

Colorado's Unified Improvement Plan for Districts for 2014-15

Organization Code: 0470 District Name: ST VRAIN VALLEY RE 1J AU Code: 07010 AU Name: BOULDER RE-1J ST VRAIN Official 2014 DPF: 1 Year

Section I: Summary Information about the District/Consortium

**Directions:** This section summarizes your district/consortium's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 District Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	CSAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.51%	70.5%	71.53%	74.52%	74.23%	72.27%	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50%	32.16%	71.37%	61.34%	41.9%	
		W	54.72%	56.36%	48.61%	58.61%	63.39%	55.55%	
<b>Academic Growth</b>	Median Adequate Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	26	26	11	47	56	48	
		M	45	64	79	48	60	45	
		W	40	44	39	53	56	46	
ELP	28	57	40	64	51	58			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 District Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p><b>Median Growth Percentile</b>  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your District 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.	<p><b>Overall Rating for Growth Gaps:</b>  <span style="color: blue;">Approaching</span></p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p><b>Graduation Rate</b>  <b>Expectation:</b> 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 style="color: blue;">85.7% using a 6 year grad rate</p>	Meets	<p><b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b>  <span style="color: blue;">Meets</span></p>
	<p><b>Disaggregated Graduation Rate</b>  <b>Expectation:</b> 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 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	
	<p><b>Dropout Rate</b>  <b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	3.6%	1.7%	Meets	
	<p><b>Mean Colorado ACT Composite Score</b>  <b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	20.0	20.6	Meets	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 Grantee Results		Meets Expectations?
English Language Development and Attainment	<b>AMAO 1</b> <b>Description:</b> 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
	<b>AMAO 2</b> <b>Description:</b> % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	25.63%		YES
	<b>AMAO 3</b> <b>Description:</b> 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	Approaching	NO
			W	Approaching	
			M	Approaching	
Grad			Approaching		
		Participation	Meets		

**Accountability Status and Requirements for Improvement Plan**

Summary of District Plan Timeline	October 15, 2014	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a>

**Accountability Status and Requirements for Improvement Plan (cont.)**

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>State Accountability and Grant Programs</b>			
<b>Plan Type for State Accreditation</b>	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, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>School(s) on Accountability Clock</b>	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: 3	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.
<b>Student Graduation and Completion Plan (Designated Graduation District)</b>	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.
<b>Gifted Education</b>	All Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education UIP 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: <a href="http://www.cde.state.co.us/gt/director">http://www.cde.state.co.us/gt/director</a> .

**Accountability Status and Requirements for Improvement Plan (cont.)**

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>ESEA and Grant Accountability</b>			
<b>Title IA</b>	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.
<b>Title IIA</b>	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.
<b>Program Improvement under Title III</b>	District/Consortium missed AMAOs for two or more consecutive years.	Title III Improvement – Year 7	Based upon results for Title III, the grantee must complete the required addendum for Title III Improvement. The ESEA addendum is not required. Since the plan must be submitted for posting to SchoolView.org on April 15, 2015, Title III requirements and the required Title III addendum will be reviewed by CDE at the same time. Note that specialized requirements are included for Title III in the Quality Criteria document.
<b>District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)</b>	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.

**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?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	Yes, 07-08
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, Internal Audit of Student Services, 08-09, Provider – Don Saul

**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: \_\_\_\_\_

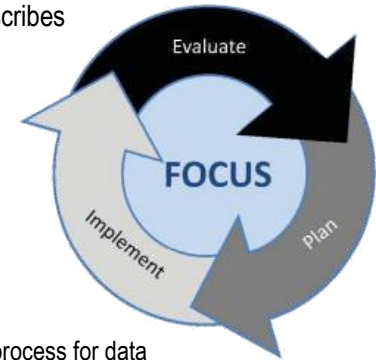
**For districts with less than 1,000 students:** This plan is satisfying improvement plan requirements for:  District Only    District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: \_\_\_\_\_

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

1	Name and Title	Tori Teague, Assistant Superintendent of Assessment, Curriculum, and Instruction
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	Phone	303-682-7242
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501
2	Name and Title	Regina Renaldi, Assistant Superintendent of Priority Schools, Special Projects, Area 3
	Email	renaldi_regina@svvsd.org
	Phone	303-682-7413
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501

**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.



**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. Descriptions 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**

<p><b>Description of District(s) Setting and Process for Data Analysis:</b> 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).</p>	<p><b>Review Current Performance:</b> 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.</p>	<p><b>Trend Analysis:</b> 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.</p>	<p><b>Priority Performance Challenges:</b> 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.</p>	<p><b>Root Cause Analysis:</b> 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.</p>
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**Narrative:**

**Description of District**

St. Vrain Valley School District (SVVSD) is the educational home of more than 30,000 students and is the eighth largest school district in Colorado. SVVSD operates 53 schools, spread out over 411 square miles. One of the schools, the St. Vrain On-line Global Academy, is truly a global learning environment, with students enrolled throughout the United States and Europe. Our schools have received 32 John Irwin School of Distinction Awards, numerous Governors’ Distinguished Improvement Awards and have graduated multiple Boettcher scholarship winners. We are the recipient of a Race to the Top Grant and won an I3 Grant for innovation. Our traditional high school graduation rate is 88%. The student population consists of 14.5% ELL, 29.35% Economically Disadvantaged, and 10.31% are Students with Disabilities. Of the core academic subjects, 99.5% of the teachers are considered “highly qualified” by national standards and more than half hold a Master’s Degree or higher. Academic excellence by design is a benchmark that we strive to meet each day.



**Process for Data Analysis**

The completion of the data analysis process was the result of collaboration between principals and teacher representatives from the elementary, middle, and high school, as well as representatives from Title I, special education, our ELA office, Superintendent’s Office and the Department of Learning Services leadership. The team considered three years of data related to academic performance trends, including graduation rates. An in-depth review of several data points included results from TCAP, ACCESS for ELLs, PALS, SRI, and additional district-administered interim assessment results from Galileo. The process for data review was data driven dialogue with an extensive focus on identifying trends and root causes. Trends in achievement were consistent across these measures supporting the identification of priority performance challenges. ELL scores have improved but there is still a gap of 27-28 percentage points for both reading and math TCAP ELL scores compared to total scores which resulted in meetings with ESL staff from all levels to gather additional information regarding ELL performance. The specific data review for ELLs in math content classes as well as a review of the implementation of SIOP in the math departments is a focus area. This was the fourth year for implementation of the SIOP model district wide. We met with the district math and language arts coordinators and representative teachers from all school levels to review data and define root causes with regard to ELL performance, and also to tie SIOP training more closely to standards and strategies in the classroom. Meetings with representatives from Student Services to review IEP student data and the low performance by IEP students resulted in an in-depth exploration of IEP interventions and strategies. Student Services Administrative Coordinators met with school special education teams and administrators and reviewed data and strategies for improvement. Though we saw improvement in IEP student achievement performance, the gap between IEP students and non IEP students is still large. The growth gap between IEP and non IEP students is closing but is still 6-8 percentile for a group of students that needs more growth than other students to catch up. All of the trends, priority performance challenges, root causes were examined thoroughly to identify goals and strategic improvement strategies. Finally, the District Accountability/Accreditation Committee reviewed the District and schools’ data and achievement results, and District Unified Improvement Plan extensively using the UIP Quality Criteria documents and checklists. The Committee made recommendations about the District and schools’ plans.

**Current Performance Review**

Overall on the District Performance Framework we are accredited with a performance plan. We meet expectations for Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. We are approaching expectations in Academic Growth Gaps. While we meet a majority of the indicators as a whole, when we disaggregate our data we see a persistent gap in most academic and postsecondary workforce readiness areas for two subgroups of students: English Language Learners (ELL) and students with disabilities (IEP). ELL students represent 14.5% of our student population and IEP students are 10.3% of students. Academic Growth Gaps is an indicator we have struggled to meet. Growth gaps are closing, but a growth gap remains for many subgroups (FRL, Minority, IEP, ELL, and Students needing to catch up) in all contents at the elementary and high school levels. Middle school students have higher growth and fewer growth gaps across the board and meets expectations in all three contents. In looking at specific contents, math has the greatest need for improvement. IEP students have larger growth gaps in all contents at all levels. For Academic growth gaps reading and writing meet half of the targets, but math misses all targets. We have made some progress in closing the achievement and growth gap for all subgroups in all contents especially with ELL students, but there still is a need for more intense intervention for all subgroups and improved Tier One instruction.

<b>Academic Achievement - Meets</b>			
	<b>Elem</b>	<b>Middle</b>	<b>High</b>
Reading	Meets	Meets	Meets
Math	Meets	Meets	Meets
Writing	Meets	Meets	Meets
Science	n/a	n/a	n/a

<b>Academic Growth - Meets</b>			
	<b>Elem</b>	<b>Middle</b>	<b>High</b>
Reading	Meets	Meets	Meets
Math	Meets	Meets	Approaching
Writing	Meets	Meets	Meets
ELA	Exceeds	Approaching	Meets



Academic Growth Gaps - <b>Approaching</b>			
	Elem	Middle	High
Reading	Approaching	Meets	Approaching
Math	Approaching	Meets	Approaching
Writing	Approaching	Meets	Approaching

Postsecondary Workforce Readiness- <b>Meets</b>	
	High
Graduation Rate	Meets
Disaggregated Graduation Rate	Approaching
Dropout Rate	Meets
ACT	Meets

**Prior Year's Targets Review**

Our district improved achievement and growth in many areas resulting in success in attaining several of our targets. Two of our goals were met last year and one was partially met. Three of the goals were very close to being met, and four areas were not met. When we look at our District Performance Plan we do see strong improvement in many areas with us achieving a rating of "meets" in the vast majority of areas. We believe that the targets not met are the result of several initiatives that need more implementation time in order to show results. We are in the second year of STEM implementation in multiple schools with a concentration in the Skyline feeder. This initiative is bringing rigorous and engaging instruction to classrooms, and with more time we feel confident achievement and growth especially in math will be positively impacted. We have multiple initiatives that impact all students but focused on improving ELL student achievement. Our SIOP implementation is in its fourth year and is evident in classrooms across the district. The much improved bilingual transition is showing strong achievement gains especially on local assessments, but it will take time for the results to translate into higher achievement in the upper grades (since the changes are primarily in grades K-3). Other initiative that are positively impacting ELL student growth include but are not limited to vocabulary instruction, implementation of the CELP standards, targeted interventions, and direct English Language acquisition instruction. We are strengthening our programming to intentionally match interventions to students and also increasing the number of interventions for struggling students. Teachers are still perfecting the use of these new interventions. We are increasing our ability to diagnose what students need with the use of assessments. The future looks bright with the i-Ready assessment as it appears to be very helpful in this endeavor. Overall, our achievement and growth continues to improve. We are being innovative and creative to support instruction. We continue to implement initiatives that show great promise and use data to make sure initiatives are working to improve student achievement.

