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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Colorado's Unified Improvement Plan for Districts for 2013-14

Organization Code: 0910 District Name: EAGLE COUNTY RE 50 AU Code: 19010 AU Name: EAGLE COUNTY DPF Year: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2012-13. 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 are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 District Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		R	72.19%	69.22%	71.31%	72.28%	74.26%	71.46%	
		M	70.37%	49.11%	30.51%	70.79%	58.87%	35.4%	
		W	55.78%	56.79%	49.70%	56.16%	65.03%	53.91%	
		S	47.50%	46.81%	49.18%	52.17%	56.31%	51.95%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	30	27	14	53	58	50	
		M	45	64	81	45	53	44	
		W	40	45	44	51	56	49	
		ELP	-	-	-	59	62	52	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework 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 (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 84.3% using a 6 year grad rate	Meets	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework 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 ELLs.	Approaching	
	Dropout Rate **Expectation:** At or below state average overall.	3.9%	3.5%	Meets	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	20.1	19.2	Approaching	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 **Description:** Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency	Meets		YES
	AMAO 2 **Description:** % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	22%		YES
	AMAO 3 **Description:** Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs	R	Meets	YES
			W	Approaching	
			M	Approaching	
			Grad	Approaching	
			Partici-pation	Meets	

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2013	The district has the option to submit the updated 2013-14 plan through Tracker for public posting on SchoolView.org.
	January 15, 2014	The district has the option to submit the updated 2013-14 plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

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Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited	Based on District Performance Framework results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2014 to be posted on SchoolView.org. Note that other programs may require a review at the same time.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 0	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support-aimed at increasing dramatic results for students. This will be a required element in 2014-15. *Note: the number displayed does not include any AEC schools within the district with Pending AEC School Performance Frameworks or any schools with Insufficient State Data.*
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	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.
Gifted Education	All districts are expected to provide services to Gifted students. Some districts belong to a multi-district AU (including BOCES) that may develop plans together or separately.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education addendum, budget, and signature pages. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director.

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Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Grantee is not identified under Title III Improvement.	Grantee does not need to complete the additional requirements for Title III.
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	No, the district does not have any schools identified as a Title I Focus School or have a current TIG award.	The district does not need to meet additional requirements.

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Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	
CADI	Has (or will) the district participated in a CADI review? If so, when?	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

☐ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA
☐ Title III ☐ Gifted Education ☐ Other: _____

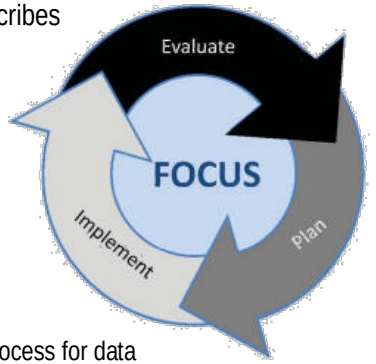
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: ☐ District Only ☐ District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

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

1	Name and Title	Heather Eberts, Assistant Superintendent of Learning Services
	Email	heather.eberts@eagleschools.net
	Phone	(970) 328-1920
	Mailing Address	PO Box 740, Eagle, Colorado 81631
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).	Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Eagle County Schools is made up of 17 schools – 9 elementary, 4 middle, 2 comprehensive high schools, 1 alternative high school, and 1 district charter. There are 6,000 students. The district accountability status is Accredited. Individual school accountability statuses are as follows:

Elementary Schools		Middle Schools		High Schools	
Avon Elementary	Improvement	Berry Creek	Improvement	Battle Mountain	Performance
Brush Creek Elementary	Performance	Eagle Valley	Performance	Eagle Valley	Performance
Eagle Valley Elementary	Performance	Gypsum Creek	Performance	Red Canyon	AEC - Improvement
Edwards Elementary	Performance			VSSA	Performance
Gypsum Elementary	Performance				
June Creek Elementary	Performance	Eagle County Charter	Performance		
Red Hill Elementary	Performance	Homestake Peak K-8	Improvement		
Red Sandstone Elem.	Performance				

Trend and Priority Needs

The superintendent's cabinet considered three years of data related to academic performance. Data included TCAP results along with district-created and administered common formative assessment results.

Missed Targets:

TCAP Achievement Data:

	2013	2012	2011	2010
Reading	72%	72%	72%	70%
Writing	57%	58%	60%	56%
Math	56%	56%	62%	59%

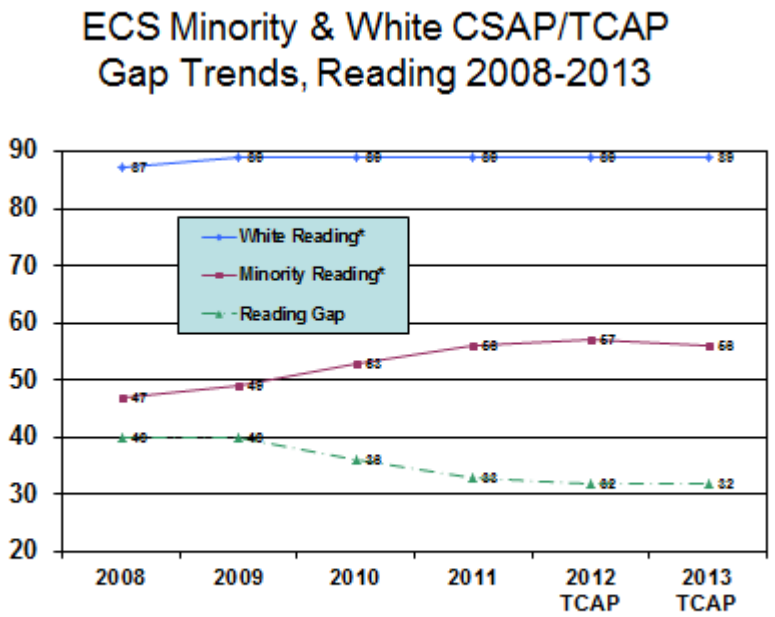
While trends show that scores are improving in reading and holding steady in writing and mathematics, there still exist gaps in performance. See below:

Disaggregated Groups	Year	%P & A% Hispanic	%P & A% White	%P & A% FRL	%P & A% Non FRL	%P & A% ELLs
TCAP Reading	2013	57	89	56	85	53
	2012	57	90	56	85	52
	2011	57	89	56	83	50

Disaggregated Groups	Year	%P & A% Hispanic	%P & A% White	%P & A% FRL	%P & A% Non FRL	%P & A% ELLs
TCAP Writing	2013	38	76	40	70	36
	2012	41	75	40	70	37
	2011	42	82	41	74	36

Disaggregated Groups	Year	%P & A% Hispanic	%P & A% White	%P & A% FRL	%P & A% Non FRL	%P & A% ELLs
TCAP Mathematics	2013	38	74	41	67	37
	2012	37	74	38	67	36
	2011	47	78	49	71	44

Gap Charts



* CSAP Data Reflect % Proficient or Advanced Across All Grades
No score=Unsatisfactory, includes ECCA & NAS

