Required
(To Obtain Benefit)
FORM # SPS-135
EDAC APPROVED
Approved 9/10/2010 for 2010-2011

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

Organization Code: 2780   **District Name:** South Routt RE 3   **AU Code:** 64123 **AU Name:** NORTHWEST BOCES **DPF Year:** 3-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 50th percentile by using 1-year or 3-years of data R	72.2 %	69.2 %	71.3 %	57.7 %	74.9 %	81.6 %	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.		
	M	70.4 %	49.1 %	30.5 %	67.8 %	60.6 %	42.5 %			
	W	55.8 %	56.8 %	49.7 %	44.0 %	56.1 %	54.4 %			
	S	47.5 %	46.8 %	49.2 %	39.5 %	63.4 %	63.3 %			
	ESEA: Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in reading and math for each group Expectation: Targets set by state www.cde.state.co.us/FedPrograms/danda/aypprof.asp	Overall number of targets for District: 35			% of targets met by District: 94.3%				Elem	MS	HS
								R	No	Yes	Yes
								M	Yes	Yes	Yes
								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%	50.0%	No
		M	59.5%	63.2%	Yes

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

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 District Results			Meets Expectations?
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	34	22	13	41	41	59	
		M	50	57	84	41	40	75	
		W	43	42	56	38	35	56	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.			See your district's performance frameworks for listing of median growth by each disaggregated group.			Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above (overall and for students on IEPs)			Overall	85.2%		Meets
					IEPs			NA
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.9%			1.7%		Meets
		IEPs	2.9%			0.0%		Yes

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	Mean ACT Composite Score Expectation: At or above State average	20.1	19.6	Approaching

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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	--	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	97.8	No
			2008-09	100.0%	Yes
			2009-10	92.6%	No

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited with Improvement Plan	The district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district`s plan.
Dropout/Re-engagement Designation 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	Program Improvement Year 1	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 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	NA	NA

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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)		
	Name and Title	Scott Mader-South Routt School District RE-3 Superintendent
	Email	smader@southroutt.k12.co.us
	Phone	970-736-2313
	Mailing Address	305 S Grant, P.O. Box 158 Oak Creek, CO 80467
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. 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.
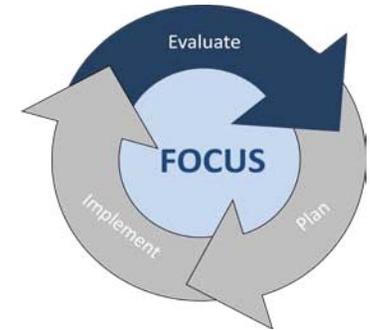
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analyses with local data to help explain 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
• 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)	• 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)	• 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	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level) • School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)

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

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

Step Three: Root Cause Analysis

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

Data Analysis Worksheet

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

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
✓ **STRENGTH:** Analyzes three years of data, identifies trends, indicates the direction of the trend and growth gaps by level and by subgroup, and includes the performance of all students in grades 3 through 10. Academic Achievement (Status)	Elementary Reading - % of students scoring proficient and advanced fluctuates, but are generally lower in the past three years than before. The number of students in the unsatisfactory category exceeds the state average. South Routt Elementary does not meet Federal AYP targets in reading for our white subgroup population.	We have inconsistent assessment and intervention at the early grades. Students score below national norms by third grade on NWEA testing as well.	**? AREA FOR IMPROVEMENT**: Priority needs (student performance challenges) are not consistently differentiated from possible root causes (underlying cause or causes). (E.g., "*We have inconsistent assessment and intervention at the early grades.*") Clearer identification of the district's priority needs (student performance challenges) might lead to more precise root causes analysis. (E.g., consistent low performance of students in reading, especially in the lower elementary grades) Assessment of early reading progress is inconsistent and too infrequent. Some teachers currently giving the DRA II assessment have not been formally trained to do so. **? AREA FOR IMPROVEMENT**: Although NWEA are referenced, there is no analysis of relevant local performance data or data on the performance of students in preK-2 or 11th and 12th grade.

Numbers in parentheses signify the state average. Data from CSAP Executive Summary – Alpine Achievement.

		Reading	
	2008	2009	2010
Grade 3	48(70)	68(73)	53(70)
Grade 4	65(66)	50(65)	60(66)
Grade 5	62(70)	59(69)	48(70)

? AREA FOR IMPROVEMENT: Several of the root causes listed on the Data Analysis Worksheet appear to be action steps rather than an explanation of why trends are occurring. (E.g. "*Everyday Math needs to be supplemented in terms of computational skills and practice.*") Deeper root causes are identified in the Data Narrative and might have been placed on the Data Analysis Worksheet.

Elementary Math - While math scores are more consistent, the % of students scoring proficient and advanced is still below the state average in 3rd and 5th grades.

Numbers in parentheses signify the state average. Data from CSAP Executive Summary – Alpine Achievement.

		Math	
	2008	2009	2010
Grade 3	72(70)	73(69)	57(71)
Grade 4	85(68)	74(70)	73(70)
Grade 5	81(65)	63(63)	56(66)

In all grades, students score lower on the standards measuring number sense and computation.

Everyday Math needs to be supplemented in terms of computational skills and practice.

? AREA FOR IMPROVEMENT: Although specific subcontent areas are identified as areas of difficulty (e.g. number sense, computation, paragraph writing and mechanics), no data analyses are provided in the trends to support these needs.

Elementary Writing - The % of students proficient and advanced has decreased over the past five years in fourth and fifth grade. There is more fluctuation in third grade.

