

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

Organization Code: 0900

District Name: DOUGLAS COUNTY RE 1

AU Code: 18010

AU Name: DOUGLAS RE-1

DPF Year: 3 Year
Accountable By: 3 Year

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school 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	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.			
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	R	72.2%	69.2%	71.3%	83.0%	80.6%	81.3%				
		M	70.4%	49.1%	30.5%	81.9%	68.6%	47.1%				
		W	55.8%	56.8%	49.7%	69.8%	70.8%	64.3%				
		S	47.5%	46.8%	49.2%	59.1%	60.0%	62.5%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp)	Overall number of targets for Districts: 152			% of targets met by District: 91.4%				Elem	MS	HS	
		R							NO	NO	NO	
		M							NO	NO	NO	
		Grad							--	--	YES	
	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%			72.6%			YES			
		M	59.5%			65.9%			YES			

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 District Results			Expectations Met?	
Academic Growth	Median Student Growth Percentile If school did not meet adequate growth: then median SGP is at or above 55 Expectation: If school met adequate growth: then median SGP is at or above 45 Description: Growth in CSAP for reading, math and writing	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
		R	23	18	8	57	46		51
		M	41	50	60	57	52		48
	W	35	36	28	56	47	54		
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, 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 subgroup.			Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)			Overall (08-09)	90.3%	Exceeds		
					IEPs (08-09)	84.7%	YES		
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.9%		Overall (08-09)	1.0%	Exceeds		
		IEPs	2.9%		IEPs (08-09)	0.9%	YES		
Mean ACT Composite Score Expectation: At or above State average	20.1			21.7			Meets		

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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	55.04%	YES
	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	17.69%	YES
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	94.12%	NO

Educator Qualification and Effective Measures

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
Teacher Qualifications	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	98.8%	NO
			2008-09	99.6%	NO
			2009-10	99.8%	NO

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Pending Request to Reconsider	If you have submitted a request to reconsider your district's accreditation, the department will notify you of the final accreditation category after they are completed by November 15.
Dropout/Re-engagement Designation to Increase Graduation Rates	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.	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
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	Program Improvement - Year 2	The district is required to complete an improvement plan for Title I. 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 has been 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	Improvement-Year 2	The Title III consortium is being identified for Program Improvement and must complete an Improvement plan for Title III using the UIP. Note that the Title III data included in this pre-populated report aggregates data for all member districts. As the consortia lead, you are expected to ensure that an improvement plan is created or updated to meet the needs of all member districts. 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.	CTAG – Focused on closing the achievement gap in mathematics.
CADI	Has or will the district participated in a CADI review? If so, when?	n/a
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.	n/a
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.	n/a

Improvement Plan Information

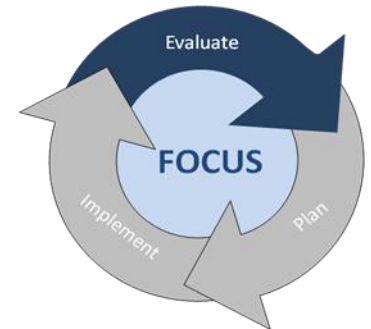
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

- 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	Laura Gorman, Grants & NCLB Coordinator
	Email	Laura.gorman@dcsdk12.org
	Phone	303-387-0093
	Mailing Address	620 Wilcox St., Castle Rock, CO 80104
2	Name and Title	Syna Morgan, Executive Director System Performance & Accountability
	Email	Syna.morgan@dcsdk12.org
	Phone	303-387-0137
	Mailing Address	620 Wilcox St., Castle Rock, CO 80104

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, and 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)	Target Missed <u>Reading</u> Overall: 82%(2008), 82%(2009), 81%(2010) HS: 81%(2008), 81%(2009), 81%(2010) MS: 79%(2008), 79%(2009), 81%(2010) ES: 84%(2008), 84%(2009), 83%(2010)	DCSD has sustained high performance in reading overall.	✓ Strength: Explicitly considers broad, systemic root causes (e.g., <i>“Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments...Inconsistent implementation of instructional and intervention models.”</i>)
	Achievement Gaps: <u>Reading</u> • Hisp/Non: 69%/84%(2008), 59%/83%(2009), 61%/84%(2010) • FRL/Non: 62%/84%(2008), 50%/82%(2009), 56%/83%(2010)	Achievement gaps between subgroups and district averages have not been reduced as significantly as desired.	Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments. Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional

✓ Strength: Identifies the performance indicator areas where the district failed to meet state (academic growth gaps) and federal (AYP targets) expectations.

✓ Strength: Root causes cut across indicators and are based upon evidence from multiple data points, including process and perception data.
 ✓ Strength: Identified root causes are under the control of the district.

strategies for all students, especially struggling learners.

	<p>ELL/Non: 49%/83%(2008), 45%/80%(2009), 46%/81%(2010) ✓ IEP/Non: 35%/87%(2008), 30%/84%(2009), 30%/85%(2010) ✓</p>		
	<p>Target Missed <u>Math</u> ✓ Overall: 70%(2008), 68% (2009), 70%(2010) HS: 48%(2008), 45%(2009), 47%(2010) MS: 65%(2008), 69%(2009), 67%(2010) ES: 82%(2008), 82%(2009), 82%(2010)</p>	<p>Overall performance and the elementary and secondary levels are above state targets, yet math performance has not had the increases desired.</p>	<p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments. Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>
	<p><u>Achievement Gaps: Math</u> ✓ Hisp/Non: 52%/71%(2008), 45%/71%(2009), 46%/73%(2010) FRL/Non: 48%/71%(2008), 38%/70%(2009), 43%/73%(2010) ELL/Non: 45%/70%(2008), 41%/69%(2009), 43%/71%(2010) IEP/Non: 29%/74%(2008), 26%/72%(2009), 26%/74%(2010)</p>	<p>Persistent achievement gaps exist between subgroups and district averages.</p>	<p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments. Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>
	<p><u>Writing Trends</u> Overall: 69%(2008), 67%(2009), 67%(2010) HS: 64%(2008), 65%(2009), 64%(2010) MS: 69%(2008), 70%(2009), 71%(2010) ES: 71%(2008), 72%(2009), 70%(2010)</p>	<p>Overall performance and the elementary and secondary levels are above state targets, yet writing performance has not had the increases desired.</p>	<p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments. Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>
	<p><u>Achievement Gaps: Writing</u> Hisp/Non: 53%/71%(2008), 44%/71%(2009), 44%/70%(2010) FRL/Non: 45%/71%(2008), 36%/70%(2009), 39%/70%(2010) ELL/Non: 35%/70%(2008), 33%/69%(2009), 32%/68%(2010) IEP/Non: 19%/74%(2008), 16%/72%(2009), 15%/71%(2010)</p>	<p>Persistent achievement gaps exist between subgroups and district averages.</p>	<p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments. Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>

✓ Strength: Provides data for a three-year period in the Data Narrative.

