

Cover Sheet for Colorado's Unified Improvement Plan for Districts for 2010-11

Organization Code **0000**

District Name **RSTU**

AU Code **0000**

AU Name **HIJK**

DPF Year: **3 Year**

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the district's 2009-10 data in **blue** text which was used to determine whether or not the district met the 2009-10 accountability expectations. More detailed reports on the district's results are available on SchoolView (www.schoolview.org). The tables below have been pre-populated with data from the District Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a district must meet for accountability purposes.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 District Results			Meets Expectations?				
		R	Elem	MS	HS	Elem	MS	HS	R	Elem	MS	HS
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	71.5%	70.5%	71.5%	76%	72%	74%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.5%	50.0%	32.2%	61%	48%	35%				
		W	54.7%	56.4%	48.6%	55%	60%	52%				
		S	48.0%	45.6%	48.9%	51%	54%	52%				
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state (www.cde.state.co.us/FedPrograms/danda/aypprof.asp)	Overall number of targets for District: 101			% of targets met by District: 85.2%			R	Yes	Yes	Yes	
								M	No	No	No	
								Grad	--	--	No	
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%			61.3%			Yes			
		M	59.5%			32.4%			No			

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations	'09-10 District Results	Meets Expectations?					
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math 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.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		M	26	26	29	54	52	53	
		W	52	68	82	48	44	39	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.			See your district's performance frameworks for listing of median growth by each disaggregated group.			Overall Rating for Growth Gaps: Meets * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)		Overall	76.2	Approaching			
				IEPs	80.5	Yes			
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	At/below state average		2.0		Meets		
		IEPs	At/below state average		2.3		Meets		
Mean ACT Composite Score Expectation: At or above State average	2010 state ACT: 19.4		19.1		Approaching				

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations	'09-10 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	48% of students meet AMAO 1 expectations	70.55%	Yes
	AMAO 2 Description: % attaining English proficiency on CELA	50% of students meet AMAO 2 expectations	50.87%	Yes
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	82.3%	No Targets not met in math

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/ Metrics	'09-10 State and Federal Expectations	'09-10 District Results		Expectations Met?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	2007-08	95.97%	No
			2008-09	93.61%	No
			2009-10	98.14%	No

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
Dropout/Re-engagement Designation	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% using AYP calculation in 2008-09. For high priority, district also had a dropout rate above 8%.	District has not been identified as a high priority/priority graduation district	n/a
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	Status: Corrective Action-Year 4 Direction of Change: Decreasing Level of Improvement: Fair	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, 2011 using the Unified Improvement Planning template. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District identified under 2141c	District must enter into an agreement with CDE on the use of Title IIA funds by using the UIP. Incorporate strategies to strengthen staff capacity and improve professional development into your improvement plan. In addition, complete Section V of the template which details how your Title IIA funds will be allocated. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center 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	Program Improvement - Year 2	Grantee must complete an Improvement plan for Title III using the UIP. At a minimum, make sure to address any missed targets in 08-09 and 09-10 in the plan. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the plan.

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.	No
CADI	Has or will the district participated in a CADI review? If so, when?	No
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 partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

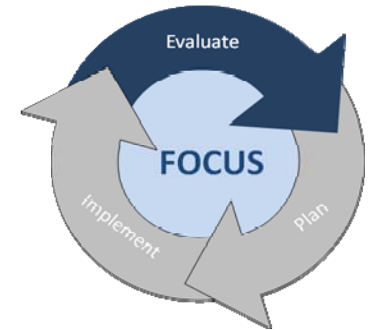
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
 Dropout/Re-Engagement Designation
 Title IA
 Title IIA
 Title III
 CTAG Grant
 District Partnership Grant
 District Improvement Grant
 Other: _____

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	
	Email	
	Phone	
	Mailing Address	
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your district/consortium – especially in any areas where the district/consortium was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analyses with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in Step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness data, and (5) CELApro and AMAO data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/index.asp) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	District Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) • Student Early Warning System data (e.g., course failure in core courses, students on track/off track with credits to advance or graduate) 	<ul style="list-style-type: none"> • District locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover, effectiveness measures, staff evaluation) • List of schools and feeder patterns • Student attendance/absences • Safety and Discipline Incidence Data (e.g., suspension, expulsions, discipline referrals) 	<ul style="list-style-type: none"> • Comprehensive evaluations of the district (e.g., CADI) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure (e.g., induction, coaching, common planning time, data teams) • Services and/or programs (Title I, special ed, ESL/bilingual) • Extended day or summer programs • Dropout Prevention & Student Engagement Practices Assessment 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level) • School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post- secondary/workforce readiness). The summary provided in Part I of this template (pp. 1-4) will provide some clues as to which content areas, grade levels and disaggregated groups the district/consortium need attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should identify observations of its performance strengths on which it can build, and performance challenges or areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which the district/consortium did not at least meet state and/or federal expectations. These efforts should be documented in the Data Narrative. Trends and priority needs should be listed in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in Step Two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, P. G. (2003). *School Leader’s Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education). Finally, the district/consortium should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Narrative. Root causes should also be listed in the Data Analysis Worksheet.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your district/consortium level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analyses will guide the major improvement strategies you choose in Section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status) (Percent of students scoring Proficient and Advanced on CSAP)	<p>Reading 2008 – 67% P and A (less than state) 2009 – 71% P and A (greater than state) 2010 - 72% P and A (greater than state)</p> <p>Writing 2008 – 48% P and A (less than state) 2009 – 51% P and A (greater than state) 2010 - 55% P and A (greater than state)</p>	n/a	n/a

