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Colorado's Unified Improvement Plan for Districts for 2011-12
Preliminary Report

Organization Code: 0020   **District Name:** ADAMS 12 FIVE STAR SCHOOLS   **AU Code:** 01020   **AU Name:** ADAMS 12 NORTHGLENN   **Plan type based on:** 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district's/consortium's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the district's/consortium's data in blue text. This data shows the district's/consortium's performance in meeting minimum federal – Adequate Yearly Progress (AYP) – and state accountability expectations – District Performance Framework (DPF) data. The data reported for state accountability results the DPF results (1-year or 3-year) for which the district is accountable. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations				2010-11 District Results				Meets Expectations?			
	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.		E	M	H		E	M	H	Overall Rating for Academic Achievement: Approaching * Consult your DPF for the ratings for each content area at each level.			
		Reading	72.2%	69.2%	71.3%	Reading	65.8%	65.4%	66.2%				
		Math	70.4%	49.1%	30.5%	Math	69.8%	54.8%	31.7%				
		Writing	55.8%	56.8%	49.7%	Writing	50.1%	53.1%	45.2%				
		Science	47.5%	46.8%	49.2%	Science	44.2%	49.3%	44.0%				
Academic Achievement (Status)	**Adequate Yearly Progress (AYP)** Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state (http://www.cde.state.co.us/ FedPrograms/danda/aypprof.asp).	Overall number of targets for District: 153				Overall percent of targets met by District: 73.9%					E	M	H
										Reading	NO	NO	NO
										Math	NO	NO	NO
										Grad	--	--	NO
	IDEA: CSAP, CSAP-A for Students with Disabilities on IEPs Description: %PP+P+A on CSAP, CSAP-A in reading and math for students with IEPs. Expectation: Targets set by state in State Performance Plan.	Reading	59.0			47.9%				NO			
		Math	59.5			46.4%				NO			

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations				2010-11 District Results				Meets Expectations?	
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing. Expectation: If district met adequate growth, then median SGP is at or above 45. If district did not meet adequate growth, then median SGP is at or above 55.		Median Adequate SGP				Median SGP			Overall Rating for Academic Growth: Meets * Consult your DPF for the ratings for each content area at each level.	
			E	M	H		E	M	H		
		Reading	34	30	21		50	49	52		
		Math	46	63	92		53	51	54		
		Writing	42	50	59		50	47	52		
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your District Performance Framework Report for a listing of median adequate growth percentiles for your district's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.				See your District Performance Framework Report for a listing of median growth percentiles for your district's disaggregated student groups.				Overall Rating for Growth Gaps: Approaching * Consult your DPF for the ratings for each content area at each level.	
Postsecondary and Workforce Readiness	**Graduation Rate** Expectation: 80% on the most recent 4-year, 5-year, 6- year or 7-year graduation rate.	80% or above (overall and for students on IEPs)				Best of 4-year through 7-year Grad Rate					Overall Rating for Postsecondary Readiness: Approaching * Consult your DPF for the ratings for each content area at each level.
						Overall	74.2% (7-year)			Approaching	
						IEPs	63.6% (7-year)			NO	
	Dropout Rate Expectation: At or below State average.	Overall	3.9%			5.7%				Approaching	
		IEPs	2.5%			3.5%				NO	
	Average ACT Composite Score Expectation: At or above State average.	20.1				19.3				Approaching	

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 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.	50% of students meet AMAO 1 expectations	43.80%	NO
	AMAO 2 Description: % attaining English proficiency on CELA.	6% of students meet AMAO 2 expectations	9.60%	YES
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group.	All (100%) ELL AYP targets are met by district	64.71%	NO

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 District Results		Meets Expectations?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes taught by HQ teachers	2008-09	99.56%	NO
			2009-10	99.84%	NO
			2010-11	100.00%	YES

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Direction 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 with Improvement Plan	Based on preliminary results, the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2012 using the Unified Improvement Plan template, to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the district's plan: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp. Final results will be available in November 2011.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has not been identified as a High Priority/Priority graduation district.	District is not required to complete the Student Graduation and Completion Plan.
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.	Corrective Action - Year 6	The district is required to revise the corrective action plan for Title I so that it goes beyond the previous plan. The plan must be submitted to CDE by January 17, 2012, using the Unified Improvement Planning template. An addenda form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp. The Quality Criteria is another good reference to ensure all requirements are met.
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.	Improvement - Year 4	Grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 17, 2012. At a minimum, make sure to address any missed targets in 09-10 and 10-11 in the plan. An addenda form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp. In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met. Pay special attention to the added requirements for Title III grantees that are identified as Program Improvement - Year 3.

Section II: Improvement Plan Information

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

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	No
CADI	Has or will the district participated in a CADI review? If so, when?	No
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	Yes: 2006-2007, Facilitator: Dave Benson
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

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 ☐ CTAG Grant ☐ District Partnership Grant ☐ District Improvement Grant ☐ Other: _____

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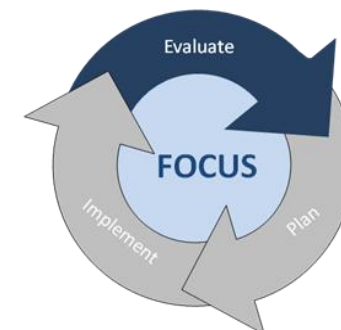
If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Paul Gordon, Chief Academic Officer
Email	paul.gordon@adams12.org
Phone	720-972-4010
Mailing Address	1500 E. 128th Avenue, Thornton, CO 80241

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your district/consortium. 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 (with more than one data source) 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 Unified Improvement Planning Handbook.

Worksheet: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year's plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

Performance Indicators	Targets for 2010-11 school year	Target met? How close was district/consortium in meeting the target?	
Academic Achievement (Status)	Reading: E - 67.9%, M - 67.5% , H - 68.5%	E: **Goal Not Met** – 65.2% M: **Goal Not Met** – 65.5% H: **Goal Not Met** – 66.6%	**Strength:** Indicates whether the previous year's targets were met/not met.
	Math: E - 71.6%, M - 54.6% , H - 31.1%	E: **Goal Not Met** – 70.4% M: **Goal Not Met** – 54.2% H: **Goal Met** – 32.8%	
	Writing: E - 51.2%, M - 54.8% , H - 46.0%	E: **Goal Not Met** – 48.7% M: **Goal Not Met** – 51.4% H: **Goal Not Met** – 45.2%	
	Science: E - 44.6%, M - 49.8% , H - 46.7%	E: **Goal Met** – 45.1% M: **Goal Not Met** – 47.8% H: **Goal Not Met** – 43.9%	**Area for Improvement:** Does not indicate the how close the district was to meeting targets.
Academic Achievement (AYP)	Reading: E - 94.23%, M - 93.41%, H - 94.92% or reduce percent Unsatisfactory by 10%	E: **Goal Not Met** – 74.1% M: **Goal Not Met** – 70.4% H: **Goal Not Met** – 88.9%	

	Math: E - 94.54%, M - 89.88%, H - 86.75% or reduce percent Unsatisfactory by 10%	E: **Goal Not Met** – 81.5% M: **Goal Not Met** – 70.4% H: **Goal Not Met** – 55.6%
Academic Growth	Reading: 55	**Goal Not Met** – 50th percentile
	Writing: 55	**Goal Not Met** – 49th percentile
	Math: 55	**Goal Not Met** – 51st percentile
Academic Growth Gaps	Reading: 55	**Groups Meeting Goal**: E – none M – none H – ELLs, Catch-up Students
	Writing: 55	**Groups Meeting Goal**: E – none M – ELLs H – FRLs, Minority, ELLs, Catch-up Students
	Math: 55	**Groups Meeting Goal**: E – none M – none H – ELLs
Post Secondary Readiness	Grad Rate: 74.2%	**Goal Met** – 74.2%
	Dropout Rate: 5.6%	**Goal Not Met** – 5.7%
	Mean ACT: 19.5	**Goal Not Met** – 19.4
English Language Development and Attainment (AMAOs)	AMAO 1: 47%	**Goal Not Met** – 43.8%
	AMAO 2: 10%	**Goal Not Met** – 9.6%
Teacher Qualifications (HQT)	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	**Goal Met** – 100% of teachers highly qualified

