

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

Organization Code: 1510 District Name: LAKE COUNTY R-1 AU Code: 64093 AU Name: Mountain BOCES DPF Year: 1 Year

Section I: Summary Information about the District/Consortium

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 District Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	71.51%	70.5%	71.53%	49.12%	40.28%	58.46%	Overall Rating for Academic Achievement: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50%	32.16%	48.82%	32.64%	33.85%	
		W	54.72%	56.36%	48.61%	33.47%	34.72%	38.46%	
		S	48%	45.6%	48.93%	30.23%	20.59%	40.63%	
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	36	50	38	24	38	64	
		M	56	87	96	16	43	65	
		W	51	72	81	26	39	63	
ELP	42	57	71	27	37	46			

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>89.3% using a 4 year grad rate</p>	Meets	<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.	Meets	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	4.6%	Approaching	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	17.4	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	Does Not Meet		NO
	AMAO 2 Description: % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	8.52%		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	Approaching	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 1 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/uip/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/uip/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/uip/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).	TDIP Grantee	In addition to the general requirements, grantees are expected to align activities funded through the grant with overall district improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the district plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .

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?	TDIP – We are in our second full year.
CADI	Has (or will) the district participated in a CADI review? If so, when?	Yes – 2010
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.	Yes – The Flippen Group 2011-12

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: _____

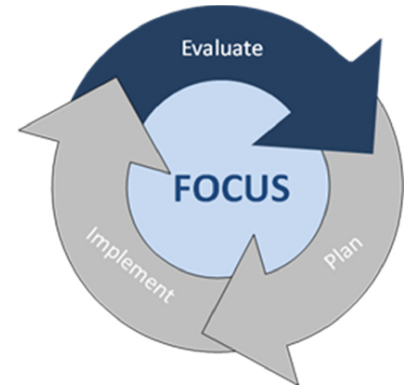
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans

District/Consortium Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Wendy Wyman, Superintendent
	Email	wwyman@lakecountyschools.net
	Phone	719-486-6810
	Mailing Address	107 Spruce Street, Leadville, CO 80461
2	Name and Title	Noreen Flores, Administrative Assistant to the Superintendent and the School Board
	Email	nflores@lakecountyschools.net
	Phone	719-486-6800
	Mailing Address	107 Spruce Street, Leadville, CO 80461

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)	Increase the percent of student scoring P/A on CSAP by 10% for all grade levels in reading, math, writing and science.	Did not meet. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.	Our instruction and professional practices are not producing adequate student growth. Students are not catching up, keeping up or moving up. Growth gaps are not closing. Students who are English learners are not receiving adequate or appropriate instruction. Overall there are not systemic supports in place to support effective instruction and effective instruction is not occurring.
Academic Growth	Increase median growth to at least 50 th percentile in all subject areas at all grades.	Did not meet. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.	

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	Decrease the gap between FRL/ Non by 10% at all grades in reading. Decrease the gap between Minority and non 10% in all grades in math and writing.	Did not meet. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.	
Post Secondary Readiness	<ul style="list-style-type: none"> • The graduation rate will increase from 68% to more than 70% in 2010-2011 and will continue to increase each year • The dropout rate will decrease to 7% in 2011. • The median ACT score will rise to 18.5% by end of 2010-2011 school year 	Did not meet. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.	
English Language Development and Attainment (AMAOs)	<p>AMAO 1 Meets or Exceeds rating on Academic Growth CELApro sub-indicator on District Performance Framework</p> <p>AMAO 2 7% of students meet AMAO 2 expectations</p> <p>AMAO 3 (1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for English Learners, (2) Meets or Exceeds</p>	<p>1. Did not meet. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.</p> <p>2. Met. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.</p>	Our instruction and professional practices are not producing adequate student growth. Students are not catching up, keeping up or moving up. Growth gaps are not closing. Students who are English learners are not receiving adequate or appropriate instruction. Overall there are not systemic supports in place to support effective instruction and effective instruction is not occurring.

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.
	rating on Disaggregated Graduation Rate sub-indicator for English Learners, and (3) 95% Participation Rate for English Learners	3. Did not meet. There were no formal targets set for the district last year. Targets were pulled from each of the school UIPs. This year we are engaging in comprehensive district planning in addition to individual school planning.	

