

Colorado's Unified Improvement Plan for Districts for 2015-16 – Online UIP Report

Organization Code: 1010

District Name: COLORADO SPRINGS 11 AU Code: 21050

AU Name: EL PASO 11 COLO SPRINGS

Official 2014 DPF: 3-Year

Executive Summary

How are students performing? Where will the district focus attention?

Priority Performance Challenges: *Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the district did not meet federal, state and/or local expectations.*

- **Below 50th percentile:** Low (under the 50th percentile cut point) and decreasing reading, math and writing scores at the elementary level and low (under the 50th percentile cut point) and decreasing scores in reading and writing at the middle school level. Scores in science are relatively stable, but are below the 50th percentile cut point in elementary and high school.
- **G/T Math:** Decreasing scores on math assessment for G/T students and disaggregated G/T subgroups.
- **Low Growth:** Low growth in Math across all grade spans (differences between MGP and MAGP 2-44 points). Low growth in Writing at elementary and MS levels with differences between MGP and MAGP of 0-2 points. Decreasing growth in ELL at the MS level with differences of 13 points between MGP and MAGP.
- **Growing Growth Gaps:** Growth gaps in Reading, Math and Writing are widening in all grade spans with differences between MGP and MAGP of 10-59 points, with IEP students showing the greatest gaps.
- **Graduation:** Graduation rates lower than state expectation of 80% overall and disaggregated, but for FRL and IEP in particular.
- **COACT:** While COACT scores are increasing, still below state expectation of 20.
- **AMAO:** D11 has made AMAO 3 (ELs Making Sufficient Academic Growth-TCAP Reading, Writing, Math and Graduation Rate) targets one of three times over the past three year. D11 did not meet AMAO 3 in the 2013-2014 school year.
- **SRD:** In elementary, increasing numbers of students are being identified as eligible for SRD from fall to spring.

Why is the education system continuing to have these challenges?

Root Causes: *Statements describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

- **Tiered Instruction:** For Tiered Instruction, improving standards implementation, delivering approved curriculum with quality instructional practices, utilizing assessment results, and sharing responsibility and accountability for improved results has continued, but is not fully and systematically deployed district wide.
- **Scaffolding for At-Risk:** Scaffolded, data-informed instruction/intervention/enrichment for "at risk" students is not delineated/supported adequately and systematically.
- **Community-wide Belief System:** There is not a pervasive community-wide belief system that supports a culture of achievement and high expectations for all, driven by collective efficacy and persistence.
- **GT Depth of Knowledge:** GT Students are not receiving explicit instruction in DOK 2 and 3 mathematics.

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- **English Language Development:** There is not a balance of systematic English Language Development instruction and sheltering of core content instruction daily for all English learners.
- Students are being taught literacy skills as opposed to language acquisition in some cases and in others the focus is more on English Language Development and little on Core Content Access.
- English language learner teachers reported that they need more professional development surrounding data analysis, setting learning targets for students, aligning English language development lesson the CELP and CAS.

What action is the district taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **Instruction, intervention and/or enrichment for at-risk students:** Provide professional development supports for administrators and teachers to systematically scaffold data-informed instruction, intervention and/or enrichment for “at-risk” students.
- **Professional Development Supports:** Provide professional development supports for administrators and teachers to create a collaborative culture focused on improving standards implementation, delivering approved curriculum with quality instructional practices, utilizing assessment results, and sharing responsibility and accountability for improved results.
- **Provide opportunities for community members:** Provide opportunities for community members (parents/guardians, District 11 residents and businesses) and District 11 staff to come together to build a community-wide belief system that supports a culture of achievement and high expectations driven by collective efficacy and persistence.
- **English Language Learners:** Provide a balanced program of services to all English Language Learner students to support both English Language Development instruction and sheltered core content instruction throughout the school day.
- **G/T Growth:** Quantitatively identified elementary school level students shall be pretested for mastery of math units before classroom teacher plans for math instruction.

Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

Section II: Improvement Plan Information

Additional Information about the District

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
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CADI	Has (or will) the district participated in a CADI review? If so, when?	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.	Dr. Dave Benson-December 2009 and December 2010 District will participate in the CDE Turnaround Learning Academy in 2015-16

Improvement Plan Information

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other:

For districts with fewer than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools:

District/Consortium Contact Information (Additional contacts may be added, if needed)

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Name	Talonna Hybki

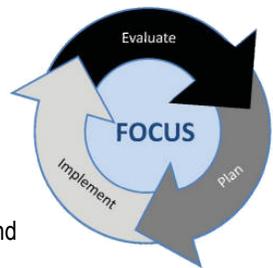
Organization Code: 1010

District Name: COLORADO SPRINGS 11

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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. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in Section IV. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

1. Description of District Setting and Process for Data Analysis
 Provide a very brief description of the district to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).

Description: District 11 is a large, urban/suburban school district located in Colorado Springs. The enrollment in D11 has decreased over time; however, it is still the largest district in the region with an enrollment of 27,841 (inclusive of preschool) as of preliminary data from the October 1, 2015 student count. Demographics of the district have changed over time with large increases in students eligible for the Free and Reduced Lunch program which is the indicator used to determine poverty rates for the district and for individual schools within the district.

Those involved in the process of data analysis included principals from all three grade spans including Title I principals; content facilitators; Facilitators for English Language Learners and Gifted and Talented; Directors of Personalized Learning, Professional Development and Title I; the Systems Improvement Specialist; staff from the Educational Data and Support Services (EDSS) office; Executive Director of EDSS; Executive Directors of Schools; and the Assistant Superintendent of Instruction, Curriculum and Student

Services. The District Accountability Committee reviews the District UIP document (October 15, 2015), makes recommendations to the UIP team, and advises the Board of Education before final submission.

The types of data reviewed and examined included TCAP; Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP); District Performance Frameworks; District Growth Summary; demographic, enrollment and mobility/stability data; TELL survey data (from 2015); and Annual Measurable Achievement Objectives (AMAO) data.

This process was conducted in conjunction with the schools' Unified Improvement Planning processes to ensure alignment of the schools' plans, the District level Unified Improvement Plan, the District 11 Business Plan, the D11 Way and the Consolidated Federal Grant. Repeating this process allowed participants to reduce the quantity of root causes, to refine goals and to focus strategies.

2. Prior Year Targets

Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.

Academic Achievement (Status)

Prior Year Target: Reading: At or above the 50th percentile for both elementary and middle school.

Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Math: At or above the 50th percentile for elementary school.

Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Writing: At or above the 50th percentile for both elementary and middle school.

Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Reduce the number of students identified as SRD by a percent determined by the state or by 10%, whichever is greater.

Performance on Target:

Prior Year Target: Science: At or above the 50th percentile for both elementary and high school

Performance on Target: N/A: Data not available as of October 1, 2015

Academic Growth

Prior Year Target: Increase MS ELL MGP to 48.

Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Increase ES MGP to 50, MS to 53 and HS to 55.
Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Increase ES MGP to 48 and MS to 50.
Performance on Target: N/A: Data not available as of October 1, 2015

Academic Growth Gaps

Prior Year Target: Increase the MGP for all ES and MS subgroups to 50 or above, and for HS EIP and Students needing to catch up to 60.
Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Increase the MGP for all ES and MS subgroups to 50 or above, and for HS to 60.
Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Increase the MGP for all ES and MS subgroups to 50 or above, and for HS to 60.
Performance on Target: N/A: Data not available as of October 1, 2015

Postsecondary & Workforce Readiness

Prior Year Target: Graduation rate at or above the state expectation of 80%.
Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: COACT scores at or above the state expectation of 20.
Performance on Target: N/A: Data not available as of October 1, 2015

Prior Year Target: Graduation rate for FRL at 71.8% or above, and EIP at 71% or above.
Performance on Target: N/A: Data not available as of October 1, 2015

English Language Development and Attainment

Prior Year Target: At or above the 50th percentile for ELL achievement across all grade spans.
Performance on Target: N/A: Data not available as of October 1, 2015

Academic Achievement Reflection

R: Although the District performed close to the targeted goal and the State, the District fell short of the goal. Through a new root cause analysis, it has been determined that the current K-5 Literacy resources currently being used are not fully aligned with State Standards, nor do they approach the appropriate level of cognitive complexity. The District is currently going through the adoption process.

M: In math, the District met each of the targets identified. The targets were met due to the adoption of newly aligned, more rigorous materials, the

continued support of a Tier 1 supplement, and the development of new pacing guides.

W: In writing, the District was within three tenths of meeting the goal. This is due to the rollout of the Writers Workshop model, the deployment of new resources, and extensive training for teachers. At the Middle and High level, we are currently deploying new resources, associated professional development, and site-based coaching, similar to the elementary model. They were not in place for last year, and we expect that this will make the difference for these levels.

S: Science was not reported for 13-14 by the State.

Academic Growth Reflection

Once again, the data reviewed during root cause analysis demonstrates that the primary root causes for lack of student achievement center on data literacy at the building level, lack of standards-based instruction at the appropriate level of cognitive complexity, lack of alignment in curricular resources, and a need to improve instructional practices, especially around alignment of learning targets, questioning and planning activities at the appropriate level of rigor.

In Writing, there was improvement due to the addition of resources, pacing guides, and training on a district-wide writing process at the elementary level. This work is currently being done at the middle and high school levels, but was not accomplished by the 13-14 testing cycle.

Academic Growth Gaps Reflection

R and M: The District did not meet or was approaching the targets for our disaggregated groups. The primary root cause identified for the lack of achievement in these areas was addressed in a new District root cause analysis process. One facet of the root cause demonstrated a need to develop instructional practices that maintained the level of cognitive complexity throughout a lesson that is intended in the Standards. Another facet of instructional practice was skilling up the professional staff to appropriately scaffold instruction to maintain the intended rigor.

W: In Writing, the District has begun an effort to bring the Writer's Workshop model to all levels, add supporting materials, and work with staff through embedded coaching and professional development to meet the needs of all kids. This effort was in its first year of implementation at the Elementary level and is now the focus at the Middle level and High School level. Being early in implementation, an overall program evaluation will be conducted to establish the success or need for revision of the plan.

English Language Development and Attainment

For ELP, the District met its target, largely due to the addition of a new curricular resource and attention to aligned, standards-based instruction.

Postsecondary Workforce Readiness Reflection

The overall graduation rate and the disaggregated graduation rate are both being addressed by an overhaul of our CTE program, adding additional pathways, and refocusing the dropout retrieval specialists in the District. If some of the alternative charters and programs were removed from the statistics, the overall graduation rates in our traditional high schools would meet the goal established. The District is currently looking at ways to address the needs in some of these specialized programs.

The ACT measurement is one of rigor. Current practices in standards-based planning and the intended level of rigor in the standards are being addressed with K-12 leadership to increase the expected level of cognitive rigor in planning, enacted instruction, and assessment within the District.

3. Current Performance

Review the DPF and local data. Document any areas where the district did not at least meet state/ federal expectations.

Reflection

At the District level, the trend for **Academic Achievement** has shown an increase from 2011-12 to 2012-13, then a decrease from 2012-13 to 2013-14 (56.3 to 60.4 to 58.3), but has remained Approaching for all three years.

At the Elementary level, the District shows a stable then slightly decreasing trend in Reading (70.38, 70.28, 69.43) and math (72.04, 72.0, 71.17) but a decrease in Writing (53.59, 52.01, 51.44). Science was, for the most part, stable (44.33, 44.94) for 2011-12 and 2012-13, but was not reported for 2013-14.

At the middle level, reading has increased slightly from 2011-12 to 2013-14 (68.99, 68.99, 69.43). In math, scores remained stable in across all three years (51.65, 52.15, 51.17). In writing, scores have increased slightly, then decreased slightly (54.69, 52.01, 54.12) over this time span. In science achievement had decreased for 2011-2012 (48.0 to 44.9), then increased from 2012-2013 (44.9 to 49.81), and was not reported in 2013-14.

At the High School level, in reading the performance has slightly increased then become relatively stable (R: 67.65, 68.72, 68.42). In math performance has slightly increased, then slightly decreased (32.92, 33.08, 32.75). In writing there was a slight increase then a slight decrease (47.43 to 50.24 to 49.21).

At the district level, the trend for **Academic Growth** has shown an increase from 2011-12 to 2012-13, then a decrease from 2012-13 to 2013-14 (65.5% to 63.1% to 64.3%), and has remained Meets for all three years.

At the Elementary level, Academic Growth has been met in all content areas over the past three years, excepting ELL in 2012-13, which was Approaching.

At the Middle level, Academic Growth in reading has been met for the past three years. ELL met in 2011-12 and 2012-13, but was Approaching in 2013-14. Writing and Math have been Approaching for the past three years.

At the High School level, Academic Growth has been met in reading and ELL for the past three years, but has been Approaching in math and writing for the past three years.

At the District level, the trend for **Academic Growth Gaps** has been stable then slightly decreasing from 2011-12 to 2013-14 (54.4% to 54.4% to 52.8%) and has been Approaching for the past three years.

At the Elementary level in Reading, Students with Disabilities and Students needing to catch up have not met performance expectations for the past three years; with FRL meeting in 2012 and 2013, but rated as Approaching in 2014. In Math in 2012. All areas were Approaching, excepting Students needing to catch up which was

rated as Meets. IN 2013 Students with Disabilities was rated as Does not Meet, while all other areas were Approaching. In 2014, all areas were approaching. In Writing, 2012 -2014 showed Approaching in all areas except Student with Disabilities which Did Not Meet. At the Middle level in Reading, 2012 and 2013 showed FRL, Minority and ELL students meeting, while both Students with Disabilities and Students needing to catch up as Approaching. In 2014, FRL and Minority students were rated as Meets, while the other three areas were Approaching. In Writing, all three years showed Students with Disabilities as Does not Meet, with the other four areas as Approaching. At the High level in Reading in 2012, FRL, Minority and ELL were Meets, while the other three areas were Approaching. The same was true in 2013 except for ELL students who were Exceeds. In 2014, FRL, Minority and ELL were Meets, with Students with Disabilities and Students needing to catch up were Approaching. In Math, all subgroups were Approaching for all three years. In Writing, ELL student were rated as Meets for 2012 and 2013, with the other four subgroups rated as Approaching. In 2014, Students with Disabilities were rated Does not Meet, while the other four subgroups were Approaching.

