

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

Organization Code: 0470

District Name: ST VRAIN VALLEY RE 1J AU Code: 07010

AU Name: BOULDER RE-1J ST VRAIN

Official 2014 DPF: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section 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.*

Reading Achievement Priority Performance Challenges:

- Persistent achievement gap in reading on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population).
- On TCAP ELL students scored 46% proficient/advanced (gap of 27 percentage points) and IEP students scored 22% proficient/advanced (gap of 51 percentage points).
- On PARCC reading the achievement gap is 23 percentage points for ELL students and 35 percentage points for IEP students.
- 7.8% of K-3 students are on READ plans.

Math Achievement Priority Performance Challenges:

- Persistent achievement gap in math on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population).
- On TCAP ELL student scored 36% proficient/advanced (gap of 24 percentage points) and IEP students scored 19% proficient/advanced (gap of 41 percentage points).
- On PARCC math the achievement gap is 17 percentage points for ELL students and 26 percentage points for IEP students.

English Language Development and Attainment Priority Performance Challenge:

- Graduation rates for ELL's (69.6%) are improving but lag behind all students (81.8%) and are below the state expectation of 80%.

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).*

Reading Root Causes:

- Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards
- Elementary reading program not aligned with the Colorado Academic Standards and lacking rigor
- Inconsistent Tier 1 instruction in reading

- Inconsistent implementation of reading interventions
- Inconsistency in the development of vocabulary for ELL students
- Inconsistent implementation of SIOP strategies
- Low expectations for English Language Learners and IEP students

Math Root Causes:

- Secondary math resources not aligned with Colorado Academic Standards
- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs
- Low expectations for English Language Learners and IEP students
- Inconsistency in the development of vocabulary for ELL students
- Inconsistent implementation of SIOP strategies

English Language Development and Attainment Root Causes:

- Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards
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- Inconsistent implementation of SIOP strategies
- Low expectations for English Language Learners and IEP students
- Secondary math resources not aligned with Colorado Academic Standards
- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs

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.*

- Increase reading achievement by all students, with specific focus on IEP and ELL students, through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of ReadyGEN reading at the elementary level, implementation of the READ Act, and intentional interventions including English language development.
- Increase math achievement for all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, implementing STEM and implementing a PTECH program.

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	The district has the option to submit the updated 2015-16 plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The district has the option to submit the updated 2015-16 plan through Tracker for public posting on SchoolView.org.
	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	Based on 2014 District Performance Framework results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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: 2	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.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
Gifted Education	All districts 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.	No, district does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	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?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	Yes, 2007-2008
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Yes, Internal Audit of Student Services, 2008-09, Provider – Don Saul

Improvement Plan Information

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

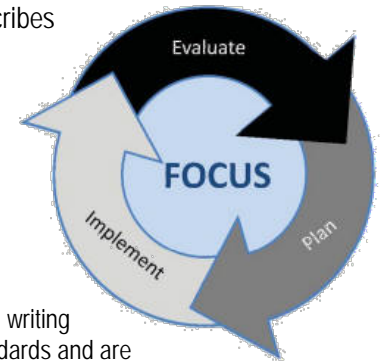
State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other: _____

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

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Tori Teague, Assistant Superintendent of Assessment, Curriculum, and Instruction
	Email	teague_tori@svvsd.org
	Phone	303-682-7242
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501
2	Name and Title	Regina Renaldi, Assistant Superintendent of Priority Schools, Special Projects, Area 3
	Email	renaldi_regina@svvsd.org
	Phone	303-682-7413
	Mailing Address	395 S. Pratt Parkway, Longmont, CO 80501

Section III: Narrative on Data Analysis and Root Cause Identification

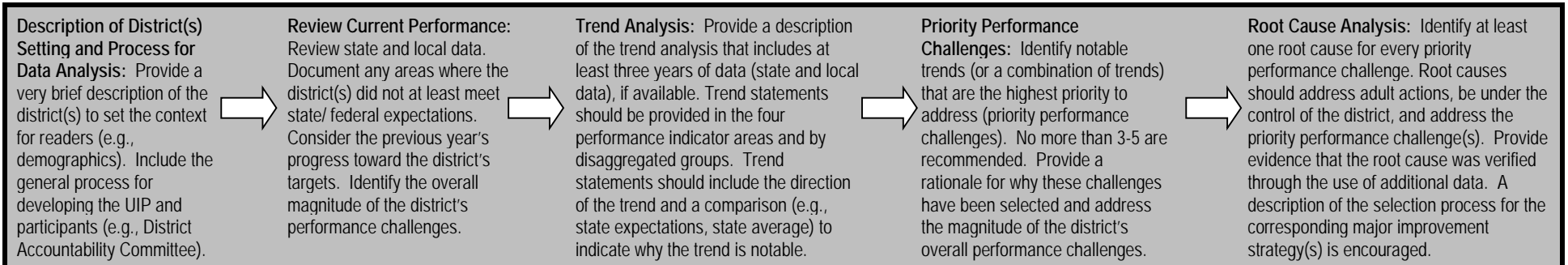
This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in Section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



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

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



Narrative:

Description of District

St. Vrain Valley School District (SVVSD) is the educational home of more than 30,000 students and is the seventh largest school district in Colorado. SVVSD operates 53 schools, spread out over 411 square miles. Our schools have received more than 32 John Irwin School of Distinction Awards, numerous Governors' Distinguished Improvement Awards and have graduated multiple Boettcher scholarship winners. We are the recipient of a Race to the Top Grant and won an I3 Grant for innovation. Our traditional high school graduation rate is 86.8%. The student population consists of 15% ELL, 30% Economically Disadvantaged, and 10% are Students with Disabilities. Of the core academic subjects, 99% of the teachers are considered "highly qualified" by national standards and more than half hold a Master's Degree or higher. Academic excellence by design is a benchmark that we strive to meet each day.

Process for Data Analysis

The completion of the data analysis process was the result of collaboration between principals and teacher representatives from the elementary, middle, and high school, as well as representatives from Title I, special education, our ELA office, Superintendent's Office and the Department of Learning Services leadership. The team considered three years of data related to academic performance trends, including graduation rates. An in-depth review of several data points included results from TCAP, ACCESS for ELLs, PALS, PARCC, CMAS and additional district-administered diagnostic assessment results from i-Ready. The process for data review was data driven dialogue with an extensive focus on identifying trends and root causes. Trends in achievement were consistent across these measures supporting the identification of priority performance challenges. ELL scores have improved but there is still a gap of 27-28 percentage points for both reading and math TCAP ELL scores and 17-23 percentage points for ELL PARCC reading and math scores compared to total scores, which resulted in meetings with ESL staff from all levels to gather additional information regarding ELL performance. The specific data review for ELLs in math content classes as well as a review of the implementation of SIOP in the math departments is a focus area. This was the fifth year for implementation of the SIOP model district wide. We met with the district math and language arts coordinators and representative teachers from all school levels to review data and define root causes with regard to ELL performance, and also to tie SIOP training more closely to standards and strategies in the classroom. Meetings with representatives from Student Services to review IEP student data and the low performance by IEP students resulted in an in-depth exploration of IEP interventions and strategies. Student Services Administrative Coordinators met with school special education teams and administrators and reviewed data and strategies for improvement. Though we saw improvement in IEP student achievement performance, the gap between IEP students and non IEP students is still large. The growth gap between IEP and non IEP students is closing but the gap is still 6-8

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percentile points for a group of students that needs more growth than other students to catch up. All of the trends, priority performance challenges, and root causes were examined thoroughly to identify goals and strategic improvement strategies. Finally, the District Accountability/Accreditation Committee reviewed the District and schools' data and achievement results, and District Unified Improvement Plan extensively using the UIP Quality Criteria documents and checklists. The Committee made recommendations about the District and schools' plans.

Current Performance Review

Overall on the 2015 District Performance Framework we are accredited with a performance plan. We meet expectations for Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. We are approaching expectations in Academic Growth Gaps. While we meet a majority of the indicators as a whole, when we disaggregate our data we see a persistent gap in most academic and postsecondary workforce readiness areas for two subgroups of students: English Language Learners (ELL) and students with disabilities (IEP). ELL students represent 15% of our student population and IEP students are 10% of students. Academic Growth Gaps is an indicator we have struggled to meet. Growth gaps are closing, but a growth gap remains for many subgroups (FRL, Minority, IEP, ELL, and Students needing to catch up) in all contents at the elementary and high school levels. Middle school students have higher growth and fewer growth gaps across the board and meets expectations in all three contents. In looking at specific contents, math has the greatest need for improvement. IEP students have larger growth gaps in all contents at all levels. For Academic growth gaps reading and writing meet half of the targets, but math misses all targets. We have made some progress in closing the achievement and growth gap for all subgroups in all contents especially with ELL students, but there still is a need for more intense intervention for all subgroups and improved Tier One instruction.

Our current data from PARCC and i-Ready shows that we still have an achievement gap for our ELL and IEP students. We don't have current growth data, so we will focus on achievement data for our plan. We have made remarkable progress in closing the graduation gap for our ELL students, but there is still a sizeable gap in graduation rates for ELL students with a 69.6% rate compared to 81.8% graduation rate for all students.

Prior Year's Targets Review

This year was a good year in attaining our targets especially in reading. We met both of our targets in reading. English Language Learners grew by an average of 106 lexiles, and IEP students grew by 99 lexiles in reading. We also met the reading growth target with 71.4% of ELL students and 62.1% of IEP students meeting the normed growth target using i-Ready reading in grades 1-3. We have been focusing extensively on Tier 1 instruction and English Language development for the past eight years. During this time, we have seen the achievement and growth of our ELL student steadily rise, and the graduation rate for ELL students has also increased by 20 percentage points. The focus on Tier 1 instruction and the Colorado Academic Standards has also helped our IEP students increase achievement and growth in reading although not as dramatically. The implementation of the READ Act has helped our students and teachers as the interventions have been very helpful and the data from the i-Ready reading assessment has pinpointed student learning needs for teachers.

Math achievement is also growing especially for ELL students, but at a slower rate than we targeted. ELL students and IEP students combined grew from 42% on grade level in the fall to 45% on grade level in the spring, so the percent on grade level grew slightly but did not meet the goal. ELL students on grade level grew from 44% to 48%, but the percent of IEP students dropped slightly from 34% to 32%. We are still refining the implementation of the Math Expressions program in the elementary level, but are seeing increased achievement with this implementation. The implementation of the Digits program at the middle level is showing an increase in achievement and should only get better over time. We have also expanded STEM from the Skyline feeder to across the district. We are seeing great engagement and high interest from students and teachers in STEM learning activities and careers.

