

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

Organization Code: 2770

District Name: STEAMBOAT SPRINGS RE-2  
Official 2014 DPF: 1-Year

AU Code: 64123

AU Name: NORTHWEST BOCES

### 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.*

- **Closing growth gaps at the high school level:** Growth gaps at the high school level have remained very stubborn. While other school levels have had some success in closing the gaps the high school level experiences the content areas and sub-populations simply moving around with most still in the approaching category. The overall growth percentile for this category is overall increasing (8 of the 15 sub-categories). Due to changes in the state assessment system we are not able to fully analyze this at this time.
- **Increasing English Language Proficiency at the MS and HS levels:** Elementary students are able to exit from our ELL program at full levels of proficiency. Students who come into our system in grades 7 and beyond struggle with exiting since they are mostly newcomers and are usually drastically behind academically.
- **Providing diverse post-secondary options:** Students who are not on a traditional four year college track are the exception in the district. As a result the needs of those students for post-secondary planning does not receive as much attention as others. The result is that these students are those most at risk for dropout, poor attendance and not continuing their education beyond H.S.

#### 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).*

- **Increasing levels of content complexity:** As students move up in grade level the academic demands increase. If they are already behind it makes catching up more challenging. Students have multiple designations that cause challenges.
- **Isolation of content area teachers:** Content area teachers at the high school level tend to work in isolation, or only in departments. This limits the possibility of seeing the whole student and their overall strengths and weaknesses.
- **Challenges in mastering technical and content specific language:** As students move up in grade level they are facing the double language barrier of both English (for our ELL students) as well as the academic language of each content area. The lack of mastery of technical and content specific vocabulary provides challenges for both ELL and SPED populations. Staff some times make assumptions about a students vocabulary rather than being overt in their vocabulary instruction specific to their course content. This is especially true at the Middle and High School levels.
- **Inadequate meaningful post-secondary and workforce readiness skill supports:** Students who end up in district alternative educational programming often have challenges in seeing a long term future. For many of them the only educational goal is to get to graduation. They have had limited success in education and are often in a "survival" mode where they are thinking of how to make it day to day. Many of them have to support themselves. They have not had the experience of someone

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encouraging them to think of a true career or a future with multiple possibilities.

**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.*

- **Staff Development: Effective Differentiation Strategies:** Provide targeted Staff Development in the area of effective differentiation strategies especially for at-risk and low performing populations. Staff development provided by Instructional Coaches, ELL Specialists, SPED teachers, BOCES staff, and external facilitators. Staff Development plan to be created by HS admin. in collaboration with Director of teaching and Learning.
- **Review of internal assessment system:** Review of all internal assessments to determine best combination to provide "in-time" data to inform instruction.
- **Comprehensive analysis of Alternative Educational Programming:** Undertaking of a study group to analyze alternative educational programming in the district for effectiveness, focus points, student engagement and post secondary and workforce readiness.

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**

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:

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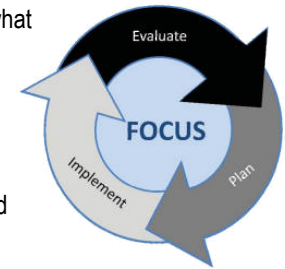
**For districts with fewer than 1,000 students:** This plan is satisfying improvement plan requirements for:  District Only  District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools:

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

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**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:** The Steamboat Springs School district lies in a rural-resort community. Steamboat Springs Ski Area is considered a destination resort as it is 150 miles from Denver. The district currently has a student population of just over 2500 students who attend 6 different schools in the district. The district has 2 elementary schools, 1 middle school, 1 comprehensive high school, 1 alternative school, and one K-8 charter. The district performs well on virtually all metrics and has been accredited with distinction ever since that designation became available. The district has approximately 10.5% of students in the ELL program, 8.5% of our students receive Title I services, 9.85% of our students are desingated GT, 3.25% have 504 plans, 12.5 % of our students have IEP's, and approximately 18% of our students are on FRL. Approximately 15% of our students are students of color. Main industries in the school district include resort/hospitality, agriculture, government (county, state, US Forest Service, School District) and medical. Steamboat Springs is the county seat for Routt County.

