COLORADO
Department of Education

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

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

Organization Code: 1150   District Name: FREMONT RE-2   AU Code: 64133   AU Name: PIKES PEAK BOCES   Official 2014 DPF: 1-Year

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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.*

- **Increase Writing Achievement:** Increase student growth and achievement by focusing on curriculum, instruction, and assessment.
- **Increase Math Achievement:** Increase student growth and achievement by focusing on curriculum, instruction, and assessment.
- **Improve ACT Composite Score:** Increase student growth and achievement by focusing on curriculum, instruction, and assessment.
- **Increase Reading Achievement:** Increase student growth and achievement by focusing on curriculum, instruction, and assessment.

Why is the education system continuing to have these challenges?

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

- **Need for Ongoing Targeted Professional Development Regarding Differentiation:** Significant variability among teachers and grade levels to implement and develop writing courses/resources around a standards-based curriculum map. Less than effective first instruction, interventions, and instructional feedback from administrators combined with lack of rigor toward grade level expectations. Gaps in skill deficiencies of FRL students are not reduced in years prior to state assessment (K-2) and then persist through high school. Lack of professional develop or training on using established or new strategies for differentiation specific to math within the classroom. Classroom instruction has few interventions/ strategies besides the basic re-teaching for students who are struggling and very few extension activities for those who master skills and concepts. Advanced and High Proficient (and Gifted) students not provided challenging enough material.Minimal intervention and support for students struggling at the lower grades (K-3) prior to state assessments. Progress monitoring results don't always translate to changes in instruction for students with disabilities or in the RtI process. The dichotomy between on-point pacing the philosophy of No Child Left Behind (NCLB) resulted in conflicting messaging. A shift in approach is required in order meet learners where they are while simultaneously promoting appropriate academic growth.

- **Need for Ongoing PD Regarding Curricula and CCS Alignment/Mapping:** Need for ongoing in-depth professional development toward district-wide curricula mapping, writing matrices, and a more thorough understanding of common core standards. Ensuring relevancy for students. Significant variability among teachers and grade levels to implement and develop reading courses/resources around a standards-based curriculum map. Vetted curriculum maps are being developed, but more work is needed. Common resources are available, but not all are aligned to Common Core Standards. K-12 vertical and horizontal alignment is necessary and still considered under-construction. In an effort to meet the No Child Left Behind philosophy, curricular pacing has been compromised in the classroom and is now identified as a particular focus area for improvement.

- **Need for Increased Challenge Levels of Content:** Lack of challenging/grade-level Authentic Literacy across the curriculum in all subject areas – especially Social Studies and Science. Lack of exposure to higher level curricula vocabulary. Advanced and Proficient (and Gifted) students not provided challenging enough material. Teachers do

Organization Code: 1150   District Name: FREMONT RE-2

COLORADO
Department of Education

Mandatory
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not feel they have the time to take advantage of extensive literacy materials available in district and elsewhere. They tend to use familiar materials rather than expand teaching resources. Time for increased awareness via discovery and exploration is needed. Student achievement will benefit from increased pacing; however, this concept is contradictory to the idea of NCLB philosophy, a message that teachers and leadership have worked hard to support. A strong middle ground must be identified in all curricular areas.

- **Greater Emphasis Required for Interventions for Tiers II and III and Overall K-3:** Need to continue and expand intervention and support for students struggling at the lower grades (K-3) prior to state assessments. Progress monitoring results do not always translate to changes in instruction for students with disabilities or in the RtI process. Meeting the demands of targeted and prescriptive intervention groups impacts and decreases whole group grade level instructions for many students. Tier II and III interventions need to be more rigorous with specific grade level expectations. RTI and math interventions, specifically, have been lacking and/or misunderstood by many staff members. Ongoing need to use data to determine and implement interventions, adjusting accordingly as the next data set indicates as appropriate. Publish work in conjunction with associated standards posted to build a connection between expectations and outcomes.

- **Lacking and Inconsistent Use of Common Assessments and Analysis:** Lack of district-based common assessments to measure progress toward state standards and grade level assessment benchmarks. Lack of or inconsistent use in standardized writing rubrics. Teachers have not had the time or training to create common assessments in math. Schools rely mainly on NWEA reports, a worthy approach to understanding data; however, this can effectively be supplemented by the additional local data sources such as common assessment analysis. Lack of common assessments to measure progress toward CSA/CCSS and College Readiness ACT. Need for district wide fluent approach for student measures that lead to succession of standards.

- **Lack of Science Enrollment for 11th/12th Grades:** Graduation requirements - Many students do not progress past 10th grade physical science and are not exposed to the higher level science reasoning and background knowledge needed for college readiness and the ACT. Many students do not progress past Geometry and are not exposed to the higher level math skills and concepts expected for college readiness and the ACT. Lack of common assessments to measure progress toward CSA and College Readiness/ACT standards.

- **Need for More In-depth and Complex Studies in Curricula Vocabulary:** Junior English and Freshman/Sophomore College Prep English curriculum does not meet grade level expectations as designated by CSA and ACT College Readiness. Regular English classes may lack the rigor needed to develop college ready skills assessed on ACT. Lack of exposure to higher level curricula vocabulary and pacing that is off target needs to be addressed K-12.

- **Need to Ensure Physically Safe Learning Environments:** Need for continued bullying and violence prevention to others and self through training and drills. Continued need to build partnerships with law enforcement with special consideration being given to close proximity of Super Max and other correctional facilities. Need for training and practice in building healthy relationships. Specific need to diminish negative affects of social media and return focus to learning. Need to increase awareness of the effects and implication of marijuana, alcohol and other drug use.

- **-:**

- **Need for Widespread Approach to Whole Child Education:** Whole child focus lacking as increased focus on testing has gained momentum. Need to increase awareness and value of healthy nutritional choices and the benefits of daily movement in regards to academic achievement and healthy school/life balance. Need for increasing and maintaining focus on social/emotional development and building healthy relationships between and within gender specific populations. Lack of adult resiliency had lead to lack of student resiliency in some instances. Need for promoting increased school connectivity and attachment, self advocacy, resiliency, real world problem solving, and including parents and families as advocates.

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.*

Organization Code: 1150   District Name: FREMONT RE-2

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

- **Develop and Refine Guaranteed and Viable Curriucula & Aligned Assessment System:** Align with 21st Century Skills by developing guaranteed and viable curricula with a focus on alignment between district curricula and common core standards. The continued development of Rubicon and curriculum maps will be the priority k-12. District and CDE sources are being incorporated. The maps will be used for accountability purposes and provide instructional leaders with specific guides regarding pacing, content, and rigor. Additionally, a continued focus on the consistent development and analysis of common assessments as they relate to common core standards will be maintained. It is a priority to increasing the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus Targeted Professional Development for Faculty and Staff including differentiation in the classroom; effective use of interventions students considered Tiers II and III; consistent development and analysis of common assessments as they relate to the common core standards; and increasing the complexity of in-depth studies. Increase the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus. Build aligned and commons assessments K-12 in all academic areas. Continue to develop and analyze common assessment tools k-12 across the curricula. Use the data findings to help determine necessary adjustments in curricula focus areas to include increased complexity and rigor regarding curricula, increased pacing, and aligned assessment. Provide professional development for teaching staff in regards to comprehensive understanding of common core standards, aligned curriculum, increasing pacing, and ensuring relevancy to increase student engagement via technology use in the classroom and authentic, aligned assessment methodology. Hone the focus on the Rigor of education.

- **Connect the Learner:** Align with 21st Century Skills by Connecting Students to their own education in order to promote academic curiosity and motivation that leads to achievement. Create a more refined focus on self advocacy, resiliency, and healthy relationship building. Further develop an environment of growth by building support structures for teaching staff in regards to their own professional development. Make skill building a spoken aloud sign of strength rather than potentially being a quiet weakness. Build increased capacity in faculty and staff relative to differentiation in the classroom to include support for in-depth professional growth in teaching and leadership staff in regards to differentiation methodology for all students and most specifically for Tiers II and III. Increase capacity and promote use of onsite experts to layer measures of support for new hires and adults who lack the necessary skill sets to meet students where they are academically, behaviorally, socially, and emotionally. Continue to gain ground on behaviors detrimental to healthy learning environments such as bullying and violence. Continue to build awareness of barriers against external safety concerns. Promote physical wellness in students and adults regarding nutrition and movement, and thoughtfully allow the work to blend into the community. Build even stronger communities of partnerships with families, law enforcement, community agencies, employers, higher education, and Workforce. Hone the focus on the Relevancy and Relationships of Education.

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

Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History

Organization Code: 1150   District Name: FREMONT RE-2

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?	No
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.	No

Improvement Plan Information

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

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

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

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

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Organization Code: 1150   District Name: FREMONT RE-2

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Mandatory
FORM # OFP-135
EDAC APPROVED
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in Section IV. 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.
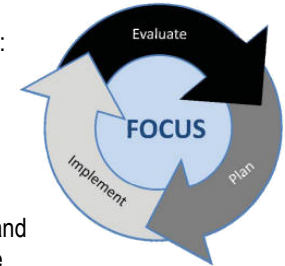
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

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

Description: District Setting: Fremont Re-2 is a rural district in southeastern Colorado with a enrollment of approximately 1306 students. Re-2 services the cites of Florence, Penrose, Wetmore, Coal Creek, Rockvale, Williamsburg and surrounding county areas in Fremont County with two elementary schools, one middle school, and one high school. In the past five years, the district has experienced a significant decline in enrollment and reduction in budget (Title and General funding) and certified (teaching) staff. For the past three years, the district has consistently had 67% of families qualifying for free or reduced lunch. Ethnically, Fremont Re-2 is 80% white, 15% Hispanics, and 5% other.