✓ Strength: Based performance challenges on analysis of performance trends and identifies disaggregated groups of students.

Academic Growth	Target Met	
Academic Growth Gaps	<p>Reading Targets Missed: <u>FRL, IEP, ELL, Catching Up</u></p> <p>Overall: 53(2008), 52(2009), 52(2010)</p> <p>FRL: 50(2008), 46(2009), 47(2010)</p> <p>IEP: 46(2008), 46(2009), 46(2010)</p> <p>ELL: 62(2008), 54(2009), 54(2010)</p> <p>Catching Up: 59(ES), 46(MS), 55(HS)</p>	<p>DCSD has maintained growth above the 50 mgp.</p> <p>The FRL, IEP, ELL and Students Needing to Catch Up have not made adequate growth to reach proficiency.</p> <p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments.</p> <p>Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>
	<p>Math Targets Missed: <u>FRL, IEP, ELL, Catching Up</u></p> <p>Overall: 52(2008), 53(2009), 55(2010)</p> <p>FRL: 48(2008), 44(2009), 46(2010)</p> <p>IEP: 47(2008), 47(2009), 47(2010)</p> <p>ELL: 54(2008), 53(2009), 54(2010)</p> <p>Catching Up: 57(ES), 53(MS), 49(HS)</p>	<p>While DCSD has maintained growth above the 50 mgp, the FRL, IEP, ELL and students needing to catch up have not made adequate growth to reach proficiency.</p> <p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments.</p> <p>Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>
	<p>Writing Targets Missed: <u>FRL, IEP, ELL, Catching Up</u></p> <p>Overall: 52(2008), 52(2009), 54(2010)</p> <p>FRL: 48(2008), 45(2009), 47(2010)</p> <p>IEP: 47(2008), 43(2009), 45(2010)</p> <p>ELL: 55(2008), 56(2009), 54(2010)</p> <p>Catching Up: 58(ES), 47(MS), 56(HS)</p>	<p>DCSD has maintained growth above the 50 mgp.</p> <p>The FRL, IEP, ELL and Students Needing to Catch Up have not made adequate growth to reach proficiency.</p> <p>Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments.</p> <p>Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.</p>

? Area for Improvement: Identifies student performance trends in the Data Narrative, but not under Description of Significant Trends on the Data Analysis Worksheet.

✓ Strength: Identifies at least one performance challenge for every indicator for which the district did not meet expectations. (e.g., *"The FRL, IEP, ELL and students needing to catch up have not made adequate growth to reach proficiency."*)

? Area for Improvement: Because the root causes are broad and systemic, (e.g., *"Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments...Inconsistent implementation of instructional and intervention models."*) staff may not have identified the causes of achievement gaps specifically enough to allow the district to identify the changes necessary to improve achievement. The district might consider deeper root causes. For example, since the majority of students are achieving at high levels, why is *"Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments"* a root cause of the district's inability to close achievement gaps? Questions that might be asked include why teachers are inconsistently implementing instructional and intervention models or what specific factors are preventing Hispanics, ELL, free/reduced lunch, and IEP students from achieving at higher levels.

Post Secondary/WF Readiness	Target Met		
English Language Development and Attainment (AMAOs)	Target Missed <u>AMAO 3</u> 2007-08 Met 13 of 17 targets (76%) 2008-09 Met 15 of 17 targets (88%) 2009-10 Met 16 of 17 targets (94%)	The proficiency rates of the ELL student group has not increased sufficiently to meet the achievement targets.	Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments. Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.

? Area for Improvement: Since the UIP is a public document, it would be helpful to label the information provided on worksheets (e.g., under AMAO 3, met 16 of 17 AYP targets).

<p>Teacher Qualifications (Highly Qualified Teachers)</p>	<p>Target Missed 98.8%(2008), 99.6%(2009), 99.8%(2010)</p>	<p>Although DCSD did not meet the 100% target, the percentage has increased each year.</p>	<p>Inconsistency in position transfers and professional development practices relative to highly qualified teacher status criteria</p>
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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

<p>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?</p>	<p>Root Cause Analysis: Why do we think our district/consortium's performance is what it is?</p>	<p>Verification of Root Cause: What evidence do we have for our conclusions?</p>
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The Douglas County School District (DCSD) implements and refines a system of education to ensure that all students acquire the knowledge, skills and dispositions to be responsible citizens who contribute to our society (BOE End Statement 1.0). The motto “learn today, lead tomorrow” reflects the intention of the DCSD to effectively deliver a challenging and relevant education that prepares students for post secondary college and career readiness, ensuring that all students have the opportunity to be the leaders that they desire to be. The DCSD has developed a comprehensive strategic plan that includes three district-level priorities: choice, world class education and system performance. The choice strategy promotes an education system that maximizes choice, celebrates freedom, improves quality through competition, promotes excellence, and recognizes that the interests of students and parents are paramount. The world class education strategy promotes student mastery of the guaranteed and viable curriculum through 21st Century instruction and assessment. The system performance strategy promotes continuous improvement through evaluation of all levels of the system in order to ensure that the commitments of the DCSD are fully realized.

It is evident from an analysis of the district performance outcomes that, while high achieving in most regards, there are definite improvement needs. The successful acquisition of a challenging and relevant education has not been met for all students in the district. The previous district improvement plans targeted specific areas of need, but there are potential root causes that have not been identified and/or addressed. A comprehensive data and root cause analysis was undertaken to identify and address those root causes.

Accountability Outcomes

Student performance in DCSD far exceeds the state averages. In Academic Achievement, the district met and/or exceeded all state CSAP achievement targets for all grade levels and all content areas. The district far exceeded the IDEA targets for the students with disabilities. The DCSD’s improvement areas in the Achievement performance indicator include the following: overall AYP due to AYP for the IEP, ELL(AMAO 3), and FRL subgroups and AYP for the Hispanic and Black ethnic subgroups. With respect to Academic Growth, the DCSD met all state growth targets for all grade levels and content areas except high school math. The DCSD’s improvement areas in the Academic Growth performance indicator included multiple subgroup areas in reading, writing and math. For the Post Secondary & Workforce Readiness performance indicator, the DCSD met the ACT state target and exceeded the state expectations for both the graduation and dropout rates.