The community is very engaged and involved in the school district. The district recently completed a strategic planning process that involved over 100 stakeholders. The UIP is partially based on the strategies and priorities that arose out of that. 2016-17 will be the second year of implementation of the strategic plan. There is an overall strategic planning committee composed of equal numbers of community members and school employees. They meet annually to review progress on the previous year's priorities and determine priorities for the upcoming year. Those strategies are incorporated in all aspects of district planning including budget, curriculum and facilities planning. At the building level the UIP is created by the principal with input from their local PIC (Parent Information Committee) and their staff. At the district level the UIP is shared with the DAC and feedback is used for modifications and action plans. The district UIP is also based on the UIP's at the building level.

## 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 Growth Gaps

**Prior Year Target:** Close growth gaps in all content area. Exact metrics TBD based on district review of overall assessment system. Norming with ACT aspire.

**Performance on Target:**

### English Language Development and Attainment

**Prior Year Target:** Increase the overall # and percentage of students in the top three levels of proficiency so that those three categories constitute 56% or more of our ELL students at all levels. In 2013 48% and in 2014 53% of our students were in those levels.

**Performance on Target:**

**Prior Year Target:** Have a MGP on ACCESS for all grade levels of 68% or above.

**Performance on Target:**

### Academic Achievement Reflection

The district continues to meet or exceed academic achievement targets in all content areas and at all school levels. The district will monitor the latest rounds of

state assessments to determine appropriate goals for overall command levels on those assessments. The district will use the results from the first two years of PARCC testing (2015 and 2016) to determine appropriate goals for student achievement in the context of historical performance of the district.

### Academic Growth Reflection

The district will continue to monitor the academic growth of all students especially in the sub-groups of students with disabilities and ELL students. Academic growth targets are difficult to assess at this time due to changes in the state assessment system which results in growth data not being available through state assessments. When growth data becomes available upon release of the 2016 test results analysis of student growth based on that metric will be conducted. The district has undertaken a review of their own internal assessment system. District common assessments are being developed and implemented during the 2015-16 school year using the elements of high quality assessment design. The district will use the results of those assessments, a variety of vendor assessments (e.g iREADY, MAPS), and state assessment data to create a body of evidence to provide a comprehensive overview of student academic growth.

### Academic Growth Gaps Reflection

After piloting ACT Aspire and additional changes to the state assessment system which changed the College Readiness Exam from ACT to SAT the district has made the decision to abandon ACT Aspire as a data point. Growth and Achievement Gaps will be monitored using the two years of data that are available from PARCC. The district will attempt to use the state normative data as well as setting district norms. Special consideration will have to be given for the parent refusal movement and the impact that it has on the norming of results.

### English Language Development and Attainment

The ACCESS data reveals that as our ELL students move to grades 5 and beyond they are attaining the three higher levels of English Language Proficiency indicating that students that are able to stay in our system are able to get the supports to develop language proficiency. When students reach grades 10-12 those that are in the system have lower levels of proficiency. We believe that this is due to the fact that students in these grade levels that are identified as ELL students are mainly new commers. The cross-application of the proficiency status with this data shows that these students are all in the LEP category. Finally the data has to be viewed with extreme caution as it is limited in N count especially once we analyze grades 6-12.

Our target is to increase the overall # and percentage of students in the top three levels of proficiency so that those three categories constitute 56% or more of our ELL students. In 2014 53% of our students were in those levels. In 2015 48% of our students were at those levels.

### Postsecondary Workforce Readiness Reflection

The district meets or exceeds all sub-elements of the post-secondary and workforce readiness indication with the exception of ELL students graduation rate which is approaching target levels. When broken down by school both the comprehensive school, Steamboat Springs High School, and the AEC, Yampa Valley high school

meet state expectations. Both schools have a comprehensive concurrent enrollment program, ICAP program and the ICAP program has been moved down to starting in grade 6 at Steamboat Springs Middle School. The target will be to continue the development of these programs and to monitor using COACT, graduation rates, dropout rates, and student engagement rates.