We will continue to focus on increasing student achievement, providing highly engaging learning experiences, and preparing students for success in their future.

Trend Analysis

Academic Achievement

Reading, writing, and math TCAP achievement overall is stable for the past three years and meeting state and federal expectations. There is a sizable but decreasing gap in TCAP reading achievement for ELL (gap of 27 percentage points) and IEP (gap of 51 percentage points) students over the past three years. District TCAP math achievement is far above state expectations at the middle and high school levels, and above expectations at the elementary level. PARCC data from spring of 2015 shows a decrease in the gaps but still confirms an achievement gap for ELL and IEP students. On PARCC reading the achievement gap is 23 percentage points for ELL students and 35 percentage points for IEP students, and the PARCC math achievement gap is 17 percentage points for ELL students and 26 percentage points for IEP students.

Academic Growth

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

Academic Growth Gaps

Reading, writing, and math combined academic growth gaps are approaching state expectations. Reading median growth percentile (MGP) is lower than adequate growth for IEP (45), ELL (50), and non-proficient (51) students. Reading MGPs are decreasing for all subgroups over time. Writing median growth percentiles are also lower than adequate for IEP (46) and FRL (48) students. We are making the most progress closing the writing growth gap with IEP students but this is still the largest gap compared to other subgroups. Math median growth percentiles are above the state median overall. The math growth gap over a 3 year period is declining for FRL, minority, and ELL students but there is still a significant growth gap for IEP students. Growth data is not available for PARCC this year.

Postsecondary Workforce Readiness

Overall our graduation rate is meeting state expectations with an 81.8%. Subgroup graduation rates have shown strong improvement over the last five years, but subgroup graduation rates are still below state expectations for IEP (51.4%), ELL (69.6%) and minority (72.1%) students. The dropout rate continues to be considerably below the state average and meeting expectations. ACT composite scores are also meeting expectation and above state scores.

English Language Development and Attainment (AMAOs)

Current AMAO data is not available at this time, but when looking at this data from last year, we meet the AMAO #1 Making Progress in English. We are above the state median growth on ACCESS for ELLs for the elementary (64) and middle (51) levels and below at the high (58) school level. We are meeting AMAO #2 Attaining Proficiency in English and have met this target the last five years. AMAO #3 is TCAP Growth and Graduation Rate for ELL's and we are approaching this target by scoring 23/40 or 57.5% of the points. ELL's median growth percentiles in reading are at the state median, and all middle school ELL growth percentiles are above the state median.

Notable trends exist in particular for ELL and IEP students. These trends occur in almost every indicator and the size of the gap in performance is larger and more persistent over time than for other groups of students. The gap for ELL students is of slightly higher magnitude because it impacts 15% of the student population.

Priority Performance Challenges

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

Reading Achievement Priority Performance Challenges:

- Persistent achievement gap in reading on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population).

- On TCAP ELL students scored 46% proficient/advanced (gap of 27 percentage points) and IEP students scored 22% proficient/advanced (gap of 51 percentage points).
- On PARCC reading the achievement gap is 23 percentage points for ELL students and 35 percentage points for IEP students.
- 7.8% of K-3 students are on READ plans.

Math Achievement Priority Performance Challenges:

- Persistent achievement gap in math on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population).
- On TCAP ELL student scored 36% proficient/advanced (gap of 24 percentage points) and IEP students scored 19% proficient/advanced (gap of 41 percentage points).
- On PARCC math the achievement gap is 17 percentage points for ELL students and 26 percentage points for IEP students.

English Language Development and Attainment Priority Performance Challenge:

- Graduation rates for ELL's (69.6%) are improving but lag behind all students (81.8%) and are below the state expectation of 80.

Root Causes

Reading Root Causes:

- Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards
- Elementary reading program not aligned with the Colorado Academic Standards and lacking rigor
- Inconsistent Tier 1 instruction in reading
- Inconsistent implementation of reading interventions
- Inconsistency in the development of vocabulary for ELL students
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Math Root Causes:

- Secondary math resources not aligned with Colorado Academic Standards
- Inconsistent Tier 1 math instruction
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- Lack of math interventions aligned with student needs
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- Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards
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- Inconsistency in the development of vocabulary for ELL students
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- Low expectations for English Language Learners and IEP students
- Secondary math resources not aligned with Colorado Academic Standards
- Inconsistent Tier 1 math instruction
- Lack of diagnostic math assessments
- Lack of math interventions aligned with student needs

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

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

Verification:

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

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

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

Verification:

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

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

Our graduation rate is meeting the state expectations for all students. We have focused on improving the graduation rate of Hispanic students with a district goal of increasing the

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

Verification:

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

Intensive Support for Title 1 Focus School

The District spends considerable time and resources to support our Title 1 Focus School. Over the past three years a district team has done monthly walk-thoughts using the Tier 1 document to provide instructional feedback for teachers and the administration. We provide additional time through an Augmented School Year for Tier 2 and 3 struggling readers and all at risk students. This provides seven weeks of additional instructional time for the students who need it the most. We meet with parents multiple times during the year to engage them in an educational partnership. This school also has been provided with the resources including district support in developing an intensive interim assessment program and data analysis cycle. The assessment and data program includes professional development for teachers and time for collaboration. They also have increased FTE for literacy teachers and math instructional coaches. A STEM focus has been implemented which is increasing student engagement, and there is an extensive after school program. When we analyze the data from multiple sources, we are seeing improvement in students' achievement and will continue to support this positive trend.

Equitable Distribution of Teachers

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

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 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)	n/a	n/a	<p>This year was a good year in attaining our targets, especially in reading. We have been focusing extensively on Tier 1 instruction and English Language development for the past eight years. During this time, we have seen the achievement and growth of our ELL student steadily rise, and the graduation rate for ELL students has increased by 20 percentage points. The focus on Tier 1 instruction and the Colorado Academic Standards has also helped our IEP students increase achievement and growth in reading although not as dramatically. The implementation of the READ Act has helped our students and teachers as the interventions have been very helpful and the data from the i-Ready reading assessment has pinpointed student learning needs for teachers. Math achievement is also growing especially for ELL students, but at a slower rate than we targeted. We are</p>	
Academic Growth	n/a	n/a		
Academic Growth Gaps	R	<p>From the beginning of 2014-15 school year to the end, ELL and IEP students in reading will grow by 75 lexiles as measured by the SRI reading assessment in grades 4-12.</p> <p>By the end of the 2014-15 school year 50% of IEP and ELL students will achieve the normed growth target in reading i-Ready (grades 1-3).</p>		<p>We met this first goal in reading. English Language Learners grew by an average of 106 lexiles, and IEP students grew by 99 lexiles in reading.</p> <p>We also met the reading growth target with 71.4% of ELL students and 62.1% of IEP students meeting the normed growth target using i-Ready reading in grades 1-3.</p>
	M	<p>From the beginning of 2014-15 school year to the end, the percent of ELL and IEP students on grade level in math will grow by 20% as measured by the Galileo math assessment.</p>		<p>The math achievement goal was not met. ELL students and IEP students combined grew from 42% on grade level in the fall to 45% on grade level in the spring, so the percent on grade level grew slightly but did not meet the goal. ELL students on grade level grew from 44% to 48%, but the percent of IEP students</p>

Organization Code: 0470 District Name: ST VRAIN VALLEY RE 1J

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.
			dropped slightly from 34% to 32%.	<p>still refining the implementation of the Math Expressions program at the elementary level, but are seeing increased achievement with this implementation. The implementation of the Digits program at the middle level is showing an increase in achievement and should only get better over time. We have also expanded STEM from the Skyline feeder to across the district. We are seeing great engagement and high interest from students and teachers in STEM learning activities and careers.</p> <p>We will continue to focus on increasing student achievement, providing highly engaging learning experiences, and preparing students for success in their future.</p>
	W	n/a	n/a	
Postsecondary & Workforce Readiness		n/a	n/a	
Student Graduation and Completion Plan (For Designated Graduation Districts)		n/a	n/a	
English Language Development and Attainment (AMAOs)	AMAO1	n/a	n/a	
	AMAO2	n/a	n/a	
	AMAO3	From the beginning of 2014-15 school year to the end, the percent of ELL and IEP students on grade level in math will grow by 20% as measured by the Galileo math assessment and will increase SRI lexiles by 75 in reading.	We met this first goal in reading. English Language Learners grew by an average of 106 lexiles, and IEP students grew by 99 lexiles in	

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.
		By the end of the 2014-15 school year 50% of IEP and ELL students will achieve the normed growth target in reading i-Ready (grades 1-3).	<p>reading.</p> <p>The math achievement goal was not met. ELL students and IEP students combined grew from 42% on grade level in the fall to 45% on grade level in the spring, so the percent on grade level grew slightly but did not meet the goal. ELL students on grade level grew from 44% to 48%, but the percent of IEP students dropped slightly from 34% to 32%.</p> <p>We also met the reading growth target with 71.4% of ELL students and 62.1% of IEP students meeting the normed growth target using i-Ready reading in grades 1-3.</p>	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the DPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

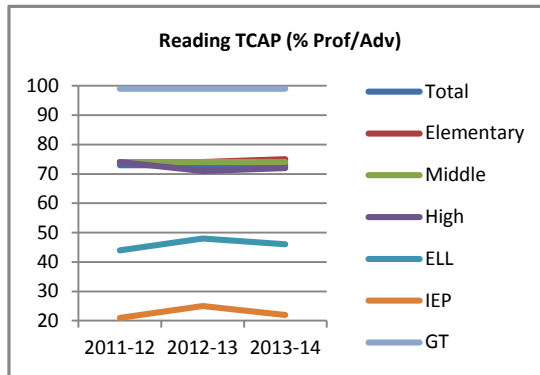
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																					
Academic Achievement (Status)	Reading (SPF – meets for all levels)	<p>Persistent achievement gap in reading on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population).</p> <p>On TCAP ELL student scored 46% proficient/advanced (gap of 27 percentage points) and IEP students scored 22% proficient/advanced (gap of 51 percentage points).</p> <p>On PARCC reading the achievement gap is 23 percentage points for ELL students and</p>	<p>Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards</p> <p>Elementary reading program not aligned with the Colorado Academic Standards and lacking rigor</p> <p>Inconsistent Tier 1 instruction in reading</p> <p>Inconsistent implementation of reading interventions</p> <p>Inconsistency in the development of vocabulary for ELL students</p> <p>Inconsistent implementation of SIOP strategies</p> <p>Low expectations for English Language Learners and IEP students</p>																																					
	<table border="1"> <thead> <tr> <th colspan="4">Reading TCAP (% Proficient and Advanced)</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>73</td> <td>73</td> <td>73</td> </tr> <tr> <td>Elementary</td> <td>74</td> <td>74</td> <td>75</td> </tr> <tr> <td>Middle</td> <td>74</td> <td>74</td> <td>74</td> </tr> <tr> <td>High</td> <td>74</td> <td>71</td> <td>72</td> </tr> <tr> <td>ELL</td> <td>44</td> <td>48</td> <td>46</td> </tr> <tr> <td>IEP</td> <td>21</td> <td>25</td> <td>22</td> </tr> <tr> <td>GT</td> <td>99</td> <td>99</td> <td>99</td> </tr> </tbody> </table>			Reading TCAP (% Proficient and Advanced)					2011-12	2012-13	2013-14	Total	73	73	73	Elementary	74	74	75	Middle	74	74	74	High	74	71	72	ELL	44	48	46	IEP	21	25	22	GT	99	99	99	
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	High			74	71	72																																		
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	IEP			21	25	22																																		
GT	99	99	99																																					
TCAP:																																								
<ul style="list-style-type: none"> Performing above state percentages across all grade levels Performing above state expectations at all levels Large gap between total students and the subgroups of ELL (27 percentage point gap) and IEP (51 percentage point gap) students Achievement gaps for ELL and IEP students are consistent and persistent for the past three years 																																								

