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FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Colorado's Unified Improvement Plan for Districts for 2015-16 – Online UIP Report

Organization Code: 0120   District Name: ENGLEWOOD 1   AU Code: 03010   AU Name: ARAPAHOE 1 ENGLEWOOD   Official 2014 DPF: 3-Year

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.*

- **PWR: Graduation Rates, Dropout, and ACT Composite:** Graduation rates and ACT Composite scores continue to lag behind the state average. Dropout rates continue to exceed the state's expectation.

- **English Language Development & Attainment: Academic Growth:** English Language Learners at the elementary and middle school levels are not making academic growth according to state expectations.

- **ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels):** Over the last 3 years, Reading and Writing (English Language Arts) and Mathematics has been low and below state expectations in achievement, growth, and for all groups of students.

Why is the education system continuing to have these challenges?

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

- **Instructional Practices:** Common Core Standards are rigorous and Englewood Educators need to develop and apply quality teaching strategies to personalize learning, engage, and prepare students for Post Secondary Workforce Readiness.

- **MTSS:** The District is just beginning its work on creating a framework for MTSS (all Tiers) for all of Englewood Schools. This model will include academic as well as behavioral support systems.

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.*

- **ELA Instruction:** Align ELA instruction to meet the rigor and relevance of the CCSS and the expectations of state assessments and READ Act. The major improvement strategy addresses universal instruction.

- **Math Instruction:** Align mathematics instruction to meet the rigor of the CCSS and the expectations for college and career readiness.

- **Systems of Engagement and Re-engagement:** This strategy will provide multiple approaches to school systems, align wrap around services, create a climate and culture of college readiness, and provide intensive support to re-engage students.

- **Human Capital Development (All Staff):** Implementation of leadership systems and strategies for professional growth for all staff, including instructional leadership for administrators. Human capital development and evaluation using the Educator Effectiveness tool is a component of this.

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Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	Three Englewood Schools have received the 21st Century Grant to support improvement efforts. The 21st Century Grant was awarded on April 9, 2015 to Cherrelyn Elementary, Englewood Middle School, and Colorado's Finest High School of Choice. Englewood Schools received the Perkins Grant on July 1, 2015, the College Opportunity Scholarship Initiative on January 1, 2015, and the School Counselor Corps Grant on July 1, 2015. Cherrelyn was awarded the Connect for Success Grant on Friday, December 18th, 2015.
CADI	Has (or will) the district participated in a CADI review? If so, when?	N/A
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.	Scholastic Achievement Partners (SAP) partnered with the Englewood School District to facilitate an onsite needs assessment. The purpose was to identify specific strengths and challenges for school-wide improvements to increase student performance. The leadership and teachers of Englewood School District recognize that comprehensive and innovative approaches will be needed to ensure that all students acquire the knowledge and skills to be college and career ready in the 21st century. They also understand that making the appropriate systemic changes to reflect the increased rigor of the Colorado Academic Standards and new assessments should build on the many strengths of the current education programs and the expertise and dedication of educators across the district. The needs assessment was conducted August 19, 2015 by consultants from SAP. Generation Schools Network, as part of the COSI Grant, was tasked with doing a longitudinal data analysis project which measures the impact of our college prepatory programs. This was done in August 2015. The tools used were PowerSchool and Excel. We are in the process of completing a data analysis project on factors impacting 4-year graduation rates. This is being completed by Zero Dropouts. They are using PowerSchool and Excel. It will be complete by June 2016.

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Improvement Plan Information

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

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

For districts with fewer than 1,000 students: This plan is satisfying improvement plan requirements for: ☒ District Only ☐ District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools:
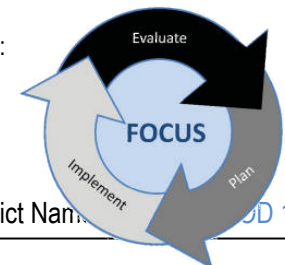
District/Consortium Contact Information (Additional contacts may be added, if needed)

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Phone	
Mailing Address	4101 S. Bannock Street Englewood, CO 80110

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. 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.

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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.

1. Description of District Setting and Process for Data Analysis
Provide a very brief description of the district to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).

Description: At Englewood Schools, we are dedicated to a relentless focus on learning for all students and stakeholders. Through collaborative structures we intentionally engage our community in a shared commitment to safety, wellness, accountability, communication and transparency.

Demographics and Local Context: Location and Recent Changes
Located between the Denver metropolitan area and suburbs to the south, Englewood School District, known as Englewood Schools, provides students a unique learning environment. This public school district of approximately 3000 students is made up of one early childhood center, four elementary schools, two middle schools and two high schools.

Each of these schools, combined with the district's innovative programs, makes Englewood Schools unique. For instance, the Early Childhood Center earned a four star rating through Qualistar Colorado for a comprehensive system of services addressing the needs of the whole child, family, and community. Free, full day kindergarten programs are offered to all families at all elementary schools. There is also free breakfast in all elementary classes. Recently, Englewood Schools opened two brand new school buildings, a high school building in January 2014 and a middle school building in January 2015.

Furthermore, Englewood Leadership Academy, a choice middle school, is a multi-year recipient of the John Irwin School of Excellence Award. Englewood Schools also provides excellent programs including one-to-one iPads for all students, kindergarten through 12th grade, with a library of over 3,000 electronic books. AVID (Achievement Via Individual Determination) is offered to 7th-12th grades, providing college preparation as well as concurrent enrollment courses that earn both high school and college level credit. Englewood Schools offers multiple Career and Technical Education pathways, which include state of the art STEM Labs (Science, Technology, Engineering and Mathematics) combined with a Fabrication Lab, Culinary Arts, Business, Broadcast Journalism, and Cosmetology. Outside of the classroom, all students have access to low-fee athletics.

Students have many options for learning including an elementary International Baccalaureate program, an accelerated middle school, alternative education opportunities at the high school level, and an awarding winning high school band, as well as more traditional educational opportunities. Approximately 25% of all Englewood Schools' students come from outside the school district, making it one of the most sought after districts in the state in terms of open enrollment.

Title IIA dollars are very important to the success of Englewood School District. After looking at the equitable distribution of teachers, we understand the importance of students who are impacted by poverty and/or are identified by subcategories to be taught by experienced, high-quality teachers. Additionally, we use our Title II dollars to pay for professional development that will positively impact student growth and achievement. The human capital development component is critical for the success of all students and staff.

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Englewood School District also faces many challenges, including mobility, declining enrollment, aging elementary school buildings, and a large percentage of students who live in poverty, with a District average of 62% free and reduced lunch (FRL). Our district approaches tier one education through the Gradual Release of Responsibility and supports our varying demographic needs through differentiation in the classroom as well as multiple wrap around support services.

Performance Status, UIP Process, and Stakeholder Involvement in Writing UIP

This is the third year that Englewood School District has maintained an Accreditation Rating of Improvement, moving from Priority Improvement in 2012. Though moving to Improvement status is a celebration for Englewood, we want to ensure the replication of successful practices through data analysis, targeted professional development, and differentiation for every student. The UIP team, Administrative Council (ADCO), Superintendent's Cabinet, building data teams, and the District Accountability Committee (DAC) worked together to analyze the growth and achievement data for all content areas and subgroups. Additionally, we analyzed local data including Acuity, ACT Aspire, AIMSweb, and Quarterly Writing data. After analyzing trends, we discussed the likely causes of changes in both dynamic and static data, analyzed trends, brainstormed a list of root causes, and narrowed down the root causes to two main areas: instructional practices and Multi-Tiered Support Systems. We then modified our current strategies, always keeping at the forefront, what is best for students.

