

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

Organization Code: **2790** District Name: **MOUNTAIN VALLEY RE 1** AU Code: **64153** AU Name: **SAN LUIS VALLEY BOCS** DPF Year: **3-Years**

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 (available through CDE reports shared with the districts). 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?			
			Elem	MS	HS	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%	73.7%	58.8%	Overall Rating for Academic Achievement Approaching * Consult your District Performance Framework for the ratings for each content area at each level.			
		M	70.5%	50.0%	32.2%	63.2%	29.4%				
		W	54.7%	56.4%	48.6%	47.4%	52.9%				
		S	48.0%	45.6%	48.9%						
	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/ayprof.asp	Overall number of targets for District: 17			% of targets met by District: 94.1%			R	Elem	MS	HS
								M	YES	YES	YES
								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%						n/a		
		M	59.5%						n/a		

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	<p>Median Student Growth Percentile</p> <p>Description: Growth in CSAP for reading, writing and math</p> <p>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.</p>	R	Median Adequate SGP			Median SGP			<p>Overall Rating for Academic Growth: Approaching</p> <p>* Consult your District Performance Framework for the ratings for each content area at each level.</p>
			Elem	MS	HS	Elem	MS	HS	
			[#]	[#]	[#]	[#]	[#]	[#]	
		M	[#]	[#]	[#]	[#]	[#]	[#]	
W	[#]	[#]	[#]	[#]	[#]	[#]			
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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.</p>	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.			<p>Overall Rating for Growth Gaps: Does Not Meet</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	Graduation Rate	80% or above(overall and for students on IEPs)			Overall	[%]		Approaching	
	Dropout Rate				IEPs	[%]			
		Overall	3.6%			0.0%			Exceeds
	IEPs	[%]			[%]				
Mean ACT Composite Score	20			[#]			N/A		

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	--	NA
	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	--	NA
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	--	NA

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)	100% of core content classes taught by HQ teachers	2007-08	97.0%	NO
			2008-09	91.9%	NO
			2009-10	100.0%	YES

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Priority Improvement Plan	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement 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.
Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	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	District is not identified for improvement under Title I	District does not need to complete a plan that addresses the Title I Program Improvement requirements
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	[District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Grantee is not identified under Title III	Grantee (district or consortium lead) does not need to complete a plan that addresses the Title III requirements

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(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	no

Improvement Plan Information

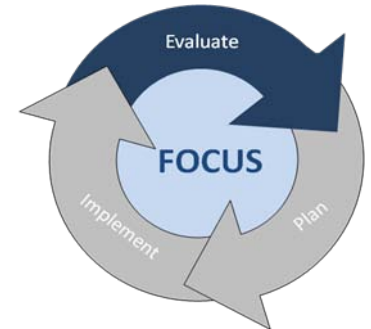
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation
 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	Corey Doss Superintendent
	Email	dossc@valley.k12.co.us
	Phone	719-655-0267
	Mailing Address	P.O. Box 127 Saguache Colorado
2	Name and Title	John Stephens K-12 Principal
	Email	stephensj@valley.k12.co.us
	Phone	719-655-2578
	Mailing Address	P.O. Box 127 Saguache Colorado

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.

? Area for Improvement: Only provides data on students in 3rd through 10th grades. There is no data on K-2 or 11th and 12th grade students, or on performance in subjects not tested by the state.

✓ Strength: Specifies performance challenges at a more detailed level than that presented in the DPF report, e.g., *“Downward trend of students entering Middle School with higher scores and exiting MS with significantly lower scores in every core content level needs to be stopped and reversed.”*

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	<p>Reading</p> <ul style="list-style-type: none"> Elementary scores showed an upward trend and met targets as a school, but the transfer from Elementary to MS showed that in the 3 years 2008 – 2010 MS P/A consistently went on a large downward spiral trend for each cohort (example 6th grade in 08 P/A was 60%, down to 22%P/A in 09 and 38% P/A in 10) Trending was similar (major drops) with all MS cohorts. Also Unsatisfactory scores remained consistent or unchanged throughout the span. 	<p>Downward trend of students entering Middle School with higher scores and exiting MS with significantly lower scores in every core content level needs to be stopped and reversed.</p>	<p>Staff needs need to be addressed, ranging from lack of consistent teachers (staff turnover and lack of professional and trained teachers) in the Middle school level to a lack of teachers in the Middle school level teaching towards their strength areas. ✓</p> <p>Teachers in MS and HS need to utilize data to drive instruction. ✓</p>