**Trend Analysis**

Academic Achievement

Reading, writing, and math TCAP achievement overall is stable for the past three years and meeting state and federal expectations. There is a sizable but decreasing gap in TCAP reading achievement for ELL (gap of 27 percentage points) and IEP (gap of 51 percentage points) students over the past three years. District TCAP math achievement is far above state expectations at the middle and high school levels, and above expectations at the elementary level.

Academic Growth

Reading and writing TCAP academic growth percentiles are far above state expectations at all levels and are stable over time. Math median growth percentiles meet at the middle (60) and elementary (48) levels and are approaching at the high (45) school level. Math median growth percentiles are not adequate for middle and high levels, but are adequate for elementary level. Math median growth percentiles are increasing slightly and stable over the last three years. English Language Proficiency growth as measured by growth on ACCESS for ELLs is exceeding expectations at elementary (64), meeting expectations at high (58) levels, but approaching for the middle school (51) levels.

Academic Growth Gaps

Reading, writing, and math combined academic growth gaps are approaching state expectations. Reading median growth percentile (MGP) is lower than adequate growth for IEP (45), ELL (50), and non-proficient (51, 51) students. Reading MGPs are decreasing for all subgroups over time. Writing median growth percentiles are also lower than

adequate for IEP (46) and FRL (48) students. We are making the most progress closing the writing growth gap with IEP students but this is still the largest gap compared to other subgroups. Math median growth percentiles are above the state median overall. The math growth gap over a 3 year period is declining for FRL, minority, and ELL students but there is still a significant growth gap for IEP students.

#### Postsecondary Workforce Readiness

Overall our graduation rate is meeting state expectations with an 85.7%. The graduation rate for our subgroups significantly improved this last year. We are approaching graduation state expectations with FRL (75.8%), IEP (77.9%), ELL (73.1%) and minority (76.9%) students. The graduation rate is increasing over time, and subgroup graduation rates are showing strong improvement. The dropout rate continues to be considerably below the state average and meeting expectations. ACT composite scores are also meeting expectation and above state scores.

#### English Language Development and Attainment (AMAOs)

We meet the AMAO #1 Making Progress in English. We are above the state median growth on ACCESS for ELLs for the elementary (64) and middle (51) levels and below at the high (58) school level. We are meeting AMAO #2 Attaining Proficiency in English and have met this target the last five years. AMAO #3 is TCAP Growth and Graduation Rate for ELL's and we are approaching this target by scoring 23/40 or 57.5% of the points. ELL's median growth percentiles in reading are at the state median, and all middle school ELL growth percentiles are above the state median.

Notable trends exist in particular for ELL and IEP students. These trends occur in almost every indicator and the size of the gap in performance is larger and more persistent over time than for other groups of students. The gap for ELL students is of slightly higher magnitude because it impacts 14.5% of the student population.

#### Priority Performance Challenges

Priority performance challenges reflect the notable trend that growth gaps occur with ELL and IEP students in math and reading.

- Improving but still below state expectation of 55 and lower than adequate reading growth for IEP students (10.3% of student population, MGP 45), and ELL students (14.5% of student population, MGP-50).
- Below state expectation of 55 and lower than adequate math median growth percentile for IEP (10.3% of student population, MGP-45), ELL (14.5% of student population, MGP-48), and FRL (29.35%, MGP-47) students.
- Median Growth Percentiles for ELL's (14.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient in math (43) and reading (44) at the elementary level and in reading (48) and math (42) at the high school level.
- Graduation rates for ELL's (73.1%) are improving but lag behind all students (82.9%) and are below the state expectation of 80%.

#### Root Causes

- Inconsistent Tier 1 instruction in reading
- Inconsistent implementation of reading interventions
- Inconsistency in the development of vocabulary for ELL students
- Inconsistent implementation of SIOP strategies
- Low expectations for English Language Learners and IEP students
- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs

Root Causes for academic growth gaps for ELL students in reading and math:

We have spent significant time reviewing ELL student performance data and programming that would support improved performance by ELL students. With 85% of our ELL population Spanish speaking and approximately 70% of families choosing bilingual education, we have spent time reviewing our bilingual model in terms of transition to English and time spent in Spanish instruction vs. English instruction. We have found that misunderstandings regarding our bilingual model may be contributing to the poor performance by ELL students since most of the unsatisfactory reading and math performance is occurring at our bilingual schools. We have improved English language instruction and are in the process of implementing the SIOPI sheltered instruction model in all schools. We are currently meeting regularly with all bilingual teachers by grade level to ensure that agreements regarding language acquisition and student interaction are clear and implemented with fidelity. Based on teacher and principal feedback and data review to include AMAO target review, we have identified the above root causes.

Verification:

Our initial discussions of TCAP, Galileo (formative assessment) and ACCESS data led us to examine more closely Tier One instruction in reading and math and English language acquisition particularly in bilingual schools. We met with our bilingual teachers to gather more information about the content of classroom instruction and timeframes for teaching in English and in Spanish as a large percentage of ELL students in St. Vrain are in bilingual schools for initial reading and math instruction. The information attained from these discussions verified our root cause determination that ELL students do not receive consistent English instruction and opportunities for practice in English reading and math before they are transitioned to English only instruction. When students are learning concepts in their second language, a consistent plan for sheltering instruction to improve access to the core has begun implementation. The continued implementation of the SIOPI Sheltered Instruction Model will be a benefit to supporting consistency.

Root Causes for academic growth gaps for IEP students in reading and math:

An extensive review of data for students on IEPs resulted in the identification of multiple root causes for median growth percentile gaps by students on IEPs. SPED teachers and Student Services leadership as well as principals and core classroom teachers expressed the need for more intentional Tier One instructional strategies that would benefit students on IEPs. Also of note was the continued identification of need regarding access to interventions that are based on specific student profiles and need. The above root causes that specify Tier 1 instruction and access to interventions were identified.

Verification:

Consistent review of IEP data, goal setting planning and discussion by teams to include the Department of Learning Services leadership team, the Student Services leadership team, and representative SPED teachers confirmed the identification of the root causes listed. Data review from IEP student performance over the past three years confirmed that performance gaps exist for this subgroup. Though the District has worked to implement a pyramid of interventions with a focus on differentiated interventions, time for intervention has proven to be an area of consideration and concern. Principals have noted in self-assessment surveys of RtI implementation that time for intervention and interventions that match student need, continue to be of concern.

Root Causes for graduation rate not meeting the state expectation for ELL students:

Our graduation rate is meeting the state expectations for all students. We have focused on improving the graduation rate of Hispanic students with a district goal of increasing the rate for the past five years. Graduation rates for ELL students are significantly increasing, so our action plan is having a positive effect. We have implemented procedures for timely identification of students who are not on track to graduate. We continue to refine a plan for improved use of Infinite Campus (IC) to track student performance with regard to credit accumulation for individual students. Teachers and counselors have been trained to use IC to effectively monitor student access to core classes, monitor Fs, and monitor credit accumulation. We are in the process of refining a more aggressive plan for credit recovery options when students fail classes. The District leadership has defined a plan

for reviewing alternative options for students who are not successful in traditional school settings.

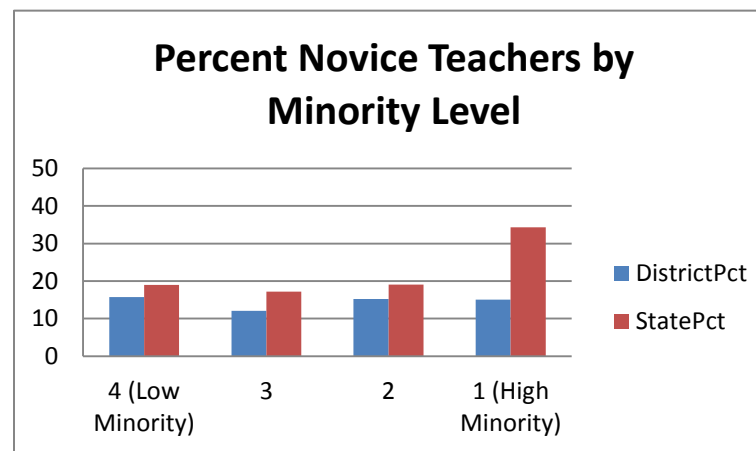
**Verification:**

In order to gain additional information on the reasons our graduation rate does not meet the state expectation for ELL students, we met with District leadership, teachers, counselors and secondary administrators. There was consistent response that there were few interventions and alternatives available for students who fall behind in earning credits. There is a belief that a plan for earlier intervention with secondary students who present as at-risk is needed. With Race to the Top funds we have implemented a program to mentor at risk students with a focus on Hispanic students.

**Equitable Distribution of Teachers**

With regard to the equitable distribution of teachers, our data consistently shows that there are not more novice teachers in high minority schools in St. Vrain Valley School District. The District significantly outperforms the state in this area with a 19.61% gap between the state and St. Vrain. We only have 15.03% novice teachers in our high minority schools compared to 15.76% in the low minority schools. Since high minority schools in St. Vrain Valley School District have a low percent of novice teachers, no further action is needed at this time.