Figure 1

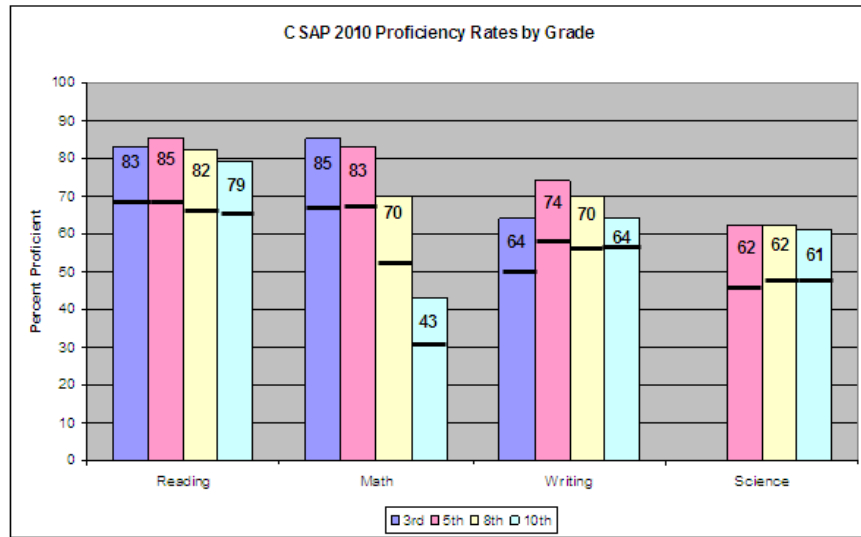


Figure 2

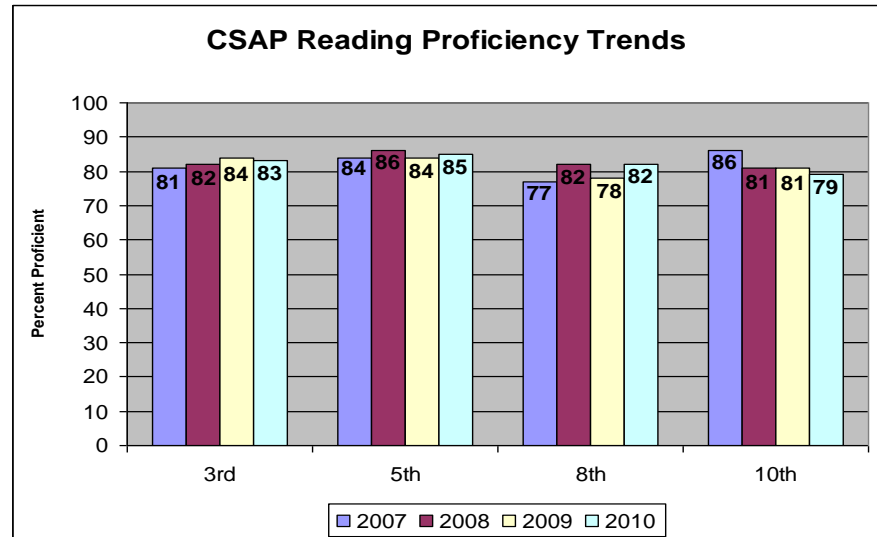


Figure 3

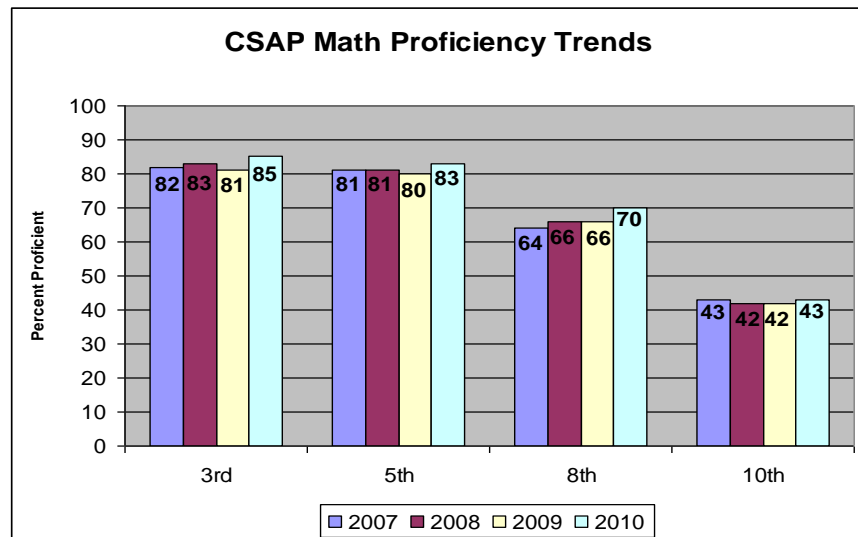
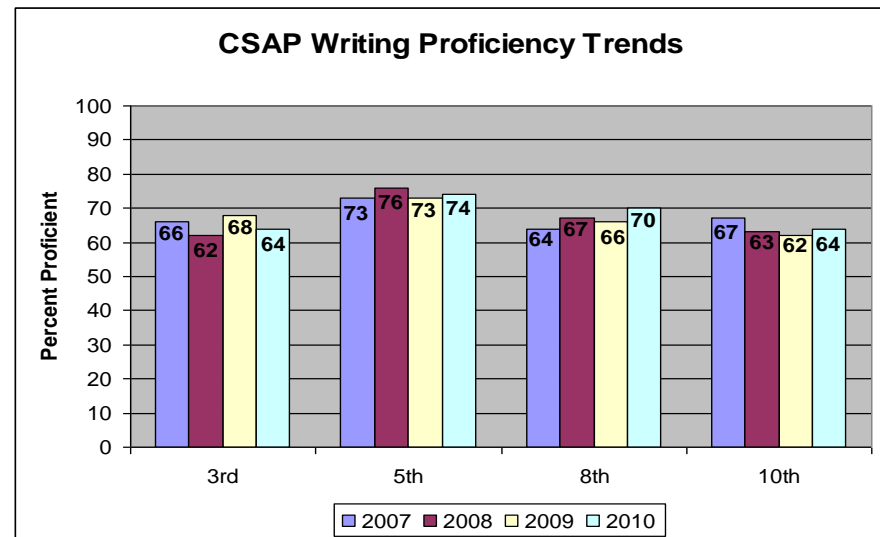


Figure 4



The DCSD fell short of the Highly Qualified Teachers Status target. The target of 100% of core content teachers being Highly Qualified was missed by 0.2% for 2009-10 with 99.8% of teachers meeting the target. In the previous 2007-08 and 2008-09 school years, the percentages of highly qualified core content teachers were 98.8% and 99.6% respectively. DCSD did not make district AYP and did not meet Highly Qualified targets for three consecutive years, the district has been identified under 2141c of Title IIA. As a result, DCSD must create a financial agreement with CDE and build strategies to strengthen staff capacity and improve professional development. The performance trends of missed targets, the prioritization of needs, identification of root causes, target setting and action planning for each identified area of accountability follows below.

? Area for Improvement: Discusses the fact that Douglas County did not achieve 100% Highly Qualified Teacher status; however, the Data Narrative does not identify the factors that prevented the district from meeting its Highly Qualified targets.

? Area for Improvement: Neither the Significant Trends nor the Data Narrative provide an analysis of the performance of all students in the district (e.g., preK-2, 11th and 12th).