Process: The director of educational services compiled data (NWEA Map data on Achievement and Growth, DIBELS Next, AIMSweb and ACT) for the 2014-15 school year that was analyzed by district administrators, superintendent, and district accountability committee. After reviewing the previous year's targets, priority needs, and improvement strategies, the UIP committee created baseline trend statements and identified Priority Performance Challenges and plausible Root Causes. District trends based on NWEA Maps data were presented to all individual schools that then analyzed and developed trend statements for their own data through whole staff workshops, building leadership teams and school accountability committees.

Fremont Re-2 was rated as Accredited with Improvement Plan and received an Approaching Rating for overall academic achievement, and academic growth for the 2014-15 school year. The district met the Postsecondary and Workforce Readiness and test participation standards. More specifically, the district received the following ratings by school level: Florence High School (FHS): Improvement; Fremont Middle School (FMS): Improvement; Penrose Elementary School (PES): Performance; Fremont Elementary School (FES): Performance resulting in an overall score of 58.2/100 points.

Since the state assessment data is in a transitional year with baseline data being established, 2015-16 Fremont RE-2 UIPs are based on local district assessment data with state level data being included only as groundwork for coming reporting.

Organization Code: 1150   District Name: FREMONT RE-2

2. Prior Year Targets

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

Academic Achievement (Status)

Prior Year Target: Increase reading achievement in elementary schools to an average of 55%ile. Increase reading achievement in middle school to an average of 36%ile. Increase reading achievement in 9th and 10th grade to an average of 36%ile.

Performance on Target: Average percentile ranking for Spring 2015 as measured by NWEA MAPS was 53% elementary (MET), 46% middle school (MET) and 61% high school (MET). A +-2% SE allows that each level has met the targeted goals.

Prior Year Target: Increase math achievement in elementary schools to an average of 67%ile. Increase math achievement in middle school to an average of 36%ile. Increase math achievement in 9th and 10th grades to an average of 36%ile.

Performance on Target: Average percentile ranking for Spring 2015 as measured by NWEA MAPS was 52% elementary (DID NOT MEET), 29% middle school (DID NOT MEET) and 53% high school (MET). High school met the targeted goals; however elementary and middle school did not.

Prior Year Target: Increase Writing/Language Usage achievement in elementary schools to an average of 45%ile. Increase Writing/Language Usage achievement in middle schools to an average of 36%ile. Increase Writing/Language Usage achievement in 9th and 10th grades to an average of 36%ile.

Performance on Target: Average percentile ranking for Spring 2015 as measured by NWEA MAPS was 54% elementary(MET), 46% middle school (MET)and 59% high school (MET). All three levels met the targeted goals.

Prior Year Target: Increase science achievement in middle school to an average of 36%ile. Increase science achievement in 9th and 10th grades to an average of 36%ile.

Performance on Target: Average percentile ranking for Spring 2015 as measured by NWEA MAPS was 51% middle school (MET) and 41% high school (MET). Both high and middle school met the targeted goals.

Prior Year Target: READ Act: 75% of 3rd grade students will be on or above grade level defined as 40%ile on DIBELS Next.

Performance on Target: 60% (DID NOT MEET) of 3rd grade students were on or above grade level defined as 40%ile on DIBELS Next.

Prior Year Target: Increase ACT Composite scores to 19, English 18.5, and Math 18

Performance on Target: Actual ACT Composite 18.3(DID NOT MEET), English 17.3(DID NOT MEET), and Math 17.9 (DID NOT MEET)

Academic Growth

Organization Code: 1150   District Name: FREMONT RE-2

Prior Year Target:
Performance on Target:

Prior Year Target: Reading NWEA MAPS

Elementary 55%ile;

Middle School 36%ile;

High School 36%ile
Performance on Target: Middle School grades 6-8 and High School grades 9-10 students met the intended targets, and Elementary School students grades 1-5 came within +-2 %ile points:

Elementary 53%ile;

Middle School 45%ile;

High School 63%ile

Prior Year Target: Math NWEA MAPS Elementary 67%ile Middle School 36%ile High School 36%ile
Performance on Target: The Elementary School grade 1-5 students scored below the target by 14%ile points. Middle School students grades 6-8 were under the marker by 8%ile points and High School students grades 9-10 exceeded the target by 18%ile points.

Elementary 53%ile;

Middle School 28%ile;

High School 54 %ile

Prior Year Target: Language Usage NWEA MAPS Elementary 45%ile; Middle School 36%ile; High School 36%ile
Performance on Target: The Elementary Schools grades 4-5 exceeded the target by 23%ile points. Middle School grades 6-8 exceeded the target by 11%ile points and High School grades 9-10 exceeded the target by 27%ile points. Elementary 68%ile; Middle School 47%ile; High School 63 %ile

Academic Growth Gaps

Prior Year Target: No target set for this category. Awaiting CMAS PARCC longitudinal data.
Performance on Target: No target set for this category. Awaiting CMAS PARCC longitudinal data.

## Postsecondary & Workforce Readiness

Prior Year Target: Increase ACT Composite scores to 19, English 18.5, and Math 18
Performance on Target: Composite 18.3 , English 17.3 , Math 17.9

Organization Code: 1150   District Name: FREMONT RE-2

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Mandatory
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Academic Achievement Reflection

Many of the local target percentages were met at each level; however, overall, academic achievement continues to fall below national norms as measured by NWEA MAPS. In math, 48% of 1st grade students and 21% of students in the 2nd grade met the projected growth. An additional 27% of the 6th grade students met the projected growth in math. In reading, 52% of 1st grade students, 28% of 2nd grade students, 50% of 3rd grade students, met the growth targets, whereas 34% of 9th grade students met it.

READ - Although 75% of 3rd grade students was the target, only 60% made the target mark of At or Above grade level as defined as 40%ile by DIBELS Next. 11% scored Below the target and 29% scored Well Below.

Composite Benchmark Levels by Grade - % of Records
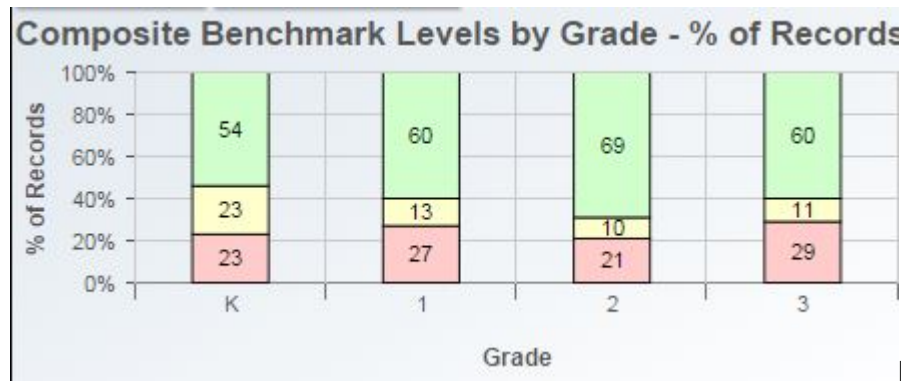
READ Quasi-longitudinal Comparison

Grade	2012-2013			2013-2014			2014-2015		
	FES	PES	% of SRD	FES	PES	% of SRD	FES	PES	% of SRD
K (n count)	5	22	23.7%	5	1	5.4%	4	4	8%
1 (n count)	13	3	13.1%	9	10	16.7%	16	6	21%
2 (n count)	9	16	27.2%	14	10	20.2%	14	5	7.3%
3 (n count)	23	8	30.7%	4	6	10.6%	13	9	18.4%

ACT - Although the gap is decreasing, none of the targets were met. Composite score was -.7, English -1.7, and Math was -.1 points away from meeting the targeted score.

Academic Growth Reflection

The previous year's targets were not valid and are considered immeasurable. This year' growth targets will reflect percentage of those who met projected growth as measured by NWEA MAPS. Longitudinal data continues to be collected for this measure and will be reported accordingly.