Area for Improvement: Provides numerous root causes (21). Consider common underlying themes of these root causes so that a smaller, prioritized list can be developed. (CDE recommends no more than 1 or 2 root causes for each priority performance challenge.) For example, why has there been a *"Lack of high quality, job embedded, and ongoing professional development …and lack of effective, consistent feedback to teachers"* related to the teaching learning model? Is the issue lack of prioritization of available resources? Lack of commitment? Too many initiatives? A deeper root cause analysis based on content areas, local data sources, and/or qualitative data (such as surveys, observations, etc.) might lead to more specific root causes and more targeted improvement strategies and action plans.

expectations were not met for accountability purposes. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Strength: Provides CSAP achievement data for a four-year period, 2008-2011, for reading, math, writing, and science. Consider analyzing data by grade level or school level (elementary, middle, and high) to more clearly identify patterns of performance and the magnitude of the challenges. Academic Achievement (Status)	Percent Proficient & Advanced: Reading 2008 – 64.2% 2009 – 64.6% 2010 – 65.3% 2011 – 65.0% Writing 2008 – 47.5% 2009 – 48.3% 2010 – 48.1% 2011 – 51.3% Math 2008 – 50.2% 2009 – 52.7% 2010 – 54.8% 2011 – 56.3% Science 2008 – 41.7% 2009 – 44.2% 2010 – 44.9% 2011 – 46.0% **Strength:** Identifies flat performance below state expectations in all content areas as the Academic Achievement performance challenge and reflects the magnitude of the performance challenge in this indicator area.	While percentages of students scoring proficient and advanced have increased overall in all content areas, the scores in Reading and Writing are flattest and student performance overall in those areas are lower when compared to schools statewide at all school levels.	**TLC Root Causes** 1) Lack of clear expectations and goals for our administrators and teachers. 2) Lack of high quality, job embedded, and ongoing professional development structure that builds capacity and sustainability of the T/LC for all educators in Adams 12. 3) Lack of consistent utilization of the study, select, and plan phases of the T/LC to fully comprehend the enduring understanding behind the standards and performance expectations for every student. Not understanding the importance of the first three phases, has created a void of a consistent, district wide understanding in the purpose for developing a unit plan and making the unit plan directly connect to the daily instructional plans, which must have clear, daily learning outcomes/objectives for students. 4) Lack of consistent, in-depth understanding of the Colorado Academic Standards and District created resources. This impedes the ability to effectively implement the six phases of the Teaching/Learning Cycle. 5) Lack of effective, consistent feedback to our teachers during the implementation phase of the T/LC, which also impacts the analyze and adjust phase of the T/LC. 6) Lack of understanding of the appropriate use of formative assessment, which drives the analyzes and adjust phases of the T/LC.

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	All areas increasing from 2008 to 2011, particularly Math (6.1%) and Science (+4.3%) The percentile ranking of Reading and Writing are consistently lower than Math and Science at all school levels (ES, MS, HS) when the performance of the schools in our district is compared to the performance of districts statewide. This gap is only lower than 7 percentile points in one instance (compared to Science at the high school level).	**Strength:** Specifies broad, systemic root causes that are under the control of the district for each priority performance challenge. **Strength:** Identifies root causes that cut across indicators and are verified with evidence from multiple data points (e.g., staff surveys and interviews; walkthrough data and joint classroom observations).	

	Percent of AYP Targets Met (100% target for all content areas and years):
	2008-Overall: 86.8%
	    -Reading: 93.1%
	    -Math: 80.6%
	2009-Overall: 88.8%
	    -Reading: 87.5%
	    -Math: 88.9%
	2010*-Overall: 77.6%
	     -Reading: 79.1%
	     -Math: 79.2%
	2011-Overall: 73.9%
	    -Reading: 76.4%
	    -Math: 70.8%
	*2010 data is artificially deflated due to the massive CSAP misadministration at COVA
	
	The percentage of AYP targets met in Reading is down dramatically from 95.7% in 2008 to 76.4% in 2011.
	
	The percentage of AYP targets met in Math is down from 80.6% in 2008 to 70.8% in 2011.
		The number of AYP targets met has decreased over a four year period drastically in Reading.
		
		The percentage of targets met in Math has declined from 2008 to 2011 and Adams 12 is on Corrective Action Year 5 in Mathematics.
		
		The number of AYP targets met by students with IEPs has lagged behind other recipient groups and the percentage of targets met has decreased from 76% in 2009 to 58% in 2011.
			<u>TLC Root Causes</u> (see above)
			
			Special Education Root Causes
			1) Structures are not consistently in place across schools to ensure that students with IEPs receive both universal and supplementary instruction in math, reading, and writing. Currently, universal instruction is partially supplanted by special education instruction.
			2) Special education teachers have not consistently received training in the use of the district-wide core math or literacy curriculum and delivering the accompanying supplementary instruction.
			3) The current budget structure does not ensure that all schools have the necessary funds set-aside to provide supplementary materials for special education instruction.
			4) Special education teachers have lacked the training in the use of data to inform supplementary instruction.
			5) Special education teachers lack content knowledge in literacy to adequately implement supplementary instruction in reading and writing using best practices.
			6) Structures, identified roles and responsibilities for general education, special education teachers, and parents/guardians are lacking in order to ensure meaningful collaboration and expectations around student growth and achievement.

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Strength: Specifies priority disaggregated groups (students with IEPs) as required for federal targets (AYP).

	Over the last three years, more achievement AYP targets were missed by students with IEPs than any other recipient group.		
Academic Growth	District Median Growth Percentile: Reading: slight decrease from 2008-2011 2008 – 51 2009 – 51 2010 – 50 2011 – 49 Writing: flat from 2008-2011 2008 – 50 2009 – 50 2010 – 49 2011 – 50 Math: slight increase from 2008 to 2011 2008 – 50 2009 – 54 2010 – 52 2011 – 52 For the last two years the following ratios of growth percentiles at or above the state average were observed: Elementary: 5 of 6 Middle: 2 of 6 High: 6 of 6	Failure to attain Median Growth Percentile of 55 for Writing and Math at the secondary level due to higher Median Adequate Growth Percentiles in those areas. Middle Schools have failed to meet or exceed the 50th median growth percentile as often as elementary schools or high schools	**TLC Root Causes** (see above) **Area for Improvement:** While these trend statements met the 2011 Quality Criteria, new a 2012 criterion requires trend statements to include information about why the trend is notable. (E.g., Explicitly states how the trend in performance for the district compares to the state over the same time period, or how the trend compares to minimum state and federal expectations.) Providing a context helps planning teams prioritize trends. This guidance is included solely to help with future UIP development.
Academic Growth Gaps	Growth gaps for Minority, FRL, ELL, and Female/Male are consistently 6 percentile points or less for all content areas from 2009-2011. ELLs demonstrating higher growth than non-ELLs in all content areas from 2009 to 2011.	N/A	N/A

	Growth gaps between IEP and non-IEP students are 10 percentile points or more in all content areas and the gaps are not shrinking from 2009 to 2011 Percent of IEP students catching up is significantly below overall rate of all other student subgroups in all content areas	The Median Growth Percentiles of IEP students are generally in the low 40s or below and fewer IEP students are reaching proficiency than other subgroups.	**Special Education Root Causes** (see above)
Post Secondary/Workforce Readiness	Graduation Rate Data (four-year rate): 2009 – 68.2%* 2010 – 61.7%* 2011 – 65.3%* *Exclusion of Charter High School Data would result in an increase of District Graduation rate to 76.2% in 2009, 72.7% in 2010, and 73.9% in 2011 Declining graduation rate, with a 2.9% drop from 2009 to 2011. Factoring out Charter Schools the drop would be 2.3%. Graduation Rates for ELLs and students with IEPs are consistently below the district average graduation rate, and the gaps are increasing from 2009 to 2011.	The overall graduation rate for the district has declined slightly from 2009 to 2011. ELLs are not graduating at a rate similar to other subgroups and are lagging well behind the rate of IEP students despite the fact that they outperform and demonstrate higher growth than IEP students.	**Graduation Rate/Dropout Root Causes** 1) Lack of an early warning system for students at risk of failure K-12 2) Inconsistent monitoring and academic plan development for students to ensure all are on track for graduation, particularly for ELL students 3) Insufficient immediate credit recovery opportunities for students behind on credits
	Dropout Rate Data: 2008 – 7.2% 2009 – 5.9% 2010 – 5.3% 2011 – 5.7% 1.5% decline in district dropout rate from 2008 to 2011. Dropout rate of IEP students is consistently below	The overall dropout rate is above the state average and the dropout rate for ELLs is higher than the district average and other subgroups.	**Graduation Rate/Dropout Root Causes** (see above)

Strength: Includes a statement about the declining trend in the overall graduation rate.