The number of students who score unsatisfactory is below the state average.

In all grades, paragraph writing and mechanics are areas of lower scores.

Writing instruction has been focused on the six traits, but has been inconsistent. Instructional time given to writing has been inconsistent as well. Formal assessment of student writing has been infrequent and inconsistent.

Numbers in parentheses signify the state average. Data from CSAP Executive Summary – Alpine Achievement.

		Writing	
	2008	2009	2010
Grade 3	24(50)	52(54)	31(50)
Grade 4	54(52)	50(51)	40(50)
Grade 5	54(59)	48(58)	41(57)

Elementary - The number of students scoring unsatisfactory is higher in all content areas than the state average with the exception of writing. The number of students scoring in the advanced category is lower in all content areas than the state average.

Individual student needs are not being addressed as fully as is needed.

Interim assessment measures in all content areas are inconsistent, interventions based on that data are inconsistent as well.

✓ **STRENGTH:** There is a link between district-identified priority needs (performance challenges) and the root causes.

Middle School – The 3 year trend for non-cohort 6th grade writing data is
2008 – 57% P and A (CO 60%),
2009 – 61% P and A (CO 61%),
2010 – 38% P and A (CO 57%).

Middle School – Inconsistent and low performance in CSAP writing. The majority of 6th graders score below proficient in paragraph writing, extended writing, and grammar/usage.

District and course content is in the process of being aligned vertically and horizontally to Colorado Content Standards. This work needs to be completed.

✓ **STRENGTH:** Analyzes data at a more detailed level than presented in the DPF report and includes patterns over time.

Middle School – The 3 year trend for non-cohort 7th grade writing data is
2008 – 70% P and A (CO 58%),
2009 – 63% P and A (CO 62%),
2010 – 56% P and A (CO 58%).

Middle School – Consistently decreasing scores in writing. The majority of 7th graders scored below proficient in paragraph writing, extended writing, and grammar/usage.

The district does not spend adequate time adjusting instruction to meet the specific needs of students. Currently, staff is looking at summative data, adjusting instruction, and waiting until the next testing cycle. Progress monitoring needs to happen more frequently and instruction needs to be adjusted to meet students individual needs during the school year.

Individual student interventions are needed.

✓ **STRENGTH:** Identified root causes are under the control of the district.

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	Middle School – The 3 year trend for non-cohort 8th grade writing data is 2008 – 38% P and A (CO 53%), 2009 – 70% P and A (CO 53%), 2010 – 41% P and A (CO 55%).	Middle School – 8th grade demonstrates inconsistent scores in writing. The majority of students are proficient in almost every standard while a minority (7) are not proficient in almost every standard	
	High School – The overwhelming trend is dramatic growth in reading, math, writing and science. All areas are performing well above the state average during 2009 and 2010.	N/A	N/A
Academic Growth	Elementary Reading - The median growth percentile over the last three years is 41. This is greater than the median adequate growth percentile, but is less that the 45th percentile. There is not a clear trend (2008-38, 2009-56, 2010-34).	We have inconsistent assessment and intervention at the early grades.	Assessment of early reading progress is inconsistent and too infrequent. Some teachers currently giving the DRA II assessment have not been formally trained to do so.
	Elementary Math - The median growth percentile over the last three years is 41. This is below the median adequate growth percentile, but again there is no clear trend. (2008-37, 2009-50, 2010-41)	The median growth percentile is less than 50 over the last three years, particularly in the 5th grade.	While Everyday Math needs to be supplemented in terms of computation and practice, the use of interim math assessments is inconsistent across grade levels.
	Elementary Writing - The median growth percentile over the last three years is 38. This is less than the median adequate number. Again, there is no clear trend, (2008-31, 2009 -45, 2010-39)	In all grades and subgroups the median growth percentile is below the median adequate number.	Writing instruction has been focused on the six traits and formal assessment was conducted three times per year. Instructional time given to writing in the classroom was inconsistent.
	Middle School – The median growth for writing progressed from the 29th percentile in 2008,	Middle School – The median growth is trending up but the	Students are not receiving enough instruction time in reading and writing. Reading and writing is currently being taught concurrently in a single 50 minute instructional

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	to the 37th percentile in 2009, to the 39th percentile in 2010. This does not meet the minimum target of the 45th percentile for median adequate growth.	students scoring below proficient are not demonstrating the same growth as students who are proficient.	period.
	Middle School – The percentage of students keeping up and catching up with P and A in writing is Keeping up Catching up 2008 – 38% (CO 67%) 2008 – NA (CO 23%) 2009 – 58% (CO 70%) 2009 – 25% (CO 27%) 2010 – 54% (CO 67%) 2010 – 21% (CO 21%)	Middle School – Individual student needs are not being addressed as fully as needed. Middle School – Students in the catch up category are not having their individual needs met.	Systemic student interventions are not currently being made on a consistent basis.
	Middle School – The median growth for reading progressed from the 32nd percentile in 2008, to the 54th percentile in 2009, to the 38th percentile in 2010. This does not meet the minimum target of the 45th percentile for median adequate growth.	Middle School – The median growth for reading is inconsistent. The individual student needs are not being addressed as fully as needed.	Instructional time used specifically for reading has been inconsistent. Reading instruction is not taught by specifically trained reading instructors.
	Middle School – The percentage of students keeping up and catching up with P and A in reading is Keeping Up Catching Up 2008 – 74% (CO 79%) 2008 – NA (CO 34%) 2009 – 84% (CO 80%) 2009 – NA (CO 35%) 2010 – 69% (CO 80%) 2010 – 20% (CO 37%)	Middle School – Individual student needs are not being addressed as fully as needed. Middle School –	