Organization Code: 1150   District Name: FREMONT RE-2

Prior and Current Performance Targets - NWEA Reading as Measured by Percentile against the National Norm

	2014-2015	2015-2016
Elementary	55%ile	55%ile
Middle School	36%ile	40%ile
High School	36%ile	40%ile

Prior and Current Performance Targets - NWEA Math

Elementary	67%ile	67%ile
Middle School	36%ile	40%ile
High School	36%ile	40%ile

Prior and Current Performance Targets - NWEA Writing

Elementary	45%ile	45%ile
Middle School	36%ile	40%ile
High School	36%ile	40%ile

% of Students by Grade Level Meeting Projected Growth,
As Measured by NWEA MAPS 2015

Grade	Reading	Math	Language Usage	Science
K	52%	60%	No data	No data
1	67%	48%	No data	No data
2	28%	21%	No data	No data
3	50%	53%	50%	No data
4	60%	55%	60%	No data
5	61%	78%	72%	No data
6	40%	27%	47%	39%
7	58%	46%	47%	40%
8	41%	39%	52%	47%
9	34%	41%	42%	No data
10	51%	39%	49%	No data

Reading Spring to Spring
Percentage of Students by Grade Level and Averaged Meeting Projected Growth
as Measured by NWEA MAP

	Actual 2015	Target for Spring 2016	Target for Spring 2017
K	52%	57%	62%
1	67%	72%	77%
2	28%	50%	55%
3	50%	55%	60%
4	60%	65%	70%
5	61%	66%	71%
Average	53%	61%	66%
6	40%	50%	55%
7	58%	63%	68%
8	41%	50%	55%
Average	46%	54%	59%
9	34%	50%	55%
10	51%	56%	61%
Average	43%	53%	58%

Math Spring to Spring
Percentage of Students by Grade Level Meeting Projected Growth
as Measured by NWEA MAP

	Actual 2015	Target for Spring 2016	Target for Spring 2017
K	60%	65%	70%
1	48%	53%	58%
2	21%	50%	55%
3	53%	58%	63%
4	55%	60%	65%
5	78%	83%	88%
Average	53%	62%	67%
6	27%	50%	55%
7	46%	50%	55%
8	39%	50%	55%
Average	37%	50%	55%
9	41%	50%	55%
10	39%	50%	55%
Average	40%	50%	55%

Organization Code: 1150   District Name: FREMONT RE-2

Language Usage Spring to Spring

Percentage of Students by Grade Level Meeting Projected Growth

as Measured by NWEA MAP

	Actual 2015	Target for Spring 2016	Target for Spring 2017
3	50%	55%	60%
4	60%	65%	70%
5	72%	77%	82%
Average	61%	66%	71%
6	47%	52%	57%
7	47%	52%	57%
8	52%	55%	60%
Average	49%	53%	58%
9	42%	50%	55%
10	49%	54%	59%
Average	46%	52%	57%

Academic Growth Gaps Reflection

Awaiting the coming year's CMAS PARCC longitudinal data before having the ability to surmise Academic Growth Gaps.

Postsecondary Workforce Readiness Reflection

ACT scores did not meet the targeted benchmarks in any of the three categories, with students scoring -.1 point under the Math target, -1.2 under the English target and -.7 points from the composite target score.

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

Reflection

A variety of quantitative data points have been analyzed including NWEA MAPS, DIBELS, and ACT scores. Although this is a baseline and transition year for the state in regards to CMAS PARCC data collection, RE-2 has reviewed and considered the data as part of the larger analysis.

NWEA Data

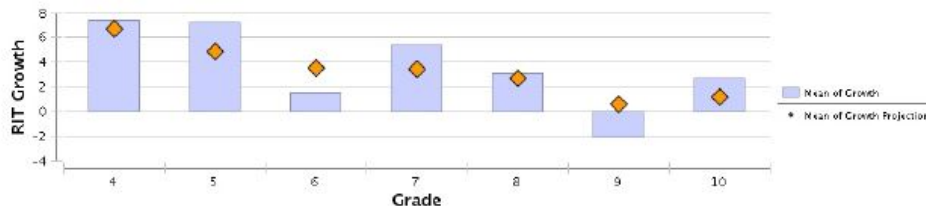Organization Code: 1150   District Name: FREMONT RE-2

Reading, District Growth Summary, Spring 2014 to Spring 2015
Noteworthy: Grades 1, 7, 8, 9, and 10 met or surpassed the growth projection in Reading +-2 SE.
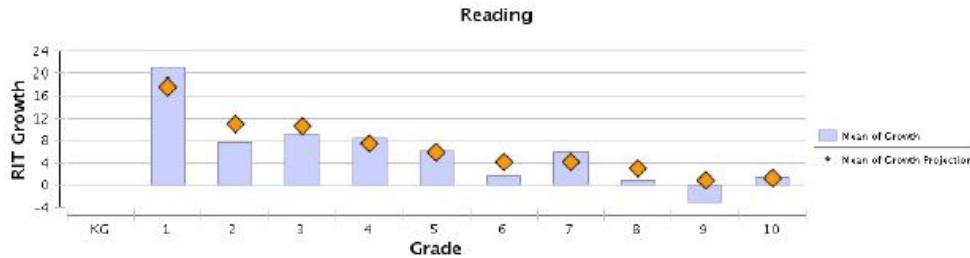
Language Usage, District Growth Summary, Spring 2014 to Spring 2015
Noteworthy: Grades 4, 5, 7,8, and 10 met or exceeded the growth projection in Language Usage +-2 SE.


Math, District Growth Summary, Spring 2014 to Spring 2015
Noteworthy: Grades 1, 3, 4, 5, 7, and 8, 9, and 10 met or exceeded the growth projection in Math +-2 SE.
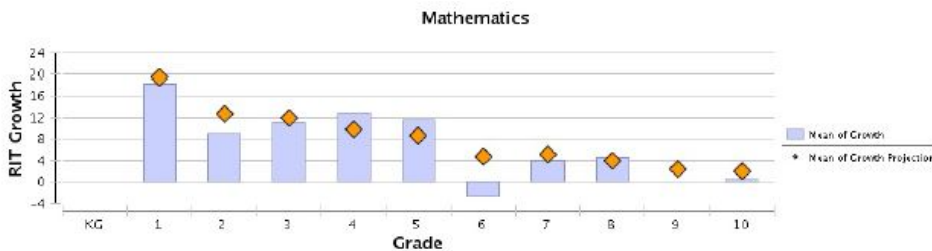
Science, District Growth Summary, Spring 2014 to Spring 2015
Grades 7, and 8 met or exceeded the growth projections in Science +-2 SE. Projections not available for Grades 6, 9, and 10.

Organization Code: 1150   District Name: FREMONT RE-2

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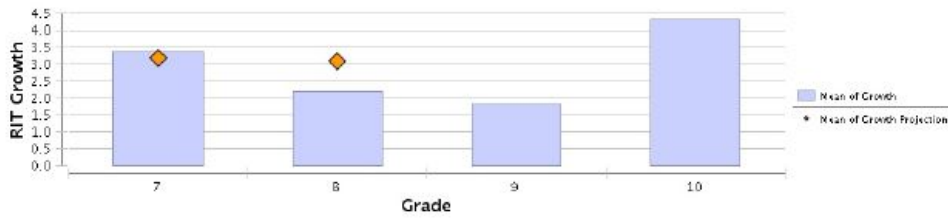
4. Trend Analysis

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

Academic Achievement (Status)

-
- Elementary, middle school, did not meet the performance targets as measured by NWEA MAPS in and high school met the performance targets as measured by NWEA MAPS in Math
- 3rd grade students did not meet the performance targets as measured by DIBELS.

Postsecondary & Workforce Readiness

- Post-secondary and Workforce Readiness
- Composite State ACT scores at FHS have oscillated between 18.0 and 18.8 over the past five years. In 2014, FHS was consistently
- ±2.0 points below the state average in all sections. 2015 maintained scores within the range at 18.3.

Organization Code: 1150   District Name: FREMONT RE-2

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Department of Education

Priority Performance Challenges and Root Cause Analysis

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

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

Priority Performance Challenge	⟹	Root Cause
Increase Writing Achievement: Increase student growth and achievement by focusing on curriculum, instruction, and assessment.	⟹	**Need for Ongoing Targeted Professional Development Regarding Differentiation:** Significant variability among teachers and grade levels to implement and develop writing courses/resources around a standards-based curriculum map. Less than effective first instruction, interventions, and instructional feedback from administrators combined with lack of rigor toward grade level expectations. Gaps in skill deficiencies of FRL students are not reduced in years prior to state assessment (K-2) and then persist through high school. Lack of professional develop or training on using established or new strategies for differentiation specific to math within the classroom. Classroom instruction has few interventions/ strategies besides the basic re-teaching for students who are struggling and very few extension activities for those who master skills and concepts. Advanced and High Proficient (and Gifted) students not provided challenging enough material.Minimal intervention and support for students struggling at the lower grades (K-3) prior to state assessments. Progress monitoring results don't always translate to changes in instruction for students with disabilities or in the RtI process. The dichotomy between on-point pacing the philosophy of No Child Left Behind (NCLB) resulted in conflicting messaging. A shift in approach is required in order meet learners where they are while simultaneously promoting appropriate academic growth.

Need for Ongoing PD Regarding Curricula and CCS Alignment/Mapping: Need for ongoing in-depth professional development toward district-wide curricula mapping, writing matrices, and a more thorough understanding of common core standards. Ensuring relevancy for students. Significant variability among teachers and grade levels to implement and develop reading courses/resources around a standards-based |

Organization Code: 1150   District Name: FREMONT RE-2

curriculum map. Vetted curriculum maps are being developed, but more work is needed. Common resources are available, but not all are aligned to Common Core Standards. K-12 vertical and horizontal alignment is necessary and still considered under-construction. In an effort to meet the No Child Left Behind philosophy, curricular pacing has been compromised in the classroom and is now identified as a particular focus area for improvement.

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Lacking and Inconsistent Use of Common Assessments and Analysis: Lack of district-based common assessments to measure progress toward state standards and grade level assessment benchmarks. Lack of or inconsistent use in standardized writing rubrics. Teachers have not had the time or training to create common assessments in math. Schools rely mainly on NWEA reports, a worthy approach to understanding data; however, this can effectively be supplemented by the additional local data sources such as common assessment analysis. Lack of common assessments to measure progress

Organization Code: 1150   District Name: FREMONT RE-2

toward CSA/CCSS and College Readiness ACT. Need for district wide fluent approach for student measures that lead to succession of standards.

Need to Ensure Physically Safe Learning Environments: Need for continued bullying and violence prevention to others and self through training and drills. Continued need to build partnerships with law enforcement with special consideration being given to close proximity of Super Max and other correctional facilities. Need for training and practice in building healthy relationships. Specific need to diminish negative affects of social media and return focus to learning. Need to increase awareness of the effects and implication of marijuana, alcohol and other drug use.