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes



2015 PARCC: ELA/Literacy (% Met/Exceeded)	
English Language Arts/Literacy	% Met/Exceeded
Grade 3	41
Grade 4	45
Grade 5	46
Grade 6	40
Grade 7	46
Grade 8	46
Grade 9	43
Grade 10	34
Grade 11	29
ELL	18

35 percentage points for IEP students.

7.8% of K-3 students are on READ plans.

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

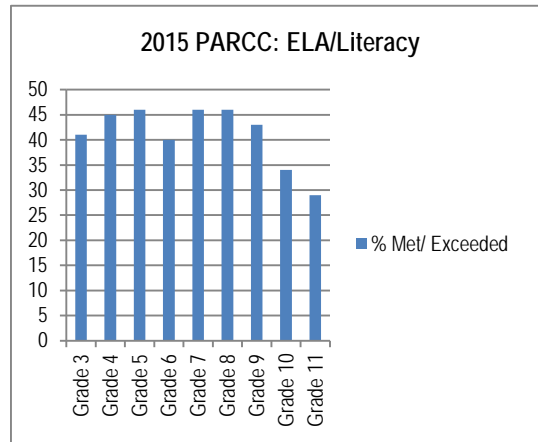
Priority Performance
Challenges

Root Causes

IEP	8
GT	92

PARCC:

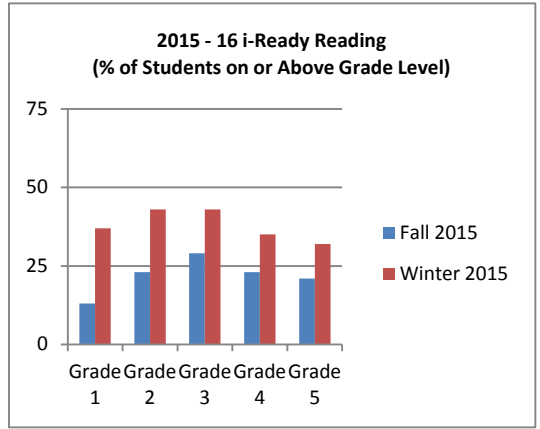
- High school scores are considerably lower than other levels.
- St. Vrain outscored the state in grades 3-9. St. Vrain outscored the state by the highest percent (5%) in grades 3 and 9.
- There is a sizable gap in reading achievement for ELL and IEP students compared to all students on PARCC ELA.
- GT students are performing much higher than all students on ELA.



Performance Indicators **Description of Notable Trends (3 years of past state and local data)** **Priority Performance Challenges** **Root Causes**

i-Ready

2015 - 16 i-Ready Reading % Students on Grade Level		
	Fall 2015	Winter 2015
Grade 1	9	27
Grade 2	11	25
Grade 3	8	21
Grade 4	13	27
Grade 5	17	35



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Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

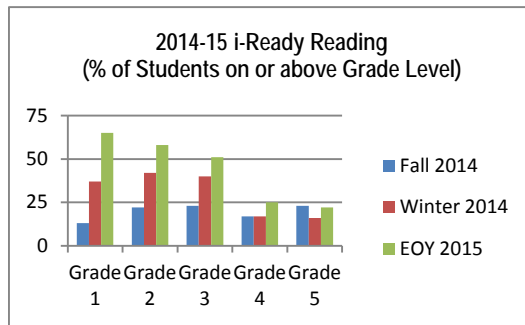
Priority Performance
Challenges

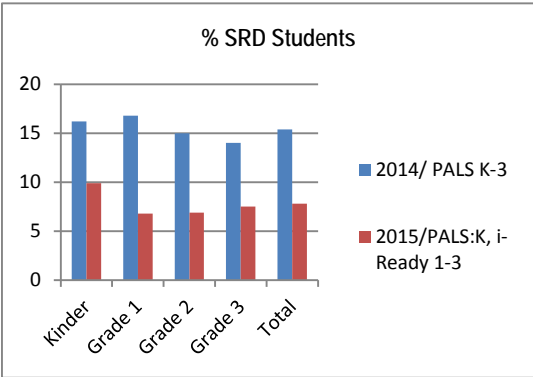
Root Causes

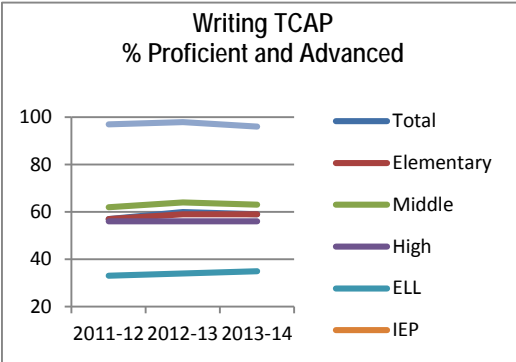
2014 - 15 i-Ready Reading % Students on or Above Grade Level			
	Fall 2014	Winter 2014	EOY 2015
Grade 1	13	37	65
Grade 2	22	42	58
Grade 3	23	40	51
Grade 4	17	17	25
Grade 5	23	16	22

i-Ready Reading:

- Students on grade level are increasing from beginning to end of year in most grade levels
- Students are growing more in early grades than in intermediate grades



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p>Significant Reading Deficient (SRD)</p> <table border="1" data-bbox="485 430 1014 678"> <thead> <tr> <th colspan="3">% of SRD Students</th> </tr> <tr> <th></th> <th>**2014</th> <th>**2015</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>16.2</td> <td>9.9</td> </tr> <tr> <td>Grade 1</td> <td>16.8</td> <td>6.8</td> </tr> <tr> <td>Grade 2</td> <td>15.0</td> <td>6.9</td> </tr> <tr> <td>Grade 3</td> <td>14.0</td> <td>7.5</td> </tr> <tr> <td>Total</td> <td>15.4</td> <td>7.8</td> </tr> </tbody> </table> <p>*PALS Assessment (K-3) **PALS Assessment (K); i-Ready (1-3)</p> 	% of SRD Students				**2014	**2015	Kindergarten	16.2	9.9	Grade 1	16.8	6.8	Grade 2	15.0	6.9	Grade 3	14.0	7.5	Total	15.4	7.8	n/a	n/a
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	**2014	**2015																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p>Writing (included in the PARCC: ELA/Literacy)</p> <table border="1" data-bbox="485 431 997 818"> <thead> <tr> <th colspan="4">Writing TCAP (% Proficient and Advanced)</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>57</td> <td>60</td> <td>59</td> </tr> <tr> <td>Elementary</td> <td>57</td> <td>59</td> <td>59</td> </tr> <tr> <td>Middle</td> <td>62</td> <td>64</td> <td>63</td> </tr> <tr> <td>High</td> <td>56</td> <td>56</td> <td>56</td> </tr> <tr> <td>ELL</td> <td>33</td> <td>34</td> <td>35</td> </tr> <tr> <td>IEP</td> <td>10</td> <td>14</td> <td>13</td> </tr> <tr> <td>GT</td> <td>97</td> <td>98</td> <td>96</td> </tr> </tbody> </table>  <p>Writing TCAP % Proficient and Advanced</p> <ul style="list-style-type: none"> Performing above state percentages across all grade levels Performing above state expectations at all levels Achievement gaps for ELL and IEP students are consistent and persistent for the past 	Writing TCAP (% Proficient and Advanced)					2011-12	2012-13	2013-14	Total	57	60	59	Elementary	57	59	59	Middle	62	64	63	High	56	56	56	ELL	33	34	35	IEP	10	14	13	GT	97	98	96		
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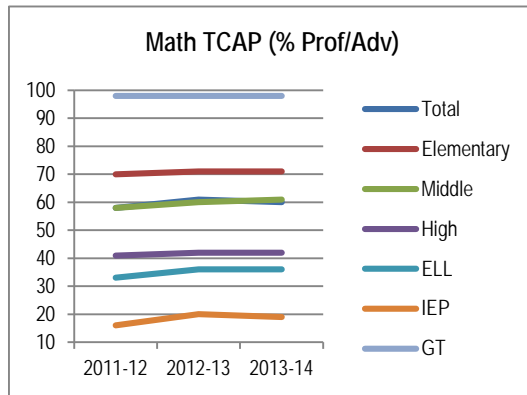
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Performance Indicators

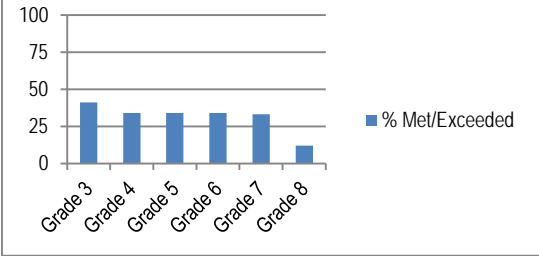
Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes



PARCC: MATHEMATICS (%Met/Exceeded)	
Mathematics	% Met/Exceeded
Grade 3	41
Grade 4	34
Grade 5	34
Grade 6	34
Grade 7	33
Grade 8	12
Algebra I	25
Geometry	12
Algebra II	16
Int. Math I	87
Int. Math II	67
Int. Math III	64
ELL	14

