

Colorado's Unified Improvement Plan for Districts for 2011-12
Final Report

Organization Code: 1560

District Name: THOMPSON R-2J

AU Code: 35020

AU Name: LARIMER R-2J THOMPSON

Plan type based on: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district's/consortium's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the district's/consortium's data in blue text. This data shows the district's/consortium's performance in meeting minimum federal – Adequate Yearly Progress (AYP) – and state accountability expectations – District Performance Framework (DPF) data. The data reported for state accountability results the DPF results (1-year or 3-year) for which the district is accountable. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations			2010-11 District Results			Meets Expectations?	
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.		E	M	H	E	M	H	Overall Rating for Academic Achievement: Meets * Consult your DPF for the ratings for each content area at each level.
		Reading	71.5%	70.5%	71.5%	75.7%	74.5%	74.8%	
		Math	70.5%	50.0%	32.2%	73.4%	57.0%	43.6%	
		Writing	54.7%	56.4%	48.6%	61.0%	61.6%	57.9%	
		Science	48.0%	45.6%	48.9%	53.2%	55.5%	56.9%	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state (http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp).	Overall number of targets for District:			Overall percent of targets met by District:				
		125			80.8%				
	IDEA: CSAP, CSAP-A for Students with Disabilities on IEPs Description: %PP+P+A on CSAP, CSAP-A in reading and math for students with IEPs. Expectation: Targets set by state in State Performance Plan.	Reading	59.0			59.9%			YES
		Math	59.5			55.6%			NO

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations			2010-11 District Results			Meets Expectations?	
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing. 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 SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your DPF for the ratings for each content area at each level.	
			E	M	H	E	M		H
		Reading	29	29	13	54	53		53
		Math	42	64	76	49	48		54
	Writing	35	44	38	51	47	49		
Academic Growth Gaps	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your District Performance Framework Report for a listing of median adequate growth percentiles for your district's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.			See your District Performance Framework Report for a listing of median growth percentiles for your district's disaggregated student groups.			Overall Rating for Growth Gaps: Approaching * Consult your DPF for the ratings for each content area at each level.	
Postsecondary and Workforce Readiness	Graduation Rate Expectation: 80% on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	80% or above (overall and for students on IEPs)			Best of 4-year through 7-year Grad Rate		Overall Rating for Postsecondary Readiness: Meets * Consult your DPF for the ratings for each content area at each level.		
					Overall	84.5% (7-year)		Meets	
		IEPs	74.1% (6-year)	NO					
	Dropout Rate Expectation: At or below State average.	Overall	3.6%	1.9%	Meets				
IEPs		2.3%	2.7%	NO					
Average ACT Composite Score Expectation: At or above State average.	20.0			20.4		Meets			

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 Grantee Results	Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: % making progress in learning English on CELA. Expectation: Targets set by state for all AMAOs.	50% of students meet AMAO 1 expectations	55.97%	YES
	AMAO 2 Description: % attaining English proficiency on CELA.	6% of students meet AMAO 2 expectations	8.19%	YES
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group.	All (100%) ELL AYP targets are met by district	75.00%	NO

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 District Results		Meets Expectations?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes taught by HQ teachers	2008-09	99.81%	NO
			2009-10	99.53%	NO
			2010-11	99.66%	NO

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Direction 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, 2012 using the Unified Improvement Plan template, to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the district's plan: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp . Final results will be available in November 2011.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has not been identified as a High Priority/Priority graduation district.	District is not required to complete the Student Graduation and Completion Plan.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years.	Corrective Action - Year 6	The district is required to revise the corrective action plan for Title I so that it goes beyond the previous plan. The plan must be submitted to CDE by January 17, 2012, using the Unified Improvement Planning template. An addenda form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp . The Quality Criteria is another good reference to ensure all requirements are met.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years.	District has been identified under 2141c	District must enter into an agreement with CDE on the use of Title IIA funds. District must complete an improvement plan using the UIP template and submit it by January 17, 2012. Incorporate strategies to strengthen staff capacity and improve professional development into your improvement plan. In addition, complete the addendum form for Title IIA which details how your 2012-2013 Title IIA funds will be allocated. This is a required form. It is located at: www.cde.state.co.us/accountability/UnifiedImprovementPlanningTemplates.asp . Refer to the Quality Criteria for District Improvement Plans (also available on the website) to ensure that all required elements are included in the district's plan.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years.	Improvement - Year 4	Grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 17, 2012. At a minimum, make sure to address any missed targets in 09-10 and 10-11 in the plan. An addenda form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.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.

Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	Colorado Integration Project district, piloting the new principal and teacher evaluation tools.
CADI	Has or will the district participated in a CADI review? If so, when?	TSD applied and was accepted for review in 2010-11, but requested to be a part of the new review tool in 2011-12
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 CTAG Grant
 District Partnership Grant
 District Improvement Grant
 Other: Colorado Integration Project; Learning Together Grant; Rose Foundation; EARRS Grant; Safe Schools; Pulliam Foundation; Erion Foundation;

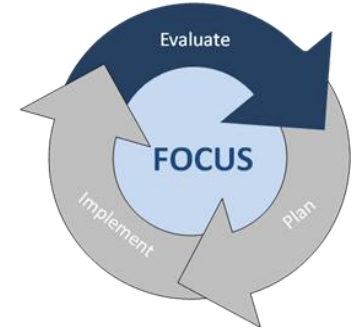
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for:
 District Only
 District and School Level Plans

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

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Dr. Judy Skupa, Deputy Superintendent
Email	judy.skupa@thompsonschoools.org
Phone	970-613-5026
Mailing Address	800 South Taft Loveland, CO 80537

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your district/consortium. 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 (with more than one data source) 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: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year’s plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year	Target met? How close was district/consortium in meeting the target?
Academic Achievement (Status)	Increase by 10% students scoring proficient and advanced in reading	Target not met; actual gain was 1.5% (73.2% to 74.3%). An attainable, statistically significant 3% increase (to 76.3%) has been set for 2011-12.
Academic Achievement (Status)	Increase by 10% students scoring proficient and advanced in writing	Target not met; actual gain was 6.6% (56.0% to 59.7%). Gain, however, was statistically significant. 2011-12 target is 5% increase (to 62.7%).
Academic Achievement (Status)	Increase by 10% students scoring proficient and advanced in math	Target not met; actual gain was -0.3% (59.3% to 59.1%). An attainable, statistically significant 5% increase (to 62.1%) has been set for 2011-12.
Academic Achievement (Status)	Increase by 10% students scoring proficient and advanced in science	Target not met. actual gain was 0.9% (53.2% to 53.7%).An attainable, statistically significant 4% increase (to 55.7%) has been set for 11-12.
Academic Achievement (Status) AYP	Increase the percentage of FRL, Hispanic, and IEP students scoring proficient and advanced on CSAP Reading by 15%	Targets not met; actual gain was 3.5% for FRL (57% to 59%); actual gain was 5.6% for Hispanic students (54% to 57%); actual gain was 4.8% for IEP students (21% to 22%); and actual gain was 4% for ELL (25% to 26%)
	Increase the percentage of FRL, Hispanic, and IEP students scoring proficient and advanced on CSAP Math by 15%	Targets not met; actual gain was 2.3% for FRL (43% to 44%); actual change was 0% for Hispanic students (40% to 40%); actual gain was 9.1% for IEP students (22% to 24%); and actual change was -4% for ELL (25% to 24%).

Academic Growth	Increase median growth percentile in reading to $\geq 50^{\text{th}}$ Percentile	Target met; 54 th percentile; growth is in the typical growth range and district is growing at a higher level than the state as a whole.
	Increase median growth percentile in math to $\geq 50^{\text{th}}$ Percentile	Target met; 50 th percentile; growth is in the typical growth range and district is growing at a higher level than the state as a whole.
	Increase median growth percentile in writing to $\geq 50^{\text{th}}$ Percentile	Target not met; 49 th percentile; growth is in the typical growth range but district is not growing at a higher level than the state as a whole.
Academic Growth Gaps	Increase median growth to > 55 th percentile for ELL, FRL, Hispanic, IEP students in reading	Targets not met (except high school ELL reading MGP=63); ELL—56/53/63 (E/M/H); FRL—47/49/48; Hispanic—50/52/50; IEP—45/49/46; growth for all subgroups still within the typical range. Each subgroup demonstrated growth from 2010 at all three levels (except high school FRL and Hispanic students who did not).
	Increase median growth to > 55 th percentile for ELL, FRL, Hispanic, IEP students in math	Targets not met; ELL—48/43/54 (E/M/H); FRL—43/43/53; Hispanic—45/43/49; IEP—42/38/49; growth for all subgroups still within the typical range; the following subgroups demonstrated growth from 2010: HS FRL; and ES & HS IEP...
	Increase median growth to > 55 th percentile for ELL, FRL, Hispanic, IEP students in writing	Targets not met (except high school ELL writing MGP=62): ELL—49/50/62 (E/M/H); FRL—45/42/47; Hispanic—47/45/52; IEP—47/41/46; growth for all subgroups still within the typical growth range. Each subgroup demonstrated growth from 2010 at all three levels (except ES ELL).
Post Secondary Readiness	Graduation Rate: 80% for all disaggregated groups	Target met overall; actual performance was 84.5% (7 year rate) Target not met for IEP students; actual performance was 74.1%
	Dropout Rate: Reduce by 10% each year	Target met; actual reduction 27 % (2.6% to 1.9%) Target not met for IEP students: actual change 0% (2.7% to 2.7%)
	ACT: Score above state average	Target met; actual performance 20.4
English Language Development and Attainment (AMAOs)	Increase to 60% (56.1% met expectations in 2009-10); CDE target is 48%	While we exceeded federal and state target of 50% (with 55.97%), we fell short of district target of 60%.
	Increase to 7% for 2010-11 (6.56% met expectations in 2009-10); CDE target is 5%	We exceeded federal and state target of 6% (with 8.19%), and also exceeded the district target of 7%.
	All (100%) of ELL targets will be met	Target not met; met 75% of AYP targets for ELL
Teacher Qualifications (HQT)	100% of core content teachers will meet NCLB HQ requirements	Target not met; HQ status was 99.66%, up from 99.53% in 2010.

