>18.5%</td> <td>26.5%</td> </tr> <tr> <td>2010</td> <td>58.0%</td> <td>19.1%</td> <td>30.9%</td> </tr> </tbody> </table> <p>The %P/A in HS reading has decreased overall from 2010-2012 with 58.0%, 45.9% and 50.7%, which is a notable trend indicated by a rating of "Does Not Meet" in 2012 based on a State expectation of 71.5% P/A.</p>	MS	Year	Reading	Math	Writing	%P/A	2012	52.1%	41.5%	40.0%	2011	55.6%	45.2%	44.2%	2010	49.8%	44.4%	40.3%	HS	Year	Reading	Math	Writing	%P/A	2012	50.7%	19.8%	28.3%	2011	45.9%	18.5%	26.5%	2010	58.0%	19.1%	30.9%	<ul style="list-style-type: none"> 52.1% of MS students scored P/A on the 2012 Reading TCAP (State expectation 70.5%). 40.0% of MS students scored P/A on the 2012 Writing TCAP (State expectation 56.4%). 50.7% of HS students scored P/A on the 2012 Reading TCAP (State expectation 71.5%). 28.3% of HS students scored P/A on the 2012 Writing TCAP (State expectation 48.6%). 	<p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p> <p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>The %P/A in HS math is relatively flat from 2010-2012 with 19.1%, 18.5% and 19.8%, which resulted in a rating of "Approaching."</p> <p>The %P/A in HS writing decreased overall from 2010-2012 with 30.9%, 26.5% and 28.3%, which is a notable trend indicated by a rating of "Does Not Meet" in 2012 based on a State expectation of 48.6% P/A.</p>																				
Academic Growth	<p>Math Growth Overall</p> <table border="1" data-bbox="478 688 957 850"> <thead> <tr> <th>Math Growth</th> <th>Year</th> <th>Elem</th> <th>MS</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td rowspan="3">MGP</td> <td>2012</td> <td>48</td> <td>37</td> <td>41</td> </tr> <tr> <td>2011</td> <td>59</td> <td>41</td> <td>50</td> </tr> <tr> <td>2010</td> <td>65</td> <td>44</td> <td>55</td> </tr> </tbody> </table> <p>A notable trend across the district was observed through the Math Growth data. The Math Growth data is notable because it not only has had a downward trend from 2010-2012, but it was also lower than the State growth of 50 for all levels in 2012.</p> <p>Growth in math has declined for all three levels over the past 3 years, with the greatest drop observed from 2012-2012. The 2012 ratings are as follows: Elem-Approaching with downward trend MS-Does Not Meet with downward trend HS-Approaching with downward trend</p> <p>Elementary Growth-All TCAP Tested Subjects The MGP for ELEM reading from 2010-2012</p>	Math Growth	Year	Elem	MS	HS	MGP	2012	48	37	41	2011	59	41	50	2010	65	44	55	<p>Math is the subject area where the MGP for each level has decreased steadily over the past 3 years. This is a notable trend, it is below the State MGP of 50 for all three levels.</p> <ul style="list-style-type: none"> The 2012 ELEM median growth percentile (MGP) for Math was 48. The 2012 MS median growth percentile (MGP) for Math was 37. The 2012 HS median growth percentile (MGP) for Math was 41. 	<p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>
Math Growth	Year	Elem	MS	HS																	
MGP	2012	48	37	41																	
	2011	59	41	50																	
	2010	65	44	55																	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>decreased from 48 to 46 to 40. The MGP for ELEM math decreased from 2010-2012 from 65 to 59 to 48. The MGP for ELEM writing decreased overall from 2010-2012 from 42 to 50 to 39.</p>																		
	<p>Middle School Growth-All TCAP Tested Subjects The MGP for MS reading from 2010-2012 increased then decreased from 40 to 55 to 40. The MGP for MS math decreased from 2010-2012 from 44 to 41 to 37. The MGP for MS writing increased overall from 2010-2012 from 42 to 50 to 46.</p>																		
	<p>High School Growth-All TCAP Tested Subjects The MGP for HS reading from 2010-2012 decreased overall from 62 to 49 to 50. The MGP for HS math decreased from 2010-2012 from 55 to 50 to 41. The MGP for HS writing decreased overall from 2010-2012 from 60 to 47 to 56.</p>																		
Academic Growth Gaps	<p>Writing For English Language Learners</p> <table border="1" data-bbox="478 1247 1003 1377"> <thead> <tr> <th>MGP/MAGP</th> <th>Elem</th> <th>MS</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>37 / 68</td> <td>45 / 75</td> <td>57 / 97</td> </tr> <tr> <td>2011</td> <td>46 / 67</td> <td>50 / 75</td> <td>49 / 93</td> </tr> <tr> <td>2010</td> <td>43 / 72</td> <td>43 / 82</td> <td>64 / 90</td> </tr> </tbody> </table> <p>The gap between the Median Growth Percentile</p>	MGP/MAGP	Elem	MS	HS	2012	37 / 68	45 / 75	57 / 97	2011	46 / 67	50 / 75	49 / 93	2010	43 / 72	43 / 82	64 / 90	<p>The priority performance challenge for Growth Gaps was determined based on 1) notable trends of increasing gaps across all levels, 2) the large "N" for the ELL demographic group in our district, and 3) the additional accountability</p>	<p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p>
MGP/MAGP	Elem	MS	HS																
2012	37 / 68	45 / 75	57 / 97																
2011	46 / 67	50 / 75	49 / 93																
2010	43 / 72	43 / 82	64 / 90																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>(MGP) and the Median Adequate Growth Percentile (MAGP) English Language learners across all levels has been great and without enough improvement to positively impact our DPF Growth Gap data, also impacting our AMAO data. This is a notable trend for the district.</p>	<p>related to AMAO results. For the Growth Gap indicator, the priority performance challenge is the writing achievement of English Language Learners.</p>	<p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>
	<p>Elementary Grade Levels</p> <p>The gap between the MGP and the MAGP for ELEM FRL students in reading increased from 2010-2012 with a difference of -3 to -7 to -16.</p> <p>The gap between the MGP and the MAGP for ELEM ELL students in reading increased from 2010-2012 with a difference of -12 to -19 to -26.</p> <p>The gap between the MGP and the MAGP for ELEM Hispanic students in math increased from 2010-2012 with a difference of +3 to 0 to -18.</p> <p>The gap between the MGP and the MAGP for ELEM ELL students in math increased from 2010-2012 with a difference of -2 to -4 to -22.</p> <p>The gap between the MGP and the MAGP for ELEM ELL students in writing increased from 2010-2012 with a difference of -29 to -21 to -31, which is notable because it has been the greatest gap consistently between our MGP and AMGP.</p>	<p>Elementary</p> <p>The gap between the MGP of 37 and the MAGP of 68 for ELEM ELL students in writing is -31.</p>	<p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>
	<p>Middle School Grade Levels</p> <p>The gap between the MGP and the MAGP for MS ELL students in reading increased overall from 2010-2012 with a difference of -16 to -8 to -21.</p> <p>The gap between the MGP and the MAGP for MS Hispanic students in math increased overall from 2010-2012 with a difference of -37 to -29 to -42.</p> <p>The gap between the MGP and the MAGP for MS</p>	<p>Middle School</p> <p>The gap between the MGP of 45 and the MAGP of 75 for MS ELL students in writing is -30.</p>	<p>Low expectations for all students to master grade level evidence outcomes</p>