✓ Strength: Analysis of data at a more detailed level than presented in the SPF report and includes patterns over time. E.g., *“...the transfer from Elementary to MS showed that in the 3 years 2008 - 2010 MS P/A consistently went on a large downward spiral trend for each cohort [example 6th grade in 08 P/A was 60%, down to 22%P/A in 09 and 38% P/A in 10.]”*

- ✓ Strength: The district explicitly considered broad, systemic root causes, e.g., *“Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times... Assessments need to be utilized and coincide with a set curriculum based upon the standards so staff/teachers can honestly tell and know what was taught was needed and therefore learned.”*
- ✓ Strength: Identifies root causes for the prioritized performance challenges.
- ✓ Strength: Identifies root causes that are under the control of the district.



	<p>In HS scores make a slight increase from MS, but then stagnated or slightly decreased amongst the cohorts.</p> <p>Writing Similar trends were found in Writing, meeting targets and growing in elementary and large decrease in MS. The downward trend then continued into HS where minimal growth was shown from MS to HS but then stagnated as well.</p> <p>Math Similar trends were found in math as in reading and writing; However, trends also indicate that students were moving from PP to U more than from P/A to PP.</p>	<p>Students stop “achieving in MS and HS and either “de-achieve” or remain in the same percentile of range and the achievement stagnates</p>	<p>PD days and times need to be scheduled to allow for teachers to understand how to use formative assessments to get data to drive instruction.</p> <p>Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times.</p> <p>MS schedule needs to allow for teachers to teacher to their core or “strength” areas to allow for the most highly qualified, best teacher for the job.</p>



- ✓ Strength: Identifies at least one performance challenge for every indicator for which the district did not meet expectations.

✓ Strength: Performance challenges are clearly developed from performance trends and describe the strategic focus of the district: overall middle and high school student performance.

? Area for Improvement: Some of the root causes appear to be action steps rather than an explanation of why trends are occurring (e.g. “Teachers in MS and HS need to utilize data to drive instruction”). It would be better to ask why the scheduling issues, lack of collegiality, etc., are occurring to more fully identify root causes.

<p>Academic Growth</p>	<p>At our elementary level, Mountain Valley schools has met or exceeded Academic growth in core subject areas.</p>	<p>Persistent low growth in our HS and MS. Academic Growth needs to increase</p>	<p>Staff needs need to be addressed, ranging from lack of consistent teachers (staff turnover and lack of professional and trained teachers) in the Middle school level to a lack of teachers in the Middle school level teaching towards their strength areas.</p>
	<p>However, within our middle and high, our Academic growth is trending negatively according to our analysis of assessment data. The 3 year median growth in middle school math is 37%, compared to our 3 year median adequate growth, which is 78%. In writing, our 3 year median growth in MS is 37% and our median adequate growth is 52%. In our HS the 3 year median growth in math compared to our 3 year median adequate growth to our media growth is a 50% difference, trending negatively.</p>		<p>Teachers in MS and HS need to utilize data to drive instruction.</p> <p>Assessments need to be utilized and coincide with a set curriculum based upon the standards so staff/teachers can honestly tell and know what was taught was needed and therefore learned.</p> <p>PD days and times need to be scheduled to allow for teachers to understand how to use formative assessments</p>

✓ Strength: Analysis of three year trends identifies students by cohort and subject and indicates the direction of the trend, the size of the decline in scores, and includes the performance of all students in grades through 3 through 10.

	<p>In writing, our high school is also showing a difference of 50% between our median adequate growth and median growth, trending negatively. However careful review of the data showed a positive or steady trend when comparing the same data in reading. This trending, both positive and negative, showed similar results when looking at the disaggregated groups as well as sub groups across the board.</p>	<p>✓ Strength: Identifies root causes that are under the control of the district.</p>	<p>to get data to drive instruction.</p> <p>Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times.</p> <p>MS schedule needs to allow for teachers to teach to their core or “strength” areas to allow for the most highly qualified, best teacher for the job.</p> <p>Class schedule needs to allow for a focus on necessary areas of growth; teachers need to be able to teach to their “strengths”; lack of understanding of formative assessments; lack of use of data and tools to drive instruction</p>
<p>Academic Growth Gaps</p>	<p>Growth Gaps in Math Reading and Writing do not meet adequate growth in MS and HS</p>	<p>Persistent low growth in all core content areas</p>	<p>With sometimes as few as 3 students in a grade level/class, our students in the sub groups are similar if not same as the academic growth and academic achievement. Of the 22 total middle school students for this school year, 11 are on FRL and 4 choose not to apply to the program. That leaves 7 students who are not FRL but half of which fall into some other sub group level. The growth gaps are addressed through academic achievement and academic growth. The numbers are similar in the high school, of the 28 high school students, 18 are FRL. Again the growth gaps are addressed through the academic achievement and academic growth.</p>