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
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	As a district, we rated as a does not meet two out of the three past years. One year, we were approaching in academic achievement. (See district SPFs for 2010, 11 & 12 for a more complete discussion.)	<ul style="list-style-type: none"> • Gaps in English and academic language • Gaps between English language learners and English speakers • Gaps between Anglo students and Latino students • Gaps between free and reduced lunch and non-free and reduced lunch students • Gaps between special education students and non-special education students. • High achieving students and GT students are not keeping up 	<ul style="list-style-type: none"> • There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. • Instruction is sometimes not effective and is not being adequately differentiated or delivered via culturally responsive methods. Professional development has not supported differentiation or culturally responsive methods. • There is not a guaranteed and viable curriculum in place. • There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. • Climate and culture can improve to support student and adult success.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	<p>As a district we have consistently earned a rating of approaching academic growth over the past three years. (See district DPFs for 2010, 11 & 12 for a more complete discussion.)</p>	<ul style="list-style-type: none"> • Gaps between English language learners and English speakers are wide and remain wide. • Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. • High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> • There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. • Instruction is sometimes not effective and is not being adequately differentiated or delivered via culturally responsive methods. Professional development has not supported differentiation or culturally responsive methods. • There is not a guaranteed and viable curriculum in place. • There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. • Climate and culture can improve to support student and adult success.
Academic Growth Gaps	<p>Our high school consistently has enough points to earn the meets or exceeds rating on the SPF. Even so, only a few subgroups have made adequate growth in reading two out of three years.</p> <p>Our elementary and middle schools sometimes earn ratings of approaching, but more frequently fall into the category of does not meet. These two schools have not had a subgroup meet adequate growth in the past</p>	<ul style="list-style-type: none"> • Gaps between English language learners and English speakers are wide and remain wide. • Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch 	<ul style="list-style-type: none"> • There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. • Instruction is sometimes not effective and is not being adequately differentiated or delivered via culturally responsive methods. Professional development has not supported differentiation or culturally responsive methods. • There is not a guaranteed and viable curriculum in place. • There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	three years. (See district DPFs for 2010, 11 & 12 for a more complete discussion.)	and those who do not and special education students and non-special education students are wide and remain wide. <ul style="list-style-type: none"> High achieving students and GT students are not keeping up and or moving up. 	for academics and behavior. <ul style="list-style-type: none"> Climate and culture can improve to support student and adult success.
Post Secondary & Workforce Readiness	As a district we were approaching in rating two of the last three years. One year we earned a rating of does not meet. (See district DPFs for 2010, 11 & 12 for a more complete discussion.)	<ul style="list-style-type: none"> Gaps between English language learners and English speakers are wide and remain wide. Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. Instruction is sometimes not effective and is not being adequately differentiated or delivered via culturally responsive methods. Professional development has not supported differentiation or culturally responsive methods. There is not a guaranteed and viable curriculum in place. There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. Climate and culture can improve to support student and adult success.
Student Graduation and Completion Plan (Designated)	Two of the last three years, our district graduation rate rating has been approaching.	<ul style="list-style-type: none"> Gaps between English language learners and English speakers are 	<ul style="list-style-type: none"> There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. Instruction is sometimes not effective and is not being

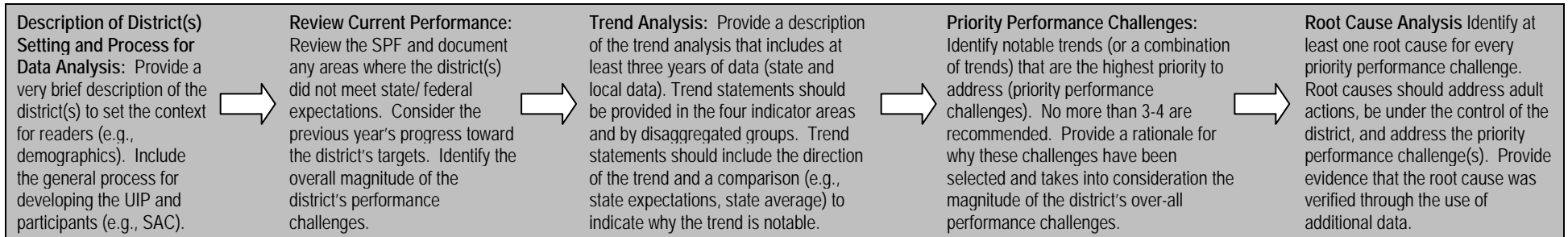
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Graduation District)	One of the last three years it was does not meet. (See district DPFs for 2010, 11 & 12 for a more complete discussion.)	<p>wide and remain wide.</p> <ul style="list-style-type: none"> • Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. • Lower performing subgroups are underrepresented in higher level classes and concurrent enrollment classes. • High achieving students and GT students are not keeping up and or moving up. 	<p>adequately differentiated or delivered via culturally responsive methods. Professional development has not supported differentiation or culturally responsive methods.</p> <ul style="list-style-type: none"> • There is not a guaranteed and viable curriculum in place. • There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. • Climate and culture can improve to support student and adult success.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
English Language Development and Attainment (AMAOs)	As a district we are consistently not meeting all of our AMAOs.	<ul style="list-style-type: none"> Gaps between English language learners and English speakers are wide and remain wide. High achieving students and GT students are not keeping up and or moving up. ELL students are not being adequately identified as GT. 	<ul style="list-style-type: none"> There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. Instruction is sometimes not effective and is not being adequately differentiated or delivered via culturally responsive methods. Professional development has not supported differentiation or culturally responsive methods. There is not a guaranteed and viable curriculum in place. There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. Climate and culture can improve to support student and adult success.

