

Colorado's Unified Improvement Plan for Districts for 2015-16

Organization Code: 0030

District Name: ADAMS COUNTY 14

AU Code: 01030

AU Name: ADAMS 14 COMMERCE CITY

Official 2014 DPF: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section provides an overview of the district/consortium's improvement plan. To complete this section, copy and paste the district/consortium's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will the district focus attention?

Priority Performance Challenges: *Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the district did not meet federal, state and/or local expectations.*

We have yet to meet local or state expectations in any content in achievement or growth across our district.
 We have yet to meet local or state expectations for English Language Acquisition in achievement or growth across our district.
 We have yet to consistently meet local or state expectations in postsecondary and workforce readiness and student engagement.

Why is the education system continuing to have these challenges?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenge(s), that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

Standard 1 – Standards and Instructional Planning: The district has not consistently implemented a curriculum that is aligned to Colorado Academic Standards or consistently ensures rigorous, effective instructional planning.

Standard 2 – Best First Instruction: Instructional staff members do not consistently provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Standard 6 – Culture and Climate: The district does not consistently function as an effective learning community and does not fully support a climate conducive to performance excellence for students and staff.

What action is the district taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Standard 1 – Standards and Instructional Planning: The district will consistently implement a curriculum that is aligned to Colorado Academic Standards or consistently ensures rigorous, effective instructional planning.

Standard 2 – Best First Instruction: Instructional staff members will consistently provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Standard 6 – Culture and Climate: The district will consistently function as an effective learning community and will fully support a climate conducive to performance excellence for students and staff.

Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the District

Directions: This section summarizes program accountability requirements unique to the district/consortium based upon federal and state accountability measures. Historically, this report has included information from the District Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 DPFs will not be created. 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 program expectations.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2014-15 Federal and State Expectations	2014-15 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency.	Pending USDE Approval		Pending USDE Approval
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	13% of students meet AMAO 2 expectations.	Pending USDE Approval		Pending USDE Approval
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs.	R	N/A	N/A
			W	N/A	
			M	N/A	
Grad			N/A		
Participation	N/A				

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2015	An optional submission is available to districts with a Priority Improvement or Turnaround plan type on October 15, 2015 for early CDE feedback. This is intended as a support and does not replace the required January 15 submission.
	January 15, 2016	Because the district has a Priority Improvement or Turnaround plan type, the district level UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall 2014 District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited w/Priority Improvement Plan - Entering Year 5 as of July 1, 2016	Based on 2014 District Performance Framework results, the district has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 15, 2016 for review. The district will need to submit again by April 15 for public posting. Note the specialized requirements for identified schools included in the Quality Criteria document.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 5	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.
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall postsecondary and workforce readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	Yes, district must embed the Student Graduation Completion Plan within the UIP.	The district is a designated graduation district and is required to develop or revise a Student Graduation and Completion Plan in accordance with CRS 22-14-107. Since the plan must be submitted to CDE by January 15, 2016 for review under state accountability, the SGCP requirements within the plan and required SGCP addendum will be reviewed at the same time.
Gifted Education	All districts that participate in the Gifted Program. Multiple district Administrative Units (AUs), including BOCES, may incorporate the Gifted Program requirements into each individual district level UIP or may refer to a single, common plan.	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: http://www.cde.state.co.us/gt/director .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	Yes, district must meet specific Title I requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district must complete the required addendum for ESEA programs when submitting the UIP for CDE review on January 15, 2016. Note that specialized requirements are included for Title I in the Quality Criteria document.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	Yes, district must meet specific Title IIA requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district must complete the required addendum for ESEA programs when submitting the UIP for CDE review on January 15, 2016. Note that specialized requirements are included for Title IIA in the Quality Criteria document.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Pending USDE Approval	Pending USDE Approval
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	Yes, the district has at least one school that (1) is identified as a Title I Focus School or (2) has a current TIG award.	Regardless of the district's plan type, districts with a Focus school and/or a TIG school must address how the district is supporting the school(s) to make dramatic change. Note that specialized requirements are included for these school identifications in the Quality Criteria document.

Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	
CADI	Has (or will) the district participated in a CADI review? If so, when?	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Adams 14 has participated in the State Review Panel site visit process in the spring of 2015. The panelists recommended Innovation Zone as the State Board of Education Action. ACHS will be participating in the State Review Panel site visit process in the spring of 2016. The panelists will determine the level of school effectiveness in 6 key areas.

Improvement Plan Information

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

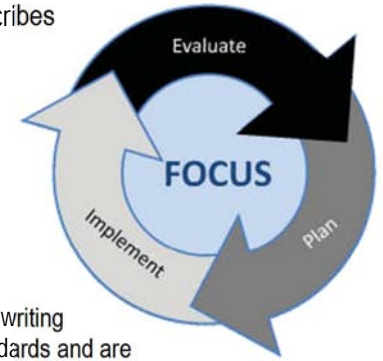
State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other: ESEA Addendum

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

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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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for District/Consortium

<p>Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., District Accountability Committee).</p>	<p>Review Current Performance: Review state 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>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Adams 14 – Inspire. Educate. Empower.

[For additional information, please visit <http://www.adams14.org> and <http://www.schoolview.org/dish/dashboard.asp>]

Strategic Architecture to 2025:



Mission: Adams 14, in partnership with the community, will inspire, educate and empower every student to succeed in the 21st Century.

Vision: When the community, students and staff are involved, all students do learn and succeed.

Organizational Strategy: Operational Excellence—the overall goal for this strategy is to reduce costs by: simplifying planning practices; reducing managerial layers, improving employee effectiveness and efficiency, investing in process technology, and evaluating and changing processes to maximize efficiencies.

-Adapted from the Harvard Review, Michael E. Porter, and Dr. Dan Mihelich

Vision for Learning: Every student will reach excellence through equity in:

- Academic Success – intellectual growth experienced as a result of instruction and learning opportunity
- Socio-Political Consciousness – the ability to take teaching and learning beyond the confines of the classroom using school, knowledge, and skills to identify, analyze, and solve real-world problems with a focus on social justice
- Cultural Competence – the ability to help students and adults appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture

-Adapted from Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. Harvard Educational Review, 84(1), 74-84.

Core Competencies: the collective learning in the organization, especially how to coordinate diverse skills, integrate multiple streams of technologies, and commit to working across organizational boundaries.

Standard 1: Standards and Instructional Planning

Standard 2: Best First Instruction

Standard 3: Assessment of & for Learning

Standard 4: Tiered Support

Standard 5: Leadership

Standard 6: Culture and Climate

Standard 7: Educator Effectiveness

Standard 8: Continuous Improvement

-Adapted from from C.K. Prahalad and Gary Hamel (1990). "The Core Competence of the Corporation", Harvard Business Review May-June 1990, and the Colorado Standards and Indicators for Continuous School Improvement (July 2012)

Board of Education Strategic Imperatives

1. To dramatically improve academic performance, and move the District from Priority Improvement to Accredited with Distinction by the year 2020.
2. To significantly empower all families and community members to become engaged partners in their child's education, by creating welcoming environments District-wide that reflect and support a culturally diverse population.
3. To intentionally increase and improve communication District-wide, both internally and externally, as well as enhance the resources offered to our current clients and community members.

We are Adams 14 – Colorado's 26th largest school district, serving more than 7,500 students annually.

Nestled in the historic community of Commerce City, we are a District that is genuinely committed to education, history, culture, traditions and beliefs, and is dedicated to creating and sustaining lasting family, community and business partnerships that support our most precious resource – our students. Our community shares a common belief about our students – they are exceptionally capable, bright and talented, have all the potential in the world to attain their dreams and aspirations.

Under Superintendent Sánchez's leadership, the District is embracing equity to ensure that diversity amongst students, staff and the entire community is celebrated as strengths in the organization. Adams 14, with the assistance of Glenn Singleton – a renowned racial equity consultant – is focusing on enlightened work outlined in his book, *Courageous Conversations about Race*. Today, there are undeniable, national academic disparities and a pattern of predictability, relative to achievement between students of color and their White and Asian peers. Adams 14 is boldly addressing these disparities that are preventing racial educational equity.

Adams 14 is pioneering the educational landscape in pursuit of more equitable access to high quality education for all students. Superintendent Sánchez is committed to this work, to ensure that race is no longer a predictor of academic success. Superintendent Sánchez's notable leadership in Adams 14 has created a much-needed reform initiative to ensure all students in Adams 14 have access to culturally-responsive learning environments, and are engaged through powerful instructional strategies that facilitate seamless English-language acquisition.

Adams 14's culture is based on high expectations for all students and employees, combined with one that supports both academic and social growth for all students. We are Adams 14 – and are committed to inclusive excellence for all students, and will inspire, educate and empower all students to succeed.

In July 2011, due to falling below 42 percent on the state's District Performance Framework, Adams 14 was "Accredited with Turnaround Plan". This classification put the school district in a very crucial, but pivotal point in its narrative. The district's Board of Education immediately restructured its vision and hired two education executives to lead its turnaround efforts, Patrick Sánchez and Dr. Kandy Steel.

