

Colorado's Unified Improvement Plan for Districts for 2013-14

Organization Code: 1560

District Name: Thompson R2-J

AU Code: 35020

AU Name: Larimer R-2J, Thompson

DPF Year: 3-Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2012-13. 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 expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Student Performance Indicators for State and Federal Accountability									
Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations				2012-13 District Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data		Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		R	72.19	69.22	71.31	75.48	74.35	74.09	
		M	70.37	49.11	30.51	73	57.86	42.6	
		W	55.78	56.79	49.70	59.73	59.75	55.49	
		S	47.50	46.81	49.18	53.51	54.79	54.96	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	27	26	12	52	50	50	
		M	43	64	77	47	50	53	
		W	37	44	41	49	45	47	
		ELP	--	--	--	52	44	49	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 85.2% using a 6 year grad rate	Meets	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Approaching	
	Dropout Rate Expectation: At or below state average overall.	3.9%	1.9%	Meets	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20.1	20.8	Meets	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency.	Approaching		No
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	5.29%		No
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs.	1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs.	R	Meets	No
			W	Approaching	
			M	Approaching	
			Grad	Approaching	
			Participation	Meets Expectations	

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2013	(Districts on Priority Improvement or Turnaround) An optional submission for review is available on October 15, 2013 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2014	(Districts on Priority Improvement or Turnaround) The district UIP is due to CDE for review on January 15, 2014 through Tracker.
	April 15, 2014	(All Districts) The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited – 3 year	Based on 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, 2014.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 1	School management reorganization to include more direct oversight on employment decisions, budget and instruction. Direct coaching from district literacy experts. Additional FTE to eliminate combination classes. Additional training on instructional practices. Extended learning opportunities provided with after school blended learning.
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	No, district does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
Gifted Education	All Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.	Single-district AU operating the Gifted Program	The district must complete the required Gifted Education addendum, budget, and signature pages. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No	District does not need to complete the additional Title IIA requirement.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	YES	Based upon results for Title III, the grantee must complete the required addendum for Title III Improvement. The ESEA addendum is not required. Since the plan must be submitted for posting to SchoolView.org on April 15, 2014, Title III requirements and the required Title III addendum will be reviewed by CDE at the same time. Note that specialized requirements are included for Title III in the Quality Criteria document.
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	No	[Customized Directions] Regardless of the district's plan type, districts with a Focus school and/or a TIG school must address how the district is supporting the school(s) to make dramatic change. Note that specialized requirements are included for these school identifications in the Quality Criteria document.

Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	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 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: _____

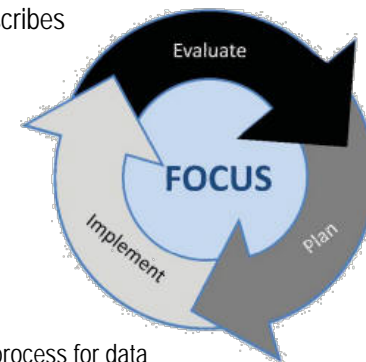
District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Dr. Paul Bankes, Executive Director of Elementary Education
	Email	paul.bankes@thompsonschoools.org
	Phone	970-613-5026
	Mailing Address	800 South Taft Loveland CO 80537
2	Name and Title	Dr. Margaret Crespo, Executive Director of Secondary Education
	Email	margaret.crespo@thompsonschoools.org
	Phone	970-613-5032
	Mailing Address	800 South Taft Loveland CO 80537

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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. 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.



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.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: 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., DAC).	Review Current Performance: Review the DPF 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.	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: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 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 Analysis: 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.
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Description of the District and Process for Data Analysis

The Thompson School District is one of the larger school districts in the state, serving over 16,000 students in more than thirty schools. Our district boundaries encompass multiple population centers, including Berthoud, Loveland, Windsor and Ft. Collins. The student population has been gradually increasing the past few years, including a significant increase in at-risk students (Special Education, ELL and Poverty). As a district we have reached a poverty rate of slightly more than 40%. The highest concentration of poverty exists at K-2 with an overall poverty rate of 44%. We operate small schools as compared to other districts our size. The average size of our elementary schools is 320 students. There are two charter schools operating within the district. The demographic composition of the district is approximately 73% White and 20% Hispanic.

The general process for developing the UIP is to consolidate data analysis, root cause analysis, Board of Education priorities, and District Accountability priorities into one plan. The Thompson Board of Education, through district analysis and community input crafted 10 focus areas for the district. The District Accountability Committee after district analysis and feedback from School

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Accountability Committees presented multiple recommendations for district work. Additionally, each school as well as a district-level team engaged in data-dialogues and root cause analysis to determine areas in need of attention and appropriate strategies to address the needs. The information gathered from these various groups was synthesized to create the district improvement plan.

Review of Current Performance

Overall data analysis from the District Performance Framework shows consistent academic achievement in all areas and received an "Accredited Rating". The district meets expectations in all areas and showed a slight decline in overall proficiency levels and district percentile which don't represent a statistically significant change except perhaps in science where the district increased proficiency by more than two-percent and raised the district percentile to 65. The district showed a drop in our academic growth scores due to a drop in rating for English Language Proficiency (ACCESS scores) The district dropped from a rating of meets to a rating of approaching. Academic growth gaps continue to be a challenge for the district. Overall points earned for this category increased slightly in 2013 but the district still has a rating of approaching. The district raised its ratings in the following areas: Reading- English Learners increased from approaching to exceeds; Math- Free/Reduced Lunch Eligible and Students with Disabilities went from does not meet to approaching; Writing – Free/Reduced Lunch Eligible and Minority students increased from approaching to meets. The district has eliminated nearly all areas of "Does Not Meet". The only remaining areas that don't meet state expectations are middle school ACCESS, middle school students with disabilities math, and middle school students with disabilities writing. The growth percentile for middle school students with disabilities math TCAP declined from 46 in 2010 to 37 in 2013 which is well below expectations. The growth percentile for students with disabilities TCAP writing at middle school was showing a strong increase but then dropped from 49 in 2012 to 38 in 2013. After multiple years of seeing some advancement in achievement, an upward trend, the district saw achievement drop in almost every area, however, this was offset somewhat by the growth we were able to achieve. Our priority challenges rest primarily in the area of students with disabilities. Both our overall achievement and our growth and growth gaps show significant need of improvement.

Trend Analysis

Math- Even with the pullback this current year the district's current achievement is higher than five years ago in all grades except 8th and 10th. However, the overall TCAP math achievement trend would be described as stable at all grade levels. There is a decline in the number of students that are proficient or advanced as the grade level increases which is consistent with state trends. The magnitude of change within this stable environment is not statistically significant. When the shift in demographics is accounted for in the district, an argument can be made that achievement is improving. Specifically, at each level:

Elementary:

- Achievement: The percentage of students scoring P&A on TCAP for grades 3-5 has remained stable – 73.3% in 2010 to 72.26 % in 2013
- Academic Growth: The median growth percentile on TCAP for grades 4-5 has been in a decline – 54 in 2010 to 49 in 2013 and is now falling below our expectations
- Growth Gaps: Growth percentile based on TCAP for grades 4-5 for F&R has declined 4 points since 2010, for Minorities it has declined 2 points since 2010 for students with disabilities it has increased 1 point and for English Learners it has declined 11 points.

Middle:

- Achievement: The percentage of students scoring P&A on TCAP for grades 6-8 has remained stable - 55% in 2010 to 57.15 in 2013
- Academic Growth: The median growth percentile on TCAP for grades 6-8 has been declined significantly - 54 in 2010 to 47 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 6-8 has declined significantly for each subgroup - F&R has declined 11 points since 2010, Minorities has declined 6 Points since 2010, students with disabilities has declined 9 points since 2010 and English Learners has declined 8 points since 2010.

High:

- Achievement: The percentage of students scoring P&A for TCAP for grades 9-10 has remained stable - 44% in 2010 to 42.17% in 2013
- Academic Growth: The median growth percentile on TCAP for grades 9-10 has been in a slight decline – 79 in 2010 to 76 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 9-10 has been overall stable for each group with a concern for English Learners - F&R increased 1 point since 2010, Minority students have declined 3 points since 2010, students with disabilities increased 4 points since 2010 which includes a 12 point increase this past year and English Learners have decreased 11 points since 2010 which includes a 15 point decrease this past year.

Reading: The elementary reading achievement took a step back this past year, but overall has been trending slightly up. The district percentile ranking at the elementary level since 2010 has been 58, 63, 64 and 62 for an increase of 4 points. At the middle school level we also saw regression this past year, but showed a very strong increase the prior years. The district percentile ranking since 2010 has been 60, 65, 68 and 63 for an increase of 3 points over this time period. At the high school level we are experiencing a significant decline in overall achievement. Since 2010, or district percentile has been 72, 61, 55 and then 59 for a decrease of 13 points. We are anticipating that the increase from 2012 to 2013 indicates the start of an uptrend.

Elementary:

- Achievement: The percentage of students scoring P&A on TCAP for grades 3-5 has remained stable – 73.3% in 2010 to 74.30 % in 2013
- Academic Growth: The median growth percentile on TCAP for grades 4-5 has been stable – 51 in 2010 to 51 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 4-5 has shown slight increases. F&R is unchanged since 2010, for Minorities it has increased 3 points since 2010; Students with disabilities has increased 5 points and for English Learners it has increased 5 points.

Middle:

- Achievement: The percentage of students scoring P&A on TCAP for grades 6-8 has remained stable - 72.5% in 2010 to 72.82 in 2013
- Academic Growth: The median growth percentile on TCAP for grades 6-8 increased significantly - 44 in 2010 to 53 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 6-8 have increased for each subgroup - F&R has increased 6 points since 2010, Minorities has increased 7 points since 2010. Students with disabilities has increased 8 points, although it should be noted that all the increase occurred for years ago. Since 2011 there has been a decrease of 8 points. English Learners have increased 5 points since 2010, with a strong increase of 12 points this past year.

High:

- Achievement: The percentage of students scoring P&A for TCAP for grades 9-10 has remained stable, with a slight decline - 76.8 % in 2010 to 74.37% in 2013
- Academic Growth: The median growth percentile on TCAP for grades 9-10 has been declining – 53 in 2010 to 48 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 9-10 have been declining slightly for students with disabilities which has increased significantly - F&R decreased 5 point since 2010, Minority students have declined 7 points since 2010, Students with disabilities increased 13 points since 2010 and English Learners have been unchanged at a strong 61.

Writing - The overall achievement performance in writing at elementary has been strong, with the district percentile rising from 55 in 2010 to 63 in 2013. However, this increase really occurred from 2010 to 2011. Since that time there has been a 7 point decrease. At Middle school we are experiencing a steady decline with a district percentile of 60 in 2010 to a 56 in 2013. High school has remained stable, showing a 1 point increase from 2010 through 2013.

Elementary:

- Achievement: The percentage of students scoring P&A on TCAP for grades 3-5 has increased – 55.8% in 2010 to 58.54% in 2013
- Academic Growth: The median growth percentile on TCAP for grades 4-5 has been stable – 50 in 2010 to 51 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 4-5 for F&R has increased 3 points since 2010, for Minorities it has increased 4 points since 2010. Students with disabilities have increased 10 points and for English Learners it has declined 3 points.

Middle:

- Achievement: The percentage of students scoring P&A on TCAP for grades 6-8 has increased - 59.2% in 2010 to 61.6% in 2013
- Academic Growth: The median growth percentile on TCAP for grades 6-8 has remained stable - 44 in 2010 to 43 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 6-8 has remained stable for subgroup - F&R has increased 1 points since 2010, Minorities has declined 4 points since 2010, students with disabilities has increased 2 points since 2010

High:

- Achievement: The percentage of students scoring P&A for TCAP for grades 9-10 has remained stable - 54.6% in 2010 to 55.13% in 2013
- Academic Growth: The median growth percentile on TCAP for grades 9-10 has been in a slight *decline* – 50 in 2010 to 44 in 2013
- Growth Gaps: Growth percentile based on TCAP for grades 9-10 has been overall declining slightly for subgroup except for students with disabilities which has increased- F&R Declined 4 points since 2010, Minority students have declined 6 points since 2010, students with disabilities increased 5 points since 2010 and English Learners have decreased 10 points since 2010.

Local acuity data aligns with this performance profile.

Priority Performance Challenges

The reading academic growth gap for students with disabilities at the elementary level has been stable but still well below district expectations. For the 2012-2013 the percentile was 41. The percentile scores for this subgroup have been consistently the lowest the past few years. Our overall performance with this subgroup in all subject areas is lower than desired. We feel a strong literacy foundation is needed and will elevate performance in the other areas.

Overall math academic growth at the elementary level as been declining (54, 49, 45, 47) and at the middle school level (57, 48, 54, 48) the past few years. We have fallen below our targeted 50 growth percentile. This is in large part due to the challenges we face regarding students with disabilities.

The Growth Gap percentile for middle school math has declined significantly for each subgroup - F&R has declined 11 points since 2010, Minorities has declined 6 points since 2010, students with disabilities has declined 9 points since 2010 and English Learners has declined 8 points since 2010.

Root Cause Analysis

Ineffective system for monitoring and responding to student progress.

Lack of understanding of new standards.

Incomplete guaranteed and viable curriculum.

Inconsistent pedagogical understanding of literacy and math concept development.

Lack of teacher collaboration to enhance adult learning and planning.

Lack of instructional materials to support personalized student learning, particularly digital content.

Lack of coherent and balanced assessment (formative and summative) system.

Lack of alignment between instruction, materials and curriculum.

Lack of clear articulation and understanding of student learning progression PK-12
Deficient personalized learning and educational paths.