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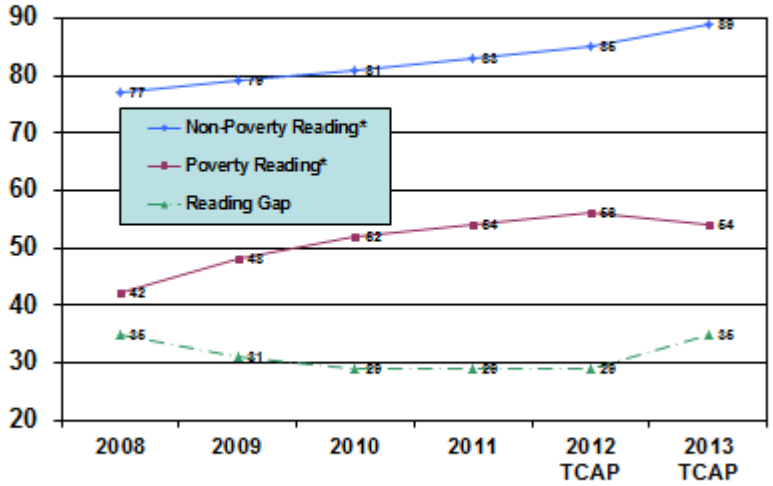
ECS Poverty & Non Poverty CSAP/TCAP Gap Trends, Reading 2008-2013



* CSAP Data Reflect % Proficient or Advanced Across All Grades
No Score=Unsatisfactory, includes ECCA & NAS

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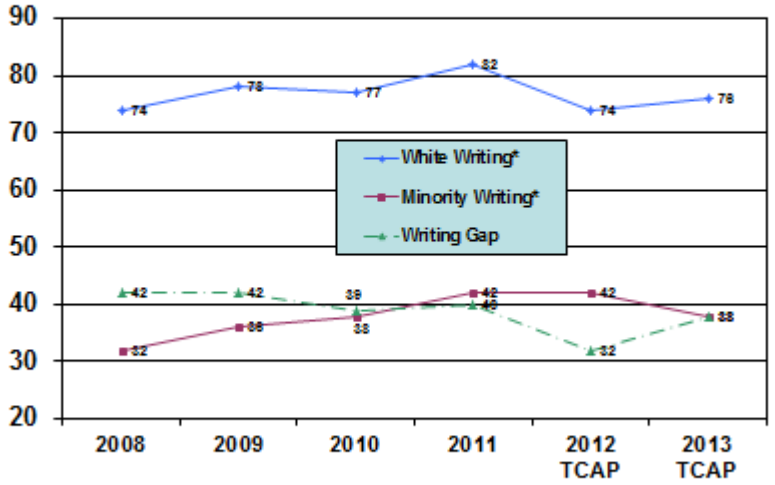
ECS Minority & White CSAP/TCAP Gap Trends, Writing 2008-2013



* CSAP Data Reflect % Proficient or Advanced Across All Grades
No score=Unsatisfactory, includes ECCA & NAS

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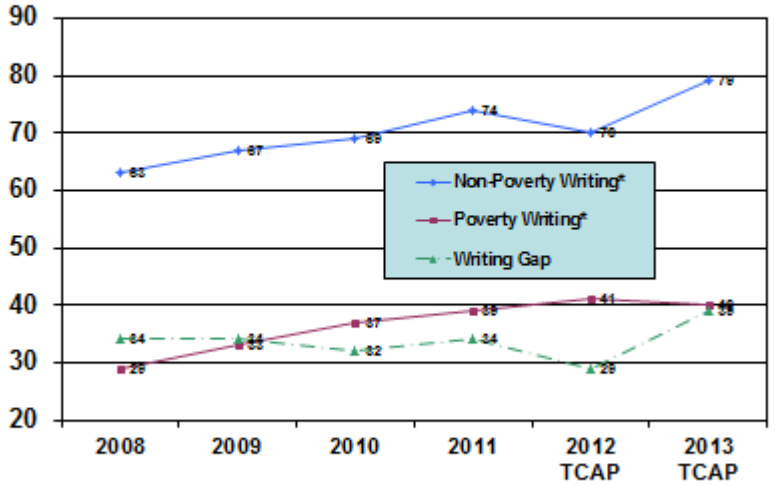
ECS Poverty & Non Poverty CSAP/TCAP Gap Trends, Writing 2008-2013



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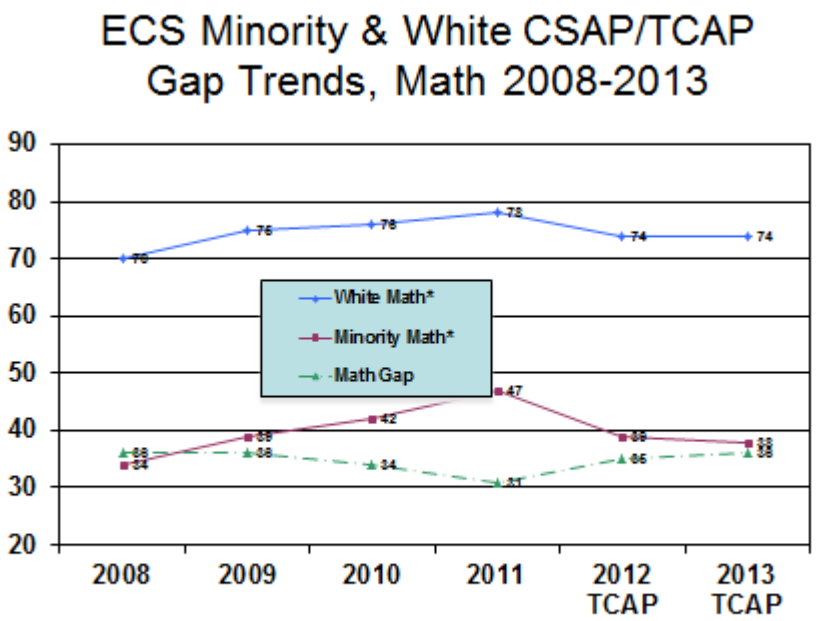

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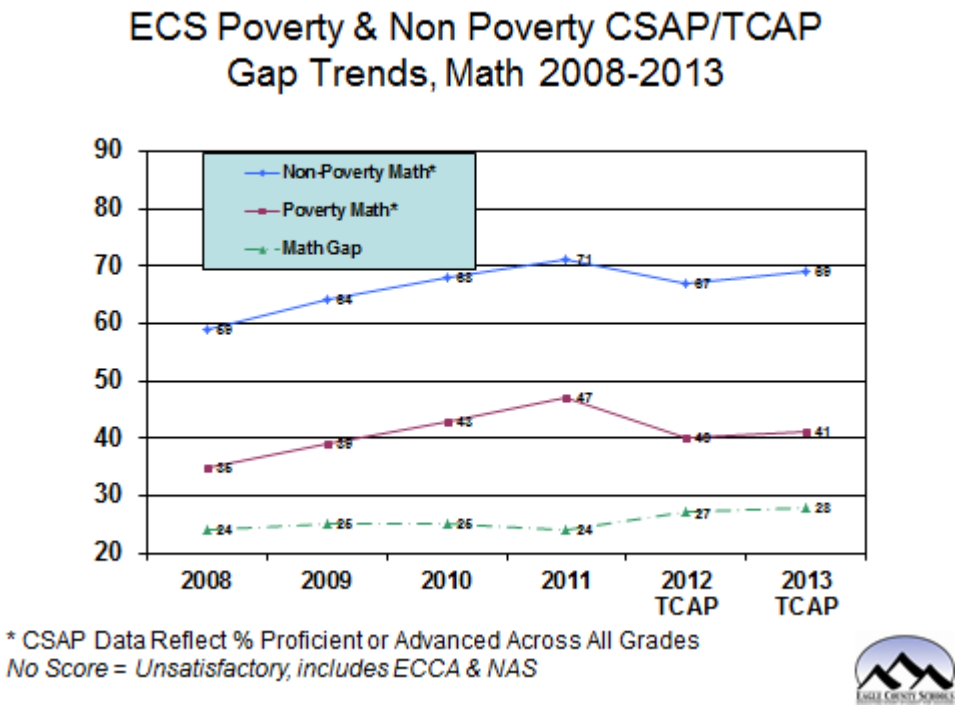
No score=Unsatisfactory, includes ECCA & NAS



PRIORITIES

Closing the achievement gap between economically disadvantaged and non-economically disadvantaged and the gap between minority and non- minority students is a priority for the district. While a focus on the achievement gap is a priority, the district is clear about continuing to grow all learners including our highest achievers.