Need for Widespread Approach to Whole Child Education: Whole child focus lacking as increased focus on testing has gained momentum. Need to increase awareness and value of healthy nutritional choices and the benefits of daily movement in regards to academic achievement and healthy school/life balance. Need for increasing and maintaining focus on social/emotional development and building healthy relationships between and within gender specific populations. Lack of adult resiliency had lead to lack of student resiliency in some instances. Need for promoting increased school connectivity and attachment, self advocacy, resiliency, real world problem solving, and including parents and families as advocates.

Increase Math Achievement: Increase student growth and achievement by focusing on curriculum, instruction, and assessment. $\Longrightarrow$ Need for Ongoing Targeted Professional Development Regarding Differentiation: Significant variability among teachers and grade levels to implement and develop writing courses/resources around a standards-based curriculum map. Less than effective first instruction, interventions, and instructional feedback from administrators combined with lack of rigor toward grade level expectations. Gaps in skill deficiencies of FRL students are not reduced in years prior to state assessment (K-2) and then persist through high school. Lack of professional develop or training on using established or new strategies for differentiation specific to math within the classroom. Classroom instruction has few interventions/ strategies besides the basic re-teaching for students who are struggling and very few extension activities for those who master skills and concepts. Advanced and High Proficient (and Gifted) students not provided challenging enough material.Minimal intervention and support for students struggling at the lower grades (K-3) prior to state assessments. Progress monitoring results don't always translate to changes in instruction for students with disabilities or in the RtI process. The dichotomy between on-point pacing the philosophy of No Child Left Behind (NCLB) resulted in conflicting messaging. A shift in approach is required in order meet learners where they

Organization Code: 1150   District Name: FREMONT RE-2

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Organization Code: 1150   District Name: FREMONT RE-2

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Improve ACT Composite Score: Increase student growth and achievement by focusing on curriculum, instruction, and assessment. $\longrightarrow$ Need for Increased Challenge Levels of Content: Lack of challenging/grade-level Authentic Literacy across the curriculum in all subject areas – especially Social Studies and Science. Lack of exposure to higher level curricula vocabulary. Advanced and Proficient (and Gifted) students not provided challenging enough material. Teachers do not feel they have the time to take advantage of extensive literacy materials available in district and elsewhere. They tend to use familiar materials rather than expand teaching resources. Time for increased awareness via discovery and exploration is needed. Student achievement will benefit from increased pacing; however, this concept is contradictory to the idea of NCLB philosophy, a message that teachers and leadership

Organization Code: 1150   District Name: FREMONT RE-2

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Lack of Science Enrollment for 11th/12th Grades: Graduation requirements - Many students do not progress past 10th grade physical science and are not exposed to the higher level science reasoning and background knowledge needed for college readiness and the ACT. Many students do not progress past Geometry and are not exposed to the higher level math skills and concepts expected for college readiness and the ACT. Lack of common assessments to measure progress toward CSA and College Readiness/ACT standards.

Need for More In-depth and Complex Studies in Curricula Vocabulary: Junior English and Freshman/Sophomore College Prep English curriculum does not meet grade level expectations as designated by CSA and ACT College Readiness. Regular English classes may lack the rigor needed to develop college ready skills assessed on ACT. Lack of exposure to higher level curricula vocabulary and pacing that is off target needs to be addressed K-12.

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Organization Code: 1150   District Name: FREMONT RE-2

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Organization Code: 1150   District Name: FREMONT RE-2

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Organization Code: 1150   District Name: FREMONT RE-2

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Reflection on Priority Performance Challenges

To some degree, scores continue to fall below state and national standards in reading, math, language usage, and ACT composite scores with math and writing being the primary concerns. Growth has been made in pocketed areas, and the work to improve achievement continues. A great deal of effort has been placed upon high stakes testing and many initiatives have been deployed in order to better meet educational gaps being consistently demonstrated across the district to less than significant avail. Using current research and methodologies, RE-2 must develop and sustain a more comprehensive whole child approaches to connecting students to their own learning, building partnerships, improving delivery of instruction, and deploying very specific steps toward aligning the curriculum and assessment systems.

Reflection on Root Cause

The Root Cause findings are based upon the data analysis and a thorough study of the consistently deployed academic processes across the district. The continuous review process of teacher performance observed by principals provides evidence relative to delivery of instruction. Larger district support and school staff review data in an ongoing basis for progress monitoring of students and improved delivery of instruction. Similar patterns are witnessed K-12 regarding delivery of instruction and the level of depth in regards to curricula studies. The partnering between staff and faculty is essential to determining root causes, addressing the causes, and re-evaluating the progress. A great deal of work has occurred regarding aligning curriculum to the standards, especially at the secondary level; however, the need for ongoing efforts in gaining a deeper understanding of standards, aligning the curriculum, thoroughly understanding the teaching/learning cycle, and developing common assessments is evidenced in the scores.

Additionally, based upon numerous studies, with one such being the Center for Disease Control, *School Connectedness* (CDC 2009), drop out and failure rates increase significantly if students do not consider themselves connected to their schools. "Students are more likely to attend school regularly, stay in school longer,

Organization Code: 1150   District Name: FREMONT RE-2

and have higher grades and test scores; less likely to smoke cigarettes, drink alcohol, or have sexual intercourse; less likely to carry weapons, become involved in violence, or be injured from dangerous activities such as drinking and driving or not wearing seat belts; less likely to have emotional problems, suffer from eating disorders, or experience suicidal thoughts or attempts." Dis-connectivity occurs when students feel alienated for any reason, be it academic, social, or emotional detachment. Connectivity efforts include personnel district-wide, parents, and community partners and require acute progress monitoring. Social Emotional education has to be approached in the way the educational arena is approaching academic achievement. Hand-in-hand with an academic focus, social, emotional, and physical learning must be thoughtfully targeted and implemented and then periodically evaluated. Evidenced based approaches must be continuously adjusted according to the data. Academics and the Whole Child cannot successfully be separated regardless of obstacles such as high stakes testing demands, potentially conflicting schedules, or other agendas to the contrary.

Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; 2009

1.   Summary/Conclusion

Combine Targeted PD with an Increase Knowledge Base Regarding Common Core Standards to Advance the Delivery of Instruction
Priorities fall within two specific categories and will continue to be addressed via the following methodology:

Align to 21st Century Skills: Rigor, Relevance, and Relationships

I. Align District Curricula and Assessment with Common Core Standards
   A. Professional Development for Continued Comprehensive Rubicon Curricular Mapping
   B. Professional Development in Technology for Faculty and Staff
   C. Consistent Development and Analysis of Common Assessments as it Related to the Common Core Standards
   D. Increased Complexity of In-Depth Studies
   E. Progress Monitoring

II. Connect the Learner
   A. Professional Development Regarding Differentiation in the Classroom
   B. Professional Development Regarding Effective Use of Interventions Students Considered Tiers II and III
   C. Violence Prevention Training and Awareness
   D. Building Social Emotional Competencies

Organization Code: 1150   District Name: FREMONT RE-2

E. Increased Awareness of Physical Health and Wellness Impacts

F. Progress Monitoring

Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. This section identifies annual performance targets and interim measures. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.
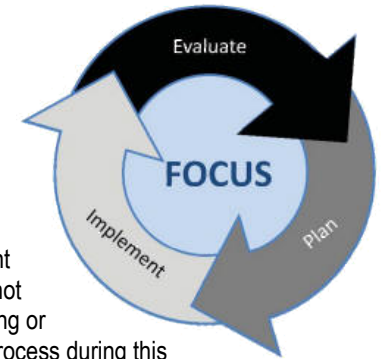
Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

School Target Setting Form

Academic Achievement (Status)

Subject	R		
Priority Performance Challenge	Increase Reading Achievement		
Annual Performance Targets	2015-2016	Targets: As measured by NWEA Percentile against the national norms: Elementary: 58%ile ; Middle School: 51%ile; High School: 66%ile. Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 61%; Middle School: 54%; High School: 53%. Development of Guaranteed and Viable Curricula with a focus on Alignment between District Curricula and Common Core Standards. The continued development of Rubicon and curriculum maps will be the priority k-12. District and CDE sources		

Organization Code: 1150   District Name: FREMONT RE-2

<table>
<tr><td colspan="2"></td><td>are being incorporated. The maps will be used in for accountability purposes and provide instructional leaders with specific guides regarding pacing, content, and rigor.