✓ Strength: Identifies at least one performance challenge for every indicator for which the district did not meet expectations.

? Area for Improvement: Does not specify Academic Growth Gaps data because of the district's small number of students. However, the number of free-reduced lunch students in the middle school and minority and free-reduced lunch students in the high school (based on 3-year DPF) are large enough for disaggregation.

? Area for Improvement: Description of Academic Growth Gaps is not consistently clear. The district accurately focused on the gap between median and adequate growth percentiles, but noted small numbers of students as an issue. While this may have created challenges in reporting, especially when a small number of students have characteristics that include them in multiple disaggregated student groups, the district may have found it helpful to internally consider student-level data to help identify the needed instructional changes.

? Area for Improvement: The root causes listed under Academic Growth Gaps are an explanation of why growth gaps were difficult to calculate (“With sometimes as few as 3 students in a grade level/class, our students in the sub groups are similar if not same as the academic growth and academic achievement...”) rather than root causes.

Data Analysis Worksheet (cont.)

✓ Strength: Identifies at least one performance challenge for every indicator for which the district did not meet expectations.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Post Secondary/Workforce Readiness	ACT Scores are below state average and are declining	Student performance on ACT in all core content areas are declining or stagnating	PD days and times need to be scheduled to allow for teachers to understand how to use formative assessments to get data to drive instruction. Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times.
English Language Development and Attainment (AMAOs)	n/a	n/a	n/a
Teacher Qualifications (Highly Qualified Teachers)	n/a	n/a	n/a

? Area for Improvement: The Data Narrative would be clearer if it had been broken out by indicator.

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?

Narrative: The Mountain valley school improvement plan team, which consists of administrators, teachers and parents, and supported by staff, parents, and reviewed by our

✓ Strength: The Local Accountability Committee, administrators, and teachers reviewed the performance summary and were involved in plan development.

Local accountability committee, reviewed the performance summary data provided in the School Performance Framework, and analyzed numerous other sources of data (student learning data, Local Demographic data, School process data, and perception data).

This analysis resulted in the identification of significant trends that resulted in a substantial difference between median academic growth and adequate academic growth and spiraling trend in Academic Achievement in the subject areas of reading, math, and writing developing in middle school and continuing on into high school.

The lacking performance expectation was verified through local assessments, NWEA, CSAP, and other classroom assessments as well as teacher/student survey's, parental survey's, and Special education referrals.

? Area for Improvement: Although the data narrative indicates that local assessments, NWEA, and other classroom assessments as well as teacher/ student surveys, parental survey, and Special education referrals are utilized, no analyses of these data are provided.

In the area of Reading, the elementary at Mountain Valley schools has met or exceeded Academic growth in this subject area. Elementary scores showed an upward trend and met targets as a school, but the transfer from Elementary

✓ Strength: The Data Narrative specifies the multiple data points used to verify findings of CSAP (demographic data, mobility rates, local assessments, and surveys), analyzes trends, and identifies performance challenges and root causes.