		Students in the catch up category are not having their individual needs met.	
	Middle School – The median growth for math progressed from the 50th percentile in 2008, to the 35th percentile in 2009, to the 39th percentile in 2010. This does not meet the minimum target of the 45th percentile for median adequate growth.	Middle School – Students are scoring lower on the standards that measure number sense and probability	The district does not spend adequate time adjusting instruction to meet the specific needs of students. Currently, staff is analyzing summative data, adjusting instruction, and waiting until the next testing cycle for achievement feedback. Progress monitoring needs to take place more frequently and instruction needs to be adjusted to meet students' individual needs during the school year.
	Middle School – The percentage of students keeping up and catching up with P and A in math is Keeping Up Catching Up 2008 – 67% (CO 57%) 2008 – NA (CO 12%) 2009 – 51% (CO 57%) 2009 – 14% (CO 17%) 2010 – 52% (CO 57%) 2010 – 8% (CO 13%)	Middle School – Individual student needs are not being addressed.	District and course content is in the process of being aligned vertically and horizontally to Colorado Content Standards. This work needs to be completed. Systemic student interventions are not currently happening on a consistent basis.
	High School – The median growth percentile in reading, math, and writing has been much higher than typical (50).	N/A	N/A
Academic Growth Gaps	Elementary Reading - In each of our disaggregated groups, the median growth percentile is below 45. Only for our FRL population do those percentiles meet the median adequate growth percentiles. Our most critical needs to address are minority students and students with disabilities. MGP MAGP Students w/ FRL 41 41 Minority students 39 45	Individual student needs are not being addressed as fully as is needed.	Interim assessment measures in all content areas are inconsistent, interventions based on that data are inconsistent as well.

Students w/ disab. 34 71* Students to catch up 44 59*		
Elementary Math - No subgroup has a median growth percentile above 45, nor do they meet the adequate growth percentile. The most critical areas of need are students with disabilities and students needing to catch up. Three disaggregated groups do not meet the median adequate growth percentile: MGP MAGP Students w/ FRL 41 56 Minority students 41 64 Students w/ disab. 29 61* Students to catch up 32 74*	Students with disabilities and students needing to catch up are not making enough growth to catch up in three years.	Interim assessment measures in math and resulting interventions have not been consistently used across grade levels.
Elementary Writing - No subgroup has a median growth percentile over 45. No subgroup meets the median adequate growth percentile. MGP MAGP Students w/ FRL 38 45 Minority students 38 54 Students w/ disab. 31 68* Students to catch up 38 64*	All disaggregated groups are growing at less than adequate rates.	Writing instruction has been focused on the six traits, but has been inconsistent. Instructional time given to writing has been inconsistent as well. Formal assessment of student writing has been infrequent and inconsistent. Interventions based on data have been inconsistent in this area as well.
Middle School – In academic growth gaps Reading, Writing, and Math each have three disaggregated groups which consist of FRL, students with disabilities, and students needing to catch up. Each group has a median growth score that is below the median growth percentile of 45 and is not sufficient to meet the median adequate growth percentile.	The individual students' needs of these groups are not being determined or met.	Partially proficient and unsatisfactory students in all the disaggregated groups are not receiving additional support and progress monitoring for their learning.

	Middle School – Students qualified for FRL are demonstrating a median growth percentile of 29 in reading, 35 in math, 36 in writing. The median adequate growth percentile for these students is 29 in reading, 71 in math, 49 in writing.	The students in this group are not receiving instruction that is specific to their individual needs. These students are growing at less than adequate rates to catch up in three years or less in each area.	Partially proficient and unsatisfactory students are not receiving systemic interventions or additional support to make up for deficiencies in learning or skills. Partially proficient and unsatisfactory students are not receiving enough instruction time to make the required adequate growth gains.
	Middle School – Students needing to catch up are demonstrating a median growth percentile of 31 in reading, 35 in math, 38 in writing. The median adequate growth percentile for these students is 63 in reading 91 in math, 80 in writing.	The students in this group are not receiving instruction that is specific to their individual needs. These students are growing at less than adequate rates to catch up in three years or less in each area.	
	Middle School – Students with disabilities are demonstrating the most critical need. IEP students are demonstrating a median growth percentile of 29 in reading, 22 in math, 25 in writing The median adequate growth percentile for these students is	The students in this group are not receiving instruction that is specific to their individual needs. These students are growing at less than adequate rates to catch up in three	

	66 in reading, 98 in math, 89 in writing	years or less in each area.	
	High School – Students in every subgroup are demonstrating median growth above the 50th percentile.		

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Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Post Secondary/Workforce Readiness	Graduation rate: 86.8%, Dropout rate: 2.4%	N/A	
	ACT Score is 19.6 compared to the state average of 20.1. In this category we are approaching the state expectations.	Increase ACT scores to the state average or a composite score of 22. Consistent low performance of students with disabilities.	Partially proficient and unsatisfactory students are not receiving systemic interventions or additional support to make up for deficiencies in learning or skills.
English Language Development and Attainment (AMAOs)	N/A		
Teacher Qualifications (Highly Qualified Teachers)	Percent of classes taught by highly qualified teachers: 2007-2008 - 97.8% 2008-2009 – 100% 2009-2010 – 92.6% During the 2010-2011 school year we expect that all teachers will be highly qualified.	Retaining highly qualified teachers in a rural area.	

