

Colorado's Unified Improvement Plan for Districts for 2013-14

Organization Code: 2035 District Name: MONTEZUMA-CORTEZ RE-1 AU Code: 64143 AU Name: SAN JUAN BOCS

DPF Year: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the district/consortium's data in blue text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 District Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	72.19%	69.22%	71.31%	52.45%	58.25%	54.97%	Overall Rating for Academic Achievement: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.37%	49.11%	30.51%	53.63%	43.81%	24%	
		W	55.78%	56.79%	49.70%	30.75%	42.71%	36.62%	
		S	47.50%	46.81%	49.18%	27.68%	35.25%	36.31%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	43	41	26	42	52	38	
		M	58	76	96	41	52	43	
		W	57	66	67	39	56	40	
ELP	-	-	-	32	40	52			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 District Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your District Performance Framework 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 (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate 64.2% using a 7 year grad rate</p>	Does Not Meet	Overall Rating for Postsecondary & Workforce Readiness: Approaching
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Does Not Meet	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	3.9%	6.7%	Approaching	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	20.1	17.5	Approaching	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 Description: TBD – Pending approval from USDE	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency	Approaching		NO
	AMAO 2 Description: TBD – Pending approval from USDE	11% of students meet AMAO 2 expectations	9.79%		NO
	AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) 95% Participation Rate for ELLs.	R	Approaching	NO
			W	Approaching	
M			Approaching		
Grad			Approaching		
		Participation	Meets Expectation		

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2013	An optional submission is available to districts with a Priority Improvement or Turnaround plan type on October 15, 2013 for early CDE feedback. This is intended as a support and does not replace the required January 15 submission.
	January 15, 2014	Because the district has a Priority Improvement or Turnaround plan type, the district level UIP is due to CDE for review on January 15, 2014 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Plan Type for State Accreditation	Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration.	Accredited w/Priority Improvement Plan - Entering Year 4 as of July 1, 2014	Based on District Performance Framework results, the district has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 15, 2014 for review.
School(s) on Accountability Clock	At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock.	Number of Schools on Clock: 3	Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support aimed at dramatically increasing results for students. This will be a required element in 2014-15. <i>Note: the number displayed does not include any AEC schools within the district with Pending AEC School Performance Frameworks or any schools with Insufficient State Data.</i>
Student Graduation and Completion Plan (Designated Graduation District)	In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year.	Yes, district must embed the Student Graduation Completion Plan within the UIP.	The district is a designated graduation district and is required to develop or revise a Student Graduation and Completion Plan in accordance with CRS 22-14-107. Since the plan must be submitted to CDE by January 15, 2014 for review under state accountability, the SGCP requirements within the plan and required SGCP addendum will be reviewed at the same time.
Gifted Education	All districts are expected to provide services to Gifted students. Some districts belong to a multi-district AU (including BOCES) that may develop plans together or separately.	Not AU Lead for Gifted Program.	The district must include a Gifted Education addendum. As a member of a multi-district AU, consult with the AU Lead to decide whether to develop a common plan or a plan unique to your district. All districts are expected to submit a Gifted Ed plan as a part of the UIP, even if it is a common plan. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director .

Accountability Status and Requirements for Improvement Plan (cont.)

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan type assignment.	Yes, district must meet specific Title I requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district must complete the required addendum for ESEA programs when submitting the UIP for CDE review on January 15, 2014. Note that specialized requirements are included for Title I in the Quality Criteria document.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	Yes, district must meet specific Title IIA requirements in the UIP.	Because the district has a Priority Improvement or Turnaround plan type, the district must complete the required addendum for ESEA programs when submitting the UIP for CDE review on January 15, 2014. Note that specialized requirements are included for Title IIA in the Quality Criteria document.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	TBD	TBD
District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	Yes, district has at least one school that (1) is identified as a Title I Focus School or (2) has a current TIG award.	The district must address how the district is supporting the Title I Focus School(s) and/or TIG school(s) to make dramatic change. Note that specialized requirements are included for these school identifications in the Quality Criteria document.

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?	Targeted-District Improvement Grant (2013-2014)
		The district participated in a CADI revisit during the 2009-2010 school year.
		N/A
CADI	Has (or will) the district participated in a CADI review? If so, when?	Targeted-District Improvement Grant (2013-2014)
		The district participated in a CADI revisit during the 2009-2010 school year.
		N/A
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	University of Virginia
		The district participated in a CADI revisit during the 2009-2010 school year.
		N/A

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 less 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: _____

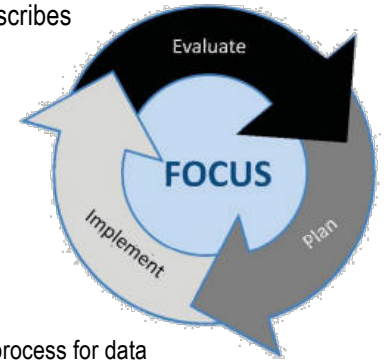
District/Consortium Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Lori Haukeness, Assistant Superintendent
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	Phone	970-565-7282

	Mailing Address	PO Drawer R, Cortez, CO 81321
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	Email	acarter@cortez.k12.co.us
	Phone	970 565 7282
	Mailing Address	PO Drawer R Cortez, CO 81321

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. Two worksheets have been provided to help organize your data analysis for your narrative. 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. Additional guidance on how to engage in the data analysis process is provided in the Unified Improvement Planning Handbook.



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

<p>Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).</p>	<p>Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year’s progress toward the district’s targets. Identify the overall magnitude of the district’s performance challenges.</p>	<p>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.</p>	<p>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.</p>	<p>Root Cause Analysis: 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.</p>
<p>Narrative:</p> <p>Montezuma Cortez School District Overview</p> <p>The Montezuma-Cortez School District is located in the southwest corner of the state. The District serves approximately 2,900 students comprising of the following demographics: .03% Asian, .04% Black, 17.26% Hispanic, 26.92% Native American, and 4.21% two or more ethnicities, and 50.62% White. The number of students qualifying under Title III English Language Learners (ELL’s) is currently 3.55%. All the elementary schools qualify for Title I-A support with the number of students qualifying for free and reduced lunch. The average percentages are greater than 35% with the exception of one small, rural school which will qualify for Title I-A support for the 2014-2015 school year.</p>				

UIP Development Process

In collaboration with the District Improvement Support Team from the Colorado Department of Education, analysis of trend data, evaluation of priority performance challenges and identification of root causes were part of the development process of the 2013-2015 Unified Improvement Plan. The team considered three years of trend data by utilizing the District's 1 year and 3 Year District Performance Frameworks as well as the District's local MAPs data. Even though the district was accredited using the 3 Year District Performance Framework and scored higher on the 3 Year District Performance Framework most of the data included in the Unified Improvement Plan is based on the 1 Year DPF.

Evaluation of 2012-2013 UIP

In analyzing the number of targets missed and the District's trend data related to academic achievement, academic growth, and academic growth gaps, the improvement strategies implemented in 2012-2013 Unified Improvement Plan, while having high effect sizes (Hattie, 2007), did not improve the achievement in the district. The team's analysis and reflection on the root cause for the lack of achievement was the multiple root causes reflected in the District Unified Improvement Plan.

Academic Achievement Data

On the 1 year District Performance Framework the District *did not meet* the State's expectations in academic achievement. The district missed all the targets set from last year's plan, indicating that the improvement efforts had not systemically improved student proficiency rates. Even though the District has implemented strategic initiatives that you will see reflected in the action section of the UIP, the District needs to focus on the deep implementation of the targeted, researched based initiatives to see the student achievement growth.

Priority Improvement Challenge: *Based on the 3 year academic trend data for the past three years, students in most subgroups across most grade levels are not meeting state expectations for median growth and are not making adequate growth across all contents areas, excluding ELL students in middle school math and writing, and FRL and ELL students in HS reading.*

Academic Growth

On both the 2013 1 Year and 3 Year District Performance Framework the district received the rating '*Approaching*' which means the District did not meet the State's expectation in student academic growth. On the 3 Year District Performance Framework, the district scored higher than on the 1 Year District Performance Frameworks as was represented in the academic achievement percentages. The middle school met the state's expectations in academic growth as well as met the District's academic growth target in writing.

Priority Improvement Challenge: *The TCAP growth data shows the district is moving towards adequate student growth as defined by the District's Performance Framework but there is not adequate growth across all content areas.*

Academic Growth Gaps

On both the 2013 1 Year and 3 Year District Performance Frameworks, the district received an '*Approaching*' rating which means the District did not meet the State's expectation in the student subgroup populations.

Priority Improvement Challenge: *For the past three years, students in most subgroups across most grade levels are not meeting state expectations for median growth and are not making adequate growth across all contents areas, excluding ELL students in middle school math and writing, and FRL and ELL students in HS reading.*

Post-Secondary & Workforce Readiness

On the 1 year District Performance Framework, the district received an 'Approaching' rating which means the District did not meet the State's expectation as well as any of the District targets set indicating that the district is not making the projected gains in graduation, dropout and ACT scores. However, Montezuma-Cortez High School did see an increase in student attendance by 5% for the 2013-2014 school year which reflects the implementation of the initiative is starting to have a positive effect.

Priority Improvement Challenge: *Since 2009, the district's graduation rate (64.5% for 7-years in 2013, compared to the 80% expectation) and ACT scores (17.5 in 2013 as compared to the 20 state expectation) continue to be significantly below state expectations, the district's dropout rate is significantly higher than the state's rate.*

AMAOs:

Based on our 2012 District Performance Framework, the district has failed to meet all three of the AMAO targets. In analyzing the achievement trends, the following factors have been identified as preventing the district from meeting the AMAO targets:

- Lack of direct instruction for ELLs in English language development in reading.
- Lack of Colorado English Language Proficiency standards in the standards-based curriculum guides.
- Lack of professional development for scientifically based research strategies for staff regarding targeted instruction for English language development, sheltering of content and academic vocabulary.
- Data analysis of ACCESS/TCAP assessment information is not being used consistently for instructional/ intervention decisions for our students.
- Monitoring the implementation for SIOP practices in classrooms has been inconsistent.
- Need more training for teachers in the SIOP model, interpretation of the ACCESS assessment and the "Can Do Descriptors" which embed academic English into content lessons and to ensure the academic success of our culturally and linguistically diverse learner.

Priority Improvement Challenge: *Lack of systemic, K-12 articulated curriculum in all content areas that incorporates the WIDA standards into the knowledge and skills necessary to meet or exceed standards and expectations at all grade levels.*

Root Cause Analysis

The District identified the following root causes through data analysis which addresses the priority performance challenges.

- Inconsistent data driven planning to identify individual students' needs to target specific instructional strategies to improve instruction.
- Lack of systemic, K-12 articulated curriculum in all content areas that incorporates the knowledge and skills necessary to meet or exceed the Colorado Academic Standards and expectations at all grade levels.
- Lack of strategic and systemic programming to develop strong relationships among staff and students.
- Lack of systemic process and support systems that support at-risk students of not graduating.
- Lack of systemic, K-12 articulated curriculum in all content areas that incorporates the WIDA standards into the knowledge and skills necessary to meet or exceed standards and expectations at all grade levels.

Focus School

Kemper and Manauh Elementary Schools were classified by the Colorado Department of Education as Focus Schools for the 2013-2014 school year. The two focus schools are receiving additional embedded coaching support in reading and writing through Title I-A and Title II-A funds. In order to support the turnaround efforts at Kemper, Manauh and Mesa Elementary Schools the district has entered into a two year partnership with the Darden/Curry Partnership for Leaders in Education through the University of Virginia. The University of Virginia School Turnaround Specialist Program is a researched based program that focuses on creating high impact school leaders and building district capacity necessary to initiate and support transformational change in the schools.

Equitable Distribution Of Teachers

The teacher equity data provided by the Colorado department of Education reports the state's average percentage of novice teachers in a school as being 18.8% with the district's average well above the state's average at 29% of the teachers being classified as novice teachers. Seven of the district's nine schools have higher percentage of novice teachers greater than the state's average.

School	Charter School	Percentage of Novice Teachers	Percentage of Free/Reduced Student Population	Percentage of minority Student Population	Performance Framework Growth Rating
Battlerock Elementary School	Yes	50%	75%	66.7%	Approaching
Cortez Middle School	No	33.3%	56%	44.1%	Meets
Kemper Elementary School	No	36.4%	64%	46.7%	Approaching
Lewis-Arriola Elementary School	No	22.2%	48.8%	13.8%	Meets
Manauh Elementary School	No	31.6%	82.1%	72.6%	Does Not Meet
Mesa Elementary School	No	21.7%	68.4%	53.1%	Does Not Meet
Montezuma Cortez High School	No	26.7%	42.7%	50%	Approaching
Pleasant View Elementary School	No	0%	33.3%	9.5%	Approaching
Southwest Open High School	Yes	16.7%	52.8%	48.5%	Does Not Meet

Highly Qualified Teachers

The district did not make the state's target with 100% of the district's teachers being highly qualified as defined by the Colorado Department of Education's teacher endorsements. All of the elementary teachers were highly qualified for the 2012-2013 school year. Cortez Middle School (90.6%) and Montezuma-Cortez High School (97.9%) fell below the state's expectations. Teachers in Montezuma-Cortez School District are significantly underpaid in comparison to other districts within a 50 mile radius. Teacher retention has been a major challenge which is reflected by the district not making the highly qualified or teacher equity state's averages. The district has been proactive by allocating Title II-A funds to assist staff in becoming highly qualified which has proven to be successful but retaining the staff proves to be an ongoing challenge.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2012-2013 school year, the mean percentage of students scoring proficient/ advanced on the reading portion of the TCAP will be: ES: 73% MS: 70% HS: 72%	The district did not make the projected targets in reading for the 2012-2013 school year with the mean percentage of students scoring proficient/ advanced on the reading portion of the TCAP was:: ES: 53% MS: 58% HS: 55%	The District was not successful in meeting the identified targets identified for 2012-13 school year. In reviewing the plan and using the feedback from CDE. The UIP included a large number of them, which may not support the district in creating a strategic focus. This year the district analyzed which root causes could be aggregated into the same cause that would address achievement and growth.
	By the end of the 2012-2013 school year, the mean percentage of students scoring proficient/ advanced on the math portion of the TCAP will be: ES: 71% MS: 50% HS: 31%	The district did not make the projected targets in reading for the 2012-2013 school year with the mean percentage of students scoring proficient/ advanced on the reading portion of the TCAP was:: ES: 54% MS: 44% HS: 24%	

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	By the end of the 2012-2013 school year, the mean percentage of students scoring proficient/ advanced on the writing portion of the TCAP will be: ES: 56% MS: 57% HS: 50%	The district did not make the projected targets in reading for the 2012-2013 school year with the mean percentage of students scoring proficient/ advanced on the reading portion of the TCAP was:: ES: 31% MS: 43% HS: 37%	
	By the end of the 2012-2013 school year, the mean percentage of students scoring proficient/ advanced on the science portion of the TCAP will be: 5th: 48% 8th: 47% 10th: 50%	The district did not make the projected targets in reading for the 2012-2013 school year with the mean percentage of students scoring proficient/ advanced on the reading portion of the TCAP was:: 5th: 31% 8th: 35% 10th: 37%	
Academic Growth	Reading: ES: 55 MGP MS: 55 MGP HS: 55 MGP	Reading: ES: 42 MGP MS: 52 MGP HS: 36 MGP	
	Math: ES: 55 MGP MS: 55 MGP HS: 55 MGP	Math: ES: 41 MGP MS: 52 MGP HS: 43 MGP	
	Writing: ES: 55 MGP	Writing: ES: 32 MGP	

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	MS: 55 MGP HS: 55 MGP	MS: 56 MGP HS: 40 MGP	
Academic Growth Gaps	Reading: ES: MGP MS: MGP HS: MGP	The district did not meet the MGP's.	According to our 1 year District Performance Framework our 5 year graduation rate was 68.3% which is .7% away of meeting the district's goal of 70%. Inconsistent support system for students needing credit recovery.
	Math: ES: MGP MS: MGP HS: MGP	The district did not meet the MGP's.	
	Writing: ES: 60 MGP MS: 60 MGP HS: 60 MGP	The district did not meet the MGP's.	
Postsecondary & Workforce Readiness	Graduation: 70%	Graduation Rate: 68.3%	
	Disaggregated Graduation FRL: 70% Minority: 70% IEP: 70% ELL: 70%	Disaggregated Graduation FRL: 53.6% Minority 51,1% IEP: 64.9% ELL: 61,4%	
	Dropout: 6%	Dropout: 6.5%	
	ACT: 18.5	ACT: 17.5% Test participation met the 95% participation rate	

Organization Code: 2035 District Name: MONTEZUMA-CORTEZ RE-1

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	The District's ELL students will MEET the AMAO 1 Target.	The District's ELL students did not meet the AMAO 1 Target.	The results of our ACCESS assessment indicate that our ELL students are making progress, but not enough to reach the targets. Continued professional development for all teachers in the SIOP model and the "Can Do Descriptors" will continue in order to strengthen teaching/learning for our ELL population. Greater collaboration between ESL and regular education teachers in co-teaching, analyzing ACCESS data and understanding the WIDA Standards will impact student growth.
	The District's ELL students will MEET the AMAO 2 Target.	The District's ELL students did not meet the AMAO 2 Target.	
	The District's ELL students will MEET the AMAO 3 Target.	The District's ELL students did not meet the AMAO 3 Target.	

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges are recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
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Students needing to catch up	41/63	38/71	39/68																																																
Group	2011	2012	2013																																																
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Free/Reduced	56/58	48/52	50/51																																																
IEP	43/87	51/83	46/86																																																
Minority	57/58	46/55	45/59																																																
Student Needing to Catch	60/74	50/66	47/70																																																

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	Minority	59/85	49/87	45/85		
	Student Needing to Catch	59/93	52/94	46/93		
	Math-High School Level Academic Growth Gaps					
	Group	2011	2012	2013		
	ELL	46/99	41/99	49/93		
	Free/Reduced	45/99	40/99	43/98		
	IEP	26/99	N<20	24/99		
	Minority	45/99	45/99	43/98		
	Students needing to catch up	45/99	41/99	43/99		
	Writing-Elementary Level Academic Growth Gaps					
Group	2011	2012	2013			
ELL	40/69	41/73	49/67			
Free/Reduced	38/67	36/66	36/65			
IEP	24/77	31/83	32/85			
Minority	36/63	34/70	33/67			
Students needing to catch up	41/63	38/71	39/68			

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2011	17.7									
2012	17.5									

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes		
Student Graduation and Completion Plan (For Designated Graduation Districts)	District* Disaggregated Completion Rate								
		2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013				
	ELL	52.3%	50.9%	34.1%	34.6%				
	Free /Reduced	47.5%	51.8%	44.7%	50.0%				
	IEP	58.1%	55.2%	40.7%	45.8%				
	Ethnicity								
	Amer Ind	40.2%	41.1%	29.2%	28.0%				
	Asian	NA	100.0%	100.0%	NA				
	Black	100.0%	50.0%	50.0%	50.0%				
	Hispanic	64.5%	61.5%	62.9%	63.0%				
	White	71.8%	68.2%	63.9%	67.2%				
	Pacific Islander	NA	NA	NA	NA				
	Two or More	NA	100.0%	60.0%	55.6%				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	Non White	47.4 %	51.6%	45.1%	45.9%	
	Completion Rate	60.4 %	60.8%	55.90 %	57.0%	
	*Includes SWOS and MCHS 2010 - 2013, and MVA 2009 - 2010					
	District* Attendance and Truancy Rates					
	Year	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	
	Attendance	88.76%	89.92%	89.61%	91.70%	
	Amer Ind	85.51%	88.58%	86.64%	88.66%	
	Asian	88.89%	94.61%	92.33%	96.29%	
	Black	91.33%	86.54%	93.45%	94.56%	
	Hispanic	88.76%	90.81%	90.26%	91.98%	
	White	90.32%	90.27%	90.70%	93.12%	
	Pacific Islander	NA	87.26%	97.50%	97.40%	
	Two or More	NA	92.20%	90.79%	91.07%	
	Truancy	4.80%	3.30%	4.40%	2.90%	
	Habitually Truant					
	4 or More /Month	74	52	409	396	
	10 or More / Year	98	53	0	0	
	Both Conditions	292	150	176	179	
	* Includes All District and Charter Schools					

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
English Language Development and Attainment (AMAOs)	<p>AMAO 1 2010-11—41.15% Making Prog. upper CI Did not meet target 2011-12 E=25%, M=25%, H=75%, Overall=41.7% 2012-13 E=25%, M=75%, H=25%, Overall=41.7%</p>	<p>The ELL student population is making academic progress but not enough to reach proficiency.</p>	<ul style="list-style-type: none"> Lack of systemic, K-12 articulated curriculum in all content areas that incorporates the WIDA standards into the knowledge and skills necessary to meet or exceed standards and expectations at all grade levels.
	<p>AMAO 2 – 2010-11—10.75% Attaining Prof. upper CI: Met target 2011-12: 22/202=15.94%--Met target 2012 -13: 14/143=9.79%--Did not meet target</p> <p>AMAO 3 Reading MGP/AGP 2010-11—76.47% Targets met overall: Did not meet target 2011-12: E=50/63, M=47/53, H=50/30 2012-13:E=42/47, M=38/0, H=32/25</p> <p>AMAO 3 Writing MGP/AGP 2010-11 2011-12: E=41/73, M=60/74, H=50/78 2012-13: E=49/67, M=47/77, H=44/67</p> <p>AMAO 3 Math MGP/AGP 2010-11 2011-12: E=39/74, M=59/86, H=41/97 2012-13 E=37/62, M=48/92, H=40/93</p>	<p>The ELL student population is making academic progress but not enough to reach proficiency.</p>	

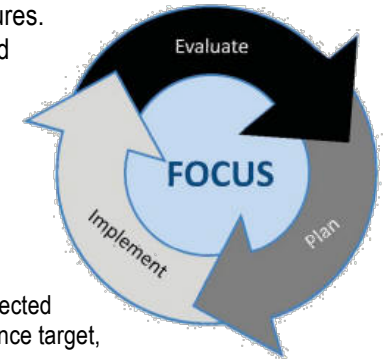
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. 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.



District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	<p><i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i></p>	<p>By the end of the 2013-2014 school year, the percentage of students scoring proficient/ advanced on the reading portion of the TCAP will be: ES: 72% MS: 70% HS: 71%</p>	<p>By the end of the 2014-2015 school year, the percentage of students scoring proficient/ advanced on the reading portion of the TCAP will be: ES: 75% MS: 73% HS: 74%</p>	<p>Fall/Winter/Spring K-10 MAP Reading Assessment (RIT Scores) DIBELS benchmarking and progress monitoring (August-May) Success for All benchmarking assessments 1st, 2nd, 3rd, 4th nine weeks.</p>	<p>Strategy 1 Strategy 2</p>
		M	<p><i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i></p>	<p>By the end of the 2013-2014 school year, the percentage of students scoring proficient/ advanced on the math portion of the TCAP will be: ES: 70% MS: 49% HS: 31%</p>	<p>By the end of the 2014-2015 school year, the percentage of students scoring proficient/ advanced on the math portion of the TCAP will be: ES: 74% MS: 55% HS: 40%</p>	<p>Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) Common formative assessments 4th -10th grade</p>	<p>Strategy 1 Strategy 2</p>
		W	<p><i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i></p>	<p>By the end of the 2013-2014 school year, the percentage of students scoring proficient/ advanced on the writing portion of the TCAP will be: ES: 56% MS: 57% HS: 50%</p>	<p>By the end of the 2014-2015 school year, the percentage of students scoring proficient/ advanced on the writing portion of the TCAP will be: ES: 60% MS: 62% HS: 54%</p>	<p>Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) Quarterly CFAs for writing assessment</p>	<p>Strategy 1 Strategy 2</p>

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		S	<i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i>	By the end of the 2013-2014 school year, the percentage of students scoring proficient/advanced on the science portion of the TCAP will be: 5th: 58% 8th: 47% 10th: 50%	By the end of the 2014-2015 school year, the percentage of students scoring proficient/advanced on the science portion of the TCAP will be: 5th: 62% 8th: 50% 10th: 55%	Common formative assessments 4 th -10 th grade	Strategy 1 Strategy 2
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	<i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i>	By the end of the 2013-2014 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 55 MGP MS: 55 MGP HS: 55 MGP	By the end of the 2014-2015 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) DIBELS benchmarking and progress monitoring (August-May) Success for All benchmarking assessments 1 st , 2 nd , 3 rd , 4 th nine weeks.	Strategy 1 Strategy 2
		M	<i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i>	By the end of the 2013-2014 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 55 MGP MS: 55 MGP HS: 55 MGP	By the end of the 2014-2015 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) Common formative assessments 4 th -10 th grade	Strategy 1 Strategy 2
		W	<i>Since 2011, student achievement continues to be flat</i>	By the end of the 2013-2014 school year, the median growth	By the end of the 2014-2015 school year, the median growth	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores)	Strategy 1 Strategy 2

			<i>and remains significantly below state expectations for all levels, across all subject areas.</i>	percentile on TCAP & ACCESS will meet or exceed: ES: 55 MGP MS: 55 MGP HS: 55 MGP	percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	Quarterly CFAs for writing assessment benchmarking administered.	
Academic Growth Gaps	Median Growth Percentile	R	<i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i>	By the end of the 2013-2014 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	By the end of the 2014-2015 school year the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) DIBELS benchmarking and progress monitoring (August-May) Success for All benchmarking assessments 1 st , 2 nd , 3 rd , 4 th nine weeks	Strategy 1 Strategy 2
		M	<i>Since 2011, student achievement continues to be flat and remains significantly below state expectations for all levels, across all subject areas.</i>	By the end of the 2013-2014 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	By the end of the 2014-2015 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) Common formative assessments 4 th -10 th grade	Strategy 1 Strategy 2
		W		By the end of the 2013-2014 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	By the end of the 2014-2015 school year, the median growth percentile on TCAP & ACCESS will meet or exceed: ES: 60 MGP MS: 60 MGP HS: 60 MGP	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) Quarterly CFAs for writing assessment benchmarking administered.	Strategy 1 Strategy 2

Postsecondary & Workforce Readiness	Graduation Rate	<i>Since 2009, the district's graduation rate (64.5% for 7-years in 2013, compared to the 80% expectation) and ACT scores (17.5 in 2013 as compared to the 20 state expectation) continue to be significantly below state expectations, the district's dropout rate is significantly higher than the state's</i>	The graduation rate for 2014 will meet or exceed 72% using the 4-7 year state calculation rate.	The graduation rate for 2015 will meet or exceed 75% using the 4-7 year state calculation rate.	Track percentage of students on tract to graduate at the end of 9 th , 10 th , and 11 th grade by semester. Monitor academic progress weekly.	Strategy 1 Strategy 2 Strategy 3 Strategy 4
	Disaggregated Grad Rate		The 2014 Disaggregated Graduation rate in the following subgroups will meet or exceed: Free/Reduced: 55% Minority: 50% IEP: 45% ELL: 40%	The 2014 Disaggregated Graduation rate in the following subgroups will meet or exceed: Free/Reduced: 58% Minority: 53% IEP: 50% ELL: 50%	Track percentage of students on tract to graduate at the end of 9 th , 10 th , and 11 th grade by semester. Monitor academic progress weekly.	Strategy 1 Strategy 2 Strategy 3 Strategy 4
	Dropout Rate		The dropout rate for the 2014 school year will decrease to 4% or lower.	The dropout rate for the 2015 school year will decrease to 3.8% or lower.	Track percentage of students on tract to graduate at the end of 9 th , 10 th , and 11 th grade by semester. Monitor academic progress weekly.	Strategy 1 Strategy 2 Strategy 3 Strategy 4
	Mean CO ACT		The 2014 mean ACT score will be 18.5 or higher.	The 2015 mean ACT score will be 20 or higher.	ACT Test preparation program for 11 th graders. Common formative assessments by content area.	Strategy 1 Strategy 2 Strategy 3 Strategy 4
English Language Development & Attainment	ACCESS Growth (AMAO 1)		By the end of the 2013-2014 school year, the percentage of students demonstrating progress in attaining English proficiency will increase or exceed: 50 MGP	By the end of the 2014-2015 school year, the percentage of students demonstrating progress in attaining English proficiency will increase or exceed: 53 MGP	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) DIBELS benchmarking and progress monitoring (August-May) Success for All benchmarking assessments	Strategy 1 Strategy 2 Strategy 4

					1 st , 2 nd , 3 rd , 4 th nine weeks	
	ACCESS Proficiency (AMAO 2)		By the end of the 2013-2014 school year, the percentage of students demonstrating proficiency in English will increase or exceed the state's expectation: 11%	By the end of the 2014-2015 school year, the percentage of students demonstrating proficiency in English will increase or exceed the state's expectation. 11%	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) DIBELS benchmarking and progress monitoring (August-May) Success for All benchmarking assessments 1 st , 2 nd , 3 rd , 4 th nine weeks	Strategy 1 Strategy 2
	TCAP (AMAO 3)		By the end of the 2013-2014 school year, the percentage of students scoring proficient/advanced on the science portion of the ACCESS will be: 45%	By the end of the 2014-2014 school year, the percentage of students scoring proficient/advanced on the science portion of the ACCESS will be: 45%	Fall/Winter/Spring K-10 MAP Math Assessment (RIT Scores) DIBELS benchmarking and progress monitoring (August-May) Success for All benchmarking assessments 1 st , 2 nd , 3 rd , 4 th nine weeks	Strategy 1 Strategy 2

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implementation of standards, researched based instruction that will meet the needs of the district's diverse student population.

- **Root Cause(s) Addressed:** Lack of systemic, K-12 articulated curriculum in all content areas that incorporates the knowledge and skills necessary to meet or exceed standards and expectations at all grade levels.

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 Program
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Development and Alignment of Curriculum to Colorado Academic Standards						
1. Build capacity in knowledge of CAS and PARRC Assessment	September 2013 May 2014		Assistant Superintendent Director of Curriculum District Assessment Coordinator Building administrators	General Fund	September Staff exposure to PARRC writing assessments	In progress
2. Revision math Curricular Documents	January 2013 May 2014		Director of Curriculum Teachers	General Fund	September – May Ongoing, revision of curriculum work	In progress
3. Create Quarterly Benchmark Writing Assessments to align			Director of Curriculum	General Fund Title I-A	September – May Building level work on	In progress

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with the PARCC writing rubrics			Building administrators Teachers	Title II-A	quarterly writing assessments August-May District wide writing prompts created-May	Not begun
4. Continue and expand use of formative assessments through the use of SEED teams	November 2013 May 2014		Building administrators Teachers	General Fund TDIP Race to the Top Title II-A	September – May SEED teams create, implement and analyze grade level/content formative assessment	In progress
Math Curriculum Steps:						
1. Align math curriculum using the content collaborative process	September 2013 May 2014		Director of Curriculum Teachers	General Fund Legacy Grant	High School Alignment - Sept Middle School Alignment - Dec Elementary Alignment - Jan	Completed Not Started Not Started
2. Math Program Evaluation of Instructional resources	September 2013 May 2014		Assistant Superintendent Director of Curriculum Teachers	General Fund	Program Evaluation-Oct-April Recommendation to Superintendent –May 1st Superintendent makes recommendation to the Board of Education-May 7th	In progress Not Completed Not Completed
3. Targeted PD for Math with embedded coaching for K-5	September 2013 May 2014		Director of Curriculum Building administrators Math Coaches Teachers	General Fund Math and Science Grant	July 28 th -30 th Elementary Math Coaches and building administrators received math training. September-May Math professional development with embedded coaching	Completed In progress
Writing Curriculum Steps:						
1. Implementation of Write Tools Writing Process, K-5	September 2013 May 2014		Director of Curriculum Building administrators Teachers	General Fund Title I-A Title II-A	August 6 th - Professional development October-March 2014 Embedded coaching	Completed In progress

2. Refinement of Writing Process, K-5	September 2013 May 2014		Director of Curriculum Building administrators Teachers	General Fund	September –May Classroom observations September – May SEED/PLC time	In progress In progress
3. Implementation of LDC process, grades 6-12	September 2013 May 2014		Director of Curriculum Building administrators Teachers	LDC Grant General Fund	September 30 th –Differentiated training September –May Implementation of LDC units across content areas	In progress In progress
4. Refinement of LDC process, grades 6-12 Minimum per semester	September 2013 May 2014		Director of Curriculum Building administrators Teachers	General Fund LDC Grant	September 30 th –Differentiated training September –May Implementation of LDC units across content areas	In progress In progress
5. Administer benchmark writing assessments across content areas	September 2013 May 2014		Director of Curriculum Building administrators Teachers	General fund	September -Define benchmark writing assessments October – May Benchmark writing assessments implementation	In progress In progress
6. Use data from benchmark writing assessment for instructional decision-making	September 2013 May 2014		Director of Curriculum Building administrators Teachers	General Fund	September – May SEED/PLC focus May -Evaluation of writing process	In progress Not started
7. Analyze and plan for future writing targets	September 2013 May 2014		Director of Curriculum Building administrators Teachers	General Fund	May 30- Ongoing analyzing and assessing of writing targets	In progress

Reading Curriculum Steps:

<p>1. Implementation of Success for All reading framework with fidelity.</p>	<p>September 2013 May 2014</p>		<p>Director of Curriculum Elementary building administrators Teachers</p>	<p>Title I-A General Fund</p>	<p>August 15th – 16th Differentiated training September 9th Leveled groups completed and school wide instruction starts September – May Embedded Coaching</p>	<p>Completed Completed In progress</p>
<p>2. Implementation of BURST Reading Intervention Program.</p>	<p>September 2013 May 2014</p>		<p>Director of Curriculum District Assessment Coordinator Elementary building administrators Teachers</p>	<p>General Fund READ ACT funding</p>	<p>September 16th District/building level training on the BURST assessment Elementary teachers trained on Burst assessment</p>	<p>Completed In Progress</p>
<p>3. Implementation of K-3 READ ACT through DIBELS was benchmarking and progress monitoring.</p>	<p>September 2013 May 2014</p>		<p>Director of Curriculum District Assessment Coordinator Elementary building administrators Teachers</p>	<p>General Fund READ ACT funding</p>	<p>September 30th – Staff trained in the READ ACT September – May Implementation on progress monitoring with READ Act</p>	<p>In progress In progress</p>
<p>4. Evaluation of secondary reading needs.</p>	<p>January 2013- May 2014</p>	<p>September 2014 May 2015</p>	<p>Assistant Superintendent Director of Curriculum District Assessment Coordinator Secondary building</p>	<p>General Fund</p>	<p>October -May</p>	<p>Not begun</p>

			administrators Teachers			
Targeted professional development in research based strategies for English Language Development and the incorporation of the WIDA standards into instruction.	2 day training June 2013 2 day training June 2014		Ellee Consulting - Jennifer Daniels, ELL Education & Equity	Title VII \$7,500 Title III	Certified Staff	In Process
Align District Curriculum to incorporate the WIDA standards into the curriculum guides.	June 2014		ELA Coordinator	General Fund	Staff trained by June 5 th Curriculum work begun by June 15 th	Not begun
Staff will attend the training from CDE on the development of the state's sample curriculum which will be incorporated into the district curriculum guides.	August-May		Administration Teachers	General Fund	Completion Date-May	Completed
Update the English Language Acquisition Plan.						
Coaching support for classroom teachers on the SIOP model.	May 20		ELA Coordinator	General Fund	Completion Date-May	Completed
<ul style="list-style-type: none"> Continued professional development for all teachers in the SIOP model and the "Can Do Descriptors" will continue in order to strengthen teaching/learning for our ELL population. 	August-May		ELA Coordinator	General Fund		In Progress
<ul style="list-style-type: none"> Greater collaboration between ESL and regular education teachers in analyzing ACCESS data and understanding the WIDA Standards will impact student growth. 						

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Develop an instructional system that supports data driven instruction through the use of interim/formative assessments.

- **Root Cause(s) Addressed:** There is inconsistent data driven planning to identify individual students needs to target specific instructional strategies to improve Tier I 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 Program
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Implementation of effective Professional Learning and Data Teams through the development of Teacher Leaders to build capacity and sustainability at the building and classroom level	September 2013 May 2014		Assistant Superintendent Director of Curriculum Building administrators Teachers	TDIP Race To The Top	Teacher Leader Training- August Embedded coaching and support Interim assessment training – October/November Teacher Leader PLC- December	Completed In Progress In Progress Not begun
Training on developing high quality, rigorous assessments to guide instruction	November 2013- December 2014	August 2014	District team School teams	CDE funding activity TDIP funds	District team trained High school team trained	Completed
Teachers 4 th through 12 th grade trained in Data Driven Instruction. Data focus on the why students are not learning and how to adjust instruction to meet student needs	November 1 st 2014	August 2014	District team 4 th through 12 th grade teachers	General Fund	4 th through 12 th grade teachers are trained in the why students are not learning and how to adjust instruction accordingly.	In progress

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Rigorous interim math assessments developed and given to teachers to guide instruction	November 15	August 2014-May2015	Director of Curriculum and Instruction Building Administrators Teachers	General Fund	Elementary Teachers receive interim assessments Middle school teachers receive assessments High School teachers receive assessments	
District wide Data Retreat GAP process (Grade it, Analyze it and Action plan it)	January-6 th -21 st		District Leadership Team Building Administrators Teachers	General Fund	4 th -12 th Grade Action Plans developed January -6 th Principal and Teacher GAP Conferences January 13 th - 17 th Administration Data Analysis Results Meeting January 21 st	Not Begun
District wide Review, Analyze and Action Planning using the interim assessment data to guide instruction	January 6 th					Not begun
Additional Interim Assessment Dates and Process TBD						
UVA district inventory	November 19 th and 20 th		District Leadership Team	TDIP Funding	District inventory-Nov 20 th	Not begun

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Increase positive culture by building positive relationships that support student learning and active engagement in our schools that support the learning process.

- **Root Cause(s) Addressed:** Lack of strategic and systemic programming to develop strong relationships among staff and students.

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 Program
 Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
District effort: "Be Present" campaign to increase Average Daily Attendance (ADA) and district rebranding with new logo	Launched campaign August 2013	Continue	Superintendent Principals Teachers	Local funding for T-shirts and banners – approx. \$3500 plus additional \$850 for logo development	Increase of District-wide ADA from 91.70% in 2012-2013 school year to 93% for 2013-2014 school year.	In progress
District effort: "Twin Topics" Series to engage the community around important school/ district issues	6 events are scheduled throughout the school year	Schedule 6 additional Twin Topics events	Superintendent School Board District staff	No funding necessary; host school's PTSO provides snacks/ beverages for the event.	Increased community engagement and participation in school district functions; better attendance and engagement with PTSO, SAC, DAC, and other community advisory and accountability groups.	In progress
District effort: New Website for District and all schools to better meet the needs of the community/ improve and develop online presence.	Website developed and launched July 2013	Expand usage of web presence/ coverage of district and schools	Superintendent Technology Dept. School Administration	Local budgets of \$5000 for new website design and training support; ongoing funding for website administration	Better and more useful tool for community engagement and mass communication. Improved school-community relations. More hits and positive feedback for district and schools.	In progress

High School effort: Positive Behavioral Interventions and Supports (PBIS)	Continue to implement school wide.	Continue to implement school wide.	Administration Teachers	CDE supported with services and training	The mission of the Positive Behavioral Interventions and Supports Initiative is to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners in Colorado.	In progress
High School effort: Career Pathways	Continue to implement and improve	Continue to implement and improve	Administration CTE Dept. Teachers	CDE and CTE supported program (training, supports).	Plans of Study that are closely related are grouped into Career Pathways that extend from high school into college and into graduate and professional studies. Students can see the road-map to all professions and understand the educational requirements to get there.	In progress
High School effort: Morning Message	Begin to implement	Continue to implement	Principal	N/A	Principal begins each day with a strong and focused message reinforcing character, academic achievement, and positive behaviors for success. Modeled on Baruti Kafele's practice.	In progress
High School effort: Meet & Greet	Begin to implement	Continue to implement	Administration Check & Connect personnel	N/A	Meet and greet each student at the beginning of the day to welcome them to school. Benchmark with rate of tardiness and ADA rate compared to 2012-2013 school year.	In progress
High School effort: Attendance efforts	Begin to implement	Continue to implement	Administration Check & Connect Counseling Dept.	N/A	Redeveloped and recommitted efforts to hold students and families accountable to regular school attendance. Assistant principal makes home visits; engaging the Social Services dept. to support school in the case of educational	In progress

					neglect.	
High School effort: Building Climate Committee	Begin to implement	Continue to implement	School leadership Teacher & staff representatives	N/A	Building Climate Committee to provide the school staff a vehicle to provide feedback to the building leadership team on all matters pertaining to school life/school climate/working conditions/etc.	In progress
Middle School effort: Positive Behavioral Interventions and Supports (PBIS)	Continue to implement school wide.	Continue to implement school wide.	Administration Teachers	CDE supported with services and training	The mission of the Positive Behavioral Interventions and Supports Initiative is to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners in Colorado.	In progress
Middle School effort: Crew Period	Begin to implement	Continue to implement	All staff at CMS	N/A (created from within existing budget and staffing at CMS)	Creation and implementation of a 20 minute "Crew Period" 4 times per week. Focus on character education, strategies for success, reduction of stress and trauma among middle school students.	In progress
Middle School effort: Increased counseling support for social emotional	Begin to implement	Continue to implement	Administration Counseling Dept.	Local funds from General Operating (\$130,000) to fund three full-time counselors	Increased counseling staff to meet the needs of the early adolescent students at CMS. Benchmark against number of referrals, discipline issues, days of OSS, expulsions when compared to 2012-2013.	In progress
Middle School effort: Building Climate Committee	Begin to implement	Continue to implement	School leadership Teacher & staff representatives	N/A	Building Climate Committee to provide the school staff a vehicle to provide feedback to the building leadership team on all matters pertaining to school life/school climate/working conditions/etc.	In progress

<p>Elementary School effort: SFA Solutions Teams</p>	<p>Begin to implement in full</p>	<p>Continue to implement</p>	<p>School leadership</p>	<p>Federal Title I-A grant and local support</p>	<p>School wide Solutions teams are a crucial component of the Success for All Leading for Success process. Once a school has established its goals and targets, the school begins the hard task of designing effective interventions. Effective change is most likely to occur if interventions are systemic and school wide. The Success Network is a key vehicle in developing a variety of interventions that utilize a cross section of the school community to address identified student needs. Teams focus on Attendance, Interventions, Parent and Family Involvement, Community Connections, and Cooperative Culture.</p>	<p>In progress</p>
<p>Elementary School effort: APTT Teacher/Parent Conferences</p>	<p>Study and pilot</p>	<p>Begin to implement</p>	<p>School Leadership Teachers</p>	<p>N/A</p>	<p><i>APTT will replace the traditional parent-teacher conference with group meetings throughout the year, where teachers meet at once with all parents in their classroom. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. And together, parents and teachers set goals for their students, individually and as a class.</i></p>	<p>Study and pilot in progress</p>

Elementary School effort: Positive Behavioral Interventions and Supports (PBIS)	Continue to implement school wide.	Continue to implement school wide.	Administration Teachers	CDE supported	The mission of the Positive Behavioral Interventions and Supports Initiative is to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners in Colorado.	In progress
Elementary School effort: Increased counseling staff	Begin to implement	Continue to implement / expand	District School Leadership Counselors	Local funding; possible future grant funding	In order to meet the needs of the challenging student population, two of our elementary schools have each funded a 0.5 FTE counseling position from their budgets. Benchmarks will be set to compare behavior incidents, OSS, and other indicators of student trauma.	In progress
Elementary School effort: Building Climate Committee	Begin to implement	Continue to implement	School leadership Teacher & staff representatives	N/A	Building Climate Committee to provide the school staff a vehicle to provide feedback to the building leadership team on all matters pertaining to school life/school climate/working conditions/etc.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #4: Improve the student graduation and dropout prevention program at Montezuma-Cortez High School.

- **Root Cause(s) Addressed:** Lack of systemic process and support systems that supports at-risk students of not graduating.

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
 District Partnership Grant
 Improvement Support Partnership Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Freshman Academy for eighth graders entering ninth grade	August 2013	Administration Counselors Teachers	Colorado Pathways Grant	April –Freshman Academy Planning May-Student invitation August –Freshman Academy	Completed
Targeted support for students identified as at risk of dropping out of school Zero hour targeted student support ZAP (Zeros Are Not Permitted)Program <ul style="list-style-type: none"> o Liaisons to work with students needing extra academic support o Designated time for students receive targeted support. 	2012-2014 August-May January-May	Administration Rtl Coordinator Counselors Teachers Check and Connect	General Fund Title VI-B Colorado Pathways Grant Title VII	Programs established- August 2012 Students attendance August-May Summer School initiated June 2013 December 2013	In Progress
Saturday School Summer Credit Recovery Program Targeted support for credit recovery for students identified at risk of not graduating in the first semester.	August-May June 2014 December 2013				Not begun

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Increase parent Involvement Parent contact for students in danger of not passing Student conferences Invitations for parent teacher conferences Progress reports sent to parents	2013-2014 Quarterly Quarterly Semester Quarterly	Administration Counselors Teachers Check and Connect	Colorado Pathways Grant General Fund	Sept ,Nov, Jan, April Sept, Nov, Jan, April October, February Sept, Nov, Jan, April	In Progress
Provided alternative educational opportunities for students leaving prior to graduation e-School (accredited online program) Adult Basic Education program	August-May	Administration Counselors ABE San Juan BOCES	General Fund	September-May-ongoing	In progress

Section V: Supporting Addenda Forms

Required For Districts Identified to Create a Student Graduation and Completion Plan

Districts that are required by the state to create a Student Graduation and Completion Plan must use this format to ensure that all improvement planning requirements are met. As a part of this process, some districts may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Plan Requirements	Recommended Location in UIP	Description of How Requirement is Met. <i>Provide a description of how requirement is being met below OR provide a page number in the UIP</i>
Analysis of data. The Plan includes description and analysis of the following data: Dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students.	Section III: Narrative on Data Analysis and Root Cause Identification	Page 25-27
Target Setting. Includes targets for each of the following: <ul style="list-style-type: none"> • Reducing student truancy rate • Reducing dropout rate • Increasing student attendance rate • Increasing graduation rate • Increasing completion rate 	Section IV: District Target Setting Form	Page 32
Improvement Strategy. Identifies at least one major improvement strategy that is designed to result in (1) improved dropout prevention, including student attendance, and (2) improved student engagement and re-engagement.	Section IV: Action Planning Form	Page 47
Parent Involvement and Outreach Strategies. Identifies the manner in which the district and parents will work together to address dropout risk factors and remediation strategies.	Section IV: Action Planning Form	Page 47
Practices Assessment and Additional Supports. Describes supports the district will provide to students who leave school prior to graduation and educational alternatives available to students. A description of the implementation of recommendations from Practices Assessment is included.	Section IV: Action Planning Form	Page 47

Required for Title III Grantees Identified for Improvement (AMAOs)

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the 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 or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

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 progress towards previous year's targets.	Section III: Data Narrative	Students performing in the unsatisfactory level in writing at the elementary level moved up to the middle and high proficiency level. Cluster/Flexible Grouping in some classrooms Effective Guidance for all Gifted and Talented students Action Planning:
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.	Section III: Data Narrative	Gifted and Talented students comprise about 6% of the district population in grades 2 nd -12 th . The Demographic make-up of Gifted and Talented is: Asian: 1.5% White: 78.0% Hispanic: 10.5% Native American: 8.0% Two/More: 2.0% Median Growth Percentile: Math (drop) 2011: 50% 2012: 49% 2013: 47% Reading (drop) 2011: 56% 2012: 57% 2013: 53% Writing (drop) 2011: 62% 2012: 54% 2013: 53%

<p>Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.</p>	<p>Section III: Data Narrative</p>	<p>The trend in reading, math and writing scores for gifted students on state and local assessments has been flat in the 3 year period, 2011 - 2013, with the exception of reading, which had a small increase in 2012 and a drop in 2013. The median growth percentiles listed above show the trends for the 3 year period. No GT students scored unsatisfactory in math over the 3 year period. Implementation of a completely new reading program Provide independent study/afterschool programs</p>
<p>Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.</p>	<p>Section IV: Target Setting Form</p>	<p>Gifted and Talented students at all grade levels performing in the catch up (unsatisfactory and partially proficient) area will advance to at least a proficient level in their area of giftedness. Those students in the move up area (proficient) will progress to the advanced level in their area of giftedness. All gifted students will test at or above proficiency level and work to move up.</p>
<p>Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.</p>	<p>Section IV: Target Setting Form</p>	<p>District Targets (convergence): During the three year period (2011-2013), the median growth percentile for gifted students in the district has shown a flat line. Professional Development for teachers (internally and externally) in meeting the needs of gifted and talented 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>Grades 3-10, TCAP scores at the beginning of the school year. NWEA (MAPS) testing completed in December and April/May TCAP: State Testing (Spring Assessment) Advanced Learning Plan: Academic goals/Effective goals. Common Formative Assessments DIBELS Testing</p>
<p>Identify major (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>Section IV: Action Plan</p>	<p>Provide staff development at the beginning of each year. Students completing independent study projects to be exhibited in the community After school science based program. Student projects will also be exhibited in the community.</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.	Section IV: Action Plan	Staff/Professional development for principals and teachers in August. Professional Development for teachers with Bertie Kingore in September. Independent study projects in the classroom for GT students through March. After-school science based program for GT students through March. Gallery night in April for students to exhibit their independent study and science based projects.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	Gifted Education Coordinator (1 FTE) Middle School Gifted Education Facilitator (.5 FTE) Principals and Teachers with professional development, guidance and support from Gifted Education.
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.	Section IV: Action Plan	Meetings: Classroom Teacher/Principal/Gifted Education Personnel Parent Meetings that include Teacher, Parent, Principal, and Gifted Education Personnel.

* Note that the Gifted Education Program budget is due in April. The budget can be found at: <http://www.cde.state.co.us/gt/director.htm>.

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
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. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and effective 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 effective and achievement goals and parental engagement are fulfilled.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

Description of State Performance Indicator	Mark one box:	Description of State Performance Indicator	Mark one box:
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress

Required ESEA Proposed Budget: 2014-15 Title Funds

Description of Proposed Activity	Crosswalk of Description in Action Plan	Title IA PPC Proposed Amount	Title IIA Proposed Amount	Title III Proposed Amount
Contract with <i>Success For All</i> to provide ongoing training for all district elementary staff implementing Colorado Academic Standards: Reading, Writing, and Communicating Standard 2: Reading for All Purposes.		\$76,304	\$	\$
The district's English Language Acquisition Instructional Coach will provide professional development and assistance to teachers on a daily/weekly basis. (.25 FTE Salary/Benefits)			\$	\$13,252
Data Coach will provide data and coaching to all district instructional staff and inform staff of student achievement and progress. She will effectively interpret and use individual and group data to differentiate instruction to meet student's needs. 1 FTE salary/benefits)		\$	\$78,176	\$
District Response to Intervention Coordinator will work with building level RtI coordinators and teachers on a weekly/daily basis on how to create and implement a diagnostic student plan. (.5 FTE salary/benefits)		\$	\$44,340	\$
Contract with <i>The Write Tools</i> to provide PD for all district elementary staff implementing the Colorado Academic Standards: Reading, Writing and Communication Standard 3: Text Types and Purposes. Additional PD days with <i>The Write Tools and Success For All</i> embedded coaching for Kemper and Manauh Elementary.			\$40,500 \$22,000	
Twenty mentor classroom teacher stipends to mentor first year teachers in the district by weekly mentoring meetings on curriculum instruction, classroom management and best teaching strategies.			\$14,402	

Total (use 2013-14 allocations as a baseline)	\$76,304	\$199,418	\$13,352
	<i>* Must be 10% of projected total district allocation</i>	<i>* Must reflect entire projected allocation</i>	<i>* Must reflect entire projected allocation</i>

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input checked="" type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner: <u>University of Virginia Turnaround Specialist Program</u></i></p> <p><input type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor: _____</i></p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p>

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 Gifted Program leads)