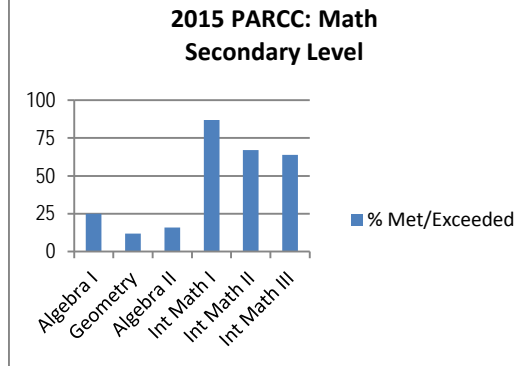
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes				
	<table border="1" data-bbox="485 349 1003 431"> <tr> <td>IEP</td> <td>5</td> </tr> <tr> <td>GT</td> <td>87</td> </tr> </table> <div data-bbox="485 480 1020 834"> <p style="text-align: center;">2015 PARCC: Math Elementary/Middle Level</p>  <p>PARCC:</p> <ul style="list-style-type: none"> • St. Vrain outscored the state in grades 3-7 on PARCC math. • Seventh grade outscored the state by 6 percentage points. • Eighth grade math was 7 percentage points below the state average. </div>	IEP	5	GT	87		
IEP	5						
GT	87						

Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

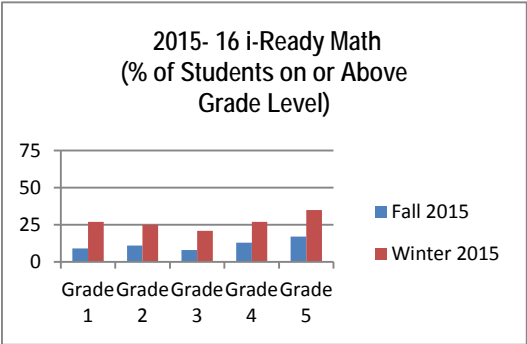


PARCC:

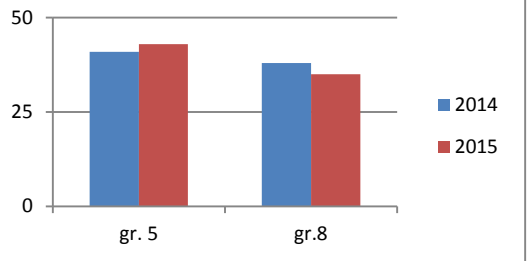
- St. Vrain outperformed the state by a large amount on the integrated tests. This was due to the number of students we have that are two years or above the traditional math track and these students took the integrated tests.
- St. Vrain performed below the state average on Algebra, Geometry, and Algebra II tests.

i-Ready

2015 - 16 i-Ready Math % of Students on or Above Grade Level		
	Fall 2015	Winter 2015
Grade 1	9	27
Grade 2	11	25
Grade 3	8	21
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
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	<p>CMAS: Science and Social Studies</p>																										

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FRL	19	15																																																										
Gifted	94	91																																																										
Minority	21	21																																																										
Spec Ed	9	8																																																										
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CMAS: Science (% Strong + Distinguished)																																																												
	2014	2015																																																										
Grade 5	41	43																																																										
Grade 8	38	35																																																										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p data-bbox="577 365 934 397">CMAS: Science (% Strong + Dist.)</p>  <table border="1" data-bbox="483 738 1018 1079"> <thead> <tr> <th colspan="3">CMAS: Social Studies (% Strong + Distinguished)</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>22</td> <td>24</td> </tr> <tr> <td>ELL</td> <td>8</td> <td>9</td> </tr> <tr> <td>FRL</td> <td>7</td> <td>8</td> </tr> <tr> <td>Gifted</td> <td>76</td> <td>82</td> </tr> <tr> <td>Minority</td> <td>11</td> <td>13</td> </tr> <tr> <td>Spec Ed</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	CMAS: Social Studies (% Strong + Distinguished)				2014	2015	All Students	22	24	ELL	8	9	FRL	7	8	Gifted	76	82	Minority	11	13	Spec Ed	3	3		
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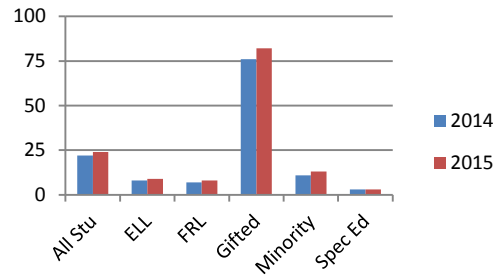
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance
Challenges

Root Causes

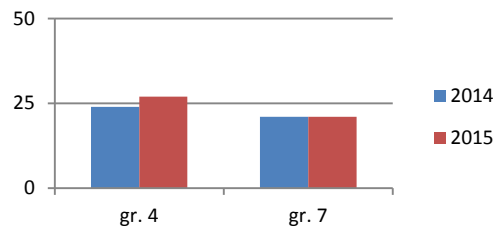
CMAS: Social Studies
(% Strong + Dist.)

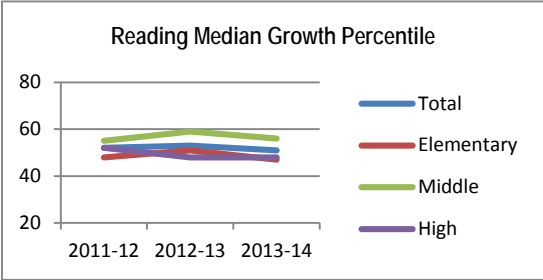



CMAS: Social Studies
(% Strong + Distinguished)

	2014	2015
Grade 4	24	27
Grade 7	21	21

CMAS: Social Studies
(% Strong + Distinguished)



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Growth	<p>Reading: Met adequate growth for all levels (SPF – meets); stable overall.</p> <table border="1" data-bbox="485 431 997 686"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>52</td> <td>53</td> <td>51</td> </tr> <tr> <td>Elementary</td> <td>48</td> <td>51</td> <td>47</td> </tr> <tr> <td>Middle</td> <td>55</td> <td>59</td> <td>56</td> </tr> <tr> <td>High</td> <td>52</td> <td>48</td> <td>48</td> </tr> </tbody> </table>  <ul style="list-style-type: none"> Performing far above state Adequate Growth Percentile (AGP) expectations at all levels (MGP's are 25-37 above) 	Reading Median Growth Percentile					2011-12	2012-13	2013-14	Total	52	53	51	Elementary	48	51	47	Middle	55	59	56	High	52	48	48	n/a	n/a
	Reading Median Growth Percentile																										
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	2011-12	2012-13	2013-14																								
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<p>Math: Meets for middle; approaching for elementary and high school. Meets adequate growth overall.</p>	n/a	n/a																									

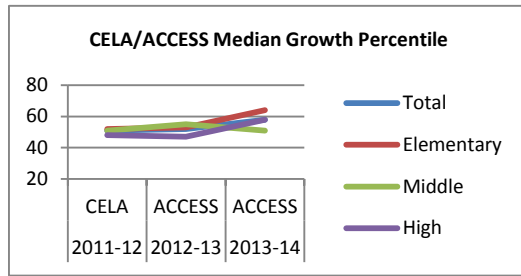
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Performance Indicators **Description of Notable Trends (3 years of past state and local data)** **Priority Performance Challenges** **Root Causes**

English Language Proficiency: Exceeds for elementary, approaching for middle levels; meets for high school

2013-14 ACCESS for ELLs Growth					
	MGP	AGP *	Pts	Pts. Possible	Rating
Elem	64	28	2	2	Exceeds
Middle	51	57	1	2	Approach
High	58	40	1.5	2	Meets
Overall			4.5	6	Meets

CELA/ACCESS Median Growth Percentile			
	2011-12 CELA	2012-13 ACCESS	2013-14 ACCESS
Total	51	52	60
Elementary	52	53	64
Middle	51	55	51
High	48	47	58



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
	<ul style="list-style-type: none"> Above the state median overall at elementary and high levels in ACCESS for ELLs growth Slightly below the state median at the middle school level (51). 																																		
Academic Growth Gaps	<p>Growth Gaps in Reading: Elementary: (SPF) Does Not Meet - IEP Approaching – FRL,ELL, Non-Prof Middle: (SPF) Approaching – IEP High: (SPF) Approaching – IEP, ELL, Non-Prof</p> <table border="1" data-bbox="485 911 995 1252"> <thead> <tr> <th colspan="4">Reading Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011-12</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>52</td> <td>53</td> <td>51</td> </tr> <tr> <td>FRL/Non</td> <td>50/54</td> <td>49/55</td> <td>47/53</td> </tr> <tr> <td>Min/Non</td> <td>51/53</td> <td>52/53</td> <td>49/52</td> </tr> <tr> <td>IEP/Non</td> <td>45/53</td> <td>44/54</td> <td>45/51</td> </tr> <tr> <td>ELL/Non</td> <td>53/52</td> <td>54/52</td> <td>50/51</td> </tr> <tr> <td>GT</td> <td>59</td> <td>61</td> <td>57</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At or above the state median overall and for each subgroup except FRL (47) and IEP (45) Have closed the gap in MGP for ELL students but still not making adequate growth 	Reading Median Growth Percentile					2011-12	2012-13	2013-14	Total	52	53	51	FRL/Non	50/54	49/55	47/53	Min/Non	51/53	52/53	49/52	IEP/Non	45/53	44/54	45/51	ELL/Non	53/52	54/52	50/51	GT	59	61	57	n/a	n/a
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Postsecondary & Workforce Readiness	<p>Graduation Rate:</p> <table border="1" data-bbox="485 397 989 695"> <thead> <tr> <th colspan="5">2011-2014 Aggregate Graduation Rate (%)</th> </tr> <tr> <th></th> <th>4yr</th> <th>5yr</th> <th>6yr</th> <th>7yr</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>83.0</td> <td>85.8</td> <td>86.5</td> <td>86.9</td> </tr> <tr> <td>FRL</td> <td>71.1</td> <td>73.9</td> <td>77.7</td> <td>77.7</td> </tr> <tr> <td>MIN</td> <td>74.4</td> <td>80.6</td> <td>78.2</td> <td>77.3</td> </tr> <tr> <td>IEP</td> <td>53.3</td> <td>61.6</td> <td>75.2</td> <td>86.4</td> </tr> <tr> <td>ELL</td> <td>69.5</td> <td>78.4</td> <td>74.7</td> <td>74.4</td> </tr> </tbody> </table> <p>4 year Graduation Data:</p> <table border="1" data-bbox="485 787 999 982"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>81.6%</td> <td>82.9%</td> <td>83.0%</td> <td>81.8%</td> </tr> <tr> <td>MIN</td> <td>67.6%</td> <td>73.5%</td> <td>74.4%</td> <td>72.1%</td> </tr> <tr> <td>ELL</td> <td>64.7%</td> <td>73.0%</td> <td>69.5%</td> <td>69.6%</td> </tr> <tr> <td>IEP</td> <td>51.7%</td> <td>56.5%</td> <td>53.3%</td> <td>51.4%</td> </tr> </tbody> </table>	2011-2014 Aggregate Graduation Rate (%)						4yr	5yr	6yr	7yr	Total	83.0	85.8	86.5	86.9	FRL	71.1	73.9	77.7	77.7	MIN	74.4	80.6	78.2	77.3	IEP	53.3	61.6	75.2	86.4	ELL	69.5	78.4	74.7	74.4		2012	2013	2014	2015	Overall	81.6%	82.9%	83.0%	81.8%	MIN	67.6%	73.5%	74.4%	72.1%	ELL	64.7%	73.0%	69.5%	69.6%	IEP	51.7%	56.5%	53.3%	51.4%	n/a	n/a
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<p>Dropout Rate: 2.6% for 3 year (meets on SPF), state expectation is 3.9%</p> <p>2010-11: 2.9% (state 3.0%)</p> <p>2011-12: 2.5% (state 2.9%)</p> <p>2012-13: 1.7% (state 2.5%)</p> <p>2014-15: 1.8% (state 2.4%)</p>	n/a	n/a																																																													
<p>Mean ACT Composite Scores: above expectation, meets on SPF</p> <p>2013 – 20.4 (above state)</p> <p>2014 – 20.6 (above state)</p> <p>2015 – 20.5 (above state)</p>	n/a	n/a																																																													