to Middle School showed that in the 3 years 2008 – 2010 Middle School Proficient and Advanced consistently went on a large downward spiral trend for each cohort (example 6th grade in 08 P/A was 60%, down to 22%P/A in 09 and 38% P/A in 10) Trending was similar (major drops) with all Middle School cohorts. Also Unsatisfactory scores remained consistent or unchanged throughout the span. In HS scores make a slight increase from MS, but then stagnated or slightly decreased amongst the cohorts. Similar trends were found in Writing, meeting targets and growing in elementary and large decrease in Middle School. The downward trend then continued into HS where minimal growth was shown from Middle School to High School but then stagnated as well. Again, similar trends were found in math as in reading and writing; However, trends also indicate that students were moving from Partially Proficient to Unsatisfactory more than from P/A to PP. Within our MS and high school, our Academic growth is trending negatively according to our analysis of assessment data. The 3 year median growth in middle school math is 37%, compared to our 3 year median adequate growth, which is 78%. In writing, our 3 year median growth in middle school is 37% and our median adequate growth is 52%. In our high school the 3 year median growth in math compared to our 3 year median adequate growth to our media growth is a 50% difference, trending negatively. In writing, our high school is also showing a difference of 50% between our median adequate growth and median growth, trending negatively. Careful review of the data showed a similar, steady trend when comparing the same data in reading. This trending, both positive and negative, showed similar results when looking at the disaggregated groups as well as sub groups across the board.

? Area for Improvement: Description of Academic Growth Gaps is not consistently clear. The district accurately focused on the gap between median and adequate growth percentiles, but noted small numbers of students as an issue. While this may have created challenges in reporting, especially when a small number of students have characteristics that include them in multiple disaggregated student groups, the district may have found it helpful to internally consider student-level data to help identify the needed instructional changes.

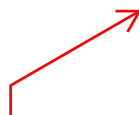


Meeting adequate growth percentiles in the subjects of Math and Writing across grade levels with such small class sizes (Mountain Valley class sizes range from the largest at 14 students in a class to our 2 smallest classes of 3) is the highest identified priority for Mountain Valley Schools. With sometimes as few as 3 students in a grade level/class, our students in the sub groups are similar if not same as the academic growth and academic achievement. Of the 22 total middle school students for this school year, 11 are on FRL and 4 choose not to apply to the program. That leaves 7 students who are not FRL but half of which fall into some other sub group level. The growth gaps are addressed through academic achievement and academic growth. The numbers are similar in the high school are similar, of the 28 high school students, 18 are FRL. Again the growth gaps are addressed through the academic achievement and academic growth.

The root causes of our priority needs were identified by our team by reviewing what was happening at the elementary level as far as instructional materials, schedules, class sizes, professional development, etc. and comparing the differences at the middle school and high school levels. Since it was evident that what was occurring at the elementary level was working according to the data reviewed, our first effort of digging deeper was to highlight the similarities and differences between the schools. Demographic data was also reviewed, looking at our number of SPED students, free and reduced students, mobility rates, IEP's, etc. Four areas of need or cause were identified; scheduling, professional development, staff, and assessment.

Under the area of assessment, when looking deeper into the data as well as the similarities and differences in the schools, what was found was that staff in the middle and high school were not using formative assessments readily available to them in order to drive instruction. As we dug deeper, we found that this was due to a lack of time to be able to utilize the assessments, scheduling issues, collegiality, lack of analyzing of the available data, and even lack of knowledge of what was available.

✓ Strength: Root causes cut across indicators and are verified with evidence from multiple data points.



? Area for Improvement: The Data Narrative reflects a detailed analysis of CSAP performance data, but does not describe the process used to prioritize the challenges or to identify root causes. It would be helpful to know how conflicts were resolved and how decisions were reached.

? Area for Improvement: A more detailed description of how root causes were verified, beyond surveys, observations, and conversations would strengthen understanding of the root causes and guide development of improvement strategies.

This was verified by reviewing staff surveys and observations.

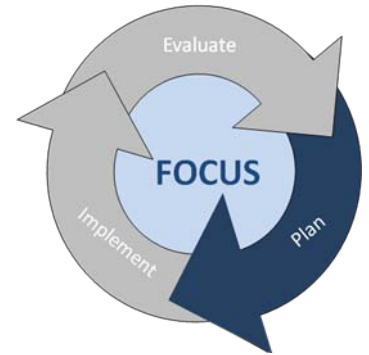
This all led to the realization that the staff of the middle and high school were not able or just were not identifying areas of need for targeted instruction, which ultimately provided for a lack of adequate growth in the identified areas. Under the area of scheduling, we also found that the middle school schedule was not allowing teachers to teach to their strength. The middle school had been set up as an “extended elementary” not allowing our certified teachers to be content specific which allowed for non-essential or lackadaisical instruction in a number of other areas other than what was needed. The lack of a true middle school or junior high schedule has not allowed teachers to teach to their strength or be content specific. This in turn allowed for non-essential instruction in areas that may not be of concern or are not areas of as much need. Under the area of staff, we identified that key staff turnover in content specific areas led to a lack of experienced staff instruction our students.