Additionally, a continued focus on the consistent development and analysis of common assessments as they relate to common core standards will be maintained. It is a priority to increasing the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus

Targeted Professional Development for Faculty and Staff including:

A. Differentiation in the Classroom

B. Effective Use of Interventions Students Considered Tiers II and III

C. Consistent Development and Analysis of Common Assessments as it Related to the Common Core Standards

D. Increasing the Complexity of In-Depth Studies</td></tr>
<tr><td></td><td>2016-2017</td><td>Targets: As measured by NWEA Percentile against the national norms:

Elementary: 63%ile;

Middle School: 56%ile;

High School: 71%ile;

Percentage of Students by Grade Level and Averaged Meeting Projected Growth:

Elementary: 61%ile

Middle School: 54%ile

High School: 53%ile

The Unit of Study: comprehensive development and application of curriculum maps with the focus as seeing literacy as a shared responsibility; refining instructional strategies; identifying IT requirements; gaps assessment in curricula K-12. This year is slated for intensive assessment focus: comprehensive vertical and horizontal alignment with standards and curriculum. The effort will formally begin with Writing due to identified need across K-12, and the focus will be to develop rubrics and processes matching the common core standards word-for-word.</td></tr>
<tr><td>Interim Measures</td><td></td><td>The reminder of the year will provide the opportunity to complete curriculum mapping and on boarding of all instructional staff and leadership within Rubicon and its uses in evaluation and support of instruction. Professional development is scheduled for each discipline area, and it is anticipated all structural curriculum maps will be complete by the start of 2016-2017 academic year.</td></tr>
</table>

<table>
<tr><td>Subject</td><td></td><td>M</td></tr>
<tr><td>Priority Performance Challenge</td><td></td><td>Increase Math Achievement</td></tr>
<tr><td>Annual Performance Targets</td><td>2015-2016</td><td>As measured by NWEA Percentile against the national norms:

Elementary: 57%ile

Middle School: 50%ile</td></tr>
</table>

Organization Code: 1150   District Name: FREMONT RE-2

		High School: 58%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 53%; Middle School: 62%; High School: 67%. Raise awareness, skill base, and level of Development of Guaranteed and Viable Curricula with a focus on Alignment between District Curricula and Common Core Standards. The continued development of Rubicon and curriculum maps will be the priority k-12. District and CDE sources are being incorporated. The maps will be used in for accountability purposes and provide instructional leaders with specific guides regarding pacing, content, and rigor. Additionally, a continued focus on the consistent development and analysis of common assessments as they relate to common core standards will be maintained. It is a priority to increasing the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus The process is being mirrored throughout discipline areas across k-12. The intention is raise awareness and a sense of urgency and increase and refine skills based upon identified best practices in delivery of instruction.
	2016-2017	As measured by NWEA Percentile against the national norms: Elementary: 62%ile Middle School: 56%ile High School: 71%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 67%; Middle School: 555%; High School: 55%. The Unit of Study: comprehensive development and application of curriculum maps with the focus as seeing literacy as a shared responsibility; refining instructional strategies; identifying IT requirements; gaps assessment in curricula K-12. This year is slated for intensive assessment focus: comprehensive vertical and horizontal alignment with standards and curriculum. The effort will formally begin with Writing due to identified need across K-12, and the focus will be to develop rubrics and processes matching the common core standards word-for-word.
Interim Measures		The reminder of the year will provide the opportunity to complete curriculum mapping and on boarding of all instructional staff and leadership within Rubicon and its uses in evaluation and support of instruction. Professional development is scheduled for each discipline area, and it is anticipated all structural curriculum maps will be complete by the start of 2016-2017 academic year.

Subject		W
Priority Performance Challenge		Increase Writing Achievement
Annual Performance Targets	2015-2016	As measured by NWEA Percentile against the national norms: Elementary: 59%ile Middle School: 51%ile High School: 64%ile

Organization Code: 1150   District Name: FREMONT RE-2

		Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 66%; Middle School: 53%; High School: 52%. Raise awareness, skill base, and level of Development of Guaranteed and Viable Curricula with a focus on Alignment between District Curricula and Common Core Standards in Writing. The continued development of Rubicon and curriculum maps will be the priority k-12. District and CDE sources are being incorporated. The maps will be used in for accountability purposes and provide instructional leaders with specific guides regarding pacing, content, and rigor. Additionally, a continued focus on the consistent development and analysis of common assessments as they relate to common core standards will be maintained. It is a priority to increasing the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus The process is being mirrored throughout discipline areas across k-12. The intention is raise awareness and a sense of urgency and increase and refine skills based upon identified best practices in delivery of instruction.
	2016-2017	As measured by NWEA Percentile against the national norms: Elementary: 64%ile Middle School: 56%ile High School: 71%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 71%; Middle School: 58%; High School: 57%. The Unit of Study: comprehensive development and application of curriculum maps with the focus as seeing literacy as a shared responsibility; refining instructional strategies; identifying IT requirements; gaps assessment in curricula K-12. This year is slated for intensive assessment focus: comprehensive vertical and horizontal alignment with standards and curriculum. The effort will formally begin with Writing due to identified need across K-12, and the focus will be to develop rubrics and processes matching the common core standards word-for-word.
Interim Measures		The reminder of the year will provide the opportunity to complete curriculum mapping and on boarding of all instructional staff and leadership within Rubicon and its uses in evaluation and support of instruction. Professional development is scheduled for each discipline area, and it is anticipated all structural curriculum maps will be complete by the start of 2016-2017 academic year.

Academic Growth Gaps

Subject		
Priority Performance Challenge		
Annual	2015-2016	Growth Gap Data is not available during this transition year and therefore will be addressed in future reporting.

Organization Code: 1150   District Name: FREMONT RE-2

Performance Targets	2016-2017	Growth Gap Data is not available during this transition year and therefore will be addressed in future reporting.
Interim Measures		Growth Gap Data is not available during this transition year and therefore will be addressed in future reporting.

Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		Improve ACT Composite Score
Annual Performance Targets	2015-2016	Target: Composite: 19, English 18.5, Math 18 Raise awareness, skill base, and level capacity in order to fully support the development of a Guaranteed and Viable Curricula and thus improve ACT scores. The focus is on Alignment between District Curricula and Common Core Standards. Continued development of Rubicon and curriculum maps will be the priority for ACT preparatory courses. District and CDE sources are being incorporated and a critical analysis of the complexity levels in content and vocabulary are being conducted. The maps will be used for accountability purposes and provide instructional leaders with specific guides regarding pacing, content, and rigor. Additionally, a continued focus on the consistent development and analysis of common assessments as they relate to common core standards and ACT requirements will be maintained. It is a priority to increase the complexity of in-depth studies, including vocabulary, and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus. The intention is raise awareness and a sense of urgency as well as increase and refine skills based upon identified best practices in delivery of instruction.
	2016-2017	Target: Composite: 19.5, English 19, Math 18.5 The Unit of Study: comprehensive development and application of curriculum maps with the focus increasing complexity of content; monitored pacing; refining instructional strategies; identifying IT requirements; and gaps assessment. This year will slated for an even greater intensive assessment focus: comprehensive vertical and horizontal alignment with standards and curriculum. The effort will formally begin with Writing due to identified need across K-12, and the focus will be to develop rubrics and processes matching the common core standards word-for-word. The overall district approach will be mirrored to some degree with ACT specific courses; however, the greater emphasis will be increase complexity of study and promote deeper learning patterns.
Interim Measures		The reminder of the year will provide the opportunity to complete curriculum mapping and on boarding of all instructional staff and leadership within Rubicon and its uses in evaluation and support of instruction. Professional development is scheduled for each discipline area, and it is anticipated all structural curriculum maps will be complete by the start of 2016-2017 academic year.

Organization Code: 1150   District Name: FREMONT RE-2

Academic Growth

Subject		R
Priority Performance Challenge		Increase Reading Achievement
Annual Performance Targets	2015-2016	Increase to: Elementary 55%ile Middle School 40%ile High School 40%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 61%; Middle School: 54%; High School: 53%.
	2016-2017	Increase to: Elementary 58%ile Middle School 51%ile High School 66%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 61%ile Middle School: 54%ile High School: 53%ile
Interim Measures		Spring NWEA Maps

Subject		M
Priority Performance Challenge		Increase Math Achievement
Annual Performance Targets	2015-2016	Increase to: Elementary 67%ile Middle School 36%ile High School 36%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 53%; Middle School: 62%; High School: 67%.
	2016-2017	Increase to: Elementary 57%ile Middle School 50%ile High School 58%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 67%; Middle School: 555%; High School: 55%.
Interim Measures		Spring NWEA MAPS

Organization Code: 1150   District Name: FREMONT RE-2

Subject		W
Priority Performance Challenge		Increase Writing Achievement
Annual Performance Targets	2015-2016	Increase to: Elementary 45%ile Middle School 40%ile High School 40%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 66%; Middle School: 53%; High School: 52%.
	2016-2017	Increase to: Elementary 59%ile Middle School 51%ile High School 64%ile Percentage of Students by Grade Level and Averaged Meeting Projected Growth: Elementary: 71%; Middle School: 58%; High School: 57%.
Interim Measures		Spring NWEA MAPS

Organization Code: 1150   District Name: FREMONT RE-2

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy: Develop and Refine Guaranteed and Viable Curriucula & Aligned Assessment System

Align with 21st Century Skills by developing guaranteed and viable curricula with a focus on alignment between district curricula and common core standards. The continued development of Rubicon and curriculum maps will be the priority k-12. District and CDE sources are being incorporated. The maps will be used for accountability purposes and provide instructional leaders with specific guides regarding pacing, content, and rigor. Additionally, a continued focus on the consistent development and analysis of common assessments as they relate to common core standards will be maintained. It is a priority to increasing the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus Targeted Professional Development for Faculty and Staff including differentiation in the classroom; effective use of interventions students considered Tiers II and III; consistent development and analysis of common assessments as they relate to the common core standards; and increasing the complexity of in-depth studies. Increase the complexity of in-depth studies and to continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collection of evidenced based methodologies will be the additional focus. Build aligned and commons assessments K-12 in all academic areas. Continue to develop and analyze common assessment tools k-12 across the curricula. Use the data findings to help determine necessary adjustments in curricula focus areas to include increased complexity and rigor regarding curricula, increased pacing, and aligned assessment. Provide professional development for teaching staff in regards to comprehensive understanding of common core standards, aligned curriculum, increasing pacing, and ensuring relevancy to increase student engagement via technology use in the classroom and authentic, aligned assessment methodology. Hone the focus on the Rigor of education.