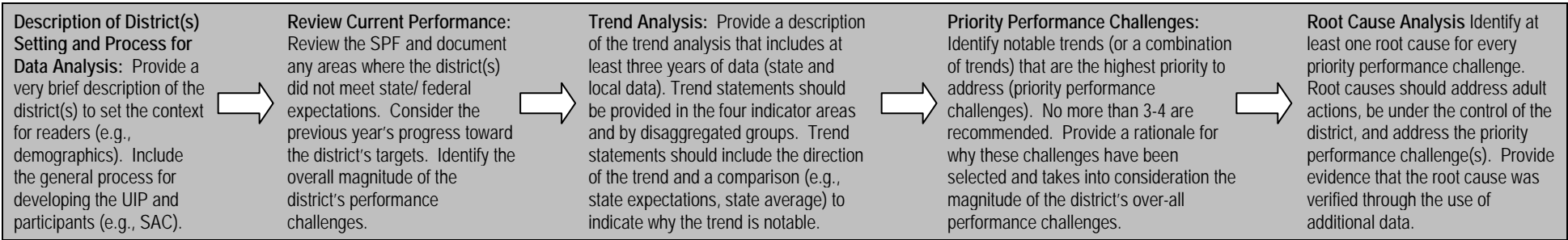
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>ELL students in math increased overall from 2010-2012 with a difference of -43 to -33 to -47.</p> <p>The gap between the MGP and the MAGP for MS students needing to catch up in math increased overall from 2010-2012 with a difference of -51 to -47 to -57.</p> <p>The gap between the MGP and the MAGP for MS ELL students in writing remained relatively the same from 2010-2012 with a difference of -39 to -25 to -30, which is notable because it has been a large gap between our MGP and AMGP for three years in a row.</p>		<p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>
	<p>High School Grade Levels</p> <p>The gap between the MGP and the MAGP for HS ELL students in reading increased overall from 2010-2012 with a difference of +2 to -28 to -24.</p> <p>The gap between the MGP and the MAGP for HS FRL students in math increased from 2010-2012 with a difference of -41 to -48 to -54.</p> <p>The gap between the MGP and the MAGP for HS ELL students in math increased from 2010-2012 with a difference of -39 to -50 to -56.</p> <p>The gap between the MGP and the MAGP for HS students needing to catch up in math increased from 2010-2012 with a difference of -42 to -48 to -56.</p> <p>The gap between the MGP and MAGP for HS ELL students in writing remained relatively the same from 2010-2012 with a difference of -26 to -43 to -40, which is a notable trend because it has been a large gap between our MGP and AMGP from 2012-2012.</p>	<p>High School</p> <p>The gap between the MGP of 57 and the MAGP of 97 for HS ELL students in writing is -40.</p>	<p>Low expectations for all students to master grade level evidence outcomes</p> <p>Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards</p> <p>Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students</p>
<p>Post Secondary & Workforce Readiness</p>	<p>The CO-ACT composite score decreased then increased from 2010-2012 with a score of 17.4 to</p>	<p>The following is a Priority Performance Challenge based on an analysis of the</p>	<p>Low expectations for all students to master grade level evidence outcomes</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	16.1 to 17.1. The CO-ACT Composite Score of 17.1 has remained relatively the same over the past 3 years and below the state average of 20.0.	ACT data that indicates relatively flat composite scores: The CO-ACT composite score of 17.1.	Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students
Student Graduation and Completion Plan (Designated Graduation District)	The graduation rate increased from 2010-2012 with 60.6% to 69.2% to 72.8%. This is a positive trend.		
English Language Development and Attainment (AMAOS)	AMAO 3 for ELEM reading from 2010-2012 went from a rating of "Approaching" to "Approaching" to "Does Not Meet." This is a notable trend due to the large percent of English Language Learners who are either NEP or LEP at the Elementary level.	The Median Growth Percentile (MGP) for ELEM ELL students is 37 compared to the Median Adequate Growth Percentile (MAGP) of 63, resulting in a gap of -26.	Low expectations for all students to master grade level evidence outcomes Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students
	AMAO 3 for MS reading from 2010-2012 went from a rating of "Approaching" to "Meets" to "Does Not Meet." This is a notable trend because it continues in our system from elementary to middle school.	The Median Growth Percentile (MGP) for MS ELL students is 37 compared to the Median Adequate Growth Percentile (MAGP) of 58, resulting in a gap of -21.	Low expectations for all students to master grade level evidence outcomes Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students

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



NARRATIVE:

Weld Re-8 School District is located in southwest Weld County, bordering Adams County. The District has experienced steadily declining enrollment since the early 2000's and current enrollment is approximately 2,400 students, PK-12. The majority of our students are Hispanic, and we have a high percentage of students who are English Language Learners and/or receiving free or reduced lunch (35% of our student population are in all three demographic groups).

Student Counts (2011 October)	District	Dist %
Hispanic	1729	70%
White	684	28%
FRL	1667	67%
IEP	151	6%
ESL	936	38%
Total N	2470	100%

For the District plan type, we have experienced an overall decline over the past three years: Improvement in 2010, Priority Improvement in 2011 and Priority Improvement in 2012.

The Indicators to Address from the 2012 Results

Indicator	Elementary Rating	MS Rating	HS Rating
Achievement	Does Not Meet	Approaching	Does Not Meet
Growth	Approaching	Approaching	Meets
Growth Gaps	Does Not Meet	Does Not Meet	Meets
Post-secondary Readiness	NA	NA	Approaching

PRIOR YEAR'S TARGETS

Process: An administrative team including the Superintendent, Assistant Superintendent of Student Achievement, Assistant Superintendent of Human Resources and Operations and the District Director of State and Federal Programs met to analyze the prior year's targets, and reflect on the outcomes. These discussions were followed with meetings of all school-level administrators.

Status reflection: The spring NWEA assessment, used as an interim measure, gave us warning that our students were not performing to the targets set in the UIP. The 3rd grade

reading result, which was our highest to date, was still not enough to meet the elementary reading target. Discussions with teams from each building indicated that 1) teachers don't expect all students to read grade level material, 2) teachers don't expect students to read the quantity necessary to improve their skills, and 3) teachers are not using ongoing formative assessments to be able to move students ahead and out of intervention groups once they are in intervention groups.

Growth reflection: For MS Math, we had a veteran teacher leave unexpectedly at the end of the first trimester, and we struggled to find a replacement. In addition, we started working on program fidelity and finding supplemental materials for math in October 2011. A "Math Task Force" of secondary teachers and principals observed high achieving math programs in other districts, reviewed curricular materials, mapped the Colorado Academic Standards, and participated in Math team training and planning during the summer of 2012. We feel confident that our results will improve in 2013.

Growth Gaps reflection: We were stunned by the writing results, especially because we had focused on writing so much during the 2011-2012 school year. Although the HS target was met, we need to refine our practice at the elementary and middle school levels. Teachers participated in writing PD during 2011-2012, but the PD has now become more focused on checking for understanding, quality/quantity of writing to final draft and planning instruction to address specific needs in writing. We are using the book *Focus* by Michael Schmoker as a resource for improvement at all schools and grade levels in the district.

Post Secondary Readiness reflection: Previous ACT results required us to focus more on our junior class so we've added formative assessments to better monitor our students' achievement. Students were provided with test prep instruction and our results have shown improvement. Although we did not meet our target, we have improved scores this year and have increased our plans for better performance in 2013.

AMAO reflection: When we looked at our NEP to LEP scores without the kindergarten (our largest group of NEP students), we actually exceeded our target by 12%. Our 1st-12th grade result show 60% of NEP moved to LEP.

DATA ANALYSIS OF CURRENT DATA & TRENDS

Process: Several groups reviewed and/or analyzed a variety of performance data such as TCAP, CELA, NWEA, District Writing Samples and Classroom Walkthrough data to determine trends after receiving the results of the assessments. These various groups included Principals and Assistant Principals, the Title Programs Director, the Student Achievement Leadership Team with teacher representatives from all buildings, the Administrative Cabinet and the District Accountability Committee. Membership of the groups included district staff, parents and community members. To keep our Board of Education informed of the trends, principals present their building data and discoveries at a Board meeting during the month the data is analyzed (TCAP, NWEA, Writing Sample, CELA)

The UIP planning process began at the beginning of August with principals and teacher leaders. Approximately 40 people attended the August meeting. We reviewed the UIP template to understand the sequence of the work ahead, and reflected on previous Major Improvement Strategies. Buildings participated in a data dialogue protocol using TCAP data. Because we have only one HS, one MS and two elementary schools, the building level discussions contributed to the overall district analysis of the results. Additional data analysis discussions followed this training, but were more focused at the department level for middle school and high school and with grade levels at the elementary level. Data resources included documents from the District data warehouse (Alpine Achievement), CDE's School View data resources and ACT published results for the District as well as district and school demographic data.

The next team to analyze the data and look for trends was the District's Student Achievement Leadership Team (SALT), which includes building administrators, teacher leaders and academic coaches. SALT members studied the data analysis results, looked for trends, and determined priority performance challenges. They also participated in Root Cause Analysis training followed by using the "20 Hunches" and "5 Whys" protocols. Building SALT teams determined how/when they would use these two protocols at the building level to involve all staff in Root Cause Analysis of building/district TCAP data.

