CDE Improving Academic Achievement

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

Organization Code: 3220   **District Name:** IDALIA RJ-3   **AU Code:** 64043   **AU Name:** EAST CENTRAL BOCES

DPF Year: 3 Year
Accountable By: 3 Year

Section I: Summary Information about the District/Consortium

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations				09-10 District Results				Meets Expectations?			
			Elem	MS	HS		Elem	MS	HS	Overall Rating for Academic Achievement:			
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	R	72.2%	69.2%	71.3%		60.9%	52.7%	77.3%	Approaching			
		M	70.4%	49.1%	30.5%		55.4%	49.1%	31.8%	* Consult your District Performance Framework for the ratings for each content area at each level.			
		W	55.8%	56.8%	49.7%		37.5%	40.0%	51.5%				
		S	47.5%	46.8%	49.2%		37.0%	42.9%	42.9%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/ FedPrograms/danda/aypprof.asp)	Overall number of targets for Districts: 19					% of targets met by District: 94.7%					Elem	MS	HS
											R	YES	YES	YES
											M	YES	NO	YES
											Grad	--	--	YES
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%				47.4%				NO			
		M	59.5%				28.6%				NO			

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations				09-10 District Results				Expectations Met?
		Median Adequate SGP				Median SGP				
Academic Growth	**Median Student Growth Percentile** If school did not meet adequate growth: then median SGP is at or above 55 Expectation: If school met adequate growth: then median SGP is at or above 45 Description: Growth in CSAP for reading, math and writing		Elem	MS	HS		Elem	MS	HS	Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
		R	30	33	18		33	54	57	
		M	62	86	93		37	77	52	
		W	51	56	56		44	39	47	
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.				See your district's performance frameworks for listing of median growth by each subgroup.				**Overall Rating for Growth Gaps:** Meets * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.
Post Secondary/ Workforce Readiness	**Graduation Rate** Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)				Overall (08-09)	93.3%			Exceeds
						IEPs (08-09)				NA
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.9%			Overall (08-09)	0.9%			Exceeds
		IEPs	2.9%			IEPs (08-09)	0.0%			YES
	Mean ACT Composite Score Expectation: At or above State average	20.1				19.5				Approaching

Organization Code: 3220   **District Name:** IDALIA RJ-3

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 Grantee Results	Meets Expectations?

English Language Development and Attainment	AMAO 1
	  Description: % making progress in learning English on CELA
	  Expectation: Targets set by state for all AMAOs
		48% of students meet AMAO 1 expectations	--	NA*

	AMAO 2 Description: % attaining English proficiency on CELA	5% of students meet AMAO 2 expectations	--	NA*
	AMAO 3 Description: % making AYP for the ELL disaggregated group	All (100%) ELL AYP targets are met by district	--	NA*

*Consult with your Title III consortium lead to see the consortium's Title III data

Educator Qualification and Effective Measures

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
Teacher Qualifications	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	84.4%	NO
			2008-09	79.9%	NO
			2009-10	91.5%	NO

Organization Code: 3220**District Name:** IDALIA RJ-3

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall district performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Accredited	The district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the Quality Criteria for District Improvement Plans available on the SchoolView.org Learning Center to ensure that all required elements are included in the district`s plan.
Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% using AYP calculation in 2008-09. For high priority, district also had a dropout rate above 8%	District has not been identified as a High Priority/Priority graduation district.	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years	District is not identified for improvement under Title I	District does not need to complete a plan that addresses the Title I Program Improvement requirements.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Consult with your Title III consortium lead to see the consortium`s Title III data	Consult with your Title III consortium lead to see the consortium`s Title III data

Section II: Improvement Plan Information

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

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	
CADI	Has or will the district participated in a CADI review? If so, when?	
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	
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.	

Improvement Plan Information

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

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

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
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2	Name and Title	
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	Phone	
	Mailing Address	

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your district/consortium – especially in any areas where the district/consortium was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.
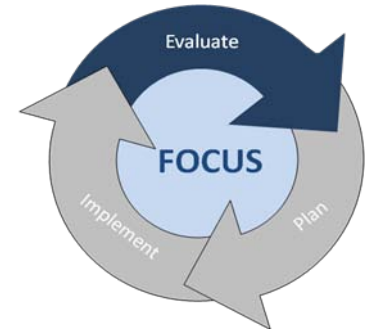
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analyses with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in Step Two.