Performance Trends & Prioritized Needs

As illustrated in Figure 1 above, overall student performance in the DCSD far exceeds the state averages. Over the past three years, the district has maintained a consistent level of student proficiency (as shown in Figures 2-4). Likewise, the overall growth has been maintained at around the 50th median growth percentiles. The district met 91.4% of its 152 AYP targets, down from 94.08% in the 2008-2009 school year. The AYP targets in reading have improved in the past three years, with all targets met except for the FRL and IEP student groups.

The number of AYP targets met in math has decreased over the past three years. As a result of missing the same AYP target for three consecutive years, the district is on Program Improvement Year 2 with regard to Title I. In addition, the achievement trends of the FRL, ELL and IEP student groups have resulted in persistent achievement gaps. As shown in the Data Worksheet, the performance of the identified student groups has remained flat and, in some cases, has decreased slightly. In math and writing, the achievement trends of all identified student groups have decreased. Academic growth reflects similar performance trends, with overall growth consistently around the 50th median growth percentile. Similar to the achievement gaps, growth gap trends remained flat, and in some cases decreased, for the FRL, ELL, IEP and Students Needing to Catch Up student groups.

? Area for Improvement: Although the Data Narrative indicates that “*additional performance data, as well as demographic data and perception data, were analyzed as well,*” the narrative does not identify the measures or provide a synthesis of the local data.

? Area for Improvement: Does not describe the process used to prioritize performance challenges and identify root causes.

In a data analysis work session with district leadership representation from all departments, the above trends were reviewed and discussed. Additional performance data, as well as demographic data and perception data were analyzed as well. From the analysis of trends in Academic Achievement, Academic Growth, Academic Growth Gaps, and Post Secondary & Workforce Readiness performance indicators, the leadership team determined that the district’s priority needs should be concentrated in the areas of reading, math and writing. The following priority needs were agreed upon:

- Overall performance and the elementary and secondary levels are above state targets, yet math and writing performance have not had the increases desired.
- Achievement gaps between subgroups and district averages have not been reduced as significantly as desired.
- DCSD has maintained growth above the 50 mpg.
- The FRL, IEP, ELL and Students Needing to Catch Up have not made adequate growth to reach proficiency.
- The proficiency rates of the ELL student group have not increased sufficiently to meet the AMAO 3 targets.
- Although DCSD did not meet the 100% Highly Qualified Teachers target, the percentage has increased each year.

While the previous steps taken in DCSD’s English Language Acquisition Plan, with particular regard to Title III activities, brought about increased achievement in AMAO1 and AMAO2, DCSD continues to miss the AMAO3 target.

? Area for Improvement: Does not describe the strengths and weaknesses of the current plan as required for Title III Program Improvement.

? Area for Improvement: As a district on Title I Program Improvement, the plan needs to identify District Accountability Committee or stakeholder involvement in plan development.

Root Cause Analysis

A number of meetings were held to analyze multiple data sources (i.e. process, perception and procedural data) to identify the root causes of the prioritized needs. A group of teachers and administrators met with district leadership to analyze the math priority need. A number of meetings were held with teachers and administrators to analyze the reading and writing priority needs.

The district leadership workgroup met for a second work session to analyze the root causes of the prioritized needs from a system perspective. After careful root cause analysis of the priority needs, two system-level root causes were identified:

- Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments.
- Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.

? Area for Improvement: Does not describe the process used to prioritize performance challenges and identify root causes.

During our extensive system root causes analysis it was determined that ELLs continue to miss the AMAO3 target due to the inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies. Further in-depth analysis and professional development with a focus on the ELL population to find and implement solutions to address these inconsistencies needs to occur district-wide. To ensure that the DCSD meets its goals of increasing academic proficiency among all students while reducing the achievement gaps, the root causes will be addressed through the following major improvement strategies.

✓ Strength: Provides clear links from data analysis to performance challenges to root causes to improvement strategies in the Data Narrative.

✓ Strength: Identifies the specific factors that prevented the district from meeting its AMAO targets. However, a more in-depth root cause analysis might have revealed more specific causes of low ELL achievement.

Major Improvement Strategies

The DCSD action plan includes three major improvement strategies that target critical system components of the district. The first major improvement strategy targets improvements and refinements to the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students. This strategy focuses on the key actions of system-wide curriculum targets; balanced assessment system; targeted math focus; targeted writing focus; and a targeted parent involvement focus. The second major improvement strategy targets the development and/or enhancement of district support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps. This strategy focuses on the key actions of system-wide instruction targets; targeted math focus with tutor/tutee program; targeted ESL feeder supports; and targeted reading focus with tutor/tutee program. The third major improvement strategy targets the teacher effectiveness criteria of highly qualified status. This strategy focuses on district support to teachers to ensure that they meet the highly qualified teacher criteria.

Successful implementation of the major improvement strategies will ensure that the following annual targets are met:

- Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap by 3-5 percentage points.
- Increase progress of all subgroups toward reaching at least the 60th (10-11) and 70th (11-12) median adequate growth percentiles.
- Make safe harbor and/or achievement status targets for all ELL.
- 100% of core content classes will be taught by teachers who meet NCLB HQ requirements.

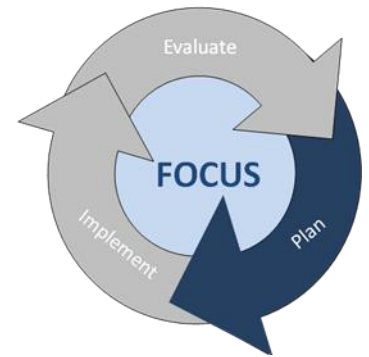
The successful implementation of the DCSD Unified Improvement Plan will produce a fully aligned curriculum-instruction-intervention-assessment system. This will ensure that all students have access to and acquisition of the guaranteed and viable curriculum. Continued enhancements to the teacher effectiveness model will ensure that the highest quality educators work in our schools. Student success and instructional effectiveness will be measured through ongoing progress monitoring that provides meaningful and timely feedback to all. The DCSD Unified Improvement Plan is critical to the continuous improvement of the district and an essential contribution to the DCSD Strategic Plan.

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.



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	Increase overall percent proficient by 2-3 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Increase overall percent proficient by 2-3 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Analysis of AIMSweb, running records, interim assessments, DRA, MAP, semester/quarter grades in fall, winter and spring.	<ul style="list-style-type: none"> Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students. Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.
		M	Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Analysis of interim assessments, MAP and semester/quarter grades in fall, winter and spring.	<ul style="list-style-type: none"> Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students. Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.
		W	Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Analysis of common assessments and semester/quarter grades in fall, winter and spring.	<ul style="list-style-type: none"> Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students. Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.

? Area for Improvement: The district was expected to set targets for increasing performance over time in a way that would, at a minimum, result in the district meeting state expectations within five years. Increasing the overall percent of students proficient by 2-3 percent, plus decreasing the achievement gap between each subgroup and the district average by 3-5 percentage points, may not close the gap sufficiently to allow the district to meet state expectations within the required time frame.