The outcomes of the data and root cause analyses at SALT were reviewed by the Administrative team including the Superintendent, Assistant Superintendent of Student Achievement, Assistant Superintendent of Human Resources and Operations and the District Director of State and Federal Programs. There were no new discoveries from this additional review. From the trend analysis, the Administrative Cabinet, which includes district leadership, studied the results presented on the District Performance Framework (DPF) to identify critical trends to address in the improvement plan. From this discussion, the Priority Performance Challenges were identified based on the potential to have the greatest impact on improving student achievement across the system.

The root causes from the previous year were reviewed and challenged through the "20 Hunches" protocol with District leadership. This led to further discussion and deeper understandings of the

underlying issues in our results. Additionally, district observations as well as training on the book *Focus* by Mike Schmoker were discussed in relationship to the original root causes. The results of these conversations led to the basis of our systemic issues that are summarized by our root causes. The root causes are all intertwined, all relating to how instruction is delivered in our district—starting with expectations, and moving to lesson design/delivery and checking for understanding.

Below are the tables that indicate the discoveries and results of the data and root cause analyses that occurred at the district level with the various groups mentioned in the process:

Trends

ALL TCAP Reading	Year	Elem	MS	HS
MGP	2012	40	40	50
	2011	46	55	49
	2010	48	40	62

Reading

The MGP for ELEM reading from 2010-2012 decreased from 48 to 46 to 40.
 The MGP for MS reading from 2010-2012 increased then decreased from 40 to 55 to 40.
 The MGP for HS reading from 2010-2012 decreased overall from 62 to 49 to 50.

Elem TCAP Reading	Year	3 rd Grade	4 th Grade	5 th Grade
%P/A	2012	62%	40%	47%
	2011	51%	38%	51%
	2010	47%	47%	58%

Reading-Elementary Grades

The % of 3rd, 4th and 5th grade students who scored P/A on reading TCAP fluctuated from 2010-2012. For each of three years (2010-2012) the data suggests a dip in performance at the fourth and fifth grade levels and steady growth at the 3rd grade level.

MS TCAP Reading	Year	6 th Grade	7 th Grade	8 th Grade
%P/A	2012	59%	48%	50%
	2011	56%	55%	53%
	2010	56%	51%	40%

Reading-Middle School Grades

The % of 6th grade students who scored P/A on reading TCAP increased slightly from 2010-2012.
 The % of 7th grade students who scored P/A on reading TCAP fluctuated and remained mostly flat from 2010-2012.
 The % of 8th grade students who scored P/A on reading TCAP fluctuated and showed an overall increase from 2010-2012.
 The % of students scoring P/A in the middle school years fluctuated and showed an overall decrease as students move from 6th to 7th to 8th grade from 2010-2012.

HS TCAP Reading	Year	9 th Grade	10 th Grade
%P/A	2012	53%	45%
	2011	42%	48%
	2010	58%	52%

Reading-High School Grades

The % of 9th grade students who scored P/A on reading TCAP fluctuated from 2010-2012, while 10th graders saw a steady decrease over this time period.

ALL TCAP Math	Year	Elem	MS	HS
MGP	2012	48	37	41
	2011	59	41	50
	2010	65	44	55

Math Overall-MGP

A notable negative trend across the district was observed through the Math Growth data. Growth in math has declined for all three levels over the past 3 years, with the greatest drop observed from 2012-2012. The 2012 ratings are as follows:
 Elem-Approaching with downward trend
 MS-Does Not Meet with downward trend
 HS-Approaching with downward trend

MS TCAP Math	Year	6 th Grade	7 th Grade	8 th Grade
MGP	2012	53	31	30
	2011	47	39	31
	2010	46	53	40

Math-Middle School Grades

The MGP in math decreased from 6th to 8th grade from 53 to 31 to 30 in 2012.
The MGP for 6th grade math increased from 46 to 47 to 53 from 2010-2012.
The MGP for 7th grade math decreased from 53 to 39 to 31 from 2010-2012.
The MGP for 8th grade math decreased from 40 to 31 to 30 from 2010-2012.

HS TCAP Math	Year	9 th Grade	10 th Grade
MGP	2012	44	37
	2011	49	51
	2010	51	58

Math-High School Grades

The MGP for 9th grade math increased from 51 to 49 to 44 from 2010-2012.
The MGP for 10th grade math increased from 58 to 51 to 37 from 2010-2012.

MGP/MAGP	Elem	MS	HS
2012	37/68	45/75	57/97
2011	46 / 67	50 / 75	49 / 93
2010	43 / 72	43 / 82	64 / 90

Writing- English Language Learners

The gap between the Median Growth Percentile (MGP) and the Median Adequate Growth Percentile (MAGP) English Language learners across all levels has been great and without enough improvement to positively impact our DPF Growth Gap data, also impacting our AMAO data. This is a notable trend for the district.

Elementary Grades-% P/A

Elem	Year	Reading	Math	Writing
%P/A	2012	49.9%	56.8%	32.5%
	2011	46.6%	61.2%	36.5%
	2010	50.5%	57.4%	34.8%

The %P/A in ELEM reading has been relatively flat from 2010-2012 with 50.5%, 46.6% and 49.9%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 71.5% P/A.

The %P/A in ELEM math has been relatively flat from 2010-2012 with 50.5%, 46.6% and 49.9%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 70.5% P/A.

The %P/A in ELEM writing decreased overall from 2010-2012 with 34.8%, 36.5% and 32.5%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 54.7% P/A.

Middle School Grades-% P/A

MS	Year	Reading	Math	Writing
%P/A	2012	52.1%	41.5%	40.0%
	2011	55.6%	45.2%	44.2%
	2010	49.8%	44.4%	40.3%

The %P/A in MS reading increased slightly from 2010-2012 with 49.8%, 55.6% and 52.1%, yet this is a notable trend based a final rating of "Does Not Meet" in 2012 based on a State expectation of 70.5% P/A.

The %P/A in MS math is relatively flat from 2010-2012 with 44.4%, 45.2% and 41.5%, which resulted in a rating of "Approaching."

The %P/A in MS writing has been relatively flat from 2010-2012 with 40.3%, 44.2% and 40.0%, which is a notable trend indicated by the rating of "Does Not Meet" in 2012 based on a State expectation of 56.4% P/A.

High School Grades-% P/A

HS	Year	Reading	Math	Writing
%P/A	2012	50.7%	19.8%	28.3%
	2011	45.9%	18.5%	26.5%
	2010	58.0%	19.1%	30.9%

The %P/A in HS reading has decreased overall from 2010-2012 with 58.0%, 45.9% and 50.7%, which is a notable trend indicated by a rating of "Does Not Meet" in 2012 based on a State expectation of 71.5% P/A.

The %P/A in HS math is relatively flat from 2010-2012 with 19.1%, 18.5% and 19.8%, which resulted in a rating of "Approaching."

The %P/A in HS writing decreased overall from 2010-2012 with 30.9%, 26.5% and 28.3%, which is a notable trend indicated by a rating of "Does Not Meet" in 2012 based on a State expectation of 48.6% P/A.

Local Data

NWEA Reading Average TCAP Proficiency estimation

Reading	Elem	MS	HS
11 Winter	53%	54%	44%
12 Winter	50%	53%	46.5%

NWEA Math TCAP Proficiency estimation

Math	Elem	MS	HS
11 Winter	57%	44%	20%
12 Winter	56%	40%	18%

In the middle of the school year, the district used the NWEA assessment to predict student scores on the upcoming CSAP/TCAP tests. Trends from this data closely mirror the data from the TCAP tests, showing that the TCAP scores listed above are good reflections of student achievement. In these 2-year trends, there is a modest upward trend in elementary reading (from 50% to 53% P/A) and downward trend in high school reading (From 46.5% to 44%). Both the middle- and high school levels show a modest increase in math scores between winter 2011 and 2012 (40% to 44% and 18% to 20% respectively).

Post-Secondary Trends

- The CO-ACT composite score decreased then increased from 2010-2012 with a score of 17.4 to 16.1 to 17.1.
- The 11th grade English ACT scores remained flat from 15.6 to 14.3 to 15.6 points from 2010-2012.
- The 11th grade Math ACT scores fluctuated higher from 17.4 to 16.8 to 17.7 points from 2010-2012.
- The 11th grade Reading ACT scores decreased from 17.8 to 15.4 to 16.8 points from 2010-2012.
- The 11th grade Science ACT scores decreased from 18.2 to 17.2 to 17.7 points from 2010-2012.
- The 11th grade Composite ACT scores decreased from 17.4 to 16.1 to 17.1 points from 2010-2012.
- The graduation rate increased from 2010-2012 with 60.6% to 69.2% to 72.8%. This is a notable positive trend.