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



Data Narrative for District/Consortium

Description of District Setting and Process for Data Analysis

Lake County School District (LCSD) covers all of Lake County with all four of the schools are set in the city of Leadville. The population of Lake County is estimated to be just over 7,000 people, with 57% of the population identified as white and 40% of the population identified as having a Hispanic or ladino origin (<http://quickfacts.census.gov/qfd/states/08/08065.html>). Twenty-nine percent of the households in Lake County speak a language other than English. In the schools in Lake County approximately 70% of students are identified as Latino or Hispanic with most of the remaining 30% identified as white. Forty-two percent of the students speak English as a second language. Many of the parents of the students in Lake County School District have long commutes ranging from 30 minutes to an hour-and-a-half each way to work.

The process of developing the Lake County School District Unified Improvement Plan (UIP) included data analysis, identification of root cause analysis and identification of strategies for improvement. Two key teams played a role in the development of this plan. First a district leadership team of teachers and administrators known as Pb PD (Leadville Professional Development) spent time analyzing a wide variety of data including CSAP/TCAP data, CELA data, classroom walkthrough data and a district review completed by an outside entity (the Flippen Group). This group identified trends and needs identified by the data and then went through a root cause analysis of the data. Members of this group also served on teams at their school to develop their school's individual UIP. In addition to this team, in a parallel process the administrative team, made up of the superintendent, building principals, assistant principals and the special services director also looked at the data using their knowledge of what was happening in classrooms across the district from teacher evaluations and similar lenses.

A third group that has not had formal input into the UIP, but has been a major force in setting district goals is the school accountability committee. Over the years the school accountability committee had developed into somewhat of a reporting out mechanism, but falling short of being an avenue for parent and community input. Administration has teamed up with parents to revamp the school accountability committee. Committee members and parents have visited surrounding districts to discover what those districts are doing to ensure that all students are challenged in their educational experiences. This process has created an expectation that LCSD will meet the needs of all students regardless of whether they need to catch up, keep up or move up.

Review Current Performance

LCSD's current performance demonstrates that the magnitude of the district's performance challenges can be fairly and reasonably described as *huge*. The district is meeting in only one performance category on the school performance framework: *Test Participation*. It is noteworthy that even in the category of Test Participation the district has had major struggles the past two years with the entire third grade CSAP in reading mis-administered in 2011 and the entire third grade writing TCAP being mis-administered in 2012. We are happy to report that there are no expected mis-administrations for the 2013 administration of TCAP. The challenges reach beyond student test scores; other aspects of the district such as school safety and technology have been neglected over the years. Two of four schools are on turnaround status. To try to characterize the performance challenges in small goals that may be more common on the UIPs of school districts that are performing or even in the realm of improvement will not suffice. This plan must address big hairy audacious goals (BHAGs) (Collins & Porras, 1994) that call for sweeping, systemic changes if our school district is to survive and thrive.

Trend Analysis

To examine trends we looked across data from the past three years for grade levels overall and disaggregated groups. A discussion below that compares the 1-year District Performance Frameworks for the past three years is representative of our findings. Most notable is that at our high school we are seeing practices that are promoting growth and closing academic growth gaps. Still our Academic Achievement and Postsecondary and Workforce Readiness ratings at the high school remain at the level of approaching. This indicates to us, that even with stronger instruction at the high school our students are not able to catch up.

Academic Achievement

In the area of academic achievement there are not significant trends for the past three years across any of our levels of schools. We consistently do not meet, that is, we are in the category of approaching or does not meet for each of our levels: elementary, middle and high school.

Academic Growth

In the area of academic growth we see some promising trends at the high school. While at the elementary and middle school we see a regular pattern of ratings of does not meet and sometimes approaching, the high school has been in the category of exceeds for reading and math and meet for writing over the last three years.

Academic Growth Gaps

In the area of academic growth gaps we see similar promising trends. While at the elementary and middle school levels we see mostly does not meet with some approaching ratings thrown in, we see exceeds and meets ratings for the high school.

Postsecondary and Workforce Readiness

Over the course of three years we continue to rate approaching for this category. This makes sense as even though we are showing growth at the high school and closing growth gaps at the high school our status scores continue to be lower than expectations. This indicates to us, that even with stronger instruction at the high school our students are not able to catch up.

Priority Performance Challenges

As we looked across our assessment data, identifying notable trends and looking for those areas that are the highest priority to address we found we needed more data. This plan also incorporates hours of data walk data and a comprehensive analysis by one of our TDIP partners, the Flippen Group. We identified the following glaring performance challenges:

- Gaps between English language learners and English speakers are wide and remain wide.
- Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide.
- High achieving students and GT students are not keeping up and or moving up.