We are excited about our current strategies and know if we stay the course and use the continuous cycle of improvement to make adjustments, students and teachers will continue to grow and learn together.

2. Prior Year Targets
Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.

Academic Achievement (Status)

Prior Year Target: To score at or above the 15th percentile of all districts on Reading high stakes assessments at all school levels.
Performance on Target: 2014-15

ACT (Average score for reading) = 17.1 (28% of EHS students and 20% of CFHSC are college ready in reading)

AIMSweb (READ Act) = 22% of students are on a READ plan, 78% of students are not on a READ plan.

ELA (PARCC) = 21.2% of students met or exceeded expectations compared to a state average of 39.7%.

Academic Growth

Prior Year Target: To achieve a MGP of 40 or higher on math high stakes assessments at the high school level.
Performance on Target: On the math section of the ACT, Colorado's Finest High School of Choice 11th graders remained stable from 2014 (16.1) to 2015 (16.1).

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Englewood High School 11th graders grew one tenth of a point from 2014 (17.6) to 2015 (17.7). Local data, ACT Aspire, show a small percentage of growth at the 7th grade level (from 0% in 2014 to 1% of students in 2015). District-wide, the average number of students meeting expectations on ACT Aspire in the fall of 2014 was .62% and in 2015 was .63%.

Prior Year Target: To maintain an MGP of 40 or higher on writing high stakes assessments at all school levels.
Performance on Target: PARCC (ELA) = At this time, there is no data.

Academic Growth Gaps

Prior Year Target: The FRL population to achieve an MGP of 40 or higher on writing high stakes assessments at the elementary and middle school level.
Performance on Target: PARCC (ELA) = At this time, there is no disaggregated writing data by subgroup for FRL.

Postsecondary & Workforce Readiness

Prior Year Target: District four-year graduation rate at 55%.
Performance on Target: The 2014 district four-year graduation rate was 49.6%.

Prior Year Target: District four-year completion rate at 60%.
Performance on Target: The 2014 district four-year completion rate was 53.6%.

Prior Year Target: Student truancy rate of 4.0%.
Performance on Target: The district student truancy rate was 7.5%.

Prior Year Target: District dropout rate at 6.0%.
Performance on Target: The 2014 district dropout rate was 7.1%.

Prior Year Target: District student attendance of 90%.
Performance on Target: The 2014-15 district student attendance rate was 83%.

English Language Development and Attainment

Prior Year Target: ELL students will achieve an MGP of 55 on writing high stakes assessments.
Performance on Target: At this time, there is no data available.

Academic Achievement Reflection

Teachers lack a deep understanding of standards-based instruction that creates opportunities for students to authentically engage in conceptual and rigorous content and instruction. Elementary teachers lack the necessary expertise to support basic reading instruction, including phonics and phonemic awareness. For these reasons, we will continue with our professional development plan, which is laid out in Major Improvement Strategies.

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Academic Growth Reflection

Teachers lack a deep understanding of standards-based instruction that creates opportunities for students to authentically engage in conceptual and rigorous content and instruction. We need to continue with our plan for quality professional development in all academic areas.

Academic Growth Gaps Reflection

The district lacks instructional engagement and best practice strategies for students of poverty. The MTSS system needs refinement for our students of poverty. We will create a District-wide framework for MTSS that will support the academic and behavioral needs of students.

English Language Development and Attainment

Teachers and specialists need to continue to individualize learning for English Language Learners while increasing Tier 1 instruction. The MTSS system needs refinement for our ELL students. Additionally, we are in the process of hiring an ELL coordinator. With new and refined systems in place, we should be able to better serve our students who are ELL.

Postsecondary Workforce Readiness Reflection

The District continues to improve its authentic instructional engagement and an expanded course offerings for high school students. New CTE course offerings are being developed, which should better serve our population and meet the interests of students. Additionally, separating the PWR data for Englewood High School and Colorado's Finest High School of Choice will give each school more accurate data to close the gaps and increase graduation rates.

3. Current Performance
Review the DPF and local data. Document any areas where the district did not at least meet state/ federal expectations.

Reflection

When reviewing current performance, we analyzed where Englewood School District is "meeting expectations" and the areas we "did not meet" or are "approaching". The state did not produce District Performance Frameworks (DPFs) for 2015. The following analysis is based on the 2014 DPF (which is the most recently available data from the state) and local data (2015 data).

The DPF shows Englewood Schools "meets" state expectations in the following areas:

•Academic Growth: Reading (Elementary, Middle, and High)
•Academic Growth Gaps in Reading:
   -F/RL, Minority Students (Elementary)
   -F/RL, Students with Disabilities (Middle)

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-English Learners (High)
•Academic Growth Gaps in Math:
   -English Learners (Middle)

Growth is historically an area celebration for our District. We will continue to move forward, focusing on Tier 1 instructional practices for all students. It will be challenging for us to highlight our growth given the current state of data from testing in 2015. We look forward to having three years of PARCC data to analyze the growth of our students.

According to the District Performance Framework, Englewood School District does not meet state/federal expectations in the following four areas: academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. These four areas are the focus for improvement at elementary, middle, high, and alternative schools. The District "did not meet" or was "approaching" state/federal expectations in the following areas:

•Academic Achievement: Reading, Mathematics, and Writing
•Academic Growth: Mathematics, Writing, and English Language Proficiency
•Academic Growth Gaps: All student subcategories for all subject areas (Reading, Mathematics, and Writing)
•PWR: Graduation, truancy, dropout rates, and ACT Composite Score

We find this same trend with local data. Acuity, an assessment that measures academic progress toward the Common Core State Standards, and is given to 3rd-6th grade students at all four elementary schools and all 6th, 7th, and 8th grade students who attend the Englewood Leadership Academy, also has similar results.   The results from Acuity assessment currently available do not allow for valid interpretation of a growth measure. This information should be available to the district in coming years. Acuity had various issues with data last year due to "program glitches" as stated by our McGraw-Hill representative. Therefore, not all interim assessments were administered. We analyzed the results of this fall's data in order to compare the results to PARCC and AIMSweb data.

This is the percent of points earned by students on the fall Acuity assessment (Please note that not all 3rd-5th graders took the math section. Teachers are using Unity to measure progress toward the standards).

Acuity Results Fall 2015

School	Testing Grade Level	Average Scores (Percent of Points Possible)			
		ELA	Language and Writing	Reading	Math
District	3	36	35	35	49
District	4	35	31	37	50
District	5	42	37	45	35
District	6	42	45	40	34
District	7	58	58	57	45
District	8	63	57	64	40

Locally, we also use ACT Aspire to measure college readiness. As you can see from the results below, student scores are lagging in the area of mathematics.
ACT Aspire Results Fall 2015

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School	Testing Grade Level	Average Scores			
		English	Math	Reading	Science
EMS	7	46%	29%	55%	47%
EMS	8	41%	31%	48%	40%
CFHSC	9	50%	35%	48%	43%
CFHSC	10	56%	39%	54%	47%
EHS	9	48%	29%	38%	38%
EHS	10	42%	33%	39%	43%

When looking at PARCC data. Current performance shows we lag behind the state's performance in English Language Arts and in Math.