Staff with alternative licensure, lack of pedagogy and classroom management, lack logistical pieces of instructional delivery, etc. was the result of the turnover, which in turn was a root cause of failing achievement. Under the area of professional development, it was found that the structure of how professional development was followed and/or given it was in great need. Upon reviewing calendars, PD days, etc it was verified that there was a lack of a consistent plan, structure, and time in order to implement the necessary action plans and training needed to plan and sustain growth both in teacher instruction and student achievement. This lack of structure, plan, time, and consistency provided no platform from which to identify strengths and needs, the ability to collaborate and review data, the time and planning needed for collegial support as well as problem solving, and most importantly a lack of availability of staff and administration to work together on constant and identified educational goals. The lack of an established RTI process and protocol at the middle school and high school level also was found to be a cause of the schedule that had been followed. This did not provide the staff an opportunity to try various interventions based upon identified needs of their students and sharing with the RTI team and colleagues. This proved to also result in a much higher Special Education referral rate within these areas as well. The utilization of data tools by the staff was also identified as a root cause. There were many of tools available to the staff but not utilized. Upon surveys and observations as well as conversations, it was found that this was due to a variety of reasons ranging from a lack of training with the tools, to a lack of knowledge that the tools were available to help the staff truly gauge the needs for targeted instruction.

✓ Strength: There are clear links from data analysis to performance challenges to root causes to improvement strategies.

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 by 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	<p>By the end of the 2010-2011 school year, 65% of students in middle school will score proficient or advanced overall on the reading CSAP.</p> <p>By the end of the 2010-2011 school year, 60% of students in high school</p>	<p>By the end of 2011-12, 70% of middle school students will score proficient or advanced overall on the reading CSAP.</p> <p>By the end of 2011-12, 65% of high school students will score proficient or advanced overall on the reading CSAP.</p>	NWEA MAPS Assessment (administered 3 times during the school year: Oct., Dec., and April.) Compass learning, Aims web, teacher generated end of unit assessments (administered numerous times throughout the year, with the	Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and

✓ Strength: Establishes annual targets for middle and high school reading, math, and writing in achievement, growth, and growth gaps.

			<p>will score proficient or advanced overall on the reading CSAP. ✓</p>	<p>✓ Strength: The Major Improvement Strategies match the scope of the challenges, describe the specific changes in practice that would result from the action steps, explicitly respond to the identified root causes, address the needed instructional improvement, e.g., "Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time" and provide the necessary supports for implementation.</p>	<p>expectation being at least quarterly, and the vision being the start of an assessment calendar with assessment schedules, notebooks, etc.)</p>	<p>additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p>
<p>✓ Strength: Identifies the measure (CSAP) and the metric (i.e., percentages proficient or advanced or partially proficient, median student growth percentile) for each target.</p>		M	<p>By the end of the 2010-2011 school year, 40% of students in middle school will score proficient or advanced overall on the math CSAP.</p> <p>By the end of the 2010-2011 school year, 30% of students in high school will score proficient or advanced overall on the math CSAP.</p>	<p>By the end of 2011-12, 50% of middle school students will score proficient or advanced overall on the reading CSAP.</p> <p>By the end of 2011-12, 45% of high school students will score proficient or advanced overall on the math CSAP.</p>	<p>NWEA MAPS Assessment (administered 3 times during the school year: Oct., Dec., and April.) Compass learning, Aims web, teacher generated end of unit assessments (administered numerous times throughout the year, with the expectation being at least quarterly, and the vision being the start of an assessment calendar with assessment schedules, notebooks, etc.)</p>	<p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p>
				<p>✓ Strength: Identifies multiple tests to be used as interim measures (MAPs, Compass Learning, AIMSweb, and end of unit assessments), as well as the frequency of administration ("at least quarterly").</p>		<p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p>