Teacher Equity – Novice Teachers by Minority Level							
Metric	Percent of Novice Teachers				Metric	Experience Gap	
Minority	District	State	Gap w/ State		Minority	District	State
4 (Low Minority)	15.76%	18.95%	-03.18%		Gap between 4 (low) and 1 (high)	-00.74%	15.38%
3	12.10%	17.17%	-05.07%		Gap between 4 (low) and 1 (high)	-00.52%	00.07%
2	15.24%	19.02%	-03.77%		Gap between 4 (low) and 1 (high)	02.93%	17.16%
1 (High Minority)	15.03%	34.33%	-19.30%				



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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2013-2014 school year, 53% of ELL students will score proficient or advanced overall on the reading TCAP, and 34% of IEP students will score proficient or advanced in reading.	The reading target was not met. ELL students received a score of 46% proficient and advanced and IEP students scored 22% proficient and advanced.	Our district improved achievement and growth in many areas resulting in success in attaining several of our targets. Two of our goals were met last year and one was partially met. Three of the goals were very close to being met, and four areas were not met. When we look at our District Performance Plan we do see strong improvement in many areas with us achieving a rating of "meets" in the vast majority of areas. We believe that the targets not met are the result of several initiatives that need more implementation time in order to show results. We are in the second year of STEM implementation in multiple schools with a concentration in the Skyline feeder. This initiative is bringing rigorous and engaging instruction to classrooms, and with more time we feel confident achievement and growth especially in math will be positively impacted. We have multiple initiatives that impact all students but focused on improving ELL student achievement. Our SIOP implementation is in its fourth year and is evident in classrooms across the district. The much improved bilingual transition is showing strong achievement gains especially on local assessments, but it will take time for the results
	By the end of the 2013-2014 school year, 41% of ELL students will score proficient or advanced overall on the math TCAP, and 28% of IEP students will score proficient or advanced in math.	The math achievement target was not met. ELL students received a score of 36% proficient and advanced, and IEP students scored 19% proficient and advanced.	
Academic Growth	By the end of the 2013-14 school year, the median growth percentile for high school math will be 55.	The math academic growth goal for high school math was not met. The median growth percentile for high school math was 45.	
	By the end of the 2013-14 school year, the median growth percentile for high school ELP growth will be 55.	The high school ELP median academic growth score of 58 exceeds the target goal.	
Academic Growth Gaps	By the end of the 2013-14 school year, the median growth percentile in reading for IEP, ELL, and Non-Proficient students will be 55.	The reading academic growth gap goal was not met, but the growth for IEP and ELL students was fairly close to the target of 55.  The reading median growth percentiles for the disaggregated groups were as follows: IEP – 51, ELL – 51, Non-Proficient – 44.	

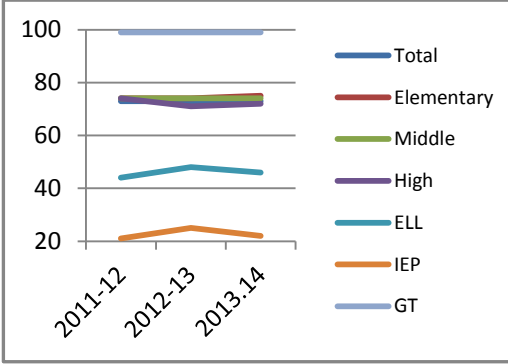
Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	By the end of the 2013-14 school year, the median growth percentile in math for IEP, ELL, FRL, and Minority students will be 55.	The median growth percentile in math for FRL was 56, exceeding the goal The math growth gap goal was not met in the other subgroups, although the growth for these groups was very close to meeting the target. Math median growth percentiles for the disaggregated groups were as follows: IEP: 53, ELL: 53, Minority: 54	to translate into higher achievement in the upper grades (since the changes are primarily in grades K-3). Other initiative that are positively impacting ELL student growth include but are not limited to vocabulary instruction, implementation of the CELP standards, targeted interventions, and direct English Language acquisition instruction.
Postsecondary & Workforce Readiness	By the end of the 2013-14 school year, the graduation rates for the following subgroups of students will be: Minority – 78% IEP – 61% ELL – 76% FRL – 73%	Two of the disaggregated groups surpassed the graduation rate goal; IEP students – 77.9, and FRL students – 75.8.  Minority and ELL students did not meet the goal, but are close to the target. Minority students – 76.9 ELL students – 73.1	We are strengthening programming to intentionally match interventions to students and also increasing the number of interventions for struggling students. Teachers are still perfecting the use of these new interventions. We are increasing our ability to diagnose what students need with the use of assessments. The future looks bright with the iReady assessment as it appears to be very helpful in this endeavor.  Overall, our achievement and growth continues to improve. We are being innovative and creative to support instruction. We continue to implement initiatives that show great promise and use data to make sure initiatives are working to improve student achievement.
Student Graduation and Completion Plan (For Designated Graduation Districts)	n/a	n/a	n/a
	n/a	n/a	n/a
English Language Development and Attainment (AMAOs)	By the end of the 2013-14 school year, the writing and math median growth percentiles in elementary and reading, writing, and math median growth	The target median growth percentiles were not met in writing and math for elementary ELL students. Writing – 46, Math – 43	n/a

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	percentiles in high school for ELL students will be 55.	The high school median growth percentiles were not met for ELL students. Reading – 48, Writing – 44, Math - 43	
	By the end of the 2013-14 school year, the graduation rates for ELL students will be 76%.	The graduation rates for ELL students did not meet the goal, but is getting close to the target. The graduation rate for ELL students remained the same at 73.1	n/a

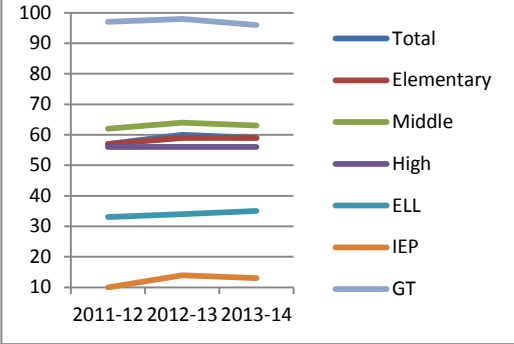


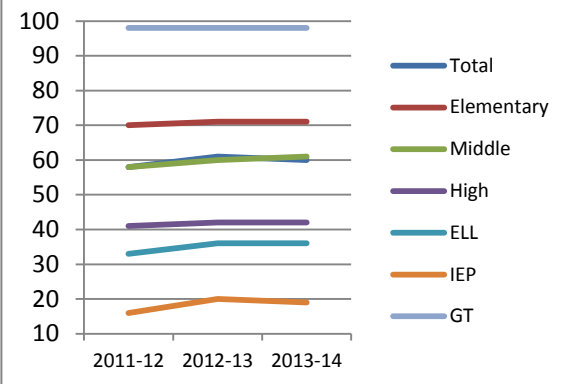
**Worksheet #2: Data Analysis**

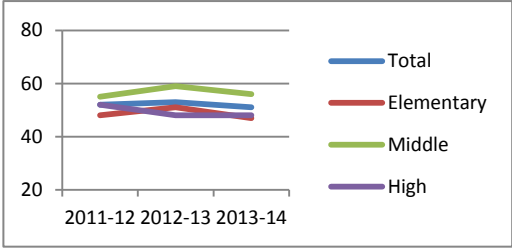
**Directions:** *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years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

