Colorado's Unified Improvement Plan for Districts for 2012-13

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 2011-12. 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 is pulled from the District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 District Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile 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%	75.16%	74.29%	74.91%	
		M	70.37%	49.11%	30.51%	73.36%	58.17%	43.21%	
		W	55.78%	56.8%	49.7%	58.83%	60.22%	55.29%	
		S	47.5%	46.81%	49.18%	53.59%	54.9%	55.07%	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate Student Growth Percentile (SGP)			Median SGP			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	28	25	13	52	49	52	
		M	47	64	78	50	53	53	
		W	38	45	42	49	46	49	
		ELP	38	51	70	55	49	51	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 District Results	Meets Expectations?	
Academic Growth Gaps	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks 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 and students below proficient.	See your district's performance frameworks 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.	
Post Secondary/ 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 83.7% using a 6 year grad rate	Meets	Overall Rating for Post Secondary 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's performance frameworks 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 English Language Learners.	Approaching	
	Dropout Rate **Expectation:** At or below State average overall.	3.9%	2.2%	Meets	
	Mean ACT Composite Score **Expectation:** At or above State average	20.1	20.6	Meets	

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2

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 **Description:** Academic Growth CELApro sub-indicator (median and adequate growth percentiles) rating on the District Performance Framework.	Meets or Exceeds rating on Academic Growth CELApro sub-indicator on District Performance Framework	Meets		YES
	AMAO 2 **Description:** % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	7.08%		YES
	AMAO 3 **Description:** Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for English Learners; Disaggregated Graduation Rate sub-indicators for English Learners; and Participation Rates for English Learners.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for English Learners, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for English Learners, and (3) 95% Participation Rate for English Learners.	R	Approaching	NO
			W	Approaching	
			M	Meets	
			Grad	Does Not Meet	
			Participation	Meets 95%	

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3

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited	Based on preliminary 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, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the district's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the district has been finalized, this report will be re-populated in Novemeber 2012.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	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.
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two consecutive years	Title III Improvement – Year 5	Based upon preliminary results for Title III, grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 15, 2013. At a minimum, make sure to address any missed targets in 2010-11 and 2011-12 in the plan. An optional addendum form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement – Year 3 or more.
Improvement Support Partnership (ISP) or Targeted District Improvement Partnership (TDIP) Grants	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, CADI) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	The district does not need to include the additional requirements for this grant.

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4

Section II: Improvement Plan Information

Directions: This section should be completed by 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

Additional Information about the District

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   ☐ District Partnership Grant   ☐ Improvement Support Partnership Grant   ☐ Other: _____

For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: ☐ District Only   ☐ District and School Level Plans

	District/Consortium Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Dr. Judy Skupa, Assistant Superintendent
	Email	judy.skupa@thompsonschools.org
	Phone	970-613-5026
	Mailing Address	800 S. Taft Loveland CO 80357
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

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5

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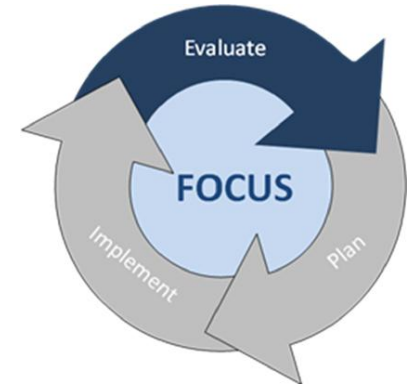
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 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.*
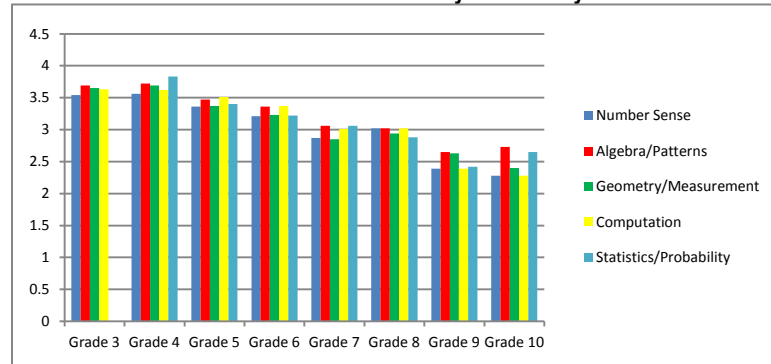
Performance Indicators		Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R	▪ Increase by 2 points the percentage of students proficient or higher (75.7% to 77.7%)	Target not met; performance remained stable 74.6%	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. Achievement, particularly at the elementary level, is not at the desired level.
	M	▪ Increase by 2 points the percentage of students proficient or higher (73.4% to 75.4%)	Target not met; performance remained stable at 59.5%	
	W	▪ Increase by 2 points the percentage of students proficient or higher (61.0% to 63.0%)	Target not met; performance decreased to 56%	
	S	▪ Increase by 2 points the percentage of students proficient or higher (53.2% to 55.2%)	Target not met; performance increased to 54%	
Academic Growth	M	▪ Increase MGP to > 55 in math at the middle level	Target not met; actual performance was 53	Growth in middle school math continues to be within the typical growth range, but missed the target by 2 percentage points. Increasing both time and focus of instruction has resulted in moderate gains.
Academic Growth Gaps	R	▪ MGP for all subpopulations meet state target for adequate growth (>55)	Met target or FRL and minority at all levels; ELL at HS; did not meet target for IEP or ELL at EL (43/53) or MS (42/51) or IEP at HS (42)	Intensity of the interventions was not sufficient for the growth needed for subpopulations make adequate growth; students access to grade level text

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Performance Indicators		Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	M	▪ MGP for all subpopulations meet state target for adequate growth (>55)	Met target for ELL at HS; did not met target at El, MS or HS (range 39-51)	key concepts are not deeply understood by students; students are not fluent in computation; students do not have access to or are not demonstrating knowledge of grade level outcomes in number sense, particularly base ten system; instructional time in math is insufficient
	W	▪ MGP for all subpopulations meet state target for adequate growth (>55)	Target met HS ELL; Target not met for all others; in 40-49 range for all subgroups except MS IEP (39)	Students do not receive feedback on their writing; do not write frequently for a variety of purposes.
Post Secondary Readiness		▪ Increase IEP and Hispanic graduation rate to meet or exceed state average (80%)	Target not met; IEP at 77.7% and Minority at 66.6%	Significant gains have been made with IEP students moving from a 62.4% rate to 77.7%;
		▪ Decrease IEP dropout rate below state average (< 2.3%)	Target met	Programming changes and attention to Indicator 13
		▪ District dropout percentage will remain below state rate (1.9% or lower)	Target met (2.2%/3.9%)	Programming changes (SOARS, credit recovery, labs, GED)
		▪ Increase ACT composite score by .4 points for all students to 20.8	Increase in Act by .2 to 20.6, fell short of goal by .2	Academy ACT has demonstrated strong gains at 2 of 4 high schools
English Language Development and Attainment (AMAOs)		▪ Increase the percentage of students meeting or exceeding state expectations (55.97% or higher)	Target met; 62.1% of ELL students PP or higher in math	Intervention support through computer based programming
		▪ Increase the percentage of students meeting or exceeding state expectations (81.19% or higher)	Target not met; 70.9% of ELL students PP or higher in reading	Continue intervention support through computer based programming

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7

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status) Math	**Math Targets Achieved: % of students P and Advanced (green)****	Meets state expectations in math.	

Math Targets Achieved: % of students P and Advanced (green)**

	2009	2010	2011	2012
Elem	68.2%	73.2%	73.2%	73.2%
Middle	56.8%	56.7%	56.2%	58.6%
High	38.6%	42.5%	42.2%	40.2%
Total	56.2%	59.3%	59.1%	59.5%

TCAP Math Above Proficiency

Chart: TCAP Math Above Proficiency — bar chart showing years 2010, 2011, 2012 for Math 03, Math 04, Math 05, Math 06, Math 07, Math 08, Math 09, Math 10.

In overall academic achievement in math, the district has met or exceeded the expectation that % P and A is above the 50th percentile over the last 4 years. Our achievement has stabilized over the past three years. Even though elementary students have the highest levels of proficient or higher, the percentile rank of performance is at 61. This is compared to 76 at the middle level and 82 at the high school level. Math performance at the middle school gained over 2 percentage points in proficiency while high school lost 2 percentage points in proficiency.

Priority Performance Challenges:

Meets state expectations in math.

District challenge:

Math performance overall at the elementary is stable, but there is a decrease of 8 percentage points in proficiency from grade 3 to 4; 10 percentage points between 3 and 8; and 35 percentage points between 3 and 10.