### 3. Current Performance

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

#### Reflection

The district met or exceeded expectations in all four performance indicators as based upon the 2014 DPF. There was no DPF available for 2015. All the data narrative that follows is based upon the 2014 DPF. The areas that the district needs to continue to work toward full expectations lie in the sub-populations and even there the number of sub-populations not meeting expectations continues to decrease. At the elementary level the only areas not meeting expectations are in Mathematics for Students with Disabilities and Students needing to catch up. At the Middle School level the only area and sub-population not meeting expectations is in Writing for Students with Disabilities. Most of the areas in need of attention are at the High School level and includes FRL for both Reading and Math, Minority Students for Writing, Students with Disabilities for Mathematics and Writing, English Learners for Reading and Writing and Students needing to catch up in all three content areas. In addition Students with Disabilities is the only sub-population not meeting expectations for Postsecondary and Workforce Readiness. The overall growth percentile is increasing and now ranges from 42-60 which is up from 41-56 the previous year. Finally two of the areas that show that we are approaching at the HS level also show that adequate growth was made. This is another indicator of progress in this area.

Upon reflection most of these are not totally unexpected. Our ELL students at the upper levels struggle with Reading and Writing which has increased level of complexity. Many of the groups that are listed as sub-populations actually have significant overlap. Finally the N count is relatively small for all of these areas. All of these indicate that with a focus on overall instruction as well as differentiation for different student needs we could make significant progress for all the sub-indicators.

### 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.


### 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

Closing growth gaps at the high school level: Growth gaps at the high school level have remained very stubborn. While other school levels have had some success in closing the gaps the high school level experiences the content areas and sub-populations simply moving around with most still in the approaching category. The overall growth percentile for this category is overall increasing (8 of the 15 sub-categories). Due to changes in the state assessment system we are not able to fully analyze this at this time.



Increasing levels of content complexity: As students move up in grade level the academic demands increase. If they are already behind it makes catching up more challenging. Students have multiple designations that cause challenges.

Challenges in mastering technical and content specific language: As students move up in grade level they are facing the double language barrier of both English (for our ELL students) as well as the academic language of each content area. The lack of mastery of technical and content specific vocabulary provides challenges for both ELL and SPED populations. Staff some times make assumptions about a students vocabulary rather than being overt in their vocabulary instruction specific to their course content. This is especially true at the Middle and High School levels.

Inadequate meaningful post-secondary and workforce readiness skill supports: Students who end up in district alternative educational programming often have challenges in seeing a long term future. For many of them the only educational goal is to get to graduation. They have had limited success in education and are often in a "survival" mode where they are thinking of how to make it day to day. Many of them have to support themselves. They have not had the experience of someone encouraging them to think of a true career or a future with multiple possibilities.

Increasing English Language Proficiency at the MS and HS levels: Elementary students are able to exit from our ELL program at full levels of proficiency. Students who come into our system in grades 7 and beyond struggle with exiting since they are mostly newcomers and are usually drastically behind academically.



Increasing levels of content complexity: As students move up in grade level the academic demands increase. If they are already behind it makes catching up more challenging. Students have multiple designations that cause challenges.

Challenges in mastering technical and content specific language: As students move up in

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grade level they are facing the double language barrier of both English (for our ELL students) as well as the academic language of each content area. The lack of mastery of technical and content specific vocabulary provides challenges for both ELL and SPED populations. Staff some times make assumptions about a students vocabulary rather than being overt in their vocabulary instruction specific to their course content. This is especially true at the Middle and High School levels.

Providing diverse post-secondary options: Students who are not on a traditional four year college track are the exception in the district. As a result the needs of those students for post-secondary planning does not receive as much attention as others. The result is that these students are those most at risk for dropout, poor attendance and not continuing their education beyond H.S.



Inadequate meaningful post-secondary and workforce readiness skill supports: Students who end up in district alternative educational programming often have challenges in seeing a long term future. For many of them the only educational goal is to get to graduation. They have had limited success in education and are often in a "survival" mode where they are thinking of how to make it day to day. Many of them have to support themselves. They have not had the experience of someone encouraging them to think of a true career or a future with multiple possibilities.