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

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	Root Cause Analysis: Why do	Verification of Root Cause: What

✓ **STRENGTH:** Reviewed the performance summary provided in the District Performance Framework (DPF) report and Section I of the pre-populated Unified Improvement Planning Template and specified where the district did not meet local, state and/or federal performance expectations.

✓ **STRENGTH:** Identifies what additional performance data (NWEA, data dialogue, and a review of instructional practices) are used in the analysis of significant trends and identification of priority needs and root causes.

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?   we think our district/consortium's performance is what it is?   evidence do we have for our conclusions?

Narrative:

Trends and Priority Needs:

Teams of teachers in the district's elementary, middle school, and high school met and analyzed three years of data. The data consisted primarily of CSAP achievement and growth data along with the School Performance Frameworks. Conclusions were verified with NWEA Maps data. Major trends were consistent in the two types of data.

Academic Achievement:

The district's elementary school is classified as approaching for each of the subject areas. The district's middle school meets academic achievement targets in reading and math, but is approaching in writing. The elementary school has a larger number of students in the unsatisfactory category than the state average in reading, and does not meet AYP targets. Additionally, the percentage of students in the advanced category is generally less than the state average at the elementary and middle school. The district's high school meets all academic achievement targets with the exception of ACT scores. ACT scores are approaching. Scores listed below reflect the last three years of CSAP data in terms of the percent of students proficient and advanced.

Note: Achievement data throughout data analysis section and data narrative has been taken from the CSAP Executive Summary in Alpine Achievement data management system.

	Reading			Math			Writing			Science		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 3	48	68	53	72	73	57	24	52	31			
Grade 4	65	50	60	85	74	73	54	50	40			
Grade 5	62	59	48	81	63	56	54	48	41	38	38	48
Grade 6		75	65		82	50		61	38			
Grade 7	80	79	74	60	50	70	70	63	56			
Grade 8	78	76	67	52	63	44	38	70	41	62	70	52
Grade 9	78	83	77	41	48	65	41	57	73			
Grade 10	64	88	92	21	31	42	32	66	50	50	75	54

? AREA FOR IMPROVEMENT: Provides data only on students in 3rd through 10th grades. There are no data on K-2 or 11th and 12th grade students, or on performance in subjects not tested by the state.

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AYP District Trends – Targets Met				
		2007-2008	2008-2009	2009-2010
Elementary	Reading	yes	no	no
	Math	yes	yes	yes
Middle	Reading	yes	yes	yes
	Math	yes	yes	yes
High	Reading	yes	yes	yes
	Math	yes	yes	yes

The district makes AYP targets for participation and graduation rates. In both 2009 and 2010 the district met 33 out of 35 targets (94.3%). South Routt Elementary does not meet the reading target as a school and for the white population of students and thus meets 12 out of 14 targets. A higher number of students were unsatisfactory in reading in 2010 than in 2009.

? AREA FOR IMPROVEMENT: Provides data only on students in 3rd through 10th grades. There are no data on K-2 or 11th and 12th grade students, or on performance in subjects not tested by the state.

Median Student Growth Percentile (School Totals)			
	07-08	08-09	09-10
Elementary Reading	38	47	34
Elementary Math	37	50	41
Elementary Writing	31	45	39
Middle School Reading	32	54	38
Middle School Math	50	35	39
Middle School Writing	29	37	39
High School Reading	64	56	56
High School Math	79	77	64
High School Writing	54	67	59

Student Growth:

Looking at three year data, students in grades 3-8 are below the state median growth percentile in reading, writing, and math. Students in grades 9 and 10 exceed the median growth percentile in reading, writing, and math. More specific median student growth percentiles are found to the left.

Students show difficulty in writing across the district with paragraph writing and mechanics.

In math, at the elementary school students show difficulty in the areas of number sense and computation.

Growth Gaps:

Persistent growth gaps were found in elementary with students with disabilities and students needing to catch up. In the middle school, growth gaps were found in students receiving Free and Reduced Lunch, students with disabilities, and students needing to catch. These gaps were evident in all content areas.

Root Causes

1. In examining our instructional practices, it was found that across the district formative data is not being used effectively to monitor student performance and adjust instruction and interventions accordingly. There has been inconsistent assessment use in reading, writing, and math. Consequently, students who are falling behind may not be identified soon enough. The effectiveness of interventions is not frequently monitored. More effective formative assessment practices would track progress of all students including those identified as receiving Free and Reduced Lunch, needing to catch up, and students with disabilities; this would ensure all students are growing to their potential. Addressing this root cause would involve more frequent formative assessment of students across the district in all areas, and more systemic use of the resulting data. Currently, staff analyzes

? AREA FOR IMPROVEMENT: The district might have used the root causes identified in the Data Narrative and applied them to each priority need (performance challenge) on the Data Analysis Worksheet to insure that each is adequately addressed.

summative assessment data, adjusts instruction and waits for the next testing cycle. More frequent formative assessment data and analysis would better inform instruction. This data would include early reading assessment such as DRA 2 and running records, NWEA Maps testing, and curriculum based assessments such as end of unit tests. The more effective use of data would increase both achievement and growth in all content areas by addressing specific student strengths and weaknesses.

2. As we further examined instructional practice, it was determined that writing instruction has been inconsistent in method and philosophy and in the amount of time devoted to writing instruction, especially at the elementary level.