A district plan was developed to create a systematic approach to curriculum, instruction, and assessment in order to focus attention on high-leverage major improvement strategies. Components of the district plan focus on developing and aligning curriculum PK -12, developing and implementing common formative assessments, implementing formative assessment practices across all levels, and implementing a data teams process where data is used to make immediate instructional adjustments in order to impact student achievement. (See ECS' 3-Year Plan-on-a-Page)

Beginning 2009-2010 and continuing through the 2011, 2012, and 2013 school years, ECS has engaged in a curriculum redesign process that encompassed the four core content areas of Language Arts, Mathematics, Science and Social Studies for grades PK-11. To date, approximately 120 teachers have been involved in

developing curricular units of study based on the new state standards. Units of study include priority and supporting standards, as well as big ideas that represent essential conceptual understandings at each grade level. Each unit of study is accompanied by common formative assessments that are used before and after instruction in order to assess student understanding once a unit has been taught.

One major component of the plan is to implement formative assessment practices in all classrooms in order to monitor the progress of students toward proficiency of the Colorado Academic Standards and proficiency on TCAP. ECS began with professional development (implemented during the 2009-2010 school year) that focused on the elements of the formative assessment process:

1) Learning Targets and Criteria for Success; 2) Feedback that Feeds Forward; 3) Student Goal Setting; 4) Student Self-Assessment; 5) Strategic Teacher Questioning; 6) Engaging Students in Asking Effective Questions.

While professional development also occurred during the 2011-2012 school year, the implementation of new curriculum caused less focus and attention to be paid to implementing formative practices across all classrooms. Thus, continued attention to building teachers' capacity with this practice will occur during the 2013-2014 school year.

A second major component of ECS's plan is to implement the data teams process. The data teams process is a six-step process that includes:

1) Collecting and charting data; 2) Analyzing data and prioritizing needs; 3) Setting incremental SMART goals; 4) Selecting common instructional strategies; 5) Determining results indicators; and 6) Monitoring and evaluating results.

Again, while professional development also occurred during the 2011-2012 school year, the implementation of new curriculum caused less focus and attention to be paid to implementing formative practices across all classrooms. Thus, continued attention to building teachers' capacity with this practice will occur during the 2013-2014 school year.

During 2011-2012, professional development focused on building staff understanding of all components of the curricular system – standards-based units of study, common formative assessments, and the formative assessment and data teams processes. The 2012-2013 school year began with a more targeted focus on the shifts in standards (content and process) that are requiring students to transfer and apply what they learn. This shift required professional development for teachers in three types of learning goals: transfer goals, meaning goals, and acquisition of knowledge and skills goals. Professional development for teachers will continue in this area through the 2013-2014 school year.

In 2013-2014, a new superintendent, Dr. Jason Glass, joined Eagle County Schools. After observing in schools and classrooms and meeting with numerous stakeholder groups within his first 100 days, Dr. Glass developed a vision for moving ECS from our current status to becoming a world-class system. Integral to this vision is the focus on benchmarking our work against strategies that other world-class systems employ that result in high achievement for all students. The main focus for 2014-2015 will be:

1) Continue the work of rigorous curriculum design, establishing ongoing cycles to benchmark our standards against both Colorado state standards and internationally competitive systems in all content areas
    a. All of our work must have clear alignment to internationally benchmarked standards. A mantra that must burn in the minds of all our educators must be: "alignment, alignment, alignment" in thinking about how our instructional work aligns to high standards.
2) Put in place clear and evidence-based literacy and numeracy programs district-wide that are aligned with our standards.
    a. At elementary grades, focus on foundational elements of literacy and numeracy by implementing multi-step, fail-safe systems where outcomes are clear, progress is closely monitored by teams of educators, and specific, individual student-tailored actions are taken at the earliest signs of struggle. Evidence-based programs with repeatable procedures to guaranteed strong literacy and numeracy are of paramount importance in these early grades.
    b. Implement a clear RtI process in all schools.
3) Continue the district's work around formative assessment, but work to make this process faster and more efficient. Also, build capacity for district-wide formative assessments in literacy and numeracy that have a direct impact on classroom instruction, and that are clearly aligned to district standards.

In addition, after a review of data, ECS identified specific factors that will support the district in continuing to meet its AMAO targets:

Areas of need:

1. LEPs

The majority of the ELLs in ECS are LEP. The majority of our ESL specific resources and strategies are targeted for NEP. This results in a misalignment between programming and resources. In addition, ECS needs to provide more professional development on strategies for moving LEP students to FEP. This would include not only ESL teachers but *all classroom teachers* in schools where we have high ELL populations. Some schools are already moving towards a whole school format for educating ELLs, and we have currently been providing whole school professional development to classroom teachers, as well as ESL teachers. As ECS begins to create a professional development plan to engage all classroom teachers in learning and using strategies that will improve the academic achievement and English Language Development for English Language Learners, special attention will need to be paid to creating a systematic implementation plan as well. The result could be that schools with high percentages of ELLs would actually double the amount of language development they provided to students if classroom teachers had a structured time for ELD, felt comfortable with strategies for ELD and had resources for implementing ELD.

2. High School

ECS has not had the high expectations we need to have in relation to ELLs and Literacy at the high school level, until this year. We are designing new curriculum to guide students to transfer their reading ability and knowledge into English, even for newcomers. Curricular expectations have risen, and the creation of common formative assessments designed specifically for ELLs to be able to show us what they know and to assist teachers in monitoring progress in the area of reading and writing has occurred. Additionally, ECS has designed units that are aligned to regular education English classes, so that as students transition into regular education, there isn't a huge disconnect as there was in the past. We expect to see more movement in the lower ELL

levels than in years past due to this.

Last year, ECS identified specific evidence-based research strategies that will be used to improve the academic achievement and English Language Development for English Language Learners and is eager to continue to implement these strategies. Key to our plan will be high-quality professional development that will have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational programs provided to ELLs. ECS must focus on strategies that will build English language development and not just creating comprehensible input. This is an area we can greatly improve on through the following 2 strategies:

- Gradual release of responsibility (for practicing language)
- Active participation (particularly the work from Anita Archer and Spencer Kagan)

In addition, ECS needs to focus on strategies to promote effective parental and community involvement at the school and district level, specifically for parents of English Language Learners. The ELL Program Department has developed relationships with community agencies, such as the sheriff's department, literacy project, catholic charities, CMC, Eagle County Government, as well as collaborations with Northwest Migrant Education Program so that we can collaborate in reaching families with common goals. One example of this is that currently Migrant Education and ELL programs are booked to teach the Literacy Project's ESL adult classes (who are parents of our students) how to be involved in their child's education even if they don't speak English well. We teach parents how to access PowerSchool and how to support their child with homework even if they don't have the English language.

Another area ECS is working on improving is ELL students who are brought up to the RTI team. Parents and teachers currently do not know how to interact to build parent involvement if they don't speak the same language. We are developing a packet so that once a child starts to struggle, a classroom teacher (even one who only speaks English) can send a packet home (in Spanish) so that parents become involved in the process of helping their child improve through specific activities at home. Our hope is that parents feel like they are more connected to their child's education and school, and that we see the positive results of parent involvement on the student's academic abilities.