Area for Improvement: Identifies low growth of IEP students as a priority performance challenge. While the achievement of these students is low, they constitute a comparatively small percentage of the overall student population (6%). More detailed data analysis might have revealed a more notable trend: median growth that is lower than median adequate growth for free/reduced lunch students (28% of all students) and students needing to catch-up (31%) at all levels and ELL students at elementary and middle school (15%) in most content areas. Consider determining the degree to which these populations are made up of the same students to identify the magnitude of this performance challenge.

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	the district average each year from 2008 to 2011. Dropout rate of ELL students is consistently above the district average from 2009 to 2011.		
	Overall Mean Composite ACT Score: Very slight increase from 2008-11 2008 – 19.3 2009 – 19.2 2010 – 19.2 2011 – 19.4 The mean composite ACT scores for ELLs and Hispanic students have decreased from 2008-11 by 0.1 and 0.2 scale score points respectively.	Overall composite ACT scores are flat from 2008 to 2011.	TLC Root Causes (see above) **Strength:** Includes specific information about changes in ACT composite scores for disaggregated groups, identifying a decrease in these scores over a three-year period, while overall district ACT scores have increased slightly.
Student Graduation and Completion Plan (Designated Graduation District)	N/A	N/A	N/A
English Language Development and Attainment (AMAOs)	AMAO 1: 2008 – Met with confidence interval - 57.5% (60% target) 2009 – Not met - 51.6% (60% target) 2010 – Not met - 45.5% (48% target) 2011 – Not met – 38.0% (50% target) **Area for Improvement:** Divides root causes into four separate areas. Consider looking systemically at district achievement issues, identifying root causes that are common to all areas, and developing a cohesive plan to address the performance challenges. For example, is "Inconsistent monitoring and academic plan development for students to ensure all are on track for graduation, particularly for ELL students" the deepest root cause, or is the low ELL graduation rate a symptom of a larger problem -- perhaps the lack of access to an academic program that provides all students with the knowledge, skills, and academic language necessary for school success?	The percentage of students making reasonable growth from year to year on CELA has been below State expectations for the past 3 years.	ELL Root Causes 1) Insufficient communication with parents/guardians of ELL students in native language 2) Insufficient professional development for content area teachers to provide sheltered instruction through SIOP to ELL students 3) Inconsistent incorporation of explicit language instruction into content instruction of ELLs 4) Lack of accountability from the district and building level to ensure consistent sheltered instruction and language development strategies for ELL students 5) Lack of consistent rigor and incorporation of Reading and Writing standards during ESL instruction 6) Inconsistent implementation of sheltered instruction strategies and assessment for ELL students in content area classes

	AMAO 2: 2008 – Met - 46.6% (25% target) 2009 – Not met - 22.1% (25% target) 2010 – Met - 8.8% (5% target) 2011 – Met - 9.6% (6% target)	N/A	N/A
	AMAO 3 (100% target for all years): 2008 – 88.2% targets met 2009 – 82.4% targets met 2010 – 88.2% targets met 2011 – 64.7% targets met Significant decline in percentage of targets met from 2008 to 2011. Missed AYP targets for AMAO 3 vary by content area and school level over years with little consistency.	The percentage of AYP targets met by ELLS has declined significantly over the past four years and is well below State expectations.	**ELL Root Causes** (see above)
Teacher Qualifications (Highly Qualified Teachers)	Percent of Teachers Highly Qualified (100% target for all tyears): 2008 – 98.2% 2009 – 99.6% 2010 – 99.8% 2011 – 100% Percentage of Highly Qualified Teachers increased by 1.8% from 2008 to 2011.	N/A	N/A

Data Narrative for District/Consortium

Directions: Describe the process and results of the data analysis for the district/consortium ~~and root cause~~ analysis. This analysis should be tightly linked to section IV targets and action planning should ~~identified in this~~ section. The narrative should not take more than f

Strength: Describes stakeholder involvement in plan development.

Strength: Identifies the performance indicator areas where the district failed to meet state (academic growth gaps) and federal (AYP targets) expectations.

Area for Improvement: Although the Data Narrative indicates that *"local assessments such as PALs, district common writing assessments, and district common math assessments were examined when analyzing trends"*, no trend analyses of these data are provided. In addition, neither the Notable Trends nor the Data Narrative provides an analysis of the performance of all students in the district (e.g., preK-2, 11th and 12th). These analyses could have assisted in identification of notable trends and clarified the magnitude of the priority performance challenges.

Performance Challenges: What ~~district's performance for each ind~~ ~~gender)? In which areas did we~~ ~~s are the highest priorities for our~~ How did we engage stakeholders in this analysis?

...ation of Root
What evidence do ...e for our conclusions?
How did we determine that?

PROCESS

The completion of the Data Analysis Worksheet including trend data, priority performance challenges, and root cause analysis involved the collaboration between District Executive Directors; District Assessment and Accountability staff; District staff from the content areas for Literacy and Numeracy, Special Education, Language Acquisition, Professional Development, and parent representation from the District School Improvement Team. The team considered three or more years of trend data for areas included on the District Performance Framework. Additionally local assessments such as PALs, district common writing assessments, and district common math assessments were examined when analyzing trends. These district data sources aligned with the trends observed with CSAP data, though some deflation in CSAP data was noted due to the massive CSAP misadministration at the Colorado Online Virtual Academy (COVA) in 2010, which for some areas resulted in a 5-6% decrease in the percent of students scoring proficient and advanced.

After identifying trends in our data, the team brainstormed and prioritized performance challenges. High priority performance challenges were documented and root cause analysis was conducted. To discover root causes, priority performance challenges from last year's UIP were reviewed, and priority performance challenges were clustered into major categories due to the fact that large numbers of targets were missed, indicating broad, basic root causes across many areas. Once these categories were defined, Diagnostic Trees were created to identify potential root causes in three areas: Academic, Quality Educator, and District System. Finally, to truly discover root causes the team utilized "The Five Whys" to evaluate whether each prioritized cause was truly a root cause or whether there was a deeper cause at work.

Academic Achievement Data:

Overall percentages of proficient and advanced achievement are up across all content areas, though modestly in reading and writing. However, our overall performance compared to other schools statewide is generally below the 50th percentile in all areas, particularly for reading and writing. Upon digging deeper into the data, it was discovered that overall performance on the standard for Thinking Skills in Reading and Conventions & Mechanics in Writing were lagging behind other standard areas. As can be seen in our AYP data, we are having less success over time moving students from the Unsatisfactory to the Partially Proficient performance levels overall for Reading and Math, particularly for students with IEPs.