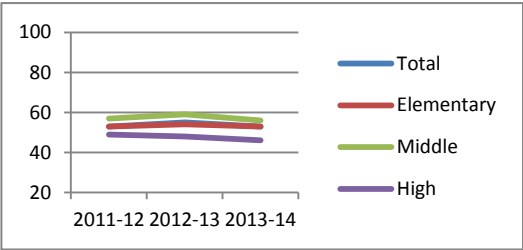
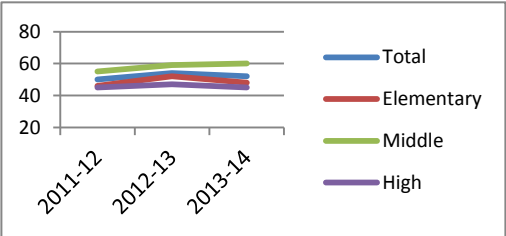
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
Academic Achievement (Status)	<p><b>Reading (SPF – meets for all levels)</b></p> <table border="1" data-bbox="449 662 953 1032"> <thead> <tr> <th colspan="4">Reading TCAP (% Proficient and Advanced)</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>73</td> <td>73</td> <td>73</td> </tr> <tr> <td>Elementary</td> <td>74</td> <td>74</td> <td>75</td> </tr> <tr> <td>Middle</td> <td>74</td> <td>74</td> <td>74</td> </tr> <tr> <td>High</td> <td>74</td> <td>71</td> <td>72</td> </tr> <tr> <td>ELL</td> <td>44</td> <td>48</td> <td>46</td> </tr> <tr> <td>IEP</td> <td>21</td> <td>25</td> <td>22</td> </tr> <tr> <td>GT</td> <td>99</td> <td>99</td> <td>99</td> </tr> </tbody> </table> 	Reading TCAP (% Proficient and Advanced)					2011-12	2012-13	2013-14	<b>Total</b>	73	73	73	Elementary	74	74	75	Middle	74	74	74	High	74	71	72	ELL	44	48	46	IEP	21	25	22	GT	99	99	99	n/a	n/a
Reading TCAP (% Proficient and Advanced)																																							
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<ul style="list-style-type: none"> <li>Performing above state percentages across all grade levels</li> <li>Performing above state expectations at all levels</li> <li>Large gap between total students and the subgroups of ELL (27 percentage point gap) and IEP (51 percentage point gap) students</li> <li>Achievement gaps for ELL and IEP students are consistent and persistent for the past three years</li> </ul>																																					
	<p><b>Writing</b> (SPF – meets for all levels)</p> <table border="1" data-bbox="449 766 961 1154"> <thead> <tr> <th colspan="4">Writing TCAP (% Proficient and Advanced)</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>57</td> <td>60</td> <td>59</td> </tr> <tr> <td>Elementary</td> <td>57</td> <td>59</td> <td>59</td> </tr> <tr> <td>Middle</td> <td>62</td> <td>64</td> <td>63</td> </tr> <tr> <td>High</td> <td>56</td> <td>56</td> <td>56</td> </tr> <tr> <td>ELL</td> <td>33</td> <td>34</td> <td>35</td> </tr> <tr> <td>IEP</td> <td>10</td> <td>14</td> <td>13</td> </tr> <tr> <td>GT</td> <td>97</td> <td>98</td> <td>96</td> </tr> </tbody> </table>	Writing TCAP (% Proficient and Advanced)					2011-12	2012-13	2013-14	<b>Total</b>	57	60	59	Elementary	57	59	59	Middle	62	64	63	High	56	56	56	ELL	33	34	35	IEP	10	14	13	GT	97	98	96	n/a
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	<p><b>Math (SPF – meets for all levels)</b></p> <table border="1" data-bbox="451 958 961 1344"> <thead> <tr> <th colspan="4">Math TCAP (% Proficient and Advanced)</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>58</td> <td>61</td> <td>60</td> </tr> <tr> <td>Elementary</td> <td>70</td> <td>71</td> <td>71</td> </tr> <tr> <td>Middle</td> <td>58</td> <td>60</td> <td>61</td> </tr> <tr> <td>High</td> <td>41</td> <td>42</td> <td>42</td> </tr> <tr> <td>ELL</td> <td>33</td> <td>36</td> <td>36</td> </tr> <tr> <td>IEP</td> <td>16</td> <td>20</td> <td>19</td> </tr> <tr> <td>GT</td> <td>98</td> <td>98</td> <td>98</td> </tr> </tbody> </table>	Math TCAP (% Proficient and Advanced)					2011-12	2012-13	2013-14	<b>Total</b>	58	61	60	Elementary	70	71	71	Middle	58	60	61	High	41	42	42	ELL	33	36	36	IEP	16	20	19	GT	98	98	98	n/a	n/a
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	 <ul style="list-style-type: none"> <li>▪ Performing above state percentages in all grades</li> <li>▪ Above state expectations in middle (11.34% above) and high (9.84% above) math achievement</li> <li>▪ Above state expectations in elementary</li> <li>▪ Large gap between total students and the subgroups of ELL (24 percentage point gap) and IEP (41 percentage point gap) students</li> <li>▪ Achievement gaps for ELL and IEP students are consistent and persistent for the past three years</li> </ul>																										
Academic Growth	<p><b>Reading:</b> Met adequate growth for all levels (SPF – meets); stable overall.</p> <table border="1" data-bbox="451 1185 955 1437"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>52</td> <td>53</td> <td>51</td> </tr> <tr> <td>Elementary</td> <td>48</td> <td>51</td> <td>47</td> </tr> <tr> <td>Middle</td> <td>55</td> <td>59</td> <td>56</td> </tr> <tr> <td>High</td> <td>52</td> <td>48</td> <td>48</td> </tr> </tbody> </table>	Reading Median Growth Percentile					2011-12	2012-13	2013-14	Total	52	53	51	Elementary	48	51	47	Middle	55	59	56	High	52	48	48	n/a	n/a
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	 <p>2011-12 2012-13 2013-14</p> <ul style="list-style-type: none"> <li>■ Performing far above state Adequate Growth Percentile (AGP) expectations at all levels (MGP's are 25-37 above)</li> </ul>																									
	<p><b>Writing:</b> Meets adequate growth for all levels (SPF - meets); stable</p> <table border="1" data-bbox="449 915 961 1172"> <thead> <tr> <th colspan="4">Writing Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>53</td> <td>55</td> <td>53</td> </tr> <tr> <td>Elementary</td> <td>53</td> <td>54</td> <td>53</td> </tr> <tr> <td>Middle</td> <td>57</td> <td>59</td> <td>56</td> </tr> <tr> <td>High</td> <td>49</td> <td>48</td> <td>46</td> </tr> </tbody> </table>	Writing Median Growth Percentile					2011-12	2012-13	2013-14	Total	53	55	53	Elementary	53	54	53	Middle	57	59	56	High	49	48	46	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																							
	 <ul style="list-style-type: none"> <li>Performing far above state expectations at all levels (MGP's are 7-13 points above)</li> </ul>																									
	<p><b>Math:</b> Meets for middle; approaching for elementary and high school. Meets adequate growth overall.</p> <table border="1" data-bbox="451 870 961 1127"> <thead> <tr> <th colspan="4">Math Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>50</td> <td>54</td> <td>52</td> </tr> <tr> <td>Elementary</td> <td>46</td> <td>52</td> <td>48</td> </tr> <tr> <td>Middle</td> <td>55</td> <td>59</td> <td>60</td> </tr> <tr> <td>High</td> <td>45</td> <td>47</td> <td>45</td> </tr> </tbody> </table> 	Math Median Growth Percentile					2011-12	2012-13	2013-14	Total	50	54	52	Elementary	46	52	48	Middle	55	59	60	High	45	47	45	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																											
	<ul style="list-style-type: none"> <li>Meeting expectation at the middle level with a 60</li> <li>MGP's are below the state expectations for adequate growth thus not meeting state expectations for elementary and high school</li> </ul>																																																													
	<p><b>English Language Proficiency:</b> Exceeds for elementary, approaching for middle levels; meets for high school</p> <table border="1" data-bbox="449 639 1016 906"> <thead> <tr> <th colspan="6">2013-14 ACCESS for ELLs Growth</th> </tr> <tr> <th></th> <th>MGP</th> <th>AGP*</th> <th>Pts.</th> <th>Pts. Possible</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>64</td> <td>28</td> <td>2</td> <td>2</td> <td>Exceeds</td> </tr> <tr> <td>Middle</td> <td>51</td> <td>57</td> <td>1</td> <td>2</td> <td>Approach</td> </tr> <tr> <td>High</td> <td>58</td> <td>40</td> <td>1.5</td> <td>2</td> <td>Meets</td> </tr> <tr> <td>Overall</td> <td></td> <td></td> <td>4.5</td> <td>6</td> <td>Meets</td> </tr> </tbody> </table> <table border="1" data-bbox="449 943 961 1239"> <thead> <tr> <th colspan="4">CELA/ACCESS Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12 CELA</th> <th>2012-13 ACCESS</th> <th>2013-14 ACCESS</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>51</td> <td>52</td> <td>60</td> </tr> <tr> <td>Elementary</td> <td>52</td> <td>53</td> <td>64</td> </tr> <tr> <td>Middle</td> <td>51</td> <td>55</td> <td>51</td> </tr> <tr> <td>High</td> <td>48</td> <td>47</td> <td>58</td> </tr> </tbody> </table>	2013-14 ACCESS for ELLs Growth							MGP	AGP*	Pts.	Pts. Possible	Rating	Elem	64	28	2	2	Exceeds	Middle	51	57	1	2	Approach	High	58	40	1.5	2	Meets	Overall			4.5	6	Meets	CELA/ACCESS Median Growth Percentile					2011-12 CELA	2012-13 ACCESS	2013-14 ACCESS	<b>Total</b>	51	52	60	Elementary	52	53	64	Middle	51	55	51	High	48	47	58	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<ul style="list-style-type: none"> <li>Above the state median overall at elementary and high levels in ACCESS for ELLs growth</li> <li>Slightly below the state median at the middle school level (51).</li> </ul>																										
Academic Growth Gaps	<p><b>Growth Gaps in Reading:</b></p> <p>Elementary: (SPF) Does Not Meet - IEP Approaching – FRL, ELL, Non-Prof</p> <p>Middle: (SPF) Approaching – IEP</p> <p>High: (SPF) Approaching – IEP, ELL, Non-Prof</p> <table border="1" data-bbox="451 1201 961 1461"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>52</td> <td>53</td> <td>51</td> </tr> <tr> <td>FRL/Non</td> <td>50/54</td> <td>49/55</td> <td>47/53</td> </tr> <tr> <td>Min/Non</td> <td>51/53</td> <td>52/53</td> <td>49/52</td> </tr> <tr> <td>IEP/Non</td> <td>45/53</td> <td>44/54</td> <td>45/51</td> </tr> </tbody> </table>	Reading Median Growth Percentile					2011-12	2012-13	2013-14	<b>Total</b>	52	53	51	FRL/Non	50/54	49/55	47/53	Min/Non	51/53	52/53	49/52	IEP/Non	45/53	44/54	45/51	<p>Improving but still below state expectation of 55 and lower than adequate reading growth for IEP students (10.3% of student population, MGP 45), and ELL students (14.5% of student population, MGP-50).</p>	<p>Inconsistent Tier 1 instruction in reading</p> <p>Inconsistent implementation of reading interventions</p> <p>Inconsistency in the development of vocabulary for ELL students</p> <p>Inconsistent implementation of SIOP strategies</p> <p>Low expectations for English Language Learners and IEP students</p>
Reading Median Growth Percentile																											
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes																																
	ELL/Non	53/52	54/52	50/51																																		
	GT	59	61	57																																		
	<ul style="list-style-type: none"> <li>At or above the state median overall and for each subgroup except FRL (47) and IEP (45)</li> <li>Have closed the gap in MGP for ELL students but still not making adequate growth</li> </ul> <p><b>Growth Gaps in Writing:</b> Elementary: (SPF) Approaching – FRL, IEP, ELL, Minority, Non-Prof Middle: (SPF) Approaching – FRL, IEP High: (SPF) Approaching – FRL, Minority, IEP, ELL, Non-Prof</p> <table border="1" data-bbox="449 997 953 1317"> <thead> <tr> <th colspan="4">Writing Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>53</td> <td>55</td> <td>53</td> </tr> <tr> <td>FRL/Non</td> <td>50/55</td> <td>50/57</td> <td>48/55</td> </tr> <tr> <td>Min/Non</td> <td>52/54</td> <td>52/56</td> <td>50/54</td> </tr> <tr> <td>IEP/Non</td> <td>47/54</td> <td>48/56</td> <td>46/53</td> </tr> <tr> <td>ELL/Non</td> <td>56/53</td> <td>52/56</td> <td>52/53</td> </tr> <tr> <td>GT</td> <td>63</td> <td>63</td> <td>60</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>At or above the state median in the minority, GT and ELL subgroup</li> </ul>				Writing Median Growth Percentile					2011-12	2012-13	2013-14	<b>Total</b>	53	55	53	FRL/Non	50/55	50/57	48/55	Min/Non	52/54	52/56	50/54	IEP/Non	47/54	48/56	46/53	ELL/Non	56/53	52/56	52/53	GT	63	63	60	n/a	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																															
	<ul style="list-style-type: none"> <li>Below the state median overall and in the following subgroups: FRL, IEP</li> <li>ELL students are slightly outperforming non-ELL students</li> <li>Making the most progress closing the gap with IEP students but still have the largest gap for this subgroup</li> </ul>																																	
	<p><b>Growth Gaps in Math:</b> Elementary: (SPF) Does not meet – IEP Approaching – FRL, Minority, ELL, Non-Prof Middle: (SPF) Approaching – FRL, IEP High: (SPF) Approaching – FRL, Minority, IEP, ELL, Non-Prof</p> <table border="1" data-bbox="449 948 961 1289"> <thead> <tr> <th colspan="4">Math Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>50</td> <td>54</td> <td>52</td> </tr> <tr> <td>FRL/Non</td> <td>44/53</td> <td>49/56</td> <td>47/56</td> </tr> <tr> <td>Min/Non</td> <td>46/52</td> <td>52/55</td> <td>49/54</td> </tr> <tr> <td>IEP/Non</td> <td>41/51</td> <td>42/55</td> <td>45/53</td> </tr> <tr> <td>ELL/Non</td> <td>45/51</td> <td>52/55</td> <td>48/53</td> </tr> <tr> <td>GT</td> <td>60</td> <td>65</td> <td>57</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Above the state median overall</li> <li>IEP and ELL students have the largest gaps for math growth</li> </ul>	Math Median Growth Percentile					2011-12	2012-13	2013-14	<b>Total</b>	50	54	52	FRL/Non	44/53	49/56	47/56	Min/Non	46/52	52/55	49/54	IEP/Non	41/51	42/55	45/53	ELL/Non	45/51	52/55	48/53	GT	60	65	57	<p>Below state expectation of 55 and lower than adequate math median growth percentile for IEP (10.3% of student population, MGP-45), ELL (14.5% of student population, MGP-48), and FRL (29.35%, MGP-47) students.</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<ul style="list-style-type: none"> <li>Math growth is increasing for subgroups over time</li> </ul>																																					
Postsecondary & Workforce Readiness	<p><b>Graduation Rate:</b> SPF – meets; best of 4-7 year rates is above state expectation of 80%, increasing; Meets - overall Approaching – FRL, Minority, IEP, ELL</p> <table border="1" data-bbox="449 602 955 899"> <thead> <tr> <th colspan="5">2010-2013 Aggregate Graduation Rate (%)</th> </tr> <tr> <th></th> <th>4yr</th> <th>5yr</th> <th>6yr</th> <th>7yr</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td>82.9</td> <td>85.4</td> <td>85.7</td> <td>82.9</td> </tr> <tr> <td>FRL</td> <td>69</td> <td>75.6</td> <td>78.5</td> <td>69.7</td> </tr> <tr> <td>MIN</td> <td>76.3</td> <td>76.9</td> <td>75.5</td> <td>69.7</td> </tr> <tr> <td>IEP</td> <td>56.5</td> <td>64.1</td> <td>77.9</td> <td>74.5</td> </tr> <tr> <td>ELL</td> <td>73.1</td> <td>73.1</td> <td>70.3</td> <td>65.5</td> </tr> </tbody> </table> <p>2013 - 4 year Graduation Data: <b>Overall:</b> 2010 – 76.5% 2011 – 78.8% 2012 – 81.6% 2013 – 82.9% <b>Hispanic:</b> 2010 – 55.9% 2011 – 60.7% 2012 – 67.6% 2013 – 73.5%</p>	2010-2013 Aggregate Graduation Rate (%)						4yr	5yr	6yr	7yr	<b>Total</b>	82.9	85.4	85.7	82.9	FRL	69	75.6	78.5	69.7	MIN	76.3	76.9	75.5	69.7	IEP	56.5	64.1	77.9	74.5	ELL	73.1	73.1	70.3	65.5	n/a	n/a
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<b>ELL:</b> 2010 – 54.9% 2011 – 54.4% 2012 – 64.3% 2013 – 73.1% <b>IEP:</b> 2010 – 57.9% 2011 – 56.1% 2012 – 51.7% 2013 – 56.5%		
	<b>Dropout Rate:</b> 2.6% for 3 year (meets on SPF), state expectation is 3.9% 2009-10: 2.3% (state 3.1%) 2010-11: 2.9% (state 3.0%) 2011-12: 2.5% (state 2.9%) 2012-13: 1.7% (state 2.5%)	n/a	n/a
	<b>Mean Act Composite Scores:</b> above expectation, meets on SPF 2012 – 20.2 (above state) 2013 – 20.4 (above state) 2014 – 20.6 (above state)	n/a	n/a
Student Graduation and Completion Plan (For Designated Graduation Districts)	n/a	n/a	n/a
	n/a	n/a	n/a