The 2014 District Performance Frameworks indicate the district is “Accredited with an Improvement Plan” with a score of 57.7% utilizing the 3-year framework. Because of the transition to PARCC, no new Frameworks have been created based upon the 2015 state assessment administration. Academic Growth expectations were met while Academic Achievement, Academic Growth Gaps and Postsecondary and Workforce Readiness expectations were rated Approaching. Expectations for participation, finance, and safety were all met. From the District Growth Summary of the Colorado Growth Model, student growth has been relatively stable in all three assessed areas. In 2014, the district was at or above the state median growth percentiles in three grade levels in reading, and at or above the state median growth percentiles in mathematics and writing in one and two grade levels, respectively. The 2013 data shows that in the categories of Percent Catching Up, Percent Keeping Up, and Percent Moving Up the district was at or above the state median in five grade levels in reading, in two grade levels in math, and in two grade levels in writing. It is anticipated that Local Education Agencies (LEAs) will have achievement data based upon the PARCC assessment administered in spring 2015 prior to the Thanksgiving Break and draft Performance Frameworks in spring 2016.

NWEA MAP data shows an increase from 2012 to 2013, then a decrease from 2013-2014 across all grade levels and the district average. NWEA MAP ceased to be a district requirement in the 2014-2015 school year; thus, not all schools participated in MAP assessment for 14-15, nor did schools that did participate assess all students at all eligible grade levels. Data for MAP results includes only schools that assessed at least 80% of eligible students. Reading and Math scores show increases of 4% and 5%, respectively for the district as a whole (based on 35 schools that assessed 80% or more of eligible students). All schools that assessed 80% or more of eligible students in spring 2015 were included in district analyses. Comparison of spring 2014 and 2015 MAP results showed a decline of 3 percentage points in reading and 4 percentage points in math for students at or above the 50th percentile. From 2013-2014 to 2014-2015, grades K-3, 5 and 10 saw increases in the percent of students meeting their MAP fall to spring mathematics growth targets while grades 4 and 6-8 dropped by 1 to 5 percent, and grade 9 saw a drop of 10 percent. During the same time, reading results showed increases of 2 to 16 percent in grades K-5, 7-8, and 10 while grade 6 remained stable and grade 9 dropped by 2 percent. In District 11, NWEA MAP has historically predicted TCAP proficiency for more students than actually score P or A. In 2014-15, 37 elementary schools, six scored higher TCAP proficiency levels than predicted by NWEA MAP by 1-4%. The remaining 31 schools scored lower TCAP proficiency levels by 1-18%. From 2013-2014, increases in the percent of students who met their RIT growth targets in reading increased in grades 1, 4-6 and 8-10, kindergarten while grade 7 dropped slightly, and grades 2 and 3 remained stable. In math for the same reporting period, all grades increased except kindergarten, which remained stable. In 2014, the percent of students meeting their target in reading was above 50% in all grades, and was between 57% and 72% in math. These results must be interpreted cautiously as NWEA MAP testing has changed to optional.

Student populations eligible for Free or Reduced Lunch (FRL) increased 25.8 percentage points district-wide from 2001 to 2014 (31.7% vs. 59.8%). The district experienced steady enrollment of around 29,500 students between the school years 2008-09 and 2011-12, and declining enrollment during school years 2012-13 and 2013-14, averaging a 1.8% decline. For the years 2010-11 through 2013-14, the distribution of the district's students has remained fairly consistent: approximately 1% American Indian, 2% Asian, 7% Black, 29-30% Hispanic, 53% White, less than 1% Native Hawaiian/Pacific Islander, and 7% two or more races. The ethnic diversity of each school varies throughout the district with some having relatively high percentages of minority students (up to 82%) and others having relatively low percentages of minority students (down to 19%). The schools with the highest percentages of minority and English Language Learner enrollments tend to be Title I schools; many are located in the southeast part of the district. Mobility/stability continues to be a factor in all schools.

TELL Survey results from 2015 indicate that District 11 teachers have fairly similar impressions to teachers across the state (this survey is conducted every other year). However, there are more areas showing a gap from state average agreement than there have been in the past. Specifically the concept of "time" and the concept of "community support and involvement" showed gaps of four percentage points or greater. Also lagging behind the state averages, but not by as much were the concepts of: school leadership (2.7 percentage points lower), facilities and resources (2.3 points lower); teacher leadership (3.2 lower); and managing student conduct (3.5 lower). The largest change from 2011's survey results for D11 teachers responding on 2015 was their perception of school leadership which dropped 6.8 percentage points compared to the drop at the state of 3 percentage points. Each school principal who had a response rate high enough to generate a report was directed to review and reflect on their school's results. Additionally, central administration staff are processing results by their areas of responsibility to see if there is anything systemic that can be addressed.

The 2014 data (2015 data is unavailable as of October 9, 2015) for **Equitable Distribution of Teachers** for District 11 indicates that 99.56% of teachers in the district meet Highly Qualified requirements, down from 100% in 2012 and 2013. The district showed negative gaps when compared to the state in "Novice Teachers by Poverty Level" in all quadrants which indicated District 11 had fewer novice teachers than the state average regardless of the poverty quadrant of the school in 2012; however, in 2013, District 11 had a significant gap in the low minority/novice quadrant, as well as the low poverty/novice quadrant, which indicates that District 11's novice teachers are largely employed in low poverty and low minority schools. All other quadrants show negative gaps, which indicates District 11 has fewer novice teacher by minority and poverty in the other three quadrants for both measures.

When specific schools are detailed in "Novice Teachers by Poverty Rates", there are four Title I schools that have high percentages of novice teachers: one "Does Not Meet", one "Approaching" and one "Meets" and are traditional District 11 schools. Two of the schools are middle schools participating in the System for Teacher and Student Advancement (TAP), and two are charter schools over which District 11 has little influence regarding hiring practices. Because District 11 clearly recognizes teacher factors like teacher experience levels contribute to overall student achievement, the TAP program was initiated in the district in 2010 in ten low performing schools. The TAP program provides specific teacher support and professional development in participating schools with the purpose of training teachers and retaining them at the site as career (classroom) teachers, mentors or master teachers, and is partially paid for by Title II, Part A funds.

In alignment with the Colorado READ Act identification of students eligible as Significant Reading Deficiency, District 11 shows increasing numbers district-wide of student continuing to be identified in the spring after a full year's instruction.

Spring 2013= 1144

Spring 2014= 1326

Spring 2015= 1396

4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

Academic Achievement (Status)