		<p>✓ Strength: The targets increase yearly to result in the district meeting state expectations within five years.</p> <p>By the end of the 2010-2011 school year, 50% of students in middle school will score proficient or advanced overall on the writing CSAP.</p> <p>W By the end of the 2010-2011 school year, 35% of students in high school will score proficient or advanced overall on the writing CSAP.</p>	<p>By the end of 2011-12, 65% of middle school students will score proficient or advanced overall on the writing CSAP.</p> <p>By the end of 2011-12, 45% of high school students will score proficient or advanced overall on the writing CSAP.</p>	<p>? Area for Improvement: Does not identify metrics for interim measures (e.g., RIT score change for MAPS).</p> <p>NWEA MAPS Assessment (administered 3 times during the school year: Oct., Dec., and April.) Compass learning, Aims web, teacher generated end of unit assessments (administered numerous times throughout the year, with the expectation being at least quarterly, and the vision being the start of an assessment calendar with assessment schedules, notebooks, etc.)</p>	<p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p> <p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p>
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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 (met)	N/A (met)	N/A (met)	N/A (met)
		M	N/A (met)	N/A (met)	N/A (met)	N/A (met)
Academic Growth	Median Student Growth Percentile	R	By the end of the 2010-11 school year, the Median Student Growth Percentile in Reading will be 50.	By the end of the 2011-12 school year, the Median Student Growth Percentile in reading will be 55 or above.	NWEA Maps assessments (administered 3 times during the year). Fall-spring RIT growth in reading, with goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.	<p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of</p>

					Reading Writing and Math instruction
		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 or above.	<p>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.</p> <p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p>
		W	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 writing will be 55 or above.	<p>NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in writing, with goal of meeting or exceeding</p> <p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math,</p>

			<div data-bbox="556 521 886 773" style="border: 1px solid green; padding: 5px;"> <p>✓ Strength: Identifies disaggregated groups of students (ELL, free/reduced lunch, and minority) for Academic Growth Gaps).</p> </div> 		<p>NWEA growth targets for all grades and disaggregated student groups.</p>	<p>Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p>
<p>Academic Growth Gaps</p>	<p>Median Student Growth Percentile</p>	<p>R</p>	<p>By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile).</p> <p>NOTE: Since our classes range from a class of 3 at the smallest to a class of 13 at the largest, students who are in our Academic growth are more than likely the same ones in our Academic growth gaps</p>			<p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and</p>

					<p>ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p>
		M	<p>By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile).</p> <p>NOTE: Since our classes range from a class of 3 at the smallest to a class of 13 at the largest, students who are in our Academic growth are more than likely the same ones in our Academic growth gaps</p>		<p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and</p>

					assessment tools readily available in the areas of Reading Writing and Math instruction
		W	<p>By the end of the 2010-11 school year, the school will meet SPF growth expectations for students designated as ELLs, F/R Lunch eligible and Minority (MGP of 45 if below adequate growth percentile; MGP of 55 if above adequate growth percentile).</p> <p>NOTE: Since our classes range from a class of 3 at the smallest to a class of 13 at the largest, students who are in our Academic growth are more than likely the same ones in our Academic growth gaps</p>		<p>Implement a new middle school structure/schedule from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas</p> <p>Provide for targeted and ongoing professional development that utilizes a consistent plan, structure, and time</p> <p>Incorporate and utilize on a consistent basis assessment and assessment tools readily available in the areas of Reading Writing and Math instruction</p>
Post Secondary/	Graduation Rate	n/a	n/a	n/a	n/a
	Dropout Rate	n/a	n/a	n/a	n/a

Workforce Readiness	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 teacher generated and end of unit assessments in areas tied to the standards and ACT (to be administered with the expectation of at least quarterly)	See above
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
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.		

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 dissolve (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: Based upon the analysis Mountain Valley Schools will go with the turnaround strategy of School Management. The oversight and management structure of the school will be reorganized. The new structure provides for greater more effective support and will begin with the Implementation of a new middle school structure/schedule which will result in students receiving data based instruction from qualified teachers in the content areas of Math, Reading, and Writing for at least an hour for each subject each day and additional time during the day for interventions in the 3 areas. As well as ensuring that staff are assigned to the area or areas that they are trained for, or moving them to the area they need.

Root Cause(s) Addressed: MS schedule needs to allow for teachers to teacher to their core or “strength” areas to allow for the most highly qualified, best teacher for the job. Staff needs need to be addressed, ranging from lack of consistent teachers (staff turnover and lack of professional and trained teachers) in the Middle school level to a lack of teachers in the Middle school level teaching towards their strength areas.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check)

- State Accreditation
- Title IA Program Improvement/Corrective Action Plan
- Title IIA (2141c)
- Title III (AMAOs)
- Dropout/Re-engagement Designation to Increase Graduation Rates
- Grant: _____

✓ Strength: Identifies persons responsible for implementing the action steps.