Root Cause Analysis

We identified the similar root causes in relationship to all of our priority challenges. It is important to note that because the magnitude of our performance challenges can reasonably be described as *huge*, we cannot rely on fine-tuning small, grade-level or subgroup specific root causes. We fully understand the importance of looking at data at the individual student level as well as well as looking at our data for all of our subgroups and content areas. What we have found is that, again systematically, we do not have the capacity for those discussions yet. Instead we need to realistically and honestly look across every system in this district to discover what is working and what is not. *We have a lack of supports, expectations and beliefs that create the atmosphere and conditions required for complex, differentiated instruction that would challenge and support all of our students to meet high expectations.* To verify our findings, we did 37 hours of data walks across our classrooms and we found that a large majority of the time our instruction was at low levels of thinking and implemented with low-yield instructional strategies. However, when we went out to address these concerns within the current structures in the district, we found that we did not have the frameworks in place to do the work we needed to do. We knew that we needed to have discussions about data, but anecdotal data from some data meetings told us that as a whole, we didn't know how to instruct at higher levels of thinking or using more complexity. What we were learning was that we had basic capacity building to do before we could engage in the teaching learning cycle.

Human Capital

While the district is meeting all of the requirements for highly qualified teachers, through the use of the Self-Assessment for a Healthy Human Capital System in Schools and

Districts we find that we are at the very beginning stages of having a solid human capital system. In most categories we are emerging or establishing consensus, while in a few categories we are developing or building infrastructure and in a few other categories we are not even working on yet. We will continue to use this tool to help ensure that all of our teachers and administrators have the skills and support they need to perform as effective educators with all of our students.

English Language Learners

The 2011-12 UIP as well as the infrastructure in place for supporting ELLs is not sufficient to meet the needs of our populations. Forty-two percent of our students are English Language Learners. We are discovering that we need to look at the staffing structures in addition to curriculum and instruction. Without significant change we will not be able to make our AMAOs.

Our theory-of-action became that while we have some teacher leaders and expert teachers in our district, we still need to engage in a teaching-learning cycle for our faculty so they would have the tools they need to be successful with our students. Our theory of action is that if we offer professional development to teachers, give them the support of instructional coaches and a standards-based curriculum, and if we also have administrators who set high expectations using the new teacher evaluation required by SB-191, we will be able not only to see the growth that will get us out of turnaround and high priority status, but growth will truly allow us to give our students a high level of education. We realize that each of these pieces involves careful planning and action. We have identified four strategic priority challenges:

Priority Performance Challenges	Related Root Cause	Validation
<ul style="list-style-type: none"> • Gaps between English language learners and English speakers are wide and remain wide. 	<ul style="list-style-type: none"> • There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs. • There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. 	<ul style="list-style-type: none"> • A review of ELL supports indicates that we do not have staffing adequate for 42% of our population being ELLs. Two teachers and three paraprofessionals are not adequate to serve our students' needs. • Some teachers have not had adequate training in culturally and linguistically responsive methods. • Our students' attendance indicates disengagement at school. • Teacher, parent and student anecdotal data from surveys, interviews and meetings indicate a desire for a safe, high-level academic environment for adults and students.
<ul style="list-style-type: none"> • Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. • High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> • Instruction is not being adequately differentiated. • There is not a guaranteed and viable curriculum in place. • Professional development has not supported differentiation. • There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior. • Climate and culture can improve to support student and adult success. 	<ul style="list-style-type: none"> • 37 hours of classroom data walks conducted by administrators and teachers. • Professional development questions asked on surveys reveal that all teachers have not had adequate training in differentiation and GT instruction. • Some of our students' share anecdotal data that school is too easy and they are able to explain quite specifically why. • Our teachers express a desire to teach at higher

		<p>levels and are asking for training.</p> <ul style="list-style-type: none"> Teacher, parent and student anecdotal data from interviews and meetings indicate a desire for a safe, high-level academic environment for adults and students.
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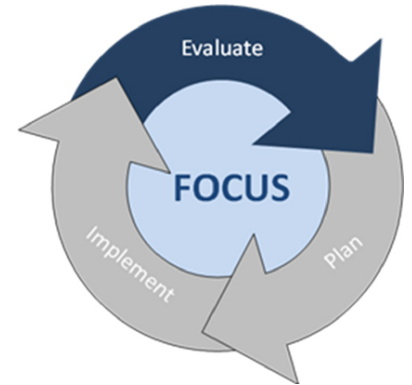
Section IV: Action Plan(s)