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Student Graduation and Completion Plan (For Designated Graduation Districts)	n/a	n/a	n/a																								
	n/a	n/a	n/a																								
English Language Development and Attainment (AMAOs)	AMAO #1: Making Progress in English 2011-12: Approaching target (CELAPro Growth) 2012-13: Met target 2013-14: Approaching target 2014-15: Current data not available <table border="1"> <thead> <tr> <th colspan="4">ACCESS for ELLs Growth/MGP</th> </tr> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>53</td> <td>64</td> <td>60</td> </tr> <tr> <td>Middle</td> <td>57</td> <td>51</td> <td>43</td> </tr> <tr> <td>High</td> <td>44</td> <td>58</td> <td>51</td> </tr> <tr> <td>Overall</td> <td>53</td> <td>60</td> <td>55</td> </tr> </tbody> </table>	ACCESS for ELLs Growth/MGP					2013	2014	2015	Elem	53	64	60	Middle	57	51	43	High	44	58	51	Overall	53	60	55		
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	AMAO #2: Attaining Proficiency in English Data not available	n/a	n/a																								
	AMAO #3: Target not determined as this time	Graduation rates for ELL's (69.6%) are improving but lag behind all students (81.8%) and are below the state expectation of 80.	Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards Elementary reading program not aligned with the Colorado Academic Standards and lacking rigor Inconsistent Tier 1 instruction in reading																								

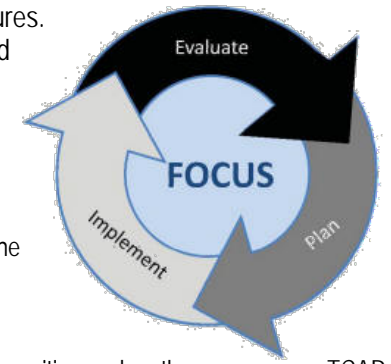
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			<ul style="list-style-type: none"> Inconsistent implementation of reading interventions Inconsistency in the development of vocabulary for ELL students Inconsistent implementation of SIOP strategies Low expectations for English Language Learners and IEP students Secondary math resources not aligned with Colorado Academic Standards Inconsistent Tier 1 math instruction Lack of diagnostic math assessments Lack of math interventions aligned with student needs

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. 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). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math 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. TCAP

District/Consortium Target Setting Form

Performance Indicators			Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
Measures/ Metrics				2015-16	2016-17		
Academic Achievement (Status)	CMAS, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Persistent achievement gap in reading on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population). On TCAP ELL students scored 46% proficient/advanced (gap of 27 percentage points) and IEP students scored 22% proficient/advanced (gap of 51 percentage points). On PARCC reading the achievement gap is 23 percentage points for ELL students and 35 percentage points for IEP students.	By the end of the 2015-16 school year, ELL students will score 23% met and exceeded and IEP students will score 15% met and exceeded on PARCC ELA.	By the end of the 2016-17 school year, ELL students will score 28% met and exceeded and IEP students will score 22% met and exceeded on PARCC ELA.	i-Ready reading assessment 3 times per year PALS reading in kindergarten 3 times per year	Increase reading achievement by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of ReadyGEN reading at the elementary level, implementation of the READ Act, and intentional interventions including English language development.
		READ	7.8% of K-3 students are on READ plans.	By the end of the 2015-16 school year, 7% of K-3 students will be on	By the end of the 2016-17 school year, 6.5% of K-3 students will be on	i-Ready reading assessment 3 times per year	Increase reading achievement for all students, with specific

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			READ plans.	READ plans.	PALS reading in kindergarten 3 times per year	focus on IEP and ELL students, through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of ReadyGEN reading at the elementary level, implementation of the READ Act, and intentional interventions including English language development.	
		M	<p>Persistent achievement gap in math on TCAP and PARCC for ELL students (15% of population) and IEP students (10% of population). On TCAP ELL students scored 36% proficient/advanced (gap of 24 percentage points) and IEP students scored 19% proficient/advanced (gap of 41 percentage points). On PARCC math</p>	By the end of the 2015-16 school year, ELL students will score 18% met and exceeded and IEP students will score 11% met and exceeded on PARCC math.	By the end of the 2016-17 school year, ELL students will score 22% met and exceeded and IEP students will score 17% met and exceeded on PARCC math.	i-Ready math assessment 3 times per year	Increase math achievement for all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of intentional math interventions, implementing STEM and implementing a P-TECH program.

			the achievement gap is 17 percentage points for ELL students and 26 percentage points for IEP students.				
		S	n/a	n/a	n/a	n/a	n/a
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELA	n/a	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a	n/a
		ELP	n/a	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	n/a	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a	n/a
Postsecondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disag. Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean CO ACT		n/a	n/a	n/a	n/a	n/a
	Other PWR Measures		n/a	n/a	n/a	n/a	n/a
English Language Development & Attainment	ACCESS Growth (AMA0 1)		n/a	n/a	n/a	n/a	n/a
	ACCESS Proficiency (AMA0 2)		n/a	n/a	n/a	n/a	n/a

Action Planning Form for 2015-16 and 2016-17

Directions: 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. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Increase reading achievement by all students with specific focus on IEP and ELL students through improved Tier 1 instruction, continual implementation of the Colorado Academic Standards and district unit plans, implementation of ReadyGEN reading at the elementary level, implementation of the READ Act, and intentional interventions including English language development.

Root Cause(s) Addressed: Lack of access to high quality, rigorous, complex text that meets the Colorado Academic Standards, elementary reading program not aligned with the Colorado Academic Standards and lacking rigor, inconsistent Tier 1 instruction in reading, inconsistent implementation of reading interventions, inconsistency in the development of vocabulary for ELL students, inconsistent implementation of SIOP strategies, low expectations for English Language Learners and IEP students.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Elementary Language Arts pilot team professional development, team development of curricular resources that support ReadyGEN reading program implementation, team creation of training plans	August - March		Ex. Dir. Of Curriculum Ex. Dir. of Professional Development Language Arts Coordinator Elementary Language Arts Pilot Team Language	General fund covers all extra duty, materials, and supplies	Training agendas Unit Plans for every grade level Design Thinking Challenge Standards Alignment Scope & Sequence Customize assessments Assessment scope & sequence Writing Supplementation Revised report card Adoption Training Plans	In progress

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			Arts Advisory Team			
Biliteracy pilot teachers develop curricular resources that help support the integration of the Spanish resources with ReadyGEN	Sept. 26 Oct. 24 Nov. 21 Jan. 23 Feb. 20 Mar. 19 April 16 May 14		Ex. Dir. Of Curriculum Ex. Dir. of Professional Development Language Arts Coordinator Elementary Bilingual Coordinator Biliteracy Pilot Team	General fund covers all substitute costs, extra duty, materials, and supplies	Training agendas Biliteracy unit plans List of suggested Spanish texts to pair with English texts for each module Writing tasks in both languages that align with standards and ReadyGEN Biliteracy lesson plan	In progress
Professional development for biliteracy teachers and principals reviewing components and pedagogy of research-based biliteracy instruction, shifts required for CCSS language arts instruction, and biliteracy curricular resources for ReadyGEN implementation	Dec. 8 Feb. 11 Mar. 3 Mar. 29		Ex. Dir. Of Curriculum Ex. Dir. of Professional Development Language Arts Coordinator Elementary Bilingual Coordinator Biliteracy Pilot Team	General fund covers all substitute costs, materials, and supplies	Training agendas Discussion recordings	In progress
Alignment of ELD curriculum resources with ReadyGEN phonemic awareness and phonics	August - May		Ex. Dir. Of Curriculum Ex. Dir. of Professional Development Language	General fund	Curricular alignment documents	In progress

			Arts Coordinator Elementary Bilingual Coordinator Biliteracy Pilot Team			
Elementary Language Arts pilot of ReadyGEN program	August – May		Ex. Dir. Of Curriculum Language Arts Coordinator Elementary Language Arts Pilot Team Language Arts Advisory Team	General fund	Team agendas Curricular Resources Teacher/student/parent surveys	In progress
Elementary principals professional development on new literacy curricular resources and ReadyGEN program	Oct. 15 Feb. 25 Mar. 17		Ex. Dir. Of Curriculum Language Arts Coordinator Ex. Dir. of Professional Development Area Assistant Supts.	General fund	Agendas Training Resources	In progress
Provide digital access to all elementary staff of ReadyGEN reading program	January - June	July - June		General fund	Digital access plan	Complete
Adoption/purchase of ReadyGEN	March		BOE	General fund	BOE agenda and report	In progress

program for elementary reading			Asst. Supt. of Assessment, Curriculum, and Instruction Ex. Dir. of Curriculum Language Arts Coordinator			
ReadyGEN overview meetings for all elementary staff	March 1, 8, 14, 24		Ex. Dir. Of Curriculum Ex. Dir. of Professional Development Language Arts Coordinator Elementary Language Arts Pilot Team Language Arts Advisory Team	General fund	Agendas	In progress
Elementary principal observations in ReadyGEN pilot classrooms and introduction to new unit plans, resources, and report cards	May		Ex. Dir. Of Curriculum Language Arts Coordinator Ex. Dir. of Professional Development Area	General Fund	Meeting agendas Observation schedule	Not begun