	<p>Math 2008 – 52% P and A (less than state) 2009- 53% P and A (less than state) 2010 – 44% P and A (less than state)</p>	<p>Consistent low performance in grades 3-10 across all disaggregated groups. The majority of students in grades 3-7 consistently missed items related to Standard 1 (Number Sense); in grade 8, items related to Standard 2 (Algebra, Patterns & Functions, including Linear Pattern Representation); and in grades 9-10, items related to Standard 2 (Algebra, Patterns & Functions, including Multiple Representations of Linear and Non-Linear Function).</p> <p>Persistent low performance among English Language Learners in mathematics across all standards and grades</p>	<p>No consensus on essential math skills within and across grades.</p> <p>Grade and course content is not aligned to state standards.</p> <p>High school math course sequence is not aligned with content assessed on CSAP.</p> <p>There is no emphasis on conceptual thinking or writing in math and students are given no practice in explaining why math process is selected or how answer is obtained.</p> <p>English language learners and other students performing at the partially proficient or unsatisfactory level in mathematics have not been identified for or received additional support and/or regular monitoring of the progress of their mathematics learning.</p>
<p>Academic Growth (District Median Growth Percentile)</p>	<p>Reading: Meets adequate growth and above 45th percentile (meets on the SPF); increasing 2007-08: 53 2008-09: 55 2009-10: 55 Writing: Meets adequate growth and above 45th percentile (meets on the SPF); increasing</p>	<p>n/a</p>	<p>n/a</p>

	2007-08: 52 2008-09: 56 2009-10: 57		
	Math: Does not meet adequate growth and below 55 th percentile (approaching on the SPF); declining 2007-08: 47 2008-09: 45 2009-10: 44	Persistent low growth of minority, ELL, and IEP students	Same as above
Academic Growth Gaps (District Median Growth Percentiles)	Growth Gaps in Math: Does not meet adequate growth and below 55 th percentile (approaching on the SPF); gaps are increasing: FRL/Non: 2008: 32/44 2009: 31/42 2010: 33/45 Min/Non: 2008: 30/50 2009: 32/49 2010: 29/45 IEP/Non: 2008: 27/37 2009: 33/42 2010: 41/55 ELL/Non: 2008 35/39: 2009: 33/44 2010: 32/49	The population of students who are English Language Learners performing at the partially proficient or unsatisfactory level have persistently low growth in mathematics	English language learners performing at the partially proficient or unsatisfactory level in mathematics have not been identified for or received additional support and/or regular monitoring of the progress of their mathematics learning

Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
	<p>Graduation rate: Increasing but is below minimum State expectation of 80%; (approaching on the SPF). Gaps are narrowing slightly.</p> <p>2008 – 71.9%</p> <p>2009– 72.8%</p> <p>2010 – 76.2%</p> <p>Min/Non:</p> <p>2008 -- 60.9%/82.8%</p> <p>2009 -- 62.5%/83.1%</p> <p>2010 -- 66.2%/86.2%</p> <p>ELL/Non:</p> <p>2008 -- 56.3%/87.4%</p> <p>2009 -- 58.8%/88.1%</p> <p>2010 -- 61.5%/89.9%</p>	<p>Students are not making the progress needed to graduate within 4 years.</p>	<p>Students who are not on track to graduate are not identified in a timely way.</p> <p>There are few appropriate interventions especially in the areas of:</p> <ul style="list-style-type: none"> - poor attendance; - persistent discipline referrals; - decline in grades; and - intervention courses and credit recovery options. <p>There are no alternatives to out-of-school suspension, which contributes to a loss of instructional time and the inability to earn credits required for graduation.</p>
	<p>Dropout Rate is below the state average and declining:</p> <p>2008: 2.5</p> <p>2009: 2.4</p> <p>2010: 2.0</p>	<p>n/a</p>	<p>n/a</p>
	<p>ACT Scores are below state average and are declining:</p> <p>2008: 19.4</p> <p>English 22</p> <p>Math 19</p>	<p>Student performance on ACT Math, especially in areas of intermediate algebra and coordinate and plane geometry, is declining.</p>	<p>Middle school and high school math courses do not adequately address intermediate algebra and coordinate and plane geometry skills.</p> <p>Enrollment in higher level math courses (intermediate algebra, plane geometry, and trigonometry) is low and is not encouraged.</p>