Root Cause(s) Addressed:

Lacking and Inconsistent Use of Common Assessments and Analysis
Need for Ongoing PD Regarding Curricula and CCS Alignment/Mapping
Need for Increased Challenge Levels of Content
Need for More In-depth and Complex Studies in Curricula Vocabulary
Lack of Science Enrollment for 11th/12th Grades

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

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

Action Steps	
Aug. 2015 - Aug. 2016	**Name:** Standards and Assessment Professional Development for Faculty and Staff

Organization Code: 1150   District Name: FREMONT RE-2

Description:

Continue to roll out the comprehensive professional development plan regarding increasing understanding of standards, developing aligned curricula, and developing aligned assessment. In addition to the roll out of professional development that has occurred with respect to secondary teaching staff, the following schedule will be observed and is expected to provide the support required to complete the curriculum mapping processes.

Grades 6-12 Mathematics: April 13, 2016, Full Day to address pacing, validate and revise established maps.

Grades 6-12 Social Studies: April 11, 2016, Half Day to revise matrices and validate and revise maps.   Changes will then be loaded into Rubicon.

Grades 6-12 Science: April 11, 2016, Half Day to revise matrices and validate and revise maps.   Changes will then be loaded into Rubicon.

Grades 6-12 ELA: June 2, 2016, Full Day to address pacing, validate and revise established maps.

Grades K-5 Mathematics: June 3, 2016. Complete the Matrices and At-A-Glance Overviews with Secondary Teaching Representative

Grades K-2 LA: May 31, 2016. Complete the Matrices and At-A-Glance Overviews with Secondary Teaching Representative

Grades 3-5 LA: June 1, 2016. Complete the Matrices and At-A-Glance Overviews with Secondary Teaching Representative

Grades K-5 Mathematics: June 3, 2016. Complete the Matrices and At-A-Glance Overviews with Secondary Teaching Representative

Grades k-5 Science: May 9, 2016. Complete the Matrices and At-A-Glance Overviews with Secondary Teaching Representative

All other areas of focus will be addressed with meeting times slated for Fall 2016.

Implementation Benchmarks:

Math: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016 as measured by Rubicon assessments.

ELA: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016 as measured by Rubicon assessments .

Organization Code: 1150   District Name: FREMONT RE-2

Science: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016 as measured by Rubicon assessments.

Social Studies: Mapping matrices and At-A-Glance Overviews will be completed for Grades 6-12 by August 1, 2016 as measured by Rubicon assessments.

Resources:

Consultant to facilitate professional development sessions and to upload maps into Rubicon.

Reading resources selected and purchased for K-5.

Key Personnel:

Jan Draper, Principal, FES

Mary Ann Wiggs, Consultant

District Administrative Team

Faculty and Staff

Status: In Progress

Aug. 2016 - Aug. 2018	**Name:** Technology Professional Development for Teaching Staff

Description:

Provide professional development for teaching staff in regards to comprehensive understanding of common core standards, aligned curriculum, and increasing pacing and ensuring relevancy to increase student engagement via technology use in the classroom, authentic assessment methodology, and building repertoire of apps and online tools.

Implementation Benchmarks:

Promethean Board training dates (as measured by dates and # of staff in attendance)

iPad Integration support and training details (dates and # of staff in attendance)

Completed curriculum maps and trainings (by August 2016)

Apps Exploration in PLCs (dates)

Infinite Campus trainings (dates, targeted populations, # in attendance)

Organization Code: 1150   District Name: FREMONT RE-2

	Alpine trainings (dates, targeted populations, # in attendance)
	Google Classroom training (dates, targeted populations, # in attendance)
	Sharp School Website training (dates, targeted populations, # in attendance)
	Tech Fair (dates, targeted populations, # in attendance)
	Induction - Tech Skill Bytes (dates, new hires, # in attendance)
	Project Based Learning (dates, targeted populations, # in attendance)
	Creative Writing and Technology (dates, targeted populations, # in attendance)
	NWEA Trainings (dates, targeted populations, # in attendance)
	S.T.E.A.M. (dates, targeted populations, # in attendance)
	Resources:
	Available Technology
	Curriculum Maps
	At-A-Glance Views
	Curriculum Resources, In-house and otherwise
	Alpine, Apple
	Sharp School, Google
	PBL, NWEA, Rubicon, IC
	Key Personnel:
	Scott Elliot,Technology Specialist
	GT Specialists
	Special Education Specialists
	Building Experts K-12
	Status: In Progress
Aug. 2016 - Aug. 2018	**Name:** Increase Complexity and Levels of Challenge in Content

Organization Code: 1150   District Name: FREMONT RE-2

Description:

Increase the complexity of in-depth studies and continue building aligned assessments using data to determine curricular adjustments. Building resources associated with challenging and otherwise differentiated materials and collections of evidenced based methodologies will be the additional focus. Provide professional development for teaching staff in regards to comprehensive understanding of common core standards, aligned curriculum, and increasing pacing and ensuring relevancy to increase student engagement via technology use in the classroom and authentic assessment methodology. Continue to deploy select ability level grouping strategies. Publish work in conjunction with associated standards posted to build a connection between expectations and outcomes.

Implementation Benchmarks:

Promethean Board training (as measured by dates and # of participants)

iPad support and training details (dates and # of participants)

Completed curriculum maps and training (to be completed by August 2016):

Math: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016.

ELA: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016.

Science: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016.

Social Studies: Mapping matrices and At-A-Glance Overviews will be completed for Grades 6-12 by August 1, 2016.

Horizontal and Vertical Articulation Meetings (dates, populations)

Promethean Board training dates (as measured by dates and # of staff in attendance)

iPad Integration support and training details (dates and # of staff in attendance)

Completed curriculum maps and trainings (by August 2016)

Apps Exploration in PLCs (dates)

Infinite Campus trainings (dates, targeted populations, # in attendance)

Alpine trainings (dates, targeted populations, # in attendance)

Google Classroom training (dates, targeted populations, # in attendance)

Sharp School Website training (dates, targeted populations, # in attendance)

Tech Fair (dates, targeted populations, # in attendance)

Induction - Tech Skill Bytes (dates, new hires, # in attendance)

Project Based Learning (dates, targeted populations, # in attendance)

Creative Writing and Technology (dates, targeted populations, # in attendance)

Organization Code: 1150   District Name: FREMONT RE-2

Resources:

Curriculum and maps K-12,

K-5: PLC Meeting Dates

MS: PLC Meeting Dates

HS: PLC Meeting Dates

Available Technology

Common Assessments

Curriculum Maps

At-A-Glance Views

Alpine, Apple, Sharp School

Google, PBL, NWEA

Rubicon, IC

Curriculum Resources, In-house and otherwise

Write to Learn, Step up to Writing

6 Trait Writing

Key Personnel:

Building Administrative Teams

Technology Specialists

Subject Matter Experts

Special Education Specialists

GT Specialists

Pedagogical Specialists

Status: In Progress

Organization Code: 1150   District Name: FREMONT RE-2

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Aug. 2015 - Aug. 2016	**Name:** Progress Monitoring
	Description: Use the data findings to help determine necessary adjustments in curricula focus areas to include increased complexity and rigor regarding curricula, increased pacing, and aligned assessment. Build application capacity in teaching staff. Differentiate and adjust academic processes and re-assess for growth. Systemic approaches to that lead to common formative assessments between elementary schools. Develop district wide whole scale efforts regarding progress monitoring tools and processes.Data Days provide time for faculty and staff to approach data on a more granular level using tools such as Post Assessment Debriefings. **Implementation Benchmarks:** Planned Trainings (as measured by titles, dates, target populations - see associated action steps for details) PLC Discussion (topics and proposed meeting dates K-12) Academic Achievement as measured by NWEA increase an additional 5%ile points of current progress (3x annually) Begin investigating Parent Data Nights/Student Led Conferences (meeting minutes) **Resources:** Curriculum Maps At-A-Glance Views RTI Meeting Notes Writing Rubrics Data Sources: NWEA, DIBLES, READ, ACT, Common Assessments, **Key Personnel:** District Administrative Team Building Leadership GT Specialists Special Education Specialists BOCES

Organization Code: 1150   District Name: FREMONT RE-2

	Pedagogical Specialists
	Status: In Progress

Major Improvement Strategy: Connect the Learner

Align with 21st Century Skills by Connecting Students to their own education in order to promote academic curiosity and motivation that leads to achievement. Create a more refined focus on self advocacy, resiliency, and healthy relationship building. Further develop an environment of growth by building support structures for teaching staff in regards to their own professional development. Make skill building a spoken aloud sign of strength rather than potentially being a quiet weakness. Build increased capacity in faculty and staff relative to differentiation in the classroom to include support for in-depth professional growth in teaching and leadership staff in regards to differentiation methodology for all students and most specifically for Tiers II and III. Increase capacity and promote use of onsite experts to layer measures of support for new hires and adults who lack the necessary skill sets to meet students where they are academically, behaviorally, socially, and emotionally. Continue to gain ground on behaviors detrimental to healthy learning environments such as bullying and violence. Continue to build awareness of barriers against external safety concerns. Promote physical wellness in students and adults regarding nutrition and movement, and thoughtfully allow the work to blend into the community. Build even stronger communities of partnerships with families, law enforcement, community agencies, employers, higher education, and Workforce. Hone the focus on the Relevancy and Relationships of Education.