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		

<p style="text-align: center;">Academic Achievement (Status)</p>	<p style="text-align: center;">TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura</p>	<p style="text-align: center;">R M W S</p>	<ul style="list-style-type: none"> • Gaps between English language learners and English speakers are wide and remain wide. • Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. • High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> • Increase TCAP Scores by 10% • Baseline ACCESS Scores • Increase scores on district benchmarks by 10% 	<ul style="list-style-type: none"> • Baseline PARCC Scores • Increase ACCESS scores by 10% • Increase TCAP scores by 10% • Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. • Increase the use of instructional strategies for differentiation by 10% in all classrooms. • Implement Colorado Standards in classrooms 60% of the time. 	<ul style="list-style-type: none"> • Data Walks data on higher level instruction and culturally and linguistically responsive instruction • Monitoring of instructional leadership of principals by superintendent • Student progress monitoring • Student scores on benchmark assessments such as Galileo and DIBELS administered at least 3 times a year. 	<ul style="list-style-type: none"> • Leadership & Trust: Implement mechanisms for regular bi-directional feedback, support and accountability at all levels. • Curriculum: Implement the Colorado standards fully in 2013-14 to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data. • Instruction: Implement a variety of instructional methods within research-based, best practices, including culturally and linguistically responsive practices, to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data. • Positive, Safe Environment:
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							Implement appropriate strategies with a goal of improving relationships and increasing overall involvement as measured by TELL, student surveys and observations.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R M W E L P	<ul style="list-style-type: none"> Gaps between English language learners and English speakers are wide and remain wide. Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> Increase TCAP Scores Baseline ACCESS Scores Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. Increase the use of instructional strategies for differentiation by 10% in all classrooms. 	<ul style="list-style-type: none"> Baseline PARCC Scores Increase ACCESS scores by 10% Increase TCAP scores by 10% Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. Increase the use of instructional strategies for differentiation by 10% in all classrooms. Implement Colorado Standards in classrooms 60% of the time. 	<ul style="list-style-type: none"> Data Walks data on higher level instruction and culturally and linguistically responsive instruction Monitoring of instructional leadership of principals by superintendent Student progress monitoring Student scores on benchmark assessments such as Galileo and DIBELS administered at least 3 times a year. 	<ul style="list-style-type: none"> Leadership & Trust: Implement mechanisms for regular bi-directional feedback, support and accountability at all levels. Curriculum: Implement the Colorado standards fully in 2013-14 to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data. Instruction: Implement a variety of instructional methods within research-based, best practices, including culturally and linguistically responsive practices,

							<p>to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data.</p> <ul style="list-style-type: none">• Positive, Safe Environment: Implement appropriate strategies with a goal of improving relationships and increasing overall involvement as measured by TELL, student surveys and observations.
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<p>Academic Growth Gaps</p>	<p>Median Student Growth Percentile</p>	<p>R M W</p>	<ul style="list-style-type: none"> Gaps between English language learners and English speakers are wide and remain wide. Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and reduced lunch and those who do not and special education students and non-special education students are wide and remain wide. High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> Increase TCAP Scores Baseline ACCESS Scores Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. Increase the use of instructional strategies for differentiation by 10% in all classrooms. 	<ul style="list-style-type: none"> Baseline PARCC Scores Increase ACCESS scores by 10% Increase TCAP scores by 10% Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. Increase the use of instructional strategies for differentiation by 10% in all classrooms. Implement Colorado Standards in classrooms 60% of the time. 	<ul style="list-style-type: none"> Data Walks data on higher level instruction and culturally and linguistically responsive instruction Monitoring of instructional leadership of principals by superintendent Student progress monitoring Student scores on benchmark assessments such as Galileo and DIBELS administered at least 3 times a year. 	<ul style="list-style-type: none"> Revise curriculum to align horizontally, vertically and with the common core and state standards. Provide professional development on effective instruction and monitor implementation Provide Professional Development on Instructional Leadership for Admin Team. Provide professional development on assessment and data use to inform and differentiate instruction.
<p>Post Secondary & Workforce Readiness</p>	<p>Graduation Rate Disaggregated Grad Rate Dropout Rate Mean ACT</p>	<ul style="list-style-type: none"> Gaps between English language learners and English speakers are wide and remain wide. Gaps between subgroups, i.e. Anglo students and Latino students, students who come from low-income homes as measured by free and 	<ul style="list-style-type: none"> Increase TCAP Scores Baseline ACCESS Scores Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. Increase the use of 	<ul style="list-style-type: none"> Baseline PARCC Scores Increase ACCESS scores by 10% Increase TCAP scores by 10% Increase the use of culturally and linguistically responsive instructional strategies by 10% 	<ul style="list-style-type: none"> Data Walks data on higher level instruction and culturally and linguistically responsive instruction Monitoring of instructional leadership of principals by superintendent Student progress monitoring Student scores on 	<ul style="list-style-type: none"> Leadership & Trust: Implement mechanisms for regular bi-directional feedback, support and accountability at all levels. Curriculum: Implement the Colorado standards fully in 2013-14 to decrease 	