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)	<p><b>AMAO #1: Making Progress in English</b>                      2011-12: Approaching target (CELAppro Growth)                      2012-13: Met target                      2013-14: Approaching target</p> <table border="1" data-bbox="449 548 1087 812"> <thead> <tr> <th colspan="5">2013-14 ACCESS for ELLs Growth</th> </tr> <tr> <th></th> <th>MGP</th> <th>Pts.</th> <th>Pts. Possible</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>64</td> <td>2</td> <td>2</td> <td>Exceeds</td> </tr> <tr> <td>Middle</td> <td>51</td> <td>1</td> <td>2</td> <td>Approach</td> </tr> <tr> <td>High</td> <td>58</td> <td>1.5</td> <td>2</td> <td>Meets</td> </tr> <tr> <td>Overall</td> <td>57.5</td> <td>4</td> <td>6</td> <td>Approach</td> </tr> </tbody> </table>	2013-14 ACCESS for ELLs Growth						MGP	Pts.	Pts. Possible	Rating	Elem	64	2	2	Exceeds	Middle	51	1	2	Approach	High	58	1.5	2	Meets	Overall	57.5	4	6	Approach	n/a	n/a
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High	58	1.5	2	Meets																													
Overall	57.5	4	6	Approach																													
<p><b>AMAO #2: Attaining Proficiency in English</b>                      2011-12: Met target, 10.25% of students attained proficiency (meets expectation of 7%)                      2012-13: Met target, 14.4% proficient (meets expectation of 11%)                      2013-14: Met target, 25.63% proficient (meets expectation of 12%)</p>	n/a	n/a																															
<p><b>AMAO #3: Academic Growth (TCAP) and Graduation Rate for ELs</b>                      2011-12: Approaching Target (24/40, 60% of points, below expectation of 62.5% or above)                      2012-13: Approaching Target                      2013-14: Approaching Target</p>	Median Growth Percentiles for ELL's (14.5% of student population) are not meeting or exceeding the adequate growth needed for students to become	Inconsistent Tier 1 instruction in reading Inconsistent implementation of reading interventions Inconsistency in the development of vocabulary for ELL students Inconsistent implementation of SIOP strategies																															

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes	
	2013-14 TCAP Academic Growth and Grad Rate for ELLs				proficient in math (43) and reading (44) at the elementary level and in reading (48) and math (42) at the high school level.  Graduation rates for ELL's (73.1%) are improving but lag behind all students (82.9%) and are below the state expectation of 80%.	Low expectations for English Language Learners  Inconsistent Tier 1 math instruction  Lack of diagnostic math assessments  Lack of math interventions aligned with student needs  Low expectations for English Language Learners  Inconsistency in the development of vocabulary for ELL students	
		MGP	AGP	Pts.			
	Elem	Reading	44	47			2/4
		Writing	46	57			2/4
		Math	43	64			2/4
	Middle	Reading	56	56			3/4
		Writing	58	69			3/4
		Math	55	84			3/4
	High	Reading	48	55			2/4
		Writing	44	85			2/4
		Math	42	99			2/4
			Grad Rate	Year Used			Pts.
	Grad Rate		73.10%	4			.5/1
<b>Overall</b>				<b>21.5/41</b>			

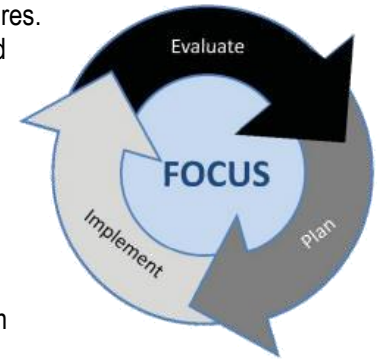


## Section IV: Action Plan(s)

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. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

**District/Consortium Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	n/a	n/a	n/a	n/a	
		M	n/a	n/a	n/a	n/a	
		W	n/a	n/a	n/a	n/a	
		S	n/a	n/a	n/a	n/a	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	n/a	n/a	n/a	n/a	
		M	n/a	n/a	n/a	n/a	
		W	n/a	n/a	n/a	n/a	
		ELP	n/a	n/a	n/a	n/a	
Academic Growth Gaps	Median Growth Percentile, local measures	R	Improving but still below state expectation of 55 and lower than adequate reading growth for IEP students (10.3% of student population, MGP 45), and ELL students (14.7% of student population, MGP-50).	From the beginning of 2014-15 school year to the end, ELL and IEP students in reading will grow by 75 lexiles as measured by the SRI reading assessment in grades 4-12.  By the end of the 2014-15 school year 50% of IEP and ELL students will achieve the normed growth target in reading iReady (grades 1-3).	By the end of the 2015-16 school year 55% of IEP and ELL students will achieve the normed growth target in reading iReady.	iReady reading administered in grades 1-3, 3 times per year. Galileo Assessments administered three times per year. Scholastic Reading Inventory administered to all 4-5 grade students and Literacy Plan identified 6-12 students three times per year. PALS reading in kindergarten administered 3 times per year.	Increase reading growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of the READ Act, and intentional interventions including English language development.
		M	Below state expectation of 55 and	From the beginning of 2014-15 school year to	By the end of the 2015-16 school year 55% of	Galileo Assessments administered three times per	Increase math growth by all students with specific

			lower than adequate math median growth percentile for IEP (10.3% of student population, MGP-45), ELL (14.5% of student population, MGP-48), and FRL (29.35%, MGP-47) students.	the end, the percent of ELL and IEP students on grade level in math will grow by 20% as measured by the Galileo math assessment.	IEP and ELL students will achieve the normed growth target in math iReady.	year.	focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, and implementing STEM.
		W	n/a	n/a	n/a	n/a	n/a
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disag. Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a
	Other PWR Measures		n/a	n/a	n/a	n/a	n/a
English Language Development & Attainment	ACCESS Growth (AMAO 1)		n/a	n/a	n/a	n/a	n/a
	ACCESS Proficiency (AMAO 2)		n/a	n/a	n/a	n/a	n/a
	TCAP (AMAO 3)		Median Growth Percentiles for ELL's (14.5% of student population) are not meeting or exceeding the adequate growth needed for students to become proficient in math (43) and reading (44) at the elementary level and in reading (48) and math (42) at	From the beginning of 2014-15 school year to the end, the percent of ELL and IEP students on grade level in math will grow by 20% as measured by the Galileo math assessment and will increase SRI lexiles by 75 in reading.	By the end of the 2015-16 school year 55% of IEP and ELL students will achieve the normed growth target in reading and math iReady.	iReady reading administered in grades 1-3, 3 times per year. Galileo Assessments (math and reading) administered three times per year. Scholastic Reading Inventory administered to all 4-5 grade students and Literacy Plan identified 6-12 students three times per	Increase reading growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of the READ Act, and intentional interventions

