

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

Organization Code: 2640

District Name: ASPEN 1

AU Code: 64093

AU Name: MOUNTAIN BOCES

Official 2014 DPF: 1 Year

### Section I: Summary Information about the District/Consortium

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

#### Executive Summary

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

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

The Aspen School District has been identified as a 'District of Distinction' each year since 2010. Our priority challenges are: 1 To enhance and amplify our math curriculum delivery, 2: To enhance and amplify our ELA curriculum delivery, and 3. To have a seamless Multi-Tiered Support System serving our schools from PreK – grade 12.

##### Why is the education system continuing to have these challenges?

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

Numeracy and ELA continue to be foundational building blocks to prepare students for their future, and long range projections indicate that due to growing enrollment, our MTSS program will be serving larger numbers of students.

##### 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.*

A focus on the development of social networks to organize, enhance and amplify service delivery (see the work of Bryk, et. al. 2015 on page 7 below), along with the following 5 strategies: Make the work problem-specific and user centered. Variation in performance is the core problem to address. See the system that produces the current outcome. We cannot improve at scale what we cannot measure. Anchor practice improvement in disciplined inquiry. These 6 strategies are the core of our Board of Education approved monitoring for Results process.

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

### Pre-Populated Report for the District

**Directions:** This section summarizes program accountability requirements unique to the district/consortium based upon federal and state accountability measures. Historically, this report has included information from the District Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 DPFs will not be created. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal and state accountability program expectations.

#### Student Performance Measures for State and Federal Accountability

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

#### Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2015	The district has the option to submit the updated 2015-16 plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The district has the option to submit the updated 2015-16 plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>State Accountability and Grant Programs</b>			
<b>Plan Type for State Accreditation</b>	Plan type is assigned based on the district's overall 2014 District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited with Distinction	Based on 2014 District Performance Framework results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>School(s) on Accountability Clock</b>	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 0	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support-aimed at increasing dramatic results for students.
<b>Student Graduation and Completion Plan (Designated Graduation District)</b>	In one or more of the four prior school years, the district (1) had an overall postsecondary and workforce readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
<b>Gifted Education</b>	All districts that participate in the Gifted Program. Multiple district Administrative Units (AUs), including BOCES, may incorporate the Gifted Program requirements into each individual district level UIP or may refer to a single, common plan.	In a multi-district AU, but not an AU Lead for Gifted Program.	The district must complete the required Gifted Education UIP addendum. As a member of a multi-district AU, consult with the AU Lead to decide whether to develop a common plan or a plan unique to your district. All districts are expected to submit a Gifted Ed addendum as a part of the UIP, even if it is a common AU plan. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: <a href="http://www.cde.state.co.us/gt/director">http://www.cde.state.co.us/gt/director</a> .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>ESEA and Grant Accountability</b>			
<b>Title IA</b>	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
<b>Title IIA</b>	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
<b>Program Improvement under Title III</b>	District/Consortium missed AMAOs for two or more consecutive years.	Pending USDE Approval	Pending USDE Approval
<b>District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)</b>	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	No, the district does not have any schools identified as a Title I Focus School or have a current TIG award.	The district does not need to meet additional requirements.

## Section II: Improvement Plan Information

### Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	NA
CADI	Has (or will) the district participated in a CADI review? If so, when?	NA
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.	NA

### Improvement Plan Information

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

- State Accreditation**    
  Student Graduation and Completion Plan (Designated Graduation District)    
  Title IA    
  Title IIA  
 Title III    
 Gifted Education    
 Other: \_\_\_\_\_

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

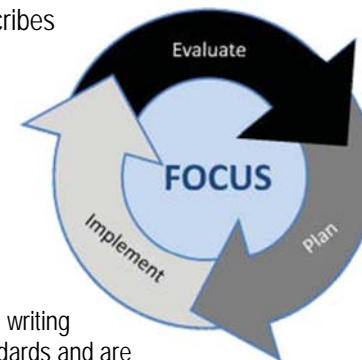
### District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Tom Heald, Assistant Superintendent
	Email	theald@aspenk12.net
	Phone	(970) 925 – 3760 x 4005
	Mailing Address	235 High School Rd. Aspen, CO. 81611
2	Name and Title	Brian Childress, Director of Curriculum
	Email	bchildress@aspenk12.net
	Phone	(970) 925 – 3760 x 4005
	Mailing Address	235 High School Rd. Aspen, CO. 81611