### Reflection on Priority Performance Challenges

When there is close examination of the growth gaps in our sub-populations that areas in need of improvement become evident. The district has pockets of sub-populations that continue to struggle with meeting targets in Academic growth. In mathematics our elementary FR and Students with disabilities are approaching state expectations in growth At the high school level there are only a few sub-populations by content area that are meeting state expectations. It is evident that out high school programming needs to have more focus on achieving targets in sub-populations across all content areas. The challenge is that the trends and data are based on a three year N count of students so one year's worth of data will not have an immediate impact. In addition the change in the state assessment system has made comparisons with previous years a challenge. Data from PARCC reports for the 2015 testing year did not include dis-aggregation for IEP students. We can expect it to take 3-4 years before the long term data reflects changes due to the low N count issue. When we examine the one year trend data on Academic Growth Gaps it shows that the HS level is approaching the same level of performance of the other levels of schools and has moved to only 5 of the 15 areas being in the approaching category instead of 12. Writing continues to be the academic area with the largest growth gaps at the HS level. The growth gaps that show at the high school level are not the result of instructional practices just at the high school level but are the result of a student's entire educational career. The challenge is that once a student reaches high school and they have a growth gap it is probably fairly significant and there is relatively little time to fully address the gap. Many times the students in the sub-populations that are not meeting expectations for academic growth cross many of the sub-populations.

Our ELL program is improving each year and we are experiencing some demographic change which may require more attention to how to improve educational programming for our MS and HS ELL students who are having their first experience with the US Education system. In addition we have been in the process of piloting New Commer programs at the Middle and High School level. This program is in it's infancy and we have not had enough time with it to use data and determine if it having an measurable impact on our student's academic achievement.

The district is in the process of re-examining its alternative educational programming model at the high school to determine how to meet the post secondary and workforce readiness needs of these students who are among the most vulnerable population of the district.



## Reflection on Root Cause

Data analysis has been limited in determining specific skills and knowledge that these students need to move up in their proficiency levels. This is partially due to limited training of regular classroom teachers and support specialists, such as SPED or ELL teachers, in the operation of data systems and limited exposure of staff to data results.

Instruction for students in our at risk sub-populations is often highly reliant on the case worker for ELL or SPED and does not incorporate a team approach. In addition content area teachers, especially at the secondary level, are not consistently and/or highly trained in effective instructional techniques for these sub-populations. Teachers, especially at the Middle and High School level, often assume that students have the vocabulary background to make the "fluent" in the language of the content.

There is a compartmentalization of the perceived responsibility for student achievement within these sub-populations. In addition the students who are in most need are those that have seen a widening of their growth gap every year that they have been in school. Staff development has been implemented but has not yet fully taken root. Co-Teaching/Co-planning models, use of instructional coaches, and specific staff development sessions on the topic of vocabulary are all currently being implemented.

The most profound challenges and largest growth gaps lie at the the High School level. These are caused by two crucial factors: 1. As students move up in academic grade level the material becomes more complex often resulting in a "double language" barrier (e.g. The language of English and the language of a content area) and the academic challenges build over an extended period of time. 2. Many times students entering the school district at the upper grades are coming into the district with challenges that we have not had the chance to address. For example students entering our AEC have often not been students in any educational setting for a prolonged period of time. The growth gaps that show at the high school level are not the result of instructional practices just at the high school level but are the result of a student's entire educational career.

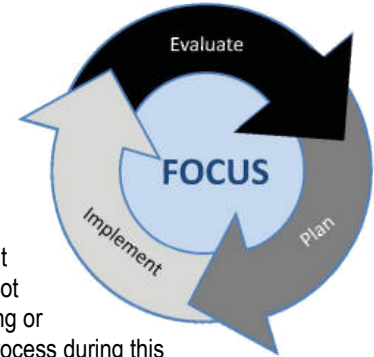
Students in the alternative educational programs of the district are those that have the highest rates of dropout, the poorest attendance and are the least likely to pursue some sort of post-secondary educational programming.