	Reading 21 Science 18 2009: 19.2 English 23 Math 15 Reading 21 Science 18 2010: 19.1 English 22 Math 14 Reading 20 Science 19		
English Language Development and Attainment (AMAOs)	AMAO #1: Making Progress in English 2007-08: data is not comparable 2008-09: data is not comparable 2009-10: 70.55% of students made progress	n/a	n/a
	AMAO #2: Attaining Proficiency in English 2007-08: data is not comparable 2008-09: data is not comparable 2009-10: 5.87% of students attained proficiency	n/a	n/a
	AMAO #3: Proficiency in Content Knowledge 2007-08: met 83% of AYP ELL targets 2008-09: met 83% of AYP ELL targets 2009-10: met 83% of AYP ELL targets	Persistent low math performance for ELLs at the elementary, middle and high school level.	English language learners performing at the partially proficient or unsatisfactory level in mathematics have not been identified for or received additional support and/or regular monitoring of the progress of their mathematics learning.
Teacher Qualifications (Highly Qualified Teachers)	Percent of Classes Taught by Highly Qualified Teachers: 07-08 95.67% 08-09 93.61% 09-10 98.14%	Retaining highly qualified teachers, especially in special education	Lack of support for new teachers Isolation of small rural district

Step 4: Create the Data Narrative

Directions: Describe the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for District/Consortium

Trend Analysis and Priority Needs: On which performance indicators is our district/consortium trending positively? On which performance indicators is our district/consortium trending negatively? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? What performance challenges are the highest priorities for our district/consortium?		Root Cause Analysis: Why do we think our district/consortium's performance is what it is?		Verification of Root Cause: What evidence do we have for our conclusions?
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Narrative:

Trend and Priority Needs

The principals and a teacher from the elementary, middle, and high school, as well as a Title I, special education and ELL teacher, worked with the Superintendent and considered three years of data related to academic performance trends, including graduation rates. These data included not only state CSAP results but also district-administered interim assessments (NWEA MAPS) results and CELApro results. Trends in achievement were consistent across these measures. Because math scores were declining in all grades, we surveyed teachers to obtain information on the math content being taught and the amount of time spent both in math instruction and intervention for struggling students.

Missed targets:

CSAP Achievement Data: Although we met the state targets in reading and writing, our math scores (48% P and A) are below the state average and are declining. We continue to have difficulty moving students from Unsatisfactory to Partially Proficient, especially our minority and ELL populations. At the high school level, low performance is impacting the ability of students to earn the required four math credits and impacting our graduation rates. District CSAP scores (% P and A) for the last three years are:

	2008	2009	2010
Reading	67%	71%	72%
Writing	52%	56%	55%
Math	51%	49%	48%

Academic Achievement Gaps

We made significant progress in closing the achievement gaps in reading over the past year, primarily through frequent progress monitoring, adjusting instruction based on data, and intensive intervention at all levels, including high school. However, achievement gaps in math continue to increase, especially for our minority, IEP, and ELL students.

CSAP Academic Achievement Gaps (% P and A)				
		2007-08	2008-09	2009-10
Reading	Total	67%	71%	72%

	FRL/Non	56/72	65/73	69/75
	Min/Non	53/70	59/74	68/72
	IEP/Non	51/74	53/72	63/73
	ELL/Non	47/73	56/72	62/75
Writing	Total	48%	51%	55%
	FRL/Non	40/49	45/52	50/56
	Min/Non	39/50	43/55	47/56
	IEP/Non	37/51	38/52	50/56
	ELL/Non	35/54	43/54	49/57
Math	Total	52%	53%	48%
	FRL/Non	42/54	44/55	39/53
	Min/Non	40/51	42/52	41/53
	IEP/Non	37/53	41/53	34/48
	ELL/Non	39/53	43/54	32/49
	Non-Prof/Prof	45/58	39/51	31/47

CSAP Growth Data: We exceeded the state median percentile in reading and writing, but scored at the 44th percentile in math. While 40% of our students were on track to catch up in reading and 28% were on track to catch up in writing, only 4% were on track to catch up in math. Similar results were found in Keep Up data; 90% in reading and 81% in writing, but only 53% in math. Very few ELL, Free/Reduced Lunch, IEP, and minority students made enough growth to either Catch-Up or Keep-Up.

Median Growth Percentile				
		2007-08	2008-09	2009-10
Reading	Total	53	52	53
Writing	Total	52	54	55
Math	Total	47	45	44
	FRL/Non	32/44	31/42	29/37
	Min/Non	30/50	32/49	31/47
	IEP/Non	27/37	24/42	38/57
	ELL/Non	35/39	33/44	32/45
	Non-Prof/Prof	37/58	39/51	31/47

Percent Catching Up				
		2007-08	2008-09	2009-10
Reading	Total	34%	38%	40%
Writing	Total	26%	25%	28%
Math	Total	5%	6%	4%
	FRL/Non	5/9	9/10	6/8
	Min/Non	6/7	7/8	5/7
	IEP/Non	5/10	6/12	4/11

	ELL/Non	1/9	2/10	0/8
	Non-Prof/Prof	5/9	9/10	6/8

Percent Keeping Up				
		2007-08	2008-09	2009-10
Reading	Total	85%	88%	90%
Writing	Total	74%	77%	81%
Math	Total	54%	56%	53%
	FRL/Non	43/52	44/57	48/51
	Min/Non	29/50	26/51	30/52
	IEP/Non	23/58	25/55	22/56
	ELL/Non	24/41	24/40	24/50
	Non-Prof/Prof	33/45	34/47	38/51

CSAP Growth Percentile Gaps

As with Academic Achievement gaps, Growth Percentile gaps were closed to less than ten points in both reading and writing, but increased in math. The Growth Percentile gap in math for IEP students was 26 points and for ELL students, 17 points.