English Language Development and Attainment (AMAO) Trends

- AMAO 3 for ELEM reading from 2010-2012 went from a rating of "Approaching" to "Approaching" to "Does Not Meet." This is a notable trend due to the large percent of English Language Learners who are either NEP or LEP at the Elementary level.
- AMAO 3 for MS reading from 2010-2012 went from a rating of "Approaching" to "Meets" to "Does Not Meet." This is a notable trend because it continues in our system from elementary to middle school.
- With a new placement assessment, W-APT, we are not sure how this will change. We are also unsure about how the ACCESS results will be comparable to CELA results from the past, including the factor of growth data calculated between these two assessments.

Growth Gap Trends

Elementary Grade Levels

- The gap between the MGP and the MAGP for ELEM FRL students in reading increased from 2010-2012 with a difference of -3 to -7 to -16.
- The gap between the MGP and the MAGP for ELEM ELL students in reading increased from 2010-2012 with a difference of -12 to -19 to -26.
- The gap between the MGP and the MAGP for ELEM Hispanic students in math increased from 2010-2012 with a difference of +3 to 0 to -18.
- The gap between the MGP and the MAGP for ELEM ELL students in math increased from 2010-2012 with a difference of -2 to -4 to -22.
- The gap between the MGP and the MAGP for ELEM ELL students in writing increased from 2010-2012 with a difference of -29 to -21 to -31, which is notable because it has been the greatest gap consistently between our MGP and AMGP.

Middle School Grade Levels

- The gap between the MGP and the MAGP for MS ELL students in reading increased overall from 2010-2012 with a difference of -16 to -8 to -21.

- The gap between the MGP and the MAGP for MS Hispanic students in math increased overall from 2010-2012 with a difference of -37 to -29 to -42.
- The gap between the MGP and the MAGP for MS ELL students in math increased overall from 2010-2012 with a difference of -43 to -33 to -47.
- The gap between the MGP and the MAGP for MS students needing to catch up in math increased overall from 2010-2012 with a difference of -51 to -47 to -57.
- The gap between the MGP and the MAGP for MS ELL students in writing remained relatively the same from 2010-2012 with a difference of -39 to -25 to -30, which is notable because it has been a large gap between our MGP and AMGP for three years in a row.

High School Grade Levels

- The gap between the MGP and the MAGP for HS ELL students in reading increased overall from 2010-2012 with a difference of +2 to -28 to -24.
- The gap between the MGP and the MAGP for HS FRL students in math increased from 2010-2012 with a difference of -41 to -48 to -54.
- The gap between the MGP and the MAGP for HS ELL students in math increased from 2010-2012 with a difference of -39 to -50 to -56.
- The gap between the MGP and the MAGP for HS students needing to catch up in math increased from 2010-2012 with a difference of -42 to -48 to -56.
- The gap between the MGP and MAGP for HS ELL students in writing remained relatively the same from 2010-2012 with a difference of -26 to -43 to -40, which is a notable trend because it has been a large gap between our MGP and AMGP from 2012-2012.

PRIORITY PERFORMANCE CHALLENGES

Academic Achievement Indicator (%P/A): Writing & Reading:

For all three levels (ELEM, MS and HS) in reading and writing the trend has been relatively flat and the district earned a rating of "Does Not Meet." The district result was notably less than the State expectations:

- 49.9% of ELEM students scored P/A on the 2012 Reading TCAP (State expectation 71.5%).
- 32.5% of ELEM students scored P/A on the 2012 Writing TCAP (State expectation 54.7%).
- 52.1% of MS students scored P/A on the 2012 Reading TCAP (State expectation 70.5%).
- 40.0% of MS students scored P/A on the 2012 Writing TCAP (State expectation 56.4%).
- 50.7% of HS students scored P/A on the 2012 Reading TCAP (State expectation 71.5%).
- 28.3% of HS students scored P/A on the 2012 Writing TCAP (State expectation 48.6%).

Academic Growth:

- The 2012 ELEM median growth percentile (MGP) for Math was 48.
- The 2012 MS median growth percentile (MGP) for Math was 37.
- The 2012 HS median growth percentile (MGP) for Math was 41.

Academic Growth Gaps:

- The gap between the MGP of 37 and the MAGP of 68 for ELEM ELL students in writing is -31.
- The gap between the MGP of 45 and the MAGP of 75 for MS ELL students in writing is -30.
- The gap between the MGP of 57 and the MAGP of 97 for HS ELL students in writing is -40.

Post Secondary and Workforce Readiness

- The CO-ACT composite score of 17.1.

English Language Development and Attainment (AMAOs)

- The Median Growth Percentile (MGP) for ELEM ELL students is 37 in reading compared to the Median Adequate Growth Percentile (MAGP) of 63, resulting in a gap of -26.
- The Median Growth Percentile (MGP) for MS ELL students is 37 in reading compared to the Median Adequate Growth Percentile (MAGP) of 58, resulting in a gap of -21.

Equitable Distribution of Teachers

The district conducted an analysis on the equitable distribution of teachers and found that there was no inequality in the placement of teaching staff. The district has only one high school and one middle school. The two Elementary schools in the district (Both Title IA Schoolwide schools) have very similar demographic bases and all schools in the district fall into the high-minority category as defined by CDE on the schoolview site.

Butler elementary has a minority rate of 74.4% and Twombly elementary has a minority rate of 72.4%. The percentage of novice teachers in this high minority category is lower for the district (20.9%) than the state as a whole (28.2%). All schools in the district range between 17%-22% novice teachers, so each school is below the state average for novice teachers in high minority schools. In addition, all schools have high free and reduced lunch rates and the elementary schools are very similar with Butler elementary at 72.6% and Twombly Elementary at 74.0%.

Both Elementaries have teachers with similar teaching experience; teachers at Butler Elementary average 7.1 years of experience and Twombly teachers average 8.8 years. The district does a yearly comparability analysis and both elementary schools have student-teacher ratios within 10% of each other. All (100%) teachers and paraprofessionals at every level in the district are highly qualified in all the areas they teach.

ROOT CAUSES TO LOW PERFORMANCE

- Low expectations for all students to master grade level evidence outcomes.
- Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards.
- Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students.

VERIFICATION OF ROOT CAUSES

Process: Verification of root causes occurred through observation data collected in each building by the principal, assistant principal and Assistant Superintendent of Student Achievement during **numerous observations** of classrooms. The observation protocol specifically required administrators to look for communicated expectations of grade level material, instructional strategies and formative assessment practices. All three were identified as needing additional support and training. In addition, administrators and the SALT members provided additional data to support the identified root causes through **classroom walkthrough data** that was collected and analyzed by school leadership teams on a monthly basis. The walkthrough data provided evidence of low expectations and lack of focus on the evidence outcomes from the Colorado Academic Standards. Also, during **weekly data discussions** and/or **PLCs** at the building level, principals reported an identified need for more targeted use of the data to impact different learners' needs. Teachers reported having trouble knowing how to use assessment information effectively to plan and guide instruction. We have become better at understanding the "macro level" data of TCAP and NWEA, but we are struggling with the utilization of formative data that helps shift instruction to address the true needs of students.

Root Cause	Verification of Root Cause
Low expectations for all students to master grade level evidence outcomes	Classroom observations in each building Classroom walkthrough data by building leadership teams (SALT)
Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards	Classroom observations in each building Classroom walkthrough data by building leadership teams (SALT) Analysis of student work Department /grade level meetings PLCs-Weekly data meeting discussions
Ineffective use of formative assessment data to guide instruction that targets specific learning needs of students	Classroom observations in each building Classroom walkthrough data by building leadership teams (SALT) Department /grade level meetings PLCs-Weekly data meeting discussions

MAJOR IMPROVEMENT STRATEGIES

Process: Three interrelated Major Improvement Strategies were developed through an Administrative team meeting and finalized during a professional learning community of all district principals. The Student Achievement Leadership Team (SALT) contributed action steps for each strategy. District leadership, building administrators and several teachers in the district read the book *Focus* by

Mike Schmoker. SALT members attended a professional development session with Mike Schmoker and participated in follow-up discussions and professional development for implementation of the key ideas that address our root causes. DAC members were provided with Major Improvement Strategies and action steps from the previous year to provide feedback on the potential impact to address current identified root causes.