### 1. Summary/Conclusion

The SSSD is undertaking a comprehensive review of their internal assessment system in order to develop assessments systems which provide for quick turn around of data so that it can be acted upon in a timely fashion, decrease the number of assessment events so that we can increase the amount of instructional time and provide data that provides a comprehensive and complete picture of student performance. We are waiting to see what develops out of the state assessment system and therefore have chosen to put our energy into assessments that we can control and use for daily instructional practice.

## 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 Growth Gaps

Subject		
Priority Performance Challenge		
Annual Performance Targets	2015-2016	No Growth data available due to changes in state assessment system
	2016-2017	Use 2016 data from PARCC to set baseline data on Growth.
Interim Measures		iReady and NWEA Maps

#### English Language Development and Attainment

Subject		ACCESS Proficiency (AMAO 2)
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Increase the overall # and percentage of students in the top three levels of proficiency so that those three categories constitute 62% or more of our ELL students. In 2013 48% and in 2014 53% of our students were in those levels.
	2016-2017	Increase the overall # and percentage of students in the top three levels of proficiency so that those three categories constitute 55% or more of our ELL students. In 2014 53% and in 2015 48% of our students were in those levels.
Interim Measures		

Subject		ACCESS Growth (AMAO 1)
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Have an overall growth percentile on ACCESS for all grade levels of 65% or above. For the past five years the average growth percentile for all grades has been 58.4.
	2016-2017	Have an overall growth percentile on ACCESS for all grade levels of 65% or above. For the past five years the average growth percentile for all grades has been 58.4.
Interim Measures		

### Academic Achievement (Status)

Subject		M
Priority Performance Challenge		
Annual Performance Targets	2015-2016	Use 2015 PARCC data as a baseline. Analyze base line data for student achievement.
	2016-2017	Use 2016 as second data point in base line. Target of 10-20 points above state averages for all grade level and course PARCC tests.
Interim Measures		

### Academic Growth

Subject		
Priority Performance Challenge		

Annual Performance Targets	2015-2016	No CGM available
	2016-2017	Use 2106 data as baseline for CGM in PARCC for grades 4-8. Use 2016 PSAT results to set growth goals for grade 11.
Interim Measures		iReady at Elementary, NWEA Maps at MS and HS

### Postsecondary & Workforce Readiness

Subject		Graduation Rate
Priority Performance Challenge		Providing diverse post-secondary options
Annual Performance Targets	2015-2016	
	2016-2017	Develop options for students to see multiple career pathways and post-secondary options. Decrease dropout rate by at least 2% and increase on time graduation rate by at least 4%.
Interim Measures		# of students completing their ICAP.

### 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:** Staff Development: Effective Differentiation Strategies

Provide targeted Staff Development in the area of effective differentiation strategies especially for at-risk and low performing populations. Staff development provided by Instructional Coaches, ELL Specialists, SPED teachers, BOCES staff, and external facilitators. Staff Development plan to be created by HS admin. in collaboration with Director of teaching and Learning.

**Root Cause(s) Addressed:**

**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	
Jun. 2015 - Dec. 2015	<p><b>Name:</b> Targeted staff development: Differentiation</p> <p><b>Description:</b> Preliminary meetings between HS admin., BOCES, and Central Office Staff</p> <p><b>Implementation Benchmarks:</b> Staff development plan for 2015-16 created</p> <p><b>Resources:</b></p> <p><b>Key Personnel:</b> H.S. Admin, BOCES SPED staff, Instructional Coaches, Director of Teaching and Learning</p>

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<p>Aug. 2015 -</p>	<p><b>Status:</b> Not Started</p> <p><b>Name:</b> Staff Development implementation</p> <p><b>Description:</b> To be completed throughout the year using district PD days, staff meetings, and other PD opportunities.</p> <p><b>Implementation Benchmarks:</b> Sessions completed</p> <p><b>Resources:</b> TBD</p> <p><b>Key Personnel:</b> Coaches, HS and Central Office Admin., BOCES staff</p> <p><b>Status:</b> Not Started</p>
<p>Jan. 2015 - Sep. 2015</p>	<p><b>Name:</b> Implementation of Co-Teaching Model</p> <p><b>Description:</b> Use of Co-Teaching/Co-Planning model for staff development in the specific areas of GT, ELL, and SPED</p> <p><b>Implementation Benchmarks:</b> Plan for Co-Teaching developed by initial PLC. Co-Teaching/Co-Planning implemented by early adopters. Review of success and challenges of model.</p> <p><b>Resources:</b></p>