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about district-level data for the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data. Prioritize the performance challenges that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Consider observations recorded in the “last year’s targets” worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes																																																																																
Academic Achievement (Status)	<p>Math Targets Achieved: % of students P and Advanced (green)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td style="background-color: #d4edda;">68.2%</td> <td style="background-color: #d4edda;">73.3%</td> <td style="background-color: #d4edda;">73.4%</td> </tr> <tr> <td>Middle</td> <td style="background-color: #d4edda;">56.8%</td> <td style="background-color: #d4edda;">58%</td> <td style="background-color: #d4edda;">57%</td> </tr> <tr> <td>High</td> <td style="background-color: #d4edda;">38.6%</td> <td style="background-color: #d4edda;">44%</td> <td style="background-color: #d4edda;">43.6%</td> </tr> </tbody> </table> <p>In overall academic achievement, the district has met or exceeded the expectation that % P and A is above the 50th percent over the last 3 years. Our achievement trend increased and then stabilized over the past two years.</p> <p>AYP Elementary Math Target Missed (yellow)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>State Target</th> <th>District Total</th> <th>White</th> <th>His</th> <th>FRL</th> <th>IEP</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>89.09%</td> <td style="background-color: #fff3cd;">93.59%</td> <td style="background-color: #d4edda;">95.4%</td> <td style="background-color: #d4edda;">87.39%</td> <td style="background-color: #d4edda;">87.76%</td> <td style="background-color: #fff3cd;">73.34%</td> <td style="background-color: #fff3cd;">83.87%</td> </tr> <tr> <td>2010</td> <td>89.09%</td> <td style="background-color: #fff3cd;">87.21%</td> <td style="background-color: #d4edda;">96.6%</td> <td style="background-color: #d4edda;">87.21%</td> <td style="background-color: #d4edda;">90.57%</td> <td style="background-color: #fff3cd;">76.22%</td> <td style="background-color: #fff3cd;">84.39%</td> </tr> <tr> <td>2011</td> <td>94.54%</td> <td style="background-color: #fff3cd;">94.6%</td> <td style="background-color: #d4edda;">96.7%</td> <td style="background-color: #d4edda;">87.21%</td> <td style="background-color: #d4edda;">90.72%</td> <td style="background-color: #fff3cd;">74.17%</td> <td style="background-color: #fff3cd;">82.53%</td> </tr> </tbody> </table> <p>At the elementary level, achievement has been stable. For the last 3 years, the district met AYP in math in the overall category. A persistent achievement gap for subpopulations is noted.</p> <p>AYP Middle Math Target Missed (yellow)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>State Target</th> <th>District Total</th> <th>White</th> <th>His</th> <th>FRL</th> <th>IEP</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>79.75%</td> <td style="background-color: #fff3cd;">88.58%</td> <td style="background-color: #d4edda;">91.2%</td> <td style="background-color: #d4edda;">75.8%</td> <td style="background-color: #d4edda;">80.67%</td> <td style="background-color: #fff3cd;">54.73%</td> <td style="background-color: #fff3cd;">67.76%</td> </tr> <tr> <td>2010</td> <td>79.75%</td> <td style="background-color: #fff3cd;">87.21%</td> <td style="background-color: #d4edda;">90.0%</td> <td style="background-color: #d4edda;">75.76%</td> <td style="background-color: #d4edda;">77.32%</td> <td style="background-color: #fff3cd;">53.89%</td> <td style="background-color: #fff3cd;">67.49%</td> </tr> <tr> <td>2011</td> <td>89.88%</td> <td style="background-color: #fff3cd;">87.62%</td> <td style="background-color: #d4edda;">91%</td> <td style="background-color: #d4edda;">75.31%</td> <td style="background-color: #d4edda;">78.51%</td> <td style="background-color: #fff3cd;">55.21%</td> <td style="background-color: #fff3cd;">68.17%</td> </tr> </tbody> </table> <p>Middle level math achievement has been stable over the past 3 years. Overall AYP in math was achieved in 2009 and 2010, but not in 2011. AYP targets for subpopulations have remained stable for 3 years.</p>		2009	2010	2011	Elem	68.2%	73.3%	73.4%	Middle	56.8%	58%	57%	High	38.6%	44%	43.6%		State Target	District Total	White	His	FRL	IEP	ELL	2009	89.09%	93.59%	95.4%	87.39%	87.76%	73.34%	83.87%	2010	89.09%	87.21%	96.6%	87.21%	90.57%	76.22%	84.39%	2011	94.54%	94.6%	96.7%	87.21%	90.72%	74.17%	82.53%		State Target	District Total	White	His	FRL	IEP	ELL	2009	79.75%	88.58%	91.2%	75.8%	80.67%	54.73%	67.76%	2010	79.75%	87.21%	90.0%	75.76%	77.32%	53.89%	67.49%	2011	89.88%	87.62%	91%	75.31%	78.51%	55.21%	68.17%	<p>AYP Elementary Math AYP Middle School Math AYP High School Math IEP Math</p> <p>Overall performance in math has met state targets, yet proficiency levels are not at the levels desired by the district.</p> <p>Persistent achievement gaps between district averages and subpopulations.</p>	<ul style="list-style-type: none"> ▪ Inconsistent math pedagogical content knowledge ▪ Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress ▪ Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance.
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Target Missed: AYP High School Math (yellow)

	State Target	District Total	White	His	FRL	IEP	ELL
2009	73.5%	74.8%	78.66%	56.73%	61.98%	36.29%	50.43%
2010	73.5%	78.24%	81.54%	62.64%	64.38%	36.64%	58.55%
2011	86.75%	77.38%	80.81%	64.21%	63.15%	37.27%	49.71%

High school math achievement shows a pattern of increase then a small decline. Overall AYP in math was made in 2010, but not in 2009 or 2011. While Hispanic students and IEP students have shown gains, the gains are not enough to meet expectations.

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

	2009	2010	2011
Elem	73.8%	73.3%	75.7%
Middle	72.8%	72.5%	74.5%
High	74.5%	76.8%	74.8%

In overall academic achievement, the district has met or exceeded the expectation that % P and A is above the 70th percent over the last 3 years. Our achievement trend has increased at elementary and middle over the past 3 years with high school showing a pattern of increase then stable.

AYP Elementary Reading Target Missed (yellow)

	State Target	District Total	White	His	FRL	IEP	ELL
2009	88.46%	92.31%	94.33%	87.39%	85.32%	64.95%	75.7%
2010	88.46%	91.99%	94.33%	83.65%	86.04%	63.40%	76.99%
2011	94.23%	92.99%	95.53%	84.11%	86.22%	64.9%	77.86%

The overall trend for elementary reading is stable. Elementary FRL students have not met AYP targets for 3 years. ELL and Hispanic students have shown a pattern of decreasing AYP performance since 2010. 2010 marked the first year AYP was not met. Elementary IEP students have shown a stable pattern with AYP performance target being met in 2009 and 2011.

AYP Middle Level Reading Target Missed (yellow)

	State Target	District Total	White	His	FRL	IEP	ELL
2009	86.81%	92.31%	95.74%	87.39%	85.32%	64.95%	75.7%
2010	86.81%	91.99%	93.81%	85.00%	80.02%	61.88%	76.54%
2011	93.41%	93.4%	95.74%	86.22%	87.39%	63.02%	77.54%

The overall trend for middle level reading is stable with AYP being met the past 3 years. The pattern for middle level ELL has been stable then increasing with 2011 AYP targets being met. There has been a stable pattern of achievement

AYP – Elementary Reading

AYP - Middle School Reading

Overall performance in reading has met state targets, yet proficiency levels are not at the levels desired by the district.

Persistent achievement gaps between district averages and subpopulations.

- Improvement needed in aligning Colorado Academic Standards, assessments, and instruction, providing quality feedback regarding learning progress
- Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning.
- Lack of robust evaluation system to provide quality feedback for improvement of performance.

	<p>for Hispanic, IEP, and FRL middle level students in not meeting AYP targets for almost 3 years. AYP HS Reading Target Achieved: (Yellow – Target Missed)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>State Target</th> <th>District Total</th> <th>White</th> <th>His</th> <th>FRL</th> <th>IEP</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>89.83%</td> <td>96.13%</td> <td>97.36%</td> <td>91.03%</td> <td>93.52%</td> <td>77.5%</td> <td>84.63%</td> </tr> <tr> <td>2010</td> <td>89.83%</td> <td>94.93%</td> <td>96.04%</td> <td>90.41%</td> <td>91.82%</td> <td>66.02%</td> <td>90.5%</td> </tr> <tr> <td>2011</td> <td>94.92%</td> <td>95.17%</td> <td>96.15%</td> <td>92.13%</td> <td>91.17%</td> <td>70.4%</td> <td>89.26%</td> </tr> </tbody> </table> <p>At the high school level, achievement in reading has shown a pattern of increasing achievement with AYP targets being met each year by all subgroups except for students with an IEP in 2010.</p>		State Target	District Total	White	His	FRL	IEP	ELL	2009	89.83%	96.13%	97.36%	91.03%	93.52%	77.5%	84.63%	2010	89.83%	94.93%	96.04%	90.41%	91.82%	66.02%	90.5%	2011	94.92%	95.17%	96.15%	92.13%	91.17%	70.4%	89.26%	
	State Target	District Total	White	His	FRL	IEP	ELL																											
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	<p>Writing Target Achieved: % of students Proficient and Advanced (green)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>55.1%</td> <td>55.8%</td> <td>61%</td> </tr> <tr> <td>Middle</td> <td>61.5%</td> <td>59.2%</td> <td>61.6%</td> </tr> <tr> <td>High</td> <td>55.1%</td> <td>54.6%</td> <td>57.9%</td> </tr> </tbody> </table> <p>In overall academic achievement, the district has met or exceeded the expectation that % P and A is above the 55th percent over the last 3 years. At the elementary level and high school level, our trend has been increasing; at the middle level, performance has remained stable.</p>		2009	2010	2011	Elem	55.1%	55.8%	61%	Middle	61.5%	59.2%	61.6%	High	55.1%	54.6%	57.9%	<p>Overall performance in writing has met state targets, yet proficiency levels are not at the levels desired by the district.</p> <ul style="list-style-type: none"> ▪ Continue aligning Colorado Academic Standards, assessments, and instruction, providing quality feedback regarding learning progress 																
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	<p>Science Target Achieved: % of students Proficient and Advanced (green)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Elem</td> <td>57%</td> <td>55.0%</td> <td>53.2%</td> </tr> <tr> <td>Middle</td> <td>54%</td> <td>53.8%</td> <td>55.5%</td> </tr> <tr> <td>High</td> <td>55%</td> <td>54.3%</td> <td>56.9%</td> </tr> </tbody> </table> <p>In overall academic achievement, the district has met or exceeded the expectation that % P and A is above the 50th percent over the last 3 years. At the elementary level and high school level, our achievement trend is decreasing; at the middle and high school level, performance has remained stable.</p>		2009	2010	2011	Elem	57%	55.0%	53.2%	Middle	54%	53.8%	55.5%	High	55%	54.3%	56.9%	<p>Overall performance in science has met state targets, yet proficiency levels are not at the levels desired by the district.</p> <ul style="list-style-type: none"> ▪ Continue aligning Colorado Academic Standards, assessments, and instruction, providing quality feedback regarding learning progress 																
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	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																												

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

The district has met overall academic growth targets at all levels in reading for two years with an increasing median growth percentile (MGP) pattern at elementary and middle and a stable MGP pattern at high school level. In 2011, every grade level achieved a MGP ≥ 50 ; in 2009, 6 of 8 grade levels met this goal and in 2010 3 of 8 grade levels met

State Academic Growth Targets Met in Elementary Math (green)
State Academic Growth Targets Missed in Middle and High School Math (yellow)

	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

The district met overall academic growth targets at the elementary level; there is a decreasing MGP pattern at all levels. In 2010, every grade level achieved a MGP ≥ 50 ; in 2011, this goal was achieved at the high school level and the district overall.

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

State 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

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

The district met overall academic growth targets at every level. In 2011, 3 of 8 grades achieved a MGP ≥ 50 .

Elem Math
HS Math
MS Math

Overall performance in reading has met state targets, yet proficiency levels are not at the levels desired by the district.

Persistent achievement gaps between district averages and subpopulations.

- Inconsistent math pedagogical content knowledge
- Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress
- Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning.

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- Inconsistent math pedagogical content knowledge
- Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress
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Academic Growth Gaps

Reading State Academic Growth Gaps

Targets Achieved (green): EI Overall, EL FRL, EL Minority, MS FRL, MS Minority, HS Overall, HS FRL, HS Minority (green)

Targets Missed (yellow and red): EI IEP, EL ELL, EI Catchup, MS IEP, MS ELL, MS Catchup, HS IEP, HS Catchup

	Elementary		Middle		High	
	2010	2011	2010	2011	2010	2011
FRL	46/38	47/41	43/36	49/41	50/32	48/33
Minority	46/39	50/40	48/37	52/43	54/31	50/30
IEP	42/67	45/70	37/72	49/76	38/94	46/97*
ELL	54/58	56/57*	51/61	53/66	61/67*	63/74*
Catchup	51/61	57/64*	47/61	53/68	53/74	55/81*
Overall	Approaching	Meets	Approaching	Approaching	Approaching	Approaching

Percentile Achieved/State Target; *Did not make adequate growth

Increases in median growth percentiles (MGPs) were found at all levels. Increase in MGP was also noted for IEP students at all levels moving from does not meet expectations to approaching. While all subpopulations demonstrated a growth percentile ranging from 42 to 63, these gains fall far short of the needed adequate median growth percentiles needed (ranging from 30 to 97) to meet state targets. Persistent achievement gaps exist between district averages and subpopulations in reading.