CSAP Growth Percentile Gaps				
		2007-08	2008-09	2009-10
Reading	Total	53%	55%	55%
	FRL/Non	32/44	31/42	29/36
	Min/Non	30/50	32/49	35/43
	IEP/Non	27/37	24/42	38/47
	ELL/Non	35/39	33/44	32/41
Writing	Total	52%	56%	57%
	FRL/Non	32/44	31/42	29/37
	Min/Non	30/50	32/49	35/42
	IEP/Non	27/37	24/42	38/45
	ELL/Non	35/39	33/44	32/40
Math	Total	47%	45%	44%
	FRL/Non	32/44	31/42	33/45
	Min/Non	30/50	32/49	29/45
	IEP/Non	27/37	28/42	29/55
	ELL/Non	35/39	33/44	32/49

AYP: We continue to fail to make AYP in math for minorities, Hispanic, ELL and IEP students. We made only 80 of 96 targets (83.3%) in 2009-10 results. We made 87% of our targets in 2007 and 89% in 2008. Our lower rate this year reflects missed math targets for FRL and white students, a change from past years. As noted above, while we have closed the achievement and growth gaps in reading and writing; the gaps in math for Free/Reduced Lunch, minorities, ELL and IEP students are increasing.

AYP District Trends- Targets Met				
		2007-08	2008-09	2009-10
Elementary	Reading	No	Yes	Yes
	Math	Yes	No	No
Middle	Reading	Yes	No	Yes
	Math	Yes	No	No
High	Reading	No	No	Yes
	Math	No	No	No

AYP IEP Trends- Targets Met				
		2007-08	2008-09	2009-10
Elementary	Reading	Yes	Yes	Yes
	Math	Yes	No	No
Middle	Reading	Yes	No	Yes
	Math	Yes	No	No
High	Reading	Yes	Yes	No
	Math	No	No	No

AYP ELL Trends- Targets Met				
		2007-08	2008-09	2009-10
Elementary	Reading	No	Yes	Yes
	Math	No	No	No
Middle	Reading	Yes	Yes	Yes
	Math	No	No	No
High	Reading	Yes	Yes	Yes
	Math	No	No	No

ACT Scores: Although we are maintaining or increasing scores in most subtests of the ACT, our math subtest scores are declining. Low ACT math achievement is consistent with data from other sources.

ACT Scores			
	2008	2009	2010
Total	19.4	19.2	19.1
English	22	23	22
Math	19	15	14
Reading	21	22	24
Science	18	19	20

Graduation Rate: Although our district's graduation rate is increasing, it is still below the minimum state expectation of 80%. The graduation rate gaps between minority and non-minority and ELL and non-ELL students are narrowing slightly, but are still unacceptably large.

Graduation Rates			
	2008	2009	2010
Total	71.9	72.8	76.2
Minority/Non	60.9/82.8	62.5/83.1	66.2/86.2
ELL/Non	56.3/87.4	58.8/88.1	61./89.9

Root Cause: Low Math Scores

Although we developed a School Improvement Plan last year, we did not analyze our CSAP data in depth, nor did we focus on the reasons for not making AYP. In addition, we did not survey teachers last year, so we had no information regarding which math concepts were being taught or on how much time was spent in instruction and/or intervention.

We analyzed our math CSAP data and math instruction surveys to find root causes for low achievement. We identified the following root causes.

1. Math CSAP scores are below the state average in all grades and are declining. Therefore, the quality and content of math instruction at all grades was analyzed. We examined our curriculum and found that our materials appear to be sufficient, covering the math concepts tested on CSAP. However, instruction is an issue at all levels.
 - a. Analysis indicated that our students have poor skills on Standard 1 (Number Sense) in grades 2-7, Standard 2 (Algebra, Patterns & Functions, especially Linear Pattern Representation) in Grade 8, and Standard 2 (Algebra, Patterns & Functions, especially Multiple Representations of Linear and Non-Linear Function) in grades 9-10. A corollary of this is that content taught at each grade/course is not aligned to the Colorado Math Standards. In addition, because low-achieving students do not have the requisite skills to successfully complete the required algebra and geometry courses, they are not graduating on time.
 - b. There is little agreement on the specific skills that all students need to "master" by the end of each grade or course, a consequence of not teaching to state standards. Some teachers address almost all the skills covered in the math program at a surface level; others pick and choose what they will teach, but at a deeper level. Teachers did not make a distinction between which mathematics content their students had mastered, and which had just been covered in class.
 - c. The sequence of our high school math courses does not align with the content of CSAP at 9th and 10th grades or with the ACT given in the 11th grade. Most of our 9th graders are in pre-algebra and are not being taught the algebra and geometry required for proficiency. Likewise, students in our consumer math classes are receiving little of the content they need for proficiency on CSAP or to achieve higher scores on ACT. We believe that if we address course content at the middle and high school levels, the CSAP and ACT scores of all students, including ELLs and those on IEPs, will increase.