Lack of robust evaluation system to provide quality feedback for improvement of performance.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	82% third grade reading	Target not met; performance decreased from 77% to 75%	The district has consistently met state expectations in academic achievement, yet proficiency levels are not at the desired level. Improvement efforts must be systemic, not isolated building by building. The district has been very stable with a five year variance of - 1 in Reading, -2 in Writing, +1 in Math and -3 in Science.
	80% 4 th -10 th reading	Target not met, performance decreased from 76% to 74%	
	75% Elementary Math	Target not met, performance was stable at 74%	
	67% Middle School Math	Target not met, performance decreased from 60% to 57%	Lack of understanding of literacy progression along with a lack of sequenced and aligned materials aligned with standards.
	47% High School Math	Target not met, performance increased from 42% to 43%	
	61% Elementary Writing	Target not met, performance was stable at 60%	
	63% Middle School Writing	Target not met, performance decreased from 60% to 57%	Incomplete monitoring of student mastery of standards and skills to individualize instruction to fill in gaps.
	58% High School Writing	Target not met, performance increased from 54% to 56%	
	56% Elementary Science	Target not met, performance increased from 53% to 55%	
	57% Middle School Science	Target not met, performance decreased from 55% to 53%	Lack of content knowledge in math.
	57% High School Science	Target not met, performance increased from 54% to 55%	
			Lack of clearly defined and implemented writing program.

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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 Growth	Meet state targets for MGP reading	Target met, actual performance was 52 for Elementary, 50 for MS and 50 for HS	
	Meet state targets for MGP math Meet state targets for MGP writing Meet state targets for MGP ELA	Target met for Elementary, actual performance was 47; Target not met at MS and HS, actual performance was 50 for MS and 53 for HS Target met, actual performance was 49 for Elementary, 45 for MS and 47 for HS Target met for Elementary, actual performance was 52 for Elementary. Target was not met for MS and HS, actual performance was 44 for MS and 49 for HS.	

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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 Growth Gaps	MGP for all subpopulations meet state target for adequate growth (>55); reading, writing and math	<p><u>Reading</u></p> <p>Met target for FRL and minority at all levels; ELL at HS; approaching target for IEP (45) and ELL (54) at EL; and IEP (45) and ELL (52) at MS; and IEP (44) at HS</p> <p><u>Math</u></p> <p>Approaching target for FRL, minority, and ELL at all levels; Approaching target for IEP at MS and HS; Did not meet target for IEP at EL</p> <p><u>Writing</u></p> <p>Target met for minority at EL and ELL at HS; Approaching Target for FRL at all levels, minority at MS and HS, IEP at EL and HS, ELL at EL and MS. Did not meet target for IEP at MS</p>	
Postsecondary & Workforce Readiness	<p>Increase graduation rate from 83.7% to 84.7%</p> <p>Increase disaggregated rate – FRL to 76.6%; minority to 73.8%; IEP to 80%; ELL to 60.9%</p> <p>Decrease Dropout Rate below 2.2%</p> <p>Increase Composite ACT score to 21.1</p>	<p>Target met, actual performance was 85.2%</p> <p>Target approaching, actual performance of FRL was 74.5%, minority was 69.3%, IEP was 77.5% and ELL was 65.5%</p> <p>Target met, actual performance was 1.9%</p> <p>Target not met, actual performance was 20.8 which meets state requirements</p>	
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development	MGP > 55 for all levels (CELA – AMOA)		

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? 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)	1) 7% of students meet English Proficiency (CELA – AMOA 2) Meet state targets for MGP (TCAP – AMOA 3)	Target not met, actual performance was 52 at EL which meets state requirements; 44 at MS and 49 at HS	

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 3-4); 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. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. 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)	<u>MATH</u>		
	Math Targets Achieved: % of students Proficient and Advanced (green)		

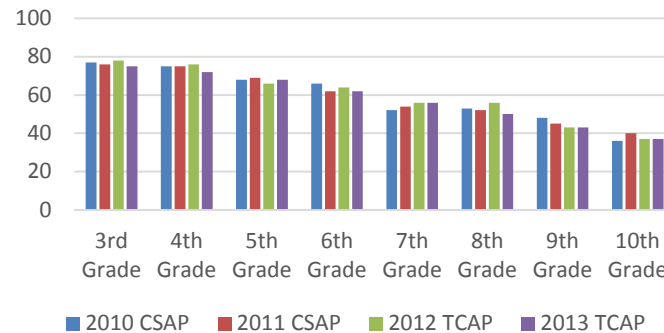
Organization Code: 1560 District Name: Thompson

Performance Indicators

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

Root Causes

TCAP Math Above Proficiency



Content Area	2009 P+%	2010 P+%	2011 P+%	2012 P+%	2013 P+%	5 year variance
Math	57	60	59	60	58	1

In overall academic achievement in math, the district's percentile rank of performance is at 60 for elementary, 76 at the middle level and 81 at the high school level. Math performance remains stable at the district level with a positive one five year variance for the percent of students proficient or advanced.

there is a decline in the number of students that are proficient or advanced as the grade level increases.

Lack of instructional materials to support personalized student learning, particularly digital content

Lack of coherent and balanced assessment (formative and summative) system

Lack of alignment between instruction, materials and curriculum.

Lack of clear articulation and understanding of student learning progression PK-12
Deficient personalized learning and educational paths.

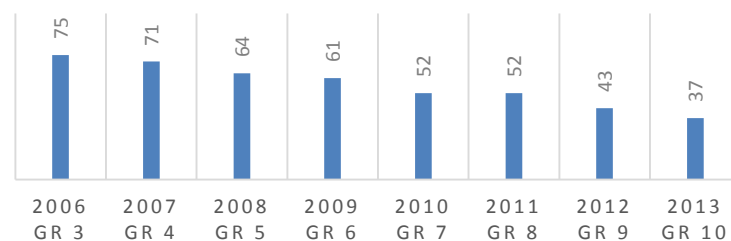
Lack of robust evaluation system to provide quality feedback for improvement of performance.

Performance Indicators

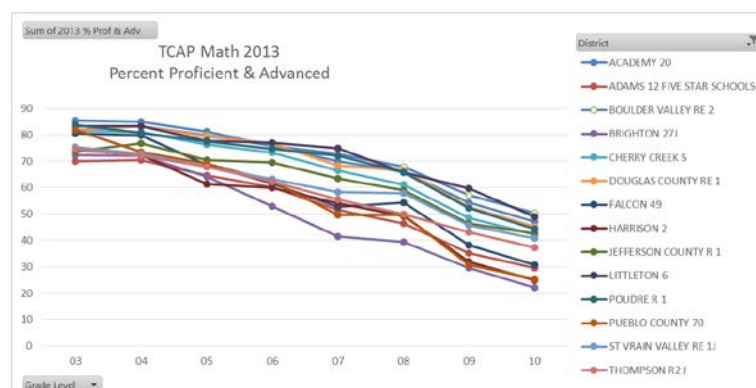
Description of Notable Trends
(3 years of past state and local data)Priority
Performance
Challenges

Root Causes

**DISTRICT HISTORICAL TRENDS (%P + A
QUASI-LONGITUDINAL) ON TCAP 2013 10TH
GRADE MATH**



Math achievement peaks for students at grade 3, and then follows a pattern of reduction of 11% between grades 3 and 5, 9% between grades 6 and 8 and 6% between grades 9 and 10.



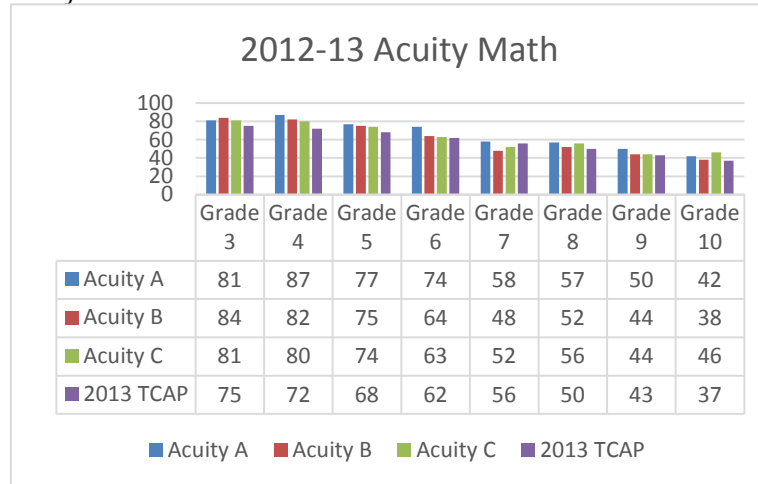
The patterns of achievement in Thompson School District appears to follow the same trend pattern as other metro districts in math.

Performance Indicators

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

Root Causes

Acuity Math Scores: 2012-13 % Proficient & Advanced



Math trends across schools and grades indicate:

- ✓ 43% declined by more than 2 percentage points
- ✓ 29% increased by more than 2 percentage points
- ✓ 28% changed less than 2 percentage points
- ✓ 59% above state average

READINGReading Targets Achieved: % of students Proficient and Advanced
(green)

	2010	2011	2012	2013
Elementary	73.3	75.7	76.4	74.3
Middle School	72.5	74.5	75.8	72.8
High School	76.8	74.8	73.1	74.3

Meets state expectations in reading.

District Challenge:

The percentage of grade 5 and grade 6 students proficient in reading has remained stable over

Organization Code: 1560 District Name: Thompson

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes														
	<div><p>TCAP Reading Above Proficiency</p><table><thead><tr><th>Content Area</th><th>2009 P+%</th><th>2010 P+%</th><th>2011 P+%</th><th>2012 P+%</th><th>2013 P+%</th><th>5 year variance</th></tr></thead><tbody><tr><td>Reading</td><td>74</td><td>74</td><td>75</td><td>75</td><td>73</td><td>-1</td></tr></tbody></table></div> <p>In overall academic achievement in reading, the district's percentile rank of performance is at 64 for elementary, 66 at the middle level and 58 at the high school level. Reading performance remains stable at the district level with a negative one five year variance for the percent of students proficient or advanced.</p>	Content Area	2009 P+%	2010 P+%	2011 P+%	2012 P+%	2013 P+%	5 year variance	Reading	74	74	75	75	73	-1	<p>the past three years; reading proficiency has declined at grade 3 for the past 2 years after three years of increased achievement . Grade 8 had a decline of 6 points from 2012 to 2013.</p>	
Content Area	2009 P+%	2010 P+%	2011 P+%	2012 P+%	2013 P+%	5 year variance											
Reading	74	74	75	75	73	-1											

Performance Indicators

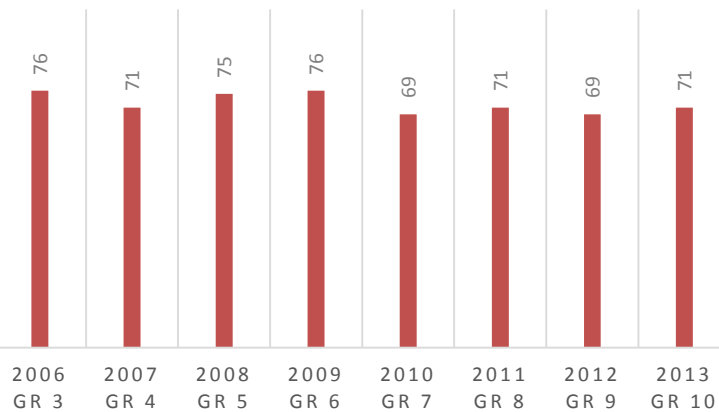
Description of Notable Trends (3 years of past state and local data)

Priority Performance Challenges

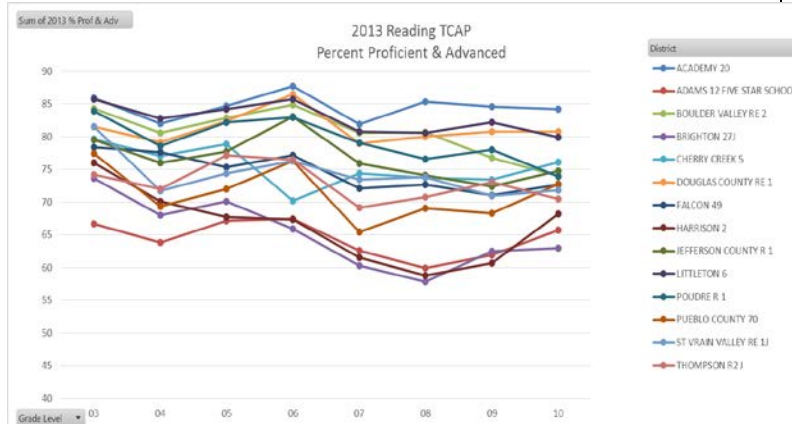
Root Causes

DISTRICT HISTORICAL TRENDS (%P + A QUASI-LONGITUDINAL) ON TCAP 2013

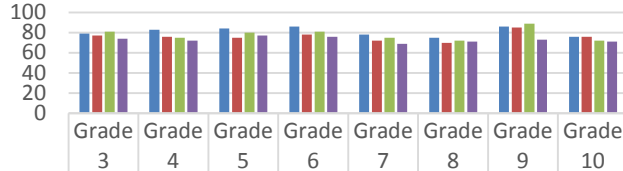
10TH GRADE READING



Longitudinally, reading peaks at the elementary level with a decline of 5 percentage points by grade 8 and grade 10. The percent of students proficient and advanced is stable at 71% from grade 8 to grade 10.