- At the District level, the trend for Academic Achievement has shown an increase from 2011-12 to 2012-13, then a decrease from 2012-13 to 2013-14 (56.3 to 60.4 to 58.3), but has remained Approaching for all three years.
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- At the middle level, reading has increased slightly from 2011-12 to 2013-14 (68.99, 68.99, 69.43). In math, scores remained stable in across all three years (51.65, 52.15, 51.17). In writing, scores have increased slightly, then decreased slightly (54.69, 52.01, 54.12) over this time span. In science achievement had decreased for 2011-2012 (48.0 to 44.9), then increased from 2012-2013 (44.9 to 49.81), and was not reported in 2013-14.
- At the High School level, in reading the performance has slightly increased then become relatively stable (R: 67.65, 68.72, 68.42). In math performance has slightly increased, then slightly decreased (32.92, 33.08, 32.75). In writing there was a slight increase then a slight decrease (47.43 to 50.24 to 49.21).
- At the Elementary level, the District shows a stable then slightly decreasing trend in Reading (70.38, 70.28, 69.43) and math (72.04, 72.0, 71.17) but a decrease in Writing (53.59, 52.01, 51.44). Science was, for the most part, stable (44.33, 44.94) for 2011-12 and 2012-13, but was not reported for 2013-14.
- At the middle level, reading has increased slightly from 2011-12 to 2013-14 (68.99, 68.99, 69.43). In math, scores remained stable in across all three years (51.65, 52.15, 51.17). In writing, scores have increased slightly, then decreased slightly (54.69, 52.01, 54.12) over this time span. In science achievement had decreased for 2011-2012 (48.0 to 44.9), then increased from 2012-2013 (44.9 to 49.81), and was not reported in 2013-14.
- At the High School level, in reading the performance has slightly increased then become relatively stable (R: 67.65, 68.72, 68.42). In math performance has slightly increased, then slightly decreased (32.92, 33.08, 32.75). In writing there was a slight increase then a slight decrease (47.43 to 50.24 to 49.21).
- Comparing 2011 and 2015 norms on NWEA MAP, including only schools that assessed 80% or more of all eligible students, 100% of elementary schools (26 total) showed increases in the percent of students at or above the 50th percentile between 1% and 7% in Reading.
- Comparing 2011 and 2015 norms on NWEA MAP, including only schools that assessed 80% or more of all eligible students, 100% of elementary schools (26 total) showed increases in the percent of students at or above the 50th percentile between 2% and 7% in Math.
- Comparing 2011 and 2015 norms on NWEA MAP, including only schools that assessed 80% or more of all eligible students, 100% of middle schools (5 total) showed increases in the percent of students at or above the 50th percentile between 5% and 8% in Reading.
- Comparing 2011 and 2015 norms on NWEA MAP, including only schools that assessed 80% or more of all eligible students, 100% of middle schools (5 total) showed increases in the percent of students at or above the 50th percentile between 7% and 10% in Math.

- Comparing 2011 and 2015 norms on NWEA MAP, including only schools that assessed 80% or more of all eligible students, 100% of high schools (4 total) showed increases in the percent of students at or above the 50th percentile between 5% and 8% in Reading.
- Comparing 2011 and 2015 norms on NWEA MAP, including only schools that assessed 80% or more of all eligible students, 100% of high schools (3 total) showed increases in the percent of students at or above the 50th percentile between 10% and 12% in Reading.

Academic Growth

- At the Middle level, Academic Growth in reading has been met for the past three years. ELL met in 2011-12 and 2012-13, but was Approaching in 2013-14. Writing and Math have been Approaching for the past three years.
- At the High School level, Academic Growth has been met in reading and ELL for the past three years, but has been Approaching in math and writing for the past three years.
- In elementary, increasing numbers of students are being identified as eligible for SRD from fall to spring.

Academic Growth Gaps

- At the Elementary level in Reading, Students with Disabilities and Students needing to catch up have not met performance expectations for the past three years, with FRL meeting in 2012 and 2013, but rated as Approaching in 2014. In Math in 2012, all areas were Approaching, excepting Students needing to catch up which was rated as Meets. In 2013 Students with Disabilities was rated as Does not Meet, while all other areas were Approaching. In 2014, all areas were approaching. In Writing, 2012 -2014 showed Approaching in all areas except Student with Disabilities which Did Not Meet.
- At the Middle level in Reading, 2012 and 2013 showed FRL, Minority and ELL students meeting, while both Students with Disabilities and Students needing to catch up as Approaching. In 2014, FRL and Minority students were rated as Meets, while the other three areas were Approaching. In Writing, all three years showed Students with Disabilities as Does not Meet, with the other four areas as Approaching.
- At the District level, the trend for Academic Growth Gaps has been stable then slightly decreasing from 2011-12 to 2013-14 (54.4% to 54.4% to 52.8%) and has been Approaching for the past three years.

Postsecondary & Workforce Readiness

- Colorado ACT Composite score: 2012=18.9; 2013=19.1; 2014=19.2.
- Seven-year graduation rate: 2012=70.3%, 2013=74.5%, 2014=74.8%.

English Language Development and Attainment

- AMAO 3: ELs Making Sufficient Academic Growth (TCAP Reading, Writing, Math and Graduation Rate)
- 2012 State Target: 80%-90% D11: 70.59% Target Met? No
- 2013 State Target: 62.5%-87.5% D11: 62.5% Target met? Yes
- 2014 State Target: 62.5%-87.5% D11: 52.5% Target met? No

Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge



Root Cause

Below 50th percentile: Low (under the 50th percentile cut point) and decreasing reading, math and writing scores at the elementary level and low (under the 50th percentile cut point) and decreasing scores in reading and writing at the middle school level. Scores in science are relatively stable, but are below the 50th percentile cut point in elementary and high school.



Tiered Instruction: For Tiered Instruction, improving standards implementation, delivering approved curriculum with quality instructional practices, utilizing assessment results, and sharing responsibility and accountability for improved results has continued, but is not fully and systematically deployed district wide.

G/T Math: Decreasing scores on math assessment for G/T students and disaggregated G/T subgroups.



GT Depth of Knowledge: GT Students are not receiving explicit instruction in DOK 2 and 3 mathematics.

Low Growth: Low growth in Math across all grade spans (differences between MGP and MAGP 2-44 points). Low growth in Writing at elementary and MS levels with differences between MGP and MAGP of 0-2 points. Decreasing growth in ELL at the MS level with differences of 13 points between MGP and MAGP.



Scaffolding for At-Risk: Scaffolded, data-informed instruction/intervention/enrichment for "at risk" students is not delineated/supported adequately and systematically.

Growing Growth Gaps: Growth gaps in Reading, Math and Writing are widening in all grade spans with differences between MGP and MAGP of 10-59 points, with IEP students showing the greatest gaps.



Scaffolding for At-Risk: Scaffolded, data-informed instruction/intervention/enrichment for "at risk" students is not delineated/supported adequately and systematically.

Graduation: Graduation rates lower than state expectation of 80% overall and disaggregated, but for FRL and IEP in particular.



Community-wide Belief System: There is not a pervasive community-wide belief system that supports a culture of achievement and high expectations for all, driven by collective efficacy and persistence.

COACT: While COACT scores are increasing, still below state expectation of 20.

→ Community-wide Belief System: There is not a pervasive community-wide belief system that supports a culture of achievement and high expectations for all, driven by collective efficacy and persistence.

AMAO: D11 has made AMAO 3 (ELs Making Sufficient Academic Growth-TCAP Reading, Writing, Math and Graduation Rate) targets one of three times over the past three year. D11 did not meet AMAO 3 in the 2013-2014 school year.

→ English Language Development: There is not a balance of systematic English Language Development instruction and sheltering of core content instruction daily for all English learners.
Students are being taught literacy skills as opposed to language acquisition in some cases and in others the focus is more on English Language Development and little on Core Content Access.
English language learner teachers reported that they need more professional development surrounding data analysis, setting learning targets for students, aligning English language development lesson the CELP and CAS.

SRD: In elementary, increasing numbers of students are being identified as eligible for SRD from fall to spring.

→ Scaffolding for At-Risk: Scaffolded, data-informed instruction/intervention/enrichment for “at risk” students is not delineated/supported adequately and systematically.