- d. Math instructional time is an issue at the elementary school level. On the average, teachers spend less than 30 minutes a day teaching math, compared with 90 minutes daily on reading and 40 minutes on writing/spelling.
2. The survey revealed that teachers teach concrete math skills, but few, especially in the elementary grades, allocate much time to math concepts. In addition, almost no time is spent on writing in math at any grade. Math teachers rarely require students to explain in writing why they select a particular process to solve a problem or how they obtain their answers, though this is required on CSAP. Again, this is a reflection of inadequate attention given to the Colorado Math Standards.
 3. Our teachers are teaching math content rather than teaching students.
 - a. Teachers do not group for instruction, do not provide adequate time for reteaching, and do not provide interventions for those students who are not being successful. Students who struggle in reading are provided with 30-45minutes of intervention at the elementary level and a 45 minute intervention class in middle and high school, but there are no additional supports for students who are at-risk in math. Our RtI Teams have struggled to find time in the daily schedule for math intervention groups and to find teachers who are willing to tutor or provide individualized math instruction. Although all groups of at-risk students are negatively impacted, our minority, IEP, and ELL students are impacted the most – as evidenced by our failure to make AYP in math with these groups.
 - b. We have not been monitoring student progress in math as we have done with DIBELS in reading and writing samples in writing. Teachers administer teacher-made tests and math textbook unit tests, but have not used these data formatively to identify student needs, adjust instruction on an ongoing basis, or engage students in identifying their own learning needs.
 - c. Because low-achieving students, especially minority and ELL, have not been taught the requisite skills to successfully complete the required algebra and geometry courses, they are not graduating on time. We have no programs in place to accelerate their achievement or give them alternatives to earn these credits.

If we effectively address these root causes, the achievement of all our students will increase and we will be able to meet our Math CSAP and ACT goals, AMAO #3 target, and graduation rate expectations.

Verification of Root Cause: Low Math Scores

Our initial discussions of CSAP and MAPS data led us to examine more closely what was happening in classrooms with regard to mathematics instruction. We administered a survey to our teachers to gather more information about the content of classroom instruction and use of assessment in mathematics. The results from this survey verified our root cause determination that mathematics instruction was not aligned with the content tested on CSAP and ACT, no math progress monitoring was being done, students who were falling behind did not receive additional support, and we had no programs to accelerate achievement or earn lost credits. Analyses of test data and a teacher survey verified that changes must be made in the math content being taught, the amount of time allocated for math instruction and interventions, and providing appropriate interventions for struggling students. Further verification of the root causes will come as we implement changes and obtain the desired results.

Root Cause: Low Graduation Rate

Our graduation rate is below the state average but is increasing. We identified several root causes. We have no procedures in place for timely identification of students who are not on track to graduate. There are few appropriate interventions especially for students with poor attendance or who have persistent discipline referrals and/or decline in grades. We offer no intervention/remediation courses or credit recovery options. In addition, there are no alternatives to out-of-school suspension, which contributes to a loss of instructional time and the inability to earn credits required for graduation.

Verification of Root Cause: Low Graduation Rate

In order to gain additional information on the causes of our low graduation rate, surveyed teachers and counselors, secondary administrators, students and parents. There was general consensus that there were few interventions and alternatives available for students who fall behind in earning credits. We will continue to survey teachers, parents and students on a yearly basis both to obtain their perceptions of the effectiveness of our interventions, but also to determine what else we might do to increase our graduation rate,

Root Cause: Highly Qualified Teachers

We have been making progress toward having all of our core content teachers highly qualified. In 2009-2010, six teachers were not highly qualified because they did not have current licenses. Although all of those teachers now either have licenses or are no longer with the district, this experience taught us that we do not have a good process for monitoring the licensure status of our teachers.

We are a small rural district. Because we are located in a beautiful mountain area, we are able to attract highly-qualified teachers for all positions, although we struggle with finding highly-qualified special education teachers (like many districts in Colorado). We have therefore moved to a "grow your own" process for special education positions. However, retaining highly qualified teachers is a challenge. We have not had an effective teacher mentoring program and have provided minimal support to new teachers. We conducted exit interviews with the eighteen teachers who left our district at the end of the last school year. They gave the following reasons for resigning (some gave more than one reason, so totals exceed 8):

- Lack of support in the classroom with lesson planning and curricular issues (14)
- Discipline problems that made it difficult for them to teach (5)
- Did not feel that they were a part of the school community (10)
- Could not support themselves on teacher salary (2)
- Sense of isolation and lack of community resources such as theater, concerts, recreation center, library (6)

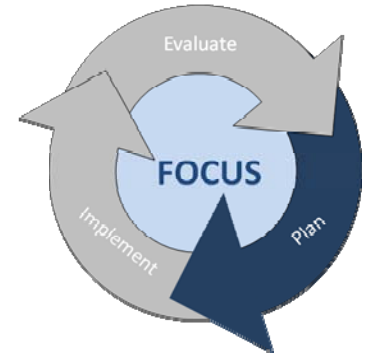
While we cannot address salaries or lack of community resources effectively at this time, we can deal with the first three through a new-teacher mentoring program.

Verification of Root Cause_Highly Qualified Teachers

Exit interviews with teachers who resigned from our district in the spring verified the need for an effective new-teacher mentoring program. We will survey both teachers and mentors in January 2011 to determine if the mentoring program is addressing their needs or if we need to further analyze this area. Our goal is to have a stable teaching force of 100% highly-qualified teachers.