ECS is also committed to making sure we coordinate with other ESEA programs. We have revised our language policy for early childhood this year so that it is seamless with K-12 programming. The two main aspects of the policy that have been aligned are: 1) that preschool students comprehend and communicate information, ideas and concepts necessary for academic success in all content areas, and 2) that home language is essential to develop deep level thinking around concepts. Professional development has been provided and will continue in order to adjust instructional practices that align with our policy. Furthermore, we are collaborating with Northwest Migrant Education Program to develop stronger parent involvement (see parental and community involvement bullet above).

Root Cause and Verification: Implementation of instruction and instructional practices aligned to high standards is not consistent in all classrooms across the district.

Ongoing discussions regarding data led us to closely examine the instructional focus and rigor in classrooms. Student growth on district common formative assessments along with inconsistent results on TCAP confirmed this root cause. Classroom observations also confirmed the lack of

alignment to high standards for all students in all classrooms.

Root Cause and Verification: Implementation of formative assessment practices and the RtI process is not consistent in all classrooms/schools across the district.

Ongoing discussions regarding data led us to closely examine the instructional focus and rigor in classrooms. Student growth on district common formative assessments along with inconsistent results on TCAP confirmed this root cause.

Root Cause and Verification: Implementation of a data teams process, where teachers use data and a strategic and systematic process to monitor student growth and make immediate instructional adjustments is not consistent in all classrooms across the district.

Student growth on district common formative assessments along with inconsistent results on TCAP confirmed this root cause. In addition, school teams self-assessed their level of implementation of the Data Teams Process and confirmed that this process is not being implemented consistently across all classrooms.

Root Cause and Verification: Implementation of research-based strategies, like gradual release of responsibility and active participation, is not consistent in all classrooms across the district

Student growth on district common formative assessments along with inconsistent results on TCAP confirmed this root cause.

Root Cause and Verification: Shifts in teacher practices based on the new state standards, particularly the Common Core State Standards, have been inconsistent across all classrooms in the district.

Student growth on district common formative assessments along with inconsistent results on TCAP confirmed this root cause.

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Educating every student for success.

ECS Plan-on-a-Page

SY13-14

High-leverage Improvement Strategy	Preferred Future	Supporting Components	Key Performance Indicators (KPIs)	
			Adult Actions	Student Outcomes

ECS Curricular System: *Units of Study*	Units of Study guide the instructional planning and delivery of all teachers and increase student learning	• Provide professional learning on:
		  ○ developing learning progressions and engaging tasks for units of study
		  ○ collaborative scoring
		  ○ data teams process
		  ○ formative assessment process
		  ○ major work of the grade (content)
		• Provide teachers opportunities to collaborate on units of study
		• Gather feedback from teachers at the end of each unit of study
		• Reconvene, at 6-week intervals, RCD teacher teams to review CFA data, feedback and make recommendations for revisions to units of study
		• Implement the data teams process as a part of cluster
		• Provide CFA results electronically
		• Apply FAP practices in all classrooms
		• Implement classroom walk-throughs (engage *all* teachers in the process)
		• Professional Practices Rubric (CDE document)
		• Concerns-Based Adoption Model (CBAM)
			% of teachers proficiently implementing Units of Study	• 90-100 % students proficient on post assessments
				• 90-100 % students proficient or advanced on TCAP
				• 90-100 % students meeting TCAP growth expectations (aligned to CDE expectations)
				• 90-100 % of students at or above grade level on DRA2
				• Meets or exceeds state average on ACT

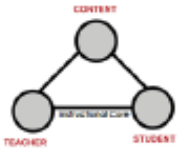
Common Formative Assessments (CFAs)	Common formative assessments are consistently administered, collaboratively scored and analyzed, and are the basis for instructional decisions		# of CFAs given # of CFAs collaboratively scored	
Data Teams Process	Data teams process is applied to analyze CFA and other formative assessment results and translate data into decisions		# of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning	
Formative Assessment Process (FAP)	Formative assessment process practices are applied in all classrooms to improve learning		% of teachers proficiently applying FAP % of total classrooms visited using walk-through form	

If we implement our curricular system with a high level of fidelity and at a 90% implementation rate, we will achieve our preferred future.

To achieve these results, we will provide these supporting components.

We will measure our success by using these Key Performance Indicators.

The actions of the adults in the system will determine the outcomes for students. The most significant adult actions are those that effect the "Instructional Core."



Rev for SY13_14

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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.*

<table>
<tr><th>Performance Indicators</th><th>Targets for 2012-13 school year
(Targets set in last year's plan)</th><th>Performance in 2012-13? Was the target met? How close was the district to meeting the target?</th><th>Brief reflection on why previous targets were met or not met.</th></tr>
<tr><td rowspan="2">Academic Achievement (Status)</td><td><u>Reading:</u>
Grades (3-10) will increase the percent of students scoring P & A on the TCAP by at least 5%.
<table><tr><th>E</th><th>M</th><th>H</th></tr><tr><td>79%</td><td>78%</td><td>74%</td></tr></table></td><td>While ECS met state expectations set forth in the pre-populated UIP, it did not meet targets set by the district.

<u>Reading targets not met:</u>
Elementary – 71% - missed target by 8%
Middle – 74% - missed target by 4%
High School – 73% - missed target by 1%</td><td rowspan="2">Implementation of formative assessment practices is not consistent in all classrooms across the district.

Implementation of a data teams process, teachers using data and a strategic and systematic process to monitor student growth and make immediate instructional adjustments, is not consistent in all classrooms across the district.

Implementation of evidence-based strategies used to improve the academic achievement and English Language Development for English Language Learners, like gradual release of responsibility and active participation, is not consistent in all classrooms across the district.

Shifts in teacher practices based on the new state standards, particularly the Common Core State Standards, have been inconsistently implemented across all classrooms in the district.</td></tr>
<tr><td><u>Mathematics:</u>
Grades (3-10) will increase the percent of students scoring P and A on the CSAP by at least 5%.
<table><tr><th>E</th><th>M</th><th>H</th></tr><tr><td>77%</td><td>72%</td><td>45%</td></tr></table>
<u>Writing:</u>
Grades (3-10) will increase the percent of students scoring P and A on the CSAP by at least 5%.
<table><tr><th>E</th><th>M</th><th>H</th></tr><tr><td>65%</td><td>68%</td><td>60%</td></tr></table></td><td><u>Mathematics targets not met:</u>
Elementary – 67% - missed target by 10%
Middle – 59% - missed target by 13%
High School – 31% - missed target by 14%

<u>Writing targets not met:</u>
Elementary – 53% - missed target by 12%
Middle – met target
HS – 54% - missed target by 6%</td></tr>
</table>

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<table>
<tr><th>Performance Indicators</th><th>Targets for 2012-13 school year
(Targets set in last year's plan)</th><th>Performance in 2012-13? Was the target met? How close was the district to meeting the target?</th><th>Brief reflection on why previous targets were met or not met.</th></tr>
<tr><td rowspan="2">Academic Growth</td><td>By the end of the 2012-2013 school year, the district will meet SPF growth expectations as designated for all subgroups (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile).</td><td><u>Elementary school targets were met</u>
<u>Middle school target were met</u>
<u>High school targets were met</u></td><td rowspan="2"></td></tr>
<tr><td></td><td></td></tr>
<tr><td>Academic Growth Gaps</td><td></td><td><u>Elementary School</u>
Reading = Meets

Mathematics = Approaching
<table>
<tr><th></th><th>Target</th><th>Actual</th></tr>
<tr><td>FRL</td><td>59</td><td>45</td></tr>
<tr><td>Minority</td><td>58</td><td>45</td></tr>
<tr><td>St. w/ Disabilities</td><td>74</td><td>32</td></tr>
<tr><td>ELLs</td><td>61</td><td>47</td></tr>
</table>
Writing = Approaching
<table>
<tr><th></th><th>Target</th><th>Actual</th></tr>
<tr><td>FRL</td><td>49</td><td>53</td></tr>
</table></td><td>Implementation of formative assessment practices is not consistent in all classrooms across the district.