? Area for Improvement: Major Improvement Strategies describe the specific changes in practice that would result from the action steps and explicitly respond to identified root causes. However, more refined and specific root causes might have led to major improvement strategies that more directly address the district's achievement gaps.

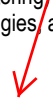
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	Increase overall percent proficient by 2-3 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Increase overall percent proficient by 2-3 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Analysis of interim assessments, DRA, MAP, semester/quarter grades in fall, winter and spring.	<p>Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.</p> <p>Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.</p>
<p>✓ Strength: Identifies multiple tests as interim measures (MAPs, running records, DRA, AIMSweb, semester/quarter grades, and interim assessments).</p>			<p>? Area for Improvement: Does not provide metrics for any interim measures (e.g., RIT score change for MAPS).</p>			
		M	Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Increase overall percent proficient by 3-5 percent, plus decrease the achievement gap between each subgroup and the district average by 3-5 percentage points.	Analysis of interim assessments, MAP and semester/quarter grades in fall, winter and spring.	<p>Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.</p> <p>Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.</p>
Academic Growth	Median Student Growth Percentile					

Academic Growth Gaps	Median Student Growth Percentile	R	Increase progress of all subgroups toward reaching at least the 60 th median adequate growth percentile.	Increase progress of all subgroups toward reaching at least the 70 th median adequate growth percentile.	Analysis of interim assessments, DRA, MAP, semester/quarter grades in fall, winter and spring.	<p>Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.</p> <p>Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.</p>
		M	Increase progress of all subgroups toward reaching at least the 60 th median adequate growth percentile.	Increase progress of all subgroups toward reaching at least the 70 th median adequate growth percentile.	Analysis of interim assessments, MAP and semester/quarter grades in fall, winter and spring.	<p>Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.</p> <p>Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.</p>
		W	Increase progress of all subgroups toward reaching at least the 60 th median adequate growth percentile.	Increase progress of all subgroups toward reaching at least the 70 th median adequate growth percentile.	Analysis of common assessments and semester/quarter grades in fall, winter and spring.	<p>Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.</p> <p>Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.</p>
Post Secondary/ Workforce Readiness	Graduation Rate	<p>? Area for Improvement: Growth targets are unclear. The UIP should specify whether the target is the percentage of students making their Adequate Growth Percentile (AGP), or the Median Growth Percentile (MGP) itself. The goal should be to have MGP increase, AGP decrease, and the percent of students making AGP increase.</p>				
	Dropout Rate					
	Mean ACT					
English Language Development & Attainment	CELA (AMAO 3)	Make safe harbor and/or achievement status targets for all ELL.	Make achievement status targets for all ELL.	Analysis of interim assessments, DRA, MAP and semester/ quarter grades in fall, winter and spring.	<p>Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.</p> <p>Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.</p>	
Teacher Qualifications	Highly Qualified Teacher Data	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	Pre-hiring and transfer audits to ensure HQ status	Expansion of professional development to address recruitment, retention and transfer issues, maintain a highly qualified staff and continue to ensure equitable distribution of teachers.	

Action Planning Worksheet

Directions: Based on your data analysis in Section III, prioritize the root causes that you will address through your action plan improvement strategy, identify the root cause(s) that the action will help to dissolve (e.g., implement new intervention in K-3 reading). In the chart, provide details on key action steps necessary to implement the major improvement strategy (e.g., re-evaluate coaching to school staff). Details should include a description of the action steps, a general timeline, resources that will be used, and benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the action steps should include family/community engagement strategies and professional development (including mentoring as the action steps have been provided for three major improvement strategies, the district/consortium may add other major strategies as needed.

? Area for Improvement: Addresses the teaching and learning needs of the district's general population, but does not adequately target the academic needs of low-achieving students. Action plans should specify how these students are identified and how their needs are being addressed.



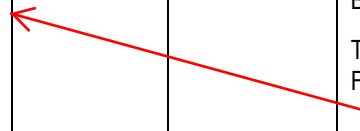
Major Improvement Strategy #1: Improve/refine the vertical, horizontal and local-to-state alignment of curriculum and assessments to ensure a guaranteed and viable curriculum for all students.

Root Cause(s) Addressed: Improvement needed in vertical, horizontal and local-to-state alignment of curriculum and assessments

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 to Increase Graduation Rates
 Grant: CTAG

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>System Focus</p> <p>Curriculum : System-wide Targets</p> <ul style="list-style-type: none"> - Define and/or clarify system-wide (Colorado State Standards & 21st Century Skills w/ Common Core), especially in reading, math and writing - Update Infinite Campus course descriptions and syllabus to reflect 21st Century Skills, GVC. - Build deep understanding of system-wide targets, especially in reading, math and writing - Support school-level work to define the guaranteed & viable curriculum. - Content, grade level teacher leaders share revisions and enhancements to the DCSD Guaranteed & Viable Curriculum, shared with all educators. 	<p>2010-11 school year</p> <p>2011-2012 school year</p>	<p>District leaders & consultants;</p> <p>Building leaders</p>	<p>Local funding</p> <p>Grant funding</p> <p>Title IIA funding - \$7,205 (Victoria Bernhardt training)</p> <p>Title I (PI funds); District Funds</p>	<p>District UIP implementation meetings by district learning services leadership team to analyze degree of implementation (fall, winter, spring)</p> <p>Monthly meetings of system performance framework project team to review current status of project rollout.</p>



? Area for Improvement: Action steps should focus on the Colorado Academic Standards, which are broader than the Common Core identified in the Action Plan.

? Area for Improvement: The action steps identified under "System Focus" (e.g., "Curriculum: System-wide Targets...Balance Assessment System..." etc.) need more clarity on how they will address the priority challenges and root causes.

<p>Balanced Assessment System</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> - Understand the types and purposes of formative assessments - Data Analysis: Begin to evaluate formative data to determine the strengths and needs of students - Authentic Assessments: Build capacity in areas of priority need - Multiple Measures: Conduct system analysis to identify gaps <p>Interim Assessment</p> <ul style="list-style-type: none"> - Interim Assessment System: develop and pilot interim assessments for all core content areas - C.I. Grading Practices & Progress Reporting <ul style="list-style-type: none"> ▪ Implement, monitor and refine the Elementary Progress Report ▪ Conduct system analysis of secondary progress reporting practices <p>Summative Assessment</p> <ul style="list-style-type: none"> - Understand the types and purposes of summative assessments - DCSD Accountability Plan: Define and/or clarify what is valued as key indicators of success, especially outcome indicators (CSAP, ACT, etc.). Pilot key indicators of success. - Alignment study: predictive value of interim to summative <p>Assessment Academy for K-12 - Training provided by Victoria Bernhardt based on the research and findings of Data Analysis for Continuous School Improvement - data analysis</p> <p>& identification of subgroup populations will be part of embedded staff development.</p>			<p>Title II A - \$15,220</p> <p>Title III SAI - \$6,566</p> <p>Title I Program Improvement (2011-12 planned funding); District Funds</p> <p>Morgridge Family Foundation Grant - \$491,500</p>	<p>? Area for Improvement: Does not clearly identify how Title IIA dollars are being used. Professional development is implied, but not specific.</p>
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✓ Strength: Documents coordination of federal, state, and local funds.