Math State Academic Growth Gaps

Targets Achieved (green)

Targets Missed: (yellow and red): All subpopulations and overall (yellow and red)

	Elementary		Middle		High	
	2010	2011	2010	2011	2010	2011
FRL	49/37	43/54	53/79	43/76	50/99	53/98
Minority	48/39	45/57	53/78	43/75	49/97	49/98
IEP	40/65	42/70	46/97	38/95	46/99	49/99
ELL	56/57	48/70	57/92	43/84	54/99	49/99
Catchup	52/60	49/74	43/92	45/89	53/99	53/99
Overall	Approaching	Approaching	Approaching	Approaching	Approaching	Approaching

Percentile Achieved/State Target; *Did not make adequate growth

Persistent achievement gap for all subpopulations is noted in math. District is approaching state targets for all subpopulations except MS IEP where it did not meet state expectations. While median growth percentiles range from 38 to 54,

Elem Reading: IEP, ELL, Catch-up

Elem Math: FRL, Hispanic, IEP, ELL, Catchup

Elem Writing: FRL, Hispanic, IEP, ELL, Catch-up

Middle Reading: IEP, ELL, Catch up

Middle Math: FRL, Hispanic, IEP, Catchup

Middle Writing: FRL, Hispanic, IEP, ELL, Catch-up

High School Reading: IEP, catchup

High School Math FRL, Hispanic, IEP, ELL, catch up

HS Writing: FRL, Hispanic, IEP, ELL, Catch up

- Lack of understanding and knowledge regarding the ways culture, specifically race and ethnicity, impact teaching and learning.
- Lack of robust evaluation system to provide quality feedback for improvement of performance.

	<p>the district fell short of meeting adequate median growth percentiles needed to close the gap ranging from 54 to 99.</p> <p>Writing State Academic Growth Gaps Targets Achieved (green): EL FRL, EL Minority, HS ELL Targets Missed (yellow and red): EL IEP, EL ELL, EL Catchup, EL Overall, MS FRL, MS Minority, MS IEP, MS ELL, MS Catchup, MS Overall, HS FRL, HS Minority, HS IEP, HS Catchup, HS Overall</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Elementary</th> <th colspan="2">Middle</th> <th colspan="2">High</th> </tr> <tr> <th>2010</th> <th>2011</th> <th>2010</th> <th>2011</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>FRL</td> <td>43/56</td> <td>45/44</td> <td>39/63</td> <td>42/61</td> <td>47/79</td> <td>47/75</td> </tr> <tr> <td>Minority</td> <td>44/57</td> <td>47/43</td> <td>45/61</td> <td>45/58</td> <td>50/76</td> <td>52/72</td> </tr> <tr> <td>IEP</td> <td>37/75</td> <td>47/70</td> <td>36/90</td> <td>41/86</td> <td>44/99</td> <td>46/99</td> </tr> <tr> <td>ELL</td> <td>54/71</td> <td>49/59</td> <td>48/82</td> <td>50/77</td> <td>54/93</td> <td>62/96*</td> </tr> <tr> <td>Catchup</td> <td>49/65</td> <td>53/56</td> <td>43/81</td> <td>50/76</td> <td>51/92</td> <td>52/88</td> </tr> <tr> <td>Overall</td> <td>Approaching</td> <td>Approaching</td> <td>Approaching</td> <td>Approaching</td> <td>Approaching</td> <td>Approaching</td> </tr> </tbody> </table> <p>Percentile Achieved/State Target; *Did not make adequate growth</p> <p>Increases in performance were noted at EL FRL, EL Minority, and HS ELL. Performance is stable for all other subpopulations. In writing, median growth percentiles range from 41 to 62, yet are not adequate to meet state's adequate median growth percentile targets from 43 to 99.</p>		Elementary		Middle		High		2010	2011	2010	2011	2010	2011	FRL	43/56	45/44	39/63	42/61	47/79	47/75	Minority	44/57	47/43	45/61	45/58	50/76	52/72	IEP	37/75	47/70	36/90	41/86	44/99	46/99	ELL	54/71	49/59	48/82	50/77	54/93	62/96*	Catchup	49/65	53/56	43/81	50/76	51/92	52/88	Overall	Approaching	Approaching	Approaching	Approaching	Approaching	Approaching	
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Post Secondary/Workforce Readiness	<p>AYP Graduation Rate for Hispanics and IEP Students Target Missed (yellow)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>State Target</th> <th>District Total</th> <th>White</th> <th>His</th> <th>FRL</th> <th>IEP</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>59.5%</td> <td>77.9%</td> <td>81.8%</td> <td>55.7%</td> <td>64.0%</td> <td>70.5%</td> <td>37.9</td> </tr> <tr> <td>2009</td> <td>63%</td> <td>82.5%</td> <td>85.9%</td> <td>60.2%</td> <td>70.8%</td> <td>78.5%</td> <td>50.0%</td> </tr> <tr> <td>2010</td> <td>63%</td> <td>80%</td> <td>83.5%</td> <td>57.7%</td> <td>63.8%</td> <td>59.3%</td> <td>40.7%</td> </tr> </tbody> </table> <p>The overall high school graduation rate has shown a pattern of increasing then decreasing from 77.9% in 2008 to 82.5% in 2009 to 80% in 2010. This trend has been noted for all subpopulations with the greatest difference noted for IEP students (70.5% to 59.3%).</p> <p>Graduation Rate for All Students State Target Achieved (green) Graduation Rate for IEP Students State Target Missed (yellow)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>State Target</th> <th>District Total</th> <th>IEP Students</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>80%</td> <td>82.5%</td> <td>78.5%</td> </tr> <tr> <td>2010</td> <td>80%</td> <td>84.5%</td> <td>74.1%</td> </tr> </tbody> </table> <p>The district has met state target for graduation for all students for the past two</p>		State Target	District Total	White	His	FRL	IEP	ELL	2008	59.5%	77.9%	81.8%	55.7%	64.0%	70.5%	37.9	2009	63%	82.5%	85.9%	60.2%	70.8%	78.5%	50.0%	2010	63%	80%	83.5%	57.7%	63.8%	59.3%	40.7%		State Target	District Total	IEP Students	2009	80%	82.5%	78.5%	2010	80%	84.5%	74.1%	<p>IEP Graduation and Dropout Rate</p> <p>Hispanic Graduation Rate</p> <p>Data indicate that more students across all subpopulations are staying in school.</p> <ul style="list-style-type: none"> ▪ Weak system for monitoring and responding to student progress and the impact of instruction ▪ 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. 											
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	<p>years with a trend of increasing performance. The district has not met state targets for IEP students for two years with a decreasing pattern on graduation.</p> <p>Dropout Rates for All Students State Target Achieved (green) Dropout Rates for IEP Students State Target Missed (yellow)</p> <table border="1"> <thead> <tr> <th></th> <th>State Target</th> <th>State Target for IEP</th> <th>District Total</th> <th>White</th> <th>His</th> <th>FRL</th> <th>IEP</th> <th>ELL</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>3.6%</td> <td>2.4%</td> <td>2.6%</td> <td>2.0 %</td> <td>6.1%</td> <td>4.7%</td> <td>2.7%</td> <td>9.0%</td> </tr> <tr> <td>2010</td> <td>3.6%</td> <td>2.3%</td> <td>1.9 %</td> <td>1.7 %</td> <td>3.0%</td> <td>2.4%</td> <td>2.7%</td> <td>3.1%</td> </tr> </tbody> </table> <p>Dropout rates for all subgroups of students except IEP has followed a decreasing pattern from 2009-2010; IEP performance has remained stable. The district trend outperforms the state trend where dropout rates have remained stable. IEP Graduation and Dropout Rate have shown a trend of increasing then decreasing from 2009-2011. TSD met its AYP targets in 2009 and 2010 for overall and students with an IEP; 2010-11 marked the first year in which this target was not met for students with an IEP.</p>		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%																													
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	<p>COACT State Target Achieved (green)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">English</th> <th colspan="2">Math</th> <th colspan="2">Reading</th> <th colspan="2">Science</th> <th colspan="2">Composite</th> </tr> <tr> <th>District</th> <th>State</th> <th>District</th> <th>State</th> <th>District</th> <th>State</th> <th>District</th> <th>State</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>19.8</td> <td>19.0</td> <td>20.2</td> <td>20.0</td> <td>20.7</td> <td>19.9</td> <td>20.6</td> <td>20.2</td> <td>20.4</td> <td>19.9</td> </tr> <tr> <td>2010</td> <td>19.7</td> <td>19.2</td> <td>20.1</td> <td>19.9</td> <td>20.6</td> <td>20.2</td> <td>20.3</td> <td>20.1</td> <td>20.3</td> <td>20.0</td> </tr> <tr> <td>2011</td> <td>19.6</td> <td>19.0</td> <td>20.3</td> <td>19.8</td> <td>21.2</td> <td>20.4</td> <td>20.6</td> <td>20.1</td> <td>20.6</td> <td>20.0</td> </tr> </tbody> </table> <p>District COACT scores exceed the state in all areas tested over the past 3 years. Performance is stable.</p>		English		Math		Reading		Science		Composite		District	State	District	State	District	State	District	State	District	State	2009	19.8	19.0	20.2	20.0	20.7	19.9	20.6	20.2	20.4	19.9	2010	19.7	19.2	20.1	19.9	20.6	20.2	20.3	20.1	20.3	20.0	2011	19.6	19.0	20.3	19.8	21.2	20.4	20.6	20.1	20.6	20.0	<p>Overall performance has met state targets, yet proficiency levels are not at the levels desired by the district.</p>	<ul style="list-style-type: none"> Continue improving the systems for monitoring and responding to student progress and the impact of instruction Continue to address systems that present barriers to student success—access to higher level classes, lack of personalized instruction, lack of understanding generational preferences of students.
	English		Math		Reading		Science		Composite																																																
	District	State	District	State	District	State	District	State	District	State																																															
2009	19.8	19.0	20.2	20.0	20.7	19.9	20.6	20.2	20.4	19.9																																															
2010	19.7	19.2	20.1	19.9	20.6	20.2	20.3	20.1	20.3	20.0																																															
2011	19.6	19.0	20.3	19.8	21.2	20.4	20.6	20.1	20.6	20.0																																															
<p>Student Graduation and Completion Plan (Designated Graduation District)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>																																																						

<p>English Language Development and Attainment (AMAOs)</p>	<p>AMAO #1 Target Achieved (green) AMAO #2 Target Achieved (green) AMAO 3# Target Missed (yellow)</p> <table border="1" data-bbox="415 329 1087 451"> <thead> <tr> <th></th> <th>AMAO #1</th> <th>AMAO#2</th> <th>AMAO #3</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>67.46/</td> <td>18.07%/</td> <td>81%/100%</td> </tr> <tr> <td>2010</td> <td>56.21/48%</td> <td>6.76%/5%</td> <td>88.24% /100%</td> </tr> <tr> <td>2011</td> <td>55.97%/50%</td> <td>8.19%/6%</td> <td>75%/100%</td> </tr> </tbody> </table> <p>TSD/State Target There has been a decreasing trend for meeting AYP targets since 2009. In 2010, 88.24% of the AYP targets were met; in 2011, 75% of these targets were met.</p>		AMAO #1	AMAO#2	AMAO #3	2009	67.46/	18.07%/	81%/100%	2010	56.21/48%	6.76%/5%	88.24% /100%	2011	55.97%/50%	8.19%/6%	75%/100%	<p>AYP targets for ELL</p> <ul style="list-style-type: none"> ▪ 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
	AMAO #1	AMAO#2	AMAO #3															
2009	67.46/	18.07%/	81%/100%															
2010	56.21/48%	6.76%/5%	88.24% /100%															
2011	55.97%/50%	8.19%/6%	75%/100%															
<p>Teacher Qualifications (Highly Qualified Teachers)</p>	<p>AYP HQ Target Missed (yellow)</p> <p>There has been a stable trend in meeting AYP targets for HQ. The district has narrowly missed state targets from a low of 99.5% to a high of 99.8%.</p> <table border="1" data-bbox="415 672 726 813"> <thead> <tr> <th></th> <th>State Target</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>100%</td> <td>99.5%</td> </tr> <tr> <td>2010</td> <td>100%</td> <td>99.8%</td> </tr> <tr> <td>2011</td> <td>100%</td> <td>99.66%</td> </tr> </tbody> </table>		State Target	District	2009	100%	99.5%	2010	100%	99.8%	2011	100%	99.66%	<p>AYP Targets for HQ</p> <ul style="list-style-type: none"> ▪ Lack of agile monitoring system to respond to assignment of staff 				
	State Target	District																
2009	100%	99.5%																
2010	100%	99.8%																
2011	100%	99.66%																

Data Narrative for District/Consortium

Directions: 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. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our district's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our district? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?



Root Cause Analysis: Why do we think our district/consortium's performance is what it is? How did we determine that?



Verification of Root Cause: What evidence do we have for our conclusions?