Major Improvement Strategy #1: Shift Culture to High Expectations for Student Achievement

Theory of Action: If instructional staff members provide instruction aligned to grade level evidence outcomes from the Colorado Academic Standards as targets and expectations for student success, then teachers will be able to focus instruction to meet the level of expectation of the Colorado Academic Standards, thereby increasing student achievement based on increased mastery of the grade level evidence outcomes.

Root Cause(s) Addressed: Low expectations for students to master grade level evidence outcomes

Background: When teachers were asked to increase reading and writing expectations based on an article by Conley and a book by Schmoker during the 2011-2012 school year, push-back comments were heard across the District, many of which started with, "but our kids can't..." Other observations that pointed to a culture of low expectations was a lack of instructional delivery focused on the grade level evidence outcomes and more of a focus on "interventions" that established permission for a majority of students to function below grade level. Differentiation was viewed as permission to "dumb down" the curriculum rather than to find multiple ways to scaffold instruction and expect students to achieve at the grade level evidence outcomes. During the summer of 2012, a majority of teachers participated in professional development on the Colorado Academic Standards, differentiation, and English Language Acquisition Standards to support teachers in understanding the grade level expectations as well as scaffolding strategies to support struggling learners. As a follow-up to this training and to shift the culture that "our students can't" to "our students can" we need to also build administrator/teacher/student efficacy and require an increase in rigor for all students to master the grade level evidence outcomes.

Major Improvement Strategy #2: Increase use of Research-based Instructional Strategies

Theory of Action: If instructional practices are based on strategies with a research base or having a notable effect size, then students will be more engaged in the learning, and will produce work that demonstrates mastery of the Colorado Academic Standards.

Root Cause(s) Addressed: Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards

Background: Teachers have had multiple training opportunities in the past to increase their use of research-based instructional practices through professional development, but many are unsure how to organize instruction to include these practices. This has been evident through classroom observations and SALT walkthroughs. With our high percentage of English Language Learners, our teachers need to scaffold instruction with opportunities for students to collaborate and process their learning. The research-based instructional strategies that are incorporated within lessons need to be purposeful as well as meaningful for students.

Major Improvement Strategy #3: Effective Use of Targeted Formative Assessments

Theory of Action: If instruction focuses on continuous feedback and/or checks for understanding through the use of targeted formative assessments with students, then students will focus on their specific learning needs and will show increased student achievement in their specific areas of deficiencies.

Root Cause(s) Addressed: Lack of understanding about how to effectively use formative assessment data to guide instruction that targets specific learning needs of students

Background: Our teachers, principals and administrators have become very focused on data to make decisions, but more at a "macro-level." Principals and teachers eagerly await their TCAP results at the end of each summer and they dig right into the results for planning and understanding current students. Principals have implemented weekly data meetings to dissect the latest district assessment data, from writing samples to NWEA results. We have become consumers of data, while not focusing on the formative data right in front of us during instruction. Formative data decision-making became reserved for the weekly meetings or after a district-wide assessment. Our systemic misunderstanding about using formative assessment for decision-making during instruction results in ineffective use of formative assessment data to guide instruction that targets specific learning needs of students.

Major Improvement Strategy #4: Targeted intervention and support for English Language Learners

Theory of Action: If practices are put in place to properly identify and support students struggling in English Language acquisition through quality academic interventions and research-based differentiation practices, then ELL students will show stronger academic growth both in English acquisition and in other curricular areas thereby increasing student achievement based on increased mastery of the grade level evidence outcomes.

Root Cause(s) Addressed: Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards and Low expectations for students to master grade level evidence outcomes

Background: Despite rating 'Approaching' in AMAO 1 and most categories of AMAO 3 and exceeding the target of English Language attainment in AMAO2, English Language Learners in the district continue to lag behind their peers academically (especially in reading at the elementary and middle school levels), and do not show the expected progress in reading as seen in the AMAO 3 analysis. Due to the high number of identified ELL students (Over 40% of students at the elementary level), universal support based on integration of the WIDA standards needs to be incorporated into all classrooms including differentiation strategies in addition to targeted intervention for struggling ELL students.

Summary

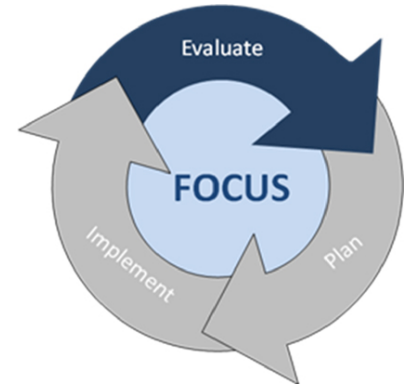
As we identified our root causes, the relationship between them called for a system of improvement through aligned and inter-related action steps for each major improvement strategy. The designed system includes:

- A) PD for instructional staff in each strategy
- B) Follow-up coaching
- C) Media center collaboration
- D) Leadership team and administrator training to build system capacity
- E) Focused observations for implementation and
- F) Parental involvement.

The Major Improvement Strategies should be viewed as inter-dependent and focused on system improvement by shifting to a culture of high expectations with improved first-best instruction, and monitoring and scaffolding to mastery through improved assessment practices.

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	49.9% of ELEM students scored P/A on the 2012 Reading TCAP. 52.1% of MS students scored P/A on the 2012 Reading TCAP. 50.7% of HS students scored P/A on the 2012 Reading TCAP.	56% of ELEM students will score P/A on the 2013 Reading TCAP. 58% of MS students will score P/A on the 2013 Reading TCAP. 56% of HS students will score P/A on the 2013 Reading TCAP.	62% of ELEM students will score P/A on the 2014 Reading TCAP. 64% of MS students will score P/A on the 2014 Reading TCAP. 62% of HS students will score P/A on the 2014 Reading TCAP.	Reading NWEA %P/A Winter 2013-EL 53%, MS 56%, HS 54% Spring 2013-EL 56%, MS 58%, HS 56% Fall 2013-EL 58%, MS 59%, HS 57%	#1-High Expectations #2-Research-based Instructional Strategies #3-Formative Assessment #4-Targetted ELL Support
		M					
		W	32.5% of ELEM students scored P/A on the 2012 Writing TCAP. 40.0% of MS students scored P/A on the 2012	38% of ELEM students will score P/A on the 2013 Writing TCAP. 46% of MS students will score P/A on the 2013	44% of ELEM students will score P/A on the 2014 Writing TCAP. 52% of MS students will score P/A on the 2014	District Writing Sample %P/A Winter 2013-EL 36%, MS 44%, HS 32% Spring 2013-EL 38%, MS 46%, HS 34%	#1-High Expectations #2-Research-based Instructional Strategies #3-Formative Assessment

			Writing TCAP. 28.3% of HS students scored P/A on the 2012 Writing TCAP.	Writing TCAP. 34% of HS students will score P/A on the 2013 Writing TCAP.	Writing TCAP. 40% of HS students will score P/A on the 2014 Writing TCAP.	Winter 2014-EL 40%, MS 48%, HS 36%	
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M	The 2012 ELEM median growth percentile (MGP) for Math was 48. The 2012 MS median growth percentile (MGP) for Math was 37. The 2012 HS median growth percentile (MGP) for Math was 41.	The 2013 ELEM median growth percentile for Math will be 55 or higher. The 2013 MS median growth percentile for Math will be 55 or higher. The 2013 HS median growth percentile for Math will be 55 or higher.	The 2014 ELEM median growth percentile for Math will be 55 or higher. The 2014 MS median growth percentile for Math will be 55 or higher. The 2014 HS median growth percentile for Math will be 55 or higher.	<u>Math NWEA % above typical growth (available Fall to Spring and Fall to Fall)</u> Fall '12-Spring '13, Above typical growth at least +5% for each grade, 2-10 Fall '12 to Fall '13, +5% Fall '13 to Spring '14, +5%	#1-High Expectations #2-Research-based Instructional Strategies #3-Formative Assessment
		W					
		E					
		L P					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W	The Median Growth Percentile (MGP) of 37 for ELEM ELL in writing. The MGP of 45 for MS ELL in writing. The MGP of 57 for HS ELL in writing.	The MGP in writing for ELL will increase to 60 or above in 2013.	The MGP in writing for ELL will be 60 or above in 2014.	At least 75 % of ELL students will demonstrate at least 3 points improvement (or proficiency) using 6 Trait writing rubric on a writing sample assessment from winter 2013 to spring 2013, and 80% by winter 2014.	#1-High Expectations #2-Research-based Instructional Strategies #3-Formative Assessment #4-Targetted ELL Support
Post Secondary & Workforce	Graduation Rate						
	Disaggregated Grad Rate						