Superintendent Patrick Sánchez and Deputy Superintendent Dr. Kandy Steel immediately began developing and implementing a strategic plan that focuses on educational equity and eliminating racial predictability and disproportionality, while improving the academics of all students. Superintendent Sánchez maintains that, "We will no longer expect the

minimum of our students and for our students.” Under this new leadership, the national academic disparities and achievement gaps that exist between students of color and those living in poverty, and their more affluent, white and Asian peers, is no longer acceptable in Adams 14.

Adams 14 is composed of 2 preschools, 7 elementary schools, 2 middle schools, and 2 high schools (1 an alternative education campus [AEC]/Online). Based on the 2014-15 October 1 data collection, the total PK-12 enrollment is 7,584. 87 percent of students are students of color. 72 percent of the district’s students qualify for the national free or reduced lunch program. 41 percent of the district’s students are English language learners. Based on the 2013-14 end of year data collection, 92 percent (state 94 percent) is the district’s average daily attendance and 19 percent (state 14 percent) is the district’s mobility rate. All of these data have been relatively stable since 2010-11 (Note: there was a change in the state mobility rate calculation in 2012-13).

English Language Development/Title III - AMAO:

The English Language Development (ELD) department has the responsibility to design high-quality instructional programs for all students, particularly for emerging bilingual students and culturally and linguistically diverse students:

- The ELD department is collaborating with the University of Colorado at Boulder and Literacy Squared (Escamilla et al., 2014) in the design and implementation of Late-Exit One-Way Bilingual programs at Hanson, Kemp, Dupont, and Monaco Elementary
- The ELD department is collaborating with EL Achieve (Dutro, 2005) in the design and implementation of effective English Language Development instruction at the elementary and secondary level

The ELD department has the responsibility to design high-quality professional development for all teachers, particularly for educators teaching emerging bilingual students and culturally and linguistically diverse students at the elementary and secondary level:

- Have bilingual teachers and administrators to receive high quality professional development about biliteracy development by Literacy Squared Research team and the University of Colorado at Boulder led by Dr. Kathy Escamilla
- Have the ELD Coordinator training 120 K-5 teachers in systematic ELD
- Have the ELD Coordinator apprentice certified Systematic ELD trainers in each of the elementary schools
- Have the Constructing Meaning Team from the EL Achieve training 23 secondary teachers to integrate language instruction in all content areas

Integrated Services:

Integrated Services is developing culturally responsive practices throughout the special education identification process. The department has a high identification rate for NEP students. In response to what we believe is over identification, the department has designed a yearlong course for all child advocates on assessing culturally and linguistically diverse students. All school psychologists, school social workers and district coordinators will participate in 20 hours of instruction designed to develop culturally responsive practices in the identification and evaluation of linguistically diverse students. To support this work we have identified specific practices and information necessary when collecting a body of evidence prior to the identification of any language learner.

Instructionally, the department has received grant funding from CDE to provide professional development for PreK-3 special education teachers. The department will provide 10 days of professional development throughout the 2015-16 school year for all elementary learning specialist using LETRS professional development materials. In collaboration with a National LETRS trainer and Bueno Center at CU Boulder, the Assistant Director will provide LETRS training focusing in on K-3 early literacy skills, vocabulary and oral language development.

Gifted and Talented:

Adams 14 is committed to identifying our gifted students. We have universal screening mechanisms for all students in grades 2 and 6, as well as identification processes in place for students in all grades who are nominated for screening by staff, parents, peers, or self. We are working closely with the ELD department to improve our identification procedures for students whose first language is not English, especially for those students whose area of giftedness involves language. District procedures for acceleration have been ratified by the Board of Education and are now part of the BOE policy.

Adams 14 is implementing with fidelity cluster grouping for gifted students in elementary schools based on the research by Winebrenner and Bulles. This allows our students to work with intellectual peers throughout the school day across all content areas. All elementary gifted cluster teachers have received rigorous, age-appropriate literature materials from Junior Great Books and for the College of William and Mary. These teachers also receive ongoing professional development around the use of these materials. This ensures best first instruction as well as language arts curriculum that is aligned to the CAS and rigorous effective planning. The monthly collaborative meetings create effective learning environments for our staff as well as for our students.

The district is piloting the College of William and Mary Project M2 and M3 mathematics curriculum to supplement daily mathematical instruction for identified gifted and high-achieving students at Dupont Elementary School in the spring of 2016. We will look at the results of this pilot to determine next steps around differentiation in math for our elementary gifted students. At the secondary level, teachers use the results of STAR and district assessments to accelerate students in mathematics to best meet their needs.

All identified gifted students in Adams 14 have standards-based Advanced Learning Plans (ALP) for the 2015-16 academic year, although the State of Colorado does not mandate those until 2016-17. This change in emphasis better involves classroom teachers in the development and implementation of the ALPs. Our ALP also requires that teachers determine necessary skills to complete the goal and their daily practices that support them. This supports all three of our major improvement strategies. Elementary teachers and students directly work together to create ALPs that are tied to the CAS and best first instruction. In the middle schools, academic teams work together with students to create ALPs that tie student interests and strengths with academic and affective goals. At the high school, students collaborate directly with teachers to create goals that are either passion or strength based, and teachers from all departments in the building are involved in the ALPs. This strategy has allowed many more faculty members to become involved in the academic goals of our gifted students, supports differentiated instruction for these students around the CAS curriculum, and involves staff and these most capable learners in an excellent academic community.

6 Key Questions: The 6 Key Questions are used by the State Review Panel in determining the level of district effectiveness. The following responses provide brief responses to each question to assist in their document review.

1. Is the district's leadership adequate to implement change to improve results?

Yes, the district's leadership is adequate to implement change to improve results, as evidenced by the following:

- Superintendent Sánchez reinstated a biliteracy program at four elementary schools (ELD Plan).
- Superintendent Sánchez has established stability and consistency in and confidence from the Board of Education (candidate filing).
- Superintendent Sánchez was named Latino Superintendent of the Year, awarded by the Association of Latino Administrators and Superintendents (ALAS).

2. Is the district's infrastructure adequate to support district improvement?

Yes, the district's infrastructure is adequate to support district improvement, as evidenced by the following:

- Infinite Visions has been implemented throughout the district and has resulted in our ability to accurately track and account for staff.
- Computer labs at each school has resulted in our ability to meet state assessment requirements for online testing.
- Building improvements across the district has resulted in our ability to better provide an environment conducive to learning.

3. Is there a readiness and apparent capacity of the district personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance?

Yes, there is a readiness and apparent capacity of the district personnel to plan effectively and lead the implementation of appropriate actions to improve student academic performance, as evidenced by the following:

- English language development (ELD) training
- Student Learning Objectives (SLO) work
- Improvement Leadership Team (ILT)
- Partnership with CU Boulder

4. Is there a readiness and apparent capacity of the district personnel to engage productively with and benefit from the assistance provided by an external partner?

Yes, there is a readiness and apparent capacity of the school personnel to engage productively with and benefit from the assistance provided by external partners, as evidenced by the following:

- Finding coverage for classrooms so teachers can attend trainings for EL Achieve (professional leave forms and budgets).
- Hosting affiliates to provide ongoing training and support on Courageous Conversations (speakers and texts).
- Scheduled time built into the calendar to work on SLOs (early release days and student non-contact days).
- Bueno Center at CU Boulder
- Center for Transforming Learning and Teaching (CTLT)

5. Is there a likelihood of positive returns on state investments of assistance and support to improve the district's performance within the current management structure and staffing?

Yes, there is a likelihood of positive returns on state investments of assistance and support to improve the district's performance within the current management structure and staffing, as evidenced by the following:

- Investment in the first round of EL Achieve training resources were used to increase ACCESS scores (budget).
- Through the Universal Screening Grant we were able to purchase CogAT assessments to identify gifted students in the district (budget).
- Title, ELPA, and READ funds were used to put coaches in every building with a focus on intervention and language (budget).

6. Is there a necessity that the district remain in operation to serve students?

Yes, there is a necessity that the district remains in operation to serve students, as evidenced by the following:

- All buildings are at capacity.
- We have a growing population.
- We offer Pre-K programs and two preschool schools.

- We offer a Biliteracy program.

District and ACHS Preferred Actions:

Adams 14 preferred the Innovation Zone status as the State Board of Education Action. The district State Review Panel (Spring 2015) recommended Innovation Zone status for Adams 14. The districtwide Innovation Zone is not possible without ACHS (ACHS is the only comprehensive high school in the district). Thus, Adams 14 and ACHS prefers the Innovation status as the State Board of Education Action for ACHS.

Process and Participants for Data Analysis and Developing the UIP:

Every school in Adams 14 participated in the same UIP process to build alignment and consistency across the district. The process involved three, four-hour work sessions from August through October. The first session focused on the data narrative and priority performance challenges, the second on the root cause analysis and targets, and the third focused on the major improvement strategies and action steps. Supplemental sessions were held to complete any necessary addenda.