Reflection on Priority Performance Challenges

The Priority Performance Challenges were chosen as areas of focus because all groups are showing scores under state expectations and are decreasing. All negative notable trends were placed in order and each Priority Performance Challenge addressed was chosen above others because of the significant impact on the grade span and/or subgroup.

Reflection on Root Cause

Root Causes:

Using the above data, an interdepartmental team consisting of personnel from Instruction, Curriculum and Student Services, Educational Data and

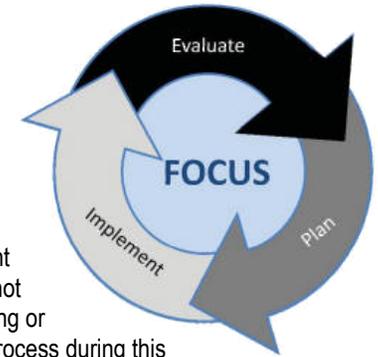
Support Services, Learning Resource Services, Professional Development, Executives Directors of Schools, Federal Programs and Human Resources participated in a lengthy Problem Analysis process which allowed for the identification of many potential root causes. These potential root causes were then vetted within the Problem Analysis process to find the most likely root causes for lack of expected levels of achievement. Three root causes were identified, and these were confirmed by teams of district personnel who conducted systematized walk-throughs at schools. The ELL Office and Gifted and Talented Office conducted similar processes with their respective teams.

Root causes were re-visited in fall 2015. The root causes identified for the District 11 multi-year Unified Improvement Plan remain similar for 2015-2016, and action plans that were established in previous years have been updated to reflect progress, continuing and new activities relating to the root cause analysis.

1. Summary/Conclusion

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. This section identifies annual performance targets and interim measures. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

School Target Setting Form

Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Below 50th percentile
Annual Performance Targets	2015-2016	At or above the 55th percentile for both elementary and middle school in Reading on the state assessment when data becomes available.
	2016-2017	At or above the 55th percentile for both elementary and middle school in Reading on the state assessment.
Interim Measures		NWEA MAP administered in the fall, winter and spring

Subject		W
Priority Performance Challenge		Below 50th percentile
Annual Performance Targets	2015-2016	At or above the 55th percentile for both elementary and middle school in Writing on the state assessment when data becomes available.
	2016-2017	At or above the 55th percentile for both elementary and middle school

Interim Measures	NWEA MAP administered in the fall, winter and spring
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Subject	M
Priority Performance Challenge	Below 50th percentile
Annual Performance Targets	2015-2016 At or above the 55th percentile for both elementary and middle school in Math on the state assessment when data becomes available
	2016-2017 At or above the 55th percentile for both elementary and middle school in Math on the state assessment
Interim Measures	NWEA MAP administered in the fall, winter and spring

Subject	S
Priority Performance Challenge	Below 50th percentile
Annual Performance Targets	2015-2016 At or above the 55th percentile for both elementary and high school in Science on the state assessment.
	2016-2017 At or above the 55th percentile for both elementary and high school in Science on the state assessment.
Interim Measures	District common assessments, at or above the 55% percentile at the middle school level.

Subject	R
Priority Performance Challenge	Below 50th percentile
Annual Performance Targets	2015-2016 For elementary schools that assess 80% or more of eligible students on NWEA MAP, the percent of student at or above the 50th percentile will increase by 3% from the 2015 norms in Reading.
	2016-2017 For elementary schools that assess 80% or more of eligible students on NWEA MAP, the percent of student at or above the 50th percentile will increase by 3% from the 2016 norms in Reading.
Interim Measures	NWEA MAP Winter Administration

Subject	M
Priority Performance Challenge	Below 50th percentile
Annual Performance Targets	2015-2016 For elementary schools that assess 80% or more of eligible students on NWEA MAP, the percent of student at or above the 50th percentile will increase by 3% from the 2015 norms in Math.
	2016-2017 For elementary schools that assess 80% or more of eligible students on NWEA MAP, the percent of student at or above the 50th percentile will increase by 3% from the 2016 norms in Math.
Interim Measures	NWEA MAP Winter Administration

Subject	R
Priority Performance Challenge	Below 50th percentile
Annual Performance Targets	2015-2016 For middle schools that assess 80% or more of eligible students on NWEA MAP, the percent of students at or above the 50th percentile will increase by 3% from the 2015 norms in Reading.
	2016-2017 For middle schools that assess 80% or more of eligible students on NWEA MAP, the percent of students at or above the 50th

		percentile will increase by 3% from the 2015 norms in Reading.
Interim Measures		NWEA MAP Winter Administration

Academic Growth

Subject		ELP
Priority Performance Challenge		Low Growth
Annual Performance Targets	2015-2016	Increase MS ELL MGP to 48 based on the state assessment when data becomes available.
	2016-2017	Increase MS ELL MGP to 50 based on the state assessment.
Interim Measures		Schools will utilize the assessment components of iReady.

Subject		M
Priority Performance Challenge		Low Growth
Annual Performance Targets	2015-2016	Increase ES MGP to 55, MS to 61 and HS to 62 when data becomes available.
	2016-2017	Maintain ES MGP at 55, MS at 61 and HS at 62.
Interim Measures		NWEA MAP: for es ABOVE THE 75% RIT target met, MS 65% RIT target met

Subject		W
Priority Performance Challenge		Low Growth
Annual Performance Targets	2015-2016	Increase ES MGP to 50 and MS to 53 in Writing on the state assessment when data becomes available.
	2016-2017	Maintain ES MGP at 50 and MS at 53.
Interim Measures		Schools will utilize Lucy Calkins writing rubrics.

Subject		R
Priority Performance Challenge		SRD
Annual Performance Targets	2015-2016	Decrease the number of students eligible to SRD district wide by 10%, from 1396 in spring of 2015 to 1256 in spring 2016.
	2016-2017	Decrease the number of students eligible to SRD district wide by 10%, from spring of 2016 to spring 2017.
Interim Measures		DIBELs Progress Monitoring and Benchmarking

Academic Growth Gaps

Subject		R
Priority Performance Challenge		Growing Growth Gaps
Annual Performance Targets	2015-2016	Increase the MGP for all ES and MS subgroups to 55 or above, and for HS IEP and Students needing to catch up to 68 on the state assessment.
	2016-2017	Maintain the MGP for all ES and MS subgroups at 55 or above, and for HS IEP and Students needing to catch up at 68 on the state assessment.
Interim Measures		Increase RIT Target Met for sub groups by 7%.

Subject		M
Priority Performance Challenge		Growing Growth Gaps
Annual Performance Targets	2015-2016	Increase the MGP for all ES and MS subgroups to 55 or above, and for HS to 68.
	2016-2017	Maintain the MGP for all ES and MS subgroups at 55 or above, and for HS at 68.
Interim Measures		Increase RIT Target Met for sub groups by 7%.

Subject		W
Priority Performance Challenge		Growing Growth Gaps
Annual Performance Targets	2015-2016	Increase the MGP for all ES and MS subgroups to 55 or above, and for HS to 68.
	2016-2017	Maintain the MGP for all ES and MS subgroups at 55 or above, and for HS at 68.
Interim Measures		Schools will utilize Lucy Calkins writing rubrics.

Postsecondary & Workforce Readiness

Subject		Graduation Rate
Priority Performance Challenge		Graduation
Annual Performance	2015-2016	Graduation rate at or above the state expectation of 80%.
	2016-2017	Graduation rate at or above the state expectation of 80%.