Readiness	Dropout Rate					
	Mean ACT	The CO-ACT composite score of 17.1.	The CO-ACT composite score will increase to 17.8 in 2013.	The CO-ACT composite score will increase to 18.6 in 2014.	At least 80% of 11 Grade students will successfully complete the PREP Me curriculum with a passing grade prior to the ACT test.	#1-High Expectations #2-Research-based Instructional Strategies #3-Formative Assessment
English Language Development & Attainment	CELA (AMAO 1)					
	CELA (AMAO 2)					
	TCAP (AMAO 3)	The Median Growth Percentile (MGP) for ELEM ELL students in reading is 37. The Median Growth Percentile (MGP) for MS ELL students in reading is 37.	The Median Growth Percentile (MGP) for ELEM ELL students will increase to at least 55 on Reading TCAP in 2013. The Median Growth Percentile (MGP) for MS ELL students will increase to at least 55 on Reading TCAP in 2013.	The Median Growth Percentile (MGP) for ELEM ELL students will increase to at least 55 on Reading TCAP in 2014. The Median Growth Percentile (MGP) for MS ELL students will increase to at least 55 on Reading TCAP in 2014.	<u>Reading NWEA % above typical growth (available Fall to Spring & Fall to Fall)</u> Fall '12-Spring '13, Above typical growth at least +5% for ELL at each grade, 2-8 Fall '12 to Fall '13, Above typical growth at least +8% for ELL at each grade, 2-8 Fall '13 to Spring '14, Above typical growth at least +5% for ELL at each grade, 2-8	#1-High Expectations #2-Research-based Instructional Strategies #3-Formative Assessment #4-Targetted ELL Support

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.

All Major Improvement Strategies are aimed at creating a system of improvement through action steps that include: A) PD for instructional staff, B) follow-up coaching, C) media center collaboration, D) leadership team and administrator training, E) focused observations for implementation and F) parental involvement.

Major Improvement Strategy #1: Shift Culture to High Expectations for Student Achievement

Theory of Action: If instructional staff members provide instruction aligned to grade level evidence outcomes from the Colorado Academic Standards as targets and expectations for student success, then teachers will be able to focus instruction to meet the level of expectation of the Colorado Academic Standards, thereby increasing student achievement based on increased mastery of the grade level evidence outcomes.

Root Cause(s) Addressed:

Low expectations for students to master grade level evidence outcomes

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)
A. PD: Provide training, resources, and materials for teachers to align instruction with the evidence outcomes identified in the Colorado Academic Standards. Training will include workshops to “unpack” the Standards. Training outcomes will include team/department developed curriculum maps focused on the Colorado Academic Standards and lesson planning to meet the grade level evidence outcomes.	June & Aug, 2012 & 2013	Asst. Supt. Principals, APs Coaches Teachers	Gen Fund Best Practices teaching trainings provided through Title IIA \$17,500	By June 2013, at least 70% of teachers will use curriculum maps focused on the CAS. By Dec 2013, at least 80% of observations will include clear objectives based on grade level evidence outcomes.	PD during 2012 was extremely successful with 318 participants during 3 sessions (168 total district teachers). Coaching in Progress

<p>B. Coaching: Provide coaching with formalized, targeted coaching agreements focusing on aligning instruction with the CAS, implementing curriculum maps, and planning instruction with clear objectives to meet the grade level evidence outcomes.</p>	<p>2012- 2014 Agreements monitored by trimester</p>	<p>Asst. Supt. Principals, APs Coaches Teachers</p>	<p>Gen Fund A Technology Achievement Coach is provided through Title I A (\$26,300 in Salary) and Title II A (\$26,400 in salary) Title II A provides Coaching in all schools on Standards alignment and best practice strategies – 150 coach days total at \$300/coach/day; \$45,000 total contracted salary</p>	<p>By May 2013 & 2014, at least 80% of coaching agreements will focus on meeting the grade level evidence outcomes.</p>	<p>Coaching Agreements in Progress</p>
<p>C. Curriculum and Media Center Collaboration: Provide collaborative opportunities for teachers to work with Curricular Specialist Achievement Coaches (CSAC) to plan lessons targeting instruction for students to meet the grade level expectations from the CAS. The 10% set-aside for professional Development in Title I Part A will be used to help fund Curricular Specialist Achievement Coaches at both Elementary Schools. These funds will pay for 40% of each of these positions.</p>	<p>By Trimester 2012-2013</p>	<p>Principals & APs Classroom Teachers Curricular Specialist Achievement Coaches</p>	<p>Gen Fund Title I A (And PD Set-aside for IA) will provide 1 Curricular Specialist Achievement Coach in both Title I Schoolwide buildings ; \$99,039 total salary, \$49,000 of which will come from the Priority Performance Challenge (PPC) Set Aside</p>	<p>By May 2013, at least 70% of teachers will co-plan CAS aligned instruction with CSAC.</p>	<p>In Progress, K-8</p>
<p>D. Leadership Capacity: Provide training for Student Achievement Leadership Team (SALT) to address building level expectations through walkthrough data related to objective setting and CAS expectations.</p>	<p>SALT meets 5 times during each school year, 2012-2014.</p>	<p>Asst. Supt. Principals Asst. Principals Teacher leaders from each building</p>	<p>Gen Fund</p>	<p>At least 75% of building level action plans will include formative assessment implementation and monitoring.</p>	<p>In Progress</p>
<p>E. Focused Observations: Address observed low expectations during monthly focused observations and provide feedback on instructional strategies that support scaffolding, rigor, and 21st Century Learning following classroom observations with principal, assistant principal and assistant superintendent. Feedback will be synthesized and used to develop building level action plans for the following month.</p>	<p>Monthly by building, 2012-2014</p>	<p>Asst. Supt. Principals Asst. Principals Coaches</p>	<p>See coaches provided through Title IA and IIA above</p>	<p>By May 2013, Nov. 2014 and May 2014 of buildings will receive observation feedback that suggests an increase in use of strategies that promote rigor & high expectations.</p>	<p>In Progress</p>

<p>F. Parent/Community Involvement: Highlight successes in student achievement to build “can do” culture through weekly district communications, parent communication, Board meeting recognitions, DAC presentations and monthly publicized building celebrations at DAC. Incorporate the use of social media to share student successes.</p>	<p>Quarterly Fall 2012- Spring2014</p>	<p>Superintendent Asst. Supt. Principals/APs DAC Teachers</p>	<p>Gen Fund Some materials and stipends for translators provided through Title I A; \$5,000 total</p>	<p>Student celebrations will be shared during at least 80% of DAC meetings as well as at the building level.</p>	<p>In Progress (At least 1 celebration list was in the local newspaper by October 2012.)</p>
<p>G. Focus on college readiness for traditional and non-traditional college students through ACT preparation sessions using PREP Me for students in Grade 11. Students will receive feedback and strategies for increasing achievement on the ACT.</p>	<p>March 2012 & 2013</p>	<p>Asst. Supt. HS Principal & AP AP/GT Coordinator Teachers</p>	<p>\$1400 Gen Fund</p>	<p>At least 80% of HS Grade 11 will participate in ACT prep sessions by March 2013 & 2014.</p>	<p>In Progress Successful action step last year, yet needs refinement</p>

All Major Improvement Strategies are aimed at creating a system of improvement through action steps that include: A) PD for instructional staff, B) follow-up coaching, C) media center collaboration, D) leadership team and administrator training, E) focused observations for implementation and F) parental involvement.

Major Improvement Strategy #2: Increase use of Research-based Instructional Strategies

Theory of Action: If instructional practices are based on strategies with a research base or having a notable effect size, then students will be more engaged in the learning, and will produce work that demonstrates the Colorado Academic Standards.