All sessions were facilitated by the Manager of Strategy and Accountability and included some the following participants at each school:

- Administrative Team (Principal, Assistant Principal(s))
- Instructional Coach(es)
- Interventionist(s)
- Learning Specialist(s)
- Parent Liaison(s)
- Specialist(s)
- 1 Teacher per grade/1 Teacher per content area (including ELL)

In the first session, data narrative and priority performance challenges, trends were identified and some were classified as notable based on the relative change in results over time, divergence from/convergence with other data, and/or the relative comparison of the results to normed or criterion-based benchmarks. The performance challenges were prioritized based on the District's and School's visions, the School Board's imperatives, and the District's and School's initiatives (equity, driven by data, bi-literacy, STEAM and project based learning).

The second session, root cause analysis and targets, included all instructional directors. The directors' role in the session was to listen to the root causes identified by each school. The root cause analysis process involved multiple steps. After prioritizing the performance challenges, the team at each school provided explanations as to why the school faced each challenge (circle map), they categorized the explanations according the Colorado 8 Standards, they narrowed the explanations, and finally, they went through the 5 why's process to reach the root causes. Root causes were verified by the entire staff at the school and by the Building Accountability and Advisory Committee (BAAC). For schools that had gone through a diagnostic review, the results were compared to the outcome of the analysis.

The third session, major improvement strategies and action steps, also included all instructional directors. The directors' role in the session was to collaborate with each school in identifying the most efficient and effective action steps, including resources and implementation benchmarks. Progress on the implementation benchmarks were communicated routinely by the schools' teams across each school and with the community at BAAC meetings and other events.

Following the school process, district leaders met over several half-day meetings to review school results and discuss how district initiatives and resources could be aligned to best support schools and improve district performance through the district UIP. The root causes and major improvement strategies were verified and discussed by cabinet and the District Accountability and Advisory Committee (DAAC).

Below are the root cause and major improvement strategies results by school:

School	Standard 1 Standards and Instructional Planning	Standard 2 Best First Instruction	Standard 3 Assessment of and for Learning	Standard 4 Tiered Support	Standard 5 Leadership	Standard 6 Culture and Climate	Standard 7 Educator Effectiveness	Standard 8 Continuous Improvement
Alsup	X	X					X	
Central					X	X	X	
Dupont	X	X		X				
Hanson		X			X	X		
Kemp		X		X				
Monaco	X	X				X		
Rose Hill		X		X				
Elementary Subtotal	3	6	0	3	2	3	2	0
ACMS					X	X	X	
Kearney					X	X	X	
Middle Subtotal	0	0	0	0	2	2	2	0
ACHS	X				X	X		
LAHS				X		X	X	
High Subtotal	1	0	0	1	1	2	1	0
Grand Total	4	6	0	4	5	7	5	0

State Review Panel Process and Results:

On May 6th and 7th of 2015, Adams 14 hosted a site visit by two State Review Panelists. The panelists conducted focus groups with our School Board, District Leadership, Community, School Leadership, and District Staff. They also went on two School Walkthroughs (Monaco and Rose Hill Elementary Schools). They evaluated the effectiveness of Adams 14 and had the following recommendation to the Commissioner and State Board of Education:

The State Review Panel recommends Innovation Zone status for the Adams 14 School District, based on an analysis of compiled data and documentation, as well as a site visit conducted on May 6, 2015.

The State Review Panel (SRP) recommends Innovation Zone status for the Adams County School District 14 because the district has been rated as Effective in the following areas: leadership is adequate to implement change and improve results, there is a readiness and apparent capacity to engage productively with and benefit from the assistance provided by an external partner, and there is a likelihood of positive returns on state investments of assistance, and support to improve the performance within the current management structure and staffing. The district is rated as Developing in the following areas: the infrastructure is adequate to support school improvement, and there is a readiness and apparent capacity of personnel to plan effectively and the implementation of appropriate action to improve student academic performance. Innovation Zone status would maintain the district's agreement with the Classified Union, maintain the agreement with the Teachers' Union, add flexibility in the student calendar and in staff workday to accommodate sustainable teaching planning time, add flexibility to pursue creative compensation and incentive opportunities, add flexibility in the evaluation system, and add flexibility in the accountability system.

Organization Code: 0030 District Name: ADAMS COUNTY 14

In addition, the Governing Board, as well as the Superintendent and Deputy Superintendent, have indicated a district-wide interest in the Innovation Zone option, as expressed in the submission of CDE SRP District Stakeholder Input Form dated May 13, 2105, to the Colorado Department of Education.

Adams County School District 14 currently has a strong leadership team in place and has acted effectively as a change agent, as evidenced by the establishment of a guaranteed and viable curriculum, the implementation of a data-driven implementation model, and ongoing academic support such as the hiring of additional Instructional Coaches and math educators. The SRP recommends that the district consider creating an Innovation Zone as a pilot program with several district-identified schools prior to creating an Innovation District, as there may not be adequate resources and capacity to move the entire district to the Innovation District level at the same time. Nonetheless the district has laid a solid Innovation Zone foundation with key stakeholder input and agreements, including the union, which would allow the district leadership to work around current barriers through the use of waivers for some staffing issues, costs will be reduced through synergies and economies of scale, and curriculum and instruction will have consistency in rigor and objectives. Adams 14 is already pursuing a status of District of Innovation in STEAM and Project-based Learning through Driven by Data and Equity programming. All schools would benefit from the Innovation Zone status as they would have more flexibility around hiring, schools could have extended academic time and create an academically focused calendar.

The district realizes, and has articulated, a need for time for planning. The district has stated, "Innovation status as an option may not benefit our students if Adams 14 is not given the time to effectively plan for innovation prior to execution." Likewise, the SRP also believes that the district would benefit from the support of an external partner, such as the CDE Turnaround Network, to support and guide their work toward the creation of an Innovation Zone.

Membership with a partner such as the Turnaround Network would provide enhanced diagnostic review and planning support, working with a cohort of external peer school partners, performance management support, and customized professional learning opportunities to support the leadership of Adams 14.

The current district administration has significant Board and community support and has extended the superintendent's contract an additional five years to ensure the continuity of leadership within the district. The SRP, while acknowledging the strong leadership within the district, would also like to ensure that the entire community of stakeholders within Commerce City has a voice in the creation of the Innovation Zone, and ultimately Innovation District, to ensure its success.

Review of Current Performance (identify challenges and their magnitude):

School Performance Framework (previous year)

Due to HB 15-1323, a 2015 District Performance Framework (DPF) was not calculated or provided. The district is accredited with the category from 2014.

Adams 14 scored a 42.7% on the 2014 District Performance Framework (3 yr) to maintain our accreditation status of Priority Improvement. The district's goal is to "stop the clock" and continue to improve to eventually become a district accredited with distinction.

Adams 14 did not meet the performance indicator for Academic Achievement and scored approaching in all other indicators of Academic Growth, Academic Growth Gaps, and Postsecondary and Workforce Readiness. We did meet 95% Test Participation Rate and the Finance and Safety requirements necessary to support the district's climb and earn an accredited with distinction. District expectations for the 2014-15 school year were:

1. Every grade level to meet or exceed proficiency cut points at 15th percentile band of Achievement.
2. Each content area to meet or exceed the Adequate Growth Percentile (AGP) or meet a Median Growth Percentile (MGP) of 55.

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3. Every sub-group to meet or exceed a 40-54 Median Growth Percentile (MGP).
4. A graduation rate of 80 percent or better; sub-groups to make graduation rates between 70 and 80 percent, and the ACT score to be 18 or above.

The academic proficiency cut points at the 15%ile range for reading, math, writing, and science were not met at any of the grade spans in 2014. Extensive and comprehensive work remains to bring proficiency levels to state expectations at the 50th percentile band.

The middle schools met district and state expectations in academic growth in math and subgroups in math and writing (7 sub-indicators). The elementary and high schools did not achieve AGP in any content area, except the elementary level achieved AGP in English language proficiency. Neither level achieved a 55 MGP in any content area which is the expectation of the state for a meets status when adequate growth is not made.

Using the 1 year achievement scores, the percent of elementary students scoring proficient/above was 26 or more percentage points below the state expectation (50th percentile) in reading, math, and writing. The middle schools feel short of state expectations in reading and writing by 26 percentage points and math by 17 percentage points. The high school missed in reading by 30 percentage points and in math and writing by 18 percentage points. Taken together, Adams 14 continues to perform distressingly below the state expectation in all content areas.

The magnitude of our current performance is that more than 60% of Adams 14 students are NOT meeting state expectations in reading, math, and writing achievement with differences of 17 to 30 percentage points.