Trend Analysis and Performance Challenges

The TSD District Improvement Plan for 2011-12 is a product of collaboration between staff, parents, and community members across the district. We have used a process of interactive engagement between staff and with our DAC, the goals, objectives, strategies, and key actions of this plan have been synced with the new TSD strategic plan, Vision 2020; we have begun the process of aligning our school improvement plans to the District Improvement Plan and vision 2020. We believe this alignment is key to successful deployment of the plan's comprehensive action steps and is also key to meeting the district's strategic goals.

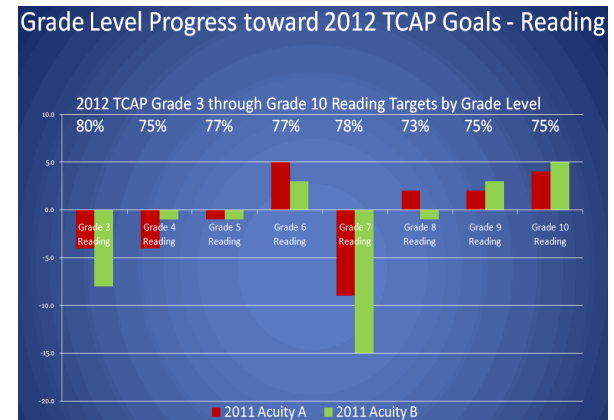
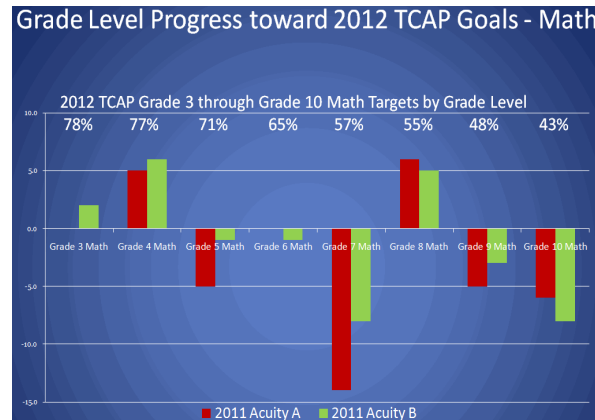
Our engagement began with data analysis, conducted throughout the year, using multiple measures. These measures include CSAP, ACT, AYP, graduation rates, drop-out rates district assessment data (DIBELS, DRA2, Acuity, K-2 Math Assessment), district balanced scorecard, and perception data (Safety and Belonging, Culture and Climate Survey, 360 reviews), district committees (Licensed Professional Evaluation Team, Curriculum Improvement Council, Literacy Focus Groups, Diversity Council, Learning Services Staff, Professional Leaders Learning, principals' meetings, District Accountability Committee, and Principal Advisory Council). Our commitment to continuous improvement is demonstrated in a plan-do-check-adjust cycle, where results of interim and summative measures are reviewed and adjustments to practices are made. We seek to build consensus through data dialogues, collaborative goal setting and action planning sessions.

Students in the Thompson School District continue to consistently score higher in proficient and advanced 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. The district meets federal expectations in over 80% of the targets that are required. 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 approaching state expectations and not meeting federal expectations for these four subpopulations in academic achievement and growth. 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. Staff believes that if address root causes identified in this improvement plan, then we will see improvement in all areas identified for improvement.

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 (73.4% to 57% to 43.6%). This is a trend that we see in our PK-2 math assessments and Acuity as well. 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 middle level. As the AYP targets were raised in 2011, the district for the first time did not make AYP in mathematics for all students at the middle or high school level. The district has not met AYP in mathematics for the past 3 years due to performance of subpopulations. Performance on the COACT math section has remained stable over the past 3 years with scores ranging from 20.3 to 20.1 to 20.2. However, the gap in math achievement for subpopulations ranges from 2 (economically disadvantaged) to 5 points (IEP students) below the district average. The district has not met Annual Measureable Achievement Objective (AMAO) #3 for 3 years as it has not met AYP targets for ELL. Staff has identified 3 root causes for stable/decreasing math achievement in the district: 1) Inconsistent math pedagogical content knowledge; 2) Improvement needed in aligning standards, assessments and instruction providing quality feedback regarding learning progress 3)

Weak system for monitoring and responding to student progress and the impact of instruction 4) Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. Staff believes if it addresses these root causes through its theory of instruction and professional development, math achievement will increase for subpopulations of students.

Achievement in reading remains relatively stable from elementary to middle to high school levels (75.7% to 74.5% to 74.8%) with the district meeting state expectations in academic achievement, academic growth, and academic growth gaps for elementary and high school. Our K-2 Literacy Assessments and Acuity indicate that we are improving literacy achievement across all grade levels. At the elementary and high school levels, only students with IEPs are not meeting state expectations in terms of academic growth. At the 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. The district has not met AYP in reading at the middle levels for over six years due to the performance of subpopulations. The district has made AYP in high school reading for the last three years. Performance on the COACT, however, in reading has been decreasing over the past 3 years moving from 21.2 to 20.7. The gap in performance for subpopulations ranges from 2 points (economically disadvantaged) to 6 points (IEP students). Performance on the COACT in English has steadily increased over the past 3 years (19.6 to 19.7 to 19.8) for all students with the gap in performance ranging from 2 points (economically disadvantaged) to 7 points for students with an IEP. The district has not met Annual Measureable Achievement Objective (AMAO) #3 for 3 years as it has not met AYP targets for ELL. Staff believes that if we address the following root causes, then we will begin to achieve targets set forth by state and federal entities, particularly for students in subpopulations: 1) Inconsistent math pedagogical content knowledge; 2) Improvement needed in aligning standards, assessments and instruction providing quality feedback regarding learning progress 3) Weak system for monitoring and responding to student progress and the impact of instruction 4) Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. Staff believes if it addresses these root causes through its theory of instruction and professional development, math achievement will increase for subpopulations of students.

Achievement in writing is also stable at the elementary and middle levels with a slight decrease in performance at the high school level (61% to 61.6% to 57.9%). The district meets state expectations in academic achievement and academic growth at all levels, but is rated as approaching state expectations at all levels. Economically disadvantaged students and minority students at the elementary level are meeting state expectations for academic growth in writing while ELL, students with an IEP, and students needing to catch up are not making adequate growth in writing. At the middle school level, no subpopulation is making adequate growth in writing. At the high school level, ELL are making adequate growth in writing to meet state expectations. Staff believes that if we address the following root causes, then we will begin to achieve targets set forth by the state, particularly for students in subpopulations: 1) Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress; 2) Weak system for monitoring and responding to student progress and the impact of instruction 3) Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. Staff believes if it addresses these root causes through its theory of instruction and professional development, math achievement will increase for subpopulations of students.

Achievement in science demonstrates a trend of increasing performance from elementary to high school (53.2% to 55.5% to 56.9%). 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. Staff believes that if we address the following root causes, then we will begin to achieve targets set forth by the state, particularly for students in subpopulations: 1) Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress; 2) Weak system for monitoring and responding to student progress and the impact of instruction 3) Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. Staff believes if it addresses these root causes through its theory of instruction and professional development, math achievement will increase for subpopulations of students.

Graduation rates for Hispanic students has demonstrated a pattern of increasing while graduation rates for students with an IEP has been decreasing over the past 3 years. Despite the small gains that we have seen for Hispanic students in the past 3 years, the district does not meet state ($\geq 80\%$) or federal expectations (AYP). The district has met AYP for ELL for graduation rate. Staff has identified the following root causes for not meeting graduation targets for Hispanic and IEP students: 1) Weak system for monitoring and responding to student progress and the impact of instruction; 2) 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. Staff believes that if these root causes are addressed, then an increase in graduation rates, particularly for Hispanic and students with an IEP, will be realized.

TSD is committed to ensuring that staff is not only highly qualified, but also highly effective. To be effective, teachers need feedback regarding their performance so that they can improve. Our past evaluation system was not robust enough to provide quality feedback to teacher so that they could improve their performance. We are addressing this root cause through our action plan that outlines our participation as a pilot district for the new CDE evaluation system.

TSD has not met its Highly Qualified Teacher target for the past 3 years (the target was missed by .5% in 2009, .2% in 2010, and .33% in 2011). and has been identified under 2114c of Title IIA. As a result, TSD is required to create a financial agreement with CDE and identify strategies to strengthen this area. Staff has identified the cause of not meeting this AYP target as a lack of an agile monitoring system to respond to assignment of staff. While the district has a system to monitor the hiring of staff, staff at individual schools sites may be assigned to teach singleton classes that are not in the teacher's area of qualification in order to meet the scheduling demands. By ensuring that the district system responds quickly, we believe that we will be able to ensure that 100% of teachers are teaching in areas for which they are highly qualified. We also need to partner with our charters to ensure that their hires meet HQ status.

The district has been identified for Corrective Action—Year 6 under Title IA and submits its corrective action plan at the conclusion of this document.

TSD has been identified for Program Improvement under Title III. The district has missed its AYP targets (AMAO #3) for four consecutive years. TSD has missed its AYP targets in reading and mathematics. In 2009, TSD achieved 13 of 16 or 81% of its AYP targets; in 2010, TSD achieved 15 of 17 or 88% of its AYP targets, and in 2011, TSD achieved 13 of 17 or 75% of its AYP targets. Goals have been set for elementary reading and math at all levels. The following 1) Improvement needed in aligning Colorado Academic and WEDA standards, assessments and instruction providing quality feedback regarding learning progress; 2) Weak system for monitoring and responding to student progress and the impact of instruction; 3) Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning; and 4) lack of a robust evaluation system that provides quality feedback for improvement of performance. Staff believes if it addresses these root causes through its theory of instruction and professional development, achievement will increase for its English Language Learners.

As a district we also gather a great deal of perception data to assist in our continuous improvement efforts. Approximately 65% of our students indicated that people of diverse backgrounds were respected in the school while 75% of staff indicated that they felt prepared to teach students of diverse backgrounds. Staff believes that if we address the barriers to equity 1) Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning and 2) 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 that students and staff will increase their cultural proficiency and meet the needs of our students with diverse backgrounds including Hispanic, ELL, students with an IEP, and economically disadvantaged students.

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:

1. Academic Achievement: Students partially proficient or higher in middle and high school math (AYP indicator; IEP students proficient or higher in math; AYP targets met for ELL (AMAO #3 goal); All subpopulations in elementary and middle level reading (AYP); and All subpopulations in math (AYP)
2. Academic Growth: MGP in middle level math; MGP in writing at all grade levels
3. Academic Growth Gaps: MGP for all subpopulations in math; MGP for IEP students in reading; MGP for ELL, and students needing to catch up in middle level reading; MGP for IEP students, ELL, and students needing to catch up in writing
4. Postsecondary Work-: Graduation rate for Hispanic and IEP (AYP indicator/state target); Decrease IEP dropout rate (AYP indicator)
Force Readiness

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 or AYP reports as not meeting district, state, or federal expectations.