Root Causes:

- Weak system for monitoring and responding to student progress and the impact of instruction
- Inconsistent pedagogical understanding of mathematical concept development
- Lack of robust evaluation system to provide quality feedback for improvement of performance.
- Lack of instructional materials to support personalized student learning, particularly digital content or multimedia

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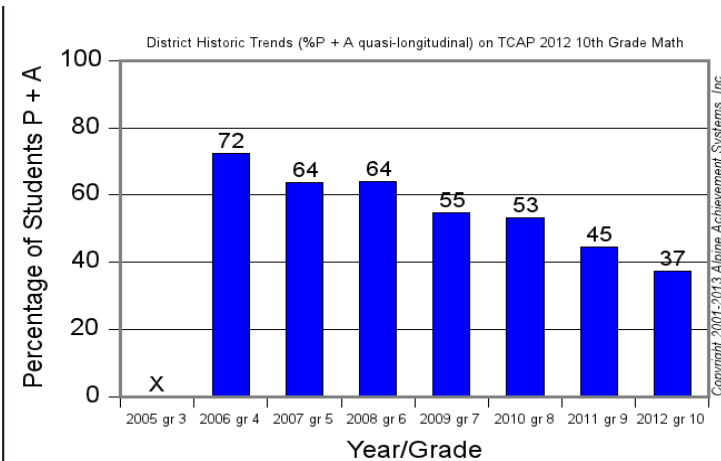
8

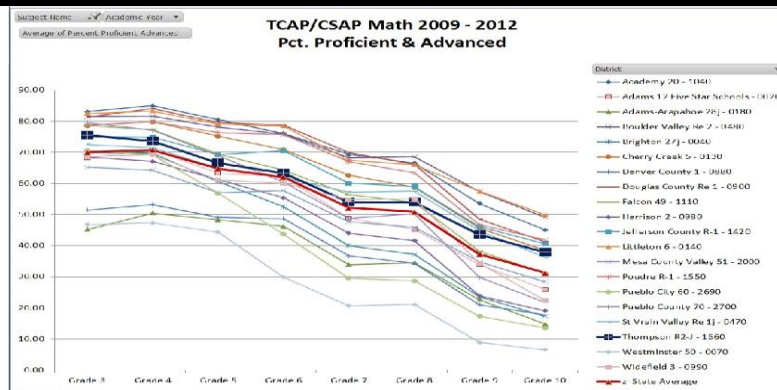**2012 TCAP Math Performance by Standard by Grade**

Across all grade levels number sense and computation appear to be the standards of lowest performance across all grade levels; algebra and patterns the highest.
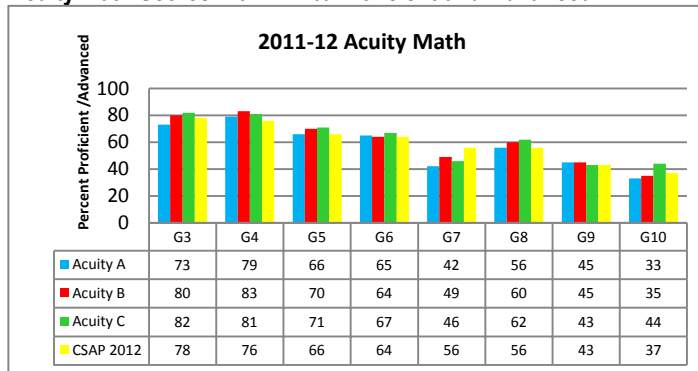
TCAP Math Comparison

Math achievement peaks for students at grade 3, and then follows a pattern of reduction in proficient by 8 percentage points between 3 and 4; 10 percentage points between 3 and 8; and 35 percentage points between 3 and 10.

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9

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TCAP/CSAP Math 2009 - 2012
Pct. Proficient & Advanced

This patterns of achievement in TSD appears to follow the same trend pattern as other metro districts in math except in grades 4 (performance goes down in TSD) and 7 (performance goes down in TSD).

Acuity Math Scores: 2011-12 % Proficient and Advanced

2011-12 Acuity Math

	G3	G4	G5	G6	G7	G8	G9	G10
Acuity A	73	79	66	65	42	56	45	33
Acuity B	80	83	70	64	49	60	45	35
Acuity C	82	81	71	67	46	62	43	44
CSAP 2012	78	76	66	64	56	56	43	37

Acuity data indicates little change in performance for the majority of grades—the exceptions being grade 3 and grade 7.

Math performance across schools and grades indicate:
✓ 34% declined by more than 2 percentage points;
✓ 47% increased by more than 2 percentage points;
✓ 19% changed less than 2 percentage points;
✓ 31% below state average

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10

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Academic Achievement (Status)

Reading

Reading Targets Achieved: % of students P and Advanced (green)

|	2009	2010	2011	2012
Elem	73.8%	73.3%	75.7%	75.2%
Middle	72.8%	72.5%	74.5%	74.3%
High	74.5%	76.8%	74.8%	75.0%
Total	74.6%	73.8%	74.9%	74.4%

In overall academic achievement in reading, the district has met or exceeded the state expectation of % P and A. Our percentile rank at all levels is above 60.

TCAP 2010-12 TCAP by Grade
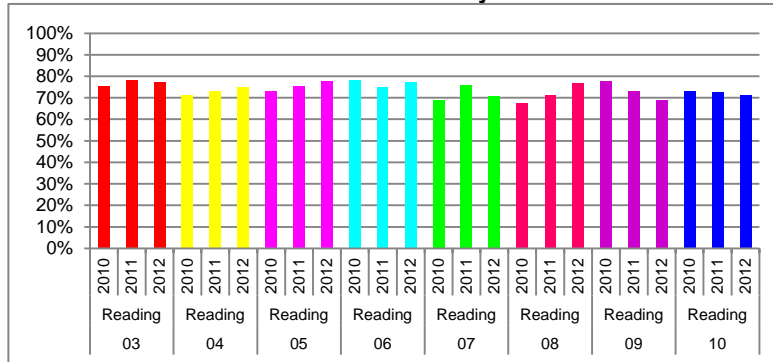
Our achievement trend has increased at elementary and middle from 2009-2011 with stable performance in 2012.

2012 TCAP Reading by Standard by Grade
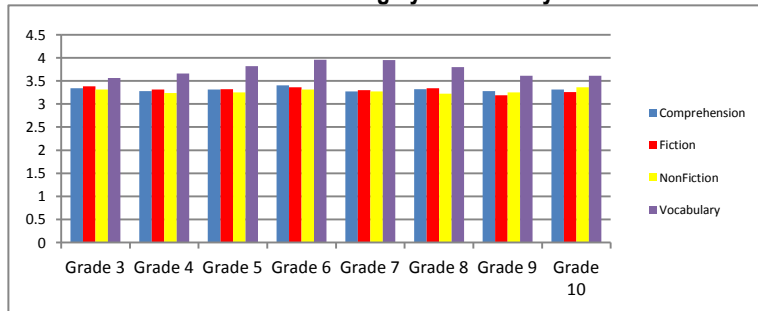
Student performance in vocabulary is strongest at all levels. Achievement in reading fiction is higher than nonfiction at the elementary and middle levels; by high school this achievement pattern is reversed.
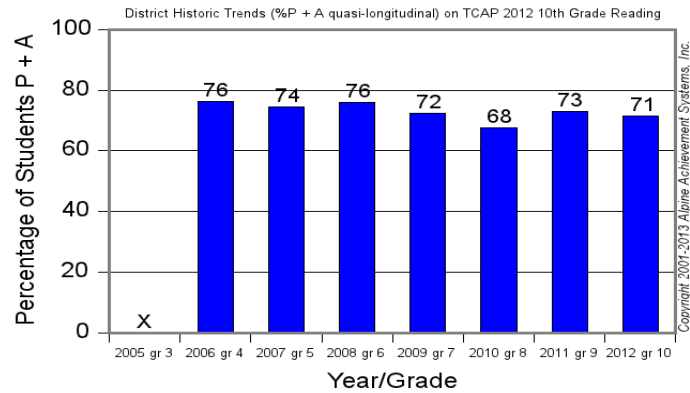
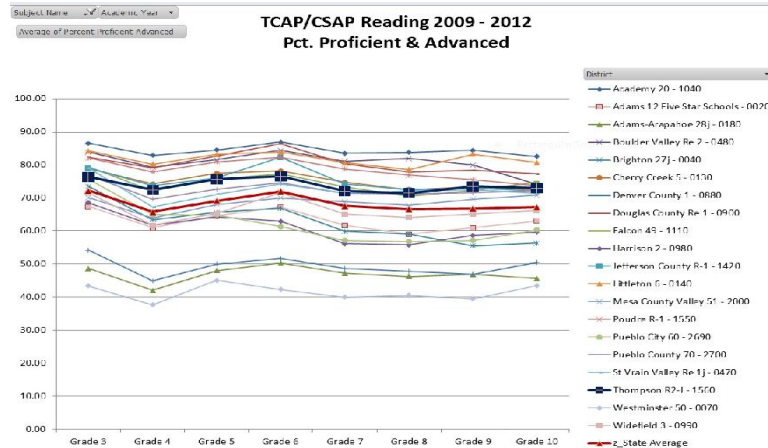Meets state expectations in reading.

District Challenge:

The percentage of Grade 3 students proficient in reading has remained stable over the past three years (77%, 76%, 78%); reading proficiency has steadily declined at grade 9 for the past 3 years.

- Weak system for monitoring and responding to student progress and the impact of instruction

- Inconsistent pedagogical understanding of literacy development

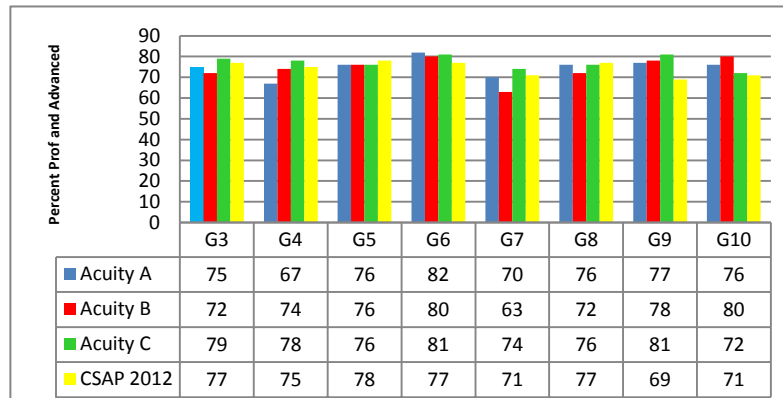- Lack of robust evaluation system to provide quality feedback for improvement of performance.