Achievement and Achievement Gaps (CMAS, PARCC, ACCESS, STAR, and Interim Assessments)

- **CMAS** (Strong and Distinguished Command - SD)
 - Elementary Science:
 - 2013-2014: 1 PR (6% SD)
 - 2014-2015: 4 PR (8.9% SD)
 - Elementary Social Studies:
 - 2013-2014: 4 PR (1% SD)
 - 2014-2015: 5 PR (4% SD)
 - Middle School Science:
 - 2013-2014: 10 PR (12.4% SD)
 - 2014-2015: 3 PR (5.9% SD)
 - Middle School Social Studies:
 - 2013-2014: 14 PR (3.8% SD)
 - 2014-2015: 20 PR (5.6% SD)
- **ACCESS**
 - Elementary:
 - 2012-2013: 9.9% benchmark
 - 2013-2014: 12% benchmark

- 2014-2015: 12.7% benchmark
- Middle School:
 - 2012-2013: 4.5% benchmark
 - 2013-2014: 6.3% benchmark
 - 2014-2015: 7.4% benchmark
- High School:
 - 2012-2013: 7.6% benchmark
 - 2013-2014: 16% benchmark
 - 2014-2015: 31.5% benchmark (**notable increase**)

Growth (ACCESS and STAR)

- **ACCESS**

- Elementary:
 - 2012-2013: 35 MGP
 - 2013-2014: 31 MGP (29 AGP)
 - 2014-2015: 34 MGP (27 AGP)
- Middle School:
 - 2012-2013: 47 MGP
 - 2013-2014: 48 MGP (59 AGP)
 - 2014-2015: 51 MGP (62 AGP)
- High School:
 - 2012-2013: 40 MGP
 - 2013-2014: 33 MGP (41 AGP)
 - 2014-2015: 39 MGP (37 AGP)

- **STAR Growth**

- Elementary Early Literacy: (grades K-2)
 - 2013-2014 to 2014-2015: decrease of 8.1 MGP (45.1 MGP to 37 MGP)
- Elementary Reading: (grades 3-5)
 - 2013-2014 to 2014-2015: increase 1.7 MGP (44.5 MGP to 46.2 MGP)
- Elementary Math: (grades K-5)
 - 2013-2014 to 2014-2015: increase 1.5 MGP (43.4 MGP to 44.9 MGP)
- Middle School Reading: (grades 6-8)
 - 2013-2014 to 2014-2015: increase 4.5 MGP (42.7 MGP to 47.2 MGP)
- Middle School Math: (grades 6-8)
 - 2013-2014 to 2014-2015: increase 0.3 MGP (43.8 MGP to 44.1 MGP)
- High School Reading: (grades 9-12)

- 2013-2014 to 2014-2015: increase 8.1 MGP (41.3 MGP to 49.4 MGP)
- High School Math: (grades 9-12)
2013-2014 to 2014-2015: increase 6.6 MGP (38.8 MGP to 45.4 MGP)

READ Act (%SRD)

District Totals:

Grades	Total N	Total SRD N	%SRD
KG	580	27	5%
1	600	81	14%
2	588	249	42%
3	604	234	39%
Totals	2372	591	25%

Post-secondary and Workforce Readiness (Graduation, Drop-out, ACT)

- **Graduation Rate:** In 2014, our seven-year graduation rate was 67.6% (state average was 80.9%), and our four year graduation rate was 65.9% (state average was 77.3%). For our ELLs, the seven-year rate and the four-year rate were above the state average. In 2014, our seven-year graduation rate for ELLs was 66.8% (state average was 64.5%) and the four-year graduation rate for ELLs was 59.3% (state average was 58.7%). In 2014, our four-year graduation rate for students with disabilities was above the state average: the graduation rate was 57.8% (state average was 54.6%).
- **Dropout Rate:** For the past five years, from 2010-2014, the district dropout rate has been consistently higher than the state dropout rate (6.6% vs. 3.2%, 7.2% vs. 3.1%, 6.3% vs. 3.0%, 5.0% vs 2.6%, 6.0% vs 2.4%).
- **ACT Results:** For the past five years, from 2010-2014, the district ACT results have been consistently lower than the state average in the composite score and sub-content areas. (15.0 vs. 19.9, 15.3 vs. 20.0, 15.9 vs. 20.1, 16.0 vs. 20.3, 15.6 vs. 20.1).

English Language Development and Attainment (AMAOs): Data are not currently available

Teachers (TELL, Teacher Quality, Teacher Retention, and Instructional Feedback Survey Results)

Total Staff Members: 905; 469 Teachers; 391 Support Staff; 45 Administrators

- **TELL:** Overall, the district has had a decrease in the TELL Colorado results; most substantially has been a change in the facilities and resources composite (69.5% to 50.2%) and the time composite (62.2% to 46.3%). We have seen an increase in the community support composite (56% to 60.1%).

Teacher Statistics			Principal Statistics		
	District	State		District	State
Number of Teachers	423	52,926	Number of Principals	25	3,013
Average Years of Education Experience (in-state and out-of-state) - Teachers	11	10	Average Years as Principal (At current school and any school)	1	5
Average Years Teaching (in-state and out-of-state) - Teachers	7	10	Average Years of Education Experience (in-state and out-of-state) - Principals	5	13
Teacher Turnover Rate (%)	32	17	Average Years of Teaching Experience (in-state and out-of-state) - Principals	4	9
			Principal Turnover Rate (%)	41	20

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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 2015, 30% of K-3 students will be categorized as having a significant reading deficiency. This is a reduction of 6 percentage points from Spring 2014.	The target was exceeded by 5 points .	Professional development was provided to K-3 teachers surrounding assessment and data literacy with the use of STAR diagnostic reports and READ plans.
	By the end of 2015, 65% of K-3 students will be attain at or above benchmark on the STAR reading assessment. This is an increase of 6% from Spring 2014.	The benchmark moved from the 40 th percentile to the 60 th percentile to better align with PARCC and CMAS benchmarks.	Professional development was provided to coaches in support of more rigorous instruction and academic language instruction that would support educators in reaching higher levels of rigor in their instruction.
	By the end of 2015, 50% of students will score proficient /advanced on STAR Reading assessment.	The benchmark moved from the 40 th percentile to the 60 th percentile to better align with PARCC and CMAS benchmarks.	However, professional development on effective instructional practices was not consistently implemented across the districts relative to all content areas and educators.
	By the end of 2015, 50% of students will score proficient /advanced on STAR Math assessment.	The benchmark moved from the 40 th percentile to the 60 th percentile to better align with PARCC and CMAS benchmarks.	With the transition of the executive director of turnaround at Adams City High School and the principal of Lester Arnold mid-year, lack of consistency in leadership and messaging contributed to action steps being uncompleted or transitioned to other staff.
	By the end of 2015, 12% of 5th graders and 24% of 8th graders will score at the Strong Command & Distinguished category of the Science CMAS assessment.	The target was not met (8.9% and 5.9%).	

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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 Growth	By the end of 2015, the district will meet or exceed a median growth percentile of 60 for all students on STAR reading.	The target was not met for any content or grade level.	The District recognizes that the foundational work of establishing a bilingual model has been met as reflected in the action steps of biliteracy being implemented in 4 elementary schools in 8 k-1 classrooms, but that much work related to professional development is yet to be done in training all staff with EL Achieve in order to support academic language development of language learners.
	By the end of 2015, the district will meet or exceed a median growth percentile of 60 for all students on STAR math.	The target was not met for any content or grade level.	
	By the end of 2015, the district will meet or exceed a median growth percentile of 55 for all ELL students in English Language Proficiency on ACCESS	The target was not met for any content or grade level.	
Academic Growth Gaps	By the end of 2015, all subgroups will meet or exceed a median growth percentile of 55 in STAR reading.	The target was not met for any content or grade level.	
	By the end of 2015, all subgroups will meet or exceed a median growth percentile of 55 in STAR math	The target was not met for any content or grade level.	
Postsecondary & Workforce Readiness	Reduce the dropout rate to 4 percent or less by 2014-15.	The target was not met.	
	By 2015, Adams 14 average Colorado ACT scores will meet or exceed 20.	The target was not met (15.6).	
	By 2015, attendance rate and LAHS/ACHS will increase to 90%	The targets were not met. ACHS = 85.9%	
Student Graduation and Completion Plan (For Designated Graduation Districts)	By May 2015, the district graduation rate will meet or exceed 75%	The target was not met for any rate (highest):	
	By May 2015, graduation rates for sub- groups will be:	All: 5-year 69.4% FRL: 5-year 71.6%	

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	FRL: 75% Minority: 75% IEP: 70% ELL Students: 75% By 2015, completion rate will increase to 73%	Minority: 5-year 70.8% IEP: 4-year 57.8% ELL: 7-year 66.8% The target was met for the following rate (highest): All: 7-year 71.8% FRL: 5-year 73.8% Minority: 5-year 72.6% IEP: 4-year 60.9% ELL: 7-year 67.4%	
English Language Development and Attainment (AMAOs)	In spring of 2015, ELL students will attain an MGP that meets the AGP or the State Expectation of 55 MGP in acquiring English language proficiency. In spring of 2015, 15% or more of students who are ELL will reach Full English Proficiency (FEP). By Spring of 2015, students who are ELL will meet the expectation of 55 MGP in reading, math on STAR assessments.	The target was not met. The target was only met in high school (31.5%). Results were not disaggregated by students who are English language learners.	