Targets		
Interim Measures		Quarterly drop-out reports.

Subject		Mean CO ACT
Priority Performance Challenge		COACT
Annual Performance Targets	2015-2016	COACT scores at or above the state expectation of 20.
	2016-2017	COACT scores at or above the state expectation of 20.
Interim Measures		

Subject		Disaggregated Grad Rate
Priority Performance Challenge		Graduation
Annual Performance Targets	2015-2016	Graduation rate for both FRL and IEP at or above the state expectation of 80%.
	2016-2017	Graduation rate for both FRL and IEP at or above the state expectation of 80%.
Interim Measures		Graduation rate for both FRL and IEP at or above the state expectation of 80%. Quarterly drop-out reports.

English Language Development and Attainment

Subject		TCAP (AMAO 3)
Priority Performance Challenge		AMAO
Annual Performance Targets	2015-2016	At or above the 55th percentile for ELL achievement across all grade spans.
	2016-2017	At or above the 55th percentile for ELL achievement across all grade spans.
Interim Measures		Data showing student usage of the online instructional support programs. Implementation of strategies and standards alignment in the classroom visits.

Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

Major Improvement Strategy: Instruction, intervention and/or enrichment for at-risk students

Provide professional development supports for administrators and teachers to systematically scaffold data-informed instruction, intervention and/or enrichment for “at-risk” students.

Root Cause(s) Addressed:

Tiered Instruction

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other:

Action Steps	
Jul. 2015 - Jun. 2017	<p>Name: District 11 Business Plan Goal One, Essential Actions #2-#4</p> <p>Description: Support schools with the development of a school based instructional and assessment plan. Implement a D11 Playbook complete with an implementation guide and teacher resources. Deliver the curriculum through the use of pacing guides and support materials on Units of Study.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Develop instructional plan: Instruction and Curriculum team (ICCS): COMPLETE • Revise the D11 Playbook to reflect the instructional plan: ICSS complete strengthen implementation use to drive instruction in buildings: COMPLETE, continue to strengthen implementation use to drive instruction in buildings • Create pacing guides aligned with Colorado Academic Standards (CAS)-ICSS complete strengthen implementation use to drive instruction in buildings: COMPLETE, continue to strengthen implementation use to drive instruction in buildings • Revise ICSS website to provide access to Playbook, standards, pacing guides and links to professional development: COMPLETE • Train principals and district- and school-level coaches in implementation of the instructional plan: CONTINUING

- Provide training and coaching to teachers: CONTINUING
 - o Support of the K-5 Literacy Program, Wonders, with an implementation team and on-site, embedded coaching and modeling support: IN PROGRESS 15-16
 - o Incorporate ST Math into math core lesson delivery within all K-5 math classrooms: IN PROGRESS 15-16
- Train teachers through a blended-learning, professional development model centered on strategically using ST Math to help students develop cognitive schema in mathematics through problem solving: IN PROGRESS 15-16
- Professional development regarding facilitating students' academic discourse in ST Math and Math Expressions: IN PROGRESS 15-16
- Evaluate implementation through principal walk-throughs and district Instructional Rounds: CONTINUING
- Strengthen assessment plan through the development of common formative assessments at school sites: ICSS and Educational Data and Support Services (EDSS)
- Implement assessment plan: CONTINUING
- Provide a guaranteed and viable curriculum, based on Colorado Academic Standards and supported by D11 pacing guides and appropriate assessments, in every classroom for all students: CONTINUING
 - o Update 9th and 10th grades math curricula for Algebra 1 and Geometry, and elementary social studies curriculum: NEW FOR 15-16

Evidence of use of Playbook and other developed resources through coaching logs, principal walk-throughs and district Instructional Rounds.

Resources:

Time
General Funds
Title II, Part A funds

Key Personnel:

Assistant Superintendent ICSS
ICSS Team
EDSS Team
Professional Development Office
Achieve Team (District Technical Assistance)

	<p>Status: In Progress</p>
<p>Jul. 2015 - Jun. 2017</p>	<p>Name: District 11 Business Plan Goal One, Essential Action #6</p> <p>Description: Embed Writer's Workshop instructional model into all K-12 classrooms, including the implementation of Units of Study and use of Mentor Texts.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Revise ELA website to provide access to workshop-based curriculum resources and links to professional development: COMPLETE • Train district- and school-level coaches/teacher-leaders in implementation of the workshop model: COMPLETE • Provide training and coaching to teachers on the workshop model: CONTINUING • Provide/revise units of study rooted in the workshop model: CONTINUING • Evaluate implementation throughout district: CONTINUING <p>ICSS/ Coaching/TLC team walk-throughs</p> <p>Building coach/teacher-leader planning sessions</p> <p>Resources: Time General Funds</p> <p>Key Personnel: Assistant Superintendent ICSS ICSS Team EDSS Team Professional Development Office Achieve Team (District Technical Assistance)</p>

	<p>Status: In Progress</p>
<p>Jul. 2015 - Jun. 2017</p>	<p>Name: District 11 Business Plan Goal One, Essential Action #9</p> <p>Description: Support ST Math with embedded professional development to provide consistent lesson delivery within all K-5 math classrooms.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Core Program Curriculum Maps explicitly incorporate ST Math: COMPLETE • On-going professional development to support teachers in basic implementation: CONTINUING • Starting professional development for teachers to incorporate ST Math into whole group instruction: COMPLETE • Weekly monitoring of district-level and school-level syllabus progress in ST Math: CONTINUING <p>ICSS/ Coaching/TLC team walk-throughs</p> <p>Building coach/teacher-leader planning sessions</p> <p>Resources: Time General Funds</p> <p>Key Personnel: Completion of Curriculum Maps PD scheduled and completed Documentation of monitoring</p> <p>Status: In Progress</p>
<p>Jul. 2015 - Jun. 2017</p>	<p>Name: District 11 Business Plan Goal One, Essential Action #8</p>

	<p>Description: Deliver focused, intensive professional development around the K-5 literacy program Wonders, while performing site visits to monitor implementation.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • After a program evaluation of the alignment and rigor of our current curricular resource, it was deemed essential to update these curricular materials: COMPLETE • A collaborative, teacher-driven vendor evaluation will take place in early fall 2014: COMPLETE • Adoption of a resource, purchase, and a comprehensive professional development plan will be constructed: COMPLETE • Pacing guides will be created to reflect the new resource and its alignment to CAS and appropriate cognitive complexity: COMPLETE • Training and implementation of new curricular materials: CONTINUING • Wonders Team of Instructional Leaders to support implementation: NEW FOR 15-16 • Additional onsite consultants/embedded coaching: NEW FOR 15-16 <p>Implementation as evidenced by classroom walk throughs.</p> <p>Resources: General funds</p> <p>Key Personnel: Assistant Superintendent ICSS ICSS Team Professional Development Office Teachers and Principals</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	Name: District 11 Business Plan Goal One, Essential Action #11

Description:

Support integration of Literacy into the Core Program, Grades 6-12.

Support teachers with developing student literacy skills using social studies informational text and primary sources, including history, geography, economics, and civics through Cal Berkley strategies.