Organization Code: 1560 District Name: Thompson

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																													
	<p>Thompson follows the common trend pattern of reading achievement as other districts with a decline in proficient and advanced at 4th grade, 7th grade and 10th grade.</p> <p>Acuity Reading Scores: 2012-13 % Proficient & Advanced</p> <div><p>2012-2013 Acuity Reading</p><table><thead><tr><th></th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th><th>Grade 6</th><th>Grade 7</th><th>Grade 8</th><th>Grade 9</th><th>Grade 10</th></tr></thead><tbody><tr><td>Acuity A</td><td>79</td><td>83</td><td>84</td><td>86</td><td>78</td><td>75</td><td>86</td><td>76</td></tr><tr><td>Acuity B</td><td>77</td><td>76</td><td>75</td><td>78</td><td>72</td><td>70</td><td>85</td><td>76</td></tr><tr><td>Acuity C</td><td>81</td><td>75</td><td>80</td><td>81</td><td>75</td><td>72</td><td>89</td><td>72</td></tr><tr><td>2013 TCAP</td><td>74</td><td>72</td><td>77</td><td>76</td><td>69</td><td>71</td><td>73</td><td>71</td></tr></tbody></table><p>■ Acuity A ■ Acuity B ■ Acuity C ■ 2013 TCAP</p></div> <p>Reading trends across schools and grades indicate:</p> <ul style="list-style-type: none">✓ 45% declined by more than 2 percentage points✓ 25% increased by more than 2 percentage points✓ 30% changed less than 2 percentage points✓ 65% above state average		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Acuity A	79	83	84	86	78	75	86	76	Acuity B	77	76	75	78	72	70	85	76	Acuity C	81	75	80	81	75	72	89	72	2013 TCAP	74	72	77	76	69	71	73	71	<p>Meets state expectations for writing.</p> <p>District Challenge:</p> <p>In 2012, we saw a decline in writing after three years of gains at the elementary</p>	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10																																								
Acuity A	79	83	84	86	78	75	86	76																																								
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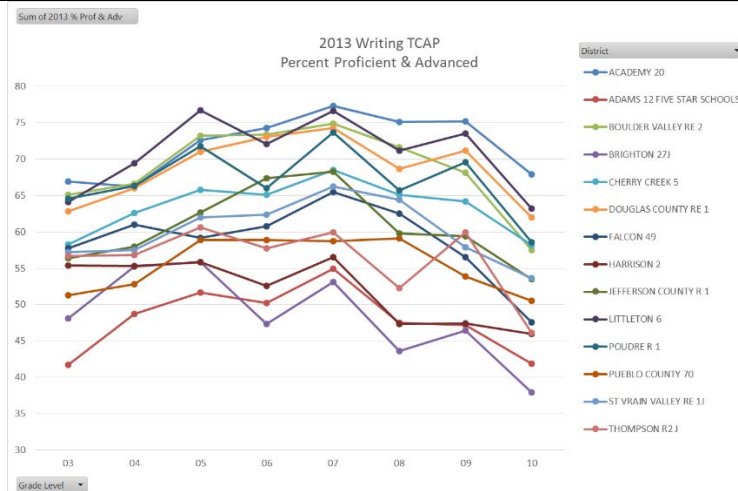
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																																	
	<p><u>WRITING</u></p> <p>Writing Targets Achieved: % of students Proficient and Advanced (green)</p> <table><tr><td></td><td>2010</td><td>2011</td><td>2012</td><td>2013</td></tr><tr><td>Elementary</td><td>55.8</td><td>61</td><td>59.7</td><td>58.5</td></tr><tr><td>Middle School</td><td>59.2</td><td>61.6</td><td>59.9</td><td>57.9</td></tr><tr><td>High School</td><td>54.6</td><td>57.9</td><td>53.4</td><td>55.1</td></tr></table> <p>TCAP Writing Above Proficiency</p> <table><thead><tr><th>Grade</th><th>2010 CSAP</th><th>2011 CSAP</th><th>2012 TCAP</th><th>2013 TCAP</th></tr></thead><tbody><tr><td>3rd Grade</td><td>55.8</td><td>61.0</td><td>59.7</td><td>58.5</td></tr><tr><td>4th Grade</td><td>59.2</td><td>61.6</td><td>59.9</td><td>57.9</td></tr><tr><td>5th Grade</td><td>54.6</td><td>57.9</td><td>53.4</td><td>55.1</td></tr><tr><td>6th Grade</td><td>59.2</td><td>61.6</td><td>59.9</td><td>57.9</td></tr><tr><td>7th Grade</td><td>54.6</td><td>57.9</td><td>53.4</td><td>55.1</td></tr><tr><td>8th Grade</td><td>59.2</td><td>61.6</td><td>59.9</td><td>57.9</td></tr><tr><td>9th Grade</td><td>54.6</td><td>57.9</td><td>53.4</td><td>55.1</td></tr><tr><td>10th Grade</td><td>59.2</td><td>61.6</td><td>59.9</td><td>57.9</td></tr></tbody></table>		2010	2011	2012	2013	Elementary	55.8	61	59.7	58.5	Middle School	59.2	61.6	59.9	57.9	High School	54.6	57.9	53.4	55.1	Grade	2010 CSAP	2011 CSAP	2012 TCAP	2013 TCAP	3rd Grade	55.8	61.0	59.7	58.5	4th Grade	59.2	61.6	59.9	57.9	5th Grade	54.6	57.9	53.4	55.1	6th Grade	59.2	61.6	59.9	57.9	7th Grade	54.6	57.9	53.4	55.1	8th Grade	59.2	61.6	59.9	57.9	9th Grade	54.6	57.9	53.4	55.1	10th Grade	59.2	61.6	59.9	57.9	<p>and middle levels. In 2013, we saw increased proficiency in 4th grade (2 points), stable in 6th grade, increase in 7th grade (1 point), increase in 8th grade (2 points), and an increase in 9th grade (7 points). Our challenge remains in elementary with a decline in 3rd grade and 5th grade writing scores.</p>	
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)							Priority Performance Challenges	Root Causes																											
	Content Area	2009 P+%	2010 P+%	2011 P+%	2012 P+%	2013 P+%	5 year variance																													
	Writing	58	56	60	58	56	-2																													
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	<div>DISTRICT HISTORICAL TRENDS (%P + A QUASI-LONGITUDINAL) ON TCAP 2013 10TH GRADE WRITING</div> <table><thead><tr><th>Year</th><th>Grade</th><th>%P + A</th></tr></thead><tbody><tr><td>2006</td><td>GR 3</td><td>59</td></tr><tr><td>2007</td><td>GR 4</td><td>52</td></tr><tr><td>2008</td><td>GR 5</td><td>63</td></tr><tr><td>2009</td><td>GR 6</td><td>63</td></tr><tr><td>2010</td><td>GR 7</td><td>58</td></tr><tr><td>2011</td><td>GR 8</td><td>55</td></tr><tr><td>2012</td><td>GR 9</td><td>53</td></tr><tr><td>2013</td><td>GR 10</td><td>46</td></tr></tbody></table>							Year	Grade	%P + A	2006	GR 3	59	2007	GR 4	52	2008	GR 5	63	2009	GR 6	63	2010	GR 7	58	2011	GR 8	55	2012	GR 9	53	2013	GR 10	46		
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	Writing performance increases from grade 3 to grade 6; at grade 6 we see a decline that continues to grade 10 where the lowest levels of proficiency are noted at 46.																																			

Performance Indicators

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

Root Causes



Thompson follows the common trend pattern of writing achievement as other districts with a decline in 6th grade, an incline in 7th grade, a decline in 8th grade, an incline in 9th grade and a decline in 10th grade.

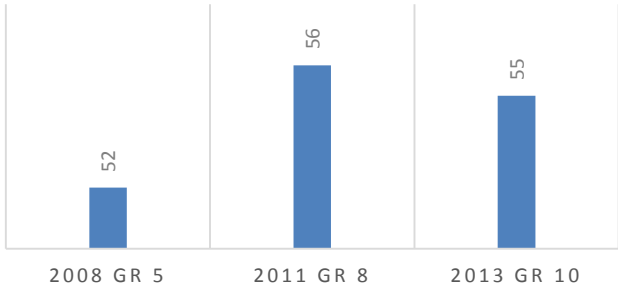
Writing trends across schools and grades indicate:

- ✓ 41% declined by more than 2 percentage points
- ✓ 42% increased by more than 2 percentage points
- ✓ 17% changed less than 2 percentage points
- ✓ 58% above state average

Meets state expectations in science.

District challenge:
Declining scores at middle school and insufficient progress at elementary and high.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																		
	<p><u>SCIENCE</u></p> <p>Science Targets Achieved: % of students Proficient and Advanced</p> <table><tr><td></td><td>2010</td><td>2011</td><td>2012</td><td>2013</td></tr><tr><td>Elementary</td><td>55</td><td>53.2</td><td>52.6</td><td>53.5</td></tr><tr><td>Middle School</td><td>53.8</td><td>55.5</td><td>55.4</td><td>54.8</td></tr><tr><td>High School</td><td>54.3</td><td>56.9</td><td>53.9</td><td>55</td></tr></table> <table><tr><td>Content Area</td><td>2009 P+%</td><td>2010 P+%</td><td>2011 P+%</td><td>2012 P+%</td><td>2013 P+%</td><td>5 year variance</td></tr><tr><td>Science</td><td>56</td><td>54</td><td>54</td><td>53</td><td>53</td><td>-3</td></tr></table> <p>In overall academic achievement in science, the district's percentile rank of performance is at 66 for elementary, 70 at the middle level and 63 at the high school level. Science performance remains stable at the district level with a negative three five year variance for the percent of students proficient or advanced. We saw growth at both the elementary and high school levels in proficiency for science.</p>		2010	2011	2012	2013	Elementary	55	53.2	52.6	53.5	Middle School	53.8	55.5	55.4	54.8	High School	54.3	56.9	53.9	55	Content Area	2009 P+%	2010 P+%	2011 P+%	2012 P+%	2013 P+%	5 year variance	Science	56	54	54	53	53	-3		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
	<div><p>DISTRICT HISTORICAL TRENDS (% P + A QUASI-LONGITUDINAL) ON TCAP 2013 10TH GRADE SCIENCE</p><table border="1"><thead><tr><th>Year/Grade</th><th>Score</th></tr></thead><tbody><tr><td>2008 GR 5</td><td>52</td></tr><tr><td>2011 GR 8</td><td>56</td></tr><tr><td>2013 GR 10</td><td>55</td></tr></tbody></table></div> <p>Science trends across schools and grades indicate:</p> <ul style="list-style-type: none">✓ 41% declined by more than 2 percentage points✓ 41% increased by more than 2 percentage points✓ 18% changed less than 2 percentage points✓ 68% above state average	Year/Grade	Score	2008 GR 5	52	2011 GR 8	56	2013 GR 10	55																													
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Academic Growth	<p>MATH</p> <p>Academic Growth Targets Met in Elementary Math (green)</p> <p>Academic Growth Targets Missed in Middle and High School Math (yellow)</p> <table border="1"><thead><tr><th></th><th colspan="2">Elementary</th><th colspan="2">Middle School</th><th colspan="2">High School</th></tr><tr><th></th><th>State Target</th><th>District Total</th><th>State Target</th><th>District Total</th><th>State Target</th><th>District Total</th></tr></thead><tbody><tr><td>2011</td><td>42</td><td>49</td><td>64</td><td>48</td><td>76</td><td>54</td></tr><tr><td>2012</td><td>47</td><td>50</td><td>64</td><td>53</td><td>78</td><td>53</td></tr><tr><td>2013</td><td>43</td><td>47</td><td>63</td><td>48</td><td>78</td><td>52</td></tr></tbody></table>		Elementary		Middle School		High School			State Target	District Total	State Target	District Total	State Target	District Total	2011	42	49	64	48	76	54	2012	47	50	64	53	78	53	2013	43	47	63	48	78	52		
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Academic Growth Gaps	<p>Math Academic Growth Gap: Targets Achieved: None Targets Missed: ALL Elem, ALL MS, All HS</p> <table><tr><th></th><th colspan="3">Elementary</th><th colspan="3">Middle</th><th colspan="3">High</th></tr><tr><th>2011</th><th>2012</th><th>2013</th><th>2011</th><th>2012</th><th>2013</th><th>2011</th><th>2012</th><th>2013</th></tr><tr><td>FRL</td><td>43</td><td>44*</td><td>43*</td><td>43</td><td>50*</td><td>47*</td><td>53</td><td>49*</td><td>48*</td></tr><tr><td>Minority</td><td>45</td><td>46*</td><td>45*</td><td>43</td><td>49*</td><td>47*</td><td>49</td><td>50*</td><td>49*</td></tr><tr><td>IEP</td><td>42</td><td>39*</td><td>39*</td><td>38</td><td>43*</td><td>41*</td><td>49</td><td>46*</td><td>47*</td></tr><tr><td>ELL</td><td>48</td><td>50*</td><td>45*</td><td>43</td><td>52*</td><td>49*</td><td>49</td><td>55*</td><td>51*</td></tr><tr><td>Catchup</td><td>49</td><td>50*</td><td>47*</td><td>45</td><td>51*</td><td>49*</td><td>53</td><td>51*</td><td>50*</td></tr><tr><td>Overall</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td></tr></table> <p>Percentile Achieved/State Target; *Did not make adequate growth</p> <p>Performance decreased for all subpopulations at all levels except HS IEP. While growth percentiles range from 39 to 51, the district fell short of meeting growth percentiles needed to close the gap ranging from 54 to 99.</p> <p>Reading Academic Growth Gap: Targets Achieved (green): FRL, Minority, HS ELL, HS Overall Targets Missed (yellow): IEP, EL & MS ELL, Catchup</p> <table><tr><th></th><th colspan="3">Elementary</th><th colspan="3">Middle</th><th colspan="3">High</th></tr><tr><th></th><th>2011</th><th>2012</th><th>2013</th><th>2011</th><th>2012</th><th>2013</th><th>2011</th><th>2012</th><th>2013</th></tr><tr><td>FRL</td><td>47</td><td>47</td><td>47</td><td>49</td><td>45</td><td>46</td><td>48</td><td>48</td><td>46</td></tr><tr><td>Minority</td><td>50</td><td>48</td><td>49</td><td>52</td><td>47</td><td>48</td><td>50</td><td>50</td><td>49</td></tr><tr><td>IEP</td><td>45</td><td>43*</td><td>45*</td><td>49</td><td>42*</td><td>45*</td><td>46</td><td>41*</td><td>44*</td></tr><tr><td>ELL</td><td>56</td><td>53*</td><td>54*</td><td>53</td><td>51*</td><td>52*</td><td>63</td><td>61*</td><td>59*</td></tr><tr><td>Catchup</td><td>57</td><td>53*</td><td>54*</td><td>53</td><td>49*</td><td>50*</td><td>55</td><td>50*</td><td>49*</td></tr><tr><td>Overall</td><td>Meets</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>A</td><td>Meets</td><td>Meets</td></tr></table> <p>Percentile Achieved/State Target; *Did not make adequate growth</p> <p>Performance increased for all subpopulations in elementary and HS. While growth percentiles range from 44 to 59, these increases fell short of the needed adequate growth percentiles ranging from 26 to 92.</p> <p>Writing Academic Growth Gap:</p>		Elementary			Middle			High			2011	2012	2013	2011	2012	2013	2011	2012	2013	FRL	43	44*	43*	43	50*	47*	53	49*	48*	Minority	45	46*	45*	43	49*	47*	49	50*	49*	IEP	42	39*	39*	38	43*	41*	49	46*	47*	ELL	48	50*	45*	43	52*	49*	49	55*	51*	Catchup	49	50*	47*	45	51*	49*	53	51*	50*	Overall	A	A	A	A	A	A	A	A	A		Elementary			Middle			High				2011	2012	2013	2011	2012	2013	2011	2012	2013	FRL	47	47	47	49	45	46	48	48	46	Minority	50	48	49	52	47	48	50	50	49	IEP	45	43*	45*	49	42*	45*	46	41*	44*	ELL	56	53*	54*	53	51*	52*	63	61*	59*	Catchup	57	53*	54*	53	49*	50*	55	50*	49*	Overall	Meets	A	A	A	A	A	A	Meets	Meets		
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Student Graduation and Completion Plan (For Designated Graduation Districts)	<p>Graduation Rate for All Students State Target Achieved (green) Graduation Rate for IEP Students, ELL, Minority and FRL State Target Missed (yellow)</p>																																																																																									