Worksheet #2: Data Analysis

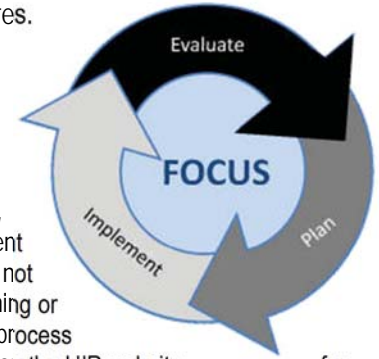
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes (Colorado 8 Standards for School Improvement)
Academic Achievement (Status)	<i>Please see above.</i>	We have yet to meet local or state expectations in any content in achievement or growth across our district.	<p>Standard 1 – Standards and Instructional Planning: The district has not consistently implemented a curriculum that is aligned to Colorado Academic Standards or consistently ensures rigorous, effective instructional planning.</p> <p>Standard 2 – Best First Instruction: Instructional staff members do not consistently provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.</p> <p>Standard 6 – Culture and Climate: The district does not consistently function as an effective learning community and does not fully support a climate conducive to performance excellence for students and staff.</p>
Academic Growth	<i>Please see above.</i>	We have yet to meet local or state expectations in any content in achievement or growth across our district.	
Academic Growth Gaps	<i>Please see above.</i>	We have yet to meet local or state expectations for English Language Acquisition in achievement or growth across our district.	
Postsecondary & Workforce Readiness and Student Engagement	<i>Please see above.</i>	We have yet to consistently meet local or state expectations in postsecondary and workforce readiness and student engagement.	
Student Graduation and Completion Plan (For Designated Graduation Districts)	<i>Please see above.</i>	We have yet to consistently meet local or state expectations in postsecondary and workforce readiness and student engagement.	
English Language Development and Attainment (AMAOs)	<i>Please see above.</i>	We have yet to meet local or state expectations for English Language Acquisition in achievement or growth across our district.	

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

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned 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 is not 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 this 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 state assessment transition guidance document on the UIP website for options and considerations.



Adams 14 Targets:

Below are targets that reflect a districtwide philosophy that *every* student will reach *excellence through equity*. As a district, Adams 14 will continue to identify these targets every year until our philosophy becomes our reality. These targets force us into *courageous conversations* about our beliefs, feelings, thoughts, and actions. These targets remind us that small, incremental gains are not enough to result in postsecondary and workforce readiness for *every* student. Notable advances in the acceleration of student learning through the high-quality implementation of our Major Improvement Strategies must be made daily and at a magnitude to effect change and positive gains across an entire school and our entire district.

Board of Education Strategic Imperatives:

1. To dramatically improve academic performance, and move the District from Priority Improvement to Accredited with Distinction by the year 2020.
2. To significantly empower all families and community members to become engaged partners in their child’s education, by creating welcoming environments District-wide that reflect and support a culturally diverse population.
3. To intentionally increase and improve communication District-wide, both internally and externally, as well as enhance the resources offered to our current clients and community members.

District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, local measures	ELA, Math, Science	We have yet to meet local or state expectations in any content in achievement or growth across our district.	Every student will meet state and local expectations in achievement and growth in every content area across the district.	Every student will meet state and local expectations in achievement and growth in every content area across the district.	Every student will meet the benchmark in STAR for each administration (5x) in each content area.	Major Improvement Strategies 1-3.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA, M	We have yet to meet local or state expectations in any content in achievement or growth across our district.	Every student will meet state and local expectations in achievement and growth in every content area across the district.	Every student will meet state and local expectations in achievement and growth in every content area across the district.	Every student will meet the benchmark in STAR for each administration (5x) in each content area.	
		ELP	We have yet to meet local or state expectations for English Language Acquisition in achievement or growth across our district.	Every student will meet local and state expectations for English Language Acquisition in achievement and growth across the district.	Every student will meet local and state expectations for English Language Acquisition in achievement and growth across the district.	Every student will meet the benchmark in STAR for each administration (5x) in each content area.	
Academic Growth Gaps	Median Growth Percentile, local measures	ELA, M	We have yet to meet local or state expectations in any content in achievement or growth across our district.	Every student will meet state and local expectations in achievement and growth in every content area across the district.	Every student will meet state and local expectations in achievement and growth in every content area across the district.	Every student will meet the benchmark in STAR for each administration (5x) in each content area.	
Postsecondary & Workforce Readiness	Graduation Rate		We have yet to consistently meet local or state expectations in postsecondary and workforce readiness and student engagement.	Every student will meet local or state expectations in postsecondary and workforce readiness and student engagement.	Every student will meet local or state expectations in postsecondary and workforce readiness and student engagement.	Weekly attendance reports and monitoring by our student engagement coordinator.	
	Disag. Grad Rate					Quarterly attendance reports and home visits.	
	Dropout Rate						
	Mean CO ACT						
	Other PWR						
English Language Development & Attainment	AMAO 1-3		We have yet to meet local or state expectations for English Language Acquisition in achievement or growth across our district.	Every student will meet local and state expectations for English Language Acquisition in achievement and growth across the district.	Every student will meet local and state expectations for English Language Acquisition in achievement and growth across the district.	Every student will meet the benchmark in STAR for each administration (5x) in each content area.	

Action Planning Form for 2015-16 and 2016-17

Major Improvement Strategy #1: Standard 1 – Standards and Instructional Planning: The district will consistently implement a curriculum that is aligned to Colorado Academic Standards and consistently ensures rigorous, effective instructional planning.

Root Cause(s) Addressed: Standard 1 – Standards and Instructional Planning: The district has not consistently implemented a curriculum that is aligned to Colorado Academic Standards or consistently ensures rigorous, effective instructional planning.

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 Education

Other: ESEA Addendum

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)
	2015-16	2016-17				
1.b. Guaranteed and Viable Curriculum; Teachers consistently plan instruction to ensure a guaranteed and viable curriculum is provided.			All certified staff, building administrators, instructional coaches, District Instructional Support Team	Curriculum resources for all content areas to be used to plan units of study. Additional resources will be purchased to support inquiry-based units of study.	By January 2016, the district will provide training around instructional design and unit planning to all certified staff. By May 2017, year-long units of study will be developed.	Not begun
1.c. Instructional Planning; Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning.	8/2015	5/2017	Certified staff, instructional coaches, building administrators, District Instructional Support Team Calendar Committee members	Building Master Schedules, Calendar	By January 2016, the district will produce and provide expectations for coaches, content-level teams, and built-in data/vertical articulation days, as evidenced by guidance documents created by the district. (Differentiated/culturally relevant) By May 2016, collaborative instructional planning will be consistently in place, as evidenced by vertical articulation and data day meetings, coaches	In progress

		<p>Center for Transforming Teaching and Learning Manager of Educator Effectiveness, Instructional Coaches, Certified Staff</p>		<p>calendars/observation notes, and content/grade-level calendar and notes.</p> <p>By May 2017, teacher instruction and lessons will be focused, coherent, and culturally relevant as evidenced by documents that support the SLO of each teacher, obtained at the mid-year and end-of-year reviews.</p>	
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* 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: Standard 2 – Best First Instruction: Instructional staff members will consistently provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Root Cause(s) Addressed: Standard 2 – Best First Instruction: Instructional staff members do not consistently provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

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 Education
 Other: ESEA Addendum

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)
	2015-16	2016-17				
2.a. Standards-Based Instruction; Instructional staff consistently implements standards-based instructional practices.	8/2015	5/2016	Instructional Coaches, manager of Educator Effectiveness, ELD Coordinator	Title I and II funding coaching letters	By December 2016, all coaches will have participated in district led professional development around using research based practices for instructional delivery as evidenced by coach meeting notes. By May 2017, all district coaches will observe and provide feedback to all teachers in their buildings around research and standards-based instructional practices as evidenced by coaching letters. By year-end review 2015-16, 100% of teachers will have reached proficiency in Quality Standard 1, Element A of the Educator Effectiveness Rubric as evidenced by formal and informal observational data.	In progress
2.c. Instructional Practices; Teachers consistently use instructional strategies informed by current research to raise	8/2015	5/2017	Instructional coaches, Manager of		By February 2016, all coaches will have participated in district led professional development around	In progress

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					achievement gaps as evidenced by summary of team meetings.	
2.d. Meeting Individual Needs Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.	8/2015	5/2017	ELD Director, ELD Coordinator, Certified Staff, Building Administrators	EL Achieve Kits, Training	<p>By May 2016 all K-5 teachers will be trained in systematic language development as evidenced by their participation in EL Achieve training opportunities.</p> <p>By May 2017 all trained teachers will have received training in EL Achieve and demonstrate systematic and coherent language instruction as evidenced by ELD coaching observations, observable data from walkthroughs and language support in lesson plans.</p>	In progress
2.e. Students as Learners; Teachers empower students to share responsibility for, and be actively engaged in, their learning.	8/2015	5/2016	District Instructional Support Team, Instructional Coaches, Manager of Educator Effectiveness	<p>Learner-Centered Exemplars, feedback from parent advisory groups to develop protocol for parent-teacher conferences and student-led conferences</p> <p>Student and Parent Surveys</p>	<p>By December 2015, the District will provide exemplars of learner-centered practices and parent-teacher conferences as evidenced by principal meeting agendas.</p> <p>The spring 2016 parent-teacher conferences will be student led in all buildings as evidenced by parent end-of-meeting surveys.</p> <p>In January 2016, the district will administer student surveys around engagement and, at spring 2016 conferences, parent surveys, to determine levels of student engagement and beliefs. Buildings will use the compiled data to develop plans to improve levels of student engagement as determined by</p>	In progress

					building professional development calendars.	
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* 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 #3: Standard 6 – Culture and Climate: The district will consistently function as an effective learning community and will fully support a climate conducive to performance excellence for students and staff.