<p>Targeted Focus: Math</p> <p>Planning</p> <ul style="list-style-type: none"> - Math instructional time is responsive to the needs of all students <ul style="list-style-type: none"> o At the Kindergarten (half-day) level, 45 minute math blocks o At the elementary level, 75 - 90 minute math blocks are implemented daily o At the secondary level, there is extended math instruction for all students - Plan for grade-level expectations as identified by Grade Level Expectations - Plan for students' individual needs - Recognize the need for grouping strategies - Access appropriate resources <p>Teaching</p> <ul style="list-style-type: none"> - Understand the need for students to make meaning of mathematics - Understand research-based instructional practices - Support students with the development of mathematics vocabulary in the context of conceptual learning - Understand the need to differentiate the amount of support to ensure that new learning occurs and to help students demonstrate independence <p>Content Knowledge</p> <ul style="list-style-type: none"> - Develop their understanding of the Grade Level Expectations related concepts of all four Colorado Academic Math Standards <p>Classroom Environment</p> <ul style="list-style-type: none"> - Recognize and understand conditions necessary for learning to occur - Students are engaged in purposeful and meaningful mathematics - Classroom environment provides models of proficient work and instructional supports for learning <p>Resources</p> <ul style="list-style-type: none"> - Resource materials are aligned to the Grade Level Expectations - Specialized instructional support services are aligned with Grade Level Expectations <p>Equity</p> <ul style="list-style-type: none"> - Provides for all students to experience high quality instruction that accelerates student growth and proficiency 	<p>2010-11 school year</p> <p>Further refinement & sustained improvement in 2011-12 & 2012-13</p>	<p>Elementary, Middle School and High School Instructional Coaches and Math Teachers; Building Leaders</p>	<p>Title IIA funding Systemic Plan for Math Instruction & Interventions - \$281,427</p> <p>Title I funding - \$25,969 (subs & professional materials) (PI Set-aside funds)</p>	<p>Quarterly student data reviews with Instructional Coaches during Strategic Planning Times</p> <p>Monthly planning sessions for math teachers that incorporate data reviews and input from Instructional Coaches on best practices</p> <p>Quarterly PLC meetings</p> <p>Weekly visits to classrooms by Instructional Coaches to coach and model in the classroom</p> <p>Quarterly meetings between teachers and Instructional Coaches to ensure understanding of GLEs and alignment of resources</p>
<p>Targeted Focus: Writing</p> <p>Planning</p> <ul style="list-style-type: none"> - Plan for grade-level expectations as identified by Grade Level Expectations - Plan for students' individual needs - Recognize the need for grouping strategies - Access appropriate resources <p>Teaching</p>	<p>2010-11 school year</p> <p>Further refinement & sustained improvement</p>	<p>District leaders & consultants; Building leaders</p>	<p>Local funding</p> <p>Grant funding</p>	<p>Quarterly student data reviews with BRTs</p> <p>Quarterly PLC meetings</p> <p>Regular visits to classrooms by</p>

✓ Strength: Specifies the persons responsible for implementing the action steps and identifies most of the required resources.

? Area for Improvement: More detailed and specific implementation benchmarks could assist in monitoring the plan and help ensure fidelity of implementation. For example, how will the district assess the effectiveness of "Quarterly PLC meetings" or "Workshops/ Trainings scheduled/conducted at site level"?

? Area for Improvement: More specific action steps could allow the district to determine whether the plan was making the desired difference. For example, how would "Recognize and understand conditions necessary for learning to occur" lead to increased student achievement and reduction of identified achievement gaps?

<ul style="list-style-type: none"> - Understand the need for students regarding writing knowledge and skill - Understand research-based instructional practices - Support students with the development of writing vocabulary in the context of integrative learning - Understand the need to differentiate the amount of support to ensure that new learning occurs and to help students demonstrate independence <p>Content Knowledge</p> <ul style="list-style-type: none"> - Develop their understanding of the Grade Level Expectations related concepts of all Colorado Academic Writing Standards and integrative demands of 21st Century skills <p>Classroom Environment</p> <ul style="list-style-type: none"> - Recognize and understand conditions necessary for learning to occur - Students are engaged in purposeful and meaningful writing with authentic purpose & audiences - Classroom environment provides models of proficient work and instructional supports for learning <p>Resources</p> <ul style="list-style-type: none"> - Resource materials are aligned to the Grade Level Expectations - Specialized instructional support services are aligned with Grade Level Expectations <p>Equity</p> <ul style="list-style-type: none"> - Provides for all students to experience high quality instruction that accelerates student growth and proficiency 	<p>in 2011-12 & 2012-13</p>			<p>BRTs</p> <p>Regular meetings between teachers to ensure understanding of GLEs and alignment of resources</p>
<p>Targeted Focus: Parent Involvement</p> <ul style="list-style-type: none"> - Parent Involvement Committees comprised of teachers, coaches, building leaders, and parents to continue dialogue about student progress. Additional Parent Nights to include: Back-to-School Night, Parent-Teacher conferences, and Math Nights - Written feedback provided to parents in their language - Informational meetings scheduled at convenient and family-friendly times, with interpreters provided if necessary - Parents invited to observe tutorials (Math Together) or observe in the classroom and will be invited to all appropriate celebrations - Parents will be kept fully informed of student progress with written and verbal communication in their language and in a culturally-sensitive manner - Title III ESL feeder coordinators to lead outreach activities for ESL and immigrant parents. Additional Parent Nights to showcase ESL Program and other opportunities available to families hosted at local libraries. Interpreters available as necessary. - Citizenship classes coordinated and implemented by district ESL teachers and local libraries 	<p>2010-2011 school year</p> <p>Further refinement & sustained improvement in 2011-12 & 2012-13</p>	<p>Elementary, Middle School and High School Instructional Coaches and Math Teachers; Building Leaders; ESL Teachers; Interpreters; Translators; Parents</p>	<p>Title I funding - \$13,000 Title III funding - \$10,687 Title III SAI - \$17,448 CTAG funding - \$500</p>	<p>Parent meetings scheduled on a regular basis</p> <p>Family orientation meeting takes place for CTAG program</p> <p>Regular verbal and written communications occur on a regular basis or more frequently as dictated by student progress</p> <p>Citizenship classes scheduled and take place two to three times per year at local libraries and are communicated to parents through flyers (written communications) in their own language</p> <p>Open houses, parent conferences, math nights occur</p>

✓ Strength: Specifies strategies to promote effective parental and community involvement at the school and district level.

