

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

Organization Code: **1790** District Name: **LIMON RE-4J** AU Code: **64043** AU Name: **EAST CENTRAL BOCES** DPF Year: **3 Year**

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the district's 2009-10 data in **blue** text which was used to determine whether or not the district met the 2009-10 accountability expectations. More detailed reports on the district's results are available on SchoolView (www.schoolview.org). The tables below have been pre-populated with data from the District Performance Framework and AYP (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?			
		R	Elem	MS	HS	Elem	MS		HS		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	R	72.2%	69.2%	71.3%	74.9%	74.8%	75.9%	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%	81.8%	65.5%	38.4%			
		W	55.8%	56.8%	49.7%	64.3%	69.6%	60.0%			
		S	47.5%	46.8%	49.2%	57.4%	63.2%	52.8%			
	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: 48			% of targets met by District: 100 %			R	Elem	MS	HS
								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%			70.6 %			YES		
		M	59.5%			63.5 %			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.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			26	24	10	46	59	59	
			M	38	57	79	54	55	
W	34	41	33	52	68	63			
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.			See your district's performance frameworks for listing of median growth by each disaggregated group.			Overall Rating for Growth Gaps: Meets * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)			Overall	95.0%		Exceeds	
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.9%		1.3%		Meets		
		IEPs	2.9%		1.2%		YES		
Mean ACT Composite Score Expectation: At or above State average	20.1			20.6		Meets			

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*

*Consult with East Central BOCES (Title III consortium) to see the consortium's Title III data.

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	100.0%	YES
			2008-09	97.3%	NO
			2009-10	100.0%	YES

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited	The district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance 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 Plan available on the SchoolView.org Learning Center to ensure that all required elements are included in the district's plan.
Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has not been identified as a High Priority/Priority graduation district.	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years	District is not identified for improvement under Title I	District does no need to complete a plan that addresses the Title I Program Improvement requirements.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Consult with EC BOCES to see the consortiums Title III data	Consult with East Central BOCES to see the consortium's Title II data.

Section II: Improvement Plan Information

Directions: This section should be completed by the district/consortium lead.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	No
CADI	Has or will the district participated in a CADI review? If so, when?	No
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

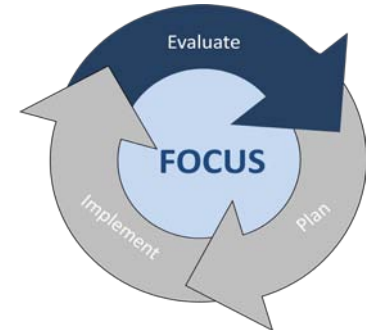
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):

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

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Chris Selle, Superintendent
	Email	sellec@limonbadgers.com
	Phone	719-775-2350 x361
	Mailing Address	874 F Ave, Limon CO 80828
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



Step One: Gather and Organize Relevant Data

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

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

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

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

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

Step Three: Root Cause Analysis

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

Data Analysis Worksheet

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

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	<p>Reading 2008 – 75% P and A 2009 – 76% P and A 2010 – 76% P and A</p> <p>Writing 2008 – 61% P and A 2009 – 66% P and A 2010 – 65% P and A</p> <p>Mathematics</p>	<p>Low scores in 4th grade reading and 6th grade writing for 2010. Possible one year anomaly. Students did not score low in one specific area, nor did the group of students score low in other tested areas.</p>	<p>Root cause has yet to be determined as this is currently just a one year trend.</p>