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11

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TCAP Reading Comparison

District Historic Trends (%P + A quasi-longitudinal) on TCAP 2012 10th Grade Reading

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Percentage of Students P + A

2005 gr 3	2006 gr 4	2007 gr 5	2008 gr 6	2009 gr 7	2010 gr 8	2011 gr 9	2012 gr 10
X	76	74	76	72	68	73	71

Year/Grade

Longitudinally, reading peaks at the elementary level with a decline of 8 percentage points by grade 8 and a decline of 5 percentage points by grade 10. Compared to the top 22 largest districts in Colorado Thompson scores in the top third of reading scores at all levels. Thompson follows the trend pattern of achievement as other districts.

TCAP/CSAP Reading 2009 - 2012
Pct. Proficient & Advanced

Subject Name   Academic Year
Average of Percent Proficient Advanced

District

- Academy 20 - 1040
- Adams 12 Five Star Schools - 0020
- Adams-Arapahoe 28j - 0180
- Boulder Valley Re 2 - 0480
- Brighton 27j - 0040
- Cherry Creek 5 - 0130
- Denver County 1 - 0880
- Douglas County Re 1 - 0900
- Falcon 49 - 1110
- Harrison 2 - 0980
- Jefferson County R-1 - 1420
- Littleton 6 - 0140
- Mesa County Valley 51 - 2000
- Poudre R-1 - 1550
- Pueblo City 60 - 2690
- Pueblo County 70 - 2700
- St Vrain Valley Re 1j - 0470
- Thompson R2-J - 1500
- Westminster 50 - 0020
- Widefield 3 - 0930
- z_State Average

Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

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12

Acuity Reading Scores: 2011-12 % Proficient and Advanced

	G3	G4	G5	G6	G7	G8	G9	G10
Acuity A	75	67	76	82	70	76	77	76
Acuity B	72	74	76	80	63	72	78	80
Acuity C	79	78	76	81	74	76	81	72
CSAP 2012	77	75	78	77	71	77	69	71

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Acuity scores indicate a slight change in performance from fall to time of testing at the elementary level, but not at the middle or high school level.

District Fall 2012 K-2 DRA2 Results

	K		1		2	
	n	%	n	%	n	%
Substantially Deficient	26	2%	79	7%	237	22%
Partially Proficient	0	0	268	25%	302	29%
Proficient	931	86%	520	49%	299	29%
Advanced	127	12%	207	19%	206	20%
Total	1084		1074		1044	

Fall 2012 marks the first year that all K-2 students were assessed using the DRA2. Results indicate about half of our students in grades 1-2 are reading at grade level benchmark.

Across the district, by grade and school, reading:
✓ 33% declined by more than 2 percentage points
✓ 31% increased by more than 2 percentage points
✓ 36% changed less than 2 points
✓ 27% below state average points

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13

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Academic Achievement (Status) Writing	**Writing Target Achieved: % of students Proficient and Advanced (green)****					Meets state expectations for writing	▪ Weak system for monitoring and responding to student progress and the impact of instruction

Writing Target Achieved: % of students Proficient and Advanced (green)**

	2009	2010	2011	2012
Elem	55.1%	55.6%	60.7%	59.3%
Middle	61.5%	58.1%	61.0%	55.7%
High	55.1%	53.6%	56.4%	51.2%
TOTAL	57.5%	56.0%	59.7%	56.0%

CSAP/TCAP Writing by Grade Level 2010-12**
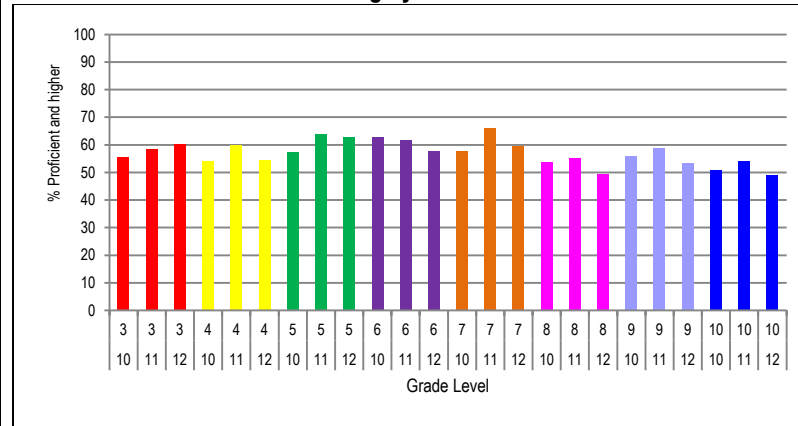
In overall academic achievement, the district has met or exceeded the expectation that % P and A is above the 50th percentile over the last 3 years. At the elementary level, we saw three years of gain from 2009 -2011 and a decline, though not significant, in 2012. Middle level writing dropped in 2012 (due in part to over 225 grade 8 scores being invalidated due to breach in test protocol). At the high school level, achievement levels were at the lowest levels since 2008. In 2012, we saw a decline of 3.7 percentage points in proficiency for writing.

Meets state expectations for writing

District Challenge:

In 2012, we saw a decline in writing after three years of gains at the elementary and middle levels; paragraph writing is a challenge at all levels.

- ▪ Weak system for monitoring and responding to student progress and the impact of instruction

- ▪ Inconsistent pedagogical understanding of literacy development

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

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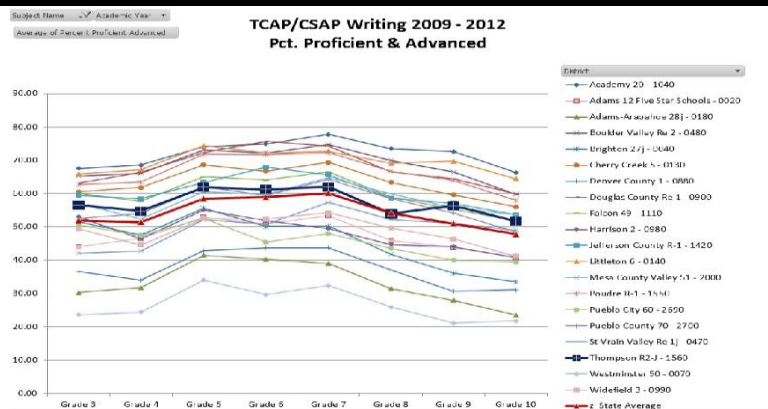
14

2012 TCAP Writing Achievement by Standard by Grade
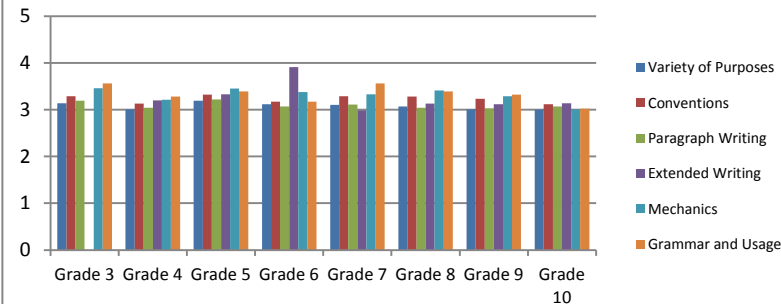
An analysis of standards indicates that paragraph and extended writing (except at grade 6) are areas of challenge.

TCAP Writing Comparison

District Historic Trends (%P + A quasi-longitudinal) on TCAP 2012 10th Grade Writing
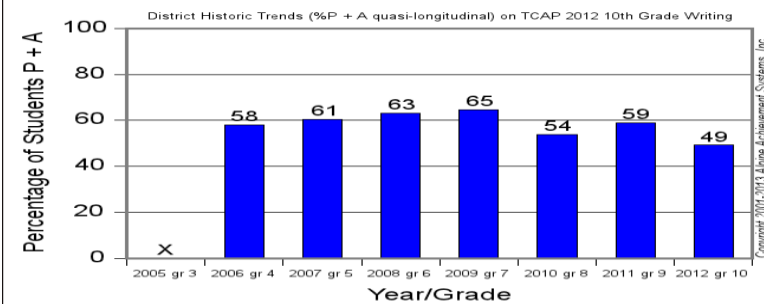
Writing performance increases from grade 3 to grade 7; at grade we see a decline that continues to grade 10 where the lowest levels of writing proficiency are noted. While the district scores in the mid-range of the other top 22 like size districts in Colorado at the elementary range, beginning at grade 6, writing performance begins to equal state performance and continues on that trend until grade 9. The gap in proficiency levels between district and state is the lowest for writing.

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15

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TCAP/CSAP Writing 2009 - 2012
Pct. Proficient & Advanced

In 2012, we saw a decline in writing after three years of gains at the elementary and middle levels; paragraph writing is a challenge at all levels.

Across the district, by school and grade, writing:
- ✓ 54% declined by more than 2 percentage points
- ✓ 37% increased by more than 2 percentage points
- ✓ 9% changed less than 2 percentage points
- ✓ 38% below state average

Academic Achievement (Status) Science	**Science Target Achieved: % of students Proficient and Advanced (green)**					Meets state expectations in science	▪ Weak system for monitoring and responding to student progress and the impact of instruction

Science Target Achieved: % of students Proficient and Advanced (green)

	2009	2010	2011	2012
Elem	57%	55.0%	53.2%	53.6%
Middle	54%	53.8%	55.5%	55%
High	55%	54.3%	56.9%	55.1%

In overall academic achievement, the district has met or exceeded the state expectations that % P and A is above the 50th percentile over the last 3 years. Percentile ranks are 66 at elementary, 70 at middle and 63 at high school. At the elementary level achievement has a pattern of decline and then stable. At the middle level achievement remained stable as it did at the high school.