				as scheduled throughout the year and parents are informed of these meetings through communication in their own language
Instructional Science Coaching to train and support building level teachers throughout the district to align curriculum to standards and provide coaching of classroom instructional strategies	2010-2011	Science Coach, Elementary and Secondary Teachers	Title IIA funding - \$34,417	Coaching and Modeling taking place on a Monthly Basis and more often if needed Quarterly PLC meetings to discuss curriculum alignment and instructional strategies
ET-IL Training – Professional Development to address implementation of ET-IL Plan Components	2010-2011	Elementary and Secondary Teachers	Title IIA funding - \$25,026	Quarterly trainings scheduled/conducted—continuous feedback
Assessment/Grading Book Studies for secondary educators—additional Marzano training; followed up by Assessment/Grading Book Studies for Secondary Leadership.	2010-2011	Teachers, BRTs, Building leaders	Title IIA funding - \$30,204 (Assessment/Grading Book Studies- Secondary Leadership)	Quarterly district BRT meetings held Trainings scheduled/conducted Annual Assessment Academies scheduled/conducted Monthly Book Study Groups conducted

? Area for Improvement: Specifies only the school years (2010-11, 2011-12) during which each action step will take place. A more detailed month-by-month timeline could allow for closer monitoring of the implementation of the action steps.

Major Improvement Strategy #2: Develop and/or enhance support for full implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, with particular attention to achievement gaps.

Root Cause(s) Addressed: Inconsistent implementation of instructional and intervention models to support challenging and relevant instructional strategies for all students, especially struggling learners.

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 to Increase Graduation Rates Grant: CTAG

? Area for Improvement: Addresses the teaching and learning needs of the district's general population, but does not adequately target the academic needs of low-achieving students. Action plans should specify how these students are identified and how their needs are being addressed.

? Area for Improvement: Needs to describe how the needs of special education students will be addressed.



? Area for Improvement: Since the UIP is a public document, it would be helpful to spell out abbreviations (e.g., "CITE ...GLE...") in the Action Plans.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>System Focus Instruction : System-wide Targets</p> <ul style="list-style-type: none"> - Use CITE indicators to ensure alignment to teacher effectiveness practice expectations. - Instructional Study Team Networks for Math, Literacy, and Science to discuss instruction to close the achievement gaps. - Culture of Thinking and 21st Century Learning Skills Academies - Training provide teachers and school leaders with the skills teach students to reach a higher level of critical thinking and improve evaluation skills, inclusive of 21st century learning skills - Continuation of Content Area Elective Leads - teacher leaders in four elective content areas (Art, Music, Theater, and Foreign Language) to lead PD around alignment of district essential learnings to new state GLEs, use of high-quality assessments in performance-based classes, and PD opportunities for PLC days - Lead Building Resource Teacher to facilitate coordination among BRTs district wide, provide mentoring to current and new BRTs in the district - Professional Development aligned to support teachers with research based highly effective strategies for GVC and assessments and use of data to inform instruction. - Classified Staff Developer - training for classified staff in areas of special education, student behavior management, communications, technology, and other identified needs, especially for SpEd paraprofessionals <p>Professional Development Series focused on reducing achievement gaps in math and/or</p>	<p>2010-2011 2011-2012</p>	<p>Elementary and Secondary teachers, ELL teachers, Special Education Teachers, Rtl Teachers, District content specialists, Building leaders, School-level BRTs, Developer, Classified Staff</p>	<p>Title I - \$58,490 (District PI Set-aside)</p> <p>Title IIA funding - \$76,823</p> <p>Title IIA funding - \$47,120</p> <p>Title IIA funding - \$25,741</p> <p>Title IIA funding - \$55,679</p> <p>Title IIA funding- \$40,678</p>	<p>Bi-monthly meetings scheduled/conducted</p> <p>Quarterly Culture of Thinking & 21st Century Learning Skills trainings scheduled/conducted</p> <p>Quarterly Meetings scheduled/conducted</p> <p>Monthly BRT coaching and training scheduled/conducted</p> <p>Monthly development courses scheduled/conducted</p> <p>Multi-phased PD Series April 2011-December 2011</p>
<p>reading-inclusion of identification and verification of root causes for specific subgroups not making AYP (particularly ELLs & IEPs); finding and implementing solutions; and relating these to future UIP work that will directly impact on results NOTE: Elizabeth School District as part of the Title III Consortium will be invited to participate in this Professional Development Series</p>			<p>Title I - \$78,914 (2010-11 District PI Set-aside) plus additional Title I Program Improvement Funds in 2011-12</p>	
<p>Charter & Private School Staff Development and Training that focuses on closing achievement gaps in math, reading and in some cases writing</p>	<p>2010-2011 2011-2012</p>	<p>Teachers</p>	<p>Title IIA funding - \$80,539</p>	<p>Workshops/Trainings scheduled/conducted at site level</p>

✓ Strength: Providing professional development to classified staff working with special education students, unique in times when districts are cutting back on programs.

? Area for Improvement: More detailed and specific implementation benchmarks could assist in monitoring the plan and help ensure fidelity of implementation. For example, how will the district assess the effectiveness of "Quarterly PLC meetings" or "Workshops/Trainings scheduled/conducted at site level"?

? Area for Improvement: No explanation of how a Tutor/Tutoree program will improve the quality of the core instructional program for struggling students. The program might increase the achievement of those students who are served, but cannot address the fundamental issues causing the district's achievement gaps.

Targeted Focus: Math Together Tutor/Tutree Program

- Targeted at the 4 high schools and 4 middle schools with the largest achievement gaps among subgroups, including ELLs, FRLs, and Hispanic populations
- Professional Development Courses provided to train in the Math Together approach
- Baseline data encompassing MAP scores, student attendance, behavioral data, CSAP proficiency, CSAP growth, and math coursework achievement data to screen tutor/tutree candidates for inclusion in program
- Family Orientation meetings to discuss how the program will work and answer any questions followed up by regular parent communication
- Facilitators work with student tutors/tutees for 15 weeks (30 lessons) to improve their math skills by scaffolding instruction at an appropriate level
- Facilitators use mid-year MAP data to determine degree to which students are achieving math growth and inform future instruction
- Final MAP assessment at end of program targeting 8-10 point gains in RIT scores on MAP from Pre-Test to Post-Test

2010-2011 school year	Middle and High School Facilitators, Tutors, and Tutees; District Program Coordinator; Math Together Trainers; Building Leaders; Parents	Closing the Achievement Gap (CTAG) Grant funding - \$81,000	Selection of tutors and tutees takes place prior to late August program start Pre-Test with MAP in late August Training for Tutors/Leadership Development for Tutors takes place on a 2 times/week basis throughout the program as evidenced by attendance logs Family Orientation meeting occurs prior to the start of the tutorials Bi-weekly tutor/tutree tutorials take place for 15 weeks as evidenced by Facilitator logs Mid-year assessment with MAP CSAP Testing Post-Test with MAP
2010-2011 2011-2012	ESL Feeder Support Contacts; ESL Teachers	Title III funding - \$65,862	Quarterly feedback to Educational Programming and Services Director