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 Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in Section III; although, all districts are encouraged to set targets for all performance indicators. 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 are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary/ workforce readiness. For guidance on target setting on state accountability indicators, go to the Learning Center in SchoolView: www.schoolview.org/learningcenter.asp. Once annual targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in Section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target at the Elementary Level

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	n/a	n/a	n/a
		M	By the end of the 2010-2011 school year, 63% of students will score proficient or advanced overall on the math CSAP. 40% of students in each disaggregated group, including IEP and ELL, will be P or above or there will be a decrease of at least 10% in the number of students scoring non-proficient.	By the end of 2011-12, 65% of students will score proficient or advanced overall on the CSAP. 45% of students in each disaggregated group, including IEP and ELL, will be P or above or there will be a decrease of at least 10% in the number of students scoring non-proficient.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Dec., and Mar.)

						and CSAP. Increase amount of time allocated daily to math instruction at each grade at the elementary level. Structure daily schedule to provide time for reteach/ intervention classes and set up before-school math tutoring programs Monitor student progress in math using NWEA MAPS Mathematics Assessment (3 times yearly), AIMSweb (monthly), and common end-of-unit assessments and adjust instruction and interventions based on these data.
		W	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	n/a	n/a	n/a
		M	<p>State target: Elem: 94.54% PP and above on CSAP and CSAPA</p> <p>Since the district elementary level as a whole had 82% of students PP, P or A in 09-10, our 10-11 goal will be to make Safe Harbor in order to make AYP. Specifically, we will reduce the percent of unsatisfactory students by 10%, to 16.2%. Our goal will be for 83.8% of continuously enrolled students to be PP, P or A. Our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.</p> <p>State Target: Middle Level-89.88% District Target Middle Level- 10% reduction for all disaggregated groups</p> <p>State Target High School Level- 86.75% District Target High Level- 10% reduction for all disaggregated groups</p>	<p>State target: Elem: 94.54% PP and above on CSAP and CSAPA</p> <p>Our school will again work towards making Safe Harbor in order to make AYP. At a maximum, we will have 14.8% of students Unsatisfactory in math, with 85.2% PP, P or A. Again, our goal will also be for each disaggregated group to make Safe Harbor and make at least a 10% reduction.</p> <p>State Target: Middle Level-89.88% District Target Middle Level- 10% reduction for all disaggregated groups</p> <p>State Target High School Level- 86.75% District Target High Level- 10% reduction for all disaggregated groups</p> <p>These goals will be revisited with the 10-11 AYP results</p>	<p>NWEA MAPS Assessment (administered 3 times during the school year: Sept., Dec., and Mar.)</p> <p>Note all assessment results will be disaggregated across classrooms by ELL, F/R Lunch status, and Race/Ethnicity</p>
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a
		M	By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated	By the end of the 2011-12 school year, the school will meet SPF growth expectations for students designated as	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT

			as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile). 35% of the students scoring below proficient will make catch-up growth.	ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile). 50% of the students scoring below proficient will make catch-up growth.	growth in math, with goal of meeting or exceeding NWEA growth targets for all grades. Note all assessment results will be disaggregated across classrooms by ELL, F/R Lunch status, and Race/Ethnicity	
		W	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 50.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups. Note all assessment results will be disaggregated across classrooms by ELL, F/R Lunch status, and Race/Ethnicity	Same as above
		W	n/a	n/a	n/a	n/a
Post Secondary/ Workforce Readiness	Graduation Rate		The 2011 Graduation rate will increase to 78.2%	The 2011 Graduation rate will be 80%	Decrease in Fs earned in high school math classes (monitored on quarterly basis).	Provide more appropriate math intervention programs for students at risk of failure, especially ELL and minority students, including math credit-recovery and alternatives to out-of-school suspension.

	Dropout Rate	n/a	n/a	n/a	n/a	
	Mean ACT	The 2011 Mean ACT Composite Score will be 19.4	The 2011 Mean ACT Composite Score will be at/above the state average.	Common items administered as part of several end-of-unit assessments across Algebra II and Plane Geometry courses. Common items administered as part of end-of-unit assessments in Consumer Math courses that address algebraic and geometry concepts tested on ACT.	Align sequence of middle and high school math courses and content taught to state standards and CSAP. Assure that algebra and geometry skills assessed on ACT are taught prior to 11 th grade.	
	English Language Development & Attainment	CELA (AMAO 1)	n/a	n/a	n/a	n/a
		CELA (AMAO 2)	n/a	n/a	n/a	n/a
		AMAO 3 (AYP for ELLs)	See AYP targets above	See AYP targets above	See interim measures above	See above.
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content teachers will meet NCLB HQ requirements. 80% of teachers will be retained.	100% of core content teachers will meet NCLB HQ requirements. 85% of teachers will be retained.	January 2011 survey of teachers and mentorees will identify: a. Strengths of program b. Areas in which program could be more effective Modifications will be made as necessary based on survey. Mentor feedback provided on a quarterly basis will result in ongoing program improvements.	Develop a mentoring program for first year teachers.	