Academic Achievement (Status) Science

Meets state expectations in science

District challenge: Declining scores at the elementary level; insufficient progress at the middle and high

- ▪ Weak system for monitoring and responding to student progress and the impact of instruction
- ▪ Inconsistent pedagogical understanding of literacy and science development
- ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.

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16

Science Trends

District Historic Trends (%P + A quasi-longitudinal) on TCAP 2012 10th Grade Science
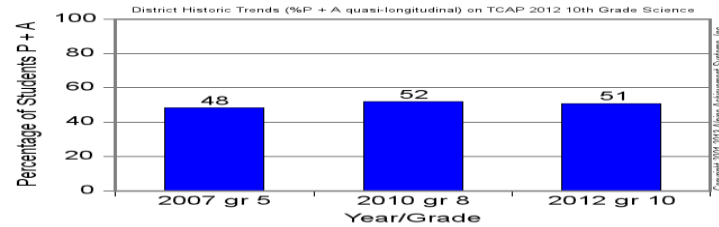
Performance in science remains relatively unchanged from grade 5 to grade 10.

Performance in science has declined the past three years at the elementary level and has remained relatively stable at middle and high school levels.

Across schools and grade levels, science:
- ✓ 48% declined by more than 2 percentage points
- ✓ 31% increased by more than 2 percentage points
- ✓ 21% changed less than 2 percentage points
- ✓ 38% below state average

Academic Growth Math	**Academic Growth Targets Met in Elementary Math (green)** **Academic Growth Targets Missed in Middle and High School Math (yellow)**	While both MS and HIS demonstrated a MGP of 53, the growth was not sufficient to meet state expectations.	▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Lack of pedagogical understanding of mathematical concept development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance. ▪ Lack of instructional materials to support personalized student learning, particularly digital content or multimedia

	Elem		Middle		High	
	State Target	District Total	State Target	District Total	State Target	District Total
2010	51	54	63	57	80	54
2011	42	49	64	48	76	54
2012	47	50	64	53	78	53

The district met overall academic growth targets at the elementary level; there is a decreasing pattern at all levels.

	2009	2010	2011	2012
Grade 4	43	55	49	48
Grade 5	44	54	49	42
Grade 6	44	56	46	50
Grade 7	52	59	51	55
Grade 8	52	56	48	58
Grade 9	44	53	55	55
Grade 10	50	54	54	50
Total	47	55	50	51

In 2010, every grade level achieved a MGP >50; in 2011, this goal was achieved at the high school level and the district overall. In 2012, all grades at the middle and high school achieved a MGP >50 with grades 7, 8 and 9 meeting the district goal of 55; at the elementary level, the MGP fell below district expectations at 48 and 42 while meeting state expectations.

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17

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Academic Growth Reading

Academic Growth Targets Met in Reading (green)

	Elem		Middle		High	
	State Target	District Total	State Target	District Total	State Target	District Total
2010	28	51	22	44	13	53
2011	29	54	29	53	13	53
2012	28	52	25	49	13	52

	2009	2010	2011	2012
Grade 4	53	55	56	52
Grade 5	49	45	52	52
Grade 6	48	47	50	45
Grade 7	51	42	56	46
Grade 8	51	42	55	57
Grade 9	54	52	51	46
Grade 10	52	53	54	52
Total	51	49	54	50

The district has met overall academic growth targets at all levels in reading for two years with an increasing pattern at elementary and middle and a stable pattern at high school level. In 2011, every grade level achieved a MGP $\geq$50; in 2009, 6 of 7 grade levels met this goal and in 2010 3 of 7 grade levels met this goal. In 2012, 4 of 7 grades had a MGP of $\geq$50; 3 of 7 had a MGP in the 40s, falling below district expectations.

Meets state expectations for growth in reading

Academic Growth Writing

Academic Growth Targets Met in Writing (green)

	Elem		Middle		High	
	State Target	District Total	State Target	District Total	State Target	District Total
2010	42	50	45	44	42	50
2011	35	51	44	47	38	49
2012	39	49	45	46	42	49

The district met overall academic growth targets at every level with declining performance at the elementary level and stable performance at the secondary level. In 2012, no grades achieved a MGP higher than 48.

	2009	2010	2011	2012
Grade 4	47	54	52	44
Grade 5	49	45	50	48
Grade 6	46	48	46	45
Grade 7	49	44	49	45
Grade 8	50	40	46	47
Grade 9	53	48	50	47
Grade 10	48	51	48	48
Total	49	48	49	47

Meets state expectations for writing growth

- Weak system for monitoring and responding to student progress and the impact of instruction
- Inconsistent pedagogical understanding of literacy development
- Lack of robust evaluation system to provide quality feedback for improvement of performance.

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18

Academic Growth English Language Proficiency	**English Language Proficiency** **Academic Growth Targets Met (green)**	Meets state expectations at overall district level; middle and high are in the approaching category.	• Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning

English Language Proficiency
Academic Growth Targets Met (green)

	Elem		Middle		High	
	State Target	District Total	State Target	District Total	State Target	District Total
2012	38	55	51	49	70	51

This target was added in 2012 and the district meeting state targets at all levels.

Academic Growth Gaps

Reading Academic Growth Gaps
Targets Achieved (green) FRL, Minority, HS ELL
Targets Missed (yellow and red): IEP, EL ELL, Catchup, IEP, MS ELL

	Elementary			Middle			High		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
FRL	46	47	47	43	49	45	50	48	48
Minority	46	50	48	48	52	47	54	50	50
IEP	42	45	43*	37*	49	42*	38*	46	41*
ELL	54	56	53*	51*	53	51*	61*	63	61*
Catchup	51	57	53*	47*	53	49*	53*	55	50*
Overall	A	Meets	A	A	A	A	A	A	

Percentile Achieved/StateTarget; *Did not make adequate growth

Performance decreased for all subpopulations at all levels. While all subpopulations demonstrated a growth percentile ranging from 41 to 61, these gains fall far short of the needed adequate growth percentiles needed (ranging from 38 to 94) to meet state targets

Math Academic Growth Gaps: Targets Achieved: HS ELL
Targets Missed: ALL Elem, All MS, All HS

	Elementary			Middle			High		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
FRL	49	43	44*	53	43	50*	50	53	49*
Minority	48	45	46*	53	43	49*	49	49	50*
IEP	40	42	39*	46	38	43*	46	49	46*
ELL	56	48	50*	57	43	52*	54	49	55*
Catchup	52	49	50*	43	45	51*	53	53	51*
Overall	A	A	A	A	A	A	A	A	A

Percentile Achieved/StateTarget; *Did not make adequate growth

Persistent achievement gap for all subpopulations is noted. District is approaching state targets for all subpopulations except MS IEP where it did not meet state expectations. While growth percentiles range from 38 to 56, the district fell short of meeting growth percentiles needed to close the gap ranging from 41 to 99.

A persistent, historical and predictable achievement gap exists between students with an IEP in all content areas and students without an IEP

A persistent, predictable achievement gap exists for all students in subpopulations in math and writing.

• Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning.

• Weak system for monitoring and responding to student progress and the impact of instruction

• Inconsistent pedagogical understanding of literacy development

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

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

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19

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Writing Academic Growth Gaps Targets Achieved (green): HS ELL Targets Missed (yellow and red): All but HS ELL

	Elementary			Middle			High		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
FRL	43	45	43	39	42	42	47	47	46
Minority	44	47	46	45	45	45	50	52	51
IEP	37	47	42	36	41	39	44	46	44
ELL	54	49	48	48	50	49	54	62*	58
Catchup	49	53	49	43	50	47	51	52	50
Overall	A	A	A	A	A	A	A	A	A

Percentile Achieved/StateTarget; *Did not make adequate growth

Performance declined for all elementary subgroups. At the middle level performance was stable for FRL and Minority but declined for ELL, IEP and Catch-up. At the HS level, performance declined for all subpopulations.

Overall, our academic growth gaps have been stable when comparing our 1-year results with our 3-year results. All three areas, reading, writing and math, are experiencing similar growth patterns. In four areas (reading English learners and student catching up; math economically disadvantaged and students catching up) our growth percentile is fifty or above. Free and reduced student's reading and minority reading are the only areas we are meeting expectations at all levels.   We do not meet expectations for students with disabilities math at the elementary level or students with disabilities writing at middle school level. We are approaching in all other areas. We are seeing strong indicators of improvement with middle and high school math, particularly with English Learners. Most remarkable is our math growth with English learners at high school which showed a 9 point percentile growth last year to reach a percentile of 55.

PostSecondary Workforce Readiness	**COACT**											The district is approaching state targets for graduation for IEP students, minority students, and FRL; while gains were made for each of these categories, the gains were not sufficient. The district did not meet state expectations for graduation ELL students.	▪ Lack of institutional equity-- systems are in place that are barriers to student success—access to higher level classes, lack of personalized instruction, lack of understanding generational preferences of students ▪ Lack of instructional materials to support personalized student learning, particularly digital content or multimedia

COACT

	English		Math		Reading		Science		Composite	
	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State
2009	19.6	19.0	20.3	19.8	21.2	20.4	20.6	20.1	20.6	20.0
2010	19.7	19.2	20.1	19.9	20.6	20.2	20.3	20.1	20.3	20.0
2011	19.8	19.0	20.2	20.0	20.7	19.9	20.6	20.4	20.4	19.9
2012	20.7	19.4	20.8	20.1	20.9	19.8	20.9	20.9	20.9	20.0

For the first time in 4 years, Grade 11 students demonstrated a significant increase in COACT English (+.9), Math (+.6), and Composite (.5) scores. Gains were also noted in Reading (+.2) and Science (+.3).