A root cause analysis was conducted by multiple groups as data was analyzed. Through listing our barriers, teams developed a hypothesis about those barriers over which we have some control and which, if solved, will leverage the greatest improvement in students' achievement and equity. The root causes identified in this plan have been categorized into 3 major areas:

Robust Learning

- Inconsistent math pedagogical content knowledge
- Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress
- Weak system for monitoring and responding to student progress and the impact of instruction

Equity in Access

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

Educator Effectiveness

- Lack of robust evaluation system to provide quality feedback for improvement of performance.
- Lack of agile monitoring system to respond to assignment of staff

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 as outlined in our strategic plan, Vision 2020. We have aligned each action plan required of the district—Title IA, Title IIA, and Title II—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 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 (Figure 1). 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 Strategies Addressed in this Plan:

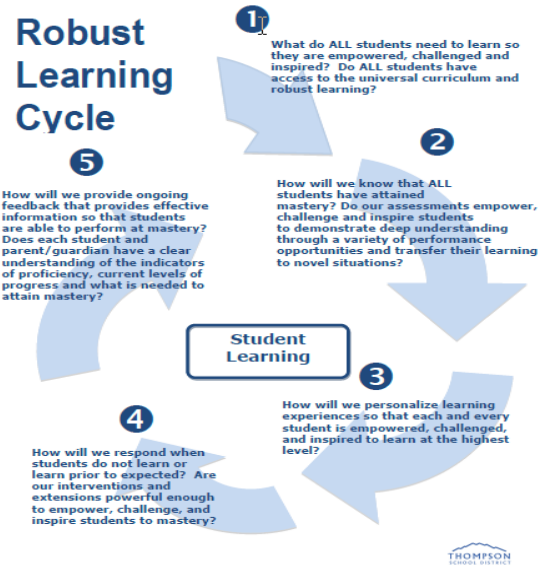


Figure 1: Robust Learning Cycle

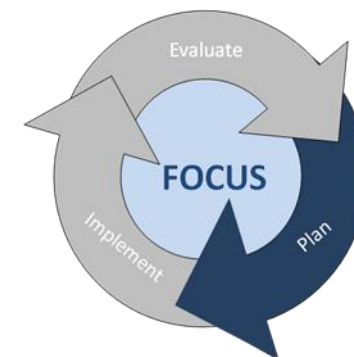
Major Improvement Strategy	Root Cause Addressed
<p>Major Improvement Strategy #1: Robust Learning <i>Increase access for all students to a robust curriculum that uses methods of instruction that integrate innovative, research-proven strategies, learning technologies, and real world resources and contexts to ensure all students are college and workforce ready through mastery of grade level learning expectations or evidence outcomes in reading, math, writing, and science.</i></p>	<ul style="list-style-type: none"> ▪ Inconsistent math pedagogical content knowledge ▪ Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress ▪ Weak system for monitoring and responding to student progress and the impact of instruction
<p>Major Improvement Strategy #2: Equity in Access <i>Respond to all students' needs through personalized options that combine high academic grade level expectations, high quality core instruction, strong supports, inclusive practices and accelerated content.</i></p>	<ul style="list-style-type: none"> ▪ Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. ▪ 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.
<p>Major Improvement Strategy #3: Educator Effectiveness (Responsible Stewardship): <i>Implement a robust educator performance evaluation system aligned with S.B. 191 that reliably identifies educator effectiveness based on multiple measures of performance, including at least 50% upon the academic growth of students; provide proven supports to educators directly aligned to individual performance evaluations and that reflect promising and proven strategies for improving effectiveness; and develop a system for using performance evaluations to inform human resource decisions.</i></p>	<ul style="list-style-type: none"> ▪ Lack of robust evaluation system to provide quality feedback for improvement of performance. ▪ Lack of agile monitoring system to respond to assignment of staff

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

District/Consortium Target Setting Form

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



For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, districts/consortia are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Once annual performance targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. Finally, list the major improvement strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.

District/Consortium Goals Worksheet

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	▪ Increase by 2 points the percentage of students proficient or higher (74.3% to 76.3%)	▪ Increase by 2 points the percentage of students proficient or higher (76.3% to 78.3%)	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring	1. Robust Learning 3. Educator Effectiveness
		M	▪ Increase by 3 points the percentage of students proficient or higher (59.1% to 62.1%)	▪ Increase by 3 points the percentage of students proficient or higher (62.1% to 65.1%)	Analysis of interim assessments K-2,, Acuity math fall, winter, spring	1. Robust Learning 3. Educator Effectiveness
		W	▪ Increase by 3 points the percentage of students proficient or higher (59.7% to 62.7%)	▪ Increase by 3 points the percentage of students proficient or higher (62.7% to 65.7%)	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring	1. Robust Learning 3. Educator Effectiveness
		S	▪ Increase by 3 points the percentage of students proficient or higher (53.7% to 56.7%)	▪ Increase by 3 points the percentage of students proficient or higher (56.7% to 59.7%)	F rates for grade 5, 8 and 9 each semester	1. Robust Learning 3. Educator Effectiveness

Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	<ul style="list-style-type: none"> ▪ Elementary Reading for Hispanic, ELL, and FRL students. ▪ Middle Level Reading for Hispanic, FRL and IEP students. 	<ul style="list-style-type: none"> ▪ Meet AYP Targets: <ul style="list-style-type: none"> ➢ Elementary: 94.23% ➢ Middle: 93.41% ➢ High: 94.92% OR <ul style="list-style-type: none"> ➢ Reduce by 10% students scoring unsatisfactory ▪ At all levels, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. 	<ul style="list-style-type: none"> ▪ Meet AYP Targets: <ul style="list-style-type: none"> ➢ Elementary: 94.23% ➢ Middle: 93.41% ➢ High: 94.92% OR <ul style="list-style-type: none"> ➢ Reduce by 10% students scoring unsatisfactory ▪ At all levels, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. 	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring	<ol style="list-style-type: none"> 1. Robust Learning 2. Equity in Access 3. Educator Effectiveness
		M	<ul style="list-style-type: none"> ▪ Elementary math for Hispanic, ELL, FRL, and IEP students. ▪ Middle math for all students and Hispanic, ELL, FRL, and IEP students. ▪ High school math for all students; Hispanic, FRL, ELL, and IEP students 	<ul style="list-style-type: none"> ▪ Meet AYP targets: <ul style="list-style-type: none"> ➢ Elementary: 94.54% ➢ Middle: 89.88 ➢ High: 86.75 OR <ul style="list-style-type: none"> ➢ Reduce by 10% students scoring unsatisfactory ▪ At all levels, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. 	<ul style="list-style-type: none"> ▪ Meet AYP targets: <ul style="list-style-type: none"> ➢ Elementary: 94.54% ➢ Middle: 89.88 ➢ High: 86.75 OR <ul style="list-style-type: none"> ➢ Reduce by 10% students scoring unsatisfactory ▪ At all levels, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. 	Analysis of interim assessments K-2 and Acuity math fall, winter, spring	<ol style="list-style-type: none"> 1. Robust Learning 2. Equity in Access 3. Educator Effectiveness

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
			2011-12	2012-13		
Academic Growth	Median Student Growth Percentile	R	<ul style="list-style-type: none"> MGP for all students will be >50 	<ul style="list-style-type: none"> MGP for all students will be >50 	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring,	1. Robust Learning 3. Educator Effectiveness
		M	<ul style="list-style-type: none"> MGP for Middle Level Math Increase MGP to ≥ 50 in math at the middle level; MGP for all students will be >50 	<ul style="list-style-type: none"> MGP for all students will be >50 	Analysis of interim assessments K-2, Acuity Math fall, winter, spring	1. Robust Learning 3. Educator Effectiveness
		W	<ul style="list-style-type: none"> MGP for all students will be >50 	<ul style="list-style-type: none"> MGP for all students will be >50 	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring	1. Robust Learning 3. Educator Effectiveness
Academic Growth Gaps	Median Student Growth Percentile	R	<ul style="list-style-type: none"> MGP for IEP students MGP for MS ELL Students MGP for MS Students Needing to Catch up 	<ul style="list-style-type: none"> MGP for all subpopulations meet state target (>55) 	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring	1. Robust Learning 2. Equity in Access 3. Educator Effectiveness
		M	<ul style="list-style-type: none"> MGP for all disaggregated student groups: FRL, IEP Minority, ELL, Students Needing to Catch up 	<ul style="list-style-type: none"> MGP for all subpopulations meet state target (>55) 	Analysis of interim assessments K-2 and Acuity Math fall, winter, spring	1. Robust Learning 2. Equity in Access 3. Educator Effectiveness
		W	<ul style="list-style-type: none"> MGP for IEP students, ELL, and Students Needing to Catch up 	<ul style="list-style-type: none"> MGP for all subpopulations meet state target for adequate growth (>55) 	Analysis of interim assessments DRA2/ Dibels, Acuity fall, winter, spring, writing sample.	1. Robust Learning 2. Equity in Access 3. Educator Effectiveness
Post Secondary/ Workforce Readiness	Graduation Rate	<ul style="list-style-type: none"> Increase graduation rate for IEP students Increase graduation rate for Hispanic students 	<ul style="list-style-type: none"> Increase IEP and Hispanic graduation rate to meet or exceed state average (80%) OR Meet AYP Targets for Hispanic and IEP students – 63% 	<ul style="list-style-type: none"> Increase IEP and Hispanic graduation rate to meet or exceed state average (80%) OR Meet AYP Targets for Hispanic and IEP students – 63% 	Analysis of Attendance Rates, F rates in core classes, Discipline referrals each semester	1. Robust Learning 2. Equity in Access 3. Educator Effectiveness

	Dropout Rate	<ul style="list-style-type: none"> Decrease IEP dropout rate 	<ul style="list-style-type: none"> Decrease IEP dropout rate below state average (< 2.3%) District percentage will remain below state rate (1.9% or lower) 	<ul style="list-style-type: none"> Decrease IEP dropout rate below state average (< 2.3%) District percentage to remain below state rate (1.9% or lower) 	Analysis of Attendance Rates, F rates in core classes, Discipline referrals each semester	<ol style="list-style-type: none"> Robust Learning Equity in Access Educator Effectiveness
	Mean ACT	Mean composite ACT score is below district and state average for all subpopulations	<ul style="list-style-type: none"> Meet or exceed state average composite COACT OR Increase composite score by .4 points for all students to 20.8 Increase composite score by .8 points for all disaggregated groups <ul style="list-style-type: none"> ELL (14.8 to 15.6) IEP (14.2 to 15.0) FRL (18.1 to 18.9) Hispanic (17.7 to 18.5) 	<ul style="list-style-type: none"> Meet or exceed state average composite COACT OR Increase composite score by .4 points for all students to 21.2 Increase composite score by .8 points for all disaggregated groups <ul style="list-style-type: none"> ELL (15.6 to 16.4) IEP (15.0 to 15.8) FRL (18.9 to 19.7) Hispanic (18.5 to 19.3) 	Analysis of EXPLORE in Grade 8, PLAN in Grade 10, and Participation in postsecondary experiences (IB, AP, dual credit) each semester	<ol style="list-style-type: none"> Robust Learning. Equity in Access Educator Effectiveness
English Language Development & Attainment	CELA (AMAO 1)		<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding state expectations (55.97% or higher) 	<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding state expectations (55.97% or higher) 	Analysis of CELA pro yearly, DRA2/DIBELS, and Acuity fall, winter, and spring	<ol style="list-style-type: none"> Robust Learning. Equity in Access Educator Effectiveness
	CELA (AMAO 2)		<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding state expectations (81.19% or higher) 	<ul style="list-style-type: none"> Increase the percentage of students meeting or exceeding state expectations (81.19% or higher) 	Analysis of CELA pro yearly, DRA2/DIBELS, and Acuity fall, winter, and spring	<ol style="list-style-type: none"> Robust Learning. Equity in Access Educator Effectiveness
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	<ul style="list-style-type: none"> 100% of core content classes will be taught by teachers who meet NCLB HQ requirements (99.66 to 100%) 	<ul style="list-style-type: none"> 100% of core content classes will be taught by teachers who meet NCLB HQ requirements (99.66% to 100%) 	Quarterly HR Reports	<ol style="list-style-type: none"> Educator Effectiveness

Action Planning Form

Directions: Identify the major improvement strategy(s) 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: Robust Learning

Increase access for all students to a robust curriculum that uses methods of instruction that integrate innovative, research-proven strategies, learning technologies, and real world resources and contexts to ensure all students are college and workforce ready through mastery of grade level learning expectations or evidence outcomes in reading, math, writing, and science.

Root Cause(s) Addressed: Inconsistent math pedagogical content knowledge; Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress; Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning.