Performance Indicators	Description of Notable Trends (3 years of past state and local data)							Priority Performance Challenges	Root Causes
		State Target	District Total	IEP Students	ELL	Minority	FRL		
	2009	80%	82.5%	78.5%	50.0%	60.2%	70.8%		
	2010	80%	84.5%	74.1%	40.7%	57.7%	63.8%		
	2011	80%	83.7%	77.7%	54.5%	66.6%	72.7%		
	2012	80%	85.2%	77.5%	65.5%	69.3%	74.5%		
	The district has met state target for graduation for all students for the past four years. Graduation rates increased in all subpopulations except IEP students which remained stable.								
English Language Development and Attainment (AMAOs)	Academic Growth Targets Met in English Language Proficiency								
		Elementary		Middle School		High School			
		State Target	District Total	State Target	District Total	State Target	District Total		
	2012	38	55	44	48	N<20	N<20		
	2013		52		44		49		
	The district met the state target for the second year in a row at elementary. MS and HS did not meet the state target.								

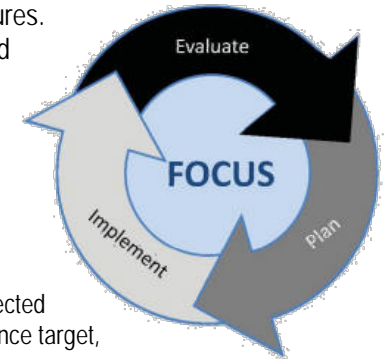
Section IV: Action Plan(s)

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. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.



District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
			2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Elementary 78% P&A Middle 77% P&A High 76% P&A	Elementary 81% P&A Middle 79% P&A High 78% P&A	DRA2 Acuity Common Formative Assessments	<p>Implement high quality instruction and formative assessments aligned to the Colorado Academic Standards/Common Core Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately.</p> <p>Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators effectiveness is based on demonstration of professional standards and 50% upon the academic performance of students.</p> <p>A clear vertical articulation, EC-12, of expectations for students, staff and parents with a specific focus on student achievement in preparation for success on PSWR. A clear alignment of ICAP/Plans of Study to an EC-12 progression for PSWR (Post Secondary Work Force Readiness; utilize this articulation to respond to all student's needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan</p>
		M	Elementary 78% P&A Middle 60% P&A High 45% P&A	Elementary 80% P&A Middle 63% P&A High 48% P&A	AimsWeb	
		W	Elementary 62% P&A Middle 62% P&A High 58% P&A	Elementary 64% P&A Middle 64% P&A High 60% P&A	District Common Assessments	
		S	Elementary 57% P&A Middle 57% P&A High 57% P&A	Elementary 60% P&A Middle 60% P&A High 60% P&A	Common Formative Assessments	
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	Meet state targets for MGP (>55)	Meet state targets for MGP (>55)	DRA2 Acuity	
		M	Overall math academic growth at the elementary level as been declining (54, 49, 45, 47) and at the middle school level (57,48,54, 48) the past few years. We have fallen below our targeted 50 growth percentile. This is in large part due to the challenges we face regarding students with disabilities.	Meet state targets for MGP	AimsWeb	

Organization Code: 1560 District Name: Thompson

		W		Meet state targets for MGP	Meet state targets for MGP	District Common Assessments	
		ELP		Meet state targets for MGP	Meet state targets for MGP	Common Formative Assessments	
Academic Growth Gaps	Median Growth Percentile	R	The reading academic growth gap for students with disabilities at the elementary level has been stable but still well below district expectations. For the 2012-2013 the percentile was 41. The percentile scores for this subgroup have been consistently the lowest the past few years	MGP for all subpopulations meet state target for adequate growth (>55)	MGP for all subpopulations meet state target for adequate growth (>55)	DRA2 Acuity Common Formative Assessments	
		M	The Growth Gap percentile for middle school math has declined significantly for each subgroup - F&R has declined 11 points since 2010, Minorities has declined 6 points since 2010, students with disabilities has declined 9 points since 2010 and English Learners has declined 8 points since 2010.	MGP for all subpopulations meet state target for adequate growth (>55)	MGP for all subpopulations meet state target for adequate growth (>55)	AimsWeb Common Formative Assessments	
		W		MGP for all subpopulations meet state target for adequate growth (>55)	MGP for all subpopulations meet state target for adequate growth (>55)	District Common Assessments	

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Postsecondary & Workforce Readiness	Graduation Rate		Increase to 85.5%	Increase to 86.5%		Implement high quality instruction and formative assessments aligned to the Colorado Academic Standards/Common Core Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately.
	Disaggregated Grad Rate		Increase FRL to 80%; Minority to 80%; IEP to 82%; ELL to 67%	Increase FRL to 82%; Minority to 82%; IEP to 83%; ELL to 69%		
	Dropout Rate		At or below 2.0%	At or below 1.9%		
	Mean CO ACT		Increase to 21.6	Increase to 21.8	Explore – Grade 8 Plan – Grade 10	Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators effectiveness is based on demonstration of professional standards and 50% upon the academic performance of students. respond to all student's needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan
English Language Development & Attainment	ACCESS Growth (AMAO 1)	The Median Growth Percentile (MGP) for Middle School English Learners decreased from 48 to 33 between the 2011-2012 and 2012-2013 school years resulting in earning .5 out of 2 points on the 2012-2013 CDE AMAOs.	Increase MGP to 45	Increase MGP to 50	Implement Keystone curriculum (year 2) Implement WIDA MODEL (year 1) Ensure one-to-one NEP student to iPad ratio (year 1)	Implement high quality instruction and formative assessments aligned to the Colorado Academic Standards/Common Core Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately. Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators effectiveness is based on demonstration of professional standards and 50% upon the academic performance of students.
	ACCESS Proficiency (AMAO 2)	English Learners' English Attainment in 2012-2013 as measured by ACCESS for ELLs Proficiency was 5.29%, well below the CDE target of	Increase English Attainment to 7%	Increase English Attainment to 8%	Implement Keystone & Cornerstone curriculum (years 2 and 3 respectively) Implement WIDA MODEL (year 1)	A clear vertical articulation, EC-12, of expectations for students, staff and parents with a specific focus on student achievement in preparation for success on PSWR. A clear alignment of ICAP/Plans of Study to

		11%.			Ensure one-to-one NEP student to iPad ratio (year 1)	an EC-12 progression for PSWR (Post Secondary Work Force Readiness; utilize this articulation to respond to all student's needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan
	TCAP (AMAO 3)	The 2012-2013 Median Growth Percentile (MGP) for High School English Learners in Writing was 44 when the Adequate Growth Percentile was 94 resulting in earning 2 out of 4 points possible on the 2012-2013 CDE AMAOs.	Increase MGP to 50	Increase MGP to 55	Implement Keystone curriculum (year 2) Implement WIDA MODEL (year 1) Ensure one-to-one NEP student to iPad ratio (year 1)	

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: Implement high quality instruction and formative assessments aligned to the Colorado Academic Standards/Common Core Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately.

Root Cause(s) Addressed: Ineffective system for monitoring and responding to student progress; Lack of understanding of new standards; Incomplete guaranteed and viable curriculum; Inconsistent pedagogical understanding of literacy and math concept development; Lack of teacher collaboration to enhance adult learning and planning.

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)
	2013-14	2014-15				
Provide district-wide Literacy Acquisition, Balanced Literacy, Literacy Design Collaborative, SIOP and other Common Core Professional Development. Teachers will be targeted based on identified need determined by observations, past evaluation ratings, and self-assessment.	Sept.-June	July-May	Executive Directors (Elementary, Secondary, Instruction, Special Education) Principal on Special Assignment Teachers on Special Assignment	\$200,000 – general fund \$3000 Facilitator's Fee for balanced literacy training – Title II \$10,000 Training materials - general fund \$17,000 Title I	PD Plan finalized and distributed – August 2013 Teacher registration into offerings – Sept., 2013 Monitor implementation through written agreement of reciprocal accountability- September –May, 2014 Ongoing sessions provided, September-April, 2014	Complete Complete In progress In progress

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<p>P-K-12 Math Curriculum Project to create common math units aligned to CAS/CCSS and identify CCSS aligned materials for purchase.</p> <p>K-12 Math Curriculum Materials Aligned to Common Core</p>	July-June		Executive Director of Instruction	Math Content Specialist – 1 FTE from Title II	Publish common math units P-Algebra II, July, 2013	Complete
				Substitute Release - \$30,000 from general fund	Develop plans for early release Wednesday trainings –Aug/Sept, 2013	Complete
				Summer design team - \$4000 from Colorado Legacy Foundation	Assemble Math task force to review CCSS aligned instructional materials – October, 2013	Complete
					Publicize request for Information (RFI) – October, 2013	Complete
					Review, pilot and select math instructional materials with public input – Oct-May, 2014	In progress
					Secure budget and design implementation plan including professional development – March-June, 2014	In progress
<p>Strengthen our balanced and coherent assessment system through development of real time, formative and summative assessments aligned with CAS and CCSS to drive instruction.</p>	July-June		Executive Directors (Elementary, Secondary, Instruction, Special Education)	Science content specialist - .5 fte from local grant	Develop Acuity-based CCSS math and literacy diagnostic assessment – July, 2013	Complete
				Social Studies content specialist 1.0 fte – general fund	Assemble Acuity-based CCSS math and literacy diagnostics assessments in Infinite Campus – July-Aug, 2013	Complete
				World Language content specialist - .5 fte from general fund	Implement Acuity-based CCSS math and literacy assessment – September-May, 2014	In progress
				Art/PE content specialist 1.0 fte from general fund	Review Acuity-based CCSS math and literacy diagnostic assessments – September- June, 2014	In progress
				Language Arts content specialist 1.0 fte from Title II	Develop CCSS math and literacy unit performance tasks – July/August, 2013	Complete
					Develop summative CAS-based music, art, PE, world language assessments – July/August, 2013	Complete
					Develop CAS-based social studies, science, CTE and health assessments – October-June, 2014	In progress

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Implement Early Literacy requirements - READ/Readiness Act/GOLD	Aug.-May		Teacher on Special Assignment	<p>1 teacher FTE – Title II</p> <p>\$10,000 Training materials – general fund</p> <p>\$12,000 Substitutes</p> <p>\$14,400 ipad minis – general fund</p> <p>CDE approved assessments - \$55,000</p>	<p>Instructional Coaches trained as site-based trainers – July-August, 2013</p> <p>Teachers trained for READ act and iReady–August – October, 2013</p> <p>Train kindergarten GOLD pilots- August, 2013</p> <p>Read Plans written – Oct. 2013</p> <p>Implement and monitor plans –Oct.- May, 2014</p> <p>Provide ongoing support for READ Act implementation and i-Ready assessment – September – May, 2014</p> <p>Identify additional READ act approved interim assessments – Feb.-June, 2014</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>In progress</p>
Provide learning management system to support planning and delivery of high quality instruction and implementation of formative assessments, particularly in non-TCAP areas.	Sept-June	Sept-June	Asst. Director of Instruction	<p>Alpine Achievement System \$100,000</p> <p>Infinite Campus \$120,000</p> <p>Schoology \$16,000</p> <p>General Funds</p>	<p>Sept –Oct.</p> <p>Utilize Alpine Achievement System and Infinite Campus to import assessments and make available to teachers for data driven decision-making.</p> <p>November</p> <p>Review assessment module within Infinite Campus to determine its potential use for our progress monitoring system.</p> <p>Sept-Jan</p> <p>Pilot Schoology learning management system at 2 secondary sites (Conrad Ball Middle School & Mountain View High School) and develop integration capacity between student information system (Infinite Campus) and student personal learning devices (iPads).</p> <p>Feb-March</p> <p>Make budget recommendations for the following year</p>	<p>Complete</p> <p>Complete</p> <p>In progress</p> <p>In progress</p>
District-wide early literacy audit to drive targeted support and purchase of aligned materials	Sept.-Oct.		Principal on Special Assignment	<p>1 teacher FTE – Title II</p> <p>1 administrator FTE – general fund</p>	<p>Design audit – August, 2013</p> <p>Complete audit for each elementary school – Sept./Oct., 2013</p> <p>Analyze and evaluate audits – October,</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p>