Percentile Rank of Content Area By School Level				Percentage of AYP Targets Met in Reading				Percentage of AYP Targets Met in Math			
	Elementary	Middle	High		2009	2010	2011		2009	2010	2011
Reading	27	35	33	Overall	87.5	79.1	76.3	Overall	88.9	79.2	70.8
Writing	35	38	39	ELL	75	87.5	75.0	ELL	87.5	100	62.5
Math	48	66	54	IEP	75	50	50	IEP	75	50	62.5
Science	42	57	36								

Strength: Describes the process for identifying trends, performance challenges, and root causes.

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Academic Growth:

Overall Academic Growth from 2009 to 2011 has been fairly consistent in all areas, and 7 of the 9 Overall District Median Growth Percentiles are at the 50th percentile or above. Even though these growth percentiles are generally acceptable, as they meet or exceed the state average, they did not meet the threshold of the 55th percentile needed when Median Student Growth does not exceed Median Adequate Student Growth. Upon disaggregating by grade level, it became clear that overall growth, particularly in 2011 was lower at the middle school grades (6-8) than at elementary (3-5) or high (9-10). Additionally, more grade levels scored below the 50th percentile than in either 2009 or 2010.

Median Growth Percentile - Reading				Median Growth Percentile - Writing				Median Growth Percentile - Math			
	2009	2010	2011		2009	2010	2011		2008	2009	2010
Grade 4	53	48	49	Grade 4	50	52	53	Grade 4	58	55	54
Grade 5	51	51	48	Grade 5	48	50	47	Grade 5	52	50	50
Grade 6	52	49	47	Grade 6	49	46	46	Grade 6	58	52	54
Grade 7	52	50	49	Grade 7	50	49	48	Grade 7	49	44	49
Grade 8	47	45	51	Grade 8	48	42	49	Grade 8	45	53	48
Grade 9	52	52	51	Grade 9	50	51	54	Grade 9	60	57	52
Grade 10	51	5									

*Highlighting in yellow indicates th...

Academic Growth Gaps:

> **Area for Improvement:** Rather than comparing the performance of disaggregated groups (e.g., minority with non-minority), consider the degree to which each disaggregated group meets or does not meet state expectations as identified on the DPF. For example, in 2011, the median growth percentile of elementary free/reduced lunch students in writing was 43 and the adequate growth percentile was 68. These data present more meaningful differences than are reflected in the growth gap data presented in the UIP.

Overall, growth gaps between at-risk groups and the majority group were 5 percentile points or fewer for minority students, students eligible for free/reduced lunch, English language learners (ELLs), and girls/boys. In fact, ELLs either had the same or greater growth than non-ELLs for every content area every year. Unfortunately the gaps between IEP students and non-IEP students were generally about 10 percentile points. Further, those gaps are not shrinking over time.

Median Growth Percentile - Reading				Median Growth Percentile - Writing				Median Growth Percentile - Math			
	2009	2010	2011		2009	2010	2011		2008	2009	2010
Minority/Non	50/52	49/50	49/50	Minority/Non	50/50	48/50	47/51	Minority/Non	54/54	52/51	51/51
FRL/Non	48/52	47/52	46/52	FRL/Non	48/51	46/51	46/52	FRL/Non	52/55	50/52	50/52
IEP/Non	44/52	40/51	37/51	IEP/Non	40/51	40/50	40/50	IEP/Non	43/54	42/52	42/52
ELL/Non	54/50	53/49	52/49	ELL/Non	54/49	52/49	50/49	ELL/Non	56/53	55/51	55/50
Girls/Boys	53/49	53/46	53/47	Girls/Boys	52/47	50/48	52/47	Girls/Boys	54/53	52/52	51/52

*Highlighting in yellow indicates that gap in Median Growth Percentiles is 10 percentile points or more.

> **Strength:** Provides a narrative description of median growth percentiles compared with median adequate growth percentiles, as well as detail about the grade levels for which performance challenges appeared.

Post Secondary/Workforce Readiness:

Our graduation rate has declined over the last two years, and the graduation rates of ELLs are less than all other groups including students with IEPs, who they routinely outperform on all CSAP assessments. Overall, the dropout rate of students has declined steadily over the last two years; however, ELLs are dropping out at a higher rate than all other subgroups. The average composite ACT scores districtwide are flat over the last three years, but ELLs scores are declining over the same period, particularly on the English subtest. Scores for ELLs on that subtest are 11.6 in 2008, 11.5 in 2009, and 11.3 in 2010.

Graduation Rate					Dropout Rate					Mean Composite ACT		
	2009	2010	2011			2009	2010	2011			2009	2010	2011
Overall	68.2%	61.6%			Overall	5.9%	5.3%			Overall	19.2	19.2	
ELL	56.9%	44.6%			ELL	7.6%	9.6%			ELL	13.9	14.0	
IEP	54.2%	47.6%			IEP	3.3%	2.9%			IEP	14.0	13.9	

Area for Improvement: Does not identify the specific factors that prevented the district from meeting its AMAO targets, as required for districts under Title III School Improvement.

AMAO Data:

AYP data for ELLs (AMAO 3) was discussed in the Academic Achievement section. The percentage of targets met has been flat from 2009 to 2011. AMAO 1 data is below State expectations for the last three years and has declined over that time. As a result, we are not meeting the State's expectations in improving the language proficiency of students as they progress through our ESL program. Our AMAO 2 data met State expectations in 2008, 2010 and 2011. Based on this data, the percentage of students making progress toward proficiency is below State standards, but the percentage of student achieving proficiency meets State Expectations.

Strength: Indicates why the previous plan did not bring about increased student achievement.

EVALUATION OF 20010-11 IMPROVEMENT PLAN

Based on our 2011 data, it is clear that our District Improvement Plan was ineffective at improving student achievement significantly. We attribute this to the fact that it was developed once funds had already been allocated to schools and that the district was in the first year of developing and implementing the Teaching/Learning Cycle. As with most significant systemic changes, there is frequently an implementation dip as staff adjusts to new practices. School achievement increased in some content areas and overall in some schools, but no significant systematic change occurred, and we feel that the root causes that will be outlined further in this section were not dissolved.

The Action Plans and Improvement Strategies in Section IV of this plan will go beyond our previous improvement efforts by purposefully defining common expectations for all educators across the District. Systems for overall instruction, differentiating for IEP students and English Language Learners, and tracking the progress of students toward graduation will be refined based on lessons learned during the 2010-11 school year. Implementation will be evaluated more consistently to ensure fidelity across the district. Finally, professional development will continue to be delivered to ensure all educators know and understand our District's expectations.

Area for Improvement: Does not clearly identify priority performance challenges in the Data Narrative. For example, "Overall Academic Achievement" might be reworded, "Flat academic achievement below state expectations in reading and writing."

ROOT CAUSES AND ROOT CAUSE VERIFICATION

Based on our analysis of data and the development of priority performance challenges, it became apparent that the root causes identified could be clustered into five groups: overall academic achievement, academic progress for IEP students, Post secondary indicators and language proficiency for ELL students, Overall graduation rate, and developing/hiring highly qualified SPED teachers. The root causes along with the verification of root causes for each group follows.

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> **Strength:** Describes how root causes were identified and verified with more than one data source.

Overall academic achievement:

Root Causes

For the past two years our District has worked to bring greater clarity to our educators regarding the Teaching/Learning Cycle (TLC), which supports the mission of the District to delivery high quality instruction, in every class, every day for all our students. T/LC is a structure that supports educators as they study, select, plan, implement, analyze and adjust instruction for students. However, the District's overall vision and expectations of the T/LC was not communicated effectively from the district level, and consequently, it was inconsistently implemented at the school level. While professional development related to the T/LC was conducted, it was not delivered in a comprehensive, strategic approach that would build capacity for all educators throughout Adams 12. The following root causes, all consistent with high-quality first instruction, were identified. Addressing these root causes would result in significant improvement in academic achievement for all students.