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; Rose Foundation; Erion Foundation; Pulliam Foundation; Learning Together

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)
Aligning standards, assessments and instruction providing quality feedback regarding learning progress: <ul style="list-style-type: none"> ▪ Develop shared understanding of learning expectations and key benchmarks that indicate progress towards college/workforce readiness (Benson (CDE Teaching Learning Cycle), 2008; Black & William, 1998; Moss & Brookhart, 2009; Stiggins, 2001) ▪ Build staff capacity to provide standards-driven instruction, including unit/lesson design, formative assessment and effective student feedback (Benson (CDE Teaching Learning Cycle), 2008; Wiggins & McTighe, 2005) ▪ Instructing to the appropriate depth of knowledge as 	2010 - 2013	Director of Curriculum Director of Accreditation and Accountability	General Fund Title II 2011-12 Understanding by Design Training \$25,813 Formative Assessment Training - \$17,520 2012-13 1.0 Educator Effectiveness TOSA \$62,071	<ul style="list-style-type: none"> ▪ Demonstrate a statistically significant increase in the percentage of students (all and disaggregated) meeting grade level benchmarks each assessment cycle for the following assessments: <ul style="list-style-type: none"> ✓ K-2 Math ✓ K-2 DIBELS/DRA2 ✓ 3-10 Acuity ▪ Using 2011-2012 as baseline, monitor the following for predictions of postsecondary 	In Progress

<p>aligned with the state standards (Web, Norman, et al, 2005)</p> <ul style="list-style-type: none"> ▪ Establish and implement a common set of strategies to engage students at high levels (Hattie, 2009; Lemov, 2010) ▪ Build staff capacity to understand and interact with knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning. 			<p>Formative Assessment Training - \$8,000</p>	<p>workforce readiness:</p> <ul style="list-style-type: none"> ✓ ICAP ✓ Explore ✓ Plan ✓ ACT ▪ Examine and reflect upon Instructional Rounds data related to Depth of Knowledge and learning targets. ▪ Increase the percentage of students (all and disaggregated) successfully completing at least one of the following 1.0 credit postsecondary experiences while still in high school: AP, IB, concurrent enrollment credit. 	
<p>Increase pedagogical content knowledge:</p> <ul style="list-style-type: none"> • Build teacher, principal, and district instructional leader capacity to deploy high-quality formative instructional practices including the use of Shell Centre tools in math and Literacy Design Collaborative tasks in Language Arts, Social Studies, and Science. 	<p>2011-2014</p>	<p>Director of Curriculum and Instruction Colorado Integration Project Manager Literacy TOSA Math TOSA</p>	<p>Colorado Integration Project: Year 1 funding \$400,000 Year 2 funding: \$400,000 Year 3 funding: \$250,000</p>	<ul style="list-style-type: none"> ▪ Evaluation of training by staff. ▪ Development and application of math and literacy tools in the nation-wide resource bank. ▪ Decrease failure rate in core classes: Algebra Geometry, English 9, Geophysical Science, Civics ▪ Explore language of critical thinking and analytical reasoning connections within the Literacy and Math Design Collaborative rubrics 	<p>In Progress</p>
<p>Establish a common language of critical thinking and analytical reasoning, aligning instruction to the appropriate depth of knowledge with Colorado Academic Standards. (Hughes, Lavery & Doran, 2009; Paul and Elder, 2002)</p>	<p>2011-13</p>	<p>Instructional Coaches Building Principals Director of Curriculum and Instruction Director of EI Ed Director of Sec Ed</p>	<p>General Fund</p>	<ul style="list-style-type: none"> ▪ Monitor robust learning and depth of knowledge indicator from instructional rounds and publish quarterly. ▪ Examine and reflect upon the implementation of learning's from Principal Academy. ▪ Explore language of critical 	<p>In Progress</p>

				thinking and analytical reasoning connections within the Literacy and Math Design Collaborative rubrics	
<p>Establish an early warning system to identify students at-risk of not graduating on time/dropping out and aggressively expand the learning opportunities for these students (Balfanz, Herzog & MacIver, 2007)</p> <ul style="list-style-type: none"> ▪ Extend the pilot of Learning Together (funded by CTAG in 2010-11) to 4 schools and monitor its effectiveness. 	January 2012 – June 2012	Dir of Sec Ed	<p>Learning Together Grant: \$175,000</p> <p>Rose Foundation: \$5,000</p> <p>General Fund: .6 FTE</p>	<ul style="list-style-type: none"> ▪ Quarterly data from Learning Together math and literacy programs. ▪ Quarterly analysis of: <ul style="list-style-type: none"> ✓ Failure rates ✓ Attendance data ✓ Discipline referrals ▪ Number of students participating in expanded learning opportunities and success rates of students. ▪ Evaluation of Learning Together at Con Ball, Mary Blair, Winona, and Mountain View High 	In Progress
<ul style="list-style-type: none"> ▪ Provide personalized learning options for students 24/7 that include, but are not limited to: <ul style="list-style-type: none"> ▪ Credit recovery ▪ Alternative education ▪ Virtual and blended learning ▪ Extended learning opportunities ▪ STEM focus ▪ Arts focus ▪ Global focus ▪ Interventions ▪ Advanced Learning (Rumberger & Lim, 2008) 	August 2011 – July 2012	<p>Director of Curriculum/Instruction</p> <p>Director of Secondary Ed</p> <p>Thompson Online principal</p> <p>Ferguson High principal</p> <p>Science Coordinators</p> <p>Arts Coordinator</p>	<p>General Fund: Thompson Online \$200,000</p> <p>Pulliam Foundation Grant (Science Coordinator \$50,000)</p> <p>Erion Foundation Grant (Arts Coordinator \$50,000)</p>	<ul style="list-style-type: none"> ▪ Number of students enrolled in online alternatives and success rate: TOL, Ferguson, SOARS, Options, blended classes, in early college classes and STEM. ▪ Number of teachers completing blended learning training. ▪ Increase number of teachers endorsed/trained to teach early college classes and STEM. ▪ Increase the number of students accessing challenging and advanced coursework. ▪ Implementation of Learning Management System, Brain Honey 	In Progress

* 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., Targeted District Improvement Grant).

Major Improvement Strategy #2: Equity in Access

Respond to all students' needs through personalized options that combine high academic grade level expectations, high quality core instruction, strong supports, inclusive practices and accelerated content.

Root Cause(s) Addressed Inconsistent math pedagogical content knowledge; Improvement needed in aligning Colorado Academic Standards, assessments and instruction providing quality feedback regarding learning progress; Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning.

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; EEARS; Head Start; Colorado Preschool Program;

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)
Expand the availability of preschool and all day kindergarten programs to build strong foundational skills for continued school success. (Heckman 2008)	2011-13	Early Childhood Administrator	Head Start/ Colorado Preschool/ Two trainings \$500.00 total	<ul style="list-style-type: none"> ▪ By May 2012, publication of a long range plan of early childhood programming in TSD. ▪ 100% of community preschool providers in TSD will be invited to attend a training on early childhood state standards ▪ By August 2013, all systems are in place for new state school readiness assessment. ▪ All schools are prepared to offer full-day K for the 2012-13 school year. ▪ Transition plan focusing on child readiness and school readiness (C.R.S. 22-7-1014) ▪ Yearly publication of 	In Progress

			\$500.00	effects of participation in early childhood programming including Head Start and CPP	
<p>Build K-3 teachers, principals, and district instructional leaders capacity to deploy high-quality formative instructional practices to ensure that all students are proficient readers, writers, and mathematicians by the end of Grade 3 and that academic growth meets rigorous expectations for catch up growth targets.</p> <ul style="list-style-type: none"> ▪ Set rigorous grade level targets of mastery for K-3 assessments (Moss & Brookhart, 2009) ▪ Provide follow-up and technical assistance to teachers and principals. (Koh & Neuman, 2006) ▪ Monitor the effectiveness of interventions. (Howell, Patton, Deiotte, 2008) ▪ Identify 10 elementary schools with the lowest levels of performance and provide additional literacy and math coaching support. (Biancarosa, Bryk & Dexter, 2008; Vanderberg & Stephens, 2010) 	2011-2013	<p>Director of Curriculum and Instruction Director of Accreditation and Accountability Director of EI Ed Rtl coordinator Literacy TOSA Math TOSA Title 1A Coordinator</p>	<p>Title II 2011-12</p> <ul style="list-style-type: none"> • Comprehensive Balanced Literacy Training \$10,512 • Comprehensive Balanced Math Training \$10,512 • .25 Literacy TOSA \$19,266 • .50 Literacy Coordinator \$38, 275 • .50 Elementary Math TOSA \$31,383 <p>2012-13</p> <ul style="list-style-type: none"> • .50 Elementary Math Specialist \$31,383 • .50 Math Coordinator \$38,011 <p>Title I: .25 Literacy TOSA \$19,355</p>	<ul style="list-style-type: none"> ▪ Increase significantly each assessment period the number of all K-3 students meeting grade level benchmarks as measured by DRA/DIBELS/Acuity ▪ All K-3 teachers complete a self-assessment using the Balanced Literacy Innovation Configuration to determine areas of strength and opportunity for growth. 	In Progress
<p>Build the capacity of schools to develop an intervention system for addressing gaps in reading, writing, and math by identifying districtwide research-based interventions and monitoring the effectiveness of the intervention system.</p> <p>Reading and Writing Math (Ellis, 2005, Batsche et al., 2005, Marston, Muyskens, Lau, & Canter, 2003).</p>	August 2011-June 2012	<p>Director of Curriculum and Instruction</p> <p>Director of Accreditation and Accountability Rtl Coordinator Gifted and Talented Coordinator Director of Student Support Services Director of EI Ed Director of Sec Ed</p>	<p>Title II 2011-12</p> <ul style="list-style-type: none"> .70 Rtl Coordinator \$62,071 .5 Secondary Math TOSA \$38,011 <p>2012-13</p> <ul style="list-style-type: none"> • Educator Effectiveness TOSA (cited above) • Comprehensive Balanced Literacy Training \$10,000 • Comprehensive Balanced Math Training \$10,000 	<ul style="list-style-type: none"> ▪ Measure the effectiveness of identified district interventions: <ul style="list-style-type: none"> ✓ FASTT Math ✓ Math Navigator ✓ Ramp Up to Algebra ✓ Read 180 ✓ Read Naturally ✓ Language ✓ Reading Recovery ✓ Imagine Learning ✓ Learning Together ▪ All IEPs, ILPs, 504s, 	In Progress

		Math TOSA Colorado Integration Project Manager	Title I: Admin: 1.0 \$76,768 Schoolwide allocations: BFK: \$137,473 Garfield: \$118,960 Sarah Milner: \$155,160 Monroe: \$116,702 Truscott: \$168,838 Van Buren: \$99,130 Winona: \$250,637	ICAPs and ALPs will be standards-based and inclusive by the 2013 - 2014 school year <ul style="list-style-type: none"> ▪ Publication of high yield strategies from classrooms/schools where academic growth is high for students in special populations. Ongoing 	
Provide best first instruction in the general education classroom for all students, including ELL, gifted and talented, and students with disabilities, using the following research-based strategies: <ul style="list-style-type: none"> • Learning Targets (Moss, Brookhart & Long, 2011, Marzano, 2010, Wiggins & McTighe, 2005), • Depth of Knowledge (Webb et al, 2005, Paul & Elder, 2002, Wiggins & McTighe, 2005), • SIOP (Echevarria, Vogt & Short, 2008) • Metacognitive, cognitive and social/affective strategies (Herrera, Perez, Escamilla, 2010) • explicit vocabulary instruction (Marzano, Pickering & Pollock, 2001, Herrera, Perez, Escamilla, 2010). • contextualizing phonemic awareness and phonics (Herrera, Perez, Escamilla, 2010), 	2011-14	Director of Student Support Services Director of Elementary Education Director of Secondary Education ELA Administrator ELA Coach GT Coordinator	Title III ELA Sec TOSA, \$31,673 Summer Program \$19,503	<ul style="list-style-type: none"> ▪ CELA (January 2011, 2012) ▪ Acuity ▪ DRA2 and DIBELS ▪ Imagine Learning (weekly) 	In Progress
Build the capacity of teachers working with impacted students through high quality professional development in: <ul style="list-style-type: none"> ▪ CELP standards training ▪ WIDA Can – DO's ▪ co-teaching. ▪ SIOP ▪ <u>What's Different About Teaching Reading to Students Learning English</u> 	2011-2013	ELA Administrator Director of Student Support Services Title 1A Coord Exceptional Student Service Staff	General Fund Title III Staff Devel \$ 3,857	<ul style="list-style-type: none"> ▪ CELA (January 2011, 2012) ▪ Acuity ▪ DRA2 and DIBELS ▪ Imagine Learning (weekly) ▪ K-2 Math Assessments ▪ Monitoring of IEP goal attainment 	In Progress