					2013	
Establish targeted system of school-wide support for schools on improvement or turnaround status, including eliminating combination classes, reducing class sizes and providing a full-time principal, intervention support, common core implementation.	August	August	Executive Director of Elementary Education Principal on Special Assignment	\$300,000 – general fund 1 administrative FTE – general fund 2 teacher FTE – Title II and Colorado Legacy Foundation	Identification of need areas- August, 2013 Hire personnel – August/Sept., 2013 Establish direct coaching methods – Aug/Sept. 2013 Provide targeting coaching based on ongoing data analysis of student achievement and adult behaviors – Sept.-May, 2014	Complete Complete Complete Complete
Common Core Aligned Core Literacy Materials – Junior Great Books, Anthologies, Early Literacy Materials	Sept-June	Sept-June	Executive Director of Instruction	\$250,000 General Fund <ul style="list-style-type: none"> \$50,000 district non-fiction elementary science texts \$15,000 3rd grade complex texts \$45,000 Junior Great Books \$13,000 Successmaker site license \$42,000 iLit site license \$15,000 Read180 site license \$12,000 Write to Learn site license \$5,000 Kindergarten literacy materials pilot \$53,000 complex text sets for early literacy 	Audit non-fiction texts in elementary science kits – Sept, 2013 Purchase high quality non-fiction complex texts for elementary science kits and distribute to schools for classroom use – Oct-Dec, 2013 Purchase literary and non-fiction texts for 3 rd grade Common Core lesson modules through Inquiry by Design, implement through fall cohort and spring cohort, Sept-March, 2014 Provide training and materials for up to 80 teachers in grades K-8 to utilize Junior Great Books in English Language Arts classes, Oct 2013 & January 2014 Common Core aligned interventions <ul style="list-style-type: none"> Successmaker @ Lincoln Read180 @ Van Buren iLit @ Mountain View Write to Learn @ Con Ball Kindergarten texts @ Berthoud Elementary Conduct materials audit in all elementary early literacy classrooms, note materials needs, assemble task force to make recommendations, purchase needed texts in alignment with recommendations Sept-January, 2014.	In progress
K-12 Science Curriculum Materials Aligned to Common Core	August-June		Executive Director of Instruction	Science Content Specialist - .5fte from local grant Substitutes - \$9000	Instructional materials task force membership – August, 2013 Instructional materials criteria identified – Sept.-Oct, 2013	Complete Complete

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					Pilot/Review materials – Dec-March, 2014 Materials Selection – March-April, 2014 Budget secured and implementation plan with professional development – April-June, 2014	
Implement the core principles and concepts of Professional Learning Communities in every school.	August-July	August-July	Executive Directors (Elementary, Secondary, Instruction, Special Education)	\$17,000 for consultant - Title I \$17,000 substitutes – general fund \$5,000 Materials – general fund	District-wide foundational training – August, 2013 Monthly follow-up/support training – Sept.-May, 2014 Creation and implementation of 100 Day Plan 1 and 100 Day Plan 2. – August-May, 2014	In progress

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

Major Improvement Strategy #2: A clear vertical articulation, EC-12, of expectations for students, staff and parents with a specific focus on student achievement in preparation for success on PSWR. A clear alignment of ICAP/Plans of Study to an EC-12 progression for PSWR (Post Secondary Work Force Readiness; utilize this articulation to respond to all student's needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan

Root Cause(s) Addressed: Lack of clear articulation and understanding of student learning progression PK-12; Ineffective system for monitoring and responding to student progress. Deficient personalized learning and educational paths.

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)
	2013-14	2014-15				
A Visual Progression of PSWR from EC-20 Including all Content Areas Translated into Curriculum Maps	July-June		Executive Director of Elementary Education, Secondary Education and Instruction	5 World Language Content Specialist .5 Secondary Science Content Specialist 1.0 English Language Arts Content Specialist 1.0 Math Content Specialist 1.0 Unified Arts & PE Content Specialist .5 Social Studies Content Specialist .5 CTE Content Specialist Data Fellow (currently funded via Legacy)	P-12 Music, P-12 Visual Arts, P-12 Health & Physical Education, P-12 World Language, P-12 Math, P-12 Social Studies – Sep-May, 2014 <ul style="list-style-type: none"> Develop Elementary Curriculum Maps Develop Middle School Curriculum Maps Develop High School Curriculum Maps Publish Curriculum Maps P-12 English Language Arts – July-April, 2014 <ul style="list-style-type: none"> Curriculum Map Revision Publish E-12 Curriculum Maps Teacher Training - District Wednesday Support Maps Analysis Map Revision P-12 Science – Sept.-March, 2014 <ul style="list-style-type: none"> Next Generation Science Standards Review K-12 Science Realignment Analysis Instructional Materials Analysis 	Complete

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Increase Number of Concurrent Enrollment Programs	July-June		Executive Director of Secondary Education	Reimbursement for students	<p>Plain with Aims Police Academy, Artist in Business Path, etc. courses – July-August, 2013</p> <p>Increased number of endorsed staff – July-September, 2013</p> <p>Increased number of concurrent courses – August, 2013</p> <p>Aligned concurrent opportunities to life plan/ICAP/plans of study – October-December, 2013</p> <p>Increased number of ASCENT students – August-September, 2013</p> <p>Aligned concurrent options with CTE status – March-June, 2014</p>	Complete
Strengthen Focus Area Schools	July-March			<p>1.0 STEM Coordinator from local grant</p> <p>Substitute Release - 60 staff x 4 = \$24,000 from general fund</p> <p>Engineering Your World Grant - University of Texas</p>	<p>Elementary STEM Curriculum Mapping</p> <p>Science Notebook Training – Elementary</p> <p>Defined STEM Training – Elementary</p> <p>Problem Based Learning Training – Elementary</p> <p>Engineering Your World (UT Engineering Course)</p> <ul style="list-style-type: none"> • Summer Teacher Training - LHS/TVHS • Course Implementation • Ongoing Support/Monitoring • Program Evaluation <p>High School Robotics Credit</p>	In progress

Life Plans	July-June	Aug.-May	Executive Director of Elementary Education, Secondary Education and Instruction	EARRS grant \$3000 substitutes from general fund	Collect examples of life plans, July, 2013 Coordinate meetings with constituent groups – Aug.-October, 2013 Students begin to engage in planning life plan outcome. Full implementation of plans	
21 st Century Digital Curriculum Accessible by all Students 24/7	July-June	July-October, 2014	Executive Director of Instruction		Ubiquitous access to mobile technology - 1:1 iPad Purchase and Installation for grades 9-12 (2013-2014) at one high school and middle school – July-April, 2014 Learning Management System - Basic Integration for HS Blended Learning – July-June, 2014 Learning Management System - Sophisticated Integration – July-May, 2014 MS Discovery TechBook Grades 6-8 (online science content) – Aug.-May, 2014 HS Discovery TechBook or Other Online Science textbook --- search and select. Sept.-May, 2014 Identify online social studies content K-12- Sept.-May, 2014 Online Library Access – August-March, 2014 HS/MS Math Online Supplemental - Aug. – May, 2014 Ubiquitous access to mobile technology - 1:1 iPad Purchase and Installation for grades 6-8	In progress
Clear, Accessible Parent Expectations Related to Student Learning Outcomes	Aug-June, 2014		Executive Director of Elementary Education, Secondary Education and Instruction	\$3000 substitutes from general fund DAC/SAC meeting time District web developer/videographer	CCSS math and literacy SLOs identified, Aug./Sept. 2013 Parent training package designed, Oct./November, 2013	In progress

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					<p>DAC/SAC training – November-February, 2014</p> <p>Communication plan/website – January-March, 2014</p> <p>Program evaluation – May-June, 2014</p> <p>Identify content focus for 2014-2015 – May-July, 2014</p>	
Reliable Assessments that Align with Student Learning Outcomes in all Subject Areas <ul style="list-style-type: none"> • Music • Visual Arts • Health and PE • English Language Arts • World Language • Math • Social Studies • Science • Career and Technical Education 	July-June, 2014	July-June, 2015	Executive Director of Instruction	<p>.5 world language content specialist, .5 secondary content specialist, 1.0 arts and PE content specialist, .5 social studies content specialist, .5 CTE specialists from general fund</p> <p>1.0 English language arts specialist, 1.0 Math content specialists from Title II.</p> <p>2.0</p> <p>Date fellow from Colorado Legacy Foundation</p>	<p>Assessment training from CDE or internally, ongoing</p> <p>Summer Design training</p> <p>Teacher training</p> <p>Implementation support, analysis and assessment revision</p>	In progress

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

Major Improvement Strategy #3: Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educator's effectiveness is based on demonstration of professional standards and 50% upon the academic performance of students.

Root Cause(s) Addressed: Lack of robust evaluation system to provide quality feedback for improvement of performance.

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)
	2013-14	2014-15				
Implement the new Thompson Evaluation system based on data generated during previous pilot phase – professional practice and student growth	xx	xx	Integration Team Executive Directors	Integration Grant		In progress
Refine our data collection system to collect and share educator evaluation results by final evaluation rating			Integration Team Executive Directors	Integration Grant	Robustness of the Thompson School District data capacities – particularly the currently defined measures of student learning demand measures of individual teacher attribution finalized Assessment capacities across the content areas Protocols for teacher student data links (TSDL).	In progress
Create higher levels of inter-rater reliability for professional practice elements	xx	xx	Integration Team Executive Directors	Integration Grant	Inter-rater reliability timeline Evaluators certified	In progress
Design and implement effective instructional feedback response system for individual teachers			Integration Team Executive Directors	Best Foot Forward Grant	Implementation of video observation process Process for providing and documenting feedback to teachers established in all buildings.	In progress

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

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Major Improvement Strategy #4: Strengthen support programs for students with disabilities and ELL and provide targeted professional development to build the capacity of teachers to address the needs of these students.

Root Cause(s) Addressed: Special education teachers and ELL teachers have not consistently received training in the use of best-practice literacy and math instruction and the delivery of supplemental instruction; Teachers lack the training in use of data to inform supplementary instruction; Teacher lack content knowledge in math and literacy to adequately implement supplementary instruction in reading and math best practices.

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

- ☐ State Accreditation
 ☐ Student Graduation and Completion Plan (Designated Graduation District)
 ☐ Title IA
 ☐ Title IIA
☐ Title III
 ☐ Gifted 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)
	2013-14	2014-15				
Using principles of universal design, develop or adopt district level alternate assessments for identified content areas used to assess non-disabled students.		Initiate spring 2014	ED of SSS ED of Curric	Liaisons (gen fund) SPED Coordinators (IDEA)	Common Assessments # of valid and reliable products # of teachers implementing product	In progress
Provide training and ongoing coaching for general education teachers to support modified instruction of CAS through the use of EEOs.	Fall 2013	Ongoing through 2015	ED of SSS	Early release Wed. SPED Coordinators and Autism Specialists (IDEA and gen.fund)	Participation of sites/teachers in training # of significant needs students accessing content in gen ed setting	In progress
Build capacity of educators to implement appropriate accommodations and modifications to increase access to general education curriculum.	Fall 2013	Ongoing through 2015	ED of SSS	Building Wednesdays SPED Coordinators (IDEA)	Participation of sites/teachers in training # of students accessing content in gen ed setting	In progress
Identify district approved alternate assessments for DRA2 for use with students with significant cognitive deficits; provide implementation training.		Spring –Fall 2014	ED of SSS ED of Curric K-3 Literacy Specialist	Literacy TOSA CDE approved list SPED Coordinators (IDEA/gen fund)	Valid and reliable product Participation/implementation by teachers	In progress
Increase capacity of special educators to link CAS, instruction, and assessment in the development of standards-based IEPs.	Fall 2013	Ongoing through 2015	ED of SSS	Stipend /credit (TIC) District Wednesdays	# of legally compliant standards-based IEPs written # of annual IEP goals/obj. attained	In progress
Increase capacity of special educators to access, analyze, interpret and apply data to instructional decision-making through participation in multiple PLCs.	Fall 2013	ongoing	ED of SSS Principals	Early release Wednesdays	Participation of all sped providers in multiple PLCs	In progress
Improve capacity of special education teachers to differentiate with precision, literacy instruction based on the unique learning characteristics associated with disability categories.	Fall 2013	June 2015	ED of SSS SSS Leadership Team	Literacy Grant (\$5000.) PD-CDE Trainer of Trainers TIC (stipend/credit) Sped coordinators (IDEA)	Participation in grant # of teachers completing training # of teachers implementing research-based literacy programs	In progress

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Professional development (4X90min.) focused on four Sheltered Instruction Observation Protocol (SIOP) components (Comprehensible Input, Building Background, Review and Assessment, Practice and Application) is given to eight elementary schools.	X		Clint Richards, Karen Hanford, Sarah Smith	ELA Administrator and ELA Coordinator (TOSA) provide this professional development. TOSA is in part paid for by Title III.	There should be considerable evidence of SIOP features in each lesson every day seen during principal walkthroughs. Lesson plans should be more refined as observed by principals collecting weekly lesson plans. And lesson planning should be much easier as noted by principals during instructional conversations with teachers. Teachers engage in regular observations and feedback by peers, instructional coaches, and principals.	In progress
SIOP Institute. Initial 3-day training for members of two elementary schools (GES, LES), all new ELA staff members, and new Title I school staff members.	X		Clint Richards	Title I and Title III fund ELA staff. Title I funds GES and LES and other Title I staff members.	Teachers are able to productively engage in 2013-2014 SIOP professional developments. See District Action Step 1.	Complete
Professional development (1X90min.) focused on one SIOP component (Lesson Preparation) for LES and GES staff.	X		Clint Richards, Sarah Smith	ELA Administrator and ELA Coordinator (TOSA) provide professional development. TOSA is in part paid for by Title III.	Principals at LES and GES collect weekly lesson plans based on SIOP lesson planning template to facilitate instructional conversations between principal and teachers.	In Progress
Secondary Curriculum Training.	X		Clint Richards	Not Applicable.	Teachers are implementing Keystone curriculum with fidelity at the time of informal observations and formal evaluations.	Complete
Professional Learning Community (4x90min.) for 15 elementary ELA staff members addressing the integration of iPads and SIOP.	X		Sarah Smith-coordinator, Christine Morrison-teacher-leader	TOSA is in part paid for by Title III.	Elementary teachers develop a facility with using iPads as a teacher tool to increase instructional effectiveness through differentiation. Teachers attend all four PLC sessions. Teachers complete a survey detailing professional growth attained after engaging in PLC.	In Progress