Action Planning Worksheet

Directions: Based on your data analysis in Section III, prioritize the root causes that you will address through your action plans and then match them to a major improvement strategy(s). For each major improvement strategy, identify the root cause(s) that the action will help to resolve (e.g., implement new intervention in K-3 reading). Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps necessary to implement the major improvement strategy (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff). Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the district/consortium is identified for Improvement/Corrective Action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Align math content in all grades with Colorado Math Standards and identify specific math skills to be taught within and across grade levels/courses.

Root Cause(s) Addressed: There is no consensus on essential math skills within and across grades; Grade and course content is not aligned to state standards. High school math course sequence is not aligned with content assessed on CSAP or ACT.

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)
 Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Align grade level/course math content and sequence of skills taught in each grade level/course to Colorado Math Standards and CSAP, ensuring that the standards related to Number Sense, (Grades K-7) Linear Pattern Representation (Grade 8), and Multiple Representations of Linear and Non-Linear Function (grades 9-10) are represented in all appropriate grades/courses. The Title I teachers will participate as appropriate.	Spring-Summer 2011	Teachers Title I Teachers	Stipends for work: \$25/hr x 10 teachers x 3 days = \$6000 (local funds)	Math content K-12 will be aligned to standards and CSAP by start of 2011-12 school year
(Elementary only) a. Teachers will meet in cross-grade level groups in the spring to identify and align student expectations across grade levels – defining what students must know and be able to do to be prepared for math instruction at the next grade. b. A research-based minimum number of minutes of math instruction will be provided daily at each grade	April- July 2011 Sept 2011-May 2012	Principal Teachers Title I Teacher Principal Teachers	Stipends for work: \$25/hr x 4 hrs x 8 teachers for 4 months = \$3200 local funds) None	No later than July 31, 2011, essential skills will be aligned across grade levels to insure that no gaps exist and that all Colorado math standards are addressed. A school schedule will be developed by August 2011 that ensures that the recommended number of minutes of math

level.				instruction is provided at each grade. Monthly principal walk-throughs will show an increase in time spent on mathematics instruction.
(High School only) a. Sequence of math courses will be restructured to ensure that all students and that all students have access to content on which they are tested, with special attention to Representations of Linear and Non-Linear Function.	August 2011	Principal, Math Department	Stipends for work: \$25/hr x 12 teachers x 6 hours = \$1800 (local funds)	Schedule of math courses will be developed prior to the start of the 2011-12 school year. Course sequence and schedule will ensure that all students have access to content tested on CSAP. Analysis of formative data will show that increased access to math content is positively impacting the achievement of targeted groups.
b. Review content of ACT and realign course sequence and/or add math courses to ensure that all students have access to the algebraic and geometry content assessed on ACT prior to the second semester of their junior year.	January 2011-February 2011	Math Teachers	Stipends for work: \$25/hr x 3 teachers x 6 hours = \$450 (local funds)	Course sequence and schedule for 2011-12 will ensure that all students have access to content tested on ACT by the middle of their 11 th grade year.

Major Improvement Strategy #2: Incorporate writing and thinking mathematically into mathematics instruction.

Root Cause(s) Addressed: There is no emphasis on conceptual thinking in math or opportunities for students to explain how they obtained their answers.

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)
- Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Provide professional development about writing in mathematics to all elementary teachers, secondary math teachers, Title I, ELL, and Special Education teachers. <ul style="list-style-type: none"> a. August and January one-day trainings b. Quarterly coaching by trainer c. Use of technology for writing in math 	Aug 2011, Jan 2012 Sept 2011-May 2012	Trainer (To be identified) Principal	PI/CA funds: \$15,000 Title IIA funds: \$5,000	Teacher survey administered in Sept., Jan. and May will show increased teacher confidence and comfort in teaching writing and thinking in math. Principal walk-throughs will show an increase in opportunities for students to explain in writing how math processes are selected and/or answers obtained.
Provide opportunities once each quarter for peer observation of math lessons.	Sept 2011-May 2012	Principal Teachers	None	
Include discussion of writing in math instruction in all grade level and math department meetings. <ul style="list-style-type: none"> a. Effective strategies b. Challenges c. How to address needs of specific students 	2011-12 school year	Principal Teachers	None	

Major Improvement Strategy #3: Progress monitor student achievement using NWEA MAPS Mathematics Assessment (3 times yearly) and AIMSweb (monthly) to insure timely identification of at-risk students, structure schedule to provide time for reteach/intervention classes and before-school tutoring, and create credit-recovery programs and alternatives to suspension.

Root Cause(s) Addressed: Students who struggle in math, especially ELLs, are not identified in a timely way, do not receive appropriate interventions or additional support and/or regular monitoring of the progress of their mathematics 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)
- Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Provide training in: a. Interpretation of NWEA data for instructional planning and establishing intervention groups; b. Administration and interpretation of AIMSweb for progress-monitoring, instructional planning, and establishing intervention groups. Administer teacher survey three times a year to measure teacher confidence and comfort in interpreting NWEA and AIMSweb assessment data and in using those data to identify students at-risk in math, to plan instructional, and to establish intervention groups.	February 2011 Sept-Oct 2011 May 2011, Sept 2012, December 2012	Trainer (To be determined) Principal	PI/CA Title funds: \$7500 Title IIA funds: \$2500 None	100% of teachers in grades 2-10 will participate in trainings. Teacher survey administered in May, Jan. and Sept. will show increased teacher confidence and comfort in interpreting NWEA and AIMSweb data and using those data to identify students at-risk in math, to plan instructional, and to establish intervention groups.
Establish and follow a progress-monitoring schedule.	Sept, 2011-May 2012	Principal Leadership Team (Elem)/Department Chairs (Sec)	None	Principal and Leadership Team/Department Chairs will verify that progress-monitoring schedule is followed.
Discuss results of progress monitoring at monthly data meetings and adjust math instruction and intervention groups based on discussion.	Sept, 2011-May 2012	Principal Leadership Team (Elem)/ Department Chairs (Sec)	None	Minutes of meetings will show that meetings were held, which students were discussed, and what adjustments in instruction and groups were made. Principal will review minutes on a