		<p>the high school level.</p> <p>Graduation rates for ELL's (73.1%) are improving but lag behind all students (82.9%) and are below the state expectation of 80%.</p>	<p>By the end of the 2014-15 school year 50% of IEP and ELL students will achieve the normed growth target in reading iReady (grades 1-3).</p>		<p>year.</p> <p>PALS reading in kindergarten administered 3 times per year.</p>	<p>including English language development.</p> <p>Increase math growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, and implementing STEM.</p>
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**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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:** Increase reading growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of the READ Act, and intentional interventions including English language development.

**Root Cause(s) Addressed:** Inconsistent Tier 1 instruction in reading, inconsistent implementation of reading interventions, inconsistency in the development of vocabulary for ELL students, inconsistent implementation of SIOP strategies, low expectations for English Language Learners and IEP students

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

- State Accreditation     
  Student Graduation and Completion Plan (Designated Graduation District)     
  Title IA     
  Title IIA  
 Title III     
  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)
	2014-15	2015-16				
Select pilot program for elementary Language Arts by committee (aligned to Colorado Academic Standards)	Sept. - May		Language Arts Coordinator Ex. Dir. of Curriculum Elementary Language Arts Committee	General fund	Meeting agendas Selection criteria document Meeting notes	In progress
Train pilot teachers for elementary Language Arts program	June		Language Arts Coordinator Ex. Dir. of Curriculum	General fund	Training agendas	Not begun
Pilot elementary Language Arts program		August - April	Language Arts Coordinator	General fund	Meeting agendas Unit plans Feedback forms	Not begun

			Ex. Dir. Of Curriculum Pilot teachers			
Purchase elementary Language Arts program		April	Language Arts Coordinator Ex. Dir. Of Curriculum Assistant Supt. of Assessment/ Curriculum	General fund	Approval by BOE	Not begun
Professional development for all elementary Language Arts teachers		May-June	Language Arts Coordinator Ex. Dir. of Curriculum	General fund	PD Agendas	Not begun
iReady implemented as READ Act assessment (grades 1-3)	August – May	August - May	Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/ Curriculum Asst. Supt. Area 3/Priority Programs Principals	General fund	iReady data READ Plans	Completed/on going
iReady training including expansion to secondary– principals, literacy teachers	August October February June	August October February	Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/	General fund	Training agendas	In progress

			Curriculum Asst. Supt. Area 3/Priority Programs Social Studies Coordinator			
iReady pilot for grades 4-5 reading, math grades 1-5	August - May		Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/ Curriculum Asst. Supt. Area 3/Priority Programs	Title 1 funds	iReady data Feedback	In progress
iReady training for building level teachers (train the trainer)	August – Sept.	August – Sept.	Priority Programs Coordinator Literacy Coordinators Literacy Teachers	General fund	Training agendas iReady data	In progress
iReady expansion to grades 1-5 reading, 6-12 reading (lit students), 1-5 math option		August - May	Priority Programs Coordinator Principals Literacy Coordinators Asst. Supt. Assessment/ Curriculum Asst. Supt.	General fund	iReady data	Not begun

			Area 3/Priority Programs Social Studies Coordinator			
eSpark Intervention Pilot		July - May	Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs Summer School Coordinator Pilot Teachers Principals	Race to the Top grant (RTTT)	eSpark data Feedback	Not begun
eSpark Professional Development	February		Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs	Race to the Top grant	Training agendas	Completed
Provide additional resources for Tier 2 struggling readers to include myON Reader Program and LLI Kits to support intentional reading interventions	August - May	August - May	Asst. Supts. Principals Language Arts and Literacy Coordinators	General fund covers all salaries and materials for myON Reader  READ Act funds cover LLI Kits	myON Reader Participation Data  myON Reader Contests  LLI Training Agendas	On going
Provide additional time through Augmented School Year for Tier 2 and 3 struggling readers	August - July	August - July	Asst. Supts. Principals Language Arts and	General fund, RTTT and I3 cover all salaries and materials	Augmented School Year Schedules and Enrollment Data	On going



			Literacy Coordinators			
Provide additional time for at risk students and students in poverty through access to full day Kindergarten	August - May	August - May	Asst. Supts. Principals Language Arts and Literacy Coordinators	General fund and READ Act funds cover all tuition, salaries and materials	Full day Kindergarten Enrollment Data	On going
Superintendent hosts Parent Meetings at all Title 1 Schools to encourage strong parent involvement	Sept.- May	Sept.- May	Superintende nt Principals	General fund	Schedule of Meetings	On going
Implementation of Colorado Academic Reading, Writing, Communicating Standards and standards/data-driven instruction with accountability including implementation of district unit plans	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintende nts Language Arts Coordinator Professional Development Learning Leaders	General fund covers all salaries  Title IIA covers PD learning leaders and coaches' salaries	Quarterly review of Galileo and iReady data  Monthly review of Tier 1 Walk-through data by administrators	On going
Implement Tier 1 core instruction template to be used as an accountability measure	August – May	August – May	Asst. Supts. Principals Ex. Dir. PD/Assess, Learning Leaders Priority Programs Coordinator Literacy Coaches	General fund covers salaries Title I funds Title IIA funds coaches' salaries Title IIA funds part of Ex. Director of Professional Development/Assessment salary	Use of walk-through template by administrators  Coaching work with novice 1 teachers – Use of pre-mid-post Tier 1 Self-Assessment and planning, observation and reflective coaching conversations	In progress
Parent Update Meetings at each school site to share current data (SPF) and	August - February	August - February	Assistant Superintende	General fund	Meeting schedule and agendas, web site and local	On going

practices regarding reading and writing (UIP)			nts and Principals		newspaper notification	
Implementation of Colorado English Language Proficiency (CELP) standards	August – May	August – May	Assistant Superintendents Priority Programs Coordinator ELL Coordinators Ex. Director of Curriculum Principals Teachers	Title III funds for SIOP training and ESL meetings  Title III funds 60% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$55,200)  General fund	SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOP Identification Document	On going
English language development through improved bilingual transition model	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General fund (monitoring)  Title III funds 20% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$18,506)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	On going
District-wide Annual ELL Parent Meeting	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General funds	Meeting agenda posting in ELA parent newsletter, invitations to each parent	On going
Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Priority Programs Coordinator ELL Coordinators Professional Development	General fund (salaries)  Title IIA funds coaches' salaries	Walk-through data using Tier 1 Best Practices with SIOP Identification Document Attendance data Survey data PD make-up sessions for novice 1 teachers & ongoing staff training support for identified schools	On going

			Learning Leaders and Coaches			
Implementation of ELD curriculum and programming with an emphasis on vocabulary development – Avenues, Edge, Inside	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Principals Priority Programs Coordinator ELL Coordinators	Title I funds Title III funds	Review of AMAO targets met annually Review of principal walk through data using the Tier 1 Best Practices with SIOP Identification walk through template	On going
Formative assessment program – iReady and Galileo implementation	August – May	August – May	Asst. Sup. of Assessment, Curriculum and Instruction Assessment and Curriculum Coordinators Priority Programs Coordinator	General fund covers salaries and training	Quarterly review of i-Ready and Galileo data Data driven dialogue using i-Ready and Galileo assessment data to include root cause analysis	On going
Provide professional development to improve MTSS process by matching students to interventions for teachers and administrators	Sept.- January	Sept. - January	Ex. Dir. PD/Assess. Mental Health Coordinator	General fund covers salaries	MTSS Liaison meeting Agendas Building MTSS meeting agendas	On going
Provide professional development and support for full implementation of literacy interventions for SpEd students	August – May	August – May	Department Interventionist	Stipend costs included in reading training.	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with language arts coordinator leading discussions and data review	On going
Provide professional development to	August –	August –	Department	Stipend costs included in	Students will have designated	On going

support the inclusion of written language component to interventions	May	May	Interventionist	reading training.	time for written language intervention documented on their IEPs	
Provide professional development and coaching on data collection, progress monitoring, and gap analysis in the areas of reading and written language for Building Team Leaders and MTSS Liaisons	August – May	August – May	Administrative Coordinators Professional Development Coaches CLD Coordinator Ex. Dir. PD/Assess.	Stipend costs included in reading training.	Individual student data will be analyzed at quarterly team meetings	On going
Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design	August – May	August – May	Administrative Coordinators	Extra duty pay for special education staff to meet as a team. 150 staff = \$15,000 IDEA funds	Schedules submitted to Student Services	On going
Provide more time for at-risk students in literacy - augmented 7 week program, summer school	May - June	July May-June	Assistant Superintendent of Area 3 and Priority Schools	Title I  General fund	Review of individual DRA student pre and post-performance data collected by the Literacy Dept. i-Ready reading/math data	On going
Identify and provide literacy exemplars to ensure high expectations for all students including ELL and IEP students	August – May	August – May	Language Arts Coordinator Language Arts Leadership Team	General fund cover salaries	Curriculum and Instruction Department review of submitted exemplars	Completed/On going
Continue training for counselors and ESL teachers in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August – May	August – May	Principals and Assistant Superintendents	General fund  Title III funds 20% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$18,506)	Regular administrative and counselor meetings to review student grades and individual progress ESL meeting agendas to review of data	On going

\* 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.