Root Cause(s) Addressed:

Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards

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)
A. PD: Provide training for teachers to design instruction to include research-based instructional strategies and scaffolding to meet the grade level evidence outcomes.	June & Aug 2013 & 2013	Asst. Supt. Principals, APs Coaches Teachers	Gen Fund See coaches and PD provided through Title IA and IIA above	By December 2013, at least 80% of observations will demonstrate instruction using research-based instructional strategies.	In Progress
B. Coaching: Provide coaching with formalized, targeted coaching agreements focusing on planning first-best instruction with research-based strategies that also scaffold instruction for students to meet grade level evidence outcomes.	2012- 2014 Agreements monitored by trimester	Asst. Supt. Principals, APs Coaches Teachers	Gen Fund See coaches provided through Title IA and IIA above	By May 2013 & 2014, at least 80% of coaching agreements will focus on planning instruction using research-based strategies.	Coaching Agreements in Progress
C. Curriculum and Media Center Collaboration: Provide collaborative opportunities for teachers to work with Curricular Specialist Achievement Coaches (CSAC) to plan lessons using effective instructional strategies as identified through professional literature and research.	By Trimester 2012-2013	Principal/AP Classroom Teachers Curricular Specialist Achievement Coaches	Gen Fund See coaches provided through Title IA and IIA above	70% of teachers will co-plan instruction with Curricular Specialist Achievement Coaches to include research-based strategies.	In Progress, K-8

The 10% set-aside for professional Development in Title I Part A will be used to help fund Curricular Specialist Achievement Coaches at both Elementary Schools. These funds will pay for 40% of each of these positions.					
D. Leadership Capacity: Provide training and modeling in research-based instructional strategies during Student Achievement Leadership Team meetings and follow-up with Principal/AP coaching at the building level to improve feedback to teachers.	Monthly 2012-2014	Asst. Supt. Principals Asst. Principals Teacher leaders	Gen Fund	100% of Principals will use show progress in providing feedback on instructional practices by May 2013 & 2014.	In Progress
E. Focused Observations: Develop observation protocol that focuses on the use of research-based instructional strategies and train Principals/APs on the use of the protocol. Conduct monthly focused observations at each building using the protocol.	Monthly 2012-2014	Asst. Supt. Principals Asst. Principals	Gen Fund	100% of Principals will participate in focused observations and provide feedback to teachers on instructional strategies.	In Progress
F. Parent/Community Involvement: Provide parent training during evening events to share instructional strategies to use at home for supporting their students in reading, writing and math achievement.	By May 2013 & May 2014	Principals, APs Teachers Parent Reps	Gen Fund See Title IA parent supplies and translation services above	100% of buildings will offer evening training at least once each school year for parents to support reading, writing, & math.	In Progress
G. Provide reading interventions using research-based instructional strategies for students reading below grade level to demonstrate critical reading skills, note-taking, vocabulary development and student goal setting.	Intervention groups by Sept. 2012, & 2013 BOE Report in March 2013 and 2014	Asst. Supt. Principals Interventionists Reading Teachers	Title I A : 2.5 Reading Interventionists; \$112,624 total salary A Literacy and Technology specialist Interventionist will work with students at both Title I schools; Title I A, \$42,189 in salary 3B Mil Levy Fund Jamestown Reading Navigator (MS/HS) Gen Fund	100% of schools will present mid-year reading data to the BOE identifying research-based strategies used to impact change.	In Progress

All Major Improvement Strategies are aimed at creating a system of improvement through action steps that include: A) PD for instructional staff, B) follow-up coaching, C) media center collaboration, D) leadership team and administrator training, E) focused observations for implementation and F) parental involvement.

Major Improvement Strategy #3: Effective Use of Targeted Formative Assessments

Theory of Action: If instruction focuses on continuous feedback and/or checks for understanding through the use of targeted formative assessments with students, then students will focus on their specific learning needs and will show increased student achievement in their specific areas of deficiencies.

Root Cause(s) Addressed:

Lack of understanding about how to effectively use formative assessment data to guide instruction that targets specific learning needs of students

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)
A. PD: Provide professional development on formative assessment and monitor implementation through teacher observations during monthly informal observations that include the building administrators and the Assistant Superintendent.	PD Fall 2012 PD Fall 2013 Monitoring 2 nd and 3 rd Trimesters, 2012-2014	Asst. Supt. Principals Asst. Principals Coaches Library Coaches	Gen Fund See coaches and PD provided through Title IA and IIA above	At least 75% of teachers will participate in formative assessment PD by May 2013. At least 75% of observations will include implemented formative assessments by May 2014.	PD Completed Fall 2012 Monitoring in Progress
B. Coaching: Provide coaching to teachers with formalized, targeted coaching agreements focused on formative assessment practices and adjusting instruction to meet students' needs.	2012- 2014 Agreements monitored by trimester	Asst. Supt. Principals, APs Coaches Teachers	Gen Fund See coaches provided through Title IA and IIA above	By May 2013 & 2014, at least 80% of coaching agreements will incorporate formative assessment practices.	Coaching Agreements in Progress
C. Curriculum and Media Center Collaboration: Provide collaborative opportunities for teachers to work with Curricular Specialist Achievement Coaches (CSAC) to plan lessons that include formative assessment practices that will be used to	By 3 rd Trimester 2012 & 2013	Principal/AP Classroom Teachers Curricular Specialist	Gen Fund See coaches provided through Title IA and IIA above	70% of teachers will co-plan instruction with Curricular Specialist Achievement Coaches to include formative assessment practices.	In Progress, K-8

adjust instruction as needed. The 10% set-aside for professional Development in Title I Part A will be used to help fund Curricular Specialist Achievement Coaches at both Elementary Schools. These funds will pay for 40% of each of these positions.		Achievement Coaches			
D. Leadership Capacity: Complete book study on <i>Focus</i> by Michael Schmoker with Student Achievement Leadership Team (SALT), and attend PD with Schmoker. Create action plans during SALT to implement learning about formative assessment from the reading and presentation.	SALT meets 5 times during each school year, 2012-2014.	Asst. Supt. Principals Asst. Principals Teacher leaders from each building	Gen Fund	At least 75% of building level action plans will include formative assessment monitoring by May 2013 and May 2014.	In Progress
D. MTSS Task Force will use data dialogue protocol from each building to create action plans for determining interventions for students based on formative and summative assessment data.	Fall 2012-Spring 2013	ESS Coordinator Principals Building Teams School Psychs	\$5000 MTSS Grant	100% of buildings will increase their score on the MTSS Implementation Rubric from Fall 2012-Spring 2013.	In Progress
E. Focused Observations: Create system for monitoring formative assessments to inform instruction through monthly focused observations & feedback sessions with Principals and APs. Use the data to provide system feedback and focus for SALT (District Student Achievement Leadership Team) meetings.	Fall 2012, with ongoing observations and feedback using the system during 2012-2014.	Asst. Supt. Principals Asst. Principals Teacher leaders from each building	Gen Fund See coaches provided through Title IA and IIA above	By February 2013, a monthly monitoring system for formative assessments will be developed to include: observation protocol, schedule of meetings, feedback forms and follow-up data for SALT.	In Progress
F. Parent/Community Involvement: In accordance with Parent Involvement Education Policy KB (see appendix document), we ensure that parents at all levels and of each demographic group are part of data review and planning process through School Advisory Councils, the District Accountability Committee and other planning teams. Provide opportunities for parent input for the UIP and at parent events and other community outreach projects and through parent surveys.	Review of data and UIP input with parents and community representatives at least quarterly, 2012-2014.	Asst. Supt. Principals Asst. Principals Teacher leaders Teachers SAC per Building DAC	Gen Fund See Title IA parent supplies and translation services above	School Advisory Councils from 100% of buildings and District Accountability Committee will review data and UIP Implementation at least quarterly as evidenced by meeting minutes, 2012-2014.	In Progress
F. At the HS level, monitor assessment data, through mid-year transcript reviews and offer credit recovery opportunities using the PLATO system or alternative opportunities. In the interim, coach	January 2012 & 2013	Asst. Supt. HS Principal & AP Retention Coordinator	Gen Fund Graduation Pathways Grant, \$16,196 in salary and \$5,100 in	80% of students who are failing language arts or math will meet with a counselor or administrator each semester to create a plan for	In Progress

struggling students to seek tutoring support after school hours through our Dial-a-Teacher program.			stipends for tutors	credit recovery.	
G. Building teams will analyze TCAP data to provide Supplemental Education Services (SES) o qualifying students who need more academic interventions.	Offer SES 2013-2014 for qualifying students	Asst. Supt. Director of Title Title Principal & AP	Title I A, preliminary estimate to be \$32,450	80% of SES students will show typical or better growth according Spring 2014 NWEA reports.	SES required for one school for 2013-2014

* 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).