	<p><b>Key Personnel:</b> ELL Specialists, GT Specialists, Instructional Coaches, SPED teachers.</p> <p><b>Status:</b></p>
<p>Mar. 2016 - Dec. 2016</p>	<p><b>Name:</b> Implementation of new ID system for dual identification issues in SPED and ELL</p> <p><b>Description:</b> Full implementation of school based identification protocols for students identified in ELL who may also need dual identification in SPED.</p> <p><b>Implementation Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. ELL, SPED, and instructional leadership team of each school fully develops identification protocol.</li> <li>2. Protocol shared with all general education staff (Fall 2016)</li> <li>3. Progress of protocol monitored by ELL, SPED and instructional leadership team at each school.</li> <li>4. Adjustments made to protocol for second semester of the 16-17 school year.</li> </ol> <p><b>Resources:</b> Expertise and consultation with CDE staff</p> <p><b>Key Personnel:</b> ELL specialist, SPED teachers, BOCES director of SPED, Instructional Leadership team</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Review of internal assessment system  
Review of all internal assessments to determine best combination to provide "in-time" data to inform instruction.

**Root Cause(s) Addressed:**  
Isolation of content area teachers  
Increasing levels of content complexity

**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	
Jun. 2015 - Jun. 2016	<p><b>Name:</b> Staff development on quality assessment practices</p> <p><b>Description:</b> Staff development workshops on how to evaluate the quality of internal assessments and create high quality assessments including development of common administration protocols.</p> <p><b>Implementation Benchmarks:</b> Scheduling of workshops Revision of assessments based on workshops</p> <p><b>Resources:</b> CDE expertise Staff release time</p> <p><b>Key Personnel:</b> CDE Instructional Coaches, School and Central Office Administration</p>



	<p><b>Status:</b> Not Started</p>
Mar. 2016 - Aug. 2016	<p><b>Name:</b> Data Analysis of Common Assessments</p> <p><b>Description:</b> Use data from common assessments (all grade levels and content areas) to assess strengths and challenges in instructional programs as well as quality of common assessments.</p> <p><b>Implementation Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Gathering of data from common assessments</li> <li>2. Collaborative conversations around assessment results</li> <li>3. Revision of both common assessments and instructional program (delivery and curriculum) based on results</li> <li>4. Use of developed tools to analyze assessments (assessment checklist, standards analysis, etc.)</li> </ol> <p><b>Resources:</b> Teacher leader expertise, ATLAS curriculum program,</p> <p><b>Key Personnel:</b> Elementary Curriculum Planning Team, Secondary Assessment Team, Instructional Coaches, Building administration</p> <p><b>Status:</b> In Progress</p>

**Major Improvement Strategy:** Comprehensive analysis of Alternative Educational Programming

Undertaking of a study group to analyze alternative educational programming in the district for effectiveness, focus points, student engagement and post secondary and workforce readiness.

**Root Cause(s) Addressed:**

Inadequate meaningful post-secondary and workforce readiness skill supports

**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**

Feb. 2016 - Jun. 2016

**Name:** Creation of Alternative Educational Programming Study Group

**Description:**

Create Study Group to Develop recommendations for next steps in alternative educational programming for district

**Implementation Benchmarks:**

1. Form group with key players
2. Decide on key components desired in a strong alternative educational program
3. Identify alternative educational programs in state for possible site visits
4. Site visits
5. Issue initial recommendations for future of program including possible consolidation of programs

**Resources:**

Travel funding, networking with AEC's

**Key Personnel:**

MS and HS counselors, staff of current alternative educational programs, MS,HS and Central Office Personnel