**Major Improvement Strategy #2:** Increase math growth by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, and implementing STEM.

**Root Cause(s) Addressed:** Inconsistent Tier 1 math instruction, lack of diagnostic math assessments, lack of math interventions aligned with student needs, low expectations for English Language Learners and IEP students, inconsistency in the development of vocabulary for ELL students

Inconsistent implementation of SIOP strategies

**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)
	2014-15	2015-16				
Pilot middle school Digits math program (aligned with Colorado Academic Standards)		August – April	Math Coordinator Ex. Dir. Of Curriculum Pilot teachers	General fund	Meeting agendas Unit plans Feedback forms	In progress
Create unit plans and curricular resources for middle school Digits math program (aligned with Colorado Academic Standards)		October - May	Math Coordinator Ex. Dir. Of Curriculum Pilot teachers	General fund	Meeting agendas Unit plans Feedback forms	In progress
Purchase middle school Digits math program		April	Math Coordinator Ex. Dir. Of Curriculum Assistant Supt. of Assessment/Curriculum	General fund	Approval by BOE	Not begun
Professional development for all middle school math teachers in Digits math program and curricular resources	May-June	August – Sept.	Math Coordinator Ex. Dir. of Curriculum	General fund	PD Agendas	Not begun
iReady training including expansion to secondary– principals, literacy teachers	August October February June	August October February	Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/Curriculum Asst. Supt. Area 3/Priority Programs	General fund	Training agendas	In progress

			Social Studies Coordinator			
iReady pilot for grades 4-5 reading, math grades 1-5	August - May		Priority Programs Coordinator Literacy Coordinators Asst. Supt. Assessment/Curriculum Asst. Supt. Area 3/Priority Programs	Title 1 fund	iReady data Feedback	In progress
iReady training for building level teachers (train the trainer)	August – Sept.	August – Sept.	Priority Programs Coordinator Assessment Coordinators Literacy Coordinators Literacy Teachers	General fund	Training agendas iReady data	On going
iReady expansion to grades 1-5 math option		August - May	Priority Programs Coordinator Principals Literacy Coordinators Asst. Supt. Assessment/Curriculum Asst. Supt. Area 3/Priority Programs Assessment Coordinators	General fund	iReady data	Not begun
eSpark Intervention Pilot		July - May	Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs Summer School Coordinator Pilot Teachers Principals	Race to the Top grant	eSpark data Feedback	Not begun
eSpark Professional Development	February		Priority Programs Coordinator Asst. Supt. Area 3/Priority Programs	Race to the Top grant	Training agendas	Completed
Continue to support the	August –	August –	Ex. Director of	General fund covers all	Quarterly review of i-Ready	On going

implementation of Colorado Academic Math Standards and standards/data-driven instruction with accountability	May	May	Curriculum, Assistant Supt. of Assessment/ Curriculum, Principals, Teachers, Area Assistant Superintendents, Math Coordinator, PD Coaches	salaries  Title IIA covers coaches' salaries	and Galileo data  Monthly review of Tier 1 Walk-through data by administrators	
Refine the implementation of rigorous math program (Math Expressions) and curriculum at the elementary level to improve core instruction	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials  Title IIA covers coaches' salaries	Quarterly review of Galileo data  Monthly review of Tier 1 Walk-through data by administrators  Monthly review of unit assessments	On going
Provide ongoing professional development to support the fidelity of implementation of the elementary math curriculum	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials  Title IIA covers coaches' salaries	Training agendas and attendance sign in sheets for teachers  PLC agendas  Review of Tier 1 math walk-through data	On going
Continue to monitor the implementation of Tier 1 core instruction template as an accountability measure	August – May	August – May	Asst. Supts. Principals Ex. Dir. Of PD/Assess Executive Director of Curriculum	General fund covers salaries  Title I	Use of walk-through template by administrators	On going
Professional development plan for teachers in Tier 1 best practice math instruction including SLOP strategies	August – May	August – May	Asst. Supts. Principals Math Coordinator	General fund covers salaries  Title IIA	PLC and staff development schedules	On going
Provide additional resources for Tier 2 instructional support for struggling math students	August – May	August – May	Asst. Supts. Principals Math Coordinator	General fund covers all salaries and materials	Training agendas  Math 180 Data	On going

Parent Update Meetings at each school site to share current data (SPF) and practices (UIP) regarding math	Sept.- February	Sept.- February	Assistant Superintendents and Principals	General fund	General fund	On going
Continue to support and monitor the implementation of Colorado English Language Proficiency (CELP) standards	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Priority Programs Coordinator ELL Coordinators Assistant Superintendent of Assessment, Curriculum, and Instruction, Ex. Director of Curriculum Area Assistant Superintendents Principals Teachers	Title III funds for SIOF training and ESL meetings  Title III funds 60% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$55,200)  General fund	SIOF training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOF Identification Document	On going
Provide additional instructional time for students who are not yet proficient – segmented school year for at risk students, 7 weeks of K-5 summer intervention with a literacy, STEM, and English Language Development focus	May – August	May – August	STEM Coordinators  Executive Director of Innovation Programs  Area Assistant Superintendents  Principals  Teachers	General Fund and Race to the Top grant	Quarterly review of Galileo data  Walk-through data using STEM criteria	On going
English language development through improved bilingual transition model	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General fund Title I Title III subs for ESL meetings (12% of allocation \$35,000 and 15% benefits for substitutes total =\$6650)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	On going



Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools ELL Coordinators Professional Development Learning Leaders and Coaches	General fund (salaries) Title IIA funds coaches' salaries	Review of AMAO targets met annually; review of principal walk through data using the Tier 1 Best Practices with SIOP Identification walk through template	On going
Provide professional development to improve MTSS process by matching students to interventions for teachers and administrators	August – May	August – May	Ex. Dir. PD/Assess.	General fund covers salaries	Building MTSS meeting agendas	On going
Math Interventionist supports teachers of students with disabilities and at risk in the area of math	August – May	August – May	Math Interventionist	IDEA Funds	Math Interventionist meeting agendas with teachers	On going
Provide training and coaching to Special Ed teachers to include classroom strategies, consultation for individual students, and co-teaching strategies in the area of math	August – May	August – May	Math Interventionist Math Coordinator Ex. Dir. PD/Assess.	IDEA Funds	Quarterly Student Services meetings Training agendas Coaching Schedule Meeting agendas between Math Interventionist and Math Coordinator	On going
Provide professional development and support for full implementation of Math interventions to include Scholastic Math 180.	August – May	August – May	Math Interventionist Math Coordinator	IDEA Funds	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions and data review	On going
Provide professional development on data collection, progress monitoring, gap and error analysis, and diagnostic assessments in the area of mathematics to include the use of the Scholastic Math Inventory.	August – February		Math Interventionist	IDEA Funds	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions & data review	Complete

Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design.	August – May	August – May	Administrative Coordinators and Department Interventionist	IDEA Funds	Schedules submitted to Student Services	On going
Provide exemplars to ensure high expectations for all students including ELL and IEP students	August – May	August – May	Math Coordinator Math Leadership Teams	General funds cover salaries and substitutes	Curriculum and Instruction Department review of submitted exemplars	On going
Continue training for counselors in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August – May	August – May	Principals and Assistant Superintendents	General fund	Regular administrative and counselor meetings to review student grades and individual progress	On going
Formative assessment program – Galileo implementation District-wide	August – May	August – May	Asst. Sup. of Assessment, Curriculum and Instruction Priority Programs Coordinator Assessment and Curriculum Coordinators	General fund covers salaries and training	Quarterly review of i-Ready and Galileo data Data driven dialogue using formative assessment data to include root cause analysis	On going
Provide ongoing professional development to support teachers implementing STEM programs to include: Design Thinking Technology training Telementoring Program with middle school teachers in cooperation with industry experts to give middle school students the opportunity to participate in community oriented STEM real world problems and project based learning	August – May	August – May	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	On going
Provide rigorous K-12 programming for all students to include STEM at all levels.	August – May	August – May	STEM Coordinators Executive Director of	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data	On going

			Innovation Programs Area Assistant Superintendents Principals Teachers		Walk-through data using STEM criteria STEM meeting agendas	
Implemented STEM focus throughout Skyline feeder system	August – May	August – May	STEM Coordinators Executive Director of	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	On going
Engineering is Elementary (EIE) kits for use during augmented school year	August – July	August – July	Innovation Programs Area Assistant Superintendents Principals Teachers		Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	Complete
iPad minis to support technology integration across Skyline feeder system	August – May	August – May	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	Complete
Innovation Center to create partnership between community and schools to further STEM opportunities for students	August – July	August – July	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top grant	Quarterly review of i-Ready and Galileo data Walk-through data using STEM criteria STEM meeting agendas	On going
Learning Technology Plan roll out of 1:1 iPad minis for middle school	August – May	August – May	Instructional Technology	Mill levy and general fund	School level LTP plans	Complete/on going

students and staff			Coordinators LTP Project Manager CIO Principals Teachers Ex. Dir. PD/Assess. Assistant Supt. Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders		Schedule of device rollout to students and parents  PLC and staff development meeting agendas that include technology planning and PD  Walk-through data	
Learning Technology Plan roll out of 1:1 iPad minis for high school students and staff (half of high schools in 2015-16, and half in 2016-17)  As schools onboard: planning (August-January) teachers receive devices (Jan-May) students receive devices (August)	August – May	August – May	Instructional Technology Coordinators LTP Project Manager CIO Principals Teachers Ex. Dir. PD/Assess. Assistant Supt. Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders	Mill levy and general fund	School level LTP plans  Schedule of device rollout to students and parents  PLC and staff development meeting agendas that include technology planning and PD  Walk-through data	In progress
Camp iPad professional development for secondary staff in technology integration	May - June	May - June	Instructional Technology Coordinators LTP Project Manager Ex. Dir. PD/Assess. Assistant Supt. Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders CIO	General fund	Camp iPad agendas  Participation rates  Participant demonstrations of learning	Not begun
Camp iPad professional development for elementary staff in technology integration	August	May - June	Instructional Technology Coordinators LTP Project Manager Ex. Dir. PD/Assess. Assistant Supt.	General fund	Camp iPad agendas  Participation rates  Participant demonstrations of learning	Not begun