3. Students are not receiving enough instruction time in reading and writing in the middle school. Reading and writing is currently being taught concurrently in a single 50 minute instructional period. Instructional time used specifically for reading has been inconsistent within the 50 minute period. Reading instruction is not delivered by teachers trained in reading instruction.

4. Staff has been engaged in the process of aligning curriculum vertically and horizontally to the Colorado Content Standards during the last two years. This work needs to be completed. Particularly in skill based areas such as reading, writing, and math vertical alignment is crucial as part of monitoring where students are and where they need to be.

Verification of Root Cause:

The elementary and middle school staffs met on several occasions independently in a data dialogue. Through the dialogue process each staff came to similar conclusions by examining state assessment data. NWEA MAPS data does support these root causes: lack of systemic formative assessment and intervention, inconsistent writing and reading instruction at the elementary and middle schools respectively, and the need for further work in alignment of curriculum to the state standards and between the grades.

Title I Program Improvement:

Last year our elementary school was in the first year of failing to meet AYP targets. A program improvement plan was written to address this deficiency in the reading achievement of our students. In reflecting on this plan, it did not serve its intended purpose. Three main points were not addressed in this plan that would have enabled it to be more effective.

- There was no collaborative process involved in the writing of last year's program improvement plan. It was written and feedback sought, but the process of looking at trends, needs and root causes collaboratively was not followed before creating goals and action steps.
- The plan did not address the need for consistent and frequent assessment of student reading progress. Interventions are offered to students that may not reflect their needs and there is not frequent enough progress monitoring to determine whether the interventions are effective.
- The plan did not address staff development needs in providing reading interventions to students. This will be addressed in the final action step of strategy #1.

## District Accountability Committee:

The District Accountability and District Improvement Team reviewed and provided input to the plan on January 10.   The elementary school and secondary accountability committees reviewed the plan as well. Furthermore the plan was discussed with the Board of Education and approved by them in January.

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.
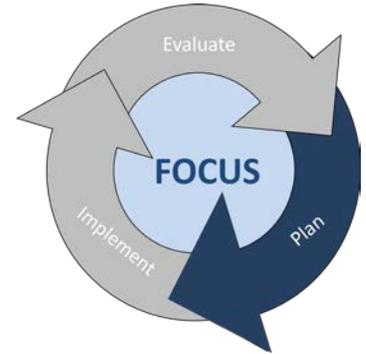
District/Consortium Goals Worksheet

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.

✓ **STRENGTH:** Identifies the measure (CSAP) and the metric (i.e., percentages proficient or advanced or partially proficient, median student growth percentile) for each target.

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	Elementary - By the end of the 2010-2011 school year, 63% of our students will score proficient or advanced on the CSAP for reading.	By the end of the 2011-2012 school year 71% of our students will score in the proficient and advanced range for reading	NWEA MAPS testing DRA 2	Develop systemic procedures for interim assessment and data analysis of student progress.
			Middle School – N/A	Middle School – N/A	Middle School – N/A	Middle School – N/A
		M	Elementary - By the end of the 2010-2011 school year 70% of our	By the end of the 2011-2012 school year, 75% of our students will score	NWEA End of unit assessments	Develop systemic procedures for interim

? AREA FOR IMPROVEMENT: Does not provide metric associated with DRA2.
? AREA FOR IMPROVEMENT: Since "…*systemic procedures for interim assessment…"* is identified as a Major Improvement Strategy, the district might consider additional interim measures such as DIBELS Next and STARS which are discussed in the Action Plan steps, in addition to DRA 2.

✓ **STRENGTH:** The targets increase yearly and would likely result in the district meeting state expectations within five years.			students will score proficient or advanced in math on the CSAP.	proficient or advanced on the math CSAP.		assessment and data analysis of student progress.
	W	Middle School – N/A	Middle School – N/A	Middle School – N/A	Middle School – N/A
		Elementary - By the end of the 2010-2011 school year 50% of our students will score proficient or advanced on the writing portion of CSAP	By the end of the 2011-2012 school year, 55% of our students will score proficient or advanced on the writing CSAP.	Students will be scored every three weeks using rubrics from Every Child a Writer in all grade levels. Targeted instruction will be delivered accordingly.	Develop systemic procedures for interim assessment and data analysis of student progress. Increase time for language arts instruction in elementary and middle school.
		Middle School - By the end of the 2010-2011 school year, 60% of our students will score proficient or advanced on CSAP writing.	Middle School – By the end of the 2011-2012 school year 70% of our students will score proficient or advanced on CSAP writing.	Middle School – Students will be scored twice quarterly using rubrics from Every Child a Writer in all grade levels. Targeted instruction will be delivered accordingly.	✓ **STRENGTH:** Identifies MAPS as an interim measure and indicates frequency of administration and associated metric (NWEA RIT scores). Also indicates that rubrics for Every Child a Writer will be used. Since this is a public document, the district might consider consistently including the metric and frequency of administration or stating "same as above."
	S	Elementary - By the end of the 2010-2011 school year, 42% of our students will score proficient or advanced on the science CSAP.	By the end of the 2011-2012 school year, 46% of our students will score proficient or advanced on the science CSAP.		
		Middle School – N/A	Middle School – N/A	Middle School – N/A	Middle School – N/A