1) Lack of clear expectations and goals for our administrators and teachers.
2) Lack of high quality, job embedded, and ongoing professional development structure that builds capacity and sustainability of the T/LC for all educators in Adams 12.
3) Lack of consistent utilization of the study, select, and plan phases of the T/LC to fully comprehend the enduring understanding behind the standards and performance expectations for every student. Not understanding the importance of the first three phases, has created a void of a consistent, district wide understanding in the purpose for developing a unit plan and making the unit plan directly connect to the daily instructional plans, which must have clear, daily learning outcomes/objectives for students.
4) Lack of consistent, in-depth understanding of the Colorado Academic Standards and District created resources. This impedes the ability to effectively implement the six phases of the Teaching/Learning Cycle.
5) Lack of effective, consistent feedback to our teachers during the implementation phase of the T/LC, which also impacts the analyze and adjust phase of the T/LC.
6) Lack of understanding of the appropriate use of formative assessment, which drives the analyzes and adjust phases of the T/LC.

Verification of Root Causes

In terms of our CSAP Achievement data, our achievement had increased in some areas, but decreased in others, particularly our AYP data. The interim assessment data we have shows the same pattern. Based on the Fall MAP data we have collected to date, the same trends in performance have been noted. These data are significant because preliminary data demonstrate that high correlations exist between predicted proficiency on MAP and prior year CSAP proficiency levels (0.88 median for math, 0.82 median for reading). We felt that achievement data alone was not enough to determine root cause, so we surveyed/interviewed content areas staff in Learning Services, staff development personnel, SPED and ELL staff, and school administrators. District staff shared their observations of their work in schools supporting teachers and administrators. Many of the conversations with school administrators centered on walkthrough data and joint classroom observations by principals, school executive directors, assistant directors of special education, and the Chief Academic Officer. These survey/interview data supported our identification of the root causes identified above. High-quality first instruction was very inconsistent within and across schools; the academic rigor of was generally low; and there was little evidence of specific strategies to provide formative data to guide instruction; inconsistent implementation of the T/LC.

Academic progress for IEP students:

Root Causes

1) Structures are not consistently in place across schools to ensure that students with IEPs receive both universal and supplementary instruction in math, reading, and writing. Currently, universal instruction is partially supplanted by special education instruction.
2) Special education teachers have not consistently received training in the use of the district-wide core math or literacy curriculum and delivering the accompanying supplementary instruction.
3) The current budget structure does not ensure that all schools have the necessary funds set-aside to provide supplementary materials for special education instruction.
4) Special education teachers have lacked the training in the use of data to inform supplementary instruction.
5) Special education teachers lack content knowledge in literacy to adequately implement supplementary instruction in reading and writing using best practices.
6) Structures, identified roles and responsibilities for both general education and special education teachers, are lacking in order to ensure meaningful collaboration and expectations

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around student growth and achievement.

Area for Improvement: Since the District is on Title III Program Improvement and achievement gaps persist for ELL students, consider delving deeper into root causes to determine why the ELL program is ineffective. For example, why is there insufficient communication with parents of ELL students in their native language, insufficient professional development, and inconsistent incorporation of explicit language instruction into content instruction of ELLs? Are these issues unique to ELLs, or are there similar issues with other groups within the district, such as students with disabilities and minority students? Answers to these questions might reveal deeper root causes and lead to more systemic and targeted improvement strategies and action plans.

Verification of Root Causes

In order to determine if the root causes identified are present in the system, surveys/interviews with special education staff, designated school-level special education administrators, and special education teachers were conducted. The majority of the conversations with school and district staff centered around direct classroom observations, and in some cases, information presented in Response to Intervention meetings. Artifacts of work required of special education students were examined. The data from the interviews and observation highlighted the predominance of low-level questioning and assignments. By and large, the artifacts selected were aligned with only recall and comprehension activities, both in pull-out special education settings as well as in general education content area classes. A survey of special education classes at the secondary level showed that many classes taught by special education teachers needed to be co-taught with a highly qualified content area teacher, as the special education teacher either did not have the coursework or had not passed the appropriate State licensure exam. Additionally, MAP data collected for students with IEPs mirrored achievement data from CSAP.

Language proficiency for ELL students:

Root Causes:

1) Insufficient communication with parents/guardians of ELL students in native language

2) Insufficient professional development for content area teachers to provide sheltered instruction through SIOP to ELL students

3) Inconsistent incorporation of explicit language instruction into content instruction of ELLs

4) Lack of accountability from the district and building level to ensure consistent sheltered instruction and language development strategies for ELL students

5) Lack of consistent rigor and incorporation of Reading and Writing standards during ESL instruction

6) Inconsistent implementation of sheltered instruction strategies and assessment for ELL students in content area classes

Verification of Root Causes

The Language Acquisition Services (LAS) department solicited feedback from the parents of ELLs regarding the effectiveness of communication from schools and the District. More than 50% of parents expressed frustration about the lack of communication in their native language. In order to determine if the root causes related to professional development is present in the system, surveys/interviews with LAS staff, designated school-level ELL administrators, and ESL teachers were conducted. LAS staff and school officials did not see extensive evidence of language objectives and very inconsistent scaffolding and direct language instruction from content area teachers was evident. When questioned, content area teachers cited limited skills, minimal professional development, and limited experience as the reasons.

Overall Graduation Rate:

Root Causes

1) Lack of an early warning system for students at risk of failure K-12

2) Inconsistent monitoring and academic plan development for students to ensure all are on track for graduation, particularly for ELL students

3) Insufficient immediate credit recovery opportunities for students behind on credits

Verification of Root Causes

In a survey of counseling departments at District high schools, data indicate that limited, real-time credit recovery options are available. They are expanding to a degree, but existing credit recovery options come after failures have already occurred and require a cost, which often precludes the involvement of ELLs. Further, while graduation plans have been developed for students, ELLs are not specifically targeted for higher attention or priority. School administrators and counselors cite a lack of an early warning system as the most significant problem, as their ability to intervene prior to failures only exacerbates the existing problems.

Area for Improvement: Does not clearly identify priority performance challenges, so the associated root causes are not specific.
Addressing the root causes identified in the UIP may not bring about the desired increases in student achievement.
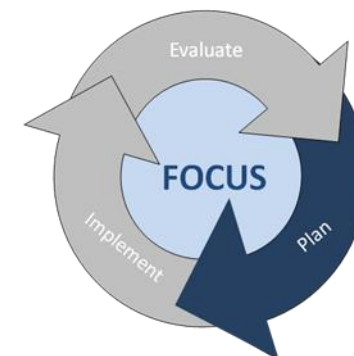
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Section IV: Action Plan(s)

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

District/Consortium 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).

For federal accountability, 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/consortia are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Once annual performance targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. Finally, list the major improvement strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
				2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	While percentages of students scoring proficient and advanced have increased overall in all content areas, the scores in Reading and Writing are flattest and student performance overall in those areas are lower when compared to schools statewide at all school levels.	Overall E – 68% M – 67% H – 68%	Overall E – 70% M – 69% H – 69%	- PALS: K-3 (%at Grade Level (GL)) - K-10 MAP Reading Assessment (RIT scores)	Major Improvement Strategy #1

Strength: Identifies the metric (e.g., percentages proficient or advanced or partially proficient, median student growth percentile) for each target. TCAP is implied.

Area for Improvement: Because the UIP is a public document, consider placing the Major Improvement Strategies on the Goals Worksheet so that there is a clear relationship between the Performance Challenges and the strategies designed to address them.

CDE Improvement Planning Template for Districts (V 3.3 -- Last updated: September 6, 2011)

Strength: Provides metrics for interim measures (e.g., *RIT score growth*).