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20

Graduation Rate for All Students State Target Achieved (green)

Graduation Rate for IEP Students State Target Missed (yellow)

	State Target	District Total	IEP Students	ELL	Minority	FRL `
2009	80%	82.5%	78.5%	50%	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%

The district has met state target for graduation for all students for the past two years. The district has not met state targets for graduation for IEP students for two years although there was a3 .6 increase from 2010 to 2011.

Dropout Rates for All Students State Target Achieved (green)

Dropout Rates for IEP Students State Target Missed (yellow)

	State Target	State Target for IEP	District Total	White	His	FRL	IEP	ELL
2009	3.6%	2.4%	2.6%	2.0 %	6.1%	4.7%	2.7%	9.0%
2010	3.6%	2.3%	1.9 %	1.7 %	3.0%	2.4%	2.7%	3.1%
2011	3.6%	2.3%	2.2%	1.7%	2.7%	2.2%	1.7%	3.0%

Dropout rates for all subgroups of students except IEP has followed a decreasing pattern from 2009-2010; IEP performance has remained stable. In 2011, IEP dropout rate decline a full percentage point. The district trend outperforms the state trend where dropout rates have remained stable. IEP Graduation and Dropout Rate has shown a trend of increasing then decreasing from 2009-2011.

English Language Development and Attainment (AMAOs)

AMAO 1

Academic Growth Targets Met in English Language Proficiency (CELAPro)

	Elem		Middle		High	
	State Target	District Total	State Target	District Total	State Target	District Total
2012	38	55	44	48	N<20	N<20

2012 was the first year this metric was used for calculation in the academic growth category. Target met at elementary and middle; the n was not sufficient at the high school level for results to be made public.

Meets state expectations

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21

AMAO 2

Targets Met for English Proficiency as measured by CELAPro

	State Target	District Total
2011	7%	8.19%
2012	7%	7.08%

Meets state expectations

AMAO 3 – MGP

	2009	2010	2011	2012	status
R	58	55	55	47	Approaching
W	55	50	54	48	Approaching
M	49	56	45	55	Meets
Grad				54.5%	Does Not Meet
Participation	Meets 95%	Meets 95%	Meets 95%	Meets 95%	Meets 95%

The district falls short of state target of 80% graduation rate for ELLs.

The district did not meet MGP/AGP at the EL or MS levels in Reading and Writing

- Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning.
- Weak system for monitoring and responding to student progress and the impact of instruction
- Inconsistent pedagogical understanding of literacy development
- Lack of robust evaluation system to provide quality feedback for improvement of performance.

Highly Qualified

Minority

There is no significant difference in the percentage of minority students being taught by experienced teacher or novice teachers across the district.

Poverty

Meets state expectations for HQ Equity; did not meet expectations for HQ Summary with 7 schools not have 100% of staff certified/qualified in the areas of instruction.

- Weak system for monitoring and responding to student progress and the impact of instruction

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22

There is no significant difference in the percentage of students of poverty being taught by experienced teachers or novice teachers across the district.

HQ-Equity							
Highly Qualified Data				**Gap**			
All schools in the state were divided into four quartiles - the 1st quartile being the schools with the lowest percentage of students eligible for free or reduced lunch, and the 4th being the highest. Districts may not have schools in each of the quartiles depending on the district's size and demographics. Poverty quartiles are determined separately for elementary and secondary levels. Data on each individual school is posted here: www.cde.state.co.us/FedPrograms/danda/hqtdata.asp.							
Metric	% of classes taught by HQ teachers			Metric		HQ equity gap	
Poverty	District	State	Gap With State	Poverty		District	State
4 (Low Poverty)	100.00%	99.80%	00.20%	Gap between 4 (low) and 1 (high)		00.00%	-00.01%
3	98.44%	99.53%	-01.09%	Gap between 4 (low) and 2		00.00%	-00.22%
2	100.00%	99.58%	00.42%	Gap between 3 and 1 (high)		01.56%	00.25%
1 (High Poverty)	100.00%	99.78%	00.22%				

Highly Qualified

The district did not meet the NCLB requirement of 100% HQ staff, with 7 schools identified as below the requirement.

HQ-Summary					
Name	Classes	2010	2011	2012	
THOMPSON R2-J	Percent Without Highly Qualified Teachers		0.19%	0.86%	
THOMPSON R2-J	Percent With Highly Qualified Teachers		99.81%	99.14%	
THOMPSON R2-J	Target Percentage	100.00%	100.00%	100.00%	
THOMPSON R2-J	Target Made		No	No	
Colorado	Percent Without Highly Qualified Teachers		0.43%	0.31%	
Colorado	Percent With Highly Qualified Teachers		99.57%	99.69%	
Colorado	Target Percentage	100.00%	100.00%	100.00%	
Colorado	Target Made		Yes	Yes	

Berthoud El = 97.1%	MBES = 97.73%
Carrie Martin = 94.2%	PES = 95.21%
LCS = 96.2%	TVHS = 98.18%
LEMS = 98.3%	

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23

Data Narrative for District/Consortium

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

| 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., SAC). | Review Current Performance: Review the SPF and document any areas where the district(s) did not 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 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 takes into consideration the magnitude of the district's over-all 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. |

Description of District Setting and Process for Data Analysis

Students in the Thompson School District continue to consistently score higher in proficient and higher than the state in all four content areas—reading, writing, mathematics, and science. The district has consistently met state expectations for overall academic achievement and growth in reading, writing, and math. Graduation rates, drop-out rates, and ACT scores in the aggregate are also above state averages. There exists a persistent, predictable, and historical gap in achievement for Hispanic students, ELL, economically disadvantaged students, and students with an IEP. This pattern of achievement has the district only approaching state expectations. Although the district has engaged in a number of actions to address the gap, our actions have not been powerful enough to reduce the gap. The TSD District Improvement Plan for 2012-13 is a product of collaboration between staff across the district. The DAC has engaged intensively in data review as well. The goals, objectives, strategies, and key actions of this plan have been synced with key Colorado educational reforms.

Review Current Performance and Trend Analysis

Achievement in mathematics for all students remains a concern as we see a decrease in the percentage of students proficient or advanced from elementary to middle to high school (73.2% to 59% to 40.2%). While the district meets state expectations in academic achievement for all levels, it only meets state expectations for academic growth at the elementary level, scoring in the approaching category at the middle and high school levels. Academic growth gaps in mathematics for all subpopulations is of great concern as the district is only approaching state expectations and does not meet state expectations for IEP students at the elementary level. An analysis of standards indicated that the weakest performance is in number sense and computation. Performance on the COACT math section showed a significant gain in 2012 increasing .6 (20.8) after remaining stable over the past 3 years (20.3 to 20.1 to 20.2). The district met Annual Measureable Achievement Objective (AMAO) #3 in math.

Achievement in reading remains relatively stable from elementary to middle to high (75.2% to 74.3% to 75.0%) with the district meeting state expectations in academic achievement, academic growth, and academic growth gaps high school. This is the first year the district did not meet academic growth gaps at the elementary level; at the high school level, only students with IEPS are not meeting state expectations in terms of academic growth. At the elementary and middle level, the district is meeting state expectations for academic achievement and academic growth, but only approaching academic growth gaps due to performance by students with IEPS, ELL, and students needing to catch-up. Performance on the COACT, however, in reading has been increasing the last 3 years moving from 20.3 to 20.9. The district has not met Annual Measureable Achievement Objective (AMAO) #3 in reading in three years; while progress has been made, progress has not been sufficient.

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24

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In 2012, we saw a decline in performance in writing after three years of slight improvement at all levels. (59.3%; 55.7%; 51.2%). The district meets state expectations in academic achievement and academic growth at all levels, but only approaching in academic growth gaps. Only ELL students at the high school level demonstrated enough growth in writing to meet expectations; IEP students at the middle level did not meet expectations; all other subgroups were in the approaching category.

In overall science academic achievement, the district has met or exceeded the state expectations in the percentage of students proficient or advanced. Percentile ranks are 66 at elementary, 70 at middle and 63 at high school. While we have seen gains and drops in percentage points over the past three years of students proficient from 2009-2012, performance in science is declining yearly at the elementary level and not making gains at middle and high despite changes in curriculum and participation in STEM programs. The district meets state expectations for academic achievement in science. There is a stable gap in achievement of 20 percentage points for Hispanic and economically disadvantaged students that begins at grade 5 and continues through grade 10. Performance for ELL and students with disabilities in science is alarming and unacceptable. Achievement for students with IEPs peaks at the elementary level with 20% of students with an IEP proficient or higher, moving to 10% at the middle level, and 7% at the high school level. Achievement for ELL follows a similar pattern with 10% proficient or higher at the elementary level, moving to less than 6% at the secondary level.

In a review of district scores by classroom by grade, the District Accountability Committee identified the following trends in the data. We had a greater percentage of classrooms/grade decrease in performance than increasing in performance for all contents except mathematics. In those that did see gains, these gains were not significant for over a third of classrooms in reading, a fourth of classrooms in math and science, and in less than 10% in writing. Of concern is also the number of classrooms achieving below state level, particularly in science and writing.

Reading:	Writing	Math	Science
33% declined by more than 2	54% declined by more than 2	34% declined by more than 2	48% declined by more than 2
31% increased by more than 2	37% increased by more than 2	47% increased by more than 2	31% increased by more than 2
36% changed less than 2	9% changed less than 2	19% changed less than 2	21% changed less than 2
27% below state average	38% below state average	31% below state average	38% below state average

Graduation rates for Hispanic, ELL and IEP students has demonstrated a pattern of increasing over the past three years. Despite the gains that we have seen for Hispanic and IEP students in the past 3 years, the district does not meet state (>80%) expectations.