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

Student Learning	Local Demographic Data	District Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) • Student Early Warning System data (e.g., course failure in core courses, students on track/off track with credits to advance or graduate)	• District locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover, effectiveness measures, staff evaluation) • List of schools and feeder patterns • Student attendance/absences • Safety and Discipline Incidence Data (e.g., suspension, expulsions, discipline referrals)	• Comprehensive evaluations of the district (e.g., CADI) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure (e.g., induction, coaching, common planning time, data teams) • Services and/or programs (Title I, special ed, ESL/bilingual) • Extended day or summer programs • Dropout Prevention & Student Engagement Practices Assessment	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level) • School climate/prevalence of risk surveys (e.g., Healthy Kids Colorado)

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

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

✓ **STRENGTH:** Analyzes three years of data identified trends, indicates the direction of the rend and growth gaps by subgroup, and includes the performance of all students in grades 3 through 10.

? AREA FOR IMPROVEMENT: Does not consistently differentiate priority needs (student performance challenges) from possible root causes. (E.g., "*Improve performance in ELL students via supplemental coursework. Ability grouping in reading courses.*") Clearer identification of the district's priority student performance challenges (e.g., Consistent low performance of students in reading, especially at the middle school) might have led to more precise root causes analysis.

? AREA FOR IMPROVEMENT: Although specific subcontent areas are identified as areas of difficulty (e.g., grammar, spelling, and organization), no data analyses are provided in the trends to support these needs.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	Reading: 2008 – 71% P and A ; 2009 – 59% P and A ; 2010- 60% P and A. CSAP proficiency declining over last 3 years. Currently performing at 10th percentile in Middle School.	Improve performance in ELL students via supplemental coursework. Ability grouping in reading courses. Ability to summarize poor in elementary & MS	English Language Learners not receiving adequate supplemental help. No vertically articulated curriculum K-12. Absence of ability grouping in some classrooms.
	Writing: 2008 – 50% P & A; 2009 – 39% P&A; 2010 – 38% P&A. All below state average. CSAP proficiency declining over the past 3 years. Currently at 8th percentile in Elementary and 12th in Middle School.	Students have difficulty with grammar, spelling and organization. Underperformance due to poor vocabulary is also an issue.	No vertically articulated curriculum or consistent writing program k-12. No consistent or focused vocabulary k-12. No consistent writing program or training offered for staff.
	Mathematics: 2008 – 45% P&A; 2009 – 49% P&A; 2010 – 46% P&A. Elementary achievement at 11th percentile in 2010.	Improvement in performance in grades K-8 especially concerning standards 1,4 and 6.	Teachers do not emphasize math concepts because there is no consensus on essential math skills within and across grades (each grade assumes Standard is taught in a different grade). No consistent curriculum.
Academic Growth	Reading – decrease in MGP from 52% in 2008 to 47% in 2010.	Poorest performing students need additional opportunities for growth.	ELL and low performing students have received neither enough extra support nor time to supplement their reading instruction.

? AREA FOR IMPROVEMENT: Some of the root causes appear to be action steps rather than explanations of why trends are occurring. (E.g. "*ELL and low performing students have received neither enough extra support nor time to supplement their reading instruction.*") Consider asking why the lack of support and time are occurring to get to deeper root causes.

	Writing – Adequate growth not attained at any level. Elementary – 44 vs. 51, ms – 39 vs. 56, and hs – 47 vs 56.	Students need consistent and vertically articulated curriculum grades k-12. MGP consistently below state average.	Lack of vertically articulated consistent curriculum with emphasis on focused vocabulary. Need consistent standards-based writing program.
	Mathematics – Adequate growth not attained at any level. Elementary – 37 vs. 62, middle sch – 77 vs. 86, and hs – 52 vs 93.	Students need consistent and focused vertically articulated curriculum k-10. Additional supplemental course offerings needed at hs level.	Lack of consistent, standards based, data driven curriculum K-12. Inadequate additional time available for low performing students. Inadequate supplemental program for low performing students.
Academic Growth Gaps	Reading – growth gap - girls/boys – 47/41 Students needing to catch up – MGP=49th percentile needed 60th.	Poor performing students need additional time and support to supplement reading. Additional opportunities needed at HS level.	Boys and students needing to catch up performing at the partially proficient or unsatisfactory level have not been identified for or received additional support and/or regular monitoring of the progress of their reading.
	Math – growth gap - girls/boys – 50/58 F/R L – MGP = 37th needed 64th. Students needing to catch up – MGP=41st needed 83rd.	Under performing students need additional time and support in mathematics. Additional opportunities needed at HS level.	Girls, F/R students and students needing to catch up performing at the partially proficient or unsatisfactory level have not been identified for or received additional support and/or regular monitoring of their progress in mathematics.
	Writing – growth gap - girls/boys – 49/37 F/R L – MGP = 44th needed 54th. Students needing to catch up – MGP=40 needed 75th.	Poor performing students need additional time and support to supplement writing across the curriculum.	Boys, F/R Lunch eligible and students needing to catch up performing at the partially proficient or unsatisfactory level have not been identified for or received additional support in the area of writing.

Step Three: Root Cause Analysis

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

Data Analysis Worksheet

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

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Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Post Secondary/Workforce Readiness	ACT scores .6 points below Federal and State expectations.	Increase ACT scores.	Inadequate preparation for ACT.
English Language Development and Attainment (AMAOs)	N.A.	N.A.	N.A.
Teacher Qualifications (Highly Qualified Teachers)	91.5% of classes taught by HQ teachers.	100% of core classes taught by HQ staff.	Staff development not stressed.

Step 4: Create the Data Narrative
Directions: Describe the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for District/Consortium

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

Narrative: The data analysis we included in our process to identify our trends and priority needs included the 2008 – 10 school year CSAP scores and the 2008 – 2010 NWEA MAPS assessment. Both sets of data where consistent in identifying the problems our school faces.

<u>Academic achievement:</u> The 2010 Idalia School District RJ-3 (3220) performance framework for 2010 is based upon the three years ending in 2010. This document indicates several areas of concern regarding academic achievement. In Reading, the High School scored 77.3% exceeding the 71.3% expectation, Middle School achieved 52.7% failing to meet the 69.2% expectation, and Elementary scored 60.9% missing the 72.2% expectation; Math : HS 31,8% vs 30.5% expectation, MS 49.1% vs 49.1%,

and Elem 55.4% vs 70.4%; Writing: HS 51.5% vs 49.7%, MS 40.0% vs 56.8%, Elem 37.5%; Science: 42.9% vs 49.2%, MS 42.9% vs 46.8 % Elem 37.0% vs 47.5%. The District's High School students met the necessary federal and state performance expectations in all areas except Science, the middle school missed expectations in three of four areas, and our elementary failed to meet expectations in all four areas. As a result, the rating the district received was **approaching**. Due to the very small class sizes in our district, the numbers in each grade for the various disaggregated populations are extremely small, so the grade level data needed to evaluate each grade is not statistically valid and while considered, was not published in our narrative. This also applies to our Science scores as each level is based upon a single class (5,8,10) and thus the very small number does not lead to valid data. To supply the information regarding trends in the areas listed, we have relied upon three years of data as a whole, with additional insight gained from looking at scores for minority and low income students. In mathematics, the percentage of advanced students remains relatively unchanged, while the number of proficient students is decreasing and the number of partially proficient students is increasing. Achievement gaps do exist in Math, but they are closing quickly. In reading, the number of advanced students declined, and the number of partially proficient students increased. There is also a minority achievement gap in reading, but once again, it is closing rapidly. The writing achievement results are somewhat similar, with the numbers of advanced students remaining static, while the proficient and partially proficient numbers fluctuate. Taken as a group, this pattern would indicate an underperforming District, that is not supplying either catch up or keep up growth to many of its students. NWEA MAPS data corroborates this information, pointing to similar performance across all populations, with achievement gaps closing in all areas.

Proficiency level over Academic Years - % of students proficient and advanced.

	2008				2009				2010			
Subject	Elem	MS	HS	District	Elem	MS	HS	District	Elem	MS	HS	District
Reading	72	58.1	87.5	71	70.4	46.2	61.9	59	50	50	81	60
Math	68	38.7	29.1	45	62.9	50	28.6	49	52.9	41.7	38.1	46
Writing	40	45.2	58.3	49	40.7	38.5	38.1	39	32.4	29.2	57.1	38
Science	20	41.7	42.9	36.1	50	70	45.5	54.8	42.9	0.0	40.0	30.4

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

Minority and White District comparison CSAP Reading & Math

Year	Subject Name	Total White	Total Minority	% P&A White	% P&A Minority	District Gap
2008	reading	70	10	75.7	40	35.7
2009	reading	60	14	68.3	21.4	46.9
2010	reading	60	19	63.3	42.1	21.2
2008	math	70	10	48.6	20	28.6
2009	math	60	14	51.7	35.7	16
2010	math	60	19	46.7	42.1	4.6

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Poverty and Non-Poverty District comparison CSAP Reading & Math

Year	Subject Name	Total Non-Poverty	Total Poverty	% P&A Non-Pov	% P&A Poverty	District Gap
2008	reading	30	50	76.7	68	8.7
2009	reading	24	50	66.7	56	10.7
2010	reading	26	52	57.7	59.6	-1.9
2008	math	28	52	35.7	50	-14.3
2009	math	24	50	50	48	2
2010	math	26	53	42.3	47.2	- 4.9

? AREA FOR IMPROVEMENT: Although the data narrative indicates that DIBELS, NWEA, and classroom assessments were utilized, no analyses of these data were provided.

Growth Summary: In determining growth rates in the School District RJ-3, we once again used CSAP and MAPS as our primary source of information. Also considered in attempting to determine performance across our grades, were Dibels scores, and classroom assessments. As was the case with achievement, the small numbers of students involved make dealing with disaggregated groups statistically challenging, so the majority of the growth information was achieved by examining class or individual performance.

Reading – Examining three years of growth, Idalia Elementary, Idalia Middle School and Idalia High School have met adequate growth expectations for reading, but the percentile growth has declined each year for the past three school years.

Math – In no year examined did Idalia elementary meet the Median Adequate Growth Percentile. In each year, the Median Growth percentile achieved was roughly 20 percentile points short of expectations. In examining the Assessment Framework Standards Summary Report for the years from 2008 to 2010, it is apparent that standard 4, geometric concepts, is an area of concern for our classes. This is confirmed by anecdotal evidence and the NWEA MAPS test results as well. Idalia Middle School has a rating of exceeds, but did not attain the 90th growth percentile needed to achieve Median Adequate Growth. Idalia High School in failing to reach the 93rd percentile did not make median adequate growth either.

Writing – Writing growth in the elementary has declined in each of the past 3 years. In the 2008-2009 school year, Idalia elementary was within one percentile point of meeting state growth expectations, however, close doesn't count and thus we have not made adequate growth in this area in any of the years examined. Middle School has not attained the growth level required, nor has Idalia High School. The deficits apparent in writing extend across several standards, and include organization, writing in a variety of modes, and spelling.

AYP – If we examine the 3-year AYP Idalia School District RJ-3 did make adequate growth in Reading at all three levels, but has failed to make adequate growth in Mathematics and Writing at any of the three school levels.

Academic Growth Gaps – Due to the very small sizes of our classes, the data to adequately examine our growth gaps is not available. The small numbers we deal with results in one or two students being able to effect percentages in a profound manner. This results in the data available being suspect and of questionable statistical value. Thus, while we do have information regarding our white/minority and non-poverty/poverty students, our district, due its small-size student population, focuses upon student academic growth and success on an individualized basis. When we look at our individual student growth percentiles our staff quickly assesses whether the typical student is/is not making enough longitudinal growth in performance. As we look at our individual student data we set individualized longitudinal growth percentile goals of 50th percentile growth or greater if students are making adequate growth and 55th percentile growth goals or greater for students not making adequate growth.

? AREA FOR IMPROVEMENT: Reflects a detailed analysis of CSAP performance data, but does not describe the processes used to prioritize the challenges or to identify root causes. It might be helpful to know how conflicts were resolved and how decisions were reached. In addition, analysis and description of this process might have identified that some priority needs were actually root causes.

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Root Cause:

Reading – Idalia currently does not have a consistently scheduled ELL instructor, and utilizes our local BOCES for ELL assistance. A substantial achievement gap exists in reading minority and non-minority students in our lower elementary. This gap is largely absent by High School, but it's presence in elementary and middle school has a considerable negative impact on our scores. A more comprehensive and consistent ELL program is needed.

Math – To determine the root cause of inadequate performance and growth in mathematics in Idalia Schools, we chose to examine the entire math program grades K-12. During this examination it became apparent that there was little if any adherence to a standards based, vertically articulated curriculum. This was especially apparent as regards geometric concepts which were being given a cursory coverage at best. This coupled with an over reliance on text books and worksheets has given rise to a number of "holes" in our curriculum. While the time allowed for mathematics instruction was adequate, the teaching methods employed often did little to ensure the engagement of every student. Additionally, we did not have an adequate supplemental math program in place to identify and serve those students who were not making adequate growth. If a student was identified, we once again, did not have a cohesive and comprehensive program to supply needed remediation in the subject area. Finally, without a consistent ELL program in our school, we are not providing our ELL students with appropriate additional instruction to help them understand the material presented.

Writing – No curriculum existed that addressed writing across the grade levels. Each teacher was attempting to provide the students in their classroom with the needed instruction, but with no common focus, the result was less than cohesive. This situation arose due to staff changes without subsequent staff training in the currently adopted program. 45 to 55 minutes is allotted for writing each day which was judged to be sufficient by the staff. Without a resident ELL instructor, often our minority (spanish speaking) students are not receiving the supplemental instruction needed to attain proficiency. Finally, writing across the curriculum was not being assessed based upon common, consistent and standards-based criterion. Each instructor was utilizing their own methodology and standards when grading writing in their classrooms. Without commonality, there was some confusion which has further led to student difficulties.

Verification of Root Cause:

As we began to explore the needs and causes regarding the performance and growth of students in Idalia School District RJ-3, we initially looked to the CSAP scores for the past three years. After we identified what we believe to be the issues of primary concern, we then examined the NWEA MAPS data to look for confirmation and see if any additional problems could be identified. Once we were satisfied that we had data backing our determinations, we had a series of staff meetings to discuss the problems identified and determine why they arose, and how they evolved. Finally, we spoke with every teacher to determine if they believe that we had indeed identified the root causes of our district's performance and growth issues.

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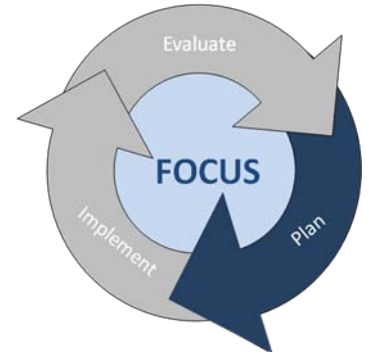
District/Consortium Goals Worksheet

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

Example of an Annual Target at the Elementary Level

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

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

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics		Annual Targets 2010-11	Annual Targets 2011-12	Interim Measures for 2010-11	Major Improvement Strategies
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	By the end of the 2011 school year, 73% of the students will score proficient or advanced on the reading CSAP	By the end of the 2012 school year, 80% of the students will score proficient or advanced on the reading CSAP.	NWEA MAPS Assessment (Administered 3 times during the school year: Sept., Jan., and Mar.)	Provide additional instruction time to students requiring additional support, especially ELL students
		M	By the end of the 2010-2011 school year, 72% of the students will score proficient or advanced overall on the math CSAP. There will be a ten	By the end of the 2011-2012 school year, 75% of the students will score proficient or advanced overall on the math CSAP. There will be a ten	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan., and Mar.)	Adopt and utilize a vertically aligned Mathematics Curriculum.

✓ **STRENGTH:** Establishes annual targets for every performance indicator area where the district failed to meet state expectations.

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✓ **STRENGTH:** The Major Improvement Strategies match the scope of the challenges, describe the specific changes in practice that would result from the action steps, explicitly respond to the identified root causes, and address the needed instructional improvement. (E.g., "*Progress monitor student achievement via classroom assessment and provide supplemental instruction for those students who require assistance.*")

			percentage point increase in the percent of students proficient or above on Standard 4 (Geometric concepts).	percentage point increase in the percent of students proficient or above on math standard 4 (Geometric concepts).	Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 4 (Geometric concepts).	Implement a standards based math program K-5. Progress monitor student achievement via classroom assessment and provide supplemental instruction for those students who require assistance.
		W	By the end of the 2010-2011 school year, 55% of students will score proficient or advanced overall on the writing CSAP.	By the end of the 2011-12 school year, 60% of students will score proficient or advanced overall on the writing CSAP.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan., and Mar.)	Implement Writing Alive program K-5. Adopt and implement vertically aligned writing curriculum.
		S	By the end of the 2010-2011 school year 55 % of students will score profiecient or advanced on the science CSAP.	By end of the 2011-2012 school year, 60% of students will score proficient or advanced on the science CSAP	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan., and Mar.)	We believe that by addressing the issues in reading, writing, and math we will by extension address the root cause of our science CSAP scores.

? AREA FOR IMPROVEMENT: Does not consistently provide metric associated with MAPS (e.g. NWEA RIT Growth scores).

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	State target: Elem: 94.23% PP and above on CSAP	State target: Elem: 94.23% PP and above on CSAP	n/a	n/a
		M	State target: Elem: 94.54% PP and above on CSAP and CSAPA	State target: Elem: 94.54% PP and above on CSAP and CSAPA These goals will be revisited with the 10-11 AYP results	NWEA MAPS Mathematics Assessment (administered 3 times during the school year – September, December and March) Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 4 (Geometric concepts).	✓ **STRENGTH:** Identifies MAPS as interim measure in Reading, Writing, and Science, and indicates frequency of administration. *"Common items administered as part of several end-of unit assessments across classrooms that focus on Standard 4 (Geometric concepts)"* were to be given in math. Same as above
Academic Growth	Median Student Growth Percentile	R	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 45.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	NWEA Maps Assessments (administered 3 times during the year). Fall-spring RIT growth in math, with goal of meeting or exceeding NWEA growth targets for all grades.	n/a
		M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 65.	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 65.	n/a	Same as above.
		W	By the end of the 2010-11 school	By the end of the 2011-12 school year, the Median Student Growth Percentile	n/a	n/a

? AREA FOR IMPROVEMENT: There appears to be some confusion between state and federal targets. CSAP status, growth, growth gap, and postsecondary/ workforce readiness are state targets. AYP targets are federal expectations.

✓ **STRENGTH:** The targets increase yearly and would likely result in the district meeting state expectations within five years.

STRENGTH: Identifies disaggregated groups of students for Academic Growth Gaps, even though the Data Narrative indicates that the small numbers of students in disaggregated groups makes the data less reliable.

STRENGTH: Establishes annual targets for every performance indicator area where the district failed to meet state expectations.

			year, the Median Student Growth Percentile in Math will be 55.	in Math will be 55.		
Academic Growth Gaps	Median Student Growth Percentile	R	Close catch up growth gap to < 5 points	Close catch up growth gap.	Dibels and NWEA MAPS	See below
		M	Raise Free/Reduced subgroup Median Growth Percentile to 55. Raise Catch UP Median Growth Percentile to 65.	Raise Free/Reduced subgroup Median Growth Percentile to 70. Raise Catch UP Median Growth Percentile to 85.	NWEA MAPS Assessment (administered 3 times during the school year: Sept., Jan., and Mar.)	Provide additional instruction time to students requiring additional support, especially students needing to catch up
		W	Raise Free/Reduced subgroup Median Growth Percentile to 50. Raise Catch UP Median Growth Percentile to 60.	Raise Free/Reduced subgroup Median Growth Percentile to 60. Raise Catch UP Median Growth Percentile to 80.	See above	See above
Post Secondary/ Workforce Readiness	Graduation Rate		Raise graduation rate to 100%	Maintain graduation rate at 100%	N.A.	Yearly graduation audits for all high school students.
	Dropout Rate		Reduce dropout rate to 0%	Maintain dropout rate at 0%	N.A.	See above
	Mean ACT		Raise Mean ACT to 20.5	Raise Mean ACT to 21	N.A.	We believe that by addressing the issues in reading, writing, and math we will by extension address the root cause of low mean ACT scores.
English Language Development & Attainment	CELA (AMAO 1)		N.A.			
	CELA (AMAO 2)		N.A.			
Teacher Qualifications	Highly Qualified Teacher Data		100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	N.A.	Utilize state HR report to identify non-HQ staff. Offer development opportunities to staff to reach HQ status.

? AREA FOR IMPROVEMENT: Since lack of identification of students for additional support was identified as a root cause and progress monitoring (*"Progress monitor student achievement via classroom assessment…"*) as a Major Improvement Strategy, the district might consider additional interim measures beyond MAPS and "common end-of unit assessments." For example, the district might include DIBELS, which was discussed in the Action Plan steps.

Action Planning Worksheet

Directions: Based on your data analysis in Section III, prioritize the root causes that you will address through your action plans and then match them to a major improvement strategy(s). For each major improvement strategy, identify the root cause(s) that the action will help to dissolve (e.g., implement new intervention in K-3 reading). Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps necessary to implement the major improvement strategy (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff). Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the district/consortium is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Progress monitor student achievement using NWEA MAPS Mathematics Assessment (3 times yearly) and Dibels in order to identify students who need additional instruction in Reading.

Root Cause(s) Addressed by the Major Improvement Strategy: Students with performance challenges in reading have not been identified for additional support; failure to utilize progress monitoring systems in place to formatively to identify student needs and provide supplemental instruction on an on-going basis.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
■ School Plan under State Accountability.   ■ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.
☐ Amendments to a Title I schoolwide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Provide training in interpretation of NWEA data for instructional planning and establishing intervention groups; Update Dibels materials to most current available Administer teacher survey three times a year to measure teacher confidence and comfort in interpreting NWEA and Dibels assessment data and using those data to identify students at-risk in reading, to plan instructional, and to establish intervention/flooding groups.	January 2011 Sept-Oct 2010 August 2011 Sept. 2010, Jan. 2011, May 2011	Principal BOCES professional developer Principal Principal	School funds: $250 School funds $1500 None	Teachers in grades K-5 will participate in trainings. Teachers utilize new Dibels materials in all classrooms K-5. Teacher survey administered in Sept., Jan. and May will show increased teacher confidence and comfort in interpreting NWEA and Dibels data and using those data to identify students at-risk in reading, to plan instructional, and to establish intervention/flooding groups K-2, 3-5, 6-12.

✓ **STRENGTH:** Identifies persons responsible for implementing the action steps.

? **AREA FOR IMPROVEMENT:** Although local funds are identified, no other funding resources are included in the plan. Identification of the funds necessary to implement the action plan steps might ensure that sufficient resources are available to carry out the work.

✓ **STRENGTH:** Describes the specific steps that district personnel are to take to implement the major improvement strategy. E.g., "*Provide training in interpretation of NWEA data for instructional planning and establishing intervention groups; Update DIBELS materials to most current available; Administer teacher survey three times a year to measure teacher confidence and comfort in interpreting NWEA and DIBELS assessment data and using those data to identify students at-risk in reading, to plan instructional, and to establish intervention/flooding groups.*"

Establish and follow a progress-monitoring schedule.	Sept, 2010-May 2011	Principal Teachers	None	Principal will verify that progress-monitoring schedule is followed.
Discuss results of progress monitoring at data analysis meetings and adjust reading instruction and intervention groups based on discussion.	Sept, 2010-May 2011	Principal Teachers	None	Meeting minutes will show that meetings were held, which students were discussed, and what adjustments in instruction and groups were made. Principal and Leadership Team will review minutes monthly.

Major Improvement Strategy #2: Identify specific skills to be taught within and across grade levels in Mathematics, especially those related to Standard 4 (Geometric concepts).   Adopt a standards based, vertically articulated curriculum in mathematics K-12.

Root Cause(s) Addressed by the Major Improvement Strategy: Minimal focus on mathetics concepts, especially in Standard 4 (Geometric concepts), writing and thinking mathematically, and determining mastery; lack of focused, standards based, vertically articulated curriculum.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
    ■ School Plan under State Accountability.   ■ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.
            ☐ Amendments to a Title I schoolwide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (federal, state, and/or local)	Implementation Benchmarks
Teachers meet to review adopted math curriculum across grade levels and to identify essential skills and concepts to be taught at each grade level, ensuring Math Standard 4 (Geometric concepts) is addressed at the appropriate level in each grade level. Teachers will implement "five easy steps to a balanced math program".	August through December of 2010	Teachers Principal	In-service time	Essential math skills are identified for each grade level no later than August 29th 2011. The new math program will be in place in grade K-10 no later than January 2011 with staff time available for team meetings and continued staff development.

Teachers will meet in cross-grade level groups in the fall to identify and align student expectations across grade levels – defining what students must know and be able to do to be prepared for math instruction at the next grade.	August 2010 to May 2011	Teachers Principal	In-service time and substitutes as needed.	On-going project to make certain that essential skills are aligned across grade levels to insure that no gaps exist and that all Colorado standards are addressed.

Major Improvement Strategy #3: Increase amount of time allocated daily to writing instruction at each grade and provide additional instructional time to students requiring additional support. Implement Writing Alive Curriculum grades K-5 and cohesive, cross curriculum, writing program grades 6-12.

Root Cause(s) Addressed by the Major Improvement Strategy: Insufficient effective instructional time for writing and no additional time for groups of students needing additional support. Lack of cohesive K-12 curriculum.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☑ School Plan under State Accountability.   ☑ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.
☐ Amendments to a Title I school-wide or targeted assistance plan.   ☐ School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Teachers meet to review adopted writing curriculum across grade levels and to identify essential skills and concepts to be taught at each grade level.	August 2010	Principal, Elementary staff.	In-service time. (local funds)	Essential writing skills are identified for each grade level no later than January 2011. The new writing curriculum will be in place in each grade no later than January 2011 with staff time available for team meetings and continued staff development.
Insure that the research-based minimum number of minutes of writing instruction is provided daily at each grade level.	Sept 2010-May 2011	Teachers	None	School schedule will be developed in that insures that the recommended number of minutes writing instruction is provided at each grade. Monthly principal walk-throughs will increase focus on utilizing writing block effectively and consistent cross curriculum writing stressed.

Insure that each grade level identifies and provides needed supplemental support for students requiring additional instructional support in writing.	2010-11 school year	Principal, elementary teachers, Title teacher, ELL staff.	Title teacher, ELL staff	Analysis of writing data will show that the additional instructional opportunities are increasing the achievement of targeted groups. Instructional support will be increased in January if NWEA MAPS data indicate the need.

? AREA FOR IMPROVEMENT: The Data Narrative indicates that the district does not have a "supplemental math program in place to identify and serve those students who were not making adequate growth." The district might consider additional steps in Major Improvement Strategy #3 that specify how the math needs of struggling students, especially ELLs, will be addressed.

Major Improvement Strategy #4: Address the Federal Targeted Assistance Plan Requirements
Rationale: All Title I Targeted Assistance Programs are required to have a Program Plan.

✓ **STRENGTH:** Federal Targeted assistance plan requirements are addressed in a separate improvement strategy.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability   x Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☒ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Student Identification: Students most at risk in our targeted assistance program are identified through rank order according to need, based on multiple data from multiple measures of student achievement. • Prioritization in Grades K-2 is based on NWEA MAPS, Dibels, & teacher observation, • Prioritization in Grades 3-5. Includes part or all of the following: Dibels, CSAP results, and MAPS. • In addition, CSAP scores are used for grades 3-5.	August and September, 2011 As needed when students are exited or new students enroll	Title I Teacher Classroom Teachers	Local – Testing licenses, training and supplies	Assessment records will document that students most at risk in reading will receive Title I services. Title I enrollment records will indicate that reprioritization of students occurred throughout the year as needed.
Educational Program: • Students in Grades K-5 are provided with the F.A.S.T. Reading Program. Students receive	2011-12 school year	Title I Teacher Classroom Teachers	Instructional materials will support the intervention program including leveled	Progress monitoring data will indicate that students served in Title I programs are making progress.

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			books and reading materials for Title I students.	
individual tutoring • In grades K-5 reading assistance is provided by pre-reading and re-reading for core reading programs. Students receive instruction in individual and small group settings. • In addition the students receive additional support throughout the school day through regular reading programs and F.A.S.T. • If we have additional money and a sufficient number of at-risk students, we will offer summer instruction. • The school district has funded the core program: Teachers in the Title 1 program have selected supplemental materials according to the individual needs of the students				
Evaluation: Specific academic achievement goals can be found in our Annual and Interim Targets on the School Goals Worksheet. When assessing progress on goals, we examine specific cohort growth data. We also use structured classroom observations. We progress monitor student achievement through on-going testing via the NWEA MAPS test given three times per year to all students. Low performing students are tested additionally on an as needed basis. East Central BOCES will assist all low-achieving schools indentified in need of improvement through planning, all professional development activities and on-site assistance as needed by ECBOCES staff.	2011-12 school year	Principal Title I Teacher Classroom Teachers ECBOCES: Sharon Daxton-Vorce, Staff Development Coordinator, Judy Stephenson, ELA Consultant and Anita Burns, Federal Programs Director	NWEA MAPS tests	Progress monitoring data will be collected as scheduled.
Professional Development: to be provided through ECBOCES:	2011-12 school year: specific PD	Sharon Daxton-Vorce, Staff	Presenter Tina Pellitier – reading data tools $0 Sheet	Records of all professional development offered and those in

Due to ECBOCES' districts isolation and size, there exists a need for educators to learn and collaborate with others in similar positions, Title I teachers and administrators. Based on ECBOCES' survey data, administrator and teacher input and on-site observations, districts need support for RtI Tier I and Tier II research-based instruction and intervention strategies specifically in the content areas of reading and math. Six East Central BOCES' districts are projected to be on Program Improvement predominately in math. Based on CSAP data, 50% of ECBOCES' districts are below proficient in writing, math and science; 30% are below proficient in reading. The Title I PLC will provide time for collaboration and reflection on Title I programs, instructional practice, intervention strategies, RtI, parent involvement and understanding and use of assessments and data to improve student learning. This PLC will provide on-going and job-embedded professional development along with the opportunity for on-site coaching, on-site professional development and on-site compliance supported by ECBOCES. Charter School at Strasburg will be included in this plan. Title I PLC will include the following professional development for 09-10: RtI Tier I and Tier II: Tina Pelletier: reading data tools (i.e. DIBELS) that guide differentiation of research-based instructional interventions, one day at BOCES and three days in	dates to be determined	Development Coordinator, Judy Stephenson, ELA Consultant and Anita Burns, Federal Programs Director	3a Line 39 Travel Expenses Presenter and Meals for PD $0 Sheet 3a Line 40 Title I PLC Resources aligned with PD $0 Sheet 3a Line 41	attendance will be maintained.

Description of Action Steps to Implement	Timeline	Key Personnel	Resources	Implementation Benchmarks
districts (Note: district days will be funded out of CRF remaining funds.) LETRS Module 12: Using Assessment to Guide Instruction, one day RtI PLC: Title I teachers, district administrators and Special Ed teachers implementing articulated, aligned and accelerated curriculum to address at-risk student needs through the RtI model Alignment with Title III professional development activities				
Parent Involvement: We will have two parent meetings per year. These typically will be twice a year; one in the fall, and one and the late winter. In addition, the teachers will send home a monthly newsletter to parents. We will also hold a Family Night which includes reading as one of many components of the evening. District Parent Involvement Policy and school Parent Compact are uploaded to Tracker and available for review.	October 2011, April 2012 Monthly during 2011-12 school year. November, 2011 March 2012 2011-12 school year	Principal Title I Teacher Classroom Teachers Principal	No additional resources No additional resources	Attendance records of parent meetings and Family Nights will be maintained. Principal will maintain a file of all parent newsletters. District Parent Involvement Policy and school Parent Compact are uploaded to Tracker.

Description of Action Steps to Implement	Timeline	Key Personnel	Resources	Implementation Benchmarks

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the Major Improvement Strategy			(Amount and Source: federal, state, and/or local)	
Highly Qualified Assurance: All Title I teachers are highly qualified.	2011-12 school year	Principal Title I Teacher District HR Director	No resources required	All Title I teachers are highly qualified.
Coordination of Resources Title I, Title IIA, Title IID, and Title III funds are coordinated with local resources to provide services to students,	2011-12 school year	District Administrative Staff	Local funds and Title I, Title IIA, Title IID, and Title III funds	Records of use of resources are maintained.

Section V: Additional Documentation

Proposed Budget for Use of Title IIA funds in 2011-12. This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2011-12. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district's projected 2011-12 Title IIA allocation. If the 2011-12 allocation is unknown, use the 2010-11 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
		$
		$
		$
		$
		$
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		$