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

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 Gifted Program leads)

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Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the 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 or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

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 progress towards previous year's targets.	Section III: Data Narrative	In the State Performance Plan of 2011-2012, TSD set goals to increase the percent of gifted students scoring advanced on TCAP in reading (to 46.5%), in writing (to 45.9%), and in math (to 83.5%) by 2016. These targets were determined using the 95% confidence interval. However, TCAP scores from 2012 and 2013 show a decline in the percent of students scoring advanced on TCAP in reading, writing and math. Currently, the percent of students scoring advanced on TCAP is 38.1% in reading, 37.3% in writing, and 78.8% in math. The largest drops have been in reading and writing with the percent of students scoring advanced declining 4%. When compared to identified gifted students across the state, TSD students perform at higher levels in all content areas. However, when trends are compared, the state saw an increase in the percent of GT students scoring advanced on TCAP from 2012 to 2013 in all content areas while Thompson's scores still declined. Additionally, in math, Thompson's percent of advanced scores decreased from 2011 to 2013 while the state scores increased each year.																																																		
		TCAP Proficiency Rates for Identified TSD GT Students and Statewide GT Students - Rdg																																																		
		<table><tr><td></td><td>TSD</td><td>2011</td><td>State</td><td>TSD</td><td>2012</td><td>State</td><td>TSD</td><td>2013</td><td>State</td></tr><tr><td>Advanced</td><td>42.8%</td><td></td><td>33.6%</td><td>39.00%</td><td>32.7%</td><td></td><td>38.1%</td><td></td><td>33.5%</td></tr><tr><td>Proficient</td><td>56.1%</td><td></td><td>63.0%</td><td>59.6%</td><td>64.1%</td><td></td><td>60.8%</td><td></td><td>63.6%</td></tr><tr><td>P. Proficient</td><td>0.5%</td><td></td><td>2.5%</td><td>0.8%</td><td>2.4%</td><td></td><td>0.9%</td><td></td><td>2.0%</td></tr><tr><td>Unsatisfactory</td><td>0.3%</td><td></td><td>0.4%</td><td>0.3%</td><td>0.4%</td><td></td><td>0.1%</td><td></td><td>0.3%</td></tr></table>		TSD	2011	State	TSD	2012	State	TSD	2013	State	Advanced	42.8%		33.6%	39.00%	32.7%		38.1%		33.5%	Proficient	56.1%		63.0%	59.6%	64.1%		60.8%		63.6%	P. Proficient	0.5%		2.5%	0.8%	2.4%		0.9%		2.0%	Unsatisfactory	0.3%		0.4%	0.3%	0.4%		0.1%		0.3%
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		P. Proficient	3.4%		6.7%	3.4%	6.8%		3.3%		6.1%																																									

Organization Code: 1560 District Name: Thompson

		Unsatisfactory	0.1%	0.2%	0.2%	0.2%	0.1%	0.1%
		TCAP Proficiency Rates for Identified TSD GT Students and Statewide GT Students - Math						
			TSD	2011	State	TSD	2012	State
		Advanced	81.0%		67.4%	80.5%		68.6%
		Proficient	15.6%		25.7%	17.7%		24.4%
		P. Proficient	2.4%		5.5%	1.3%		5.5%
		Unsatisfactory	0.4%		1.0%	0.3%		0.9%
		<p>Additionally, goals were set for increasing the Median Growth Percentiles (MGP) for GT students in reading, writing, and math, also based on the 95% confidence interval. Reading MGP has decreased from 60 to 55. Math MGP has decreased from 56 to 54. Writing MGP has increased from 52 to 54. TSD may achieve its goal in writing to increase the MGP to 55 by 2016. If the writing goal is met sooner, the goal will be reset. Statewide, GT students have a fairly stable MGP. All variation is within one point. Thompson students in reading have seen a large decline in MGP, which is not consistent with state data. Writing scores dipped in 2012 but rebounded in 2013 to keep growth in line with state data. In math, Thompson's MGP has declined slightly while the state's MGP has increased slightly.</p>						
		TCAP MGP scores for Identified TSD Gifted Students and Statewide GT Students - Rdg						
			TSD	2011	State	TSD	2012	State
		Advanced	60		56	53		55
		TCAP MGP scores for Identified TSD Gifted Students and Statewide GT Students -Wrt						
			TSD	2011	State	TSD	2012	State
		Advanced	52		57	50		58
		TCAP MGP scores for Identified TSD Gifted Students and Statewide GT Students - Math						
			TSD	2011	State	TSD	2012	State
		MGP	56		56	54		57
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.	Section III: Data Narrative	<p>When the data is broken down by demographic and grade-level groups, several disparities are apparent. In math and writing, the percent of gifted students scoring advanced on TCAP decreases from elementary to middle to high. In reading, middle school students outperform both elementary and high school students. Most notably, there is a significant drop in all content areas for high school students. The disparity between scores for males and females is larger in reading and writing, with 50% of gifted females scoring advanced on TCAP in reading and writing, while only 27% and 26% of gifted males scored advanced on reading and writing TCAP, respectively. This is the largest difference between</p>						

demographic groups in TSD. In 2013, gifted females scored higher than gifted males in math, which is a change from 2011 and 2012. For the past three years, 79% of gifted females scored Advanced on math TCAP, while the percent of gifted males scoring advanced decreased from 83% in 2011 to 78% in 2013. The gap between Hispanic and non-Hispanic gifted students has decreased from 2011 to 2013 in math, from 14% to 3%, but this is due to falling non-Hispanic students' scores rather than increasing Hispanic students' scores. In reading and writing, the gap between Hispanic and non-Hispanic gifted students has remained fairly stable with about 40% of non-Hispanic gifted students scoring advanced on reading or writing TCAP, while only about 24% of gifted Hispanic students scored Advanced on the same tests. During this same time, the percent of Hispanic gifted students increased from 6.6% to 7.9%. The gap between students receiving free and reduced meals and those who do not has increased each year from 2011 in math and writing. However, the gap in reading has decreased from 12% in 2011 to 7% in 2013, again due to falling non-FARM students' scores. During this same time, the percent of gifted students receiving free and reduced meals increased from 10.8% to 16.7%.

Percent Advanced on TCAP – By Level (Elementary, Middle, High)

	2011 – E, M, H			2012 – E, M, H			2013 – E, M, H		
Reading	39%	49%	39%	40%	43%	31%	36%	43%	33%
Writing	47%	43%	34%	42%	42%	27%	43%	38%	26%
Math	90%	85%	63%	89%	82%	65%	88%	85%	58%

Percent Advanced on TCAP - Gender

	M	2011	F	M	2012	F	M	2013	F
Reading	31%		55%	30%		49%	27%		50%
Writing	28%		56%	27%		51%	26%		50%
Math	83%		79%	82%		79%	78%		79%

Percent Advanced on TCAP - Hispanic

	H	2011	non-H	H	2012	non-H	H	2013	non-H
Reading	27%		44%	36%		39%	22%		40%
Writing	27%		43%	33%		39%	23%		39%
Math	68%		82%	76%		81%	76%		79%

		<table><tr><th colspan="7">Percent Advanced on TCAP - FARM</th></tr><tr><th></th><th>F</th><th>2011</th><th>non-F</th><th>F</th><th>2012</th><th>non-F</th><th>F</th><th>2013</th><th>non-F</th></tr><tr><td>Reading</td><td>32%</td><td></td><td>44%</td><td>34%</td><td></td><td>40%</td><td>32%</td><td></td><td>39%</td></tr><tr><td>Writing</td><td>39%</td><td></td><td>42%</td><td>33%</td><td></td><td>39%</td><td>28%</td><td></td><td>39%</td></tr><tr><td>Math</td><td>77%</td><td></td><td>82%</td><td>75%</td><td></td><td>81%</td><td>71%</td><td></td><td>81%</td></tr></table>	Percent Advanced on TCAP - FARM								F	2011	non-F	F	2012	non-F	F	2013	non-F	Reading	32%		44%	34%		40%	32%		39%	Writing	39%		42%	33%		39%	28%		39%	Math	77%		82%	75%		81%	71%		81%
Percent Advanced on TCAP - FARM																																																	
	F	2011	non-F	F	2012	non-F	F	2013	non-F																																								
Reading	32%		44%	34%		40%	32%		39%																																								
Writing	39%		42%	33%		39%	28%		39%																																								
Math	77%		82%	75%		81%	71%		81%																																								
Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	<p>Since 2011, when the GT State Performance Plan was written, to 2013 GT student achievement and growth has mostly declined. There are a few areas where certain groups of students have grown in achievement or growth, but when we look at district-level data, the trend for the past three years has been downward. This can be attributed to many factors, including the loss of staffing in the district overall as well as within the GT department. Class sizes are higher and there are more combined classes in elementary schools (2 grades in one homeroom), making it more difficult for classroom teachers to differentiate for gifted students. Additionally, GT teachers in buildings have more students on their rosters with the same or less FTE as when their caseloads were smaller. When looking specifically at the greatest gap, between males and females in reading and writing, some different factors emerge. Boys can be turned off by many of the books that their older, female teachers introduce to the class. Boys also tend to not read directions as closely as girls, causing them to miss questions that they otherwise could answer correctly.</p> <p>To address these factors, Thompson has instituted a practice of Professional Learning Communities (PLCs). The gifted education department has chosen to use their district meeting days to engage in these PLCs as well as participating at a school level. The focus of the GT PLCs for the 2013-2014 school year has been increasing the percent of male students scoring advanced on TCAP reading and writing, since that is the largest disparity between demographic groups. A goal of increasing the percent of males scoring advanced on TCAP by 50 students each, bringing the percent of males scoring advanced on TCAP to 44 and 43 on reading and writing respectively. GT teachers meet throughout the year to determine interventions and review data to determine whether these interventions have been working, then make changes or revisions based on the data.</p>																																															
Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.	Section IV: Target Setting Form	<p>In addition to the goal stated above, TSD has been working on these goals since 2011-2012.</p> <p><u>Growth Goals from GT State Performance Plan:</u></p> <p><u>Reading</u> –By spring 2016, students identified as gifted in Language Arts in the Thompson School District will improve median CSAP growth percentiles in Reading by 5% (from 60 to 63).</p> <p><u>Writing</u> –By spring 2016, students identified as gifted in Language Arts in the Thompson School District will improve median CSAP growth percentiles in Writing by 6% (from 52 to 55).</p> <p><u>Math</u> –By spring 2016, students identified as gifted in Math in the Thompson School District will improve median CSAP growth percentiles in Math by 5% (from 56 to 59).</p>																																															

		<p>Achievement Goals:</p> <p><u>Reading</u> – By spring 2016, we will increase the percentage of students scoring advanced on Reading CSAP by 9%, from 42.7% to 46.5%.</p> <p><u>Writing</u> – By spring 2016, we will increase the percentage of students scoring advanced on Writing CSAP by 10%, from 41.7% to 45.9%.</p> <p><u>Math</u> – By spring 2016, we will increase the percentage of students scoring advanced on Math CSAP by 3%, from 81.1% to 83.5%.</p>
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	<p>Because students have performed better historically in math, TSD will focus on increasing achievement in reading and writing, with a specific focus on increasing achievement for GT boys.</p> <p>TSD will increase the number of boys scoring advanced on reading and writing TCAP by 50, thus increasing the percent of boys scoring advanced to 44% on reading TCAP and 43% on writing TCAP. This number was chosen because it represents one boy per elementary school, two boys per middle school and three boys per high school.</p>
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	<p>Reading – Acuity (given three times per year), STAR (given several times per year according to school schedule), teacher created assessments (schedule based on teacher and school), iReady (grades 2 – 5 only and given three times per year)</p> <p>Writing – district-wide common assessments (given three times per year), teacher created assessments (schedule based on teacher and school), middle school student surveys (two surveys given once each), portfolios (schedule determined by teacher and school)</p>
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.	Section IV: Action Plan	<p>The GT department is aligned with the TSD Major Improvement Strategy #1: Implement high quality instruction and formative assessments aligned to the Colorado Academic Standards/Common Core Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately (pp. 35-38).</p> <p>Specific action steps include:</p> <p>August 2013 – differentiation training for middle school teachers with the new GT clusters in their classrooms. Additional extra hours pay for same teachers to collaborate on differentiation for GT students (Oct & Dec 2013, Feb and Apr 2014).</p> <p>Ongoing beginning in Sept 2013: GT teacher PLCs on district-directed early release Wednesdays (Sept, Oct, Nov 2013 and Jan, Feb, April 2014). Through data conversations with GT teachers, the district is able to develop strategies for improving achievement among GT students, with specific emphasis on GT boys in reading and writing.</p> <p>October 2013 - With GT state grant funds TSD has provided Junior Great Books training for secondary teachers (with materials purchased for trained teachers). Additional trainings for teachers using the JGB curriculum and shared inquiry teaching strategies have been scheduled for the June 10-12, 2014.</p>

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)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	Gifted and Talented educational goals are closely aligned with Major Improvement Strategy #1: Implement high quality instruction and formative assessments aligned to the Colorado Academic Standards/Common Core Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately. Action steps for improvement include: differentiation training for middle school GT cluster teachers and time for collaboration (quarterly throughout 2013-2014), increased use of Junior Great Books materials in classrooms with gifted students (ongoing from October 2013, summer training scheduled for June 2014), PLC collaboration time with GT teachers on District early-release Wednesdays (six meetings scheduled for September, October, November, January, March, and May), and creating common assessments in math for grades 3 – 5 which can be used as pre-post assessments to show growth (July 2013 – April 2014). (page 35 – 38)
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	Gifted and Talented Administrator – this person is responsible for monitoring the programming students receive at their schools, organizing professional development for teachers, and reporting to the state. New this year, the GT administrator also evaluates GT teachers and counselors which relates to the Major Improvement Strategy #3: Lack of robust evaluation system to provide quality feedback for improvement of performance. Because the GT Administrator is more familiar with state guidelines for gifted education than most principals, this person is better able to provide specialized feedback to teachers on their work with gifted students.
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Gifted and talented teachers in schools work with students in identified areas and provide progress reports to parents as well as meeting with parents during conferences. Classroom teachers also provide progress on report cards and at parent/teacher conferences. TSD is in the process of increasing the number of norm-referenced (rather than criterion-referenced) assessments used with GT students. Assessments currently used to evaluate and monitor progress are TCAP and Acuity in grades 3 – 10, iReady in grades K-3 (and grades 4-5 gifted students), and ACT in grades 11 and 12.