Priority Performance Challenges

Based on a review of the data, the following priority challenges have been identified in order to meet *district*, state, and federal expectations for 2011-12:

Academic Achievement:
- The percentage of Grade 3 students proficient in reading has remained stable over the past three years (77%, 76%, 78%); reading proficiency in nonfiction lags behind proficiency in fiction in grades 4-8
- Math performance overall at the elementary is stable, but there is a decrease of 8 percentage points in proficiency from grade 3 to 4; 10 percentage points between 3 and 8; and 35 percentage points between 3 and 10.
- In 2012, we saw a decline in writing after three years of gains at the elementary and middle levels; paragraph writing is a challenge at all levels.
- Student achievement is declining at all levels.

Academic Growth
- While both MS and HS demonstrated a MGP of 53 in 2012 in math, the growth was not sufficient to meet state expectations.

Academic Growth Gaps
- A persistent, predictable achievement gap exists for students with an IEP in all content areas

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25

- A persistent, predictable achievement gap exists for students needing to catch up in reading.
- A persistent, predictable achievement gap exists for all students in subpopulations in math and writing.

Postsecondary Workforce Readiness

- The district falls short of state target of 80% graduation rate for ELL, IEP, FRL, Minority.

Annual Measurable Achievement Objectives

- The district falls short of state target of 80% graduation rate for ELLs.
- The district did not meet MGP/AGP at the EL or MS levels in Reading and Writing for ELL

These priorities were established as a result of review of the District Performance Framework (DPF), CSAP review, and interim measure review by multiple stakeholder groups throughout the year using our continuous improvement cycle and process. Each of these priority challenges is identified in the DPF as approaching or not meeting district expectations. Challenges identified in Academic Achievement are district challenges; while meeting state expectations, performance does not meet district expectations.

Root Cause Analysis

	Priority Challenges	Root Cause
Academic Achievement	▪ Grade 3 Reading; Grades 4-10 nonfiction reading	▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of literacy development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.
	▪ Elementary, Middle, High School Math	▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of mathematical concept development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance. ▪ Lack of instructional materials to support personalized student learning, particularly digital content or multimedia
	▪ Elementary, Middle, High School Writing	▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of literacy concept development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.
	▪ Elementary, Middle, High School Science	▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of literacy and science concept development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.
Academic Growth	▪ MGP for MS and HS Math	▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of mathematical concept development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance ▪ Lack of instructional materials to support personalized student learning, particularly digital content or multimedia
Academic Growth Gaps	▪ MGP for IEP and students needing to catch-up in reading; ▪ MGP for ELL at EL and MS in reading (AMAO #3)	▪ Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching a learning. ▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of literacy development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

26

	▪ MGP for all subpops in math	▪ Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning. ▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of mathematical concept development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance ▪ Lack of instructional materials to support personalized student learning, particularly digital content or multimedia
	▪ MGP for all subpops in writing	▪ Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning. ▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ Inconsistent pedagogical understanding of literacy development ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.
Postsecondary Workforce Readiness	▪ Graduation Rates for ELL, Minority, IEP, FRL (AMAO#3)	▪ Lack of institutional equity-- systems are in place that are barriers to student success—access to higher level classes, lack of personalized instruction, lack of understanding generational preferences of students. ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance ▪ Lack of instructional materials to support personalized student learning, particularly digital content or multimedia

Validation of identified root causes was conducted through collaboration among all levels of district staff and through alignment with school level root cause analysis conducted through the School Improvement process. Additionally, collaborative teams reviewed pertinent research and best practice as part of our improvement process as we embrace continuous learning as one of the core values of our organization. District teams believe that by addressing these root causes we will increase academic success for all students, and will specifically address the teaching and learning needs that have kept our district from reaching its goals for academic success for all students.

As we developed this plan, attention was paid to the multiple expectations of our district from the local, state, and federal level. TSD understands our role in ensuring the success of Colorado Educational Reform (SB-191, SB-163, and SB-212) as well as our responsibility in meeting the desires of our local community. We have aligned each action plan required of the district—Title III— with this plan to ensure that all levels of our district are moving in the same direction and toward the achievement of the same goals.

In August 2011, TSD was chosen by the Colorado Legacy Foundation to serve of as learning lab for our state as an Integration District. As an integration district we collaborate with 4 other districts piloting of the new educator effectiveness evaluation system and implementation of new Common Core/Colorado Academic Standards. As a learning and innovation lab, we know this plan is dynamic in its actions, but firm in its goals. Central to our work as a district is a commitment to our theory of instruction, the Robust Learning Cycle).   Each of our improvement strategies is grounded in this theory of instruction as we believe when all parts of the instructional system are aligned, then we will achieve high levels of success for all students.

Major Improvement Strategy 1
Align instruction and formative assessments to the Colorado Academic Standards/Common Core State Standards, monitoring student progress toward attainment of grade level standards, and intervening quickly and appropriately.
Major Improvement Strategy 2
Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators' effectiveness is based on classroom observation and 50% upon the academic growth of students.
 Major Improvement Strategy 3
Respond to all students' needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan.
Major Improvement Strategy 4
Align instructional materials to the Colorado Academic Standards/Common Core State Standards.

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

27

Section IV: Action Plan(s)

District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Grade 3 Reading PA; reading proficiency in nonfiction lags behind proficiency in fiction in grades 4-8	Using 2010 as baseline, increase by 2 percentage points each year the percentage of grade 3 students proficient and advanced in reading with 84% in 2014 as measured by TCAP (82% in 2013) Increase by 2 points the percentage of students proficient or higher in grades 4-10 (77.7% to 79.7%)	Using 2010 as baseline, increase by 2 percentage points each year the percentage of grade 3 students proficient and advanced in reading with 84% in 2014 as measured by TCAP (84% in 2014) Increase by 2 points the percentage of students proficient or higher in grades 4-10 (79.7% to 81.7%)	Gold PK; DRA2 K-2; Acuity A, B and C	Align instruction and formative assessments to the Colorado Academic Standards/Common Core State 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 classroom observation and 50% upon the academic growth of students. Align instructional materials to the Colorado Academic Standards/Common Core State Standards.
		M	Overall achievement at all Levels	Increase by 2 percentage points students proficient and advanced (El –75%; MS – 67%; HS 46%)	Increase by 2 percentage points students proficient and advanced (El – 77%; MS – 70%; HS 49%)	Acuity A, B and C	
		W	Grade 3-10 Paragraph Writing	Increase by 3 percentage points students proficient and advanced (El – 61%; MS 63%; HS 58%)	Increase by 3 percentage points students proficient and advanced (El – 64%; MS 66%; HS 61%)	Writing Sample 3X year collaboratively scored by teachers using a common rubric	
		S	Overall achievement at all Levels	Increase by 2 points the percentage of students proficient or higher (El – 56%; MS – 57%; HS – 57%)	Increase by 2 points the percentage of students proficient or higher (El – 56%; MS – 57%; HS – 57%)	D and F rates in science in grade 5, grade 8 and grade 10.	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		Meet state targets for MGP (>55)	Meet state targets for MGP (>55)	Gold Growth; DRA2 Growth Scores; Acuity Growth Scores A to B; B to C; A to C	Respond to all students' needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan.
		M	MGP for Middle and High	Meet state targets for MGP (>55 or MS – 64; HS – 78)	Meet state targets for MGP (>55)	Gold Growth; Acuity Growth Scores A to B; B to C; A to C	

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

28

		W			Meet state targets for MGP (>55)	Meet state targets for MGP (>55)	Growth in Writing Sample 3X year collaboratively scored by teachers using a common rubric	Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators' effectiveness is based on classroom observation and 50% upon the academic growth of students.

Align instructional materials to the Colorado Academic Standards/Common Core State Standards. |
| | | E L A | MGP for Middle and High | Meet state targets for MGP (>55 or MS – 51; HS – 70) | Meet state targets for MGP (>55) | Gold Growth; DRA2 Growth Scores; Acuity Growth Scores A to B; B to C; A to C | |
| Academic Growth Gaps | Median Student Growth Percentile | R | MGP for IEP and students needing to catch up; MGP for E & MS | MGP for all subpopulations meet state target for adequate growth (>55) | MGP for all subpopulations meet state target for adequate growth (>55) | Gold Growth; DRA2 Growth Scores; Acuity Growth Scores A to B; B to C; A to C Acuity Growth Scores A to B; B to C; A to C | Align instruction and formative assessments to the Colorado Academic Standards/Common Core State 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 classroom observation and 50% upon the academic growth of students

Align instructional materials to the Colorado Academic Standards/Common Core State Standards. |
		M	MS Students with Disabilities All subgroups at all levels	MGP for all subpopulations meet state target for adequate growth (>55)	MGP for all subpopulations meet state target for adequate growth (>55)	Acuity Growth Scores A to B; B to C; A to C	
		W	All subgroups at all levels	MGP for all subpopulations meet state target for adequate growth (>55)	MGP for all subpopulations meet state target for adequate growth (>55)	Writing Sample 3X year collaboratively scored by teachers using a common rubric	
Post Secondary & Workforce Readiness	Graduation Rate			Increase from 83.7% to 84.7%	Increase from 84.7% to 85.7%	Graduate credits by subgroup by school each semester	Respond to all students' needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan.
	Disaggregated Grad Rate		English Language Learners All subgroups	Increase graduation rate: ▪ FRL 72.7% to 76.6% ▪ Minority 66.6% to 73.8% ▪ IEP 77.7% to 80% ▪ ELL 54.5% to 60.9%	Increase graduation rate: ▪ FRL 76.6% to 80% ▪ Minority 73.8% to 80% ▪ IEP 80% to 83% ELL 60.9% to 67.3%	Graduate credits by subgroup by school each semester	