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	Elementary - State Target: 94.23 percent of students will score PP, P or A on the CSAP. We scored at 87.46 in reading. Our goal would be to increase that percentage to 89%, thus decreasing the percentage of students who are unsatisfactory by over 10%. This will allow us to make safe harbor.	State Target Elem: 94.23% PP, P and A. During the 2011-2012 school year we will increase our percent of students scoring PP, P or A to 91 percent. Again our goal will be to have a 10% reduction in the number of students scoring unsatisfactory and allow us to reach safe harbor targets.	NWEA MAPS testing	Develop systemic procedures for interim assessment and data analysis of student progress. Curriculum Alignment
			Middle School – N/A	Middle School – N/A	Middle School – N/A	Middle School – N/A
		M	Elementary - State Target: 94.54 % of students PP, P, and A. This past year our score was 92.24 %. Our goal will be to reach AYP in math.	State Target Elem: 94.54 % PP, P and A. Our goal will be to reach AYP in math.	NWEA MAPS testing	Develop systemic procedures for interim assessment and data analysis of student progress. Curriculum Alignment
			Middle School – N/A	Middle School – N/A	Middle School – N/A	Middle School – N/A
Academic Growth	Median Student Growth Percentile	R	Elementary - By the end of the 2010-2011 school year, our student growth percentile will be 45.	By the end of the 2011-2012 school year our student growth percentile will be 50.	NWEA MAPS testing will be used and scores compared to spring and fall scores to ensure that	Develop systemic procedures for interim assessment and data analysis of student

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STRENGTH: Identifies MAPS as an interim measure and indicates frequency of administration and associated metric (NWEA RIT scores). Also indicates that rubrics for Every Child a Writer will be used. Since this is a public document, the district might consider consistently including the metric and frequency of administration or stating "same as above."
</td>
<td>students are making growth in math and reading.</td>
<td>progress.</td>
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<td>Middle School – By the end of the 2010-2011 school year, the MGP will be 50.</td>
<td>Middle School – By the end of the 2011-2012 school year, the MGP will be 55.</td>
<td>Middle School – NWEA Maps Assessments. Fall –Spring RIT growth, with a goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.</td>
<td>Curriculum Alignment</td>
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<tr>
<td rowspan="4"></td>
<td rowspan="2">M</td>
<td>Elementary - By the end of the 2010-2011 school year our median student growth percentile will be 50.</td>
<td>By the end of the 2011-2012 school year our median student growth percentile will be 55.</td>
<td>NWEA MAPS testing will be used and scores compared to spring and fall scores to ensure that students are making growth in math and reading.</td>
<td rowspan="2">Develop systemic procedures for interim assessment and data analysis of student progress.

Curriculum Alignment</td>
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<tr>
<td>Middle School – By the end of the 2010-2011 school year, the MGP will be 50.</td>
<td>Middle School – By the end of the 2011-2012 school year, the MGP will be 55.</td>
<td>Middle School – NWEA Maps Assessments. Fall –Spring RIT growth, with a goal of meeting or exceeding NWEA growth targets for all grades and disaggregated student groups.</td>
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<tr>
<td rowspan="2">W</td>
<td>Elementary - By the end of the 2010-2011 school year our median student growth percentile will be 50.</td>
<td>By the end of the 2011-2012 school year our median student growth percentile will be 55.</td>
<td>Writing growth will be tracked using Every Child a Writer rubrics.</td>
<td rowspan="2">Develop systemic procedures for interim assessment and data analysis of student progress.

Curriculum Alignment</td>
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<td>Middle School – By the end of the 2010-2011 school year, the MGP will be 50.</td>
<td>Middle School – By the end of the 2011-2012 school year, the MGP will be 55.</td>
<td>Middle School – NWEA Maps Assessments. Fall –Spring RIT growth, with a goal of meeting or</td>
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<td rowspan="2">R</td>
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<td>exceeding NWEA growth targets for all grades and disaggregated student groups.</td>
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✓ **STRENGTH:** Identifies disaggregated groups of students (free/reduced lunch, minority, IEP) for Academic Growth Gaps.

</td>
<td>Elementary - By the end of the 2010-2011 school year the school will meet state expectations for students who receive FRL and minority students. Students with disabilities will have a median student growth percentile of 45 and students needing to catch up will have a median growth percentile of 50.</td>
<td>By the end of the 2011-2012 school year the school will meet state expectations for students who receive FRL and minority students. Students with disabilities will have a median student growth percentile of 55 and students needing to catch up will show a median growth percentile of 59.</td>
<td>NWEA MAPS testing will be used and scores compared to spring and fall scores to ensure that students are making growth in math and reading.</td>
<td>Develop systemic procedures for interim assessment and data analysis of student progress.

Curriculum Alignment</td>
</tr>
<tr>
<td rowspan="2">Academic Growth Gaps</td>
<td rowspan="2">Median Student Growth Percentile</td>
<td rowspan="2"></td>
<td>Middle School – F/R Lunch eligible will have a MGP of 45 by the end of the 2010-2011 school year.
IEP students will have a MGP of 45 by the end of the 2010-2011 school year.
Catch up students will have a MGP of 45 by the end of the 2010-2011 school year.</td>
<td>Middle School – F/R Lunch eligible will have a MGP of 55 by the end of the 2010-2011 school year.
IEP students will have a MGP of 55 by the end of the 2010-2011 school year.
Catch up students will have a MGP of 55 by the end of the 2010-2011 school year.</td>
<td colspan="2">

? AREA FOR IMPROVEMENT: Since "…*systemic procedures for interim assessment…*" is identified as a Major Improvement Strategy, the district might consider additional interim measures such as DIBELS Next and STARS which are discussed in the Action Plan steps, in addition to DRA 2.