Implementation of an RtI process, teachers using data and a strategic and systematic process to monitor student growth and make immediate instructional adjustments is not consistent in all classrooms across the district.

Implementation of evidence-based strategies used to improve the academic achievement and English Language Development for English Language Learners, like gradual release of responsibility and active participation, is not consistent in all classrooms across the district.</td></tr>
</table>

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.

Minority	*50*	*52*
St. w/ Disabilities	*72*	*44*
ELLs	*56*	*51*

<u>Middle School</u>

Reading = Meets

Mathematics = Meets

Writing = Meets

<u>High School</u>

Reading = Meets

Mathematics = Approaching

	Target	*Actual*
FRL	*87*	*46*
Minority	*96*	*45*
St. w/ Disabilities	*99*	*42*
ELLs	*98*	*46*

Writing = Approaching

	Target	*Actual*
FRL	*78*	*46*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
		Minority 74 47 *St. w/ Disabilities* 97 45 *ELLs* 79 48	
Postsecondary & Workforce Readiness	FRL students = 80% Minority students = 80% ELLs = 80%	FRL students = 73% -- *not met* Minority students = 73% -- *not met* ELLs = 80% = 65% -- *not met*	
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	AMAO 1 Description: Academic Growth sub-indicator rating for English Language Proficiency	*Meets*	
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	Target = 11% Actual = 22% *Meets*	
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	*Meets*	

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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 Reading** 2013 – 71% P/A 2012 – 72% P/A 2011 – 70% P/A		
	Elementary Mathematics 2013 – 67% P/A 2012 – 71% P/A 2011 – 71% P/A		
	Elementary Writing 2013 – 54% P/A 2012 – 56% P/A 2011 – 56% P/A		
	Middle School Reading 2013 – 74% P/A 2012 – 73% P/A 2011 – 72% P/A		
	Middle School Mathematics 2013 – 59% P/A		

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 – 61% P/A 2011 – 59% P/A		
	Middle School Writing 2013 – 71% P/A 2012 – 64% P/A 2011 – 64% P/A		
	High School Reading 2013 – 72% P/A 2012 – 69% P/A 2011 – 64% P/A		
	High School Mathematics 2013 – 31% P/A 2012 – 36% P/A 2011 – 34% P/A		
	High School Writing 2013 – 54% 2012 – 51% P/A 2011 – 50% P/A		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**Reading** Median Growth Percentiles **Math** Median Growth Percentiles **Writing** Median Growth Percentiles		

Reading

Median Growth Percentiles

	ES	MS	HS
2013	53	58	50
2012	58	60	48
2011	57	63	45

Math

Median Growth Percentiles

	ES	MS	HS
2013	45	53	44
2012	50	56	43
2011	56	62	45

Writing

Median Growth Percentiles

	ES	MS	HS
2013	51	56	49
2012	55	59	48
2011	56	60	48

<table>
<tr><th>Performance Indicators</th><th>Description of Notable Trends
(3 years of past state and local data)</th><th>Priority Performance Challenges</th><th>Root Causes</th></tr>
<tr><td>Academic Growth Gaps</td><td>Overall district rating for Growth Gaps continues to be ‘Meets’ and has been for the past 3 years.

However, a number of subgroups were ‘Approaching’ or ‘Does not Meet’.

<u>Elementary</u>
Mathematics = Approaching
<table>
<tr><th></th><th>Target</th><th>Actual</th></tr>
<tr><td>FRL</td><td>59</td><td>45</td></tr>
<tr><td>Minority</td><td>58</td><td>45</td></tr>
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<tr><td>ELLs</td><td>61</td><td>47</td></tr>
</table>
Writing = Approaching
<table>
<tr><th></th><th>Target</th><th>Actual</th></tr>
<tr><td>FRL</td><td>49</td><td>53</td></tr>
<tr><td>Minority</td><td>50</td><td>52</td></tr>
<tr><td>St. w/ Disabilities</td><td>72</td><td>44</td></tr>
<tr><td>ELLs</td><td>56</td><td>51</td></tr>
</table></td><td>Academic Growth Gaps between White students and Minority/Poverty students in all 3 areas.</td><td>Implementation of instruction and instructional practices aligned to high standards is not consistent in all classrooms across the district.

Implementation of formative assessment practices and the RtI process is not consistent in all classrooms/schools across the district.

Implementation of a data teams process, where teachers use data and a strategic and systematic process to monitor student growth and make immediate instructional adjustments is not consistent in all classrooms across the district.

Shifts in teacher practices based on the new state standards, particularly the Common Core State Standards, have been inconsistent across all classrooms in the district.</td></tr>
</table>

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<tr><th>Performance Indicators</th><th>Description of Notable Trends
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<tr><td></td><td>
<u>High School</u>
Mathematics = Approaching
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<tr><td>ELLs</td><td>98</td><td>46</td></tr>
</table>
Writing = Approaching
<table>
<tr><th></th><th>Target</th><th>Actual</th></tr>
<tr><td>FRL</td><td>78</td><td>46</td></tr>
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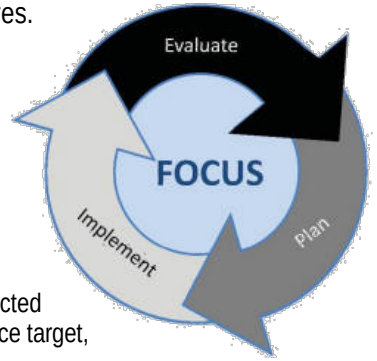
<tr><td>ELLs</td><td>79</td><td>48</td></tr>
</table>
</td><td></td><td></td></tr>
<tr><td>Postsecondary & Workforce Readiness</td><td>Dropout Rate
2013 = 3.5%
2012 = 2%
2011 = 4.6%
Target = 3.9 District < .4%</td><td></td><td></td></tr>
</table>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	ACT Composite Score 2013 = 19.2 2012 = 18.7 2011 = 18.9	*Target = 20.1* *Actual = 19.2*	
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)			

Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then 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; 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.