Organization Code: 2640 District Name: ASPEN 1

### Section III: Narrative on Data Analysis and Root Cause Identification





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



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### Data Narrative for District/Consortium

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

<p><b>Description of District(s) Setting and Process for Data Analysis:</b> Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., District Accountability Committee).</p>		<p><b>Review Current Performance:</b> Review state and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.</p>		<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.</p>		<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p><b>Narrative:</b>          During the 2014-15 school year the district developed and the board adopted a multi-strand approach regarding a review of results in all curriculum areas. Built on the work of Dr. Tony Bryk and his team at the Carnegie Foundation, the following five indicators were used as the road map for how to think about results monitoring: <i>Make the work problem-specific and user centered. Variation in performance is the core problem to address. See the system that produces the current outcome. We cannot improve at scale what we cannot measure. Anchor practice improvement in disciplined inquiry. Accelerate improvements through networked communities (Bryk, et. al., 2015).</i> This review resulted in the following three indicators for measurement at the Aspen school district:          1. Teacher Judgment: Target: 80% of the students in each grade level (or high school course) will achieve at least 80% mastery of the identified content and skills when tested in the classroom. Teachers will use results of curriculum-based and/or teacher-designed measures such as; Lucy Calkins, Making Meaning, Big Ideas, End of Course Exams, etc.          2. Interim Assessments Target: 80% of the students will perform at grade or course appropriate levels while making "typical" or expected gains on interim assessments (administered 3 times each year). Results of assessments such as DIBELS (K-4 Reading), Big Ideas, STAR (3-9 Reading and Math), Teacher-made common assessments, etc.          3. Colorado Measures of Student Success (PARCC English Language Arts and Math, CMAS Social Studies and Science).            a. Initial target - 80% of students will be identified as having Moderate, Strong or Distinguished Command in the given content area for Science and Social Studies.            b. Initial target - 80% of students will be identified as having Approach, Meets or Exceeds Command in the given content area for English Language arts and Math.</p>								

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.																														
Academic Achievement (Status)	Initial target - 80% of students will be identified as having Approach, Meet or Exceed Command in English Language Arts (ELA)	The target was met or exceeded in all grade levels except grade 4 (78%) and grade 5 (76%).	Targets not met in all areas except grade 4 math were quite close – continue to focus on work. Grade 4 math presents a grade level anomaly that will require a strong MTSS presence for this cohort as they move through the system.																														
	Initial target - 80% of students will be identified as having Approach, Meet or Exceed Command in Math.	The target was achieved in only three (3) grades: 3 <sup>rd</sup> , 7 <sup>th</sup> & HS Geometry.																															
Academic Growth	NA	NA	<table border="1"> <thead> <tr> <th>GRADE</th> <th>ELA% A/M/ E</th> <th>MATH% A/M/E</th> </tr> </thead> <tbody> <tr><td>3</td><td>88</td><td>80</td></tr> <tr><td>4</td><td>78</td><td>38</td></tr> <tr><td>5</td><td>76</td><td>58</td></tr> <tr><td>6</td><td>90</td><td>72</td></tr> <tr><td>7</td><td>80</td><td>82</td></tr> <tr><td>8</td><td>84</td><td>75</td></tr> <tr><td>9/Alg. 1</td><td>87</td><td>62</td></tr> <tr><td>10/Alg. 2</td><td>81</td><td>60</td></tr> <tr><td>11/Geom.</td><td>87</td><td>85</td></tr> </tbody> </table>	GRADE	ELA% A/M/ E	MATH% A/M/E	3	88	80	4	78	38	5	76	58	6	90	72	7	80	82	8	84	75	9/Alg. 1	87	62	10/Alg. 2	81	60	11/Geom.	87	85
	GRADE	ELA% A/M/ E		MATH% A/M/E																													
3	88	80																															
4	78	38																															
5	76	58																															
6	90	72																															
7	80	82																															
8	84	75																															
9/Alg. 1	87	62																															
10/Alg. 2	81	60																															
11/Geom.	87	85																															
NA	NA																																
Academic Growth Gaps	NA	NA																															
	NA	NA																															
Postsecondary & Workforce Readiness	Grad Rate 2015: 97.1% Female: 100%. Male: 94.3% White: 97.6%. Latino: 90%																																
Student Graduation and Completion Plan (For Designated Graduation Districts)	NA	NA																															
	NA	NA																															
English Language Development	50% at Expand, Bridge or Reach	56% at Expand, Bridge, Reach																															



Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
and Attainment (AMAOs)			

## Worksheet #2: Data Analysis

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

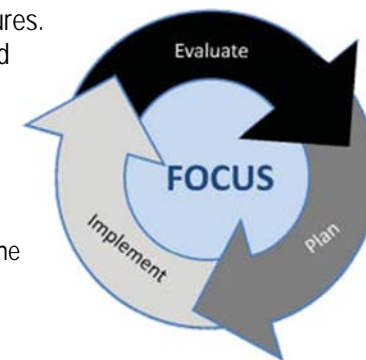
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<a href="#">See Results reporting for Math</a>	Fidelity to 'work shop' model	
	<a href="#">See Results reporting for ELA</a>	Fidelity to 'work shop' model	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)			

## Section IV: Action Plan(s)

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

### District/Consortium Target Setting Form

**Directions:** Complete the worksheet below. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

**District/Consortium Target Setting Form**

Performance Indicators		Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS, CoAlt, K-3 literacy measure (READ Act), local measures	ELA		80% A/M/E	80% A/M/E	NA	
		READ		Dibels: 90%. STAR: 90%	Dibels: 90% STAR: 90%	NA	
		M		80% A/M/E	80% A/M/E		
		S		80% M/S/D	80% M/S/D		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate			99%	99%		
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT			80% Met	80% Met		
	Other PWR Measures						
English Language Development & Attainment	ACCESS Growth (AMAO 1)			55% at Expand/Bridge or Reach	60% at Expand/Bridge or Reach		
	ACCESS Proficiency (AMAO 2)			55% at Expand/Bridge or Reach	60% at Expand/Bridge or Reach		

### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** ELA: enhanced and amplified through workshop model programming

**Root Cause(s) Addressed:** The work must be problem-specific and user centered. Variation in performance is the core problem to address. See the system that produces the current outcome. We cannot improve at scale what we cannot measure. Anchor practice improvement in disciplined inquiry. Accelerate improvements through networked communities (Bryk, et. al., 2015).

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

**State Accreditation**

Student Graduation and Completion Plan (Designated Graduation District)

Title IA

Title IIA

Title III

Gifted Program

Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Work shop modeling and peer review	Fall, Spring	Fall, Spring			Results monitoring	
Adoption 'Making Meaning' program K-6 and implementation	All year	All year			Results monitoring	

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

**Major Improvement Strategy #2:** Math: enhanced and amplified through workshop model programming

**Root Cause(s) Addressed:** The work must be problem-specific and user centered. Variation in performance is the core problem to address. See the system that produces the current outcome. We cannot improve at scale what we cannot measure. Anchor practice improvement in disciplined inquiry. Accelerate improvements through networked communities (Bryk, et. al., 2015).

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Work shop modeling and peer review	Fall, Spring	Fall, Spring			Results monitoring	
Adoption Eureka Math program K-4 and implementation	All year	All year			Results monitoring	

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

**Major Improvement Strategy #3:** Multi-Tiered Support System, enhanced and amplified

**Root Cause(s) Addressed:** The work must be problem-specific and user centered. Variation in performance is the core problem to address. See the system that produces the current outcome. We cannot improve at scale what we cannot measure. Anchor practice improvement in disciplined inquiry. Accelerate improvements through networked communities (Bryk, et. al., 2015).

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
K-12 alignment intervention programming	All year	All year			Results Monitoring	
K-12 alignment assessment	All year	All year			Results Monitoring	

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

**Section V: Appendices**

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

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