* Note that the Gifted Education Program budget is due in April. The budget can be found at: <http://www.cde.state.co.us/gt/director.htm>.

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
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 should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual <u>achievement and affective</u> 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.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
The budget and improvement planning process is a collaboration among stakeholders of schools or districts within the administrative unit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress

Thompson Integrated Early Childhood Program Goals 2012-2015
Updated July 2013
Head Start Grant Year Two

<p>Goal Area 1.0: Robust Learning – Comprehensive Literacy System – Implement curriculum, instruction, and formative assessments aligned to the Common Core Literacy Standards – Implement curriculum, instruction, and formative assessments aligned to the common core</p> <p>District Focus Areas: #2, #8, and #9</p> <p>By 2015, 85% of all 3 yo and 4 yo will meet or exceed widely held expectations (WHE) in all objectives and dimensions of literacy and language as reported on Teaching Strategies GOLD</p> <p><u>Spring 2013 Data:</u> All Head Start students met or exceeded this goal in 19/20 dimensions. The only area where this goal was not met was Objective/Dimension 9d (tells about another time and place). Only 82% of students in the HS program scored within WHE on 9d.</p> <p>For all students in the EC program (Colorado Preschool Program, Head Start, Special Education, Tuition) this goal was met in 16/20 dimensions. The objectives/dimensions where we did not meet our 85% goal was: 9b (83%), 9d (80%), 10a (80%), 15a (81%)</p>
<p>Major Improvement Strategy: Increase staff and family knowledge of early literacy development and core instructional strategies to support student success in the areas of literacy and language.</p>
<p>Root Cause: Staff does not have a strong understanding of the 5 components of early literacy and how to implement those components throughout the preschool day.</p>
<p>Data Analysis:</p> <p><i>Data collected during Self Assessment in January 2012 indicated that approximately 33% of the IEP goals were considered “functional goals”.</i></p> <p><i>A change in program delivery of family engagement requirements for school year 2012/2013 will require 20 Classroom Paras and 1 new Child and Family Support Provider to learn strategies to assist families in writing SMART goals.</i></p> <p><i>On the February 2012 parent survey, 71% of Head Start families indicated setting their own goals and writing a plan with steps to reach those goals was “Much” or “Very Much” helpful.</i></p> <p><i>Dialogic reading was introduced to staff through group professional development and follow up coaching during the 2011-2012 school year. Feedback from staff indicates an on-going need for further training on developmentally appropriate literacy practices and how to implement dialogic reading in a multi-age classroom.</i></p> <p><i>2011-2012 data showed that approximately 14% of students were at or above the 95th percentile for age/developmental appropriate weight.</i></p>

GOLD Data for 2011-2012:

Percent of 4 yo who met or exceeded widely held expectations in the domains of language and literacy as reported on Teaching Strategies GOLD

	<i>All</i>	<i>Head Start</i>	<i>Colorado Preschool Program</i>	<i>Special Education</i>	<i>Tuition</i>
<i>Language Spring 2012</i>	89%	94%	97%	75%	96%
<i>Literacy Spring 2012</i>	95%	99%	98%	90%	96%

When drilling down and looking at each objective and dimension there were 3 GOLD objectives (9, 10, and 16) that fell below 85%

GOLD Data for 2012-2013:

	<i>All</i>	<i>Head Start</i>	<i>Colorado Preschool Program</i>	<i>Special Education</i>	<i>Tuition</i>
<i>Language 2013</i>	87%	90%	96%	68%	100%
<i>Literacy 2013</i>	92%	96%	97%	83%	100%

GOAL One Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
Staff will use dialogic reading as a core instructional strategy <ul style="list-style-type: none">Staff will implement dialogic reading 4/week – observed during walk-throughsCoaches will provide support and feedback Training on Dialogic Reading and Literacy during Friday Professional Development Time	Ed Coordinator	Fall 2012	Friday PD time	GOLD data Winter Marking - 74% meet or exceed WHE on GOLD Objectives 9, 10, and 16 <ul style="list-style-type: none">Winter 2013 Scores for 4's in Head Start: #9 78% #10 79% #16 79% Spring Marking - 85% meet or exceed WHE on GOLD Objectives 9, 10, and 16. <ul style="list-style-type: none">Spring 2013 Scores for 4's in Head Start: #9 90% #10 92% #16 91%	12-13 Staff will implement dialogic reading <ul style="list-style-type: none">May 2013 80% of staff are implementing dialogic reading consistently2012/2013 Four of the five CFSPs included introducing interactive reading strategies to families as one of their goals for the year. 13-14 100% of staff will implement dialogic reading everyday as a part of their routine	

GOAL One Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
<p>13-14 Update Coaching Plan</p> <p>13-14 Parent Child Reading Event by November 2013 Tie Event with District Vision "Top Literacy District in the state by 2018"</p> <p>Head Start families will receive individual support with interactive reading at home in addition to literacy activities they can implement in the home</p>	<p>FCP Coordinator Education Coordinator</p> <p>FCP Coordinator, CFSP, Paras</p>			<p>13-14 80% of Head Start families will meet with the family worker at least once to discuss reading at home</p>	<p>12-13 95% of staff will participate in dialog reading training</p> <ul style="list-style-type: none"> Met by reaching 100% of the staff for PD <p>13-14 Implement Coaching Plan</p> <ul style="list-style-type: none"> All teachers and paras will have 2 coaching sessions/year Coaches will leave immediate feedback for staff after a walk-through or observation Coaches will be attending team meetings to provide support Teachers will complete Coachee Action Plan <p>13-14 100% of classrooms will hold an event prior to Thanksgiving Beak 100% of classrooms held literacy event by Nov. 22, 2013</p>	<p>13-14 Update: Coaches will meet with teachers after CLASS observations to develop the plans</p>
<p>Staff will increase knowledge and confidence in the five elements of literacy:</p> <p>Information and resources will be posted</p>	Education Coordinator	<p>October 2012</p> <p>September 2012</p>	<p>12-13 Wiki space and time to train staff on use of wiki</p>		<p>90% of classroom teachers will access program wiki</p> <ul style="list-style-type: none"> Wiki has posted resources and can 	<p>12-13 School Year PD had a focus on Dialogic</p>

GOAL One Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
<p>on program wiki</p> <p>Professional Learning Committee will be formed and meet during Friday Professional Development</p> <p>Individual Coaching as needed</p> <p>½ day training on 5 Elements of Literacy</p>		On-going	<ul style="list-style-type: none"> Staff trained during 12-13 PD time 		<p>be accessed</p> <ul style="list-style-type: none"> Need to take data in 13-14 <p>12-13 PLC formed in September</p> <ul style="list-style-type: none"> PLCs formed and met throughout the 12-13 school year <p>13-14 100% of teachers will participate in ½ day literacy training to be held Oct or Nov 2013</p> <ul style="list-style-type: none"> Date change to Dec. 6th, 2013 	<p>reading. This has increased conversations on the elements of literacy. One PLC group studied “Raising Confident Readers”</p>
Classroom staff will use TS GOLD as a formative and summative assessment	Education Coordinator	2012-2013 and on-going	Individual coaching; ongoing support	<p>By 2015 85% of all 3 and 4 year olds will meet or exceed widely held age expectations in each developmental domain</p> <ul style="list-style-type: none"> GOLD Data from 12-13 shows that we are meeting this in all areas for 4 yo however the 3 yo are below 85% in Language and Math <p>80% of students in each sub-group population will meet or exceed widely held expectations</p> <ul style="list-style-type: none"> GOLD Data from 	<p>12-13 100% of Teachers will develop a system to input observations and complete preliminary checkpoints throughout each marking period</p> <ul style="list-style-type: none"> 100% met this goal in 12-13 <p>13-14 Participate in District Literacy Audit</p> <p>13-14 100% of Licensed Staff will attend PLC training all day August 19th</p> <ul style="list-style-type: none"> 100% staff attended <p>13-14 Write 90 Day Implementation Plan for PLC Implementation</p> <ul style="list-style-type: none"> EC Administrator DRAFT by Aug 14, 2013 	<p>UbD core group will work for 2 days in June 2013 to continue work on unit planner assessment process. New Teaching Strategies app has increased staff's ability to input more on-going observations and preliminary checkpoints</p>

GOAL One Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
				12-13 shows that sub-groups are below 80% in Language and Math	<ul style="list-style-type: none"> Leadership Team provide input and revise plan on August 14-15, 2013 Plan shared with all staff Aug 20-21, 2013 <p>100% staff will be trained on expectations/protocols for PLC groups</p> <ul style="list-style-type: none"> 100% staff trained on August 30, 2013 <p>13-14 Teams will meet as a PLC Group monthly</p>	
<p>I Am Moving I Am Learning (IMIL)</p> <p>Program will strengthen IMIL in all classrooms by providing resources/supplies for all classrooms that include physically active learning activities</p> <p>Parents will receive IMIL information through Home Visits, program newsletters, and family events</p> <p>Replenish Boogie Bags</p> <p>Create Task Force for IMIL</p> <p>Create Health and Wellness Team</p>	<p>Health Coordinator</p> <p>IMIL Team</p> <p>IMIL home visits – FCP Coordinator</p> <p>Program Newsletter – Health and Nutrition Coordinator</p> <p>Boogie Bags – FCP Coordinator</p>	<p>By Spring 2013</p> <ul style="list-style-type: none"> We did not have access to this training in 12-13 <p>We have contacted Head Start T/TA and they will come in 13-14 to provide a training for our staff</p>	<p>IMIL Training if possible for Health Coordinator and new IMIL team members/advocates</p> <p>Training was not available in 12-13</p>	<p>13-14 At least 2 home visits will focus on IMIL</p> <p>13-14 Parent survey will reflect increase in physical activity for family from fall to spring</p> <p>By 2015 50 families will check out a Boogie Bag per school year</p> <p>38 Boogie Bags checked out in 12-13</p>	<p>Develop classroom expectations and supports for implementation by November 30, 2013 – Ed. Coordinator and Health Coordinator – Leadership Team – date change to May 2014</p> <ul style="list-style-type: none"> Task Force will meet after January 2014 training <p>14-15 Weekly lesson plans will document IMIL activities</p> <p>13-14 One family event will include a focus on IMIL</p> <ul style="list-style-type: none"> Family Event January 2013 <p>13-14 Four newsletters will include information on IMIL</p>	<p>12-13 January 2013 Family Event:</p> <p>Update 10/2013 IMIL Info at Family Night on Oct. 10, 2013</p> <p>IMIL Training on January 24th, 2014 from 1-4 for Paras and IMIL Task Force team members</p> <p>October 1, 2013 Health and Wellness Team convened</p>

GOAL One Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
Staff will assist Head Start families in developing family partnership agreements that incorporate SMART goal formats and reflect family outcomes from the parent, family, and community framework	Family/Community Partnership Coord	Sept/Oct 2012 <ul style="list-style-type: none"> Changed to 2013-2014 year Ongoing	Head Start T/TA Coaching	By Spring of 2014 80% of Head Start families will have SMART goals written that reflect the PFCE Framework family outcomes. By Spring of 2014 80% of Head Start families will report writing goals was helpful.	100% of home visiting staff will complete goal setting training <ul style="list-style-type: none"> Training completed November 2013 	November 2012 para PD on goal setting based on PFCE family outcomes. Intro to goal setting for 20 staff new to family support role. Writing SMART goals training deferred to Fall, 2013.
Staff will write functional, standards based IEP Goals	Child Find Coord.	Assessment Team will begin in 2012-2013 All staff will incorporate by Spring 2014	Professional Development Time	By 2015 85% of all 3 and 4 year olds will meet or exceed widely held age expectations in each domain area	12-13 90% licensed staff will complete 2 hour training <ul style="list-style-type: none"> March 2013 written information given to staff 1 hour training April 19th 2013 By May 2014 100% of staff will have at least one functional goal on IEPs	
Head Start families will increase the number of times they read to their children.	Family/Community Partnership Coordinator Education Coordinator	Ongoing	Parent handouts on interactive reading Book lists	By 2015 90% of Head Start families who read less than 6 times a week will increase the number of times they read to their children in a week. <ul style="list-style-type: none"> 25.6% of 74 families surveyed showed an increase in the amount of 	13-14 Home visitors will incorporate reading tips, book suggestions and interactive reading strategies into learning at home activities as documented on home visit forms.	