PARCC Results Spring 2015

DISTRICT	Percent Met or Exceeded Expectations (Scores of 4 or 5)									
	ELA	State	MAT	State	ALG01	State	ALG02	State	GEO	State
3	22%	38%	17%	37%	NA	NA	NA	NA	NA	NA
4	28%	42%	15%	30%	NA	NA	NA	NA	NA	NA
5	25%	41%	13%	30%	NA	NA	NA	NA	NA	NA
6	36%	39%	22%	32%	NA	NA	NA	NA	NA	NA
7	18%	41%	10%	27%	NA	NA	NA	NA	NA	NA
8	19%	41%	15%	19%	67%		NA	NA	NA	NA
9	11%	38%	NA	NA	3%	30%	NA	NA	14%	
10	15%	37%	NA	NA	2%		14%		0%	24%
11	17%	40%	NA	NA	NA	NA	0%	28%	0%	
12	NA	NA	NA	NA	NA	NA	0%		NA	NA

Academic achievement performance is the area of greatest concern. Past data show we have positive growth performance, and with the strategies we put into place, we hope to continue to grow and close the current achievement gap.

Englewood Schools currently uses AIMSweb data to report to the state the number of students who have a Significant Reading Deficiency (SRD). This spring, we will replace AIMSweb with another tool that meets the specifications from the state of an interim as well as a diagnostic tool. Our current (2015) READ data shows we have reduced the number of students diagnosed with SRD. We had 261 qualifying students in 2014. In 2015, we had 177 students that were identified as having an SRD. Overall, Englewood Schools had a decrease in qualifying students by 32%.

2015 Spring READ SRD Data (% of Students with an SRD)

	District	Bishop	Cherrelyn	Clayton	Hay
K	12.6%	10.9%	0.0%	13.5%	16.5%
1st	17.5%	16.2%	18.8%	18.5%	16.0%

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2nd	25.2%	14.3%	12.8%	52.4%	12.9%
3rd	27.7%	20.5%	25.9%	41.0%	14.0%

2015 District Fall READ Benchmark Data (% of Students)

	Currently SRD	Below Proficient but Not SRD
K	14%	40%
1st	15%	33%
2nd	20%	54%
3rd	15%	44%

Our English Language Learner (ELL) population has continued to increase over time. Our 2014-15 numbers show 14% of our population is identified as ELLs. Current WIDA data show about a third of our students are making "low growth".

WIDA: % of Students at Benchmark 2014-15

	% of Students
District	15.1%
Elementary	13.3%
Middle	0.0%
High	42.3%

WIDA: Growth Scores 2014-15

	High	Typical	Low
District	35%	32%	33%

In 2013-14, the percent of classrooms taught by a novice teacher with a high population of minority students was 8.7% for Englewood Schools, which is low compared to the 34.33% for the state.

With regard to PWR, our graduation rate does not meet state averages. Our truancy and dropout rates continue to be higher than state averages. These data differ vastly for our traditional high school, Englewood High School (EHS), and our alternative high school, Colorado's Finest High School of Choice (CFHSC).

2014-15 PWR Data

	EHS (Traditional)	CFHSC (Alternative)	District Totals
4-Year Graduation Rate	67.7%	20.3%	47.3%
Truancy Rate	8.54%	6.41%	7.5%

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Dropout Rate	3.5% (preliminary)	23.3% (preliminary)	7.8% (preliminary)

The magnitude in the challenge lies with ensuring students are attending school, providing them with a rich academic environment, meeting their needs with wrap around services, and creating a culture and climate with high levels of engagement.

As a District, we have begun the work to remedy many of the above challenges. For example, all teachers have been participated in Fundations literacy training. A new math program was selected for grades K-5, Bridges, which aligns to the CCSS. The middle school has participated in and continues to implement *The Write Tools* to weave writing into every content area. The high school is making personnel changes in its math department. Rigor and Relevance training and professional development is ongoing in several schools, including elementary, middle and high. Ensuring we maintain the course and continue to develop our educators to better serve the needs of our students is at the forefront of every decision made at Englewood Schools.

4. Trend Analysis
Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

Academic Achievement (Status)

- The District's reading achievement scores on CSAP/TCAP between 2012 and 2014 (2012 = 61% P+A; 2013 = 60%; 2014 = 59.4% P+A) have been stable. This is a notable trend because it is well below the state expectation. (Source: SPF/DPF)
- The District's math achievement scores on CSAP/TCAP between 2012 and 2014 (2012 = 59% P+A; 2013 = 57%; 2014 = 53% P+A) are decreasing. This is a notable trend because it is well below the state expectations. (Source: SPF/DPF)
- The District's writing achievement scores on CSAP/TCAP between 2012 and 2014 (2012 = 42% P+A; 2013 = 40%; 2014 = 34% P+A) are decreasing. This is a notable trend because it is well below the state expectations. (Source: SPF/DPF)

Academic Growth Gaps

- In 2014, the elementary schools academic growth gaps were approaching in 10 areas, meeting expectations in 2 areas, and were not meeting expectations in 3 areas. In 2013, the elementary schools academic growth gaps were approaching in 11 areas, meeting expectations in 2 areas, and were not meeting expectations in 2 areas. In 2012, the elementary schools academic growth gaps were approaching in 12 areas, meeting expectations in 0 areas, and were not meeting expectations in 3 areas. This is a notable trend because it is well below state expectations of meeting expectations in all 15 areas.
- In 2014, the middle schools academic growth gaps were approaching in 12 areas, meeting expectations in 2 areas, and were not meeting expectations in 0

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areas. In 2013, the middle schools academic growth gaps were approaching in 14 areas, meeting expectations in 1 area, and were not meeting expectations in 0 areas. In 2012, the middle schools academic growth gaps were approaching in 12 areas, meeting expectations in 0 areas, and were not meeting expectations in 3 areas. This is a notable trend because it is well below state expectations of meeting expectations in all 15 areas.

- In 2014, the high schools academic growth gaps were approaching in 14 areas, meeting expectations in 1 area, and were not meeting expectations in 0 areas. In 2013, the high schools academic growth gaps were approaching in 14 areas, meeting expectations in 1 areas, and were not meeting expectations in 0 areas. In 2012, the high schools academic growth gaps were approaching in 13 areas, meeting expectations in 2 areas, and were not meeting expectations in 0 areas. This is a notable trend because it is well below state expectations of meeting expectations in all 15 areas.

Postsecondary & Workforce Readiness

- The District's four year graduation rate has decreased over the past three years (2013=55%, 2014=50%, 2015=47%). This is a notable trend because it is well below the 80% state expectation.
- The District's dropout rate has remained stable over the past three years (2012=6.9%, 2013=7.4%, 2014=7.1%). This is a notable trend because it is above the state's rate of 2.4%.
- The District's four-year completion rate has decreased over the past three years (2013=60%, 2014=54%, 2015=50%). This is a notable trend because it is below the state's rate of 77.3%.
- The District's ACT Composite Score is decreasing over the past three years (2013=17.8, 2014=17.3, 2015=17.0). This is a notable trend because it is below the state average of 20.7.