All Major Improvement Strategies are aimed at creating a system of improvement through action steps that include: A) PD for instructional staff, B) follow-up coaching, C) media center collaboration, D) leadership team and administrator training, E) focused observations for implementation and F) parental involvement.

Major Improvement Strategy #4: Targeted intervention and support for English Language Learners

Theory of Action: If practices are put in place to properly identify and support students struggling in English Language acquisition through quality academic interventions and research-based differentiation practices, then ELL students will show stronger academic growth both in English acquisition and in other curricular areas thereby increasing student achievement based on increased mastery of the grade level evidence outcomes.

Root Cause(s) Addressed:

Ineffective instructional practices for students to master the content and skills described in the Colorado Academic Standards and Low expectations for students to master grade level evidence outcomes

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)
A. PD: Provide professional development on differentiation best practices and implementation of WIDA standards to all classroom teachers and monitor implementation through teacher observations during monthly informal observations that include the building administrators and the Assistant Superintendent.	PD Fall 2012 PD Fall 2013 Monitoring 2 nd and 3 rd Trimesters, 2012-2014	Asst. Supt. Principals Asst. Principals Coaches Library Coaches	Gen Fund See coaches and PD provided through Title IA and IIA above	At least 75% of teachers will show targeted use of differentiation strategies PD by May 2013. At least 75% of observations will include implemented differentiation strategies by May 2014.	PD Completed Fall 2012 Monitoring in Progress
B. Coaching: Provide coaching to teachers with formalized, targeted coaching agreements focused on targeted differentiation strategies and adjusting instruction to meet ELL students' needs.	2012- 2014 Agreements monitored by trimester	Asst. Supt. Principals, APs Coaches Teachers	Gen Fund See coaches provided through Title IA and IIA above	By May 2013 & 2014, at least 50% of coaching agreements will incorporate targeted differentiation practices.	Coaching Agreements in Progress
C. Curriculum and Media Center Collaboration: Provide collaborative opportunities for teachers to work with Curricular Specialist Achievement Coaches (CSAC) to plan lessons that include	By 3 rd Trimester 2012 & 2013	Principal/AP Classroom Teachers Curricular	Gen Fund See coaches provided through Title IA and	70% of teachers will co-plan instruction with Curricular Specialist Achievement Coaches to include targeted differentiation	In Progress, K-8

differentiation practices that will be used to adjust instruction for ELL students as needed. The 10% set-aside for professional Development in Title I Part A will be used to help fund Curricular Specialist Achievement Coaches at both Elementary Schools. These funds will pay for 40% of each of these positions.		Specialist Achievement Coaches	I/A above	practices.	
D. Leadership Capacity: Provide training and modeling in research-based differentiation and ESL instructional strategies during Student Achievement Leadership Team meetings and follow-up with Principal/AP coaching at the building level to improve feedback to teachers.	Monthly 2012-2014	Asst. Supt. Principals Asst. Principals Teacher leaders	Gen Fund	100% of Principals will use show progress in providing feedback on instructional practices by May 2013 & 2014.	In Progress
E. Focused Observations: Create system for monitoring differentiated instruction, especially for ELL students, through monthly focused observations & feedback sessions with Principals and APs. Use the data to provide system feedback and focus for SALT (District Student Achievement Leadership Team) meetings.	Fall 2012, with ongoing observations and feedback using the system during 2012-2014.	Asst. Supt. Principals Asst. Principals Teacher leaders from each building	Gen Fund See coaches provided through Title IA and I/A above	By February 2013, a monthly monitoring system for targeted teaching practices including differentiated instruction will be developed to include: observation protocol, schedule of meetings, feedback forms and follow-up data for SALT.	In Progress
F. Parent/Community Involvement: In addition to ensuring participation at school events includes targeting involvement from non-English speaking parent groups, classes in English development and early childhood literacy will be provided to Spanish speaking migrant parents throughout the district.	Events ongoing, classes start September 2013 and run through March 2014.	Asst. Supt. Principals Migrant services director, Migrant Family Liaison	Gen Fund See Title IA parent supplies and translation services above Title IC in conjunction with Weld County Right to Read provide classes	80% of participating parents will show improvement in English skills and report that the class was successful.	In Progress
G. Provide ESL interventions using research-based instructional strategies for students struggling with English Language Acquisition, especially in reading as identified with AMAO 3 to demonstrate critical reading skills, note-taking, vocabulary development and student goal setting. Interventions will take place in pull-out model of small groups and working closely with the classroom involving	Intervention groups by Sept. 2012, & 2013 BOE Report in March 2013 and 2014	Asst. Supt. Principals ESL Interventionists Classroom Teachers	Title I A : \$119,226 for 2.2 ESL interventionists in Title I Schoolwide schools. Title III will pick up an additional .71 of these positions (\$39,331) and ELPA and district	100% of schools will present mid-year ELL achievement data to the BOE identifying research-based strategies used to impact change.	In Progress

targeted strategies.			funds will be used to support additional Elementary and secondary ESL positions		
H. Provide system-wide professional development on strategies and planning templates that scaffold instruction and interventions to support ELL students based on the English Language Proficiency Standards (through WIDA). The District ELA committee with reps from each building will meet at least quarterly to report on level of implementation and determine next steps for system improvement.	PD Fall 2012, Follow-up Sept 2012/2013 Nov. 2012/2013 Jan 2013/2013 Mar 2013/2013 May 2013/2013	Asst. Supt. Building ELA Teams	Gen Fund Provide a total of 3 ESL Interventionists at the elementary level through Title I A (\$115,856 in salaries) and Title III A (\$42,333 in salaries)	By May 2013 & 2014 at least 75% of buildings will report improvement on the implementation of strategies to support the acquisition of English through survey results.	PD in 100% of buildings during Aug/Sept 2012 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).

Section V: Supporting Addenda Forms

Proposed Budget for Use of the Title I Priority Performance Challenge (PPC) Set Aside in 2013-14. This chart **must** be completed for any district that accepts Title IA funds and has a Priority Improvement or Turnaround plan type. In the chart, include all proposed Title IA PPC set aside activities for FY 2013-14. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal 10% of the district's projected 2013-14 Title IA allocation. Because the 2013-14 allocation is not yet available, use the 2012-13 allocation as a baseline.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Curricular Specialist Achievement Coaches (CSAC) in both Title IA schools will work directly with teachers to develop best practice models of teaching in all classrooms and ensure use of formative assessments in teaching the Colorado Academic Standards	Major Improvement Strategy #1, Action Step C, Major Improvement Strategy #2, Action Step C, Major Improvement Strategy #3, Action Step C.	\$49,000, 10% of expected Title IA allocation
		\$
		\$
		\$
		\$
Total (The total should equal 10% of the district's projected 2013-14 Title IA allocation. If unknown, use the 2012-13 allocation.)		\$49,000

Proposed Budget for Use of Title IIA funds in 2013-14. This chart **must** be completed for any district that accepts Title IIA funds and has a Priority Improvement or Turnaround plan type. Building upon the Title IIA accountability provisions in ESEA (2141c) and Colorado's approved ESEA waiver, the state and district are expected to enter into a financial agreement on the use of Title IIA funds. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2013-14. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. Because the 2013-14 allocation is not yet available, use the 2012-13 allocation as a baseline.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Professional Development in Best practices in Teaching based on Schmoker's and Hunter's work	Major Improvement Strategy 1, Action Step A, Major Improvement Strategy 2, Action Step A, Major Improvement Strategy 3, Action Step A.	\$17,500

Technology Achievement Coach will work with teachers at all schools in coaching agreements based on implementation of Colorado Academic Standards, best practice teaching skills and use of formative assessments	Major Improvement Strategy 1, Action Steps B and E, Major Improvement Strategy 2, Action Steps B and E, Major Improvement Strategy 3, Action Steps B and E.	\$26,400 salary \$5,280 benefits
Coaching in all schools provided by retired teachers in coaching agreements based on implementation of Colorado Academic Standards, best practice teaching skills and use of formative assessments – 150 total days at \$300 per coach per day	Major Improvement Strategy 1, Action Steps B and E, Major Improvement Strategy 2, Action Steps B and E, Major Improvement Strategy 3, Action Steps B and E.	\$45,000salary \$9,000 benefits
		\$
Indirect costs	NA	\$5,700
Total (The total should equal the district's project 2013-14 Title IIA allocation. Use the 2012-13 allocation as a baseline.)		\$108,880