		M	See Reading above	Overall E – 72% M – 57% H – 33%	Overall E – 73% M – 59% H – 34%	- District Math Assessment: K-5 (% correct) - K-10 MAP Math Assessment (RIT scores)	Major Improvement Strategy #1
		W	See Reading above	Overall E – 53% M – 54% H – 46%	Overall E – 56% M – 57% H – 48%	- District Writing Assessment: K-10 (rubric scores) - Optional K-10 MAP Language Use Assessment (RIT scores)	Major Improvement Strategy #1
		S	See Reading above	Overall E – 46% M – 50% H – 46%	Overall E – 48% M – 53% H – 49%%	- Foss Kit Assessments: K-5 (% correct) - Common Science Assessments: 6-10 (% correct)	Major Improvement Strategy #1
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	The number of AYP targets met has decreased over a four year period drastically in Reading.	94.23% of targets overall or decrease Unsat by 10%	94.23% of targets overall or decrease Unsat by 10%	- PALS: K-3 (%at Grade Level (GL)) - K-10 MAP Reading Assessment (RIT scores)	Major Improvement Strategy #1 and #2
		M	The percentage of targets met in Math has declined from 2008 to 2011 and Adams 12 is on Corrective Action Year 5 in Mathematics.	94.54% of targets overall or decrease Unsat by 10%	94.54% of targets overall or decrease Unsat by 10%	- District Math Assessment: K-5 (% correct) - K-10 MAP Math Assessment (RIT scores)	Major Improvement Strategy #1 and #2

Strength: Uses multiple tests to be used as interim measures (e.g., *NWEA, PALS, Foss).*

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics			Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
					2011-12	2012-13		
Academic Growth	Median Student Growth Percentile	R		Failure to attain Median Growth Percentile of 55 for Writing and Math at the secondary level due to higher Median Adequate Growth Percentiles in those areas. Middle Schools have failed to meet or exceed the 50th median growth percentile as often as elementary schools or high schools	55th percentile overall for all levels	55th percentile overall for all levels	- PALS: K-3 (%at Grade Level (GL)) - K-10 MAP Reading Assessment (RIT scores)	Major Improvement Strategy #1
		M		See Reading above	55th percentile overall for all levels	55th percentile overall for all levels	- District Math Assessment: K-5 (% correct) - K-10 MAP Math Assessment (RIT scores)	Major Improvement Strategy #1
		W		See Reading above	55th percentile overall for all levels	55th percentile overall for all levels	- District Writing Assessment: K-10 (rubric scores) Optional K-10 MAP Language Use Assessment (RIT scores)	Major Improvement Strategy #1
Academic Growth Gaps	Median Student Growth Percentile	R		The Median Growth Percentiles of IEP students are generally in the low 40s or below and	50th percentile for students with IEPs	55th percentile for students with IEPs	- PALS: K-3 (%at Grade Level (GL)) - K-10 MAP Reading Assessment (RIT	Major Improvement Strategy #2

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Area for Improvement: Even though the district is on Title III Improvement and identifies the achievement of ELL students as a need in the Data Narrative, specifies Growth Gap targets only for students with disabilities.						
			fewer IEP students are reaching proficiency than other subgroups.			scores)
	M	See Reading above	50th percentile for students with IEPs	55th percentile for students with IEPs	- District Math Assessment: K-5 (% correct) - K-10 MAP Math Assessment (RIT scores)	Major Improvement Strategy #2
	W	See Reading above	50th percentile for students with IEPs	55th percentile for students with IEPs	- District Writing Assessment: K-10 (rubric scores) - Optional K-10 MAP Language Use Assessment (RIT scores)	Major Improvement Strategy #2
Post Secondary/ Workforce Readiness	Graduation Rate	The overall graduation rate for the district has declined slightly from 2009 to 2011. ELLs are not graduating at a rate similar to other subgroups and are lagging well behind the rate of IEP students despite the fact that they outperform and demonstrate higher growth than IEP students.	77% overall 57% ELL	80% overall 62% ELL	% of students on track to graduate at end of 9th, 10th, and 11th grades	Major Improvement Strategy #4
	Dropout Rate	The overall dropout rate is above the state average and the dropout rate for ELLs is higher than the district average and other subgroups.	5.0% overall 6.0% ELL	4.5% overall 5.5% ELL	% of students on track to graduate at end of 9th, 10th, and 11th grades	Major Improvement Strategy #4

	Mean ACT	Overall composite ACT scores are flat from 2008 to 2011.	19.6 overall	19.9 overall	District Common Assessments by Content Area (see above)	Major Improvement Strategy #1
English Language Development & Attainment	CELA (AMAO 1)	The percentage of students making reasonable growth from year to year on CELA has been below State expectations for the past 3 years.	50% overall	53% overall	OWE K-5	Major Improvement Strategy #3
	CELA (AMAO 2)	N/A	12% overall	14% overall	OWE K-5	N/A
Teacher Qualifications	Highly Qualified Teacher Data	N/A	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.	Ongoing HR monitoring via full-time staff member	N/A

Action Planning Fo

Directions: Identify the major improvement strategy(s) 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. 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: Consistent, strategic implementation of the Teaching/Learning Cycle
Root Cause(s) Addressed:

1) Lack of clear expectations and goals for our administrators and teachers.
2) Lack of high quality, job embedded, and ongoing professional development structure that builds capacity and sustainability of the T/LC for all educators in Adams 12.
3) Lack of consistent utilization of the study, select, and plan phases of the T/LC to fully comprehend the enduring understanding behind the standards and performance expectations for every student. Not understanding the importance of the first three phases, has created a void of a consistent, district wide understanding in the purpose for developing a unit plan and making the unit plan directly connect to the daily instructional plans, which must have clear, daily learning outcomes/objectives for students.
4) Lack of consistent, in-depth understanding of the Colorado Academic Standards and District created resources. This impedes the ability to effectively implement the six phases of the Teaching/Learning Cycle.
5) Lack of effective, consistent feedback to our teachers during the implementation phase of the T/LC, which also impacts the analyze and adjust phase of the T/LC.
6) Lack of understanding of the appropriate use of formative assessment, which drives the analyzes and adjust phases of the T/LC.

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

- ✓ State Accreditation
- ✓ Title IA Program Improvement/Corrective Action Plan
- ✓ Title IIA (2141c)
- ✓ Title III (AMAOs)
- ☐ Student Graduation and Completion Plan (Designated Graduation District)
- ☐ 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	Status of Action Steps* (e.g., completed, in progress, not begun)
Develop, communicate, and monitor clear, strategic expectations and goals regarding the T/LC.	December, 2011 – January, 2012	Superintendent, Chief Academic Officer, Executive Directors	**$0**	**January, 2012** - Finalized expectations and goals communicated to principals and teachers' association.	In Progress
				February, 2012 – Develop marketing and communication plan	Not begun
				March, 2012 –	

				communicate to all stakeholders the expectations and goals	Not Begun
				March, 2012 – June, 2013 – Monitor the goals and expectations through the use of the Innovation Configuration Map (ICM) and give specific feedback to improve the level of implementation	Not Begun
Develop a professional development structure, a communication plan, and a monitoring tool that builds the capacity and sustainability of the Teaching/Learning Cycle in conjunction with the Colorado Academic Standards and Resources for all educators throughout Adams 12 .	December, 2011 – February, 2012	Learning Services' Strategic Planning and PD Team	$0	**January , 2012 -** A strategic PD structure and communication plan has been developed and shared with principals and teachers association for feedback	In Progress
				Jan./Feb., 2012 – Finalize PD Structure and communication plan	Not Begun
				February, 2012 – Develop monitoring tool that allows for a consistent feedback loop from teachers, to principals, to the Educational Support Center (ESC).	Not Begun

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Implement a professional development structure, a communication plan, and a monitoring tool that builds the capacity and sustainability of the Teaching/Learning Cycle in conjunction with the Colorado Academic Standards and Resources for all educators in Adams 12. • Mini institutes • Making Standards Come Alive	March, 2012 - December, 2012	Learning Services' Strategic Planning and PD Team	**$473,322 Total** $323,322 Federal $150,00 General Funds	**February, 2012 –** Communicate in multiple formats PD opportunity **March- May, 2012 –** 1st job-embedded, strategic, and on-going PD opportunity for educators **March – May 2012-** Monitor PD through feedback loops and make adjustments **May – August, 2012 –** Summer Institute PD **May – August, 2012 –** Monitor PD through feedback loops and make adjustments **August - October, 2012 –** job-embedded, strategic, and on-going PD opportunity for educators **August - October, 2012 –** Monitor PD through feedback loops and make adjustments **October – December, 2012 -** job-embedded, strategic, and on-going PD opportunity for	Not Begun

Strength: Aligns resources with the proposed action steps.