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<tr>
<td>Elementary - By the end of the 2010-2011 school year each of the schools disaggregated groups will increase their median student growth percentile to 42, with the exception of students needing to catch up, who will increase their median percentile to 50.</td>
<td>By the end of the 2011-2012 school year, each of the schools disaggregated groups will reach a median growth percentile of 46. Students with disabilities will show an increase to 50 and students needing to catch up will increase the median student growth percentile to 60.</td>
<td>NWEA MAPS testing will be used and scores compared to spring and fall scores to ensure that students are making growth in math and reading.</td>
<td>Develop systemic procedures for interim assessment and data analysis of student progress.

Curriculum Alignment</td>
</tr>
</table>

Note: M appears in the left column label for the bottom-left row (Elementary).

			Middle School – F/R Lunch eligible will have a MGP of 45 by the end of the 2010-2011 school year. IEP students will have a MGP of 40 by the end of the 2010-2011 school year. Catch up students will have a MGP of 45 by the end of the 2010-2011 school year.	Middle School – F/R Lunch eligible will have a MGP of 55 by the end of the 2010-2011 school year. IEP students will have a MGP of 50 by the end of the 2010-2011 school year. Catch up students will have a MGP of 55 by the end of the 2010-2011 school year.		
		W	Elementary - By the end of the 2010-2011 school year students on FRL and minority students will increase their median student growth percentile to 42, and students with disabilities and those needing to catch up will show an increase to 45.	By the end of the 2011-2012 school year, the median student growth percentile for students receiving FRL and minority students will increase to 46. Students with disabilities and students needing to catch up will increase their median student growth percentile to 55.	Writing growth will be tracked using Every Child a Writer rubrics.	Develop systemic procedures for interim assessment and data analysis of student progress. Increase time for language arts instruction in elementary and middle school.
			Middle School – F/R Lunch eligible will have a MGP of 45 by the end of the 2010-2011 school year. IEP students will have a MGP of 35 by the end of the 2010-2011 school year. Catch up students will have a MGP of 45 by the end of the 2010-2011 school year.	Middle School – F/R Lunch eligible will have a MGP of 55 by the end of the 2010-2011 school year. IEP students will have a MGP of 45 by the end of the 2010-2011 school year. Catch up students will have a MGP of 55 by the end of the 2010-2011 school year.		✓ **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, and address the needed instructional improvement. (E.g., *"Develop systemic procedures for interim assessment and data analysis of student progress… Increase time for language arts instruction in elementary and middle school."*
Post Secondary/ Workforce Readiness	Graduation Rate					
	Dropout Rate					
	Mean ACT					
English	CELA (AMAO 1)		Middle School – NA	Middle School – NA	Middle School – NA	Middle School – NA

Language Development & Attainment	CELA (AMAO 2)	Middle School – NA	Middle School – NA	Middle School – NA	Middle School – NA
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.		

✓ **STRENGTH:** Includes targets associated with educator quality.

? AREA FOR IMPROVEMENT: Does not establish annual targets for Postsecondary/Workforce Readiness, a performance indicator area where the district failed to meet state expectations. The district identifies ACT scores, especially those of students with disabilities, as a priority need (performance challenge), but does not set any targets.

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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: Develop systemic procedures for interim assessment and data analysis of student progress.

Root Cause(s) Addressed: In examining our instructional practices, it was found that across the district formative data is not being used effectively to monitor student performance and adjust instruction and interventions accordingly. There has been inconsistent interim assessment use in reading, writing, and math. Consequently, students who are falling behind may not be identified soon enough. The effectiveness of interventions is not frequently monitored. More effective formative assessment practices would track progress of all students including those identified as receiving Free and Reduced Lunch, needing to catch up, and students with disabilities; this would ensure all students are growing to their potential. Addressing this root cause would involve more frequent formative assessment of students across the district in all areas, and more systemic use of the resulting data. Currently, staff analyzes summative assessment data, adjusts instruction and waits for the next testing cycle. More frequent formative assessment data and analysis would better inform instruction. This data would include early reading assessment such as DRA 2 and running records, NWEA Maps testing, and curriculum based assessments such as end of unit tests. The more effective use of data would increase both achievement and growth in all content areas by addressing specific student strengths and weaknesses.

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
(Elementary only) We will use Dibels Next and NWEA MAPS as a benchmark assessment in the fall, winter and spring for students. Furthermore assessments such as DRA 2 will be used to provide more information for students who do not meet the benchmarks.	Implementation in fall 2011.	Principal Elementary teachers	$3480	Decision on assessment – April 2011 Training for two teachers as trainers in April 2011. Staff training in August 2011. Implementation in fall 2011.
(Elementary)	2010-2011	Principal	N/A	Define procedure – Spring 2011