Root Cause(s) Addressed:

Need for Ongoing Targeted Professional Development Regarding Differentiation
Greater Emphasis Required for Interventions for Tiers II and III and Overall K-3
Lack of Science Enrollment for 11th/12th Grades

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

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

Action Steps	
Aug. 2016 - Jun. 2018	**Name:** Progress Monitoring **Description:** Use the data findings to help determine necessary adjustments in curricula focus areas to include increased relevancy and relationships, and fair assessment of behaviors. Find trends in behavioral patterns and adjust schedules or patterns accordingly. Build application capacity in teaching staff. **Implementation Benchmarks:** Planned Training Dates PLC Discussion Topics and Proposed Meeting Dates Self Assessment complete by October 15, 2016

Organization Code: 1150   District Name: FREMONT RE-2

	Leadership Teams analyze Self Assessment findings and make recommendations at the building levels
	Communication is made to parents regarding status and progress (parent night discussions, newsletters, performance benchmark updates, etc.)
	Resources:
	Absentee Rates (as measured by IC)
	Office Referrals (IC)
	Office Referral Outcomes (IC)
	HKSC (annually)
	Graduation Rates (IC)
	GPA (IC)
	Key Personnel:
	Building Leadership and Principals
	General Education Faculty and Staff
	GT Specialists
	Special Education Specialists
	BOCES
	Counselors
	Nutrition Specialists
	PE Specialists
	Pedagogical Specialists
	Status: In Progress
Aug. 2015 - Aug. 2018	**Name:** Violence Prevention Trainings and Awareness
	Description:
	Bullying and school violence prevention training and awareness campaign launched K-12. Partnerships cultivated with law enforcement and protocol/procedural considerations given to lock down/lock out, evacuations, and peer-to-peer

Organization Code: 1150   District Name: FREMONT RE-2

Implementation Benchmarks:

Bullying and violence prevention training dates (as measured by Discovery implementation schedule completed and PE Standards met)

Parent Meetings or Communications (Newsletters or other communications artifacts)

Community Partnership Meetings (agendas and meeting minutes)

Lunch with Law Enforcement (announcements, photographs, news articles)

Resources:

Bullying and violence prevention curriculum and support materials

Anti-bullying sites and resources for parents (CDE, stopbullying.gov, Olweus Bullying Prevention, etc.)

Communication Tools

Key Personnel:

Andy Fieth, Principal FMS and Vicki Knapp, Assistant Principal FES

District Administrative Staff

Leadership Teams

Counselors

Other Social Emotional Specialists

Faculty and Staff

Law Enforcement/SROs

Community Partners

Status: In Progress

Aug. 2015 - Aug. 2018	**Name:** Build Social Emotional Competencies **Description:**

Increase student capacity regarding social emotional competencies as measured by Health Standards. Build resiliency and support healthy relationship development in students through comprehensive approach to social emotional skill building. Decrease negative impact of social media by involving families in the planning and discussion of appropriate use of technology. Involve parents and families in Parent Data Nights where social emotional and academic data is reviewed. Support student self-advocacy through student-led conferencing. Publish work in conjunction with associated standards posted to build a connection between expectations and outcomes.

Implementation Benchmarks:

Discovery training/implementation schedule (as measured by # new hires and students trained)

Booster trainings (titles, dates, targeted populations)

Facebook Facts (parent nights)

Building Level Self-Assessment (Dates and results)

Parent Data Nights Investigation Discussions (dates)

Student Led Conferencing Investigation Discussions (dates)

PBIS Structural Processes in Place (dates)

Transitioning Meetings Grades 5 to 6 and Grades 8 to 9 (Completed by May 2016)

Induction Trainings (new hires, dates, # in attendance)

Resources:

Discovery Curriculum

Self Assessment

Booster Curriculum

CDE

PBIS World

Key Personnel:

Building Administrative Teams

Counselors

Other Social Emotional Specialists

Building Leadership Teams

Organization Code: 1150   District Name: FREMONT RE-2

	Faculty and Staff
	Families
	Transportation
	Facebook Specialist
	SROs
	Status: In Progress
Aug. 2015 - Aug. 2018	**Name:** Increase Awareness of Physical Health and Wellness Impacts **Description:** Increase understanding and value of need for nutritional wellness and movement and the impact they have on learning. Continue participation in Healthy Schools Grant Collaboration with RE-1. **Implementation Benchmarks:** Brain Gym (as measured by % of teacher using) Recess, (structured and unstructured times) Sports (% involved) Nutrition Program and support systems (menus, offerings, etc) Health and Wellness Courses Offered (# of students impacted) **Resources:** Curriculum Brain Gym methods Team Building tools Communication tools District Web Master RE-1 Wellness Coordinator

Organization Code: **1150**   District Name: **FREMONT RE-2**

	Key Personnel:
	District Administrative Staff
	Building Leadership Teams
	PE Specialists
	Nutrition Specialists
	Counselors
	Nursing Specialists
	Status: In Progress
Aug. 2015 - Aug. 2018	**Name:** Differentiation Training for Faculty and Staff
	Description:
	Decrease variability among teachers and grade levels regarding pedagogical efficacy. Implement effective first instruction, interventions, and instructional feedback from administrators and combined with relevancy and relationship building toward grade level behavioral expectations. Provide professional development in using established or new strategies for differentiation. Increase classroom instruction interventions/ strategies besides the basic re-teaching for students who are struggling and add extension activities for those who master skills and concepts. Increase interventions and support for students struggling with social emotional issues which may or may not mean RtI involvement. Use progress monitoring results to translate to changes for students consider Tiers II and III.
	Implementation Benchmarks:
	Differentiation training for classroom practices in delivery of instruction (dates)
	Differentiation training for behavioral concerns (Discovery training dates, PBIS training dates,)
	PBIS Artifacts in Place (September 30, 2016)
	Promethean Board training (as measured by dates and # of participants)
	iPad support and training details (dates and # of participants)
	Completed curriculum maps and training (to be completed by August 2016):
	Math: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016.
	ELA: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016.
	Science: Mapping matrices and At-A-Glance Overviews will be completed for Grades k-12 by August 1, 2016.

Organization Code: 1150   District Name: FREMONT RE-2

Social Studies: Mapping matrices and At-A-Glance Overviews will be completed for Grades 6-12 by August 1, 2016.

Horizontal and Vertical Articulation Meetings (dates, populations)

Promethean Board training dates (as measured by dates and # of staff in attendance)

iPad Integration support and training details (dates and # of staff in attendance)

Completed curriculum maps and trainings (by August 2016)

Apps Exploration in PLCs (dates)

Infinite Campus trainings (dates, targeted populations, # in attendance)

Alpine trainings (dates, targeted populations, # in attendance)

Google Classroom training (dates, targeted populations, # in attendance)

Sharp School Website training (dates, targeted populations, # in attendance)

Tech Fair (dates, targeted populations, # in attendance)

Induction - Tech Skill Bytes (dates, new hires, # in attendance)

Project Based Learning (dates, targeted populations, # in attendance)

Creative Writing and Technology (dates, targeted populations, # in attendance)

NWEA Trainings (dates, targeted populations, # in attendance)

S.T.E.A.M. (dates, targeted populations, # in attendance)

Resources:

Curriculum

Supplemental Resources

Building Experts

CDE

Curriculum and maps K-12,

K-5: PLC Meeting Dates

MS: PLC Meeting Dates

HS: PLC Meeting Dates

Available Technology

Curriculum Maps

Organization Code: 1150   District Name: FREMONT RE-2

	At-A-Glance Views
	Curriculum Resources, In-house and otherwise
	Alpine, Apple
	Sharp School, Google
	PBL, NWEA, Rubicon, IC
	At-A-Glance Views
	Curriculum Resources, In-house and otherwise
	Teach Like a Champion
	Key Personnel:
	District Administration
	Building Leadership Teams
	General Education Faculty and Staff
	Pedagogical Specialists
	GT Specialists
	Special Education Specialists
	BOCES
	Status: In Progress
Aug. 2015 - Aug. 2018	**Name:** Build Community Partnerships
	Description:
	Build community support and buy-in through partnerships. Increase opportunities for students for informal apprenticeships, job shadowing, and exposure to career pathways. Tap into community level resources to promote healthy behaviors and build family support. Refine communication tools that include data and will encourage family support and community involvement.
	Implementation Benchmarks:
	Business Education Alliance (as measured by: Meeting Minutes and Action Plan)

Organization Code: 1150   District Name: FREMONT RE-2

	Fremont County Drug Prevention Initiative (Meeting Minutes an Action Plan)
	Healthy Schools Grant Collaboration with RE-1 (Meeting Minutes and Action Plan)
	Safe Schools Events with local law enforcement (Event titles and dates, drill dates and locations)
	Communication Tools that include data distributed (Tool title, date of distribution, and targeted population)
	Resources:
	Local employers
	Law enforcement
	RE-1 Wellness Team
	CDE
	Safe Schools Specialists from neighboring districts
	District Web Master
	Key Personnel:
	District Administrative Staff
	Building Leadership Teams
	Faculty and Staff
	Status: In Progress

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)

Organization Code: 1150   District Name: FREMONT RE-2

- Additional Requirements for Administrative Units with a Gifted Program (Required for all districts)

Organization Code: 1150   District Name: FREMONT RE-2

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Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. For additional information, go to: http://www.cde.state.co.us/gt.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfils ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.	Section III: Data Narrative (Report)	The overall target has always been for gifted students to achieve proficient and advanced in all areas and achieve advanced status in their area of giftedness and to show one year's growth on NWEA. With the transition from TCAP to PARCC/CMAS in 2014-15, the establishment of new cut points, and the ability to opt out of testing, it does not seem valid to make specific determinations on this baseline year of testing. In general, gifted students meet or exceeded expectations at the elementary level but did not perform as well at the secondary level. Data trends will begin with the second year of testing in 2015-16. A look at NWEA data shows that 56% of gifted students achieved one year's growth in math, 37% in reading, and 44% in language usage.