English Language Development and Attainment

- The District has increased the percent of students scoring at benchmark (2013=8.9%, 2014=9.9%, 2015=16.6%) on the WIDA. This is a notable trend because the scores have increased significantly (7.7%) over a 3 year period.

Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge	$\longrightarrow$	Root Cause

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PWR: Graduation Rates, Dropout, and ACT Composite: Graduation rates and ACT Composite scores continue to lag behind the state average. Dropout rates continue to exceed the state's expectation.

→ Instructional Practices: Common Core Standards are rigorous and Englewood Educators need to develop and apply quality teaching strategies to personalize learning, engage, and prepare students for Post Secondary Workforce Readiness.

MTSS: The District is just beginning its work on creating a framework for MTSS (all Tiers) for all of Englewood Schools. This model will include academic as well as behavioral support systems.

English Language Development & Attainment: Academic Growth: English Language Learners at the elementary and middle school levels are not making academic growth according to state expectations.

→ Instructional Practices: Common Core Standards are rigorous and Englewood Educators need to develop and apply quality teaching strategies to personalize learning, engage, and prepare students for Post Secondary Workforce Readiness.

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ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels): Over the last 3 years, Reading and Writing (English Language Arts) and Mathematics has been low and below state expectations in achievement, growth, and for all groups of students.

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MTSS: The District is just beginning its work on creating a framework for MTSS (all Tiers) for all of Englewood Schools. This model will include academic as well as behavioral support systems.

Reflection on Priority Performance Challenges

These challenges were selected for several reasons. The first reason is Englewood School District "did not meet expectations" under the performance indicator of Academic Achievement in all three subject areas of reading, mathematics, and writing. The Priority Performance Challenges are aligned with the TCAP trends for the past three years as well as preliminary CMAS: PARCC data. Our local data, which consists of Acuity, ACT Aspire, and AIMSweb assessments, also show us lagging in the three core subject areas. Additionally, ACT scores align with lagging achievement scores district-wide. The Priority Performance Challenge area of graduation rates continues to be an area of concern for both of our high schools given our rate is well below the state's average. We have system-wide challenges; therefore, we are focusing on English Language Arts, Mathematics, Postsecondary and Workforce Readiness, and English Language Learners.

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Reflection on Root Cause

The two root causes were chosen through conversations and brainstorming with the Superintendent's Cabinet, District and building level data teams, and DAC/SACs. The root causes were verified using data from local as well as state assessments and graduation/dropout data. After reviewing last year's DUIP, the root causes have not changed. Yet, the strategies implemented to address the root causes are multi-year phases of implementation, and we purposefully have stayed the course to measure impact over a three to five year period.

TELL survey data indicate 89% of teachers feel the professional development is aligned with their School Improvement Plan. The data also indicate teachers feel they need professional development in the following areas:
•Colorado Academic Standards (35%)
•Student Assessment (39%)
•Differentiation of Instruction including special education (51%)
TELL survey data support the development of a District MTSS framework and further professional development in how to teach the Common Core.

Our challenges include the areas of Achievement, Growth, and Growth Gaps. When looking at the District Performance Framework (2014-15), we see the need to continue to refine and move forward with a deeper understanding and execution of rigor and relevance with instructional practices. Data teams are in place at every school to progress monitor student growth and achievement, but this is a system that is in the middle of the continuous improvement cycle. Instructional leadership, the development of leaders or human capital, is key to the success of teachers and students. Supporting new teachers through the induction process is also part of the plan to develop all teachers. We need to continue to refine and develop all teachers with regard to their instructional practices.

1. Summary/Conclusion

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In reviewing the Performance Indicators in the DPF, there is alignment in several areas. Academic Achievement, in all three subject areas, for the elementary and high schools is approaching or does not meet state expectations. According to our Academic Growth, Englewood District elementary, middle and high schools are approaching or do not meet in the subject areas of mathematics, writing, and English Language Proficiency. The Academic Growth Gaps are either approaching or not meeting expectations in almost all areas for our students in the subcategories. Postsecondary and Workforce Readiness is approaching for our drop out rate and ACT Composite score; we are not meeting expectations for graduation rates overall and when it is disaggregated by subgroups.

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. This section identifies annual performance targets and interim measures. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
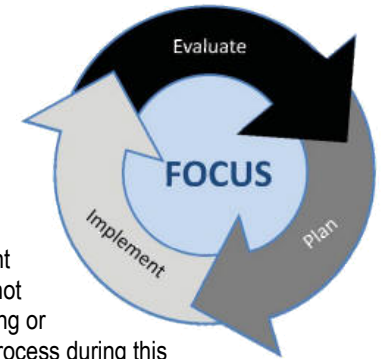
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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.

School Target Setting Form

Academic Achievement (Status)

Subject	R
Priority Performance Challenge	ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels)
Annual Performance Targets	2015-2016	PARCC ELA Targets by grade level for 2015-16: 3rd=24%, 4th=30%, 5th=27%, 6th=36%, 7th=20%, 8th=21%, 9th=13%, District Overall Average Target 25%.
	2016-2017	PARCC ELA Targets by grade level:

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		3rd=26%, 4th=32%, 5th=29%, 6th=38%, 7th=22%, 8th=23%, 9th=15%, District Overall Average Target 27%.
Interim Measures		Acuity (Grades 3-6 and 7 and 8 at Englewood Leadership Academy) ACT Aspire (Grades 7 and 8 at Englewood Middle School and at Englewood High School)

Subject		M
Priority Performance Challenge		ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels)
Annual Performance Targets	2015-2016	PARCC Mathematics Targets by grade level for 2015-16: 3rd=19%, 4th=17%, 5th=15%, 6th=24%, 7th=12%, 8th=17%, District Overall Average Target for grades 3rd-8th is 17.3%. ALG 01 8th grade=69%. ALG 01 9th grade=5%. GEO 9th grade=16%.
	2016-2017	PARCC Mathematics Targets by grade level for 2016-17: 3rd=21%, 4th=19%, 5th=17%, 6th=26%, 7th=14%, 8th=19%, District Overall Average Target for grades 3rd-8th is 19.3%. ALG 01 8th grade=71%. ALG 01 9th grade=7%. GEO 9th grade=18%.
Interim Measures		Unity (Grades 3-6 at the elementary schools) Acuity (Grades 6-8 at Englewood Leadership Academy) ACT Aspire (Englewood High School)

Subject		W
Priority Performance Challenge		ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels)
Annual Performance Targets	2015-2016	The average score on PARCC at every grade level, in writing, will increase by 2 points. 3rd=28, 4th=30, 5th=28, 6th=31, 7th=24, 8th=27, 9th=21.
	2016-2017	The average score on PARCC at every grade level, in writing, will increase by 2 points. 3rd=30, 4th=32, 5th=30, 6th=33, 7th=26, 8th=29, 9th=23.
Interim Measures		District quarterly writing prompt.

Subject		R
Priority Performance Challenge		ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels)
Annual Performance Targets	2015-2016	The average score on PARCC at every grade level, in reading, will increase by 2 points. 3rd=41, 4th=46, 5th=44, 6th=47, 7th=39, 8th=41, 9th=38.
	2016-2017	The average score on PARCC at every grade level, in reading, will increase by 2 points. 3rd=42, 4th=48, 5th=46, 6th=49, 7th=41, 8th=43, 9th=40.

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Interim Measures	AIMSweb data, Acuity, ACT Aspire.