				monthly basis.
Allocate 60% of the time of Title I teachers trained in math to mathematics instruction. The Title I teacher will meet at least once a month with math teachers to ensure that program is aligned with classroom instruction	Sept 2011-May 2012	Principal Title I Teachers and Paraprofessionals	60% of Title I teachers' and Paraprofessionals' salary and benefits	Title I teachers will work with students in math at least four hours each day.
Restructure schedule to provide daily math intervention opportunities.	August 2011	Principal, Counselor	None	Schedule will be developed prior to the start of the 2010 school year
Identify and implement credit-recovery research-based alternatives for students who fail Algebra and Geometry classes: <ul style="list-style-type: none"> • Online classes • Saturday School • Summer Programs 	August 2011- August 2012	Principal, Counselor, Math Department Chair, Title I Teacher	Local Funds \$15,000 Community and other Grants (We will seek at least \$15,000)	Research-based alternatives will be identified no later than August 2011. At least one funding source other than district funds will be identified by May 2011. One credit-recovery option will be available to students by September 2011.
Identify and create appropriate interventions for at-risk students in the areas of: <ul style="list-style-type: none"> • poor attendance; • persistent discipline referrals; • decline in grades; <p>Create alternatives to out-of-school suspension to insure that students receive adequate instructional time and have the ability to earn credits required for graduation.</p>	August 2011- August 2012	Principal, Counselor, Math Department Chair, Title I Teacher	Local Funds \$10,000	Research-based alternatives will be identified no later than August 2011. A minimum of two options will be available to students by September 2011.
Implement a before-school tutoring program for students in grades 4-10, using high school students who have strong math skills. Training will be provided to the peer tutors, who will be supervised by the Counselor.	Oct 2011-May 2012	Principal, Counselor, Math Teachers	\$1500 stipend to Counselor (local funds)	Tutoring will be implemented no later than September 30. Mid-year evaluation will indicate that the program is increasing student achievement in math.

Major Improvement Strategy #4: Implement a new-teacher mentoring program which will result in the retention of 80% of new teachers.

Root Cause(s) Addressed: Lack of support for new teachers

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)
 Dropout/Re-engagement Designation
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Select mentors. a. Identify highly effective teachers who have at least five years of teaching experience. b. Interview teachers and choose 18 mentors. c. Mentors will observe mentoree classes a minimum of once a month and will meet with mentorees at least twice a month	August 2011-May 2012	Superintendent, Principals Teacher Leaders from each school	\$1500 stipend for 18 Mentors = \$27,000 (State Funds- Induction Program) Substitutes for release time for mentors: \$75/ day x 9 months x 18 = \$12,150 (State Funds- Induction Program) Materials: \$500/mentor = \$9,000.00 (Title IIA funds)	January 2012 survey of teachers and mentorees will identify: a. Strengths of program b. Areas in which program could be more effective Modifications will be made as necessary based on survey
Provide training for mentors.	August 2011	Trainer to be identified	Trainer: \$3500 (Title IIA funds) Stipends for Mentors: \$100/day x 2 days X 18 = \$3600 (Title IIA funds)	Evaluation of training will indicate that the mentors felt that the sessions provided them with the tools to work effectively with their mentorees.
Determine effectiveness of program based on end-of year evaluation by mentorees, feedback from mentors, and number of new teachers retained. a. Principals and mentors will develop end-of-year evaluation. b. Mentors will provide feedback on program effectiveness on a quarterly basis throughout the year.	May 2012	Principals Mentors	None	End-of-year evaluation will be developed. Mentor feedback provided on a quarterly basis will result in ongoing program improvements.

Section V: Additional Documentation

Proposed Budget for Use of Title IIA funds in 2011-12. 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 2011-12. 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 2011-12 Title IIA allocation. If the 2011-12 allocation is unknown, use the 2010-11 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Mentor Training Trainer: \$3500 Mentor Stipends: \$3600	See Action Plan #4 above	\$7,100.00
Materials for mentors@ \$500/mentor	See Action Plan #4 above	\$9,000.00
Professional development for secondary math teachers	See Action Plan #2 above	\$5,000
Provide training in administration and interpretation of AIMSweb	See Action Plan #3 above	\$2,500
Salary for a position in the Human Resources department to track licensure status of teachers for highly qualified purposes. This will help the district do a better job of helping teachers to get their licenses in order to support the HQ process.	N/A	\$50,000
Salary for a .1 position to administer the Title IIA program.	N/A	\$6,000
Total (The total should equal the district's projected 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		\$79,600.00