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District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R					
		M	Elementary Mathematics = Approaching Target Actual FRL 59 45 Minority 58 45 St. w/ dis 74 32 ELLs 61 47	Elementary Mathematics = Approaching Target FRL 70 Minority 70 St. w/ dis 74 ELLs 61	Elementary Mathematics = Approaching Target FRL 75 Minority 75 St. w/ dis 80 ELLs 75	District created Common Formative Assessments in Mathematics # of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning (Implementation data around the use of a data teams process to monitor student growth and	Professional Development for teachers in formative assessment practices and the RtI process. Professional Development for teachers in data literacy and the data teams process. Professional Development for teachers in the content of the new standards, especially the Common

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						make immediate instructional adjustments.) # of teachers attending content academies (professional development) that target Mathematics	Core State Standards, for Mathematics. Professional development in the mathematical practices that are part of the Common Core State Standards/CAS.
			High School Mathematics = Approaching Target Actual FRL 87 46 Minority 96 45 St. w/ Dis 99 42 ELLs 98 46	High School Mathematics = Approaching Target FRL 87 Minority 75 St. w/ Dis 75 ELLs 75	High School Mathematics = Approaching Target FRL 90 Minority 90 St. w/ Dis 90 ELLs 90	District created Common Formative Assessments in Mathematics # of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning (Implementation data around the use of a data teams process to monitor student growth and make immediate instructional adjustments.) # of teachers attending	Professional Development for teachers in formative assessment practices and the RtI process. Professional Development for teachers in data literacy and the data teams process. Professional Development for teachers in the content of the new standards, especially the Common Core State Standards, for Mathematics. Professional development in the

						content academies (professional development) that target Mathematics	mathematical practices that are part of the Common Core State Standards/CAS.
		W	Elementary Writing = Approaching Target Actual FRL 49 53 Minority 50 52 St. w/ Dis 72 44 ELLs 56 51	Elementary Writing = Approaching Target FRL 65 Minority 65 St. w/ Dis 72 ELLs 65	Elementary Writing = Approaching Target FRL 75 Minority 75 St. w/ Dis 80 ELLs 75	District created Common Formative Assessments in RWC. # of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning (Implementation data around the use of a data teams process to monitor student growth and make immediate instructional adjustments.)	Professional Development for teachers in formative assessment practices and the RtI process. Professional Development for teachers in data literacy and the data teams process. Professional Development for teachers in the content of the new standards, especially the Common Core State Standards, for RWC and Literacy in History, Science & Technical Subjects.

						# of teachers attending content academies (professional development) that target Mathematics	Professional development in the close reading and text dependent questions. Professional development in on-demand writing, writing arguments, and writing to inform/explain.
			High School Writing = Approaching Target Actual FRL 78 46 Minority 74 47 St. w/ Dis 97 45 ELLs 79 48	High School Writing = Approaching Target FRL 78 Minority 74 St. w/ Dis 97 ELLs 79	High School Writing = Approaching Target FRL 90 Minority 90 St. w/ Dis 97 ELLs 90	District created Common Formative Assessments in RWC. # of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning (Implementation data around the use of a data teams process to monitor student growth and make immediate instructional adjustments.)	Professional Development for teachers in formative assessment practices and the RtI process. Professional Development for teachers in data literacy and the data teams process. Professional Development for teachers in the content of the new standards, especially the Common Core State Standards, for RWC and Literacy in History, Science & Technical Subjects.

						# of teachers attending content academies (professional development) that target RWC.	Professional development in the close reading and text dependent questions. Professional development in on-demand writing, writing arguments, and writing to inform/explain.
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT	19.2	21	23		District created Common Formative Assessments in RWC, Mathematics, Science, and Social Studies. # of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning (Implementation data	Professional Development for teachers in the content of the new standards, especially the Common Core State Standards, for RWC and Literacy in History, Science & Technical Subjects. Professional Development for teachers in formative assessment practices and the RtI process. Professional

					around the use of a data teams process to monitor student growth and make immediate instructional adjustments.)	Development for teachers in data literacy and the data teams process. Professional development in on-demand writing, writing arguments, and writing to inform/explain.
English Language Development & Attainment	ACCESS Growth (AMAO 1)					
	ACCESS Proficiency (AMAO 2)					
	TCAP (AMAO 3)					

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Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: *Professional development for teachers on aligning instruction and instructional practices to high standards*

Root Cause(s) Addressed: *Implementation of instruction and instructional practices aligned to high standards is not consistent in all classrooms across the district.*

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 ☐ Gifted Program ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
See tactical action plan below						

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Continue the work of rigorous curriculum design, establishing ongoing cycles to benchmark our standards against both Colorado state standards and internationally competitive systems in all content areas. • ***Continue the work of developing curricula in all subject areas that is clearly aligned with the district's high expectations.*** • ***All of our work must have clear alignment to internationally benchmarked standards. A mantra that must burn in the minds of all our educators must be: "alignment, alignment, alignment" in thinking about how our instructional work aligns to high standards.***	2014			2015			2016	2017	2018	2019	2020
	Spring	Summer	Fall	Spring	Summer	Fall					
Establish Tactical Design Team – • Internal – o Assistant Superintendent of Learning Services o Curriculum Coordinators o Learning & Teaching Specialist o Principal – o Teacher – • External members – o Peggy Altoff – National Curriculum Standards for Social Studies author											
Organize to Implement											
Conduct Self-Assessment & Data Analysis • What does a cycle of review look like that allows for a deeper, more in-depth analysis of curriculum? Overview of Cycles: Review/Revise/Align: • continued revision, augmentation and alignment of the curriculum o revision of common assessments and rubrics o lesson/resource/task alignment Implementation: • fully implement curriculum • focus on student performance • continue professional development • What is the timeline? • What tools will be used to evaluate and ensure the ECS curriculum is internationally benchmarked? • What are the common expectations for CCSS-aligned instructional practice? • What tools can be used to support schools in assessing and coaching educators around CCSS-aligned instructional practice in mathematics, English language arts, science, social studies, and technical subjects? • What high-impact actions will be necessary – critical moves that the leadership team											

and other stakeholders should take to implement high academic standards at their school? *(Determine High-Impact Actions)*											
Align instructional materials – lessons, resources, and tasks to units of study											
• Develop a process for review of materials (Achieve the Core)											
• Compare existing materials											
• Develop and/or acquire instructional materials – lessons, resources, and tasks											
• Convene a group of stakeholders (teachers, ILT members) to provide feedback on instructional materials											
• Establish routines to track progress of the quality and use on instructional materials											
• Align high school courses and course pathways to CCSS											
Train educators and school leaders											
• Develop a calendar for professional development (PD) around instructional materials											
• PD for teachers/principals on CCSS shifts – ELA, Math, Literacy in science, social studies, and technical subjects											
• PD for principals/ILT members on milestones; schools prioritize milestones for implementation and develop an action plan											
• PD for teachers/principals on CCSS-aligned instructional practice (milestones)											
• PD for principals on high-impact actions to implement high academic standards (milestones)											
• PD for teachers/principals on use of observation tools to inform ongoing coaching around CCSS-aligned instructional practices (milestones)											
Transition assessment system											
Update assessment transition plan											
• Align formative tools/assessments to units of study/CCSS content											
• Continue to create common formative assessment that align to units of study o Review existing items for alignment with regard to grade level and cognitive demand											
• Pilot participation in PARCC											
• Develop performance-based tasks that align to units of study											

• Develop/acquire interim benchmark assessments that align to units of study/CCSS											
Monitor and sustain progress											
Establish quality control/feedback loop structures to evaluate the impact of actions • Identify metrics for success											
• Monitor progress using one or more internal routines and establish process to prioritize and solve implementation-related problems											
• Complete annual review of implementation progress to ensure on track to meet goals											

	ELA & Mathematics	Science & Social Studies	Arts, Humanities, Technology
SY14-15	Review/Revise/Align	Implementation	Implementation
SY15-16	Implementation	Review/Revise/Align	Implementation
SY16-17	Implementation	Implementation	Review/Revise/Align
SY17-18	Review/Revise/Align	Implementation	Implementation
SY18-19	Implementation	Review/Revise/Align	Implementation
SY19-20	Implementation	Implementation	Review/Revise/Align

Major Improvement Strategy #2: *Professional development in RtI process/system.*
Root Cause(s) Addressed: *Implementation of formative assessment practices and the RtI process is not consistent in all classrooms/schools across the district.*