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
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29

	Dropout Rate		At or below 2.2%	At or below 2.0%	Students with attendance <95%; discipline referrals >10; and at least one failing grade	Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators' effectiveness is based on classroom observation and 50% upon the academic growth of students Align instructional materials to the Colorado Academic Standards/Common Core State Standards.
	Mean ACT		Increase composite score by .4 each year (21.2)	Increase composite score by .4 each year (21.6)	Explore – Grade 8 Plan – Grade 10	
English Language Development & Attainment Academic Achievement (Status)	CELA (AMAO 1)	HS Growth	MGP > 55 for all levels	MGP > 55 for all levels	Acuity Growth Scores A to B; B to C; A to C	Align instruction and formative assessments to the Colorado Academic Standards/Common Core State Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately. Respond to all students' needs through personalized learning plans that outline academic goals, behavioral goals, student actions, and instructional strategies to support the attainment of the plan. Implement the new educator performance evaluation system aligned with S.B. 191 Align instructional materials to the Colorado Academic Standards/Common Core State Standards.
	CELA (AMAO 2)		7% of students meet English Proficiency	8% of students meet English Proficiency	Stanford English Language Proficiency Test. 3X benchmarking per year. For 2012-2013 will be completed after ACCESS test is administered. 2013-2014 school year the assessment will be implemented fall, winter and spring.	
	TCAP (AMAO 3)	MGP in Reading and Writing	Meet state targets for MGP (>55 or MS – 51; HS – 70)	Meet state targets for MGP (>55)	Acuity Growth Scores A to B; B to C; A to C	

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

30

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Align instruction and formative assessments to the Colorado Academic Standards/Common Core State Standards, monitoring student progress toward attainment of grade level standards and intervening quickly and appropriately.

Root Cause(s) Addressed: Weak system for monitoring and responding to student progress and the impact of instruction; Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning; Inconsistent pedagogical understanding of literacy, math and science concept development

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

☒ State Accreditation   ☒ Title IA Program Improvement/Corrective Action Plan   ☒ Title IIA (2141c)   ☒ Title III (AMAOs)
☐ Student Graduation and Completion Plan (Designated Graduation District)   ☒ Grant: Colorado Integration Project   ☒ Race to the Top

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Develop formative assessments to monitor student learning progress on CAS/CCSS and to inform student growth measures.	Summer 2013: --6-12 math --writing rubric/prompts Fall 2013: Assessment Literacy Training Fall 2013: --art, music, pe, world language, elem math Spring 2014: CTE; science; social studies	Dir of Curric	Assessment Literacy training - $92,000 (general fund)	Common Assessments 6-12 math Common writing rubric and prompts Align Acuity to CCSS Common Assessments in nonTCAP areas Assessment Literacy Training	In progress In progress In progress In progress Not Begun

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
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31

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Purchase a data warehousing system that will provide all educators with immediate information about students, educators and schools from preschool to postsecondary success --Data --Teacher Student Data Link/Standard Course Codes -- Parent Portal --Teacher Equity	October/Nov 2013 – review BOE approval – Dec 2013 Uploading of data – Jan - July 2013 Training – March 2013 – August 2013	Assist Supt of Instruction	Data Management Systems $110,000 (general fund)	Review of available systems by key staff. Presentation by vendors Board approval of system Uploading of data Training Staff	Completed Completed Completed In Progress In Progress
Provide a learning management system to support planning and delivery of high quality instruction and implementation of formative assessments, particularly in NonTCAP areas	2012 - 13 Review System Summer 2013 - Purchase system Fall 2013 – Training Spring 2014 – teachers implementing	Assist Supt	Management System $75,000 – $250,000 (general fund)	Implementation of Management Systems	In progress
Build the capacity of all elementary teachers and all core content teachers to meet the literacy standards outlined in CAS/CCSS --Literacy Design Collaborative --Science Notebooks --Close Reading --Socratic Seminar --SIOP training (academic vocabulary)	2012-2014	CLF Project Manager Director of Curr	Standards implementation $800,000 (900 Teachers 5 days x $175) (general fund) Literacy Coordinator $92,000 (Title 2) District Improvement Set-Aside $150,000 (Title I) Close Reading Training $15,000 (25 teachers X 4 sub days= $10,000; $5000 consultant fees-	Number of teachers participating in LDC. Number of teachers completing and implementing a LDC module per semester. Number of teachers completing SIOP training Number of teachers completing Close Reading	In progress In progress In progress In progress

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

32

			(Title 2) CLF Grant $1.4 Million (3 years);; see CIP workplan and budget Science Notebook Training and Materials 26 teachers x 3 days @ $175; and $13,650; materials $2,350 = $16,000 (RTTT)	training/Socratic Seminar/Early literacy/science notebooks Publication of rubrics/resource bank Standards-based report card reflects priority learnings	Not yet begun Not yet begun
Focus learning on the concepts that are prioritized in the common core math standards.	2012-2014	Math TOSA CLF Project Manager	CLF Grant $1.4 Million (3 years); see CIP budget and workplan Math TOSA $46,000 (Title 2)	Publication of key concepts by grade level Standards-based report card reflects priority learnings	In progress Not yet begun
Increase speed and accuracy with simple calculations; structure class time and/or homework time for students to memorize, through repetition, core functions.	Fall 2013	Principals	None	Class schedules indicate at least 10 minutes a day devoted to fluency instruction	In progress
Use learning progressions of key concepts and skills to design interventions and acceleration and monitor student learning.	Fall 2013 – Fall 2014	Director of Student Support Services	Early Release Wednesdays SpEd Coordinators (IDEIA Grant; $185,000)	Daily/unit plans clearly align to learning progressions	In progress
Increase teachers' pedagogical understanding of key mathematical concepts, particularly their application to real-world situations and problems.	Fall 2013 – Fall 2015	CLF Project Manager Direc of Curr	CLF Grant $1.4 Million (3 years); see CIP budget and workplan	Number of teachers participating in Math Design Collaborative Number of teachers completing a FALS lesson	In progress

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

33

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Provide early prevention and intervention through a focus on students proficiency in PK-3 literacy and numeracy: ✓ Increase teachers' pedagogical foundation in literacy and math ✓ Review staffing model to focus resources ✓ Develop K-2 math monitoring system for priority learnings ✓ READ ACT designed and implemented	Summer 2013 – training for staff in PK literacy and numeracy pedagogy Fall 2013 – Personal Plan Template Completed Fall 2013 – teachers trained in READ Fall 2013-14 – teachers trained in GOLD Spring 2014 – READ ACT implemented Spring 2013 – staffing model revised	K-3 Literacy Specialist K-5 Math TOSA	Literacy Coordinator (See above) Math TOSA $46,000 (Title 2)	All PK- 3 teachers participate in foundational literacy training or provide evidence of competency All PK-3 teachers participate in math training or providence evidence of competency All staff are prepared for administration of new state assessments Staff model recommendations Revised math assessments	In progress In progress Not yet begun In progress Not yet begun
Provide best first instruction in the general education classroom for special education and ELL using the following research-based strategies: • SIOP (Echevarria, Vogt & Short, 2008) and academic language (Marzano, Pickering & Pollock, 2001, Herrera, Perez, Escamilla, 2010). • Co Teaching	Fall 2012-Fall 2015	Director of Student Support Services	District Improvement Set-Aside (See above) CLF Grant $1.4 Million (3 years); see CIP budget and workplan	Train all Title I teachers in SIOP Train cadre from each secondary school in SIOP End of year report regarding number of teachers reported using strategies and results with students Compare student achievement results for	In progress In progress Not yet begun In progress

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

34

				classrooms and schools where co-teaching is implemented effectively	
Establish learning progressions in literacy and mathematics aligned to the common core and align all plans (IEP, READ, ALP, READINESS)	2013-14	Director of Student Support Services K-3 Literacy Specialist	IDEIA (see above) Title 2 (see above)	IEP/READ/ALPs use learning progressions from common core Personal plan replaces the report card at PK-3	In Progress
Prepare Kindergarten teachers for Gold Assessments and Readiness Plans	2012-14	Early Childhood Administrator	General Fund = $70,000 (200 teachers x 2 days x $175)	Teacher evaluation of training	In Progress
Support the implementation of STEM at 2 elementary schools;	Summer 2012 – Fall 2014	Science Coordinator	Staff stipends for training and related work 86 days @ $175 $15,050 (RTTT)	Number of STEM units for classroom Number of teachers participating in training	In Progress
Review literacy-based curriculum units and Engineering at the Elementary level for rigor and engagement of students	Summer 2013 – Fall 2013	Science Coordinator	Stipend to staff 24 hours X 5 teachers x 21.88 = $2,626 (general fund)	Report on rigor and engagement	Not yet begun
Align science curriculum to Next Generation Standards (note: CDE will need to make a decision first)	Fall 2013 – Summer 2014	Dir of Curr/Science Coordinator	TBD	Completed curriculum revision	Not yet begun

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

35

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Major Improvement Strategy #2: Implement the new educator performance evaluation system aligned with S.B. 191 where 50% of an educators' effectiveness is based on classroom observation and 50% upon the academic growth 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 ☒ Title IA Program Improvement/Corrective Action Plan ☒ Title IIA (2141c) ☒ Title III (AMAOs)