Academic Growth Gaps

Subject		R
Priority Performance Challenge		ELA and Mathematics: Achievement/Growth/Growth Gaps (all levels)
Annual Performance Targets	2015-2016	Englewood Schools will "meets" state expectations in all of the five subcategories for Academic Growth Gaps in ELA on PARCC.
	2016-2017	Englewood Schools will "meets" state expectations in all of the five subcategories for Academic Growth Gaps in ELA on PARCC.
Interim Measures		Acuity, ACT Aspire, Quarterly writing data

Postsecondary & Workforce Readiness

Subject		Graduation Rate
Priority Performance Challenge		PWR: Graduation Rates, Dropout, and ACT Composite
Annual Performance Targets	2015-2016	Englewood High School's, our traditional high school, four-year graduation rate will increase to 71%. Colorado's Finest High School of Choice, our alternative high school, four-year graduation rate will increase to 22%. The District average will increase to 50%.
	2016-2017	Englewood High School's, our traditional high school, four-year graduation rate will increase to 76.5%. Colorado's Finest High School of Choice, our alternative high school, four-year graduation rate will increase to 24%. The District average will increase to 52%.
Interim Measures		The counselors at the high schools pull on-track/off-track graduation reports at semester.

Subject		Dropout Rate
Priority Performance Challenge		PWR: Graduation Rates, Dropout, and ACT Composite
Annual Performance Targets	2015-2016	Englewood High School's, our traditional high school, dropout rate will decrease to 2.4%. Colorado's Finest High School of Choice, our alternative high school, dropout rate will decrease to 16.7%. The District average will decrease to 7.0.

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	2016-2017	Englewood High School's, our traditional high school, dropout rate will decrease to 2.0%. Colorado's Finest High School of Choice, our alternative high school, dropout rate will decrease to 16.0%. The District average will decrease to 6.5.
Interim Measures		We are building a Dropout Prevention Continuum of Services and will be pulling the dropout data weekly.

Subject		Mean CO ACT
Priority Performance Challenge		PWR: Graduation Rates, Dropout, and ACT Composite
Annual Performance Targets	2015-2016	Englewood High School's, our traditional high school, ACT Composite Score will increase to 18.3. Colorado's Finest High School of Choice, our alternative high school, ACT Composite Score will increase to 16.5. The District average will increase to 17.3.
	2016-2017	Englewood High School's, our traditional high school, ACT Composite Score will increase to 18.5. Colorado's Finest High School of Choice, our alternative high school, ACT Composite Score will increase to 16.8. The District average will increase to 17.5.
Interim Measures		ACT Aspire Interim Measures (3 times per year)

English Language Development and Attainment

Subject		ACCESS Proficiency (AMAO 2)
Priority Performance Challenge		English Language Development & Attainment: Academic Growth
Annual Performance Targets	2015-2016	17% of Englewood School students taking ACCESS for ELLs will score at benchmark.
	2016-2017	19% of Englewood School students taking ACCESS for ELLs will score at benchmark.
Interim Measures		Acuity, ACT Aspire, AIMSweb, Quarterly writing data

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Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Major Improvement Strategy: ELA Instruction
Align ELA instruction to meet the rigor and relevance of the CCSS and the expectations of state assessments and READ Act. The major improvement strategy addresses universal instruction.

Root Cause(s) Addressed:
Instructional Practices
MTSS

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:

Action Steps	
Aug. 2015 - Jun. 2016	**Name:** Reading Instruction: Elem. Universal (READ Act, Stud. w/ Disabilities, ELL, GT) **Description:** Professional learning based on foundations of teaching reading including theory and strategies. **Implementation Benchmarks:** Elementary Schools Universal: 1.) All PK-6 teachers and principals trained literacy instruction (Fundations and/or LETRS) including new hires for New Teacher Induction. 2.) Smaller cohort of teachers attend CDE LETRS training to provide in building expertise in application. 3.) Monitoring implementations of theory and practice in the classroom.

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4.) Teachers embed Reading theory and practice into lesson/unit design.

5.) Monitor Rigor and Relevance in classrooms.

6.) Integrate reading strategies into all content areas.

7.) Educators integrate digital reading applications with foundations of reading theory and strategies including Fast ForWord, IXL-English, Phonics Genius, etc.

READ Act:

1.) Apply scaffolded reading skills to write and support READ plans.

2.) Conduct assessment review for READ Act tool (interim and diagnostic) for 2016-17.

Students w/ Disabilities:

1.) Train staff in Fundations and/or LETRS.

2.) Monitor progress in Acuity, READ data, and PARCC for students with disabilities

English Language Learners:

1.) Evaluate and analyze where students are lacking progress with regard to proficiency level scores.

2.) Use English Language data dig tool to gather data to inform instruction for ELLs.

Gifted and Talented:

1.) Professional development for teachers on how to employ extensions to gifted and talented learners.

Resources:

Title II: $38,000 (LETRS) $15,000 (Fundations). Title I: $30,196. Contract in. No sub necessary.

Key Personnel:

1.) LETRS trainers

2.) All PK-6 teachers

3.) Elementary Principals

4.) PEBC

5.) Learning Services Department

6.) Instructional Coaches

Status: In Progress

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Aug. 2015 - Jun. 2017	**Name:** Integrating writing into all content areas K-12
	Description: All schools will analyze their current writing framework that is used for instruction. If the current framework is not effective (or they do not have a framework), they will study various methods for cross curricular writing instruction. Schools will implement the selected writing framework and then study the impact of the changes. **Implementation Benchmarks:** All building leaders will: 1.) Analyze current writing framework 2.) Study frameworks that may work for their building 3.) Implement or refine the selected framework 4.) Study the data/impact the framework has on student achievement/growth (triangulation of data, which may include the following sources: Acuity, ACT Aspire, Quarterly Writing Data, PARCC). 5.) Require teachers to instruct students on how to write in all genres with relevance Secondary Schools: 1.) Continue to implement the "Write Tools" (Englewood Middle School) 2.) Continue collaborating with PEBC (Englewood High School) 3.) Use national exemplars to compare students' writing (Vermont Project) Elementary Schools: 1.) Use writing data in data team meetings for continuous improvement 2.) Conduct an evaluation of current writing frameworks to determine next steps **Resources:** 1.) Title II 2.) 21st Century Grant (Cherrelyn) 3.) Learning Services Budget (substitutes)

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	Key Personnel: 1.) Building leaders 2.) Learning services 3.) Contract in (Write Tools) **Status:** In Progress
Oct. 2014 - Jun. 2016	**Name:** Reading Instruction: Secondary (Universal, Stud. w/ Disabilities, ELL, GT) **Description:** PEBC facilitators support the work of like content teachers to create a clearly articulated curriculum that is rigorous and aligned to the needs of CAS, CCSS, and 21st century. The district will monitor the work of each content area. **Implementation Benchmarks:** Secondary Universal and GT: 1.) District shares prioritized standards for main content areas. 2.) Pathway, including any optional sequencing for classes that are available to students in each content area. 3.) A document identifying the progression of which standards will be covered in each class. 4.) A pacing guide for each class (common template will be provided by ESD). 5.) The creation of units of study for each named unit that include differentiated activities (common template will be provided by ESD). 6.) Monitor the "storage" site for the documents. 7.) Monitor the administrative feedback to individual departments. 8.) Monitor the work of each group. 9.) Periodically update the curriculum on the Learning Services Google Site. 10.) Monitor the implementation of agreed upon curriculum. 11.) Continue supporting the building leaders and Individual Learning Teams (ILT) in evaluating the Rigor and Relevance of UBDs and instruction.