Implementation Benchmarks:

- Develop shared literacy vision across ELA, Science, and Social Studies: Instruction and Curriculum team (ICCS): CONTINUING
- Support/Provide training to Core teachers on content appropriate writing strategies: CONTINUING AND ONGOING
 - o Science: Emphasis on critical thinking using CERR (Claim, Evidence, Reasoning, Rebuttal) model; concentration on nonfiction writing: PLAN TO CONTINUE
 - o Social Studies: University of California, Berkeley, History-Social Science Literacy Model, Document-Based Questions, and AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) techniques: CONTINUING
- Provide training to ELA teachers on incorporating informational texts in instruction: CONTINUING
- Create academic vocabulary lists aligned with Colorado Academic Standards (ICSS): NOT YET BEGUN
- Revise ELA SharePoint site to include updated resources for disciplinary literacy (academic vocabulary, strategies, professional readings, etc.): COMPLETE
- Provide teacher observation, planning, and coaching opportunities with a disciplinary literacy coach: CONTINUING

Evidence of intentionally using literacy strategies across disciplines through:

ICSS Team observations (Facilitators, Disciplinary Literacy Coach)

Principal walk-throughs

Department leadership training, planning, observation and reporting

	<p>Resources: Time General Funds Title II Funds</p> <p>Key Personnel: Assistant Superintendent, ICSS Professional Development Office Social Studies Facilitator Secondary Literacy Facilitator</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: Secondary Response to Intervention</p> <p>Description: Support secondary schools through the development of an updated Response to Intervention plan (elementary schools have updated plans in place).</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Hire a secondary Rtl facilitator :COMPLETE • Develop a district-wide secondary Rtl plan and process: COMPLETE • Create secondary Rtl teams: COMPLETE • Provide professional development in the implementation of the Rtl process: IN PROGRESS AND ONGOING THROUGH PLC TRAINING 15-16 • Evaluate implementation through self-assessment and facilitator assessment: IN PROGRESS AND ONGOING • Adjust process based on assessment results: IN PROGRESS AND ONGOING <p>Resources:</p>

	<p>General Funds Title II, Part A funds</p> <p>Key Personnel: Assistant Superintendent ICSS Rtl Facilitator</p> <p>Status: In Progress</p>
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Major Improvement Strategy: Professional Development Supports

Provide professional development supports for administrators and teachers to create a collaborative culture focused on improving standards implementation, delivering approved curriculum with quality instructional practices, utilizing assessment results, and sharing responsibility and accountability for improved results.

Root Cause(s) Addressed:

Scaffolding for At-Risk

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other:

Action Steps

Jul. 2015 - Jun. 2017

Name: District 11 Business Plan Goal One, Essential Action #13

Description:

Extend and support the AVID program to all four traditional high schools and the Roy J. Wasson Academic Campus.

Implementation Benchmarks:

- Professional Development to include:
 - o Administrators and teachers from each high school sent to the AVID Summer Institute in Denver: COMPLETE
 - o Teachers will be provided the opportunity to attend a 2 day AVID PATH training: COMPLETE
 - o D11 trainers will offer PATH training
- Recruit, train and provide tutors to all of the sites: ONGOING--NEEDS TO BE CONTINUED EACH YEAR
- Monitor sites plans, implementation and data: CONTINUING AND ONGOING
- Provide matching funds to schools for fieldtrips, college fairs and college prep tests
- Superintendent and Assistant Superintendent attend National Conference for AVID to create district-wide action plan at secondary level (evaluate to determine future steps): FALL 2015, NOT STARTED

Resources:

General Funds

	<p>Key Personnel: Assistant Superintendent ICSS ICSS Team Professional Development Office Human Resources</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: District 11 Business Plan Goal One, Essential Action #14</p> <p>Description: Continue to improve career pathways by creating clearly defined, sequential pathways for students to access both post-secondary and industry credentials, and add career pathways as identified by industry demand.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Redesigned Automotive Technology Pathway to include articulation with Pikes Peak Community College and ASE assessments: COMPLETE • The addition of Cyber Security Pathway, ParaProfessional Pathway and Hospitality and Tourism Management Pathway: COMPLETE • Certified Nursing Assistant is conversion to an Area Vocational Program and/or Concurrent Enrollment opportunity with CNA assessment: COMPLETE • Intertwine certifications and postsecondary credit into each pathway: CONTINUING • Continue to build out plan and strategic positioning for pathways facility and enrollment growth: CONTINUING <p>Resources: General Funds Perkins Grant</p> <p>Key Personnel: Pathways Program Developer</p>

	<p>Roy J. Wasson Campus – Executive Director</p> <p>Early College Principal</p> <p>Site-Based CTE Instructor</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: District 11 Business Plan Goal One, Essential Action #15</p> <p>Description: Increase rigor by increasing the number of students in AP, IB, Concurrent Enrollment credit costs, CTE.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Continue to provide no cost access to designated concurrent enrollment programs, AP testing, IB testing and extended studies opportunities: CONTINUING • Expand course offerings across extended studies: CONTINUING • Continue to intertwine portable industry certifications and postsecondary credit into CTE programs district-wide: CONTINUING <p>Resources: General Funds Title II, Part A funds</p> <p>Key Personnel: Assistant Superintendent ICSS Executive Directors K-12 CTE Director Site Based District Personnel Leaders of Postsecondary Programs</p>

	<p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: SRD/READ Act</p> <p>Description: Continue to support students eligible for SRD (significant reading deficiency) plans.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Rapid identification in the fall of the school year: CONTINUING YEARLY • READ plans written and implemented with instruction beyond the required 90-minute literacy block: CONTINUING YEARLY • Ongoing progress monitoring through PLC: CONTINUING YEARLY <p>DIBELs Next administration Plans written Progress monitoring</p> <p>Resources: Time General Funds SRD Funding, which partially supported the purchase of Wonders WonderWorks programs components for Tier II and III instruction</p> <p>Key Personnel: Assistant Superintendent ICSS Literacy Facilitator Principals</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: Read 180/System 44</p>

Description:

Training for staff and leadership to effectively implement the Tier 2/Tier 3 Read 180 and System 44 Literacy Intervention at all secondary schools

Implementation Benchmarks:

Purchase and distribution of materials: COMPLETE

Training dates determined: IN PROGRESS

Training completed: IN PROGRESS

Implementation of programs at secondary schools: IN PROGRESS

Monitor and evaluate effectiveness of programs: IN PROGRESS

Resources:

General Funds

Key Personnel:

Assistant Superintendent ICSS

ICSS Team

Professional Development Office

Status: In Progress

Major Improvement Strategy: Provide opportunities for community members

Provide opportunities for community members (parents/guardians, District 11 residents and businesses) and District 11 staff to come together to build a community-wide belief system that supports a culture of achievement and high expectations driven by collective efficacy and persistence.

Root Cause(s) Addressed:

Community-wide Belief System

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other:

Action Steps

Jul. 2015 - May. 2017

Name: Leadership Academy

Description:

Leadership Academy is a parent/community opportunity where participants can come and learn about District Divisions, offices, process, etc. from District staff members.