		<p>reduced lunch and those who do not and special education students and non-special education students are wide and remain wide.</p> <ul style="list-style-type: none"> High achieving students and GT students are not keeping up and or moving up. 	<p>instructional strategies for differentiation by 10% in all classrooms.</p>	<p>in all classrooms.</p> <ul style="list-style-type: none"> Increase the use of instructional strategies for differentiation by 10% in all classrooms. Implement Colorado Standards in classrooms 60% of the time. 	<p>benchmark assessments such as Galileo and DIBELS administered at least 3 times a year.</p>	<p>achievement gaps and ensure that all students are challenged as measured by data walks and student data.</p> <ul style="list-style-type: none"> Instruction: Implement a variety of instructional methods within research-based, best practices, including culturally and linguistically responsive practices, to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data. Positive, Safe Environment: Implement appropriate strategies with a goal of improving relationships and increasing overall involvement as measured by TELL, student surveys and observations.
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<p>English Language Development & Attainment</p>	<p>CELA (AMAO 1) CELA (AMAO 2) TCAP (AMAO 3)</p>	<ul style="list-style-type: none"> • Gaps between English language learners and English speakers are wide and remain wide. • High achieving students and GT students are not keeping up and or moving up. 	<ul style="list-style-type: none"> • Increase TCAP Scores • Baseline ACCESS Scores • Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. • Increase the use of instructional strategies for differentiation by 10% in all classrooms. 	<ul style="list-style-type: none"> • Baseline PARCC Scores • Increase ACCESS scores by 10% • Increase TCAP scores by 10% • Increase the use of culturally and linguistically responsive instructional strategies by 10% in all classrooms. • Increase the use of instructional strategies for differentiation by 10% in all classrooms. • Implement ELD Standards in classrooms 60% of the time. 	<ul style="list-style-type: none"> • Data Walks data on higher level instruction and culturally and linguistically responsive instruction • Monitoring of instructional leadership of principals by superintendent • Student progress monitoring • Student scores on benchmark assessments such as Galileo and DIBELS administered at least 3 times a year. 	<ul style="list-style-type: none"> • Leadership & Trust: Implement mechanisms for regular bi-directional feedback, support and accountability at all levels. • Curriculum: Implement the Colorado standards fully in 2013-14 to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data. • Instruction: Implement a variety of instructional methods within research-based, best practices, including culturally and linguistically responsive practices, to decrease achievement gaps and ensure that all students are challenged as measured by data walks and student data. • Positive, Safe Environment:
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							Implement appropriate strategies with a goal of improving relationships and increasing overall involvement as measured by TELL, student surveys and observations.
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Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Curriculum: If we implement the Colorado standards including the English Language Development standards fully in 2013-15, then we will see teachers delivering a guaranteed and viable curriculum and students will have access to grade level material and a higher level of challenge in the classroom.

Root Cause(s) Addressed:

- There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs.
- There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior.
- There is not a guaranteed and viable curriculum in place.

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)
Create a district curriculum document. This document will be used as the primary planning tool so that teachers will spend quality and adequate	Build on the curriculum teams work from the	Superintendent, Building principals, teachers, consultants	Consultant- TDIP funds	The curriculum "HUDDLE" will have quarterly check in points.	Started summer of 2012 Continue through

time to ensure student mastery on objectives at the level of rigor the standards demand. This will contain new ELD standards.	summer. Meet monthly. Reconvene teams to take the state's curriculum units and develop curriculum maps				2014-15
The district leadership team and curriculum development team will offer professional development to staff during faculty meetings, planning times and outside hours regarding curriculum development.	2012-2013 2013-14 school year	District Leadership Team Curriculum team members	Local TDIP	Professional development sessions will have evaluations to ascertain understanding. Principal walkthroughs will evaluate the use of curriculum in forming posted learning targets.	2012-13 In progress
Negotiate with the teachers' association for more professional development time.	Spring of 2012-13	District and association leadership	Local TDIAP	End of negotiations May 2012	2013
Send staff representation to be a part of the creation of Colorado's curriculum units. Use curriculum state curriculum units as a framework. All instructional staff had input on this choice.	Fall 2012	High School, Middle School and elementary school grade representation	CDE Local TDIP	Quarterly evaluation of implementation via walk-throughs	1012-14 In progress Continues through 2014-15
Create an electronic curriculum base possibly working with the BOCES network group.	Summer 2013 2013-14 2014-15	District leadership Curriculum leadership	Local TDIP Federal	Weekly and monthly coaching/admin meetings	Not begun
Ensure that the curriculum includes ELD standards. Ensure that ELD standards are implemented as part	Summer 2013 2013-14	District leadership Curriculum leadership	Local TDIP	Reviews of curriculum document Weekly and monthly	Begin summer of 2013

of the curriculum. ELL coach will be hired with Title III funds to support this implementation. Instructional coaches will be hired with Title I and II funds to support implementation of research-based instructional strategies particularly those associated with the common core such as close reading	2014-15		Federal funds	coaching/admin meetings	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Instruction: If the district implements a variety of instructional methods within research-based, best practices, including culturally and linguistically responsive practices through professional development, then we will see those practices in instruction ensuring that all students are challenged as measured by data walks and student data.

.Root Cause(s) Addressed:

- There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs.
- There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior.
- There is not a guaranteed and viable curriculum in place.