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
Select teachers for core content areas in the MS. a. Identify highly effective and highly qualified teachers who have at least experience and desire in the content area. b. move any staff that does not fit into the schedule c. have MS staff meet twice a month to discuss areas of need	August 2010 – May 2012	Superintendent, Principal MS teachers	Substitutes for bi-monthly meetings (if needed) Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not ?	Teachers selected and met with in August 2010 to identify the HQ staff that is needed to implement the changes. Staff will be evaluated and allowed to self evaluate on an ongoing basis to ensure fidelity to the schedule and proposed changes. Continued changes will then be addressed in spring of 2011 for the next school year. This will be reviewed by the UIP core committee.

? Area for Improvement: Specifies the months when each action step would take place. However, a more detailed month-by-month timeline could allow for closer monitoring of the progress of the action steps.

			<p>singled out for any special function of the UIP or its components.</p>	<p>Beginning January 2011 teachers and administration will meet and identify</p> <ul style="list-style-type: none"> a. needs of students b. Areas in which teachers need to improve instruction based upon collected data. This will be reviewed by the UIP core committee, as well as the school board and accountability committee at their monthly meetings. <p>Meetings will continue bi-monthly and include data collected from (beginning) Descartes off of NWEA and then continuing into teacher generated assessments and benchmarks continuing throughout 2011, and 2012. This will be reviewed by the UIP core committee, as well as the school board and accountability committee at their monthly meetings.</p>
<p>? Area for Improvement: No resources are included in the plan. Even though consolidation does not require districts to track federal expenses, identification of the funds necessary to implement the action plan steps would ensure that sufficient resources were available to carry out the work.</p>				
<p>✓ Strength: The Implementation Benchmarks specify what will be measured and when data will be collected. E.g., <i>Beginning January 2011, teachers and administration will meet and identify needs of students and areas in which teachers need to improve instruction based upon collected data. This will be reviewed by the UIP core committee, as well as the school board and accountability committee at their monthly meetings.</i></p>				
<p>Restructure schedule to provide daily targeted instruction (especially in areas of need) as well as intervention opportunities.</p>	<p>August 2010</p>	<p>Superintendent, Principal MS teachers</p>	<p>none</p> <p>Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.</p>	<p>Review the schedule with the ms staff in January 2011 bi-monthly meetings and continuing through until Spring 2011 when the schedule for 2012 school year can be made with revisions based upon findings from staff and administrations implementation throughout 2010-2011 school year. This will be reviewed by the administration first, then the UIP core committee, as well as the school board and accountability committee at their monthly meetings.</p>

				Schedule will be developed prior to the start of the 2010 school year

Major Improvement Strategy #2: Based upon the analysis Mountain Valley Schools will go with the turnaround strategy of School Management. The oversight and management structure of the school will be reorganized. The new structure provides for greater more effective support and will begin with providing for targeted and ongoing professional development that utilizes a consistent plan, structure, and time in order to implement the necessary action plans and training needed to plan and sustain growth both in teacher instruction and student achievement.

Root Cause(s) Addressed: PD days and times need to be scheduled to allow for teachers to understand how to use formative assessments to get data to drive instruction. Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times.

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
Provide training in: a. Interpretation of NWEA data for instructional planning and establishing intervention groups; b. Interpretation and use of Descartes for targeted and informed instruction c. Administration and interpretation of AIMS web for progress-monitoring, instructional planning, and establishing intervention groups. d. creation of and utilization of Data Teams	Fall , Winter and Spring 2010 and 2011 Ongoing through 2012	Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach	n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.	100% of teachers in MS and HS will participate in trainings. This benchmark will be reviewed by the administration. Surveys will show an increased understanding of data and its use in driving instruction.
Provide at least 4 PD days a year to allow the staff the time and resources to collaborate and learn how to implement the tools available to them	October 2010, February 2011, March 2011, April 2011	Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach	n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its	Schedule will be developed prior to the start of the 2010 school year