Area for Improvement: Provide more detail to the Action steps for Major Improvement Strategies, allowing district leaders to more easily determine the degree to which the major improvement strategies are being implemented as intended by the plan. For example, when will "*Mini institutes and Making Standards Come Alive*" be provided? By whom? To which teachers? How will the effectiveness of these trainings be determined?

Area for Improvement: Consider moving the details provided in the Implementation Benchmarks to the Timeline. A more detailed month -by- month timeline would allow for closer monitoring of the progress of the action steps.

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Area for Improvement: Consider specifying the continuum of interventions that you will provide. This will allow you to determine where additional supports are needed.

			educators **October – December, 2012 –**Monitor PD through feedback loops and make adjustments		
Intentionally meet the district's commitment to be responsive to every student by using the T/LC and the Colorado Academic Standards and: • Teachers of Color and Ally group • Add+Vantage Math Training • PEBC support for rigor • Kagan Training	**Strength:** Broadly describes who is responsible for implementing action plan steps.		**$109,192 Total** Federal Funds • $22,913 • $ 36,279 • $ 30,000 • $ 20,000		
Continue to support Elementary Title Schools with a Teaching/Learning Cycle coach to focus on the implementation of all elements of T/LC.	August, 2012 – June, 2013	Learning Services' Strategic Planning Team Title elementary principals	Title II A funds will be used to hire .5 FTE of middle school literacy student achievement coaches -$361,886 Title I funds from building allocations will be used to hire building level T/LC Coaches for Title I schools 1.0 for highest needs schools and .5 for others: 885,000		In-Progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

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Major Improvement Strategy #2: <u>Academic progress for IEP students</u>:

> **Area for Improvement:** "Academic progress for IEP students" is not stated as an improvement strategy. This might be reworded, "Create and/or strengthen support programs for students with disabilities and provide targeted professional development to build the capacity of teachers to address the needs of these students

Root Cause(s) Addressed:

1) Structures are not consistently in place across schools to ensure that students with IEPs receive both universal and supplementary instruction in math, reading, and writing. Currently, universal instruction is partially supplanted by special education instruction.

2) Special education teachers have not consistently received training in the use of the district-wide core math or literacy curriculum and delivering the accompanying supplementary instruction.

3) The current budget structure does not ensure that all schools have the necessary funds set-aside to provide supplementary materials for special education instruction.

4) Special education teachers have lacked the training in the use of data to inform supplementary instruction.

5) Special education teachers lack content knowledge in literacy to adequately implement supplementary instruction in reading and writing using best practices.

6) Structures, identified roles and responsibilities for general education, special education teachers, and parents/guardians are lacking in order to ensure meaningful collaboration and expectations around student growth and achievement.

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

✓ State Accreditation   ✓ Title IA Program Improvement/Corrective Action Plan   ✓ Title IIA (2141c)   ✓ Title III (AMAOs)

☐ Student Graduation and Completion Plan (Designated Graduation District)   ☐ 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	Status of Action Steps* (e.g., completed, in progress, not begun)
Sustainable professional development that will build the capacity of our administrators, instructional coaches, and teachers including those working with students with special needs, GT, and ELL, to utilize data (CSAP, MAP, formative assessments) to inform differentiated, rigorous instruction. • During Principal Meetings • Summer Institute for teachers • Follow-up coaching by district specialists • Develop data dialogue and instructional planning tools and disseminate for use by teacher and principals	January – August, 2012	Learning Services Strategic Planning and PD Team	**$50,000 Total** $50,000 General funds	January, 2012 – Develop a PD structure to meet the needs of school personnel	Not begun

> **Area for Improvement:** Implementation benchmarks identify completion dates but do not specify how the effectiveness of the action will be determined or who will be involved in analysis of data. More specific Implementation Benchmarks, including analysis time frames, will allow school staff to determine whether identified action steps are making being implemented with fidelity so they can be associated with student learning. For example, how will you assess the effectiveness of "sustainable, ongoing, professional development?" Who will be involved in the analysis? How will the data be used?

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Action Step	Timeline	Responsibility	Cost/Funding	Milestones	Status of Action Step*
Ensure that all district adoptions of universal curriculum include budgetary support from district level for all supplementary instructional materials for ELL, GT, and IEP students. • Review budget process with Senior Staff	January-April 2012	Student Support Services Admin, and Superintendent's Senior Staff	$0	Several meetings scheduled for the budget review process between Jan-April 2012	Not begun
Purchase additional Leveled Literacy Instructional material for intermediate grades at all elementary schools.	January 2012- December 2012	Literacy Team	**$80,000** $80,000 General Funds	Training March 2012	Not begun
Train teachers of students with IEPs in the core curriculum reading and accompanying practices for implementation for supplementary instruction (Leveled Literacy Instruction). • Summer Instructional Academy • Coaching provided by specialists **Area for Improvement**: Clarify how teachers will be trained to use leveled literacy instruction to provide the intensive interventions necessary to accelerate the reading achievement of students with disabilities. Consider identifying the specific instructional skills the teachers will need and how instruction will be monitored to assure that these skills are being taught with fidelity.	Summer Academy-August 2012 Coaching provided by specialists January 2012- January 2013	Provide trainers by district specialists and private trainers certified in math, reading and writing curriculums used	**$50,000 total funds** $50,000 General funds	Identify specific training modules and trainers- January 2012 Identified target special education teacher audience January 2012 Work with Teacher Association on compensation plan for teacher attendance February 2012 Open Registration for teachers March -July 2012	Planning for modules to begin January 2012
Provide sustainable, on-going professional develop to school administrators and special education teachers to support implementation of both universal and supplementary instruction at elementary and secondary schools	Spring 2012 Principal/AP monthly meetings	Instructional Specialists/Admin staff from special education department will provide training	No costs	Plan training modules January 2012 Begin providing training at Principal/AP meetings Jan. 2012	Not begun

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

MANDATORY
FORM # SED-210
EDAC APPROVED
Approved 7/26/2011 for 2011-2012

Major Improvement Strategy #3 Further implementation of the improvement plan developed for our English Language Learners by Adams 12 and the Department of Justice to ensure a more rigorous academic experience.

Root Cause(s) Addressed:

1) Insufficient communication with parents/guardians of ELL students in native language
2) Insufficient professional development for content area teachers to provide sheltered instruction through SIOP to ELL students
3) Inconsistent incorporation of explicit language instruction into content instruction of ELLs
4) Lack of accountability from the district and building level to ensure consistent sheltered instruction and language development strategies for ELL students
5) Lack of consistent rigor and incorporation of Reading and Writing standards during ESL instruction
6) Inconsistent implementation of sheltered instruction strategies and assessment for ELL students in content area classes

Strength: Includes Major Improvement Strategies that reflect an overall theory of action and approach.

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

✓ State Accreditation   ✓ Title IA Program Improvement/Corrective Action Plan   ✓ Title IIA (2141c)   ✓ Title III (AMAOs)

☐ Student Graduation and Completion Plan (Designated Graduation District)   ☐ 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	Status of Action Steps* (e.g., completed, in progress, not begun)
Refine and improve ESL/ELD instruction for all ELLs through: • The development and use of ESL/ELD curriculum resources integrating Reading and Writing Academic Content Standards with Colorado English Language Proficiency Standards • Ongoing professional development for ESL/ELD teachers based on the TLC • The purchase of additional ESL/ELD materials to supplement instruction • The hiring of ELD Specialists to serve at highly impacted elementary schools to build capacity with ELD classroom teachers	Currently: Creation of resources Spring 2012: PD for ESL/ELD teachers Fall 2012: Pilot of ESL/ELD curriculum resources	School ESL/ELD teachers LASS Department School Administrators District Literacy Team	Approximately $2,000,000 total local and state funds for materials purchases, professional development stipends, and salaries and benefits (this is separate and in addition to the approximately $5,200,000 total general funds used for salaries and benefits of building ESL teachers)	April 2012: Finalization of resources June 2012: All ESL/ELD teachers to have received PD regarding use of resources 2012-13 school year: Quarterly feedback sessions regarding pilot of resources	

Strength: Plans to use an ESL/ELD curriculum integrated with the Reading and Writing Academic Content Standards and Colorado English Language Proficiency Standards.