			Assistant Supts. Elementary Language Arts Pilot Team			
Elementary English Language Arts curricular materials including ReadyGEN reading program training for K-5 classroom, literacy, and special education teachers professional development	May 31 & June 1	Aug. 1, 2 Sept.	Ex. Dir. Of Curriculum Ex. Dir. of Professional Development Language Arts Coordinator Elementary Language Arts Pilot Team	General fund	Agendas Training materials Attendance sheets	Not begun
Elementary staff English Language Arts curricular resources including ReadyGEN reading program ongoing professional development at building levels during PLC time		Sept. 7 Oct. 5 Nov. 2 Dec. 7 Feb. 1 Mar. 1 April 5 May 3	Principals Language Arts Coordinator Pilot Teachers	General fund	Training materials PLC Agendas	Not begun
Provide additional resources for Tier 2 struggling readers to include myON Reader Program and LLI Kits to support intentional reading interventions	August – May	August – May	Asst. Supts. Principals Language Arts and	General fund covers all salaries and materials for myON Reader	myON Reader Participation Data myON Reader Contests	In progress

			Literacy Coordinators	READ Act funds cover LLI Kits	LLI Training Agendas	
Provide additional time through Augmented School Year for Tier 2 and 3 struggling readers	August – May	August – May	Asst. Supts. Principals Language Arts and Literacy Coordinators	General fund, RTTT and I3 cover all salaries and materials	Augmented School Year Schedules and Enrollment Data	In progress
Provide additional time for at risk students and students in poverty through access to full day Kindergarten	August – May	August – May	Asst. Supts. Principals Language Arts and Literacy Coordinators	General fund and READ Act funds cover all tuition, salaries and materials	Full day Kindergarten Enrollment Data	In progress
Parent Meetings at all Title 1 Schools to encourage strong parent involvement	Sept.- May	Sept.- May	Principals	General fund	Schedule of Meetings	In progress
Implementation of Colorado Academic Reading, Writing, Communicating Standards and standards/data-driven instruction with accountability	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Language Arts Coordinators Professional Development Learning Leader and Coaches	General fund covers all salaries Title IIA covers PD learning leaders and coaches' salaries	Review of i-Ready data three times/year Administrator Walk-throughs	In progress

Implement Tier 1 core instruction template to be used as an accountability measure	August – May	August – May	Asst. Supts. Principals Rtl Coordinator Professional Development Director, Learning Leader and Coaches	General fund covers salaries Title I Other Strategy #1 covers part of salary for Assistant Superintendent of Area 3 and Priority Programs (\$70,931 salary and \$16,300 benefits) and general fund Title IIA funds coaches' salaries Title IIA funds Director of Professional Development salary	Use of walk-through template by administrators Coaching work with novice 1 teachers – Use of pre-mid-post Tier 1 Self-Assessment and planning, observation and reflective coaching conversations	In progress
Parent Update Meetings at each school site to share current data (SPF) and practices regarding reading and writing (UIP)	August - February	August - February	Assistant Superintendents and Principals	General fund	Meeting schedule and agendas, web site and local newspaper notification	In progress
Implementation of Colorado English Language Proficiency (CELP) standards	August – May	August – May	Assistant Superintendents Ex. Director of Curriculum Principals Teachers	Title III funds for SIOP training and ESL meetings Title III funds 60% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$55,200) General fund	SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOP Identification Document	In progress
English language development through improved bilingual transition model	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General fund (monitoring) Title III funds 20% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$18,506)	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	In progress

District-wide Annual ELL Parent Meeting	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools	General funds	Meeting agenda posting in ELA parent newsletter, invitations to each parent	In progress
Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools ELL Coordinators Professional Development Learning Leaders and Coaches	General fund (salaries) Title IIA funds coaches' salaries	Walk-through data using Tier 1 Best Practices with SIOP Identification Document Attendance data Survey data PD make-up sessions for novice 1 teachers & ongoing staff training support for identified schools	In progress
Implementation of ELD curriculum and programming with an emphasis on vocabulary development – Avenues, Edge, Inside	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools ELL Coordinators	Title I Other Strategy #1 covers part of salary for Assistant Superintendent of Area 3 and Priority Programs (\$70,931 salary and \$16,300 benefits) and general fund	Review of AMAO targets met annually Review of principal walk through data using the Tier 1 Best Practices with SIOP Identification walk through template	In progress
Diagnostic assessment program – i-Ready implementation District-wide	August – May	August – May	Asst. Sup. of Assessment, Curriculum and Instruction Assessment and Curriculum Coordinators	General fund covers salaries and training	Review of i-Ready data Data driven dialogue using i-Ready assessment data to include root cause analysis	In progress
Provide professional development to	August –	August –	Rtl	General fund covers salaries	Rtl Liaison meeting Agendas	In progress

improve RtI process by matching students to interventions for teachers and administrators	May	May	Coordinator		Building RtI meeting agendas	
Provide professional development and support for full implementation of literacy interventions for special education teachers	August – May	August – May	Department Interventionist Sped Administrative Coordinators	Stipend costs included in reading training	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with language arts coordinator leading discussions and data review	In progress
Provide professional development and coaching on data collection, progress monitoring, and gap analysis in the areas of reading and written language for School Special Education Facilitator and RtI Liaisons	August – May	August – May	Administrative Coordinators RtI Coordinator Professional Development Coaches CLD Coordinator	Stipend costs included with reading training	Individual student data will be analyzed at quarterly team meetings	In progress
Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design	August – May	August – May	Administrative Coordinators	Extra duty pay for special education staff to meet as a team. 150 staff = \$15,000 IDEA funds	Schedules submitted to Student Services	Training–Complete Support Meetings – Ongoing Implementation - Ongoing
Provide more time for at-risk students in literacy - augmented 7 week program, summer school	May - June	May - June	Assistant Superintendent of Area 3 and Priority Schools	Title I Other Strategy #1 covers part of salary for Assistant Superintendent of Area 3 and Priority Programs (\$70,931 salary and \$16,300 benefits) and general fund	Review of i-Ready student pre and post-performance data collected by the Literacy Dept.	In progress
Identify and provide literacy exemplars to ensure high expectations for all students including ELL and IEP students	August – May	August – May	Language Arts Coordinator Language	General funds cover salaries	Curriculum and Instruction Department review of submitted exemplars	In progress

			Arts Leadership Team			
Continue training for counselors and ESL teachers in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August – May	August – May	Principals and Assistant Superintendents	General funds Title III funds 20% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$18,506)	Regular administrative and counselor meetings to review student grades and individual progress ESL meeting agendas to review of data	In progress

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

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

Root Cause(s) Addressed: Secondary math resources not aligned with Colorado Academic Standards, inconsistent Tier 1 math instruction, lack of diagnostic math assessments, lack of math interventions aligned with student needs, low expectations for English Language Learners and IEP students, inconsistency in the development of vocabulary for ELL students, inconsistent implementation of SIOP strategies.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Continue to support the implementation of Colorado Academic Math Standards and standards/data-driven instruction with accountability	August – May	August – May	Ex. Director of Curriculum, Assistant Supt. of Assessment/ Curriculum, Principals, Teachers, Area Assistant Superintendents, Math Coordinator, PD Coaches	General fund covers all salaries Title IIA covers coaches' salaries	Quarterly review of i-Ready data Monthly review of Walk-through data by administrators	In progress
Refine the implementation of rigorous math program (Math Expressions) and curriculum at the elementary level to improve core instruction	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant	General fund covers all salaries and materials Title IIA covers coaches' salaries	Quarterly review of i-Ready data Monthly review of Walk-through data by administrators	In progress

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			Superintendents Math Coordinator Professional Development Coaches		Monthly review of unit assessments	
Provide ongoing professional development to support the fidelity of implementation of the elementary math curriculum	August – May	August – May	Ex. Director of Curriculum Principals Teachers Assistant Superintendents Math Coordinator Professional Development Coaches	General fund covers all salaries and materials Title IIA covers coaches' salaries	Training agendas and attendance sign in sheets for teachers PLC agendas Review of math walk-through data	In progress
Professional development and collaboration for teachers on new middle school math program (digits)	July 29, 30 Sept. 10		Ex. Director of Curriculum Math Coordinator	General fund covers extra duty, salaries, and materials	Training agendas Attendance sheets	Completed
Math coordinator meets with math teachers individually for support on new middle school math program	Sept. – Oct. Jan. – Feb.		Math Coordinator	General fund covers salaries	Meeting schedule	Complete
Feeder meetings to strengthen 5 th and 6 th grade transitions in math	Feb. - March	Feb. - March	Ex. Director of Curriculum Math Coordinator Area Assistant	General fund	Meeting schedule Meeting agendas Data discussion documents	In progress

			Superintendents Principals			
High school adoption committee reviews math programs and identifies pilot program	Aug. - March		Ex. Director of Curriculum Math Coordinator HS Math Adoption Committee	General fund covers salaries, extra duty, materials, and supplies	Review of research of best practice Evaluation criteria Committee feedback Pilot choice	In progress
Community public review of finalist high school math programs	Jan. - Feb.		Ex. Director of Curriculum Math Coordinator	General fund	Schedule of review Feedback Advertisements	Complete
High school math pilot teacher training and collaboration	June	Aug. - May	Ex. Director of Curriculum Math Coordinator	General fund covers salaries, extra duty, materials, and supplies	Training agenda Collaboration notes	Not yet begun
Pilot of high school math program and development of supporting curricular documents		Aug. - May	Ex. Director of Curriculum Math Coordinator Pilot teachers	General fund	Meeting agendas Unit plans Curriculum maps Year at a glance	Not yet begun
Adoption of high school math program		March	Board of Education	General fund	BOE agenda and minutes	Not yet begun
Professional development for all math teachers on implementation of new program		June	Ex. Director of Curriculum Math Coordinator Pilot teachers	General fund covers salaries, extra duty, materials, and supplies	Training schedule and agenda Attendance sheets Collaboration documents	Not yet begun
Continue to monitor the implementation of Tier 1 core instruction template as an	August -	August -	Asst. Supts.	General fund covers salaries	Use of walk-through template	In progress