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

Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s). | Section III: Data Narrative | (see table below) |

NWEA Growth Data - GT Students Overall (Does not designated area of Giftedness)

Mathematics

		Achievement					Growth				Comparative	
		Spring 2014		Spring 2015								
Grade	Growth Count	Mean RIT	%tile	Mean RIT	%tile	%tile change	Projected Growth	Observed Growth	Count Met Proj Gr	% Met Proj Gr	Cond Gr Index	Cond Gr %tile
3	6	208.5	95	221.7	96	1	10.7	13.2	4	67	0.9	83
4	5	216.6	90	233.0	96	6	10.2	16.4	5	100	2.5	99
5	14	232.1	95	241.4	95	0	8.3	9.3	9	64	0.4	64
6	6	247.8	98	243.2	89	-9	3.3	-4.6	0	0	-3.2	1
7	6	238.0	82	242.2	77	-5	4.3	4.2	2	33	-0.1	48
8	4	245.8	84	249.8	80	-4	4.2	4.0	2	50	-0.1	46
9	8	247.5	76	247.5	68	-8	1.5	0.0	4	50	-0.5	30
10	5	261.8	94	267.4	96	2	1.2	5.6	4	80	1.6	95

Reading

		Achievement					Growth				Comparative	
		Spring 2014		Spring 2015								
Grade	Growth Count	Mean RIT	%tile	Mean RIT	%tile	%tile change	Projected Growth	Observed Growth	Count Met Proj Gr	% Met Proj Gr	Cond Gr Index	Cond Gr %tile
3	6	206.3	90	214.7	90	0	9.2	8.4	3	50	0.9	83
4	5	220.6	96	223.8	92	-4	5.8	3.2	0	0	2.5	99
5	14	222.1	91	226.3	90	-1	4.6	4.2	5	36	0.4	64
6	6	233.7	97	230.3	86	-11	1.9	-3.4	2	33	-3.2	1
7	6	227.0	80	230.0	78	-2	2.5	3.0	4	67	-0.1	48
8	4	236.5	91	240.3	93	2	2.5	3.8	2	50	-0.1	46
9	8	238.0	90	237.1	83	-7	-0.1	-0.9	0	0	-0.5	30
10	5	242.4	93	246.0	96	3	-0.7	3.6	4	80	1.6	95

Language Usage

		Achievement					Growth				Comparative	
		Spring 2014		Spring 2015								
Grade	Growth Count	Mean RIT	%tile	Mean RIT	%tile	%tile change	Projected Growth	Observed Growth	Count Met Proj Gr	% Met Proj Gr	Cond Gr Index	Cond Gr %tile
4	5	223.8	98	227.8	97	-1	4.2	4.0	2	40	-0.1	46
5	14	223.7	92	227.4	91	-1	3.0	3.7	7	50	0.4	65
6	6	228.5	93	231.5	92	-1	2.5	3.0	4	67	0.3	61
7	6	227.3	82	229.2	82	0	1.6	1.9	4	67	0.2	56
8	4	240.3	98	240.3	96	-2	2.1	0.0	0	0	-1.0	16
9	8	233.9	87	231.0	74	-13	-0.2	-2.9	0	0	-1.2	11
10	5	240.2	95	245.0	97	2	-0.2	4.8	4	80	2.0	98

Although the district N=54 in grades 3 through 10, it is not statistically viable to disaggregate and report for subgroups like ethnicity or FRL or even for specific grade levels. Still NWEA achievement and growth data will always be analyzed down to the grade level to look for general trends and gaps in the overall evaluation of the gifted program.

Trend data is not available for state tests in either achievement or growth.

Data is analyzed on an individual basis which is reflected in their yearly ALP and goal setting for subsequent years.

The district just started to look at specific NWEA growth data using the spring 2014 to spring 2015 data. A look at NWEA data shows that 56% of gifted students achieved one year's growth in math, 37% in reading, and 44% in language usage. (The district is trying to duplicate this data for the past several years to determine if areas of concern are based on student groups or grade level issues – The spring 2015 to spring 2016 data will be added to the analysis before the end of this school year.)

PPC – growth in 6th math and reading.
Root cause – Need to increase complexity and pacing of curriculum. 11 of 19 middle school students surveyed did not feel they are challenged in their area of giftedness.

		PPC – growth in 9th grade reading Root cause – potentially, a transition year to high school PPC – growth in 8th and 9th grade language usage Although the district N=54 in grades 3 through 10, it is not statistically viable to disaggregate and report for subgroups like ethnicity or FRL or even for specific grade levels. Still NWEA achievement and growth data will always be analyzed down to the grade level to look for general trends and gaps in the overall evaluation of the gifted program. Trend data is not available for state tests in either achievement or growth. Data is analyzed on an individual basis which is reflected in their yearly ALP and goal setting for subsequent years. The district just started to look at specific NWEA growth data using the spring 2014 to spring 2015 data. A look at NWEA data shows that 56% of gifted students achieved one year's growth in math, 37% in reading, and 44% in language usage. (The district is trying to duplicate this data for the past several years to determine if areas of concern are based on student groups or grade level issues – The spring 2015 to spring 2016 data will be added to the analysis before the end of this school year.) PPC – growth in 6th math and reading. Root cause – Need to increase complexity and pacing of curriculum. 11 of 19 middle school students surveyed did not feel they are challenged in their area of giftedness. PPC – growth in 9th grade reading Root cause – potentially, a transition year to high school PPC – growth in 8th and 9th grade language usage

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Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength. Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students. Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	In general, gifted students are expected to perform at or above state expectations and show significant growth in their area of giftedness. Achievement Targets – PARCC, CMAS, NWEA • 100% (M+E) on PARCC or (S+D) on CMAS in all academic areas • 100% (E) or (D) in area of giftedness • 80% (E) in secondary math • Maintain or increase NWEA rank to 90%tile or above Growth Targets – NWEA (State PARCC and CMAS growth measures not developed yet) • 80% of gifted students will demonstrate one year's growth on NWEA using spring to spring measure • 50%tile conditional growth for all grade levels in math, reading, and language usage on NWEA M = Meets expectations on PARCC math or ELA E = Exceeds expectations on PARCCLA S = Strong Command on CMSA science or social studies D = Distinguished command on CMAS science or social studies In general, gifted students are expected to perform at or above state expectations and show significant growth in their area of giftedness. Achievement Targets – PARCC, CMAS, NWEA • 100% (M+E) on PARCC or (S+D) on CMAS in all academic areas • 100% (E) or (D) in area of giftedness • 80% (E) in secondary math • Maintain or increase NWEA rank to 90%tile or above Growth Targets – NWEA (State PARCC and CMAS growth measures not developed yet) • 80% of gifted students will demonstrate one year's growth on NWEA using spring to spring measure

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• 50%tile conditional growth for all grade levels in math, reading, and language usage on NWEA

M = Meets expectations on PARCC math or ELA
E = Exceeds expectations on PARCCLA
S = Strong Command on CMSA science or social studies
D = Distinguished command on CMAS science or social studies

Local measures include NWEA, common assessments, and teacher observation. Working with BOCES, building level specialists continue to monitor and be available to faculty to provide support and technical assistance in regards to differentiation and performance assessment.

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Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.

Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.

Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.

Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.

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Section IV: Action Plan or table below

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Develop and Refine Guaranteed and Viable Curricula & Aligned Assessment System

1. Standards and Assessment Professional Development for Faculty and Staff
2. Progress Monitoring
3. Technology Professional Development for Teaching Staff
4. Increase Complexity and Levels of Challenge in Content

Connect the Learner

1. Violence Prevention Trainings and Awareness
2. Build Social Emotional Competencies
3. Increase Awareness of Physical Health and Wellness Impacts
4. Differentiation Training for Faculty and Staff
5. Progress Monitoring
6. Build Community Partnerships

1.

• **Develop and Refine Guaranteed and Viable Curricula & Aligned Assessment System**

2015-2016 Curricula Mapping and Viability Verification Across All

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Gifted Education Program Addendum for CDE Improvement Planning Template for Districts (Version 3.0 -- Last updated: July 17, 2015)

		Disciplines
		2016-2017 Scaling Up Capacity in Faculty, Increased Focus on Progress Monitoring in Regards to Addressing Standards, Increase Complexity of Curricula, Increase Pacing. Balanced Assessment Initiative. • **Connect the Learner** 2015-2016 Wellness, Safe and Healthy School Initiative Continued 2016-2017 Communication Refinement and increasing Capacity in Teaching Staff, Build upon Work of Wellness, Safe and Healthy School Initiative District and building administrators will oversee processes deployed by the classroom teacher who, with support of building level experts, have primary responsibility for implementing action steps for improvement. Reporting occurs via district parent portal, quarterly and interim report cards, conferences, and consistent parent contact at the classroom and building levels.

Notes:

- The gifted education proposed budget (http://www.cde.state.co.us/gt/director.htm.) for the upcoming year is due directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.

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Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	Completed	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.	Completed
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.	In Progress	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	Completed
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	Completed	The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development; The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	Completed