Root Cause(s) Addressed: Standard 6 – Culture and Climate: The district does not consistently function as an effective learning community and does not fully support a climate conducive to performance excellence for students and staff.

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 Education
 Other: ESEA Addendum

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)
	2015-16	2016-17				
6.a. Academic Expectations; School leadership and staff demonstrate the belief that all students can learn at high levels.	8/2015	5/2017	District Instructional Support Team, Building Administrators Center for Transforming Teaching and Learning, Manager of Educator Effectiveness, Certified Staff, Building Administrators	District Vision for Learning, Racial Educational Equity Board Policy	By May 2016, the district will develop, clarify, and disseminate the Adams 14 Vision for Learning framework, as evidenced by the communication plan (presentations at schools) and document. By May 2017, teachers will develop high-quality, rigorous, standards-based SLOs that display high expectations for all students, as evidenced by 100% SLO approval process.	In progress
6.b. Inclusive Learning Environment; Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity.	8/2015	5/2017	District and School Equity Teams, District Instructional	Pacific Educational Group Framework, Project Ten Network materials, Culturally Relevant Pedagogy RFP for curriculum materials	District develops a vision for learning which encompasses academic success, socio-political consciousness, and cultural competence. All decisions will be	In progress

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			Support Team		<p>viewed through this lens as measured by the adoption of culturally relevant, student-needs based materials for literacy (spring 2016) and mathematics (spring 2017).</p> <p>By March 2016, there will be a Board of Education policy adopted around racial educational equity.</p> <p>During each DELT meeting, district administrators will provide ongoing training around equity as evidenced by DELT agendas. Principals and Equity Teams will provide follow-up training based upon the DELT training.</p>	
6.c. Safe and Orderly Environment; The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.	8/2015	5/2016	School-Based MTSS Teams, Director of Student Services, Director of Integrated Services	PBIS Framework, MTSS Guidance Document, Infinite Campus	<p>By May 2016, the district will develop, clarify, and disseminate behavior expectations in the Adams 14 Vision for Learning framework, as evidenced by the communication plan (presentations at schools) and document.</p> <p>By May 2016, capacity will be built at the district level to provide support to buildings in the implementation of positive behavior systems, as evidenced by the allocation of resources of instruction and behavior support personnel and the designation of responsibility among them.</p>	In progress

					By May 2016, there will be full implementation of an interactive, predictive behavior, attendance, and truancy (BAT) system, as evidenced by completion of the BAT project and usage by staff.	
6.d. Trust and Respect; The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults.	8/2015	5/2016	District Instructional Support Team Director of Human Resources, Chief Financial Officer	TELL Survey	By August 2016, a collaborative decision-making model is adopted by the district and is used at district and school levels as evidenced by TELL survey results. By September 2015, every building office will have at least one bilingual staff member. The district will continue to refine recruiting and hiring practices to reflect its commitment to equity, diversity, and cultural competency as evidenced by induction agendas and demographic data.	In progress Completed

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

Section V: Appendices

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

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

Required For Districts Identified to Create a Student Graduation and Completion Plan

Districts that are required by the state to create a Student Graduation and Completion Plan must use this format to ensure that all improvement planning requirements are met. As a part of this process, some districts may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Plan Requirements	Recommended Location in UIP	Description of How Requirement is Met. <i>Provide a description of how requirement is being met below OR provide a page number in the UIP</i>																																																																										
<p>Analysis of data. The Plan includes description and analysis of the following data: Dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students.</p>	<p>Section III: Narrative on Data Analysis and Root Cause Identification</p>	<p>The data narrative on page 16 includes dropout and graduation rate. Other data analyzed are:</p> <table border="1" data-bbox="1134 516 1900 1201"> <thead> <tr> <th colspan="2"></th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td rowspan="7">Number of Suspended Students</td> <td>Total</td> <td>1135</td> <td>1205</td> <td>715</td> </tr> <tr> <td>Hispanic</td> <td>905</td> <td>971</td> <td>570</td> </tr> <tr> <td>White</td> <td>165</td> <td>161</td> <td>93</td> </tr> <tr> <td>Black</td> <td>49</td> <td>56</td> <td>40</td> </tr> <tr> <td>Special Education</td> <td>202</td> <td>235</td> <td>143</td> </tr> <tr> <td>ELL</td> <td>311</td> <td>267</td> <td>227</td> </tr> <tr> <td>FRL</td> <td>949</td> <td>975</td> <td>612</td> </tr> <tr> <td rowspan="6">Number of Expelled Students</td> <td>Total</td> <td>23</td> <td>10</td> <td>1</td> </tr> <tr> <td>Hispanic</td> <td>12</td> <td>6</td> <td>1</td> </tr> <tr> <td>White</td> <td>9</td> <td>2</td> <td>0</td> </tr> <tr> <td>Black</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Special Education</td> <td>3</td> <td>0</td> <td>0</td> </tr> <tr> <td>FRL</td> <td>21</td> <td>9</td> <td>0</td> </tr> <tr> <td>Students truant 4 or more days in 1 month</td> <td></td> <td>220</td> <td>288</td> <td>296</td> </tr> <tr> <td>Students truant 10 or more days in 1 year</td> <td></td> <td>355</td> <td>366</td> <td>454</td> </tr> <tr> <td>Students truant both 4 days in 1 month and 10 days in 1 year</td> <td></td> <td>789</td> <td>1116</td> <td>1083</td> </tr> </tbody> </table> <p>The district was the recipient of an EARSS grant this past year and have put into place structures and systems to re-engage and prevent drop-outs at both of our high schools and will begin programs in the middle schools this spring.</p>			2011-2012	2012-2013	2013-2014	Number of Suspended Students	Total	1135	1205	715	Hispanic	905	971	570	White	165	161	93	Black	49	56	40	Special Education	202	235	143	ELL	311	267	227	FRL	949	975	612	Number of Expelled Students	Total	23	10	1	Hispanic	12	6	1	White	9	2	0	Black	1	1	0	Special Education	3	0	0	FRL	21	9	0	Students truant 4 or more days in 1 month		220	288	296	Students truant 10 or more days in 1 year		355	366	454	Students truant both 4 days in 1 month and 10 days in 1 year		789	1116	1083
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<p>Target Setting. Includes targets for each of the following:</p> <ul style="list-style-type: none"> Reducing student truancy rate Reducing dropout rate Increasing student attendance rate Increasing graduation rate 	<p>Section IV: District Target Setting Form</p>	<p>Adams 14 is working toward every student meeting local or state expectations in postsecondary and workforce readiness and student engagement. Please see page 22 of UIP for targets.</p>																																																																										

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Description of Plan Requirements	Recommended Location in UIP	Description of How Requirement is Met. <i>Provide a description of how requirement is being met below OR provide a page number in the UIP</i>
<ul style="list-style-type: none"> Increasing completion rate 		
<p>Improvement Strategy. Identifies at least one major improvement strategy that is designed to result in (1) improved dropout prevention, including student attendance, and (2) improved student engagement and re-engagement.</p>	Section IV: Action Planning Form	All three major improvement strategies in the UIP will result in decreasing dropout rates, suspensions, expulsions, truancy, and increasing graduation rate because instruction will be engaging, rigorous, and relevant to students.
<p>Parent Involvement and Outreach Strategies. Identifies the manner in which the district and parents will work together to address dropout risk factors and remediation strategies.</p>	Section IV: Action Planning Form	<p>Adams 14 works with parents in many capacities and includes working with parents to ensure they can support students' achievement. These include:</p> <ul style="list-style-type: none"> Latino Parent Advisory Committee: Spanish speaking parents meet once a month with the Superintendent. Here, we speak about issues that are important to the families and provide different trainings, and information that is important to them (such as; health care, enrollment, Deferred Action, and English Language Development). Parenting classes: One time workshops at different schools on parenting tools, communication methods, tools on how to assist with homework and how parent engagement makes a difference in their children's education (bilingual classes). Love and Logic: 4 or 6 session class giving parents tools how to establish control, discipline and respect at home (bilingual classes). On February 4, 2016, we are starting a monthly presentation where parents will get information on: Deferred Action and a ten-minute consultation with an immigration lawyer or family lawyer and have access to other resources. The following presentations will include; taxes and financial aid, family empowerment, college readiness K-12, and post-secondary options and tools needed to be ready for post-secondary. Parent Academy: Adams 14 has participated in two, full-day workshops with five other Adams County school districts where parents get tools to help their students be successful in school, including information on mental health, behavior and post-secondary tools. Family liaisons are working on providing different workshops at each of the school to engage parents at the school level.
<p>Practices Assessment and Additional Supports. Describes supports the district will provide to students who leave school prior to graduation and educational alternatives available to students. A description of the implementation of recommendations from Practices Assessment is included.</p>	Section IV: Action Planning Form	Adams 14 will provide supports through the EARSS grant using CYC AmeriCorps members (2 @ LAHS, 4 @ ACHS) and then 3 CRC Youth Specialists at the MS level.