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)
Train teachers on the purpose of posting learning objectives to engage students in learning. ELL coach will be hired with Title III funds to support this implementation. Instructional coaches will be hired with Title I and II funds to support implementation of research-based instructional strategies particularly those associated with the common core such as close	Begin Spring 2012 2012-13 2013-14	BLT, District Leadership Team, Principal	Local TDIP Federal funds	Data from walkthroughs should demonstrate implementation 95% - 100% of the time	In progress Coaches not begun

reading.					
<p>Train teachers on instructional design and delivery utilizing research-based instructional strategies with the purpose of designing engaging lessons that are aligned to the district curriculum document</p> <p>Train teachers in other effective instructional strategies especially those connected with the Common Core Standards.</p> <p>ELL coach will be hired with Title III funds to support this implementation.</p> <p>Instructional coaches will be hired with Title I and II funds to support implementation of research-based instructional strategies particularly those associated with the common core such as close reading.</p>	<p>-Learning Keys and Flippen trainings</p> <p>-Staff development days</p>	Learning Keys Trainer, BLT, District Leadership Team, Principal	Local TDIP Federal	Data walkthroughs should demonstrate the implementation 95%-100% of the time.	In progress
Principals will be trained in and utilize the Learning Keys Data Walk process to monitor classroom instruction and alignment of daily lessons to district curriculum and state standards.	Weekly walkthroughs at beginning of 2012-13 school year	Learning Keys Trainer, BLT, District Leadership Team, Principal	Local TDIP Federal	Data from walkthroughs will be used monthly at principal meetings and school faculty meetings.	In progress
Principals, BLT, District Leadership Team should utilize the Data Walks information to facilitate professional learning community conversations so that teachers can be part of the decision making when determining changes needed to improve classroom instruction.	Weekly walkthroughs at beginning of 2012-13 school year Through 1013-14	Learning Keys Trainer, BLT, District Leadership Team, Principal	Local TDIP Federal	Data will be reviewed monthly at PLC meetings, principal meetings, BLT meetings, and District Leadership Team.	In progress
Staff training in Capturing Kids Hearts to implement core practices (shaking hands, social contracts, affirmations, EXCEL model)	Summer 2012	Flippen	TDIP Federal	Flippen walkthrough	In progress
Restructure ELL instruction and train all teachers in ELL strategies.	2012-2013 school year	ELL teachers Principal Title III Coordinator	Local Federal	-Monthly meetings with ELL teacher and support staff	In progress

	Superintendent		-Review of ELL student growth data
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Major Improvement Strategy #3: Leadership & Trust: If the district supplies professional development on effective leadership at all levels and implements mechanisms for bi-directional feedback support and accountability at all levels then we will see an increase in effective leadership practices across the district.

Root Cause(s) Addressed:

- There are few supports for our ELLs in curriculum, instruction and the number of teachers serving ELLs.
- There has been a historic lack of collaborative leadership and a climate lacking rigorous expectations for academics and behavior.
- There is not a guaranteed and viable curriculum in place.

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)
Train teachers in using data to determine how to work with students based on individual needs during tutorials and other targeted time periods. ELL coach will be hired with Title III funds to support this implementation. Instructional coaches will be hired with Title I and II funds to support implementation of research-based instructional strategies particularly those associated with the common core such as close reading.	Fall 2012- Continue throughout the 2013-14 year	Principal, Title Team, BLT	Local Federal	Walkthroughs PLC time	In progress
Train teachers on the purpose of assessment, how to use assessment data to make instructional decisions and utilize a variety of assessment strategies.	Fall 2012- Continue throughout the 2013-14 year	Principal, Title Team, BLT Coaches	Local Federal	Walkthroughs PLC time	In progress
Train teachers on instruction that includes standards and instructional strategies for ELLs.	Spring 2012 Continue	Learning Keys Flippen	TDIP Federal	Review monthly at principal meetings	In progress

	throughout the 2013-14 year	Coaches			
Train teachers on instructional strategies related to higher level thinking and high-yield instruction.	Summer 2012 Continue throughout the 2013-14 year	Teachers Admin Consultants	Title I set aside	Evaluations, walk-throughs	In progress

Major Improvement Strategy #4: Positive, Safe Environment: If the district implements appropriate strategies through professional development with a goal of improving relationships and increasing overall engagement then there will be an increase in student engagement as well as adult engagement and satisfaction with the workplace and an overall improved environment across the schools.

Root Cause(s) Addressed:

- Attendance is sometimes an issue.
- Administrators and teachers can grow effective strategies to make school an engaging place.
- Climate and culture can improve to support student and adult success.