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 ☐ Gifted Program ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
See tactical action plan below						

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

At elementary grades, focus on foundational elements of literacy and numeracy by implementing multi-step, fail-safe systems where outcomes are clear, progress is closely monitored by teams of educators, and specific, individual student-tailored actions are taken at the earliest signs of struggle. Evidence-based programs repeatable procedures to guarantee strong literacy and numeracy are of paramount importance in these early grades.	2014			2015			2016	2017	2018	2019	2020
	Spring	Summer	Fall	Spring	Summer	Fall					
Establish Tactical Design Team – • Internal – o Assistant Superintendent of Learning Services o Chief Strategy Officer o Dir. of Ed Quality o Dir. of English Language Acquisition o Dir. of Early Childhood Education o Dir. of Exceptional Student Services o ESS Instructional Coach o Learning & Teaching Specialist o Principal – Dave Russell o Principal – Tiffany Dougherty o Teacher o School Psychologist – • External members – o Higher Ed – Dr. Hoover											
Organize to Implement											
Conduct Self-Assessment & Data Analysis • What are our current RtI efforts? • How do we assess the quality of RtI implementation? • What are the foundational components of RtI that all schools need to understand? • What are the common expectations for RtI practice in all buildings? • What high-impact actions will be necessary – critical moves that the leadership team and other stakeholders should take to implement RtI at their school? *(Determine High-Impact Actions)*											
Build a base of support by establishing a "guiding coalition" (including and going beyond the tactical design team): • Identify new/existing channels to leverage for professional development and communication needs											
• Identify critical audiences and key 're-branding' messages in communication plan											

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• Create messages/materials/social media tailored to audiences with a focus on classroom teachers											
• Create a plan and timeline for executing communications strategies											
Determine Goals/Benchmarks/Timelines, Assign Responsibilities, Establish Process to Monitor Progress											
• Define Response to Intervention (RtI) – 're-brand and re-launch' across the district											
• Define the Key/Foundational Components of RtI: o Evidence-based curriculum & instruction at Universal level o Universal screening o Evidence-based, instructional interventions at Targeted and Intensive levels o Progress Monitoring o Data-based decision making process											
• Identify RtI School Improvement Framework o Collaborative Inquiry Questions for self-assessment											
Train educators and school leaders											
• Develop a coordinated district-wide plan and calendar for professional development (PD)											
• PD on the Key/Foundational Components of RtI											
• PD on critical features of Universal Screening and Progress Monitoring											
• PD on Collaborative Inquiry Questions											
• PD on early literacy assessments, progress monitoring, and intervention tools (DIBELs Next/Burst Reading and Intervention)											
• PD for principals on instructional leadership											
Monitor and sustain progress											
Establish quality control/feedback loop structures to evaluate the impact of actions • Identify metrics for success											
• Monitor progress using one or more internal routines and establish process to prioritize and solve implementation-related problems											
• Complete annual review of implementation progress to ensure on track to meet goals											

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

_____

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

☐ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA

☐ Title III ☐ Gifted Program ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all Gifted Program leads)

Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	During the 2012-2013 School Year, Eagle County School District was in the process of becoming its own Administrative Unit. Prior to that, Eagle County Re 50j was part of the Mountain BOCES. The SMART goals set forth under that AU for the 2012-2016 cycle were: 1. By 2016, the reading, writing and math performance of gifted Hispanic students will be commensurate with the white gifted students, as measured by the state assessment. 2. By 2016, the reading, writing and math performance of identified gifted students will remain high and demonstrate a continued stable trend. Specifically, the percentage of students who are gifted scoring in the proficient or above levels of the CSAP will be above 90%. As we applied to become our own AU, we developed our own goals as a part of the application process. In our initial AU Plan, the department set two SMART goals: 1. By 2016, the percentage of gifted students who score advanced in reading, writing and math as measured by the state assessment will increase by 25% 2. By 2016, the performance of gifted Hispanic students on state assessments will be comparable to gifted Non-Hispanic students in reading, writing and math. While the district has seen an improvement in all areas, there is still disparity between gifted white students and gifted Hispanic students. Since the cycle of 2016 is not complete, it is not possible to calculate the final increase in scores. There is a dip in the 3-year trend data for the 2012 year. It will not be possible to tell if that is a continued trend or an anomaly until we have 2014 data to examine. Moving forward, the district has set a goal of 5% improvement in the number of students that are advanced in all areas of the state assessment in each demographic category. We will use All Students, Hispanic, and White students for

<table>
<tr><td></td><td></td><td>this measurement.
The district will also continue to refine identification procedures to equitably identify underserved populations. Currently, the district demographics are 50% White and 50% Hispanic. The current demographics of our gifted population is 73% White and 23% Hispanic. This is above the average for other districts that make up our former AU (83% White and 16% Hispanic in the 3-year period of 2009,2010,2011), ECSD will continue to make efforts to increase the percentage of Hispanic students identified as gifted by 2%. We will concentrate these efforts on the schools with the highest percentage of Hispanic students.</td></tr>
<tr><td>Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.</td><td>Section III: Data Narrative</td><td>
<table>
<tr><td colspan="4">GT TCAP Reading all grade levels</td></tr>
<tr><td>Group</td><td>Year</td><td>%P</td><td>%A</td></tr>
<tr><td>All</td><td>2013</td><td>62</td><td>35</td></tr>
<tr><td>All</td><td>2012</td><td>64</td><td>33</td></tr>
<tr><td>All</td><td>2011</td><td>63</td><td>32</td></tr>
<tr><td>Hispanic</td><td>2013</td><td>74</td><td>21</td></tr>
<tr><td>Hispanic</td><td>2012</td><td>87</td><td>5</td></tr>
<tr><td>Hispanic</td><td>2011</td><td>74</td><td>13</td></tr>
<tr><td>White</td><td>2013</td><td>58</td><td>40</td></tr>
<tr><td>White</td><td>2012</td><td>57</td><td>42</td></tr>
<tr><td>White</td><td>2011</td><td>58</td><td>40</td></tr>
</table>
<table>
<tr><td colspan="4">GT TCAP Writing all grade levels</td></tr>
<tr><td>Group</td><td>Year</td><td>%P</td><td>%A</td></tr>
<tr><td>All</td><td>2013</td><td>58</td><td>36</td></tr>
<tr><td>All</td><td>2012</td><td>64</td><td>31</td></tr>
<tr><td>All</td><td>2011</td><td>58</td><td>35</td></tr>
<tr><td>Hispanic</td><td>2013</td><td>70</td><td>18</td></tr>
<tr><td>Hispanic</td><td>2012</td><td>74</td><td>10</td></tr>
<tr><td>Hispanic</td><td>2011</td><td>62</td><td>19</td></tr>
<tr><td>White</td><td>2013</td><td>53</td><td>42</td></tr>
</table>
</td></tr>
</table>