Targeted Focus: ESL Feeder Support Contacts

- Plans, and organizes research based professional development to meet the needs of new and veteran ESL teachers in the feeder who deliver intensive English language instruction to ELLs Prek-12.
- Facilitates feeder and/or regional professional development opportunities to address the needs of different levels of ELLs within Douglas County Schools.
- Facilitates professional development classes to build capacity for classroom teachers Prek-12 in regard to sheltered instruction for ELLs.
- Organizes and teaches "Classroom Strategies for ELLs that Work" (Marzano) through DCSD's Center for Staff and Community Development

- ✓ Strength: Describes the steps that district personnel will take to implement the major improvement strategy. E.g., "Plans, and organizes research based professional development to meet the needs of new and veteran ESL teachers in the feeder who deliver intensive English language instruction to ELLs Prek-12... Facilitates feeder and/or regional professional development opportunities to address the needs of different levels of ELLs..."
- ✓ Strength: Provides scientifically-based research strategies to be used to improve achievement in English Language Development, reading, languages arts, and mathematics as identified through AMAO data.

<ul style="list-style-type: none"> - Provides personal coaching for teachers to implement new sheltered techniques. - Maintains a current list of professional books, websites, and online opportunities for teachers to access as needed. 				
<p>Targeted Focus: Reading Together Tutor/Tutee Program</p> <ul style="list-style-type: none"> - Targeted at the 4 elementary schools with the largest achievement gaps among subgroups, including ELLs - Professional Development Courses provided to train in the Reading Together approach - Baseline data encompassing MAP scores, student attendance, behavioral data, CSAP proficiency, CSAP growth, and reading coursework achievement data to screen tutor/tutee candidates for inclusion in program - Family Orientation meetings to discuss how the program will work and answer any questions followed up by regular parent communication - Facilitators work with student tutors/tutees for 15 weeks (30 lessons) to improve their reading skills by scaffolding instruction at an appropriate level - Facilitators use mid-year MAP data to determine degree to which students are achieving reading growth and inform future instruction - Final MAP assessment at end of program targeting 8-10 point gains in RIT scores on MAP from Pre-Test to Post-Test 	<p>2010-11 school year</p>	<p>Elementary School Facilitators (ESL Feeder Support Contacts), Tutors, and Tutees; District Program Coordinator; Reading Together Trainers; Building Leaders; Parents</p>	<p>Title III funding - \$59,174</p>	<p>Selection of tutors and tutees takes place prior to late August program start Pre-Test with MAP in late August Training for Tutors/Leadership Development for Tutors takes place on a 2 times/week basis throughout the program as evidenced by attendance logs Family Orientation meeting occurs prior to the start of the tutorials Bi-weekly tutor/tutee tutorials take place for 15 weeks as evidenced by Facilitator logs Mid-year assessment with MAP CSAP Testing Post-Test with MAP</p>

Major Improvement Strategy #3: _____ Expansion of professional development to address recruitment, retention and transfer issues, maintain a highly qualified staff and continue to ensure equitable distribution of teachers. _____

Root Cause(s) Addressed: _____ Inconsistency in position transfers and professional development practices relative to highly qualified teacher status criteria _____

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 to Increase Graduation Rates
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>The district Human Resources department will implement the following:</p> <ul style="list-style-type: none"> - complete pre-hiring audits for all teachers - all inter-district transfers will need to be subject to Human Resource audits - appropriate professional development opportunities to maintain highly qualified status as mandated by NCLB, particularly with regard to response to intervention (Rtl), - recruit and retain highly qualified staff - ensure equitable distribution of teachers. <p>Currently there are two special education teachers who are on plans to get them to achieve highly qualified status. The completion of their plans will allow the district to achieve the target of 100%.</p>	2010-2011	District Human Resource office, Special Education department, Building leaders, teachers	Local funding	pre-hiring audits of all teaching personnel, including inter-district transfers

✓ Strength: Provides strategies designed to meet the Highly Qualified requirements, including professional development and the recruitment, retention and distribution of effective teachers. Strategies are linked to Title IIA funding.

✓ Strength: Section V (Title II A) of the UIP is complete and addresses the entire projected Title IIA allocation and provides a cross-walk, indicating where activities are described in the UIP.

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
Instructional Study Team Networks for Math, Literacy, and Science to discuss instruction to close the achievement gaps	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #2	\$40,678
Systematic Plan for Improving Math Instruction and Infusing Math Interventions K-12	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #1 & #2	\$281,427
Continuation of Content Area Elective Leads – teacher leaders in four elective content areas (Art, Music, Theater, and Foreign Language) to lead PD around alignment of district essential learnings to new state GLEs, use of high-quality assessments in performance-based classes, and PD opportunities for PLC days	Professional Development & Programs to Maintain Highly Qualified Staff - Major Improvement Strategy #2	\$47,120
Assessment Academy for K-12 – Training provided by Victoria Bernhardt based on the research and findings of “Data Analysis for Continuous School Improvement” – data analysis & identification of subgroup populations will be part of embedded staff development. Followed up by Assessment/Grading Book Studies for Secondary Leadership.	Recruitment & Retention; Equitable Distribution of Teachers; Professional Development – Major Improvement Strategy #1	\$37,409
Culture of Thinking and 21 st Century Learning Skills Academies – Training provide teachers and school leaders with the skills teach students to reach a higher level of critical thinking and improve evaluation skills, inclusive of 21 st century learning skills	Professional Development & Programs to Maintain Highly Qualified Staff– Major Improvement Strategy #2	\$76,823
ET-IL Training – Professional Development to address	Professional Development & Programs to Maintain Highly Qualified	\$25,026

implementation of ET-IL Plan Components	Staff– Major Improvement Strategy #1	
Instructional Science Coaching to train and support building level teachers throughout the district to align curriculum to standards and provide coaching of classroom instructional strategies	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #1	\$34,417
Lead Building Resource Teacher to facilitate coordination among BRTs district-wide, provide mentoring to current and new BRTs in the district, and work to ensure that Rtl services are taking place in highest gap areas	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #2	\$25,741
District Skill Blocks to provide additional staff development courses in Math Assessment, Thinking Math, Differentiation, Reading Comprehension, Using Technology in the Classroom, Making Data Work, Honoring Diversity, Classroom Instruction that Works with ELLs, and other relevant courses	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #2	\$15,220
Classified Staff Developer – training for classified staff in areas of special education, student behavior management, communications, technology and other identified needs, especially for SpEd paraprofessionals	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #2	\$55,679
Charter & Private School Staff Development and Training that focuses on closing achievement gaps in math, reading and in some cases writing	Professional Development & Programs to Maintain Highly Qualified Staff – Major Improvement Strategy #2	\$80,539
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		\$720,079
NOTE: This amount reflects 2010-11 \$645,550 allocation plus additional carryover \$74,529 = \$720,079		