✓ Strength: The Action Plan describes the specific steps that district personnel will take to implement the major improvement strategy, e.g., *“Provide training in: a. Interpretation of NWEA data for instructional planning and establishing intervention groups; b. Interpretation and use of Descartes for targeted and informed instruction; c. Administration and interpretation of AIMS web for progress-monitoring, instructional planning, and establishing intervention groups; d. Creation of and utilization of Data Teams.”*

			components.	
<p>Teacher teams will engage in collaborative inquiry to identify research-based strategies and interventions to accelerate student growth and decide on appropriate ones to implement with each student and group.</p> <ul style="list-style-type: none"> Administrators participate with staff in review of individual goals for students or subgroups identified for improvement in monthly PD meetings 	<p>January 2011 – May 2011 on a bi-monthly basis continuing on into 2012</p>	<p>Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach</p>	<p>n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.</p>	<p>Minutes of meetings will show that meetings were held, which students were discussed, and what adjustments in instruction and groups were made. Principal will attend all meetings</p>
<p>Establish a consistent and utilized RTI process for MS and HS staff</p>	<p>January 2011 – May 2011</p>	<p>Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach</p>	<p>n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.</p>	<p>RTI meetings and minutes will show an increased number of MS and HS students referred to the RTI process</p>
<p>Teachers monitor the results of their interventions via common assessments or NWEA MAP data at checkpoints during the year and share best practice strategies with their colleagues.</p> <ul style="list-style-type: none"> Administrators participate with staff in review of individual goals for students or subgroups identified for improvement in monthly PD meetings 		<p>Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach</p>	<p>n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.</p>	<p>Minutes of meetings will show that meetings were held, which students were discussed, and what adjustments in instruction and groups were made. Principal will attend all meetings</p>
<p>The administration team will ensure that times are set aside at least monthly to attain an environment in which goals set can and will be accomplished by all parties.</p>	<p>January 2011 – May 2011 on a bi-monthly basis continuing on into 2012</p>	<p>Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach</p>	<p>n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not</p>	<p>Teachers and administrators will meet and set a schedule of these times and take minutes starting in January 2011</p>

			singled out for any special function of the UIP or its components.	
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Major Improvement Strategy #3: Based upon the analysis Mountain Valley Schools will go with the turnaround strategy of School Management. The oversight and management structure of the school will be reorganized. The new structure provides for greater more effective support and will begin with Incorporating and utilizing on a consistent basis, assessment and assessment tools readily available in the areas of Reading Writing and Math instruction

Root Cause(s) Addressed: Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times and that teachers understand how to use formative assessments to get data to drive instruction. Curriculum and standards need to be reviewed and aligned to ensure that the necessary items are being focused on at the necessary times and that it relates directly to the 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: _____

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
Establish and follow a progress-monitoring schedule.	Sept, 2011-May 2012	Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach	N/A Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.	Principal and Leadership Team/ colleagues and teacher leaders will verify that progress-monitoring schedule is followed. This will be reviewed by the UIP core committee, as well as the school board and accountability committee at their monthly meetings.
Establish and develop an assessment calendar that all teachers have access to.	Sept, 2011-May 2012	Principal Superintendent Teachers Title I Teacher SPED Teacher	N/A Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the	Calendar will be reviewed and utilized during PD days, data team meetings, etc as observed by the principal and noted in meeting notes This will be reviewed by the UIP core committee, as well as the school board and

		Literacy Coach	general fund and is not singled out for any special function of the UIP or its components.	accountability committee at their monthly meetings.
Provide PD and time to utilize the different assessment the district uses	October 2010, February 2011, March 2011, April 2011 January 2011 – May 2011 on a bi-monthly basis continuing on into 2012	Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach	N/A Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.	100% of teachers in MS and HS will participate in trainings. This will be reviewed by the administration
Align curriculum, standards and assessment across all grade levels to ensure a curriculum map and assessment schedule that ties all grades together	August 2010 through May 2012	Principal Superintendent Teachers Title I Teacher SPED Teacher Literacy Coach	n/a Note: the elementary and middle school are school wide consolidated Title I schools. The money goes into the general fund and is not singled out for any special function of the UIP or its components.	End product of a curriculum map addressing standards with assessments and pacing guides by May 2012. Worked on by teachers during PD times , notes and “pieces’ of the curriculum throughout the year This will be reviewed by the UIP core committee, as well as the school board and accountability committee.

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
		\$
		\$
		\$
		\$
		\$
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		\$