		White 2012 60 38 White 2011 56 41 GT TCAP Math all grade levels Group Year %P %A All 2013 25 66 All 2012 32 57 All 2011 27 64 Hispanic 2013 33 48 Hispanic 2012 34 35 Hispanic 2011 33 47 White 2013 23 71 White 2013 32 64 White 2011 25 70
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	Trend data for gifted students shows a significant increase in the number of students scoring advanced in all areas of TCAP. When we disaggregate that data out between white and Hispanic, though the GT Hispanic kids out perform Hispanic (non-GT) and White (non-GT) students, there is still an excellence gap in advanced performance for Hispanic GT students compared to White GT students. Priority Performance Challenge: Increase the number of GT Hispanic students performing at the advanced level on all state assessments. Possible root causes for the lower advanced scores in Hispanic students could be: 1. Opportunity to learn—many of our schools with large Latino populations also struggle with literacy and basic skills since a significant portion of the school population is below grade level. In these schools the content of the regular class room is less challenging. GT students may be highly challenged in a GT pull-out class but this only represents a small portion of their total time in school. 2. Some of our GT Hispanic students are not completely English Fluent and the lower performance on TCAP may be a result of an inability to communicate fluently in English, especially on the written portions of exams. The relatively higher percentage of advanced scores in math and relatively lower percentage of advanced scores in writing substantiates this claim. Recommendation: 1. Properly identify Hispanic students as GT

		2. Support Hispanic students with emerging skills using Thinking Maps ® and ESL supports in addition to the gifted specialists to help them gain proficiency in communication as applied to the school setting. 3. Increase the rigor of expectation in classrooms as outlined in the district "Altitude Report" and support them with readiness training (i.e. AVID)
Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	Reading By the end of the 2013-14 school year there will be a 5% increase of GT students scoring at the Advanced level on the state assessment. Writing By the end of the 2013-14 school year there will be a 5% increase of GT students scoring at the Advanced level on the state assessment. Math By the end of the 2013-14 school year there will be a 5% increase of GT students scoring at the Advanced level on the state assessment. Science By the end of the 2013-14 school year there will be a 5% increase of GT students scoring at the Advanced level on the state assessment.
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	The goals in the GT addendum are convergent with the district targets for increased proficiency on the state assessment with a focus on our Hispanic students. The goals are divergent in that we are monitoring the percentage of students moving to the advanced category.
Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	ECSD uses the data teams process and formative assessment to track student progress. Much of this work is done during weekly Professional Learning Communities (PLCs). GT Specialists work together to plan curriculum and units of study and determine how they will measure student success. The may use part of a District Common Formative Assessment or other District approved metric. They may also develop their own common assessment and mark the student progress. GT specialists map the progress of each individual student and develop interventions if a student is not making progress toward the advanced goal. The gifted department has chosen effective communication through writing as a focus goal. We know our students are intelligent, but if they are unable to

		communicate their thinking to someone else, they may not be perceived as having an advanced grasp on a subject. As a group we have implemented Thinking Maps® as a way to help students engage in metacognitive reflection. As they become more aware of how to organize their thinking and put it on paper, they are better able to communicate that thinking to others. Thinking Maps® are used with each unit as an interim measure to check for understanding. This may be a self-reflection process or a teacher reviewed process or both. This strategy yields benefits for ELLs and native speakers as they are given the tools to clarify their thoughts and communicate effectively. As we move forward ECSD plans to use the PARCC interim assessments as benchmarks for student progress toward state/common core standards. There will be one interim assessment in addition to the state test. The district also plans to use DIBELS to monitor the progress of reading for students in grades K-2
Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.	Section IV: Action Plan	The Gifted Department utilizes the following strategies to help us meet the identified performance challenges: • Common Curriculum with high expectations—the department works constantly to refine and improve the EAGLE curriculum that is aligned to the District curriculum. We expect all GT students to perform at a high level and do not lower our expectations because of language barriers. Instead we focus on supports and scaffolds that allow students to demonstrate their knowledge in these units. (Tier 3) • Data Team Approach—the department uses the formative assessment process and reviews data gathered to make sure students are making progress and intervening with course correction as needed. • EAGLE Pull-out—All elementary schools have a pull out component for gifted education that utilizes our EAGLE curriculum. In addition to the extensions in Science and Social Studies, the EAGLE curriculum also addresses the social/emotional aspect of the child and uses an Autonomous Learner Model (ALM) approach to research through a passion project. (Tier 3) • Tier 2 Enrichments—all elementary schools have Tier 2 enrichments in reading and/or math for students that are above grade level in the regular classroom. This is an effort to bolster the regular curriculum and provide challenge to all students that need it. • Thinking Maps®--The systematic tools utilized in Thinking Maps help students to organize and communicate their thinking. This deliberate approach is especially helpful to students who are working in a second language. They have time to compose their thoughts, translate if necessary and look for better words, then plan how to communicate clearly and succinctly.

Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	The district is shifting the focus of professional development for the 2014-15 school year to an on-demand model. The district emphasis will be on Response to Intervention for all students. The buildings will be able to request support on specific areas. The district is participating in the CDE twice exceptional training and support to enable teachers to become "experts" within building level problem solving teams. This will greatly enhance the capacity of district staff to identify and understand how to work successfully with this population. The gifted department will offer training on the social and emotional needs of gifted students, differentiation, and support. The gifted department will work closely with building principals and staff to determine specific needs and provide specific training to meet those needs. (See attached timeline)
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	The Assistant Director for Exceptional Student services will work with District personnel to support buildings and teachers with data analysis and professional development. The Assistant Director will also work directly with gifted specialists to improve student performance through a professional learning community approach.
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Student achievement in the regular classroom will be reported to parents via quarterly progress reports. Individual student progress in gifted classes will be communicated to parents via unit reflections from the gifted specialist. At the end of the year students will reflect on ALP goals and report progress to parents.

* Note that the Gifted Education Program budget is due in April. The budget can be found at: http://www.cde.state.co.us/gt/director.htm.

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	☐ Completed X☐ In progress ☐ No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	☐ Yes X☐In progress ☐ No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted	X☐ Yes ☐ In progress ☐ No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective	X☐ Yes ☐ In progress ☐ No

students.		and achievement goals and parental engagement are fulfilled.)	
The budget and improvement planning process is a collaboration among stakeholders of schools or districts within the administrative unit.	X☐ Yes ☐ In progress ☐ No	The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	X☐ Yes ☐ In progress ☐ No

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	☐ Completed X☐ In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	X☐ Completed ☐ In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	☐ Completed X☐ In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	X☐ Completed ☐ In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	☐ Completed X☐ In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	☐ Completed X☐In progress

UIP Addendum Timeline									
Aug-Sept	October	November	December	January	February	March	April	May	June-July
Analyze District Data and Plan PD	Provide PD supports for building specific and common requests								
Gifted Specialists provide initial PD for buildings	Fall nominations (Parent, Teacher, 7-12 students)	Analyze new GT identi-fications for ethnic balance			Universal Screening 2nd grade NNAT2	Analyze new GT identi-fications for ethnic balance		Analyze new GT identi-fications for ethnic balance	
	1st Quarter reports to parents		2nd Quarter reports to parents			3rd Quarter reports to parents		4th Quarter reports to parents	
Gifted Specialists and student meet to update Advanced Learning Plans			Gifted Specialists and student reflect on progress toward goals in the Advanced Learning Plans				Gifted Specialists and student meet to review Advanced Learning Plans and determine goal completion		
	Review results of BOY Dibels,		Review results Common	Review results of MOY Dibels			Review results of EOY Dibels, DRA2 and Common Formative Assessments		

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	DRA2 and Common Formative Assessments		Formative Assessments	and Common Formative Assessments				
Search for gifted potential in all students using Response to Intervention (Gifted Specialists, Classroom Teachers, School Problem Solving Teams)								
Training and support with Thinking Maps ® for gifted and regular staff. Increase proficient student use of maps to analyze, organize and communicate thinking.								
Gifted Specialists meet weekly as a Professional Learning community to analyze student progress, monitor and adjust instruction to improve student achievement								

Gifted Staff School-Based Staff Both Gifted Staff and School-Based Staff District-Level Staff