	<p>2008 – 62% P and A 2009 – 63% P and A 2010 – 59% P and A</p>	<p>The difference between percentage of Limon students proficient and advanced and the state averages have been consistently lower at the high school level.</p>	<p>High school math is on a traditional track (Algebra, Geometry, Algebra II, etc...) and does not entirely align with state standards at each grade level.</p> <p>Some students are placed in Pre-Algebra as freshman. These students often score unsatisfactory on the mathematics CSAP.</p>
<p>Academic Growth</p>	<p>Reading: 'Meets' rating on SPF and DPF 2007-2008: 56 2008-2009: 53 2009-2010: 55</p> <p>Writing: 'Meets' or 'Exceeds' rating on SPF and DPF 2007-2008: 63 2008-2009: 63 2009-2010: 64</p> <p>Mathematics: 'Meets' rating on SPF for elementary and middle school. 'Approaching' rating for high school. 2007-2008: 59 2008-2009: 55 2009-2010: 46</p>	<p>Median growth percentile in mathematics has declined for the past three years.</p> <p>FRL students and students on IEP showed lower growth in 2010.</p>	<p>Same as above.</p>
<p>Academic Growth Gaps</p>	<p>Reading: 'Exceeds' at high school, 'meets' at middle school, 'approaching' at elementary school.</p> <p>Minority/Non: 2008: 52/57 2009: 61/52 2010: 66/52</p>	<p>Significant one year dip in 4th grade reading scores.</p>	<p>Same as above.</p>

	<p>FRL/Non: 2008: 57/55 2009: 50/59 2010: 60/52</p> <p>IEP/Non: 2008: 44/57 2009: 66/52 2010: 25/57</p> <p>Girls/Boys 2008: 60/51 2009: 58/50 2010: 58/54</p> <p>Writing: 'Meets' in all areas</p> <p>Minority/Non: 2008: 59/63 2009: 63/62 2010: 61/64</p> <p>FRL/Non: 2008: 62/63 2009: 65/62 2010: 61/64</p> <p>IEP/Non: 2008: 62/63 2009: 60/63 2010: 48/66</p> <p>Girls/Boys 2008: 65/58 2009: 64/58 2010: 65/64</p>	
--	--	--

	<p>Mathematics: 'Meets' at elementary, 'approaching' at middle and high school.</p> <p>Minority/Non: 2008: 67/59 2009: 56/55 2010: 44/46</p> <p>FRL/Non: 2008: 54/60 2009: 57/54 2010: 37/49</p> <p>IEP/Non: 2008: 65/59 2009: 51/55 2010: 38/46</p> <p>Girls/Boys 2008: 60/56 2009: 58/51 2010: 46/46</p>	

Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
<p>Post Secondary/Workforce Readiness</p>	<p>Graduation Rates: Declining, but still significantly above state expectation of 80% 2008 – 95.2% 2009 – 91.2% 2010 – 89.2%</p> <p>Dropout Rates: Below state average an declining 2008 – 1.7% 2009 – 1.1% 2010 – 0.8%</p> <p>State administered ACT Scores: District average composite above state average and increasing 2008 – 20.3 2009 – 20.6 2010 – 20.9</p>	<p>n/a</p> <p>n/a</p>	<p>Alternative programs and effective early interventions for students with poor attendance do not exist.</p> <p>Greater accountability for student attendance has resulted in an increase of students over the age of 17 withdrawing from school.</p> <p>n/a</p> <p>n/a</p>
<p>English Language Development and Attainment (AMAOs)</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

Teacher Qualifications (Highly Qualified Teachers)	<p>Percent of classes taught by highly qualified teachers:</p> <p>2007-2008: 100.0%</p> <p>2008-2009: 97.3%</p> <p>2009-2010: 100.0%</p>	n/a	n/a

Step 4: Create the Data Narrative

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

Data Narrative for District/Consortium

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

Narrative:

Trend and Priority Need

We considered three years of CSAP data and ACT composite data related to academic trends. Additionally, we reviewed three years of data for graduation and dropout rates as well as percentages of highly qualified teachers.

CSAP: On average, we score at or above the state average for percentage of students proficient and advanced. However, the difference between the state percentage and our percentage is lowest in high school math. Furthermore, high school math is the only indicator on the School Performance Framework for academic growth where we fell in the 'approaching' category. In the other academic growth areas, for other grade levels and subject areas, we were at the 'meets' or 'exceeds' category. For reading and writing at all school levels, and math in the elementary and middle school level, we have shown both high achievement and high growth on CSAP as referenced above. We did observe a decline in 4th grade reading and 6th grade writing for 2010, but have yet to determine the cause of this result. Because this was just an observation for one year, we have not included it as a significant trend, but will continue to monitor this area to ascertain if it will become a trend and have included it the action plan. As expected, the academic growth gaps tended to mirror the observations made from CSAP data for growth and academic achievement.

ACT: In spite of the concerns about math scores on CSAP, our composite scores on the state administered ACT have steadily increased over the past three years. The composite score has remained above the state average for the past three years as well. Additionally, the scores in the various content areas tested by ACT have an increase over the past three years while being greater than the state averages for each content area as seen in the following chart.

Year	English		Mathematics		Reading		Science		Composite	
	Limon	State	Limon	State	Limon	State	Limon	State	Limon	State
2008	19.7	19.4	20.6	20.0	20.2	20.4	20.1	20.4	20.3	20.2
2009	20.3	19.0	20.6	19.8	20.7	20.4	20.8	20.1	20.6	20.0
2010	20.0	19.2	20.8	19.9	21.6	20.2	20.9	20.1	20.9	20.0

Graduation Rate/Dropout Rate: Our graduation rate has declined over the past three years, while our dropout rate has decreased as well. Even though the graduation rate has declined, it is still well above the state minimum expectation of 80%. Dropout rate is now below 1.0%.

Highly Qualified Teachers: We continue to maintain nearly 100% of our staff has highly qualified. The occasional dips in this number relate to hiring individuals that are a good fit for our school and community, but may fall short of the highly qualified requirements. These individuals typically meet highly qualified criteria within one year.

Root Cause: Declining and/or Lower High School Math Scores

Our math curriculum at the high school level is not rigorous enough, nor is it completely aligned with state standards. We have maintained a traditional mathematics track at the high school level where most 9th grade students take algebra 1, 10th grade students take geometry, and 11th grade students take algebra 2. Some freshmen are enrolled in pre-algebra as 9th graders, and take algebra 1 as 10th graders. As such, these students take the 10th grade mathematics CSAP test with no exposure to mathematics above algebra. The content of the 10th grade mathematics CSAP asks students to demonstrate skills well above the algebra 1 level on a traditional mathematics track.

In addition to raising expectations for the rigor of our high school mathematics curriculum, this curriculum needs to be more closely aligned with state standards. When the focus is on algebra 1, geometry, and algebra 2, certain components of the state standards are not given as much attention. As such, the curriculum needs to be supplemented with some focus on review of previously learned concepts and on instruction in areas within mathematics that are not taught at the 9th and 10th grade level in a traditional mathematics track.

Verification of Root Cause: Declining and/or Lower High School Math Scores

Discussion with the high school math teachers has revealed that they also feel we need to improve in diversifying our curriculum to meet all state standards. Our mathematics scores on the state administered ACT have increased every year since 2006, and have been above the state average every year since 2008. We believe this trend indicates that students are being taught what they need to be successful on standardized tests by the end of their 11th grade year. However, we also believe, based on this information, that students need exposure to this information in their 9th and 10th grade years.

Root Cause: Low 4th Grade Reading and 6th Grade Writing Scores in 2010

The root cause of scores below the state average for 4th grade reading and 6th grade writing in 2010 has been difficult to identify. Because this is only a one year trend, the root cause has not yet been identified. Because of our class sizes, it is not uncommon swings in percentages of student proficient and advanced as small score differences in a small number of students

can often result in significant changes in percentages.

Root Cause Verification: Low 4th Grade Reading and 6th Grade Writing Scores in 2010

After a closer analysis of CSAP data, no specific reason for the lower scores in these areas could be identified. We will continue looking at additional data to identify a root cause. Some of this data will include checks for fidelity of curriculum implementation, walkthrough observations, etc....