<p>Empower parents to be advocates and partners in their child's education. (Martinez, 04, National Center for School Engagement).</p>	<p>2011-2013</p>	<p>ELA Administrator Family Liaison Director of Student Support Services Director of Elem Ed Family Engagement Title 1A Coordinator</p>	<p>Title III ELA Teacher, \$34,467 Title I Family Literacy Center \$8,800 Community Outreach 1.5 FTE \$23,326 Parent Engagement 3.0 FTE \$141,920</p>	<ul style="list-style-type: none"> ▪ Parent participation survey data (ongoing) ▪ Percentage of parents participating on decision-making committees (ongoing) ▪ Feedback from Family engagement (ongoing) ▪ Family Connections trainings to parents (e.g. Standards-based instruction, Response to Intervention, Bullying, Suicide prevention) 	<p>In Progress</p>
<p>Build the capacity of all staff to create universally safe schools and classrooms using research based classroom management and bully-prevention strategies.</p>	<p>2010-2013</p>	<p>Restorative Justice Coordinator Director of Student Support Services PBIS Coach</p>	<p>Safe Schools Grant \$11,000</p>	<ul style="list-style-type: none"> ▪ 100% of schools submit a wellness plan with their SUIP. ▪ 100% of staff trained in the new discipline matrix. (end of 2011- 2012 school year) ▪ Development of a comprehensive reporting system that includes strong policy, training, and a software system (end of 2011-2012 school year). ▪ Every school implements programs to develop staff and student awareness of bullying behavior and safe schools: No Place for Hate, Bully Blocker, CHAMPS, PBIS (end of 2011-2012 school year). ▪ Establishment of a Safe Schools Task Force (HB-1254) (Fall 2011). ▪ Quarterly reports of discipline, expulsion, suspension, participation 	<p>In Progress</p>

				in co-curricular, and attendance by school and district disaggregated by subpopulations and grade level. (2011-2012 school year).	
Build the capacity of principals, teachers, staff and parents to engage in a cycle of continuous improvement and support the development and implementation of School Unified Improvement Plans. Reflecting on 2012 and planning for the 2013 plan.	2012-13	Director of Accountability and Accreditation Dir of El Ed Dir of Sec Ed	Title II: May training Title II 2011-12 Recruitment and Retention Grant Funds 2011-13 Title I Program Improvement Set Aside Funds: \$41,669	<ul style="list-style-type: none"> ▪ Aligned District and School Unified Improvement Plans ▪ Ensure parents have an additional opportunity at the joint DAC/SAC meeting to identify root causes to help respond to all students' needs 	In Progress
<p>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 (Lindsey, Robins and Terrell, 2009)</p> <ul style="list-style-type: none"> ▪ Provide leadership opportunities for students of color including the Hispanic Latino Leadership Institute (HLLI), Cumbres, and Latino Youth Day. ▪ Implement programs to develop student and staff cultural competence including No Place for Hate. ▪ Continue to provide training opportunities for administrators (PLL) and school staffs so that all have the understanding and knowledge of the role of cultural competence in our work. ▪ All school and department improvement plans include goals and actions to address gaps in learning and behavior for all students. ▪ Establish systems of accountability for identifying advanced learners from diverse cultures. 	2011-13	Dir of Sec El Director of Accountability and Accreditation Dir of El Ed Equity Consultant Gifted and Talented Coordinator Dir of Student Support Services	General Fund: \$25,000 Title I: Homeless: \$15,268 Neglected: \$14,479 Summer Programs: \$64,115	<ul style="list-style-type: none"> ▪ Number of students participating in opportunities and feedback regarding their participation (ongoing) ▪ Using the safety and belonging survey, increase the percentage of under-represented students who identify a sense of belonging and feeling welcome at school. (ongoing) ▪ The Diversity Council and the Advisory Committee for Safe Schools will collaboratively develop items for inclusion in the Safety and Belonging Survey to identify equity and cultural proficiency barriers district-wide ▪ Increase the number of schools participating in 	In Progress

				<p>No Place for Hate from 5 to 10. (fall 2011)</p> <ul style="list-style-type: none"> ▪ Monthly director updates on goal areas and mid-year reporting from schools. (monthly) ▪ Principal/school goals. ▪ Quadruple the number of teachers who attend culturally responsive training from 20 to 100 (spring 2012) by offering them incentives (Thompson Incentive Credits) and options (online class). ▪ Increase in the percentage of students currently underrepresented in advanced programming including Hispanic, IEP, FRL, and ELL (ongoing) 	
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* 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., Targeted District Improvement Grant).

Major Improvement Strategy #3: Educator Effectiveness (Responsible Stewardship):

Implement a robust educator performance evaluation system aligned with S.B. 191 that reliably identifies educator effectiveness based on multiple measures of performance, including at least 50% upon the academic growth of students; provide proven supports to educators directly aligned to individual performance evaluations and that reflect promising and proven strategies for improving effectiveness; and develop a system for using performance evaluations to inform human resource decisions.

Root Cause(s) Addressed: Inconsistent math pedagogical content knowledge; Improvement needed in aligning standards, assessments and instruction providing quality feedback regarding learning progress; Lack of understanding and knowledge regarding the ways culture, specifically ethnicity and race, impact teaching and learning.

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

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)
Pilot new state model evaluation system and inform refinements. (Guiding Resources CDE, CLF, & SCEE, Shell Foundation, Literacy Design Collaborative)	Principal: October 2011-2014 Teacher: August 2012 - 2014	Director of EI Ed/Sec Ed Director of HR Colorado Integration Project Manager	Colorado Integration Project: Year 1 funding \$400,000 Year 2 funding: \$400,000 Year 3 funding: \$250,000	<ul style="list-style-type: none"> ▪ All principals and district instructional leaders participate in statewide training. January/March 2012 ▪ All principals complete self assessment and align goals with new tools. ▪ Based on Self Evaluation administrators complete mid-year review January/Feb 2012 ▪ Number of principals proficient or higher on new tool May 2012 ▪ All teachers and district instructional leaders participate in statewide training. January/March 2012 	Oct 17/18 2011 Nov/14/2011 In Progress

				<ul style="list-style-type: none"> ▪ All teachers complete self assessment and align goals with new tools. August 2012 ▪ Mid-year review January 2013 ▪ Number of teachers proficient or higher on new tool May of 2013 	
Participate in Strategic Data Project to analyze teacher evaluation data and develop dashboard for teachers to use in improving instruction	Principal: October 2011-2014 Teacher: August 2012 - 2014	Strategic Data Fellow Colorado Integration Project Manager	Colorado Integration Project: Year 1 funding \$400,000 Year 2 funding: \$400,000 Year 3 funding: \$250,000	<ul style="list-style-type: none"> ▪ Identification of Data Fellow ▪ Training of Data Fellow ▪ Development of dashboard 	February 2012
Participate in field testing of measures of student growth for use in student performance and evaluation.	Principal: October 2011-2014 Teacher: August 2012 - 2014	Director of EI Ed/Sec Ed Director of C/I Colorado Integration Pilot Manager	Colorado Integration Project: Year 1 funding \$400,000 Year 2 funding: \$400,000 Year 3 funding: \$250,000	<ul style="list-style-type: none"> ▪ Identification of growth measures. ▪ Train teachers/principals on field measures ▪ Connect to the evaluation tool 	Not Begun
Participate in field testing teacher and student perception surveys	Principal: October 2011-2014 Teacher: August 2012 - 2014	Director of Accreditation and Accountability	Colorado Integration Project: Year 1 funding \$400,000 Year 2 funding: \$400,000 Year 3 funding: \$250,000	<ul style="list-style-type: none"> ▪ Publication of Survey Data 	Not Begun
Implement a system for monitoring implementation and evaluation of pilot data to enhance to teaching and learning in the classroom for all students	Principal: October 2011-2014 Teacher: August 2012 - 2014	CDE/Legacy Foundation	Colorado Integration Project: Year 1 funding \$400,000 Year 2 funding: \$400,000 Year 3 funding: \$250,000	<ul style="list-style-type: none"> ▪ Data monitoring system developed in collaboration with CDE 	Not Begun
Design a comprehensive professional development system to ensure staff is prepared to meet new quality educator standards and the needs of 21 st century learners. (Blumenfeld et al, 2001; Garet et al, 2001; O'Dwyer, et al, 2010; Penuel et al, 2007)	2011-12	Director of Curriculum/Instruction	Title 2: 2011-12 <ul style="list-style-type: none"> • Online professional development specialist \$59,400 2012-13	<ul style="list-style-type: none"> ▪ Update MOU regarding PD. ▪ Increase the percentage of grade 8 and staff meeting proficiency levels on 	In Progress

			<ul style="list-style-type: none"> • Online professional development specialist \$59,400 <p>General Fund: Learning Management System, \$13,000</p>	<p>state tech proficiency test.</p> <ul style="list-style-type: none"> ▪ Updated TSD Vision for Effective Professional Development ▪ Build core training modules that can be accessed face to face, blend, and virtually: <ul style="list-style-type: none"> ✓ Blended learning ✓ Balanced literacy ✓ Critical thinking ✓ UbD ✓ Effective feedback ✓ Science Inquiry ✓ Onmiglobe ✓ Formative assessment ✓ Web 2.0 tools 	
<p>Recruit, hire, and retain quality and effective licensed staff that is proportional to district demographics</p> <ul style="list-style-type: none"> --complete prehiring audit of all teachers for HQ status --all new teaching assignments must have prior approval of HR --professional development opportunities to meet AYP targets in reading and math --recruit and retain HQ staff --approval of plans by identified teachers to meet HQ requirements. - provide training for nonHQ to earn credit hours to earn HQ rating 		<p>Director of HR</p> <p>Director of EI Ed</p> <p>Director of Sec Ed</p>	<p>Title II:</p> <p>2011-2012</p> <ul style="list-style-type: none"> • \$2,000 <p>2012-13</p> <ul style="list-style-type: none"> • \$2,000 	<ul style="list-style-type: none"> ▪ Analysis of applicants and HQ areas ▪ Approval of new teaching assignments ▪ Approval of HQ plans for teachers currently not meeting HQ requirements 	<p>In Progress</p>

* 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., Targeted District Improvement Grant).

Section V: Appendices

TSD submits the following documentation in order to meet requirements:

- Title I Improvement, Corrective Action or Restructuring
- Title IIA 2141c proposed budget for 2012-13 (form is required if district is identified under 2141c)
- Title III Improvement

Section V: Supportive Addenda Forms

For Title I Districts on Program Improvement or Corrective Action

Title I districts on Program Improvement or Corrective Action may choose to use this format to ensure that all improvement planning requirements are met. As a part of this process, some districts may meet some of the requirements in previous 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 requirements in the UIP.

Description of Title I Corrective Action Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Previous Plan. Include a determination on why the LEA's previous plan did not bring about increased student academic achievement OR justification for continuing the existing Program Improvement plan.</p>	<p>Section III: Data Narrative Pp16-20</p>	<p>Thompson School District's Learning Services leadership (LSL) set ambitious, but not attainable goals for the 2010-2011 school year. Furthermore, the LSL did not articulate root causes to the depth that will focus their action steps this year and next. Also, see below, remarks from Section III for "Plan goes beyond previous efforts to impact student achievement".</p> <p>See the following Root Causes for missed math, reading and writing targets:</p> <p>Re: Academic Achievement, pp. 8 – 10</p> <p>Re: Academic Growth, pp. 10 – 12</p> <p>Re: Academic Growth Gaps, pp. 12 – 13</p> <p>Re: Post Secondary/Workforce Readiness, p. 13 - 14</p> <p>Re: AMAO for Title III, p. 15</p>

	Section IV: Action Plan Form pp.25-36	Major Improvement Strategy #1: Robust Learning p. 25-27 Major Improvement Strategy #2: Equity in Access p. 28-33 Major Improvement Strategy #3: Educator Effectiveness p. 34-36
Teaching and Learning Needs. Address the fundamental teaching and learning needs of the schools in the LEA, especially the academic problems of low-achieving students.	Section III: Data Narrative Pp 16-20 Section IV: Action Plan Form pp 25-36	Pp 16-20 pp. 25-36
Target Setting. Define specific measurable achievement goals and targets for each of the student subgroup whose disaggregated results are included in the State's definition of AYP.	Section IV: District Goals Worksheet pp 21-24	<ul style="list-style-type: none"> ▪ Meet AYP targets in Reading: <ul style="list-style-type: none"> ➢ Elementary: 94.23% ➢ Middle: 93.41% ➢ High: 94.92% ➢ OR Reduce by 10% students scoring unsatisfactory. ▪ At all levels in reading, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. ▪ Meet AYP targets in Math: <ul style="list-style-type: none"> ➢ Elementary: 94.54% ➢ Middle: 89.88% ➢ High: 86.75% ➢ OR Reduce by 10% students scoring unsatisfactory. ▪ At all levels in math, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. ▪ Increase IEP and Hispanic graduation rate to meet AYP target (63% or higher) ▪ 100% of core content classes will be taught by teachers who meet NCLB HQ requirements (99.66 to 100%)
Instructional Strategies. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.	Section IV: Action Plan Form pp25-36	Major Improvement Strategy #1: Robust Learning p. 25-27 Major Improvement Strategy #2: Equity in Access p. 28-33 Major Improvement Strategy #3: Educator Effectiveness p. 34-36
Extended Learning Opportunities. (Not a required element.) Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year.	Section IV: Action Plan Form pp25-36	N.A. generally across the district. However, three Title IA schools earmarked funds to continue summer school programming. A study by the accountability director revealed amelioration or better of summer school learning loss in 6 of the 7 IA summer school programs. BF Kitchen and Truscott Elementary Schools included \$11,568 for their June programming. Winona Elementary budgeted %6,389 for FY12.