Required ESEA Proposed Budget: 2016-17 Title Funds

This chart **must** be completed for any district that is accredited with a Priority Improvement or Turnaround plan and accepts ESEA Title funds (i.e., Titles I, IIA, III). The chart must be completed for each applicable Title program. This includes:

- (1) Title IA Priority Performance Challenge (PPC) activities (10% of district allocation)
- (2) Title IIA activities (entire allocation)
- (3) Title III activities, if the district is a Title III grantee lead (entire allocation)

The approval of Colorado's ESEA Flexibility waiver enabled the state to align state and federal accountability requirements. In turn, districts accredited with a Priority Improvement or Turnaround plan type are expected to enter into a formal agreement with the state on the use of the Title IA PPC set aside (10% of district allocation) and Title IIA funds for the upcoming school year (i.e., 2016-17). Additionally, in order to ensure program coherence and grant coordination, Title III funds must be accounted for as well. Building on this addendum, CDE Federal Programs staff will arrange meetings with LEA staff to follow up on proposed use of funds and to provide technical assistance in the planning of Title programming for the 2016-17 school year. Districts can expect initial feedback on proposed activities as part of the comprehensive UIP feedback and then continued follow up.

For activities already referenced in the action plans of this template (Section IV), list references to the respective strategies and action steps in the crosswalk. In the crosswalk, provide specifics about the page, section and line references. Add rows in the table, as needed. Use the 2015-16 allocation as a baseline. If the LEA intends to Transfer or REAP-Flex Title IIA funds, type "Transfer" or "REAP" into the first Title IIA cell.

Description of Proposed Activity	Crosswalk of Description in Action Plan	Title IA PPC Proposed Amount	Title IIA Proposed Amount	Title III Proposed Amount
Proposed activity is to fund 3 FTE instructional coaches at the two high schools. 2 @ ACHS/Title 1 PPC and 1 @ LAHS/Title II	Pg. 23 – 27 describes activities and professional learning for all instructional coaches to meet MIS # 1: Standards & Instructional Planning; and MIS# 2: Best First Instruction.	\$163,000	\$92,000	\$0
Teacher stipends & benefits for development of yearlong units tied to Colorado Academic Standards	Pg. 23 action step 1.b. and implementation benchmark By May 2017, year-long units of study will be developed.	\$57,000	\$50,000	\$0
District level coaching for all schools to ensure that data-driven instruction is implemented with expertise and fidelity. 1.0 FTE District Data Coach	Activities in MIS#1 and MIS #2 that list the District instructional support team.	\$0	\$83,000	\$0
Contracted services (TBD: i.e., West Ed, McREL) to provide professional development	Services meet MIS#2 implementation benchmarks for	\$0	\$110,000	\$0

Description of Proposed Activity	Crosswalk of Description in Action Plan	Title IA PPC Proposed Amount	Title IIA Proposed Amount	Title III Proposed Amount
to coaches on research based practices of instructional delivery.				
Title III funds support (salary & benefits) one .5 FTE in each of the district's 9 Title 1 schools.	No specific crosswalk in the UIP, however, bilingual parent liaisons are crucial to the development of strong district/school culture and climate reflecting our commitment to diversity and equity addressed in MIS #3.	\$0	\$0	\$165,000
Purchase supplemental reading materials in Spanish for bilingual classrooms (K - 1) implementing Literacy Squared.	No crosswalk to action plan	\$0	\$0	\$24,200
Indirect Costs for Title II and Title III	No crosswalk to action plan	\$0	\$25,555	\$3,855
Total (use 2015-16 allocations as a baseline)		\$220,000	\$360,555	\$193,055
		<i>* Must be 10% of projected total district allocation</i>	<i>* Must reflect entire projected allocation</i>	<i>* Must reflect entire projected allocation</i>

Required for Title III Grantees Identified for Improvement (AMAOs)

Grantees identified for improvement under Title III must use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Analysis of data. Specifically identify the factors that prevented the LEA from meeting the AMAO targets. Also, identify the strengths and weaknesses of the current plan, specifically Major Improvement Strategies and/or Action Steps to meet the linguistic (AMAO 1 and 2) and academic (AMAO 3) needs of English Language Learners.</p>	<p>Section III (Data Narrative, including progress monitoring of previous year's targets)</p>	<p>ELD Plan strengths: The ELD department has the double responsibility to design high-quality instructional programs for all students, particularly for emerging bilingual students and culturally and linguistically diverse students, while providing to teachers the necessary training and support to be successful in their classrooms. We believe that both, high-quality instruction and effective professional development will give our students at Adams 14 access to a meaningful and equitable education. As mandated by Federal law, the ELD Plan is improving its identification process in order to ensure that all students at Adams 14 have access to meaningful education.</p> <ul style="list-style-type: none"> • We are improving our Home Language Survey • We are adding a form that requires school sites to create advisory teams to identify, monitor, promote, re-designate, and monitor students' academic and linguistic progress • We are implementing monitor forms for students with status M1 and M2 that are specific to elementary, secondary, and high school • The ELD plan provides some strategies that the ELD department is proposing to identify current students who could potentially be designated as Long-Term English language learners (LTELs). • Based on research done by Olsen (2010), the ELD plan provides recommendations for effective secondary school programs for LTEL students. • The ELD plan provides an overview of current initiatives for professional development in the areas of English language development (ELD) in grade levels K–12, and biliteracy instruction in grade levels K–2. <p>ELD Plan Limitations: The ELD department is currently working to add more sections to the ELD plan to provide specific recommendations for grading students in all language domains (reading, writing, speaking, and listening) while attending the ELD block in grade levels K-12.</p>

		<p>The ELD department is working to enhance our ELD block and curriculum by identifying opportunities to read and write and to connect the ELD block with the grade-level language arts block. For example, ACCESS data suggest that students rapidly achieve proficiency in oral language (listening and speaking) as indicated by students scoring 5 or above in the oral language domain whereas for literacy skills data suggest that students are taking more years to master. Therefore, we are interesting in accelerating students' linguistic in proficiency in reading and writing by increasing learning opportunities and connecting learning environments, the ELD block and the language arts block.</p> <p>Action Steps to Meet AMAO 1, 2, and 3: These are the steps that the ELD department is taking to meet AMAO 1 and 2:</p> <ul style="list-style-type: none"> • Implementing Systematic ELD (Dutro, 2005) in all elementary schools • Have 120 K-5 teachers trained in Systematic ELD by May 2016 • Have 2 certified Systematic ELD trainers at each elementary, a total of 14 certified trainers, in order to continue building teachers' capacity to teach ELD at each site by May 2016 • Have 23 secondary teachers trained in Constructing Meaning in order to teach language in the different content areas by November 2015 • Train a cadre of professionals to become Constructing Meaning certified trainers at the secondary level by fall 2016 • Have a cadre of Constructing Meaning certified trainers to build teachers' capacity to teach language in the content areas at each secondary school by Spring 2017 • To continue building our bilingual programs in 4 elementary schools by adding second grade bilingual classrooms for the school year 2016-2017 • To add bilingual programs in K-1 in an elementary school not currently implementing programs • To continue our partnership with the University of Colorado at Boulder and Literacy Squared to continue implementing our bilingual programs and to build teacher capacity to teach emerging bilingual students (Masters program and Culturally and Linguistically Diverse endorsements)
<p>Scientifically Based Research Strategies. Describe scientifically based research strategies to improve academic achievement and English Language Development (ELD) for English Language Learners.</p>	<p>Section IV (Action Plan)</p>	<p>To provide elementary and secondary Merging Bilingual students language instruction at their level of English language proficiency as suggested by Title III requirements, Adams 14 has partnered with EL Achieve (Dutro, 2005). At the elementary level, students will be receiving systematic ELD instruction, an instructional approach that organizes instruction by English language proficiency levels and follows a continuum of linguistic skills (Dutro, 2005). K-5 students attend a daily designated 50 minutes ELD block designed to meet</p>

		<p>students' individual linguistic proficiency. Similarly, at the secondary level, teachers will be teaching systematic ELD following the Constructing Meaning framework, a language instruction for content learning approach that supports English learners in understanding and using the language necessary for grade-level work in all content areas (Dutro, 2005).</p> <p>Adams 14 School District has a partnership with Literacy Squared and the BUENO Center for the 2015–2018 school years to implement their biliteracy framework, Literacy Squared, into four elementary schools. In its entirety, Literacy Squared has been designed to accelerate the development of biliteracy in Spanish-English speaking children attending schools in the United States. The Literacy Squared model is both research-based and research-tested. The framework is based on research-based concepts suggesting that the improvement of schooling for emerging bilingual children can be accomplished via programs that develop biliteracy through conducting literacy instruction in Spanish as well as English. The instruction includes direct and explicit attention to cross-language connections. This means that the language of instruction for literacy includes both Spanish and English and that instruction in these two languages is planned in purposeful and intentional ways to create trajectories toward Biliteracy (Escamilla et al., 2014).</p>
<p>Evidence of coordination with other ESEA programs as appropriate.</p>	<p>Section IV (Resource Column of Action Plan)</p>	<p>Assessment Department: At Adams 14 School District, in conjunction with the Assessment Department, the ELD department is adopting the Test of English Language Learning (TELL), a computer-based delivery, language proficiency assessment that can be used to screen, diagnose, and monitor the progress of English language learners in grades K–12. This ongoing assessment tool will play an important role in monitoring students' progress towards English language proficiency in grade levels K-12.</p> <p>Curriculum Department: The ELD department is collaborating with the Curriculum department to identify an English-Spanish literacy curriculum for grade levels K-5 that is culturally and relevant to our student population in Adams 14. This Spanish-English curriculum has to meet the curriculum demands to be implemented in bilingual classrooms.</p> <p>Special Education: The ELD department is working the Integrated Services Department (Special Education) to improve our identification process for both Language services as well as for special education services in order to avoid the overrepresentation of emerging bilingual students as learners with special educational needs.</p> <p>Gifted and Talented: The ELD Department is working with the Gifted and Talented coordinator to identify and increase the number of effective measures to identify emerging bilingual students as gifted and talented. For instance, students accelerated language acquisition as shown in the ACCESS test could potentially be a measure to identify giftedness in emerging bilingual students.</p>