			Assessment/Curriculum Ex. Dir. Curriculum Learning Leaders CIO			
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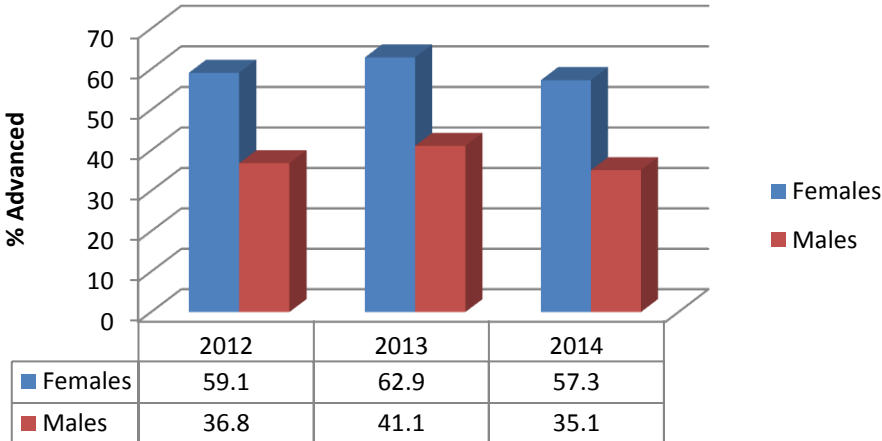
**Section V: Appendices**

**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 to develop a joint addendum; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP 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 where the gifted education elements are located in the UIP. For additional information, go to: <http://www.cde.state.co.us/gt>.

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	Median growth data for our gifted students continues to be inconsistent from year to year. Targets from 2013-2014 were not met, (1% increase in advanced scores for male writers), and decline was noted in our focus area of writing for both genders. We continue to strive for growth percentiles representing at least a 1% increase annually. As a demographic group, high percentages of gifted students are performing in the advanced or proficient ranges on state testing, but disaggregated growth data reflects lower than expected yearly progress. TCAP data, as referenced in the table below, indicates decline in the major content areas for the 2013-14 academic year.

		<h3 style="text-align: center;">TCAP Median Growth Trend</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Math</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>59</td> <td>59</td> <td>67</td> </tr> <tr> <td>2013</td> <td>63</td> <td>60</td> <td>64</td> </tr> <tr> <td>2014</td> <td>57</td> <td>57</td> <td>60</td> </tr> </tbody> </table>		Math	Reading	Writing	2012	59	59	67	2013	63	60	64	2014	57	57	60
	Math	Reading	Writing															
2012	59	59	67															
2013	63	60	64															
2014	57	57	60															
<p>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.</p>	<p>Section III: Data Narrative</p>	<p>Target goals for gifted male writers were not met during the 2013-2014 academic year. Data represented below indicates male writers continue to score well below gifted female writers, although scores for both demographic groups declined over the past two years. Gifted data is convergent with district data in regards to writing comparisons disaggregated by gender. Non-identified females outperformed non-identified males district-wide in the 2013-2014 academic year. According to data gathered over the past three years, the gap between female writers and male writers is not narrowing, but remaining virtually static.</p>																

		<h3 style="text-align: center;">Gender Comparison TCAP Writing</h3>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>■ Females</td> <td>59.1</td> <td>62.9</td> <td>57.3</td> </tr> <tr> <td>■ Males</td> <td>36.8</td> <td>41.1</td> <td>35.1</td> </tr> </tbody> </table>		2012	2013	2014	■ Females	59.1	62.9	57.3	■ Males	36.8	41.1	35.1
	2012	2013	2014											
■ Females	59.1	62.9	57.3											
■ Males	36.8	41.1	35.1											
<p>Set targets for gifted students' performance that meet or exceed state expectations which will facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.</p>	<p>Section IV: Target Setting Form</p>	<p>With the assistance of teachers throughout the district, and strategies outlined in our Action Plan, the number of males, gifted in Language Arts, will increase by 1% in the 2015-16 academic year, as evidenced by those scoring advanced on state assessments.</p>												
<p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p>	<p>Section IV: Target Setting Form</p>	<p>State testing scores reflect a continued need to focus on strategies designed to increase writing engagement, organization, and authentic application of writing skills creating an understanding of the need for improvement and utilization. Root cause has been analyzed with all gifted teachers and representatives from every school across the district. It was determined that lower than expected scores may be a result of multiple causes including; increased need for tools designed to help organize and develop thoughts, and an overall lack of engagement regarding typical classroom writing tasks.</p>												
<p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	<p>Gifted teachers and GT liaisons in buildings will continue to monitor progress using school-wide measures such as Galileo assessments, rubrics, peer reviews and writing critiques. Measures used to monitor progress will be dependent upon the individual school and available resources. State testing data will continue to be reviewed annually by the GT Department, with a focus on gender disaggregation. Teachers will document the success rate of strategies outlined in our Action Plan, use state data to determine growth, and continue to collaborate to identify most effective strategies.</p>												



Identify <u>major</u> (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 or table below	Major strategies, as outlined in the Action Plan, continue to focus on thought development and organization using Thinking Maps, and creating opportunities for higher level thinking skills implementing Kaplan's Icons of Depth and Complexity. Kaplan's Icons will assist in developing depth of writing by increasing focus on thoughts about multiple perspectives, academic vocabulary, attributes, characteristics, and sequencing. In addition to major strategies, teachers will strive to create authentic writing scenarios engaging to the male population. These scenarios may require teachers to group by gender, offer interest based prompts and materials, plan on authentic writing situations, and provide opportunities for boys to conference about their writing with peers before the actual process takes place. Tiered strategies, used to address and improve student growth, will be documented on the Advanced Learning Plan and presented to parents as a method to increase awareness. Best practices will be shared at monthly meetings with gifted teachers, and presented to GT liaisons throughout the year. The GT Department hopes to increase knowledge about what to look for in gifted male writers by focusing on characteristics during our meetings and asking for additional assistance regarding portfolio submission needed for identification.
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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 or table below	Research based protocols and best practice strategies will be integrated into all professional development opportunities. Professional Development will be targeted to increase access to Thinking Maps and Kaplan's Depth and Complexity Icons trainings, in an effort to promote organizational strategies, higher level thinking skills, and rigorous writing techniques. The GT Department and Language Arts Department will collaborate to determine best curriculum materials for advanced readers and writers.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan or table below	(Refer to Action Plan below)
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 or table below	Student achievement is reported to parents and students in personal conferences, through district reporting by the Assessment Department, and report cards reflect when students are being taught with "above grade level" content. When students are "content accelerated," appropriate standards are reflected on the reporting document. In addition to typical reporting methods, the Advanced Learning Plan outlines the differentiation strategies,

		programming options and individualized methods designed to meet the needs of gifted students across the district. This document will be used to collaborate with students and parents in an effort to focus on gifted needs, growth and affective concerns.
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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)
	2014-15	2015-16				
Professional development opportunities district wide: <b>Thinking Maps</b>  <b>Purpose: Building organizational and higher level thinking skills.</b>	Summer	Fall, Spring	Glenna Alexander, Mendi Young	Teacher materials.  PD compensation for teaching and planning.	Administrator observation, teacher feedback.  Increased use of Thinking Maps.	Thinking Maps classes continue to be well attended and this tool is implemented in approximately 50% of the elementary schools at this time.
Professional development opportunities district wide: <b>Kaplan's Depth and Complexity Icons</b>  <b>Purpose: Build engagement in writing pieces by providing opportunities to practice critical and creative thinking skills with the Icons, thinking and writing beyond recall.</b>	Spring	Fall	Glenna Alexander, Jennifer Mayer	PD compensation for teaching and planning.	Administrator observation, teacher feedback.	This PD is currently being piloted in one elementary and one middle school with plans for expansion in the 2015-16 academic year.
<b>Continued data gathering and root cause analysis</b> by GT teachers and liaisons.  <b>Purpose: To continually reflect upon the</b>	Spring	Fall	Jennifer Mayer, Glenna Alexander, GT teachers and liaisons	Extra duty compensation.	Improvement in writing scores, particularly among male gender.	Data analysis occurs each fall as information about state testing is made available. Teachers research strategies to address

<b>achievement of students we are monitoring.</b>						needs.
<b>Parent meetings</b> focusing on gifted writing characteristics, differentiation/programming components of ALP to increase parental support.  <b>Purpose:</b> <b>Build understanding about gifted writing characteristics and appropriate differentiation or programming to increase engagement.</b>	Fall	Fall	Jennifer Mayer, Glenna Alexander, GT teachers and liaisons	Compensation for planning and implementing after school meetings.	Increased collaboration between teachers and parents. Increased understanding about gifted characteristics and relationship to writing success.	Meetings were held in the fall of 2014 in many schools. We strive for parent/student meetings in all schools to allow for direction collaboration when developing the ALP.
<b>Collaboration</b> with Language Arts Department for curriculum review and continued 1-1 technology roll out tied directly to Language Arts curriculum.  <b>Purpose:</b> <b>To build a bank of materials, (curriculum resource list) designed to promote engagement of male writers.</b>	Spring, 2014	Fall	Jennifer Mayer, Glenna Alexander, Kerin McClure		Resource list for teachers.	An initial review of materials has begun. Middle and high schools will continue implementation and collaboration with a technology based Language Arts curriculum.
GT Teachers and liaisons collaborate to develop <b>bank of strategies</b> used by writing teachers throughout the district.		Fall	Jennifer Mayer, Glenna Alexander, GT teachers and liaisons	Extra duty compensation.	Google doc shared with all teachers.	Meetings focused on writing achievement resulted in an initial bank of strategies we will continue to build upon.

Notes:

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet along with the proposed budget directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Every district attaches its individual program addendum (AU joint addendum or district specific addendum) to the district's UIP

**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.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> 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 students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual <u>achievement and affective</u> 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 and achievement goals and parental engagement are fulfilled.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES provides a certified person to administer the gifted education program plan, and provide professional development;  The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> 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.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> 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 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress