

If a family literacy program is provided to parents of immigrant students and ELs, including all four components of the national model (parent time, parent and child together time, English as a second language, and children's education) then parents will have the skills necessary to advocate for their children, learn English, and to be their students' first and most important teacher.

If parents and children learn together, then increased appreciation and respect for education within the family paves the way for adjustment to, and success in, school. Parents acquire new skills for work and home and a new appreciation of their role as the child's first teacher. Family literacy supports the need to develop sensitivity and respect for the values, pressures, and influences of cultural backgrounds as well as of the devastating impacts of poverty.

If the parents of young children from low-income, immigrant, non-English-speaking, and/or low parental education homes participate in adult education, acquiring English, academic and computer skills, learning strategies for parenting and advocacy for their child, then the academic achievement of their children will improve, as measured by TCAP, READ Act assessments, district math assessments, WIDA-Access, and PK-K GOLD assessments.

The district shall take reasonable steps to ensure that homeless students are not segregated or stigmatized and that decisions are made in the best interests of the students. If the district provides students experiencing homelessness access to an advocate and connectivity to supportive services, then barriers to enrollment and retention will be removed, and homeless students will be more likely to perform academically at the level of their peers.

If the district empowers parents to partner with teachers by implementing programs and activities by individual school to involve parents in the educational process of their children, including, improving communication between the home and school, providing instructional support to students by providing school-based parent coordinators, and providing a parent liaison who will contact and work with parents individually as appropriate to maximize parent involvement in student growth and status, then students will grow an interest in school, have fewer attendance problems, and have a measurable increase in assessment scores as measured by NWEA and TCAP.

If the district provides opportunities for parents of English Learners to participate in a variety of district and school programs and activities, then the parents of ELs will increase their English proficiency, advocate for their children, involvement in the school, and achievement of their children will increase.

If schools provide a Positive Behavior Intervention Support system (implemented with fidelity) that includes parent and community involvement, a sense of community, student behavioral and academic expectations, then a positive climate and culture will exist as evidenced by a positive Parent Satisfaction Survey, a documented decrease in behavior referrals and an increase in student growth compared to last school year.

If the district provides differentiated, job-embedded, long-term professional learning opportunities, including research-based programs to provide data analysis and adjustment of instruction; progress monitoring, consistent instructional strategies; support for content knowledge; as well as supporting the full implementation of the Colorado Model Evaluation System and the Colorado Academic Standards, then students will be able to increase skills and scores as measured by TCAP and NWEA. (This meets the high quality definition of professional learning that is scientifically, research-based; aimed at improving student academic achievement and increasing the skills of teachers; is aligned to state academic standards; is school-wide; uses data and assessments to inform and instruct classroom practice, is sustained, intensive, and classroom-focused.)

If the District continues to support professional development and courses for EL and classroom teachers that focus on implementation of the new Colorado academic standards as they relate to EL students, best instructional practices, appropriate accommodations for EL students, and strategies focused on identified needs of ELs, then measures of growth and achievement, as determined by TCAP and ACCESS for ELLs, will increase.

If a BOCES provides regional professional learning opportunities that will impact lesson plan development, instructional delivery strategies, and assessment strategies, then teachers (specify) will have increased opportunity participate in the most relevant, up-to-date professional development, to provide best instructional practices as measured by observations and walkthroughs.

If schools provide time to conduct data analysis and a system to drive effective first instruction and refine the process of grouping students for targeted instruction/intervention, then students at-risk of not meeting or who do not meet reading or math expectations will be able to increase skills and reading scores as measured by PALS, NWEA, and TCAP and math scores as measured by TCAP and NWEA.

If the district implements research-based recruitment and retention strategies such as PL mentoring and coaching in classroom management strategies, knowledge of standards and curriculum, skills to meet the needs of diverse learners, support in unit and lesson planning, parent communication, etc., then teachers will feel adequately supported and the inequitable distribution of teachers in the district will be ameliorated via increased retention in our highest poverty schools; these teachers will provide highly effective instruction, supporting high levels of student academic achievement and annual growth, as measured by TCAP, READ Act assessments, district math assessments, and WIDA-Access.

By providing teachers and students access to 21st century tutoring technology, student engagement, student learning and teacher effectiveness will increase at a higher rate as measured by AIMSweb and/or DIBELS benchmark assessments from 2013-14 school year (paper tutoring) to 2014-15 (electronic tutoring).

Class size reduction teacher for Language Arts Instruction: additional teacher will reduce class size from the district minimum of 26 to no more than 20 to support academically at-risk students who need additional support. Student proficiency scores and improvement levels will be determined from routine pre and post assessments and routine benchmarks.

If additional tiered educational opportunities that increase the dosage and/or intensity of services are provided to students most at risk of not meeting state expectations and delivered highly qualified instructional staff, then students will improve their proficiency and interim benchmark assessments will show gains.

If District supports a coordinator for Title programs then the programs will be administered with fidelity to requirements and goals as identified by CDE and the District Consolidated Application, then students will have access to necessary supplemental academic support to learning and will gain in skill and learning as measured by TCAP, NWEA, PALS, and STAR.

If extended learning opportunities are offered to students most at-risk of not meeting state standards, then students will continue to receive reading instruction by qualified teachers, and alleviate significant summer loss as indicated by fall benchmark scores.

If the LEA provides coordinated support for ESEA Programs, specifically in the areas of programmatic understanding, compliance, program implementation with a focus on professional development, legal implications and fiscal responsibility, then member districts will operate compliant and quality ESEA programs.

If the school provides research-based interventions implemented with fidelity for Title I students, then these students will demonstrate accelerated growth rates and achievement on SCANTRON, DIBELS, STAR Enterprise, Reading Plus, and/or TCAP assessments to meet reading and/or math grade level targets.

If Title I schools implement inclusive practices, differentiated instruction, and provide additional assistance in reading and/or math to K-12 students through systemic interventions, then the academic achievement of all students will improve, and students who are performing below grade level in reading and/or math will attain high levels of annual academic growth and proficiency, as measured by TCAP, READ Act assessments, district math assessments, and WIDA-Access.