accountability measure	May	May	Principals Executive Director of Curriculum	Title I Other Strategy #1 covers part of salary for Assistant Superintendent of Area 3 and Priority Programs (\$70,931 salary and \$16,300 benefits) and general fund	by administrators	
Professional development plan for teachers in Tier 1 best practice math instruction	August – May	August – May	Asst. Supts. Principals Math Coordinator	General fund covers salaries Title IIA	PLC and staff development schedules	In progress
Provide additional resources for Tier 2 instructional support for struggling math students	August – May	August – May	Asst. Supts. Principals Math Coordinator	General fund covers all salaries and materials	Training agendas i-Ready math data	In progress
Parent Update Meetings at each school site to share current data (SPF) and practices (UIP) regarding math	Sept.- February	Sept.- February	Assistant Superintende nts and Principals	General fund	General fund	In progress
Continue to support and monitor the implementation of Colorado English Language Proficiency (CELP) standards	August – May	August – May	Assistant Superintende nt of Area 3 and Priority Schools ELL Coordinators Assistant Superintende nt of Assessment, Curriculum, and Instruction, Ex. Director	Title III funds for SIOP training and ESL meetings Title III funds 60% of total strategy #13 Tiered Instruction for extra duty, subs, and benefits (\$55,200) General fund	SIOP training agendas ESL teacher meeting agendas Curriculum leadership team meeting agendas Principal meeting agendas PLC meeting agendas Walk-through data using Tier 1 Best Practices with SIOP Identification Document	In progress

			of Curriculum Area Assistant Superintende nts Principals Teachers			
Provide additional instructional time for students who are not yet proficient	May – August	May – August	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintende nt s Principals Teachers	General Fund and Race to the Top Funds	Quarterly review of i-Ready data Walk-through data using STEM criteria	Ongoing
English language development through improved bilingual transition model	August – May	August – May	Assistant Superintende nt of Area 3 and Priority Schools	General fund Title I Other Strategy #1 covers part of salary for Assistant Superintendent of Area 3 and Priority Programs (\$70,931 salary and \$16,300 benefits) and general fund Title III subs for ESL meetings (12% of allocation \$35,000 and 15% benefits for	Principal and ELA office monitor bilingual class scheduling Quarterly meetings between ELA office and bilingual teachers to review daily schedules	In progress

				substitutes total =\$6650)		
Sheltered Instruction (SIOP) professional development and implementation (5 hours for every staff member/year)	August – May	August – May	Assistant Superintendent of Area 3 and Priority Schools Ex. Dir. of Professional Development ELL Coordinators Professional Development Learning Leaders and Coaches	General fund (salaries) Title IIA funds coaches' salaries	Review of AMAO targets met annually; review of principal walk through data using the Tier 1 Best Practices with SIOP Identification walk through template	In progress
Provide professional development to improve RtI process by matching students to interventions for teachers and administrators	August – May	August – May	Ex. Dir. of Professional Development Professional Development Learning Leaders and Coaches	General fund covers salaries	Building RtI meeting agendas	In progress
Sped math instructional coach supports teachers of students with disabilities and at risk in the area of math	August – May	August – May	Sped Math Instructional Coach	IDEA Funds	Sped Math Instructional Coach meeting agendas with teachers	In progress
Provide training and coaching to Special Ed teachers to include classroom strategies, consultation for individual students, and co-teaching strategies in the area of math	August – May	August – May	Sped Math Instructional Coach Math Coordinator Director of Professional	IDEA Funds	Quarterly Student Services meetings Training agendas Coaching Schedule Meeting agendas between Math Interventionist and Math Coordinator	In progress

			Development			
Provide professional development and support for full implementation of Math interventions	August – May	August – May	Sped Math Instructional Coach Math Coordinator	IDEA Funds	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions and data review	In progress
Provide professional development on data collection, progress monitoring, gap and error analysis, and diagnostic assessments in the area of mathematics	August – May	August – May	Sped Math Instructional Coach	IDEA Funds	Quarterly Student Services meetings Quarterly ELA office meetings Quarterly Curriculum meetings with math coordinator leading discussions and data review	In progress
Provide professional development for staff/administrators on how to develop a flexible schedule to support varying needs of students and support intervention design.	August – May	August – May	Administrative Coordinators	IDEA Funds	Schedules submitted to Student Services	In progress
Provide exemplars to ensure high expectations for all students including ELL and IEP students	August – May	August – May	Math Coordinator Math Leadership Teams	General funds cover salaries and substitutes	Curriculum and Instruction Department review of submitted exemplars	In progress
Continue training for counselors in the use of Infinite Campus to track grades and monitor individual student progress supporting improved graduation rate.	August – May	August – May	Principals and Assistant Superintendents	General funds	Regular administrative and counselor meetings to review student grades and individual progress	In progress
Diagnostic assessment program – i-Ready math	August – May	August – May	Asst. Sup. of Assessment, Curriculum and Instruction Assessment	General fund covers salaries and training	Quarterly review of i-Ready data Data driven dialogue using i-Ready assessment data to include root cause analysis	In progress

			and Curriculum Coordinators			
Provide ongoing professional development to support teachers implementing STEM programs	August – May	August – May	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents Principals Teachers	General Fund and Race to the Top Funds	Quarterly review of i-Ready data Walk-through data using STEM criteria STEM meeting agendas	In progress
Provide rigorous K-12 programming for all students to include STEM at all levels.	August – May	August – May	STEM Coordinators Executive Director of Innovation Programs Area Assistant Superintendents	General Fund and Race to the Top Funds	Quarterly review of i-Ready data Walk-through data using STEM criteria STEM meeting agendas	In progress

			Principals Teachers			
Create an aligned pathway for students to receive an Associates of Science Degree (9-14 grade) using the P-TECH model, specifically in computer information systems with partner FRCC and IBM.	August - May	August - May	Area Assistant Superintendents Ex. Dir. of Innovation Ex. Dir. of Curriculum Ex. Dir. of Legal and Gov. Affairs, Comm. Outreach, and P-TECH	General fund Race to the Top funds FRCC IBM	Signed MOU Course mapping Pathway	In progress
Approval of the P-TECH Memorandum of Understanding between Front Range Community College and IBM	April		Area Assistant Superintendents Ex. Dir. of Innovation Ex. Dir. of Curriculum Ex. Dir. of Legal and Gov. Affairs, Comm. Outreach, and P-TECH IBM FRCC		Signed MOU	In progress

Align scope and sequence for P-TECH between HS and community college requirements to complete HS graduation and a Computer Information Systems -AAS degree	May		SVVSD Curriculum Department, FRCC, PTECH liaison	Race to the Top funds General funds	Course mapping	In progress
Recruit first cohort of P-TECH students	May		Ex. Dir. of Innovation Principals Counselors PTECH liaison FRCC liaison	Race to the Top funds General funds FRCC	50 students in first P-TECH cohort	In progress
Accreditation of staff for community college instructors for P-TECH program	July	July	FRCC P-TECH liaison	Race to the Top funds FRCC	(3) SVVSD teachers will be accredited through the CC system to teach college courses each year	In progress
P-TECH program logistics for implementation, such as facilities, books, technology, etc.	May	Aug.	P-TECH liaison	Race to the Top funds	Logistical plan	In progress
Focus on career and workforce readiness through internship and mentorship opportunities in P-TECH program	April – June	August - June	Counselors, IBM liaison, and PTECH liaison	Race to the Top funds General funds IBM	50 mentors for 9 th grade P-TECH cohort through IBM P-TECH Counselor will continue to work on ICAP planning	Not yet begun

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

Section V: Appendices

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

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

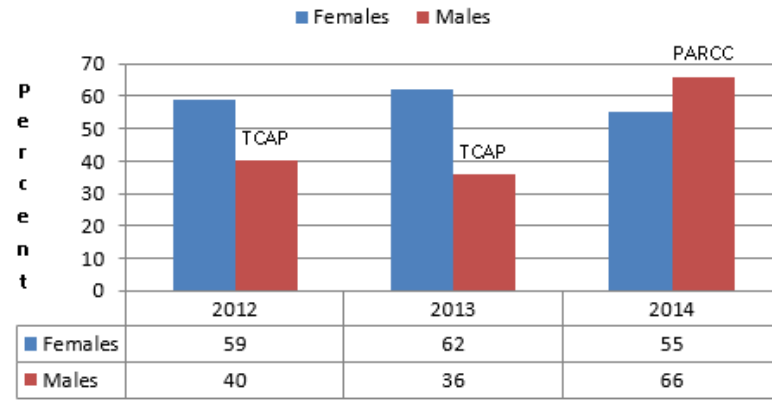
Section V: Supporting Addenda Forms

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)	In the area of writing, focusing specifically on the gifted male writers, data indicates that integrated interventions were effective in increasing engagement and achievement. Assessment data, reviewed in the 2013-14 academic year, indicated 35.1% of gifted males, and 57.3% of gifted females scored in the advanced range in writing on TCAP. Based on this data, Gifted Services set a target improvement increase of 1% for the 2014-15 school year. Using PARCC scores as the only consistent assessment measure during the academic school year of 2014-2015, gifted males exceeded expectations (advanced) by 66% whereas, 55% of girls exceeded expectations. Introduction of new English Language Arts curriculum, tools for organizing thoughts in linguistic and non-linguistic representations (Thinking Maps, Kaplan's Icons of Depth and Complexity), and choice based assignments/assessments, all played a role in scores of gifted males exceeding expectations. Gifted and district data are convergent.

Gender Comparison/Writing ELA



All action steps from 2014-2015 were accomplished as noted with the exception of an online Javits class addressing the needs of gifted learners. Instead of offering Javits online training, the Gifted Services Department designed and implemented monthly professional development classes focusing on a variety of topics regarding gifted needs. In addition to GT Teachers and Site Leaders, general education teachers were invited to attend the training sessions in an effort to build capacity throughout the district.

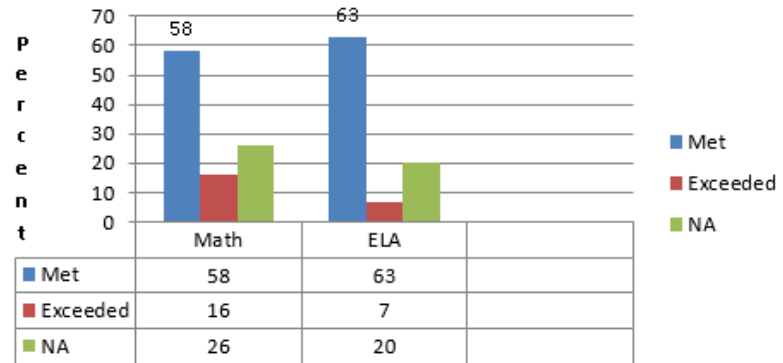
Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups.