Implementation Benchmarks:

Development of continuing topics for parent/guardian Leadership Academy: CONTINUING AND ONGOING

Parent Leadership Academy conducted: October 1, 2015, December 10, 2015, February 11, 2016, April 14, 2016, May 12, 2016

Resources:

Time

Key Personnel:

Communications Office

District personnel as requested by parents/guardians

Status: In Progress

Name: Adopt a Legislator

<p>Jul. 2015 - Jun. 2017</p>	<p>Description: Each school will develop a partnership with a legislator (“Adopt a Legislator”) to increase awareness of school-level processes, procedures and issues, and increase conversations with schools and the larger community.</p> <p>Implementation Benchmarks: Partnership activities: CONTINUING</p> <p>Resources: Time Other resources TBD depending on the nature of activities determined by school and legislator</p> <p>Key Personnel: Legislators School Principals Executive Directors of Schools Communications Office</p> <p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Name: Grandfriends</p> <p>Description: Continuation of GrandFriends program</p> <p>Implementation Benchmarks: GrandFriends placed in schools: CONTINUING</p> <p>Resources:</p>

	<p>General Funds</p> <p>Key Personnel: Volunteer Office</p> <p>Status: In Progress</p>
<p>Jul. 2015 - Jun. 2017</p>	<p>Name: Use of Social Media</p> <p>Description: Continuation and increasing use of social media (i.e. Twitter, Facebook), the District 11 website, NTouch (the district's email notification system) and Channel 16 to disseminate information to the community.</p> <p>Implementation Benchmarks: Interaction of community members on social media, hits on website: CONTINUING</p> <p>Resources: General Funds</p> <p>Key Personnel: Communications Office Principals or designees at school level</p> <p>Status: In Progress</p>
<p>Oct. 2015 - Apr. 2016</p>	<p>Name: Gifted and Talented</p> <p>Description: Gifted and Talented parent/guardian events and Advisory Committee</p>

	<p>Implementation Benchmarks: Schedule created Parent/guardian attendance at events/meetings</p> <p>Resources: General Funds</p> <p>Key Personnel: GT Facilitator Parents</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: Family-School Partnerships</p> <p>Description: Family-School Partnerships (adapted from PTA National Standards) is available to all schools choosing to use it</p> <p>Implementation Benchmarks: Use of surveys and templates: CONTINUING</p> <p>Resources: General Funds</p> <p>Key Personnel: Principals, teachers and parents/guardians</p> <p>Status: In Progress</p>
Jul. 2015 - Jun. 2017	<p>Name: Superintendent Communications</p>

	<p>Description: Superintendent communications with district stakeholders.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> • Student and senior citizen sounding boards: CONTINUING • Leadership D11 for all interested parents/guardians and larger community: CONTINUING • Nick's Notes: CONTINUING • Nick's News: CONTINUING <p>Sounding Boards scheduled and conducted Nick's New and Notes posted to D11 website</p> <p>Resources: Time</p> <p>Key Personnel: Superintendent and staff</p> <p>Status: In Progress</p>
Aug. 2015 - May. 2017	<p>Name: Title I Parent Involvement</p> <p>Description: Title I required parental meetings and parent/guardian involvements activities (specific activities for 2014-15 can be found in individual Title I school's UIP documents but include content area informational/training events, Parenting with Love and Logic classes, homework support, Build-a-Book events, etc.)</p> <p>Implementation Benchmarks: Meetings set and announced</p>

	<p>Meetings conducted and all back-up paperwork to Title I office (announcements, RSVPs, sign in sheets and evaluations): CONTINUING</p> <p>Resources: Title I Parent Involvement Set-Aside</p> <p>Key Personnel: Principals Community Liaisons Title I Compliance Specialist</p> <p>Status: In Progress</p>
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Major Improvement Strategy: English Language Learners

Provide a balanced program of services to all English Language Learner students to support both English Language Development instruction and sheltered core content instruction throughout the school day.

Root Cause(s) Addressed:

English Language Development

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other:

Action Steps

Aug. 2015 - May. 2017

Name: Coaching

Description:

English Language Learner District coach was hired to support teachers in continuing the implementation of the National Geographic (Reach, Inside, Edge) curriculum, provide professional development to core content staff members on sheltering content instruction, support and guidance in using I-Ready (K-8) as a supplemental intervention support and eAssessment (9-12) as a progress monitoring tool.

The ELL coach and multilingual facilitator supports ELL teachers in creating personal/professional goals to hone their craft and help them find resources to support these goals.

Implementation Benchmarks:

Data showing student usage of the online instructional support programs. CONTINUING

Implementation of strategies and standards alignment in the classroom visits. CONTINUING

Resources:

Local Funds

Title III

Key Personnel:

Multilingual Facilitator, ELL Coach

	<p>Status: In Progress</p>
<p>Aug. 2015 - May. 2017</p>	<p>Name: ELL Training</p> <p>Description: The Multilingual Department will continue to provide training on the English Language development Curriculum and supplemental online intervention supports selected for English Language Development: I-Ready, Rosetta Stone and the National Geographic ELD curriculum: Reach, Inside, and Edge.</p> <p>Implementation Benchmarks: Attendance at trainings; PD evaluations, and data showing student progress from online supplemental support programs: CONTINUING</p> <p>Resources: Title III funds and/or local funds</p> <p>Key Personnel: Multilingual Facilitator; ELL Coach</p> <p>Status: In Progress</p>
<p>-</p>	<p>Name: Sheltered Instruction</p> <p>Description: We will be providing 18 days of professional development to ELL teachers and general education teachers and ELL EAs in the areas of Sheltered Content Instruction training, Academic language during content instruction training, aligning English language development lessons to the CELP/CAS, goal setting for English learners and strategies for making content comprehensible.</p> <p>Implementation Benchmarks: Attendance at trainings; PD evaluations; implementation of strategies and standards alignment in the classroom visits.: Professional Development CONTINUING</p>

Resources:

Title III funds

Key Personnel:

Multilingual Facilitator

ELL Coach

Consultant

Status: In Progress

Major Improvement Strategy: G/T Growth

Quantitatively identified elementary school level students shall be pretested for mastery of math units before classroom teacher plans for math instruction.

Root Cause(s) Addressed:

GT Depth of Knowledge

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Education
 Other:

Action Steps	
Aug. 2015 - May. 2017	<p>Name: Pretesting</p> <p>Description: Quantitatively identified elementary school level students shall be pretested for mastery of math units before classroom teacher plans for math instruction</p> <p>Implementation Benchmarks: Pretest administered. Students scoring 90% or higher on each beginning math unit will receive a compacted differentiated unit. Students continuing to master 90% or higher in math units will be considered for single subject acceleration through RtI process at school sites, according to the Colorado Gifted Guidelines, 2012.</p> <p>Resources: Pretests Compacted units Colorado Gifted Guidelines, 2012.</p> <p>Key Personnel: Classroom teachers Administrators</p>

	<p>Rtl Teams at buildings Gifted and Talented Facilitator</p> <p>Status: In Progress</p>
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Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all districts)

Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. For additional information, go to: <http://www.cde.state.co.us/gt>.

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfills ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.	Section III: Data Narrative (Report)	
Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?) Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).	Section III: Data Narrative	

Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	
<p>Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.</p> <p>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.</p>	<p>Section IV: Action Plan or table below</p>	

Notes:

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, rolfe_t@cde.state.co.us, by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.		The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	
<p>Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths.</p> <p>Note: The AU's program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.</p>		ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.		<p>The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;</p> <p>The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)</p>	

Section V: Supporting Addenda Forms

Required for Title III Grantees Identified for Improvement (AMAOs)

Grantees identified for improvement under Title III must use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.