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

## Section V: Supporting Addenda Forms

### For Administrative Units with Gifted Education Programs

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

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
<p>Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfills ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.</p>	<p>Section III: Data Narrative (Report)</p>	<p>Last year's targets were based on BOCES wide target and not applicable to the SSSD. Targets included monitoring of data for trends. See data narrative below. 2015 targets were based on PARCC scoring system that changed and therefore were not applicable. While NWBOCES is our AU for GT, SSSD runs their own GT program. NWBOCES does not administer staff or programming for the SSSD GT program.</p>
<p>Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigate the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)</p> <p>Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).</p>	<p>Section III: Data Narrative</p>	<p>GT data was analyzed for performance in the subject areas of ELA, Math, Social Studies and Science for the grades which data was available. Growth data was not available due to having only one year of data in ELA and Math and not having successive testing years in Social Studies and Science. District wide GT students overall performed at or above grade level expectations. In ELA 3rd through 11th grade students had between 75 and 100% of students meet or exceed grade level expectations with 6 grade levels having 100% of the GT identified students meet or exceed grade level expectations. In Math 3rd through 11th grade students had between 89 and 100% of students meet or exceed grade level expectations with 3 grade levels having 100% of the GT identified students meet or exceed grade level expectations. In Science both grades 5th and 8th had 100% of the GT identified students perform at the strong or distinguished levels of performance. In Social Studies 92% of GT identified 4th graders and 95% of GT identified students performed at the strong or distinguished levels of performance. Due to</p>

		<p>limited time and personnel resources along with consistently high levels of performance at grade level no further disaggregation of GT state assessment results were completed for the 2015 testing year.</p> <p>As stated above the achievement for GT identified students as determined by CMAS/PARCC is at a high level. This data along with results for CMAS/PARCC testing for 2016 will serve as a baseline for determining future goals. In addition 2016 will be the first year growth data will be available for any students in PARCC and will be used as a baseline for 2017 goal setting and beyond.</p> <p>The ELL population is totally absent from GT identification. Identification for underrepresented populations remains a challenge to the district. This is largely a matter of finding instruments that can get past the language barrier for cognitive assessments and screening tools.</p>
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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)
<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	<p>85% of all GT students will continue to meet or exceed grade level expectations or perform at the strong or distinguished command level in CMAS/PARCC assessments. 2015 and 2016 data will be used to set targets for both achievement and growth for 2017 and beyond. The district will monitor growth data as provided by the state. The district will disaggregate data for 2015 and 2016 results based on gender, identification and other relevant demographics as time and resources allow.</p> <p>GT students will meet the strong and distinguished command levels and/or meeting or exceeding grade level expectations, as determined by PARCC and CMAS) in their area of identification.</p> <p>Growth scores will be monitored depending on tools provided by the state. Growth scores may not be able to be determined due to changes in the State Assessment system.</p> <p>2015 and 2016 data will be used to set targets for both achievement and growth for 2017 and beyond.</p> <p>Each school level in the district is moving towards their own vendor interim measures. For the elementary and high school levels these instruments are new for 2015-16. Growth for GT will be monitored based on the vendor instruments used as well as internal common assessments. Baselines will be established based upon historical data as well as analysis from newly adopted measures.</p>
<p>Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.</p> <p>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.</p>	<p>Section IV: Action Plan or table below</p>	<p>Monitoring of performance on new state assessments.</p> <p>Staff development for all teachers on how to differentiate instruction for GT students. Staff development to be delivered by the GT specialists.</p> <p>Implementation of a Co-Teaching/Co-Planning model of instruction where GT teachers will work with classroom teachers, especially those that have GT clusters in their classes.</p> <p>Use of both CoGat and NNAP to open up more identification of underrepresented populations.</p> <p>Co-Teaching PLC launched in January of 2015.</p> <p>Attendance by GT coordinators/teachers at appropriate GT staff development</p>

	<p>opportunities as they arise throughout 16-17 and beyond. Include classroom teachers into these trainings as appropriate. GT coordinators working with curriculum planning teams to provide ideas for differentiation in courses. Launching in Fall of 2016. No end point.</p> <p>Director of Teaching and Learning GT coordinators: currently .5 FTE at each main building site in the district</p> <p>State reports that are distributed to all students. Annual ALP meetings with students and parents.</p>
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Notes:

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto: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](mailto:rolfe_t@cde.state.co.us), by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.

### Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	In Progress	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	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.)	In Progress
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	In Progress	The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;  The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)	In Progress