Description of Title I Corrective Action Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Professional Development. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction.</p>	<p>Section IV: Action Plan Form pp25-36</p>	<p>Major Improvement Strategy #2: Equity in Access - action step 5 Build the capacity of teachers working with impacted students through high quality professional development in:</p> <ul style="list-style-type: none"> ▪ CELP standards training ▪ WIDA Can – DO’s ▪ co-teaching. ▪ SIOP ▪ <u>What’s Different About Teaching Reading to Students Learning English</u> <p>Major Improvement Strategy #3: Educator Effectiveness – action step 6 Design a comprehensive professional development system to ensure staff is prepared to meet new quality educator standards and the needs of 21st century learners.</p> <p>The district managed activity position of “Literacy TOSA” supports literacy PD across the district. Title IA funds in the TSD 2011-2012 NCLB budget include \$19,355 for this position.</p> <p>In addition, the seven Title IA schools earmarked in their FY12 NCLB/UIP budgets a total of \$31,057 in salaries and benefits and \$11,280 in purchased services support, not including \$31,034 in carryover for Monroe Elementary.</p>
<p>Parent Involvement. Include strategies to promote effective parental involvement in the schools served by the LEA.</p>	<p>Section IV: Action Plan Form pp25-36</p>	<p>Major Improvement Strategy #2: Equity in Access - action step 6 Empower parents to be advocates and partners in their child’s education.</p> <p>Major Improvement Strategy #2: Equity in Access - action step 8 Build the capacity of principals, teachers, staff and parents to engage in a cycle of continuous improvement and support the development and implementation of School Unified Improvement Plans. Reflecting on 2012 and planning for the 2013 plan.</p> <p>“Family Outreach Liaisons” [Prevention Specialists] facilitate the Title IA elementary school staff in parent involvement and family engagement activities. Title IA funds in the TSD 2011-2012 NCLB budget include \$91,110 for salaries, benefits, supplies and mileage for 2.10 FTE total at 7 schools.</p> <p>“Homeless Coordinator” and supplies are \$16,268.</p> <p>“Adult ESL” [family literacy learning at Monroe Elementary] is \$8,880.</p>

<p>Additional Corrective Action Requirement. Major improvement strategy(s) directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.</p>	<p>Section III: Data Narrative pp16-20 Section IV: Action Plan Form pp 25-36</p>	<p>Included in the Data Narrative is a description of the overall success for many TSD students as well as a frank statement on the challenges the district faces with regard to meeting state and federal expectations for subpopulations' achievement and growth.</p> <p>Also, see row below, remarks from Section III for "Plan goes beyond previous efforts to impact student achievement".</p> <p>Major Improvement Strategy #1: Robust Learning p. 25-27 Major Improvement Strategy #2: Equity in Access p. 28-33 Major Improvement Strategy #3: Educator Effectiveness p. 34-36</p>
<p>Additional Corrective Action – Year 4 Requirement. Plan goes beyond previous efforts to impact student achievement.</p>	<p>Section III: Data Narrative pp16-20 Section IV: Action Plan Form pp 25-36</p>	<p>From Section III - "Trend Analysis" p. 16: The TSD District Improvement Plan for 2011-12 is a product of collaboration between staff across the district. We have used a process of interactive engagement between staff and with our DAC, the goals, objectives, strategies, and key actions of this plan have been synced with the new TSD strategic plan, Vision 2020; we have begun the process to align our school improvement plans as well. We believe this alignment is key to successful deployment of the plan's comprehensive action steps and is also key to meeting the district's strategic goals.</p> <p>Major Improvement Strategy #1: Robust Learning – focus on integrating curriculum work with instructional delivery to emphasize clear learning targets and depth of knowledge</p> <p>Major Improvement Strategy #2: Equity in Access – specific attention to subpopulations not best served by current curricular and instructional access</p> <p>Major Improvement Strategy #3: Educator Effectiveness – umbrella strategy to tie teacher practice expectations and support to professional learning and student achievement</p> <p>The district managed activity position of "School Improvement Coordinator" supports improvement plan implementation, particularly in the secondary schools. Title IA funds in the TSD 2011-2012 NCLB budget include \$41,699 for this position.</p>

Proposed Budget for Use of Title IIA funds in 2012-13. This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2012-13. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district's projected 2012-13 Title IIA allocation. If the 2012-13 allocation is unknown, use the 2011-12 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Literacy Coordinator providing job-embedded, face-to-face technical support to priority schools/teachers to deepen their skillfulness of balanced literacy practices (Vanderberg & Stephens, 2010; Stephens et al 2007; Sturtevant, 2004)	Equity in Access – page 29 Data Narrative – pages 16 - 20	\$38,275
Math Coordinator providing and coordinating job-embedded, face-to-face technical support through whole group, small group and individual learning engagements to deepen their skillfulness of balanced mathematics practices (Becker, 2001; Burns, 2006; Campbell & Malkus, 2010; Hill, Rowan & Ball, 2005)	Equity in Access – page 29 Data Narrative – pages 16 - 20	\$38,011
Elementary Math Specialist providing job-embedded, face-to-face technical support to priority schools/teachers to deepen their skillfulness of balanced mathematics practices (Fennell, 2007; Farley, Haver & Pitt, 2005; Lott, 2003; Morse, 2009)	Equity in Access – page 29 Data Narrative – pages 16 - 20	\$31,383
Educator Effectiveness Specialist providing job-embedded, face-to-face technical support to priority schools/teachers optimize student learning and growth in areas of Math and Literacy (L'Allier, Elish-Piper, & Bean, 2010; Ross, 1992; Russo, 2004; Vanderberg & Stephens, 2010)	Robust Learning – page 25 Data Narrative – pages 16 - 20	\$62,071
Online Professional Development Specialist to structure and maintain a robust 21 st century system to deliver critical just-in-time, flexible, online literacy and math professional development to priority schools/teachers to deepen their instructional skillfulness (O'Dwyer, Masters, Dash, De Kramer, Humez, & Russell, 2010)	Educator Effectiveness – page 35 Data Narrative – pages 16 - 20	\$59,400
Comprehensive Balanced Literacy Training to provide release time for teachers to engage in face-to-face training fortified with blended learning opportunities designed to strengthen core math instruction and use of research-based math strategies. (Fountas & Pinnell, 1996; Fountas & Pinnell, 2006)	Robust Learning – pages 25-26 Data Narrative – pages 16 - 20	\$10,000

<p>Comprehensive Balanced Math Training to provide release time for teachers to engage in face-to-face training fortified with blended learning opportunities designed to strengthen core math instruction and use of research-based math strategies. (Kline & Grant, 2002; National Math Advisory Panel, 2008; NCTM, 2000; TERC, 2010)</p>	<p>Robust Learning – pages 25-26 Data Narrative – pages 16 - 20</p>	<p>\$10,000</p>
<p>Assessment Literacy Training to provide release time for teachers and leaders to engage in face-to-face training fortified with blended learning opportunities designed to strengthen educator capacity to analyze student achievement growth data in order to monitor and adjust classroom practices. (Black & William, 1998; Popham, 2010, Stiggins, Arter & Chappuis, 2004)</p>	<p>Robust Learning – pages 25-26 Data Narrative – pages 16 - 20</p>	<p>\$8,000</p>
<p>Recruit, hire, and retain quality and effective licensed staff that is proportional to district demographics (NCLB, 2001)</p>	<p>Educator Effectiveness – page 36 Data Narrative – page 18</p>	<p>\$2,000</p>
<p>Total (The total should equal the district's project 2012-13 Title IIA allocation. If unknown, use the 2011-12 allocation.)</p>		<p>\$259,140.00</p>

For Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may choose to 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)
<p>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.</p>	<p>Section III: Narrative on Data Analysis and Root Cause Identification pp.16-20</p>	<p>The ELL subgroup did not meet AMAO 3, annual yearly progress. After analyzing the 2011 CELA scores, 2011 CSAP data in reading, writing and math, and district level Acuity data the following root causes have been identified as to why our students are not making AYP: the number of students re-designated as FEP, the need for a common ELA curriculum, professional development in SIOP (Sheltered Instruction Observation Protocol) and the large number of 3rd through 5th graders that are new to our schools from another country.</p>
<p>Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes</p> <ul style="list-style-type: none"> • Specific scientifically based research strategies that will be used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible. 	<p>Section IV: Action Plan Form pp 21-37 Annual Targets: pp21 - 24 Equity in Access, pp 28-33</p>	<p>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) and explicit vocabulary instruction (Marzano, Pickering & Pollock, 2001, Herrera, Perez, Escamilla, 2010).</p> <p>Annual targets: Meet AYP Targets in Reading:</p> <ul style="list-style-type: none"> ➤ Elementary: 94.23% ➤ Middle: 93.41% ➤ High: 94.92% <p>OR</p> <ul style="list-style-type: none"> ➤ Reduce by 10% students scoring unsatisfactory ➤ At all levels, each disaggregated group will show a 10% reduction in students scoring unsatisfactory. <p>Meet AYP targets in Math:</p> <ul style="list-style-type: none"> ➤ Elementary: 94.54% ➤ Middle: 89.88 ➤ High: 86.75 <p>OR</p> <ul style="list-style-type: none"> ➤ Reduce by10% students scoring unsatisfactory ➤ At all levels, each disaggregated group will show a 10% reduction in students scoring

		<p>unsatisfactory.</p> <p>Meet AYP Targets for Graduation (63%) or reduce by 10% ELL students not graduating on time</p> <p>Academic Growth Gaps:</p> <ul style="list-style-type: none"> ➤ MGP for all subpopulations meet state target (>55) in all content areas <p>AMAO#1:</p> <ul style="list-style-type: none"> ➤ Increase the percentage of students meeting or exceeding state expectations (55.97% or higher) <p>AMAO#2:</p> <ul style="list-style-type: none"> ➤ Increase the percentage of students meeting or exceeding state expectations (81.19% or higher) <p>Interim Measures:</p> <ul style="list-style-type: none"> ➤ CELA data will be used yearly to monitor student's language development in the areas of listening, speaking, reading and writing ➤ District Acuity data will be analyzed quarterly to identify gaps in individual students learning ➤ DRA2 and DIBELS will be used to monitor the basic literacy skills of our elementary school students ➤ <u>Imagine Learning</u> (computer-based supplemental program used for ELL students) provides teacher with individualized data on a weekly basis for each student enrolled in the program (214 students throughout the district) <p>Personnel Responsible:</p> <ul style="list-style-type: none"> • Karen Hanford – English Language Acquisition Administrator • ELA teachers. ELA TOSA
<p>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.</p>	<p>Section IV: Action Plan Form Equity in Access, pp. 28-33</p>	<p>CELP standards training 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. Thirteen ELA teachers were trained in co-teaching. This training has supported ELL students as they work in the regular classroom. This training has strengthened the collaboration between classroom and ELA teachers, thus supporting ELL students. All ELA teachers have begun training in multiple areas of SIOP. Content and language objectives have been worked on to align with WIDA and common core standards. <u>What's Different About Teaching Reading to Students Learning English</u> is another training that has occurred to assist ELA teachers and classroom teachers with strategies to support reading for ELL students.</p>
<p>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.</p>	<p>Section IV: Action Plan Form Equity in Access, pp.28-33</p>	<p>ELL parents are engaged in numerous schools throughout the district. A number of schools have a parent liaison who works to connect the school to families. A family outreach liaison has also been hired to work with parents. Part of the liaisons role has been to provide parents opportunities to learn how they can become a parent volunteer in the school. She supports parent in participating in PTO and other school-wide activities. Parents are also being educated on how to best support their child's learning by assisting with their homework to engaging their children in conversations about school.</p>