For Administrative Units with Gifted Education Programs

The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; 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. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's 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 template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. 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)
<p>Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfils ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.</p>	<p>Section III: Data Narrative (Report)</p>	<p>Using TCAP data as an estimated base, the goal set for the 2015 percentage of gifted students (state code 3) scoring at the top level on PARCC in reading was 40% in 2015. The goal for the percentage of boys scoring at the top level was 35% in 2015.</p> <p>Using TCAP data as an estimated base, the goal set for the 2015 percentage of gifted students 3 scoring at the top level on PARCC in math was 63% in 2015. The goal for the percentage of girls scoring at the top level will be at 60% in 2015.</p> <p>Because 2015 was the baseline year, MGP for PARCC could not be determined.</p> <p>Progress towards goals: The percentage of GT students (code 3) meeting or exceeding expectations on PARCC was 87% in ELA. The percentage of those students who scored at the distinguished level was 23% . The percentage of boys, code 3, who scored at the distinguished level was 23%. The percentage of girls, code 3, who scored at the distinguished level was also 23%</p> <p>The percentage of GT students (code 3) meeting or exceeding expectations on PARCC was 66% in math. The percentage of those students who scored at the distinguished level was 3%. The percentage of boys, code 3, who scored at the distinguished level was 5%. The percentage of girls, code 3, who scored at the distinguished level was 0%.</p>

		<p>There was an increase from 3 to 6 elementary schools in which implemented cluster grouping for the 2015-16 school year in grades 2 - 5.</p>
<p>Data Analysis: 1) 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; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?) Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).</p>	<p>Section III: Data Narrative</p>	<p>Disaggregated data for PARCC 2015 showed that of the percentage of code 1 & 3 students who were designated ELL who met or exceeding expectations on PARCC was 94% in ELA. Of these, 21% scored at the distinguished level in ELA. 82% of code 1 & 3 students not classified as ELL met or exceeded expectations in ELA; 24 % of these scored at the distinguished level. At the elementary level, the n is too small to disaggregate. At the middle school level, 15% of ELL students scored at the distinguished level while 13% of non-ELA students scored at the distinguished level. At the high school level, 38% of ELL students and 36% of non-ELL designated students scored at the distinguished level.</p> <p>Disaggregated data for PARCC 2015 showed that of the percentage of code 2&3 students who were designated ELL who met or exceeding expectations on PARCC math was 69%. Of these, 4% scored at the distinguished level in math. 57% of code 1 & 3 students not classified as ELL met or exceeded expectations in ELA; 2% of these scored at the distinguished level. At the elementary level, the n is too small to disaggregate. At the middle school level, 8% of ELL students scored at the distinguished level while 3% of non-ELA students scored at the distinguished level. At the high school level, no students scored at the distinguished level.</p> <p>There is no significant disparity in scores at any level between students who qualify for FRL and those who do not.</p> <p>The percentage of students in codes 1&3 who performed at the distinguished level in ELA was highest at the high school level, which is an improvement from last year's TCAP scores. 86% of all students coded 1 & 3 met or exceeded expectations, and 23% scored at the distinguished level. This is a positive trend; only 15% of these students scored at the advanced level of TCAP in 2014.</p> <p>None of the students coded 2 or 3 who took the PARCC assessment in math scored at the distinguished level, and only 41% of these students met expectations. This is due in part to content-specific assessments, so</p>

		<p>students who excel in mathematics in 10th grade are not assessed using PARCC. However, the significant lack of success is of great concern and mirrors the district trend of dropping performance in mathematics in high school. The n is too small to disaggregate data between the 3 mathematics assessments given at the high school level. Clearly there is a disconnect between the mathematics instruction that is provided and the skills necessary to be successful on the PARCC assessment. Content alignment and rigor, especially at the secondary level, must take place for all students, and provisions made to allow mathematically gifted students to work through advanced, appropriate, and pertinent problem solving on a daily basis.</p> <p>There is an ongoing effort to make sure students are appropriately categorized in their area(s) of giftedness. Throughout 2014-15, student data was reviewed and re-categorization was considered as appropriate. As of fall of 2015, all newly identified students meet the CDE requirements for portability and the district will continue to follow state identification guidelines. Currently, however, the district must use the state codes of 1, 2, 3, and 4 rather than a system aligned to the new guidelines since that is how students are coded for other CDE reports.</p>
<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength. 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. 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>The percentage of verbally gifted students (state codes 1 & 3) scoring at the distinguished level on PARCC in ELA will be at 30% in 2016 and 35% in 2017. 100% of gifted students, codes 1 & 3, will meet or exceed expectations in ELA. There will continue to be less than a 5% discrepancy in the percentage of boys and girls scoring at the distinguished level as well as between students in language and FRL disaggregated groups. The MGP in reading will be at 60 in 2016. 100% of mathematically gifted students (state codes 2 & 3), will meet or exceed expectations in math, and of these students 30% will score at the distinguished level in 2016 and 45% at the distinguished level in 2017. The MGP for all students in math will be 65 in 2016.</p> <p>Gifted student performance in Adams 14 mirrors the performance of all students in Adams 14, so the performance targets of gifted students are convergent.</p>

		<p>Adams 14 will use the STAR assessments to monitor student performance in the areas of math and reading. The STAR assessments are administered 5 times/year to all students taking ELA and/or math classes, grades 1 – 12. Additionally, district created interim assessments are administered 5 time/year. This data will be used to identify areas where GT students need additional instruction as well as areas where enrichment is needed in reading and math for students in grades 2 – 10.</p> <p>The STAR assessment data is collected and analyzed after each screening session and shared with classroom teachers and principals. The GT Coordinator will work with teachers who have gifted students in their classes to strengthen instruction of and practice around academic vocabulary, as well as appropriate differentiation and higher level thinking and questioning skills to improve student achievement.</p>
<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. Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance. Describe who has primary responsibility for implementing action steps for improvement of gifted student performance. 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.</p>	<p>Section IV: Action Plan or table below</p>	<p>The GT Coordinator will collect STAR data from the first 4 sessions in February 2016 for all GT students in reading and math. Using this data, as well as principal input, she will work with teachers in individual classrooms to improve differentiation and higher level skills in reading and math. The GT Coordinator is responsible for the collection and analysis of STAR data as well as for classroom observations and direct work with teachers whose GT students are not showing adequate growth in reading and/or math. She will use the data from STAR and classroom observations to create individualized action plans for teachers to improve student performance in reading and/or math. She will share this information with principals, instructional coaches, and the Director of Elementary Instruction.</p> <p>To improve instruction in ELA, <i>Junior Great Books</i> and literature units from the College of William and Mary have been purchased for all elementary cluster classrooms, and there is ongoing professional development around these curriculum. J Taylor training has been provided to elementary cluster and secondary core subject teachers, as well as to instructional coaches at all levels. This is intended to increase rigor and complexity in all subjects for our gifted students, as well as providing opportunities for students to make cross-curricular connections.</p> <p>The GT Coordinator is responsible for appropriate categorization of currently identified gifted students. Adams 14 GT Identification committees</p>

	<p>will be responsible for the appropriate categorization of newly identified GT students. Analysis of the identification criteria for both currently identified and newly identified GT students is ongoing ensure each student is appropriately categorized in his or her area(s) of giftedness. Universal screening for GT identification takes place in both 2nd and 6th grade.</p> <p>There was an increase from 3 to 6 elementary schools in which implemented cluster grouping for the 2015-16 school year in grades 2 - 5. All 7 elementary schools will implement cluster grouping in compliance with Board of Education policy in 2016-17.</p> <p>To better meet the affective needs of our gifted middle school students, in the spring semester of 2015-16, one of the middle schools has implemented an elective specifically for identified 7th graders. After school clubs are organized for 6th and 8th grade gifted students. During these sessions, students work on NAGC standards around affective needs, develop teamwork and skills for competitions which include Science Fair and History Day, and develop passion projects. The data from this class will be analyzed and, if it is as successful as anticipated, may be expanded to both schools and gr 6,7, and 8 in 2016-17.</p> <p>Principals and instructional coaches in each school are also responsible for following up on the growth of their GT students.</p> <p>The achievement of gifted students is be shared with parents during parent/teacher conferences, via the district GT website, and at monthly GT Parent meetings.</p>
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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, by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.

Gifted Program Assurances for AUs and member districts

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used 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 for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective 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	<p>The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;</p> <p>The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)</p>	<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