☐ Student Graduation and Completion Plan (Designated Graduation District) **X** Grant: Colorado Integration Project; Race to the Top

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Pilot new state model evaluation system and inform refinements	Principal: October 2011-2014 Teacher: August 2012 - 2014	Assistant Supt of Instruction Colo Integration Project Manager Strategic Data Fellow	CLF Grant $1.4 Million (3 years); see CIP budget and workplan 250 teachers x $173 = 43,750; $8,000 Room Rental = $51,750 (Race to the Top):	▪ All principals and district instructional leaders participate in statewide training. ▪ All principals complete self assessment and align goals with new tools. ▪ Mid-year review ▪ All teachers and district instructional leaders participate in statewide training. ▪ All teachers complete self assessment and align goals with new tools. ▪ Mid-year review	Completed November 2011 November 2011/October 2012 January 2012 August 2012 October 2012
Participate in field testing of measures of student academic growth measures and adopt as part of the evaluation system no later than June 2013.	Principal: October 2011-2013 Teacher: August 2012 - 2013	Assistant Super of Instruction Strategic Data Fellow	CLF Grant $1.4 Million (3 years); see CIP budget and workplan	▪ Identification of growth measures.	In Progress
Refine our data collection system to collect and share educator evaluation results by final evaluation rating.	May 2014	HR/Asst Sup of In/Strategic Data Fellow	BloomBoard – No Charge	▪ Final ratings	Not begun

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

36

Participate in field testing of measures of professional practice and adopt as part of the evaluation system no later than June 2013.
  Principal: percentage of teachers by effectiveness rating and percentage improving; teacher perception
  Teacher: observation, student perception, peer, parent, worksamples of student, lesson plan
	Principal: October 2011-2014
	
	Teacher: August 2012 - 2014
		Assistant Super of Instruction
		
		Strategic Data Fellow
			CLF Grant $1.4 Million (3 years); see CIP budget and workplan	▪ Percentage of teachers participating in perception survey
				▪ Percentage of students participating in perception survey
					In progress

Create a system for monitoring implementation and evaluation of pilot data	October 2012 – August 2014	Strategic Data Fellow	CLF Grant $1.4 Million (3 years); see CIP budget and workplan	▪ All staff using data tools	In progress
Recruit, hire, and retain quality and effective licensed staff that is proportional to district demographics; ensure teacher equity and highly qualified status of all licensed staff	2011-2014	Exec Dir El/Sec Ed Director of HR	Support staff in meeting HQ requirements $5000 (Title 2)	▪ Analysis of applicants and hire demographics by school and district ▪ All positions must be approved by HR before placements to determine HQ/Teacher Equity.	In Progress

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

37

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Major Improvement Strategy #3: Respond to all students' 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 institutional equity-- systems are in place that are barriers to student success—access to higher level classes, lack of personalized instruction, lack of understanding generational preferences of students

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

☒ State Accreditation   ☐ Title IA Program Improvement/Corrective Action Plan   ☐ Title IIA (2141c)   ☒ Title III (AMAOs)

☐ Student Graduation and Completion Plan (Designated Graduation District)   ☐ Grant: Colorado Integration Project; CDE Expelled Students Grant

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 Steps* (e.g., completed, in progress, not begun)
Create better communication between parent and school regarding student progress on standards and in meeting graduation requirements.	Spring 2013	Assistant Supt of Inst		IC transcript provides information to parents on graduation requirements met/not met	In Progress
Provide additional resources to support students in meeting graduation requirements. --after school credit recovery support --increase counselors at secondary schools	Spring 2013- Spring 2014	Assist Sup of In; Ex Direc of Sec Ed	Stipends for after school $50,000 (General Fund) 4 counselors @ $68,0000 = $272,290 (General Fund)	Inclusion of items in budget Approval by BOE	In Progress Not yet begun
Build the capacity of all staff to create universally safe schools and classrooms using research based classroom management and bully-prevention strategies.	2012-2014	Director of Student Support Services	.5fte PBIS Coach ,5 $42,500; (General Fund)	Every school implements programs of bullying behavior: No Place for Hate, Bully Blocker, CHAMPS, PBIS. Quarterly report that uses multiple measures to identify at-risk students. Revise Code of Conduct to reflect statute	In Progress In progress Competed

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
Data Source: District Performance Framework (2012, 3 year; 2011, 1 year, 2010, 1 year); Alpine Data System; SchoolView for HQ; **SchoolView 4/1/13

38

Develop intercultural competence for students and staff by providing experiences to understand cultural identities, develop cross-cultural understanding, and to recognize and remove barriers to educational equity in schools and communities	Fall 2011- Spring 13	Asst Sup of Ins	Equity Consultant $25,000 (Title 2)	Increase the number of schools participating in No Place for Hate from 10 to 15.	In Progress
Improve student effectiveness through participation in youth leadership conferences and follow-up activities.	Fall 2013 – Spring 2014	Ex Dir of Sec Ed	$25,000 (General Fund)	Number of at-risk students participating in a leadership opportunity.	In Progress
All freshmen will develop a life plan, in addition to the ICAP, to provide a pathway to graduation.	Spring 2013 - 2016	Ex Dir of Sec Ed	TBD; (General Fund)	Development of procedures and processes for life plan	In Progress

CDE Improvement Planning Template for Districts (Version 4.1 -- Last updated: June 28, 2012)
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39

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Major Improvement Strategy #4: *Align instructional materials to the Colorado Academic Standards/Common Core State Standards*.

Root Cause(s) Addressed : lack of instructional materials to support personalized student learning, particularly digital content or multimedia
Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☒ State Accreditation   ☐ Title IA Program Improvement/Corrective Action Plan   ☐ Title IIA (2141c)   ☐ Title III (AMAOs)
☐ Student Graduation and Completion Plan (Designated Graduation District)   ☐ Grant: Colorado Integration Project; CDE Expelled Students Grant

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 Steps* (e.g., completed, in progress, not begun)
Purchase informational texts at PK-5 to support CCSS.	Spring 2013 Budget approved Summer 2013 Review texts Fall 2013 – schools purchase	Direc of Curr	$350,000 (General Fund)	Budget approved Review teams make recommendations BOE Adoption Selection and purchase by schools	In progress Not yet begun Not yet begun Not yet begun
Begin the review process of math instructional materials from a variety of math publishers for alignment to the common core, particularly in the use of multimedia to support student learning and focusing on number sense.	Fall 2012 – Spring 2015	Director of Curriculum	$720,000 ($100 per 7200 students) (General Fund)	Establish review team and develop criteria Review materials Public Review of materials BOE adoption and implementation	In progress In progress Not begun Not begun
Implement a 1:1 personal device initiative in each secondary school to support student achievement using digital content and multimedia activities	Spring 2013 – Fall 2015	Director of Curriculum	$4,.4 million (General Fund	Pre/Post Teacher Self-Assessment	In progress
Evaluate software to support the improvement of student writing performance.	Fall 2013	Director of Curriculum	$30,000 ($1000 x 30 schools (General Fund)	Establish review team/criteria Review materials; public review of materials BOE adoption and implementation	Not begun

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Optional Form for Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Title III improvement requirements in the UIP.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.	Section III: Narrative on Data Analysis and Root Cause Identification PG 21, 22, 24	The ELL subgroup did not meet AMAO 3, graduation rate. We believe this is due to a weak system for monitoring and responding to student progress and the impact of instruction. We also believe it we lack a strong system for monitoring attendance and credit attainment. Staff also lacks an understanding and knowledge of the ways culture, specifically race and ethnicity, impact teaching and learning. The lack of instructional practices at the secondary level to engage students in learning is still of great concern and a high priority for professional development. We hired a graduation advocate at our newcomer site to assist in supporting students and families in meeting graduation requirements.

Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes
• Specific scientifically based research strategies that will be used to improve student skills.
• Timeline with annual targets, interim measures and personnel responsible.
	Section IV: Action Plan Form PG 32
	
	Targets:
	
	PG: 28
		Scientifically based research strategies that will be used to close the achievement and language gap of our students will include the use of: SIOP (Echevarria, Vogt & Short, 2008), Learning Targets (Moss, Brookhart & Long, 2011, Marzano, 2010, Wiggins & McTighe, 2005), Depth of Knowledge (Webb et al, 2005, Paul & Elder, 2002, Wiggins & McTighe, 2005), contextualizing phonemic awareness and phonics (Herrera, Perez, Escamilla, 2010), metacognitive, cognitive and social/affective strategies (Herrera, Perez, Escamilla, 2010) explicit vocabulary instruction (Marzano, Pickering & Pollock, 2001, Herrera, Perez, Escamilla, 2010); and coteaching.
		
		Targets:AMAO 3
		
		• Increase Graduation Rate for ELL from 54.5% to 60.9%
		  Interim Measures: Monitor graduation credits each semester
		• MGP in Reading and Writing Meets State Targets for MGP (>55 or MS – 51; HS – 7
		  Interim Measures: Acuity Growth Scores A to B and B to C and A to CPerson
		  Responsible: Karen Hanford, ELA Administrator

Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs.	Section IV: Action Plan Form p.32-33, 36	CELP standards training and implementation has occurred for all ELA teachers in the district. The CELP standards and WIDA Can – DO's are being used by teachers as a result of this training. 6 Title I buildings have been trained in SIOP. This training has supported ELL students as they work in the regular classroom. SIOP has strengthened the collaboration between classroom and ELA teachers, thus supporting ELL students. On a monthy basis follow-up SIOP trainings are

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41

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Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
		occurring.
Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs.	Section IV: Action Plan Form p.36	

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42