Root Cause: Declining Graduation Rate

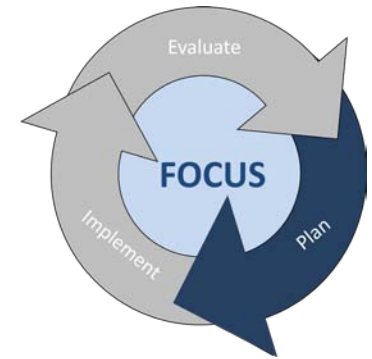
We have not had effective strategies to positively reinforce good attendance for struggling students. Furthermore, the procedures in place often do not allow early intervention when we observe students that have demonstrated poor attendance patterns. Greater accountability has been placed on students to maintain positive attendance patterns. Unfortunately, some students over the age of 17 have chosen to withdraw from school instead of improve their attendance patterns as a result of this increased accountability. Additionally, with graduating class sizes of less than 40 students, one or two students can change the graduation rate by 3% to 6%.

Root Cause Verification: Declining Graduation Rate

Over the past three years, nine students have withdrawn from school as a direct result of a failure to attend school. No alternative setting has been provided for these students as an intermediate step between traditional participation in high school and dropping out. An average of three students per year would equate to approximately 7.5% of our average high school class size (currently 39.5 students). Not all of these students have directly affected the graduation rate yet, but several of them have.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the District/Consortium Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.



District/Consortium Goals Worksheet

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

Example of an Annual Target at the Elementary Level

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

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	n/a	n/a	n/a
		M	40% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics CSAP	50% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics CSAP	NWEA MAPs assessment, given in fall and spring
					Align high school math curriculum with new Colorado Academic Standards. Have all 8 th grade students take algebra or pre-algebra.

		W	n/a	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	n/a	n/a	n/a	
		M	40% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics CSAP	50% of students or more will score proficient or advanced on the 9 th and 10 th grade mathematics CSAP	NWEA MAPs assessment, given in fall and spring	Align high school math curriculum with new Colorado Academic Standards. Have all 8 th grade students take algebra or pre-algebra.
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	
		M	Median Growth Percentile for high school math will be 50.	Median Growth Percentile for high school math will be 55.	NWEA MAPs assessment, given in fall and spring	Align high school math curriculum with new Colorado Academic Standards. Have all 8 th grade students take algebra or pre-algebra.
		W	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Student Growth Percentile	R	n/a	n/a	n/a	
		M	Median Growth Percentile for high school math will be 50 for all subgroups.	Median Growth Percentile for high school math will be 55 for all subgroups.	NWEA MAPs assessment, given in fall and spring	Align high school math curriculum with new Colorado Academic Standards. Have all 8 th grade

					students take algebra or pre-algebra.	
		W	n/a	n/a	n/a	
Post Secondary/ Workforce Readiness	Graduation Rate		Increase graduation rate to 92%	Increase graduation rate to 95%	Monitor attendance patterns and intervene earlier for students with poor attendance.	Provide earlier counseling for students with poor attendance patterns. Provide greater access to alternative methods to earn graduation credits (online, correspondence, etc...).
	Dropout Rate		n/a	n/a	n/a	n/a
	Mean ACT		n/a	n/a	n/a	n/a
English Language Development & Attainment	CELA (AMAO 1)		n/a	n/a	n/a	n/a
	CELA (AMAO 2)		n/a	n/a	n/a	n/a
Teacher Qualifications	Highly Qualified Teacher Data		100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	Annual human resources reports.	Continue to hire, train, and retain quality teachers. Continue to align teaching assignments with teacher strengths and credentials.

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: Align high school math curriculum with new Colorado Academic Standards for mathematics and ensure all standards are taught and/or reviewed at each grade level.

Root Cause(s) Addressed: Because we have chosen to stay with a traditional mathematics track (algebra 1, geometry, algebra 2, etc...) at the high school level, much of the classroom focus is on the individual disciplines within mathematics. To increase success on CSAP, we must ensure that all students are exposed to all standards prior to assessments.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Align current curriculum materials with new Colorado Academic Standards for 9 th and 10 th grade mathematics. Identify "holes" in current curriculum and purchase/develop supplements to ensure students receive instruction in these areas.	Spring-Summer 2011	High School Math Teachers Principal	Supplemental materials at unknown cost. Potential stipends for additional time spent by teachers.	Math content for 9 th and 10 th grade level mathematics courses will be allowed to the new Colorado Academic Standard by the beginning of the 2011-2012 school year. Principal walkthroughs will verify that the aligned curriculum is being implemented on a daily basis.
Administer NWEA's MAPs tests to measure student progress with aligned curriculum.	Fall-Winter 2011	High School Math Teachers	Class time for testing	Utilize NWEA's studies to predict percentage of students that will be proficient and advanced on CSAP.

Major Improvement Strategy #2: Move all algebra and pre-algebra courses to 8th grade.

Root Cause(s) Addressed: Items on the 9th and 10th grade mathematics CSAP demand a more rigorous mathematics curriculum.

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
Move algebra and pre-algebra classes from high school to the 8 th grade.	Fall 2011	Teachers	Additional textbooks during the transition period.	All 8 th grade students will be enrolled in either algebra or pre-algebra at the start of the 2011-2012 school year.
Require all 9 th grade students to take either algebra 1 or geometry.	Fall 2012	Teachers	Additional textbooks during the transition period.	All 9 th grade students will be enrolled in either algebra or geometry at the start of the 2012-2013 school year.
Require all 10 th grade students to take either geometry or algebra 2.	Fall 2013	Teachers	Additional textbooks during the transition period.	All 10 th grade students will be enrolled in either geometry or algebra 2 at the start of the 2013-2014 school year.

Major Improvement Strategy #3: Provide education alternatives for students that are 17 years of age or older in an effort to reduce the number of students withdrawing from school as a result of poor attendance patterns.

Root Cause(s) Addressed: Effective early intervention strategies have not been in place to positively reinforce student attendance in an effort to reduce the number students with drawing from school.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide more thorough counseling for students considering withdrawing from school or for students with a pattern of poor attendance.	Fall 2011	Principal Counselor	n/a	Starting in the fall of 2011 students that are considering withdrawing from school will be asked to meet with both the counselor and principal prior to withdraw.
Provide alternative means to earn graduation credits.	Fall 2011	Principal	Online credit recovery program	Starting in the fall of 2011, students considering withdrawing will be asked to attempt completing graduation requirements through online programs such as OdysseyWare, Colorado Online, etc...

Major Improvement Strategy #4: Address the Federal Targeted Assistance Plan Requirements

Rationale: All Title I Targeted Assistance Programs are required to have a Program Plan.

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

- School Plan under State Accountability
 Title IA School Program
 Application for a Tiered Intervention Grant
 Title I schoolwide plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
<p>Student Identification: Educational assistance afforded to targeted Schoolwide students includes in-class small group instruction, pull-out programs, for both reading and math for students with tier 2 and tier 3 interventions. These programs are designed to address the needs of students who are not making adequate progress in the regular classroom.</p>	<p>August and September, 2011 As needed when students are exited or new students enroll, or when students demonstrate need on assessments.</p>	<p>Title I Teacher Classroom Teachers</p>	<p>AIMSweb, NWEA MAPs assessment – District Funded</p>	<p>Assessment records will document that students most at risk in reading will receive Title I services. Title I enrollment records will indicate that reprioritization of students occurred throughout the year as needed.</p>
<p>Educational Program: After holding school-based discussion groups regarding the reading instruction materials, a district selection of core programs was made in the spring of 07. The district funded the core programs; teachers at Limon Elementary selected supplemental and intervention programs that they determined best met the needs of their students. Research-based programs currently being implemented in our Schoolwide Title school.</p>	<p>2011-12 school year</p>	<p>Title I Teacher Classroom Teachers</p>	<p>Funded by Title I: Teacher Salary and benefits: 1.0 FTE - \$53,846 Teacher Aide Salary and benefits: 0.73 FTE - \$17,600 Funded by District: Reading, Reading Intervention, and Math Curriculum</p>	<p>Progress monitoring data will indicate that students served in Title I programs are making progress.</p>
<p>Evaluation: We determine overall progress of our Title I program based on attainment of our program goals. Our 2010-11 goals are:</p>	<p>2011-12 school year</p>	<p>Principal Title I Teacher</p>	<p>DIBELS, AIMSweb, NWEA MAPs – all funded by district</p>	<p>Progress monitoring data will be collected as scheduled.</p>