Define a building-wide procedure for tracking formative student data from reading assessments, Every Child a Writer progress, and Everyday Math unit assessments. Use this formative data to ensure that students are on track and to monitor the effectiveness of interventions for students receiving them.	school year 2011-2012 school year	Teaching Staff Student Study Team		Use data in grade level meetings and student study team – Spring 2011. Continue next year.
(Middle School) Implement the assessment portion of Every Child a Reader as a measure of student reading progress in the middle grades.	Implementation in fall 2011	Principal Reading Teachers	N/A	Quarterly during the 2011-2012 school year
(Middle School) Select between DRA 2 and STARS as an assessment of reading progress. Train all staff providing reading interventions in the use of the assessment and implement interim measures of progress.	Implementation in fall 2011	Principal Middle School Staff	$120.00 in materials from the district budget $1500.00 training costs	Implementation in fall 2011
(Middle School) Monitor the progress of students receiving interventions during monthly RtI meetings.	Immediate	Principal Counselor Teaching Staff		
(District) Identify students using CSAP, NWEA RIT scores, and end of unit assessments for math intervention and support. Teams of teachers will meet regularly during PLC time to analyze the effectiveness of instructional strategies and interventions on student outcomes. Coordinate staff development days with MAPS results to enable staff to more effectively analyze assessment results and plan for timely intervention.	Immediate implementation	Teaching Staff	N/A	Develop district calendar by April 2011. Administer NWEA MAPS testing in September, January, and May of 2011.
(District) More efficiently implement the RtI Problem-Solving	Immediate	Principals Teaching staff	N/A	Elementary: Student Study Team will meet twice

				monthly.
process in each building. Teams will be used to identify students and develop intervention strategies. These teams will also monitor the effectiveness of implemented interventions along with the classroom teacher.				Will continue with representation at Quarterly BOCES RtI committee to gain new information and improve practice. Secondary: Interagency group will meet in problem-solving meetings weekly. Teams of teachers in each building will meet monthly in RtI problem solving meetings.
(District) Identify available training in RtI and intervention implementation, in all areas including reading. Identify staff members to receive the training. Identify available resources in district budget.	Spring 2011	Principals Superintendent	No resources needed for this step. Resources will be needed when training is identified. Estimate: $3000.	Training opportunities will be identified by April 2011. Resources will be budgeted for by June of 2011. Training will be attended by elementary, middle and high school staff members as it is offered.

Major Improvement Strategy #2: Increase time for language arts instruction in elementary and middle school.

Root Cause(s) Addressed:

2. As we further examined instructional practice, it was determined that writing instruction has been inconsistent in method and philosophy and in the amount of time devoted to writing instruction, especially at the elementary level.

3. Students are not receiving enough instruction time in reading and writing in the middle school. Reading and writing is currently being taught concurrently in a single 50 minute instructional period. Instructional time used specifically for reading has been inconsistent within the 50 minute period. Reading instruction is not delivered by teachers trained in reading instruction.

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? AREA FOR IMPROVEMENT: Clarify how the District will ensure that a core reading program is being implemented with fidelity before providing training on various reading interventions, since effective interventions should be closely aligned to a basic, well-taught reading program.
? AREA FOR IMPROVEMENT: Because learning in reading is highly dependent on language skills, the action plan might include specific strategies to help Free/reduced lunch and minority students acquire the academic language necessary to master reading skills and content.

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
Complete training and coaching for ECAW for all elementary staff and secondary language arts teachers. ECAW trainers return to model and coach teachers within the classroom throughout the year. Four coaching days were completed at the elementary school, two days were completed at the middle and high schools.	Training completed by February 2011. Training of new staff as needed.	Teachers	Training was paid for primarily through funds from Education Fund Board gifts.	Small group writing instruction delivered with assessment at three week intervals. Currently in practice.
Full implementation of ECAW, in addition to reading curriculum. This will increase of time devoted to language arts instruction at the elementary and middle school.	Fall 2011	Principals Teachers	N/A	Current implementation in elementary school during the 2010-2011 school year. Implementation in fall of 2011 in middle school.
(Middle School) Make a schedule change that allows for an additional period for reading instruction.	Fall 2011	Teachers	N/A	Create schedule – Spring 2011
Promote effective parental involvement by • hosting family literacy events at both the elementary and middle school • allowing parental access to individual student grades through Powerschool Guardian. • Parent communication through monthly newsletters • Implementation of AlertNow mass communication system for instantaneous	Throughout 2011-12 school year.	Principals Teachers Media personnel		Open house/back to school night in September of 2011. Elementary family literacy night in October- November of 2011. Middle school book club program in November 2011. Elementary BookPAKRs (parents and kids reading) program in December and January 2011-2012.

? AREA FOR IMPROVEMENT: Identifies broadly (e.g., *2010-11 school year…fall 2011")* when each action step is to take place. A more detailed month-by-month timeline might allow for closer monitoring of the progress of the action steps.

CDE Improvement Planning Template for Districts (V 2.2 -- Last updated: November 3, 2010)   32

				Monthly parent newsletters.
communication by text message, email and voicemail.				

? AREA FOR IMPROVEMENT: Consider linking interventions for students with disabilities to the Response to Intervention (RtI) Rubrics and using the RtI guiding questions as a resource and tool for reflection.
? AREA FOR IMPROVEMENT: Did not address the Title I Program or Program Improvement requirements.

Major Improvement Strategy #3: Curriculum Alignment
Root Cause(s) Addressed: Staff has been engaged in the process of aligning curriculum vertically and horizontally to the Colorado Academic Standards during the last two years. This work needs to be completed. Particularly in skill based areas such as reading, writing, and math vertical alignment is crucial as part of monitoring where students are and where they need to be.

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
(Elementary only) Clarify end of trimester proficiencies from evidence outcomes to prepare for transition to Colorado Academic Standards.	Spring 2011	Elementary teachers	N/A	Completion by May 2011.
Ensure curriculum alignment to standards and articulation between grades as part of district curriculum adoption rotation policy.	Ongoing	Administrators Principals Curriculum coordinator	Possible grant funds to cover cost of curriculum coordinator	See district policy – curriculum rotation

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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.)		$