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				time they read a week. We need to revise our data collection tool in order to capture growth		
Training on CLASS <ul style="list-style-type: none"> Classroom Teachers will complete a Quality Improvement Plan based on CLASS and TPOT scores Incorporating Literacy and Math Strategies throughout the classroom and throughout the day	Education Coordinator	13-14 School Year	12-13 Summer Math PD Class <ul style="list-style-type: none"> Class was offered but not enough staff registered to complete the class 	13-14 Meet School Readiness Goals for Math and Literacy	13-14 Increase Number of staff who have completed Math Training <ul style="list-style-type: none"> Math training scheduled January/Feb. 2014 13-14 All staff will be encouraged to use video as a self-reflection tool	Coaches will meet with teachers Fall 2013 to develop plans

Goal Area 2.0: Equity in Access – Professional Learning Community – Reculture our district based on the core principles and ideas of a professional learning community – Establishing the core principles of a PLC	
District Focus Areas: #2, #3, #8, and #9	
By 2015, 95% of all 4 yo will meet or exceed widely held expectations in the social emotional domain as reported on Teaching Strategies GOLD	
Spring 2013 Data:	
Head Start 4 yo Students	94%
All 4 yo Students	91%
Major Improvement Strategy: Staff will improve implementation of social emotional strategies and family supports in order to meet the needs of all children.	
Root Cause: Young children do not yet have the social emotional skills they need for school readiness. Classroom staff is not yet providing a comprehensive tiered intervention support system for all children.	
Data Analysis:	
<i>Out of 13 items of the TPOT that describe targeted interventions, 7 items showed that 70% or fewer of our teachers were able to perform that particular skill during the observation.</i>	
<i>Staff does not consistently record behavior incidents in order to determine whether or not interventions are effective.</i>	
<i>The February, 2012 parent survey demonstrated:</i>	
<ul style="list-style-type: none"><i>92% of families report using the Safety Rules at home.</i><i>97% of families help their children identify their feelings</i><i>64% of families report using the Calming Down Steps.</i>	<ul style="list-style-type: none"><i>96% of Head Start families report using the Safety Rules at home.</i><i>99% of Head Start families help their children identify their feelings</i><i>72% of Head Start families report using the Calming Down Steps.</i>
<i>77% of parents completing the Parent Survey in February, 2012 indicated their culture and language was included in program activities “Much” or “Very Much”. (Breakdown by program - Head Start & HS/SE=75.9%, CPP=80%, SE=79.1%, Tuition=78.9%)</i>	
<i>Teaching Strategies Parent Central was introduced to EC staff and training was provided. Parents received training on the program at Center Committee meetings. Teachers were asked to invite a few families from each class to participate. 2011/2012 number of parents participating in Parent Central was under 50.</i>	
<i>Reading survey results for 2011/2012 showed 22.5% of Head Start families read 6 or more times a week in the fall and 42.8% of Head Start families read 6 or more times by February.</i>	
<i>Head Start introduced the Parent, Family and Community Engagement Framework (PFCE) in September of 2011.</i>	
<i>During the 2011-2012 school year, staff helped to create scope and sequences for the four main areas of Reading, Writing and Communicating, Math, Science, and Social Studies using the state preschool standards. They also created a preschool social and emotional scope and sequence using Head Start outcomes and our GOLD objectives. A core group of EC staff has used this scope and sequence to create four transdisciplinary unit planners for the program to use during the 2012-2013 school year.</i>	

GOAL TWO Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
<p>Staff will use targeted interventions to meet the variety of social & emotional as well as academic needs in our preschool classrooms</p> <p>Offer Tier 2 Pyramid Strategies Training</p> <ul style="list-style-type: none"> This support will be provided by behavior coach, mental health consultant, and instructional coaches Plan a time during Friday PD where Tier 2 Strategies are shared <p>13-14 Update referral form</p>	<p>Mental Health/Autism Coord.</p> <p>Education Coordinator</p> <p>Mental Health Coordinator</p>	<p>By Spring 2013</p> <ul style="list-style-type: none"> Not able to hold training in 12-13 Training will be planned for 13-14 	<p>PBiS Leadership team</p> <p>RtI taskforce</p> <p>Behavior team</p> <p>Education Leadership team</p>	<p>By 2015 GOLD data Winter Marking - 74% meet or exceed WHE on GOLD Objectives 3b</p> <ul style="list-style-type: none"> Winter 2013 Scores 4's in HS: 84% 3's in HS: 90% <p>By 2015 Spring Marking - 85% meet or exceed WHE on GOLD Objectives 3b</p> <ul style="list-style-type: none"> Spring 2013 Scores 4's in HS: 92% 3's in HS: 98% 	<p>12-13 90% of staff will attend staff PD on Tier 2 Pyramid strategies</p> <ul style="list-style-type: none"> 2012/2013 – An all staff training was not provided however, 3 mini-trainings were provided with at least 15 staff members at each training. <p>By May 2013 90% staff will show differentiation on each lesson plan</p> <ul style="list-style-type: none"> Change date to 2014 <p>By May of 2014, 80% of staff will score a yes on Item 15.5.1, 12.3.2 and 15.5.2 on the TPOT</p> <ul style="list-style-type: none"> On the winter 2013 scores of the TPOT, the percentage of staff that scored "yes" the targeted items is: 47% on 15.5.1 89% on 12.3.2 95% on 15.5.2 Goal for 13-14 will be to maintain items 12.3.2 and 15.5.2 and to improve 15.5.1 	<p>On-going training to continue in 2013-2014 as new Team Planning meetings are implemented and supported with coaching</p> <p>September 2013 Form was updated</p>

GOAL TWO Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
<p>Create, implement, and reflect on UbD planners which incorporate social emotional skills as well as subskills to support early childhood learning throughout the year</p> <ul style="list-style-type: none"> UbD Planners will be the focus of the ECSE time during monthly staff PD time. Four groups will be led by 4 UbD teacher leaders Grade level teams will review planners and ask/answer the 4 PLC questions 	Education Coordinator and leadership teams	2012-2015	District support, leadership teams		<p>100% of classroom staff will implement all 4 stages of at least one unit in 2012-2013</p> <ul style="list-style-type: none"> Met in 12-13 <p>100% of classroom staff will fully implement Units 1-4 in 2013-2014</p>	<p>All classrooms used all 4 EC unit planners in 12-13</p> <p>On-going training and support is needed as staff adopts the schema shift needed to use planners.</p>
Parents will access parent central on TS GOLD	<p>Education Coordinator</p> <p>Family/Community Partnership Coordinator</p>	<p>1st Parent Teacher conference in Fall 2012</p> <p>13-14 We will continue to share this program with families. Teaching Strategies is updating Parent Central. They have found across the nation that a low percentage of families are using Parent Central.</p>	<p>Teaching staff</p> <p>Child and Family Support Paras</p> <p>Computers installed at large centers for parent use to access Family Central</p>	<p>30% of families by spring of 2013 will access Parent Central</p> <ul style="list-style-type: none"> Approximately 20% of families had a username for Parent Central in 12-13 <p>50% of families will access Parent Central by 2015</p>	Parents will receive information on the benefit of family central	<p>12-13</p> <p>3 parent computer stations have been set up at our larger sites to facilitate use of Family Central. Improvements to Family Central coming in the Fall of 2013 to make it even more user friendly.</p>

GOAL TWO Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
<p>12-13 EC staff will write monthly reflections in response to brief passages selected by the Culture and Climate committee.</p> <p>12-13 EC coordinators will attend district PD on intercultural proficiency.</p>	<p>Family and Community Partnership Coordinator</p> <p>Disability Coordinator</p>	<p>Monthly, September through May, 2012/2013</p> <ul style="list-style-type: none"> Reflection time on Climate and Culture passages given at each all staff PD. 	<p>Selected passages from Culture and Climate committee resources.</p>		<p>In May 2013, staff will summarize their experience with written reflections and document any changes made as a result of their reflections.</p> <ul style="list-style-type: none"> Completed in May 2013 	<p>Completed in 12-13</p>
<p>Early childhood sites will have specific safety plans that will be accessible to all staff on-site and at administration. Staff will be trained how to follow the emergency safety plans.</p> <ul style="list-style-type: none"> Site Directors will meet with Elem Principals before 1st day of preschool EC Administrator and Ex. Director of Elem Ed will communicate with Elem Principals the expectation of visiting preschool classrooms 	<p>Health Coordinator</p> <p>EC Administrator</p>	<p>Ongoing</p>	<p>Disaster Incident Response Team (DIRT) – district level meetings</p>		<p>100% of staff will know how to access the plan and implement it with the students</p> <ul style="list-style-type: none"> Met in 12-13 Will provide on-going training throughout the year Administrators are receiving Incident Command Training Fall 2013 	<p>The District has implemented monthly DIRT Team meetings and safety planning with Early Childhood representation.</p>
<p>All classroom staff will be trained in preventative as well as responsive strategies for children who display unsafe behaviors</p> <p>Process for writing behavior plans will be written and shared with staff</p> <p>CPI Training</p> <p>Coaching from Behavior Coach and Mental Health Consultant</p>	<p>Mental Health Coordinator</p>	<p>On-Going Coaching</p>	<p>District PBIS coaches</p>	<p>Behavior incidences will decrease once strategies in place</p>	<p>100% of staff will record behavior incidences (BIRs)</p> <ul style="list-style-type: none"> In 12-13 we began to use a computerized behavior data collection system In 12-13, 14/21 teachers turned in BIRs. 	<p>Staff training on challenging behavior and process for writing behavior plans was completed on Sept. 27, 2013</p>

GOAL TWO Description of Tasks to Implement Major Improvement Strategy	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
Create Leadership Group for Hispanic Families in Early Childhood	FCP Coordinator	Begin group September 30, 2013 Report to Policy Council by December 2013		Increased opportunities for Spanish speaking families to network Increased Hispanic family participation in volunteering in classrooms and Learning at Home activities as tracked through the volunteer time sheets and home visit logs	13-14 Discuss partnerships with already established parent groups at Truscott and Winona Elementary Schools 13-14 Research how to fund and implement "Abriendo Puertas" curriculum	Group had their first meeting October 2013 3 Parents have volunteered to be leaders
Implement PLC Model	EC Administrator Leadership Team	PLC Teams meet monthly	District PLC training Coaches	Grade level teams progress monitor school readiness goals	Grade level teams meet weekly to reflect on the four critical questions of learning	

<p>Goal Area 3.0: Culture of Excellence – Educator Effectiveness – Implement the new educator effectiveness system</p> <p>District Focus Areas: #2, #4, #5, #6, #7</p> <p>100% of staff will make a commitment to continuous improvement as evidenced through participation in coaching conversations, reflective practices, written quality improvement plans, and data analysis</p> <p>Major Improvement Strategy: Staff, in conjunction with Policy Council, will consistently monitor program quality.</p> <p>Root Cause: Minimal coordination of program data analysis.</p> <p>Data Analysis: <i>Less than 50% of the staff has experimented with using the Inventory of Practices in order to self-assess their practices in using Pyramid strategies and Positive Behavior Supports and Interventions.</i></p> <ul style="list-style-type: none"> 12-13 Data: 100% of staff completed the Inventory of Practices <p><i>The program is making a switch to a more integrated approach for family service delivery. Classroom paras will use Friday time in order to provide home visits to families who qualify for Head Start. Child and Family Support Paras will also have more time to spend within the classroom in order to support the children and the progress towards meeting the school readiness goals.</i></p>
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GOAL THREE Description of Tasks to Implement Major Improvement Strategies	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
Staff will complete the Inventory of Practice (IOP) for the Pyramid during the 1 st quarter of the school year and use it to set up their environment and to ensure that they have implemented all Tier 1 strategies	Mental Health Coordinator	2013-2014	PBIS Team, CSEFEL and TACSEI websites, CDE regional coach		Fall of 2012, Mental Health coordinator will work with 10 teachers directly to collaborate and coach them in their efforts <ul style="list-style-type: none"> 12-13 100% of staff completed the IOP MH coordinator coached and collaborated with 12 teachers and several specialists and paraprofessionals 	

GOAL THREE Description of Tasks to Implement Major Improvement Strategies	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
					<p>Fall 2012 all teachers will fill out at least 50% of the I.O.P.</p> <ul style="list-style-type: none"> Fall 12-13 100% of teachers filled out 100% of the IOP <p>12-13 100% of staff will have a written Coachee Action Plan related to CLASS and/or Pyramid Implementation</p> <ul style="list-style-type: none"> All staff had a plan as a result of their coaching session however, not all staff formalized the plan <p>13-14 Plans will be formalized and will be a part of their professional development plan</p>	
<p>Define on-going data reporting requirements for each program area.</p>	<p>EC Administrator</p>	<p>September 2012 – on-going</p> <ul style="list-style-type: none"> This is an on-going process. We have identified specific data that will be a part of the monthly program reports. This will begin in 13-14 and will continue to be refined 	<p>Leadership Team Policy Council</p>		<p>100% of leadership team will complete required reports on-time</p> <p>List of Classroom Expectations – both instructional strategies and environmental requirements</p>	

GOAL THREE Description of Tasks to Implement Major Improvement Strategies	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
Classroom paraprofessionals and Child and Family Service paraprofessionals will receive cross-training in order to have necessary skills for family support, family engagement and classroom support.	Family and Community Partnership Coordinator Coaches	2012/2013 training – minimum 6/year 13-14 monthly training Ongoing	Parent, Family and Community Engagement Framework Documentation forms Head Start T/TA	By 2015 90% of Head Start families will report positive outcomes from visits <ul style="list-style-type: none"> 12-13 Need to develop tool for assessment 13-14 Tool will be completed by Winter Break and families will complete survey in January and then also include questions in Spring 2014	Classroom Paras and Child and Family Support Paras will be provided at least 6 trainings per year in order to keep their skills focused on early childhood best practice in family engagement and classroom support. These trainings will include: 2012 August/September training– PFCE Framework overview, Home Visit Planning, Family Interests and Needs, Parent Involvement tracking form. <ul style="list-style-type: none"> In 12-13 seven Para trainings were provided. Para meeting for input on 2013/2014 training indicates need for further training on goal-setting, managing documentation, handling difficult situations, information on community resources. 2013 October/November training – Goal-setting with families	Goal Training completed October 11, 2013 by Head Start T/TA

GOAL THREE Description of Tasks to Implement Major Improvement Strategies	Key Personnel	Timeline	Resources	Interim Measures (Child/Parent)	Implementation Benchmarks (Staff)	Notes
<p>Implement the new Colorado Department of Education Educator Effectiveness performance evaluation system:</p> <p>All professional development offerings will focus on providing supports that integrate standards, instruction and assessments with educator performance evaluations</p> <ul style="list-style-type: none"> • New Staff Training • Returning Staff Yearly Orientation • Follow District Implementation Model 	EC Administrator, Elementary Principals, Education Coordinator	<p>Training Fall 2012</p> <ul style="list-style-type: none"> • Training held August 2012 and on-going as staff met with EC Administrator and Principals <p>On-going</p>	Colorado Department of Education		<p>By Spring 2015 80% of teachers will be rated as proficient or higher</p> <p>100% of teachers will receive training on the new state teacher evaluation system.</p> <ul style="list-style-type: none"> • Met 2012-2013 • Training will be on-going as the new system is revised 	13-14 Pilot District for SSP Evaluation System