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

Data indicates interventions have been effective, and scores are improving for our gifted male writers. Due to demonstrated progress in the area of writing for our boys, the Gifted Services Department has adjusted the focus area for the 2015-16 UIP, steering the emphasis away from male writers and towards the Twice Exceptional population in our district. Using PARCC data from 2015 as the baseline, we can draw the conclusion that our Twice Exceptional population is achieving at lower than expected levels in their area(s) of identification. Based on our extensive training, and knowledge gained through the CDE Twice Exceptional initiative, it is projected that with appropriate supports in place, Twice Exceptional students would “exceed expectations” in their area(s) of identification. PARCC data from last year indicates higher percentages of 2E students are simply “meeting” rather than “exceeding” expectations in their respective area(s) of identification. (refer to table)

2E PARCC Achievement Data First Year Performance Indicators



Possible root causes for the lower than expected performance in the areas of reading and math have been discussed with a variety of stakeholders including GT Teachers, Site Leaders, and the cadre of professionals collaborating with CDE on the Twice Exceptional initiative. Root causes include (but are not limited to); a general lack of understanding with stakeholders about the characteristics and needs of Twice Exceptional students, deficit based versus strength based curriculum models, lack of access to appropriate advanced academic programming due to focus on disability or perception of inadequate performance, few resources and supports regarding appropriate and effective strategies for engagement, organization, time management, perfectionism, and social/emotional needs.

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)
<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.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	Section IV: Target Setting Form	<p>In conjunction with district initiatives designed to increase student achievement within the Special Education Department, Gifted Services will target goals for advanced achievement of the 2E population in their respective area(s) of identification. Increasing the number of Twice Exceptional students "exceeding expectations" in Language Arts from 17% to 20%, and in Math from 16% to 20%, represents the goal range for the next two academic schools years, 2015-2017. Progress will be monitored quarterly by gathering district assessment and/or PARCC data, and reviewed by the GT Teacher or Site Leader from each building to determine appropriate interventions for increasing achievement and engagement when deemed necessary.</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.</p> <p>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>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>	Section IV: Action Plan or table below	(Refer to Action Plan outlined below)

Complete this Action Plan for Gifted Education, if action steps for gifted targets are not included in the district's action plan (additional rows may be added, as needed)
Improvement Strategy:

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				
<p>Twice Exceptional Students PD</p> <p>Throughout the 14-17 academic years, the Gifted Services Department and a focus team will participate in a two-year collaboration with the Colorado Department of Education</p>	Fall	Spring	<p>District Coordinators</p> <p>Twice Exceptional Cadre</p>	Grant funded GT Teacher and Site Leader compensation	<p>Creation of the Twice Exceptional toolbox</p> <p>Exit survey from teachers indicating capacity</p>	Ongoing

<p>designed to build the capacity of our district personnel in understanding the characteristics and needs of Twice Exceptional students. In collaboration with the Twice Exceptional Cadre, a toolbox of strategies, resources, and professional development modules will be created for district use. Stakeholders from Special Education and Mental Health Departments continue to support the creation of resources, providing information from their perspective.</p> <p>Root causes addressed: capacity, strength-based programming, resources and supports</p>			<p>State Facilitators</p>		<p>PD modules</p> <p>Increased identification of the Twice Exceptional population</p>	
<p>Strength-Based Programming PD</p> <p>Professional development for GT Teachers and Site Leaders focused on addressing the essential components of strength-based programming with supports for Twice Exceptional learners.</p> <p>Root causes addressed: capacity, strength-based programming, resources and supports</p>	<p>Spring</p>	<p>Fall</p>	<p>District Coordinators</p> <p>Twice Exceptional Cadre</p>	<p>Grant funded resource toolbox materials from Twice Exceptional CDE collaboration</p> <p>Grant funded GT Teacher and Site Leader compensation</p>	<p>Increased understanding of characteristics and use of strength-based programming in response to academic needs, as reflected in survey data from participants</p>	<p>In progress</p>
<p>Understanding Cognitive Assessment Data /Records PD</p> <p>Professional Development workshop for GT Teachers using case studies that focus on academic testing profiles of Twice Exceptional learners.</p> <p>Root causes addressed:</p>	<p>Winter</p>	<p>Spring</p>	<p>District Coordinators</p> <p>District GT Personnel</p>	<p>Grant funded materials for presentation</p> <p>Step by step guidance for records management system</p> <p>District funded GT</p>	<p>GT Teacher reflective survey</p> <p>Administrator observation</p> <p>Increased identification of Twice Exceptional students</p>	<p>In progress</p>

capacity, resources and supports				Teacher compensation		
<p>Data Analysis PD A data dig, completed by each school, will be facilitated using state testing information. The focus of investigations will be on the academic achievement of Twice Exceptional students in their area(s) of identification. Quarterly, student progress will be monitored by reviewing internal data and adjusting strength-based programming to meet the needs of students.</p> <p>Root causes addressed: teacher and building level capacity, strength-based programming, advanced levels of programming with supports</p>		Fall	District Coordinators	Grant funded GT Teacher and Site Leader compensation	<p>Development of progress monitoring document for each site, created by GT personnel</p> <p>Communication of data reflecting potential disengagement or underachievement by Twice Exceptional students shared with school personnel through GT representative</p> <p>Increased number of cognitive reports shared with GT Coordinators for appropriate labeling within data management system</p>	In progress
<p>Executive Function Deficit PD The focus of this professional development workshop will address executive functioning deficits present in Twice Exceptional learners, as well as, provide best practice strategies and appropriate strength-based programming options designed to increase achievement.</p> <p>Root causes addressed: capacity, resources and support, strength-based programming</p>		Spring	District Coordinators	<p>Grant funded GT Teacher and Site Leader compensation</p> <p>Grant funded resources for teachers</p>	<p>Pre-post assessments</p> <p>Administrator observation</p> <p>Peer dialogue/reflection</p>	In progress
<p>Thinking Maps PD The Gifted Services Department</p>	Upon request	Upon request	Glenna Alexander	Grant funded Thinking Maps binders @ \$137	Increased implementation of Thinking Maps across	In progress

<p>will continue to support Thinking Maps to address the needs of gifted learners. Thinking Maps will be included as a best practice strategy in the Twice Exceptional toolbox supporting linguistic and non-linguistic representations of critical and creative thinking processes.</p> <p>Root causes addressed: resources and supports, strength-based programming</p>			Office of Professional Development	per registrant	district as evidenced by observation	
<p>Depth and Complexity PD The Gifted Services Department will support the state initiative through focused school-based implementation of Depth and Complexity icons. As a site based professional development opportunity, teachers will be supported in differentiating for gifted students using critical thinking icons in their current curriculum. Icons will be included in the Twice Exceptional toolbox as a valuable resource supporting non-linguistic representations of critical and creative thinking processes.</p> <p>Root causes addressed: resources and supports, strength-based programming</p>	Upon request	Upon request	Jennifer Mayer	Grant funded resources for classroom implementation and training	<p>Increased integration of Depth and Complexity Icons as evidenced by observation</p> <p>Increased capacity for critical/creative thinking by students as evidenced by increased achievement scores in district assessments</p>	In progress
<p>Transition Summit –grades 5/8 Family Engagement The Transition Summit is a night focused on the needs of students transitioning into middle or high school. In addition to a student</p>		Spring	<p>District Coordinators</p> <p>Site Leaders</p>	<p>Grant funded PD material</p> <p>Grant funded GT Teacher and Site Leader compensation</p>	Feedback from parents and students	In progress

<p>panel. Families can attend breakout sessions, including those focused on Twice Exceptionality. Resources and strategies regarding affective needs and protocols designed to promote self-advocacy are provided.</p> <p>Root causes addressed: capacity, resources and support, family engagement</p>			GT Teachers			
<p>Supporting Twice Exceptionality Parent-Student Workshop Family Engagement</p> <p>A focused workshop designed to build capacity of families to advocate for and understand the dual strengths and needs of Twice Exceptional students. The content of the workshop is developed by the Twice Exceptional cadre with the guidance and collaboration from CDE.</p> <p>Root causes addressed: capacity, strength-based programming, advanced programming, resources and support, parent engagement</p>	Summer		<p>CDE Twice Exceptional Trainers</p> <p>Gifted Coordinators</p> <p>Twice Exceptional Cadre</p>	<p>Grant funded GT Teacher and Site Leader compensation</p> <p>Grant funded resources for parents and students</p>	<p>Parent-student feedback</p> <p>Administrator observation</p>	In progress
<p>Parent/Student Resource Library Family Engagement</p> <p>Current resources that support an understanding of Twice Exceptional students will be purchased to build both the toolkit for teachers and a comprehensive library of books available for</p>		Fall	District Coordinators	Grant funded resources for parents and teachers outlined in the Twice Exceptional collaboration	Log of borrowed materials	To be implemented

<p>check out. Resources will be additionally used to directly support child study teams, professional development, and educational workshops for parents.</p> <p>Root causes addressed: capacity, resources and support, parent engagement</p>						
<p>E-Tips Communications</p> <p>After mini-sessions focusing on the information and use of E-Tips in the classroom, documents will be created and sent to Site Leaders and GT teachers for further review and distribution to the staff. The short focused nature of the E-Tips allows teachers to continually process the needs of gifted learners. The Twice Exceptional focus document will be added to the E-Tips library.</p> <p>Root causes addressed: resources and support, capacity</p>		Fall	<p>District Coordinators</p> <p>GT Teachers</p> <p>Site Leaders</p>	Electronic files	Feedback of effectiveness gathered from GT Teachers and Site Leaders	To be implemented
<p>Website Design/Implementation Communication</p> <p>Resources for administrators, students, parents and teachers will be organized within the website to support the needs of gifted learners with a focus area on Twice Exception students.</p> <p>Root causes addressed: capacity, resources and</p>	Ongoing	Ongoing	<p>Gifted Coordinators</p> <p>Gifted Services Staff</p> <p>Technology Department</p>		Feedback gathered from stakeholders as they investigate the site	In progress

support, parent engagement						
Academic/Affective Communication (Counselors/SPED) Through presentations developed for counselors and special education staff, as well as, site based collaboration with GT representatives, stakeholders will be trained regarding the characteristics of Twice Exceptional students, strength-based programming, and affective needs. Connections between departments will be established to improve problem solving efforts focused on a "dual emphasis" communication. Root causes addressed: capacity, strength-based programming, advanced courses, resources and support	Fall		Gifted Coordinators GT Teachers Site Leaders SPED Counselors	Grant funded professional development materials Grant funded GT Teacher and Site Leader compensation	Efficacy will be assessed by keeping note of child study invitations, and cognitive reports sent to Gifted Services for review	In progress

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 type="checkbox"/> Completed <input checked="" 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

<p>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.</p> <p>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.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No</p>	<p>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.)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No</p>
<p>The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No</p>	<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>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No</p>