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12.) Educators integrate digital reading applications with reading theory and strategies including Fast ForWord, MyOn Reader, Digital Texts, etc.

Students with Disabilities and ELL

1.) Provide training for secondary teachers for fundamentals of reading (including FastForeward, AVID, and The Write Tools)

Resources:

Title II: $18,320 (Write Tools) $23,050 (PEBC) $10,000 (ICLE).

Contract in.

Key Personnel:

1.) Building leaders

2.) Learning Services

3.) PEBC

4.) Contract in (Write Tools)

Status: In Progress

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Major Improvement Strategy: Math Instruction
Align mathematics instruction to meet the rigor of the CCSS and the expectations for college and career readiness.

Root Cause(s) Addressed:
Instructional Practices
MTSS

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:

Action Steps	
Nov. 2014 - Jun. 2018	**Name:** Universal Instruction **Description:** Englewood Schools is focused on providing rigorous and relevant instruction in mathematics that is aligned to CCSS PK-12. **Implementation Benchmarks:** Elementary Schools: 1.) Implement new curriculum and resources including Bridges (math program) and Unity (data warehouse). 2.) Use Unity to progress monitor implementation and student achievement using research based assessment tools 3.) Provide ongoing training through release time for teacher participation in unit development, coaching, and PD around Unity. 4.) Teachers integrate digital mathematics applications with instructional strategies (i.e. Explore Learning Gizmos, IXL-Math, Bridge's math apps, etc) 5.) If applicable, use STEM (Science Technology Engineering and Mathematics) approach to integrate higher levels of relevancy. Secondary Schools: 1.) Hire new math teachers.

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2.) Analyze classes/programming to determine if it meets the needs of the students.

3.) Teachers integrate digital mathematics applications with instructional strategies (i.e. Explore Learning Gizmos, Quick Graph, GeoGebra, etc)

4.) Monitor the placement of students to meet the needs of our students (course sequencing and offerings).

5.) PWR planning sessions including Pathways.

6.) Developmental education of MAT055 (Algebraic Literacy).

7.) Use STEM (Science Technology Engineering and Mathematics) approach to integrate higher levels of relevancy.

8.) Support leaders in providing PD around strategies for inquiry which promotes high levels of student engagement.

9.) Support leaders in monitoring Rigor and Relevance of mathematics instruction.

10.) Evaluate resources to math the Rigor and Relevance of CCSS.

Resources:

Title II

General Fund

Key Personnel:

1.) Assistant Superintendent for Curriculum and Instruction

2.) Director of Analytics and Assessment

3.) Building Leaders

4.) Math Curriculum Committee- Teacher Leaders

5.) PEBC

6.) STEM Coordinator

Status: In Progress

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Major Improvement Strategy: Systems of Engagement and Re-engagement

This strategy will provide multiple approaches to school systems, align wrap around services, create a climate and culture of college readiness, and provide intensive support to re-engage students.

Root Cause(s) Addressed:

Instructional Practices

MTSS

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:

Action Steps	
Aug. 2014 - Jun. 2016	**Name:** Build Family/Community Engagement **Description:** Build family and community engagement across the district. **Implementation Benchmarks:** 1.) Open houses. 2.) Provide translators at all conferences. 3.) Focus on "Whole Child" at conferences. 4.) Provide Dual language messages (voice and web letters). 5.) Increase Communication: Provide parental access to student data (attendance, assignment status, grades) in PowerSchool. 6.) Provide English Language classes to community members. 7.) Engage families in family literacy opportunities in grades K-8. 8.) Offer GED classes for families. 9.) Continue hosting "Family Nights" at several sites.

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	Resources:
	1.) Title I
	2.) General fund
	Key Personnel:
	1.) Communications coordinator
	2.) Learning services
	3.) Building leaders
	4.) Families
	Status: In Progress
Aug. 2014 - Jun. 2017	**Name:** Secondary: Continue Implementation of ICAPs with Naviance
	Description:
	Continue to offer universal PWR services to all students. Expand ASCA implementation for counselors. Continue and expand CTE offerings: ProStart, FACS, Cosmetology, Fab Lab, Urban Agriculture, Pharmaceutical Technology, Marketing, and Theater Technology. Expand concurrent enrollment offerings including College Developmental Education Courses to address remediation rates.
	Implementation Benchmarks:
	1.) Quarterly reports pulled to monitor student completion of ICAP tasks.
	2.) ASCA implementation audit results.
	3.) Students enrolled in new CTE programs.
	4.) CTE compliance monitoring through department meetings.
	5.) Students enrolled in concurrent enrollment programs.
	6.) CE teacher department meetings.
	7.) Hire qualified teachers for CTE.
	8.) Monthly PWR committee meetings.

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Resources:

1.) Counselor Corps Grant ($2000 Naviance)

2.) General Fund ($17,000 Naviance subscription and PD)

3.) Counselor Corp Grant ($8000 extra duty pay)

4.) Federal Perkins Grant ($24,500)

5.) Race to the Top Grant ($5000 PD, travel)

6.) General Fund ($80,000 tuition and books)

7.) General Fund ($800,000)

Key Personnel:

1.) Secondary counselors

2.) Secondary administration

3.) Director of PWR

4.) CTE Teachers

5.) Learning services coordinator

6.) CE Teachers

Status: In Progress

Aug. 2015 - Jun. 2017

Name: Targeted Programs for At-Risk Students (specifically those affected by poverty)

Description:

Support systems and wrap around services will be available and utilized by all students, when necessary.

Implementation Benchmarks:

1.) Create a system for truancy

2.) Create a system of support for students that have substance violations

3.) Create a prevention system for students that are at-risk of abusing drugs/alcohol

4.) Create a consequence system for students that have discipline or drug/alcohol violations

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	5.) Use Interagency meetings for families and students that need wrap-around services
	6.) Create a system for students support that includes having access to a safe place (school building), tutoring, and electronics (1:1 iPads)
	Resources: General budget Learning Services: Student Services
	Key Personnel: Truancy specialist Director of Learning Services Superintendent Assistant Superintendent Building Leaders
	Status: In Progress
Aug. 2015 - May. 2016	**Name:** Intensive Support to Re-Engage Students **Description:** As part of the continuous improvement cycle, refine intensive support to re-engage students. **Implementation Benchmarks:** 1.) Continue to provide at-risk students an alternative learning environment at the Englewood Student Support Center. 2.) Continue to provide GED classes to disengaged students and community. 3.) Develop formal withdrawal and transfer processes including the monitoring of withdrawal codes of students throughout the year. 4.) Monitor work of Truancy Specialist. 5.) Develop and implement framework for Continuum of Services for Dropout Prevention, and Re-engagement. 6.) Monitor work of Americorps members.

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	Resources:
	General fund
	Colorado Graduation Pathways Grant
	EARSS Grant
	Key Personnel:
	Truancy Specialist
	Director of ESSC
	Director of PWR
	High School Building Leaders
	Status: In Progress

Major Improvement Strategy: Human Capital Development (All Staff)
Implementation of leadership systems and strategies for professional growth for all staff, including instructional leadership for administrators. Human capital development and evaluation using the Educator Effectiveness tool is a component of this.