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)
Train teachers in Capturing Kids' Hearts (CKH) provided by Flippen Group 3-day training This staff development has already been determined by our TDIP district team which includes teachers and administrators. This team also consults with our performance manger from CDE.	Summer 2012 & summer 2013 Continue throughout 2013-14 & 2014-15	Admin staff, teachers	TDIP	Walkthroughs Monthly data meetings with coaches and admin to check progress	In progress
Administer Colorado Legacy Foundation survey and implement toolkit regarding safe and welcoming schools	Administer survey spring of 2013	Admin staff, teachers, classified staff	Local TDIP Federal Programs	PD evaluations Walkthroughs	Survey will be administered in April 2013

Link findings from survey to CKHs practices and provide professional development and support for classroom implementation K-12 counselors will help to plan for professional development and expectations	Plan summer of 2013 Implement throughout 2013-14 & 2014-15		(embedded support through coaching)		
CKH training for classified staff Positive behavior support tutorials Managers engaging in setting expectations	Spring 2013 Continue throughout the 2013-14 year	Classified staff Classified staff managers Superintendent	TDIP	Department walkthroughs	First training completed Spring 2013
Parents will be engaged through the creation of a new, effective accountability committee as well as number of parent groups addressing health, safety, safe routes to school, the middle school playground project, the design team for the high school and board summits	Fall 2012 Continue throughout the 2013-14 year	Parents Administrative team School Board	Local Title I	Attendance at meetings, diversity of parents involved	New accountability meetings started Spring 2013 Other parent groups started 2011-12, but continue to grow and become community activists

Section V: Appendices

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

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

Section V: 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
Training on instructional strategies that support implementation of Colorado Standards in particular effective instructional strategies such as close reading. These trainings will be aligned with the work we are doing with our TDIP grant. They will be offered beginning in the summer and ongoing through the 2013-14 school year. They will also be supported by a new cadre of instructional coaches who will either be selected from our best teachers or externally. The exact details of the trainings are still being worked out.	Pages 24-30, strategies	\$ 26,667
Total (The total should equal 10% of the district's projected 2013-14 Title IA allocation. If unknown, use the 2012-13 allocation.)		\$26,667

Section V: Supporting Addenda Forms

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
Create a new instructional coach position for the high school and middle school. This position will be filled with either one of our best teachers or an outside candidate. They will support the implementation of the best, research-based instructional strategies that we are learning from our TDIP partners, including strategies for implementing the new Colorado Standards including instructional strategies related to the Common Core, such as close reading.	Pages 24-30, strategies	Entire allocation
Total (The total should equal the district's project 2013-14 Title IIA allocation. Use the 2012-13 allocation as a baseline.)		Entire allocation

Section V: Supportive Addenda Forms

Optional Form for Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Title III improvement requirements in the UIP.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.</p>	Section III: Narrative on Data Analysis and Root Cause Identification	Pages 15-18 UIP
<p>Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes</p> <ul style="list-style-type: none"> • Specific scientifically based research strategies that will be used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible. 	Section IV: Action Plan Form	Pages 24-30 UIP
<p>Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs.</p>	Section IV: Action Plan Form	Pages 24-30 UIP
<p>Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs.</p>	Section IV: Action Plan Form	Pages 24-30 UIP

Section V: Supporting Addenda Forms

For Districts Identified to Create a Student Graduation and Completion Plan

Districts that are required by the state to create a Student Graduation and Completion Plan must use this format to ensure that all improvement planning requirements are met. As a part of this process, some districts may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Student Graduation and Completion Plan requirements in the UIP.

Description of Plan Requirements	Recommended Location in UIP	Description of How Requirement is Met. <i>Provide a description of how requirement is being met below OR provide a page number in the UIP</i>
Analysis of data. The Plan includes description and analysis of the following data: Dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students.	Section III: Narrative on Data Analysis and Root Cause Identification	Page 15-18 of the UIP.
Target Setting. Includes targets for each of the following: <ul style="list-style-type: none"> • Reducing student truancy rate • Reducing dropout rate • Increasing student attendance rate • Increasing graduation rate • Increasing completion rate 	Section IV: District Target Setting Form	Currently our teachers do not have strategies for providing engaging lessons that start with the student in mind. Student goals and ambitions have been secondary to planning. We are beginning to focus more on how ICAP plans can help us to create overall programming for students. Also, we will use our core counseling resources to help develop effective programming for kids. We also are working on improving the climate and culture across our schools with our TDIP partner, Flippen. We believe that these changes will support students to want to stay in school and finish school as they will be much more engaging and focused on them.
Improvement Strategy. Identifies at least one major improvement strategy that is designed to result in (1) improved dropout prevention, including student attendance, and (2) improved student engagement and re-engagement.	Section IV: Action Planning Form	Pages 24-30, all strategies, but particularly strategy #4
Parent Involvement and Outreach Strategies. Identifies the manner in which the district and parents will work together to address dropout risk factors and remediation strategies.	Section IV: Action Planning Form	Pages 24-30, all strategies, but particularly strategy #4
Practices Assessment and Additional Supports. Describes supports the district will provide to students who leave school prior to graduation and educational alternatives available to students. A description of the implementation of recommendations from Practices Assessment is included.	Section IV: Action Planning Form	We are still working on this goal and welcome input. In general students end up doing some online coursework to stay involved. Often they join our alternative education program. This is an area where we would like to continue to grow.