<ul style="list-style-type: none"> • Free/Reduced student achievement on reading and math will increase by a minimum of 7 percentage points, as evidenced by 2010 CSAP scores. • Students performing in the Proficient and Advanced categories on 2010 CSAP will exceed 80%, and the percent of students performing in the unsatisfactory or partially proficient category will be reduced by 5% across the elementary population. • Students receiving Title I service programs who perform in the Proficient and Advanced categories on 2010 CSAP will exceed 70% and the percent of students receiving Title I services who perform in the Partially Proficient category will be reduced by 5%. <p>Our January DIBELS and AIMSweb test benchmark data will tell us whether we are on track to meet these goals and allow us to make mid-year program adjustments if necessary.</p> <p>When assessing progress on goals, we examine specific cohort growth data (both formative and summative) that include achievement gap comparisons to baseline data. Other relevant data sources include structured classroom observation data and walkthrough data.</p> <p>We progress monitor student achievement on a monthly basis using DIBELS (K-5 Reading), AIMSweb, and CBM in math. Teachers meet monthly in grade level teams to discuss progress and modify both instruction and grouping. Teachers determine proper alignment between the classroom and pull-out programs to identify and make adjustments to students' instructional programs. Students who fail to make progress are referred to our Rtl Team for more intensive evaluation and support.</p>		Classroom Teachers		
--	--	--------------------	--	--

<p>Professional Development: to be provided through ECBOCES:</p> <p>Due to ECBOCES' districts isolation and size, there exists a need for educators to learn and collaborate with others in similar positions, Title I teachers and administrators.</p> <p>Based on ECBOCES' survey data, administrator and teacher input and on-site observations, districts need support for RtI Tier I and Tier II research-based instruction and intervention strategies specifically in the content areas of reading and math.</p> <p>Six East Central BOCES' districts are projected to be on Program Improvement predominately in math.</p> <p>Based on CSAP data, 50% of ECBOCES' districts are below proficient in writing, math and science; 30% are below proficient in reading.</p> <p>The Title I PLC will provide time for collaboration and reflection on Title I programs, instructional practice, intervention strategies, RtI, parent involvement and understanding and use of assessments and data to improve student learning. This PLC will provide on-going and job-embedded professional development along with the opportunity for on-site coaching, on-site professional development and on-site compliance supported by ECBOCES. Charter School at Strasburg will be included in this plan.</p> <p>Title I PLC will include the following professional development for 09-10:</p> <p>RtI Tier I and Tier II:</p>	<p>2011-12 school year: specific PD dates to be determined</p>	<p>Sharon Daxton-Vorce, Staff Development Coordinator, Judy Stephenson, ELA Consultant and Anita Burns, Federal Programs Director</p>	<p>Presenter Tina Pellitier – reading data tools \$0 Sheet 3a Line 39 Travel Expenses Presenter and Meals for PD \$0 Sheet 3a Line 40 Title I PLC Resources aligned with PD \$0 Sheet 3a Line 41</p>	<p>Records of all professional development offered and those in attendance will be maintained.</p>
---	--	---	--	--

<p>Highly Qualified Assurance: All Title I teachers are highly qualified.</p>	<p>2011-12 school year</p>	<p>Principal Title I Teacher District HR Director</p>	<p>No resources required</p>	<p>All Title I teachers are highly qualified.</p>
<p>Coordination of Resources Title I, Title IIA, Title IID, and Title III funds are coordinated with local resources to provide services to students,</p>	<p>2011-12 school year</p>	<p>District Administrative Staff</p>	<p>Local funds and Title I, Title IIA, Title IID, and Title III funds</p>	<p>Records of use of resources are maintained.</p>

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.)		\$