Root Cause(s) Addressed:
Instructional Practices

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:

Action Steps	
Aug. 2015 - Aug. 2016	**Name:** District Leadership Coaching **Description:** Continue having PEBC coach support each schools' Building Leadership Team. **Implementation Benchmarks:** 1.) Determine desired outcomes. 2.) Coach attends BLT meetings. 3.) Coach to attend ADCO meetings. 4.) Leadership Teams create tools to monitor school data. 5.) Principals report out on progress 3 times a year. **Resources:** $21,250 Title II monies. **Key Personnel:** 1.) PEBC coach

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	2.) Assistant Superintendent. **Status:** In Progress
Jun. 2015 - Aug. 2016	**Name:** Building Leadership Teams: Leadership Alliance **Description:** A three district collaboration for building leadership teams. This work is outside of regular hours providing training for teacher leaders on how to function as an effective support to school improvement through evaluation. **Implementation Benchmarks:** 1.) Establish cohorts 2.) Plan observations 3.) Observe in LPS, CC, and ES districts 4.) Debrief with both cohorts 5.) Use continuous improvement cycle to monitor progress and make adjustments 6.) Second round of observations 7.) Debrief and understand new learning/growth mindset **Resources:** $36,000 Title II. 30 Teachers at 27.89 per hour approximately 36 hours per person plus benefits. **Key Personnel:** 1.) Principals. 2.) Building Administration. 3.) Lead Teachers. **Status:** In Progress

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Aug. 2015 - Aug. 2016	**Name:** Professional Development
	Description:
	Provide "Just in Time" professional development for individual school sites as leadership teams determine differentiated needs of staff.
	Implementation Benchmarks:
	1.) Schools collaborate to determine common needs of staff members to work vertical major improvement strategies across sites.
	2.) Schools identify small group and individual needs to staff.
	3.) District evaluates funding requests.
	4.) Schools (adults) identify their own needs and take accountability for their own learning.
	5.) The District provides early release and professional development days for teachers to attend school and/or district professional development.
	Resources:
	$12,000 with benefits grant funded. $30,000 with benefits Title II (contracted in/out, and subs)
	Key Personnel:
	1.) Assistant Superintendent and the Learning Services Team.
	2.) Building Leaders.
	3.) Superintendent.
	Status: In Progress
Jul. 2014 - Jul. 2016	**Name:** AVID Critical Reading Training
	Description:
	District employed teacher leaders provide AVID critical reading training to the rest of the staff.

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Implementation Benchmarks:

1.) Determine learning needs of diverse staff.

2.) Create and deliver differentiated approach to professional development.

3.) Receive feedback from adult learners.

4.) Monitor implementation.

Resources:

$2,577 ($2,150=Pay and $427=Benefits). Title II ($27.89 x 7 teachers x 11 hours each x 1.2)

Key Personnel:

1.) Director of PWR

2.) Career and Tech Ed Coordinator

3.) Assistant Superintendent of Curriculum and Instruction

4.) Building level AVID Coordinators

5.) Building Leaders

Status: In Progress

Aug. 2015 - Jun. 2015

Name: Principal Conferences

Description:

Hold principals accountable for growth and achievement goals as part of their evaluation.

Implementation Benchmarks:

1.) Goal setting conferences.

2.) SUIP planning conferences.

3.) Provide critical feedback.

4.) SUIP monitoring conferences.

5.) Evaluation meetings.

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	Resources:
	N/A
	Key Personnel:
	1.) Superintendent
	2.) Assistant Superintendent
	Status: In Progress
Aug. 2015 - Jul. 2016	**Name:** Classified Staff Training
	Description:
	Provide professional development to staff to better serve educators and students.
	Implementation Benchmarks:
	1.) PowerSchool training (both local and national)
	2.) Conduct meetings to train other staff on information from PowerSchool
	3.) Develop current registrar with regard to enrolling and record keeping of students
	Resources:
	General fund (Technology and Assessment departments)
	Key Personnel:
	1.) PowerSchool Specialist
	2.) Data Analyst
	3.) District Registrar
	Status: In Progress

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Section V: Appendices

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

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

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Section V: Supporting Addenda Forms

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)
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.	Section III: Data Narrative (Report)	Math: GT Studenets Target Setting based on TCAP 2015 Target Set - PRogress cannot be measured due to change from TCAP to PARCC High School 89% P/A and 52.7% Adv Middle School 92.1% Adv. Median Growth Percentile 61.48%tile Writing: GT Students Target Setting based on TCAP 2015 Target Set - PRogress cannot be measured due to change from TCAP to PARCC Elementary 90% P/A Middle 42.9% P/A High School 35% Adv Median Growth Percentile 57.24%tile Reading: GT Students Target Setting based on TCAP 2015 Target Set - PRogress cannot be measured due to change from TCAP to PARCC Median Growth Percentile 50%tile

| 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). | Section III: Data Narrative | Gifted Student Performance Disaggregated by Sub-groups (% of students meeting or exceeding expectations) on PARCC. Overall and Grade Ranges 68%(87/128) of students identified as GT scored at or above the scale score of 750 on PARCC: ELA. Grade 3=71%(5/7) Grade 4=85%(17/20) Grade 5=63%(15/24) Grade 6=81%(22/27) Grade 7=47%(7/15) Grade 8=70%(7/10) Grade 9=43%(3/7) 59%(72/123) of students identified as GT scored at or above the scale score of 750 on PARCC: Mathematics. Grade 3=86%(6/7) Grade 4=75%(15/20) Grade 5=50%(12/24) Grade 6=74%(20/27) Grade 7=47%(7/15) Grade 8=70%(7/10) Grade 9=33%(2/6)

Elementary: English Language Arts=74%(48/65) , Mathematics=63%(41/65) Middle: English Language Arts=66%(25/38) , Mathematics=68%(26/38) High: English Language Arts=56%(14/25) , Mathematics=75%(15/20) Minority Elementary: English Language Arts=74%(14/19) , Mathematics=53%(10/19) Middle: English Language Arts=83%(10/12) , Mathematics=75%(9/12) High: English Language Arts=44%(4/9) , Mathematics=13%(1/8) F/RL Elementary: English Language Arts=72%(18/25) , Mathematics=48%(12/25) Middle: English Language Arts=43%(6/14) , Mathematics=50%(7/14) High: English Language Arts=40%(2/5), Mathematics=0%(0/4) Strengths include (Achievement only due to availability of data):Elementary and middle school achievement. Disparities include (Achievement only due to availability of data):High school achievement with students who are F/RL. We are under identifying students of special populations for GT. In the future, we will ensure we can pull local District student data for Gifted and Talented learners. At this point, we are unable to do so.

Trend Statements: Trend data is based on TCAP data from the past three years as this is the only available data due to the switch in state testing assessments.

Math Trends: GT Math growth dipped from 58 to 47 in 2013, matching district trends. GT Middle and High School are of largest concern with Middle School median growth percentile dipping each year and with a drastic dip of 58 to 37 in 2013. High school achievement scores are below expectations and dropping significantly for the past three years. The math achievement levels at the High School level for GT in 2013 was only 34.1 P/A, dropping from 76.7 in 2012. The percentage of GT Advanced Achievement scores has decreased in elementary, middle and high school over the last three years. These trends match the district trends. Writing Trends: Achievement scores for GT writing have been significantly declining in the elementary and declining in the Middle School as well for the last 3 years, matching District trends. In the High School, the % of advanced scores has been dropping for the past 3 years. Writing Median Growth Percentiles for GT are |

		average with neither upward nor downward trends, matching the inconsistencies of the District. This level of growth is not enough for students to keep up or move up. Writing achievement scores are dipping all levels, with P/A dipping in elementary and middle for GT and the District and Advanced scores dipping at the High School for GT. Minority GT students are averaging 58%ile growth, which is higher than non-minority students (55). Reading Trends: Reading growth has decreased or been flat for the past 2 years. Growth is only at 50%. GT Middle School and High School are of largest concern with large dips in growth in 2013 and both below 50. Percentage of students scoring advanced significantly dropped in 2013. Minority GT students are averaging 57 growth, which is higher than their non-minority peers (46). The percentage of advanced reading scores significantly drops at the High School level and in 2013 dropped at the Middle School level as well. These trends match the district trends with the exception of reading in which the district grew in 2013. Priority Performance Challenges (PPCs): Our PPCs for gifted learners include English Language Arts and Mathematics in the Performance Indicator of Academic Achievement. ROOT CAUSE: There are two root causes for our lack of progress with students identified as GT. Instructional Practices - Common Core Standards are rigorous and Englewood Educators need to develop quality teaching strategies to personalize learning, engage, and prepare students for Post Secondary Workforce Readiness. MTSS - The District is just beginning its work on creating a framework for MTSS (all Tiers) for all of Englewood Schools. This model will include academic as well as behavioral support systems.

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Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
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 the 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.	Section IV: Target Setting Form	PARCC ELA Targets for students identified as GT for 2015-16: 100% of students identified as GT will score at or above the scale score of 750. PARCC Mathematics Targets for students identified as GT for 2015-16: 100% of students identified as GT will score at or above the scale score of 750. ACT Composite for students identified as GT for 2015-16 will be 22. Our performance challenges for gifted learners include English Language Arts and Mathematics in the Performance Indicator area of Academic Achievement. The performance targets set for learners who are gifted will "meet or exceed state expectations" in the areas of English Language Arts and Mathematics. English Language Arts interim measures include: Acuity (Grades 3-6 and 7 and 8 at Englewood Leadership Academy), ACT Aspire (Grades 7 and 8 at Englewood Middle School and at Englewood High School), District quarterly writing data (all grades), and AIMSweb data (elementary schools). Mathematics interim measures for elementary include: Unity for Bridges (Grades K-5). Mathematics interim measures for secondary include: Acuity (Grades 6-8 at Englewood Leadership Academy) ACT Aspire (Englewood High School).
Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets. 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.	Section IV: Action Plan or table below	All professional development will use the book, Rigor and Engagement for Growing Minds, Strategies That Enable High-Ability Learners to Flourish in All Classrooms by Bertie Kingore. Professional Development (PD) will include review of the Instructional Model, including in depth understanding of effective instructional practices. Leadership will be utilized to effectively monitor implementation of the Instructional Model and all PD and provide supports as needed. Leadership will effectively ensure that student progress towards goals are being monitored including ALP goals for GT students and communicate with GT Coordinator. Leadership will be utilized to effectively monitor implementation of the Instructional Model and all PD and provide supports as needed. A walkthrough tool will be developed for instruction and used to monitor implementation. Math -Rigor and relevance -Understanding of ways problems can be solved -Strategies to teach students to persevere, overcome perfectionistic ideals, be willing to take risks, and become self-aware of their learning styles/needs and to self advocate -Teaching to different modalities -Differentiation; grouping for math instruction, including tiered instruction, compacting, and acceleration. -Khan Academy: how to use Khan Academy in the classroom, a virtual teacher workshop and Common Core

resources. Provide opportunities for students to have time to ask questions, work collaboratively, and use alternative resources such as Khan Academy to support their understanding of concepts. Writing -Increase amount of time teachers are modeling writing.This will include engaging teachers in the actual process of the writing themselves -Increasing the time students spend writing to provide practice and increase stamina -Peer writing reviews -Allow student choice -Writing for authentic purposes and audiences -Socratic Seminars, literature circles, and/or Debono's Thinking Hats to be used to support Common Core Writing Shift, increasing rigor and higher-level cognition, building background knowledge, and engaging students in in-depth analysis of texts and rigorous discussions prior to writing. -Higher level thinking strategies (HOTS) used for group discussions. Reading READ Act to accelerate reading skills of advanced readers in Grades K-3. -Differentiation and acceleration for more able readers, using assessments to group students, set goals and guide instructional decisions -Use of higher-level questioning techniques -Choosing challenging and appropriate texts with complexity of ideas -Increasing rigor, relevance, and higher level cognition; engaging students in in-depth analysis of texts using literature circles, CLOSE reading, Socratic Seminars, Debono's Six Thinking Hats, higher level thinking strategies (HOTS), allowing enough time for students to engage in discussions and develop stamina in reading -Utilizing the data team process, specifically step 4, addressing research based instructional strategies for all learning groups including those that are proficient or higher.

GT Major Improvement Strategy Timeline 2015-16 and 2016-17 •GT coordinator and GT Liaisons will collaborate with administration for district early release Fridays to include training that meets the needs of the high ability learners. •Secondary Schools will continue writing units with differentiated activities to personalize learning for all students. •EMS will reinforce math across the curriculum, in every class. •Middle and high school classrooms will commit to differentiated math instruction using flexible grouping and use of Khan Academy. •Counselor/Psychologist Liaisons will work with their individual schools to help gifted students understand what it means to be gifted. •Adapt minimum requirements to be able to get into honors/AP courses, such as an entrance exam, test score or grade in previous class.Requirements for high school math classes will be set and clearly communicated. At the middle school level students will be aware of the requirements for those classes so that motivated students can begin to work toward that level. An optional choice exam would give students the chance to study over the summer if they aspire to join a class but were lacking in grades or test scores. Writing •School level writing publications will be established to celebrate writing and allow students to share. •ALP goals will include authentic

		writing connected to areas of passion and include celebrations to share completed projects. Reading •Create and implement a PD plan for differentiation, acceleration, and rigor and relevance.
		We hired a new GT coordinator in January of 2016. GT Coordinator has primary responsibility for making ensuring teachers write effective ALP goals and monitor those goals on the ALP forms. Teacher and Counselor/Psych Liaisons will help with implementation and communication with GT Coordinator for monitoring ALPs. District Administration and teacher leadership will have responsibility for PD and monitoring the implementation of the PD. GT Coordinator and Liaisons will support the PD with strategies for the advanced learners. Walk through tools for monitoring writing and math will be created by administration with input by teacher leaders, liaisons and GT coordinator. Monitoring of PD will be done by principals.
		Achievement is reported to parents and students in several ways. These ways include conferences (2 times a year), report cards (2 times a year), and at annual ALP revision meetings. The District is working on adding access to grades in PowerSchool at the elementary level (this is already available at the middle and high schools).

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.

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Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Gifted Program Assurances

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.	In Progress	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.	In Progress
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.	In Progress	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.)	In Progress
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	In Progress	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; The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	In Progress