Implement a comprehensive professional development plan that leads to a high level of use of sheltered instruction strategies and language development in content classrooms, including: ● Job-embedded professional development for content area teachers through in-building follow-up to training ● Professional development regarding the use of Colorado English Language Proficiency Model Performance Indicators through the roll-out of the Academic Standards resources ● The inclusion of a focus on the unique needs of ELLs through other district professional development opportunities (e.g., Readers/Writers Workshop) ● Support for building administrators regarding the identification and monitoring of appropriate strategies for ELLs in content classrooms	Current and ongoing	School teachers School administrators LASS Department Learning Services	Approximately $1,000,000 total local, state, and federal funds for salaries and benefits and professional development stipends	Quarterly monitoring of completed professional development April 2012 – survey to elicit feedback from teachers and administrators regarding quality of professional development May 2012 – certification from building administrators that ongoing monitoring of sheltered instruction has occurred in building	
Translation services provided for parents, including: ● All district-wide and school-wide communications in Spanish and interpretations/translations are made available in other languages at the request of parents ● Interpreters at meetings and conferences are provided for any language upon request ● Translation of IEP documents into native language upon request ● Note in top 5 languages available to add to meeting request notices asking whether parents need interpretation	Current and ongoing	School administrators LASS Department	Approximately $200,000 total local funds for salaries and benefits and contract services	Quarterly monitoring of translation services	

Strength: Provides translation services for parents.

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

Research

National Research Council report: Preventing Reading Difficulties in Young Children (Snow, Burns, and Griffin, 1998)

What's Different About Developing Literacy for English Language Learners? (Lynda Franco, 2005)

Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth (2006)

A Report to Carnegie Corporation of New York: Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners (D. Short and S. Fitzsimmons, 2007)

Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners (CDE ELAU, April 2008)

Effective Schooling for English Language Learners: What Elementary Principals Should Know and Do (P. Smiley & T. Salsberry, 2007)

Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs (O. Miramontes, et al, 1997)

RISE: Responsive Instruction for Success in English (Clara Amador-Watson, 2007)

Reading, Writing, and Learning in ESL (S. Peregoy and O. Boyle, 2005)

Making Content Comprehensible for English Learners: The SIOP Model (J. Echevarria, et al, 2008)

English Learners: Reading the Highest Level of English Literacy (Gilbert G. Garcia, 2003)

Oral Language Resource Book (Education Department of Western Australia)

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Major Improvement Strategy #4: Implementation of initiatives to improve graduation rate, both overall and for English language learners

Root Cause(s) Addressed:

4) Lack of an early warning system for students at risk of failure K-12

5) Inconsistent monitoring and academic plan development for students to ensure all are on track for graduation, particularly for ELL students

6) Insufficient immediate credit recovery opportunities for students behind on credits

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

✓ State Accreditation   ✓ Title IA Program Improvement/Corrective Action Plan   ✓ Title IIA (2141c)   ✓ Title III (AMAOs)

☐ Dropout/Re-engagement Designation to Increase Graduation Rates   ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Development of comprehensive five-year graduation rate improvement plan including effective utilization of HSGI grant funding	December 2010-December 2011	Executive Directors, Department Directors, Principals	$10,000 for facilitation of development of plan – HSGI grant	January-May 2010: 3 meetings held with HSGI schools and feeder middle schools August-December 2011: Convene District advisory group to finalize District five-year plan	
Improve transition supports and service for new students and students transitioning between school levels • K-1 • 5-6 • 8-9 • New students	May 2011 May 2012 May 2012 May 2013	District School Improvement Team (DSIT), DTEA, District Executive Directors/Directors, Secondary Counselors	Varying percentages of staff salaries and volunteer hours for DSIT – general fund	May 2011: K-1 plan finalized May 2012: 5-6, 8-9 plan finalized May 2013: New students plan finalized	
Creation of plan to expand the Pathways Program to more students throughout the district, which supports students in the areas of: credit recovery, dropout recovery, GED support, and non-traditional diploma, and student assessment center	August 2011-January 2012	Executive Directors, Department Directors, Business Services Leadership, Pathways Staff	Approximately $2,000,000 – general fund for purchase of facility	May-August 2011: finalize purchase of facility August 2011-January 2012: open center	

District website and written publications, including community updates as necessary, to inform and promote the Futures Center and the transition services	May 2011-January 2012	Communications Office	2% of Communications Office salaries – general fund	May 2011: Initial development of messaging June 2011-January 2012: Publication and distribution of materials	
Pathways Extension Program to provide credit recovery opportunities online and/or in the evening	August 2010-ongoing	Pathways staff	$80,000 – Staff FTE (Coordinator, staff, and teachers) – general fund	August 2010: Monthly progress review	
Online ePass credit recovery program onsite at all district high schools	August 2010-ongoing	Varies by school – teachers and administrators	Varies by school: $5000 to $60,000 – general fund	August 2010: Biweekly progress review	
Summer School	Ongoing yearly	Summer School principal, staff, and teachers	$140,000 – self-funding	March 2011: Identify potential candidates April-May 2011: Communicate with parents June-July 2011: Summer School August 2011: Efficacy review	
High school course alignment	Fall of 2011	High school principals, teachers, and secondary executive director	$300,000 for textbook realignment General funds		
Develop an early warning system K-12	January 2012	Early warning system team	$50,000 $25,000 from Federal Funds $25,000 from General Funds	January – March 2012	

Section V: Appendices

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Districts may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for districts to ensure that the requirements for the following have been fully met:

- Title I Improvement, Corrective Action or Restructuring
- Title IIA 2141c proposed budget for 2012-13 (form is required if district is identified under 2141c)
- Title III Improvement
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Targeted District Improvement Grant, School Counselor Corp Grant)
- Updates to Practices Assessment (Student Graduation and Completion Plans/Designated Graduation Districts)

Strength: Includes Title I and Title III Program Improvement Addenda and provides a cross-walk of where the activities are described in the UIP.

Area for Improvement: Does not provide a district-level Parent Involvement Policy or weave the policy into the UIP.

For Title I Districts on Program Improvement or Corrective Action

Title I districts on Program Improvement or Corrective Action may choose to 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 previous sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the requirements in the UIP.

Description of Title I Corrective Action Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Previous Plan. Include a determination on why the LEA's previous plan did not bring about increased student academic achievement OR justification for continuing the existing Program Improvement plan.	Section III: Data Narrative or Section IV: Action Plan Form	See page 16
Teaching and Learning Needs. Address the fundamental teaching and learning needs of the schools in the LEA, especially the academic problems of low-achieving students.	Section III: Data Narrative and Section IV: Action Plan Form	See pages 16-19
Target Setting. Define specific measurable achievement goals and targets for each of the student subgroup whose disaggregated results are included in the State's definition of AYP.	Section IV: District Goals Worksheet	See pages 20-24

Instructional Strategies. Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.	Section IV: Action Plan Form	
Extended Learning Opportunities. (Not a required element.) Include, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year.	Section IV: Action Plan Form	

Description of Title I Corrective Action Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Professional Development. Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction.	Section IV: Action Plan Form	
Parent Involvement. Include strategies to promote effective parental involvement in the schools served by the LEA.	Section IV: Action Plan Form	
Additional Corrective Action Requirement. Major improvement strategy(s) directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.	Section III: Data Narrative and Section IV: Action Plan Form	
Additional Corrective Action – Year 4 Requirement. Plan goes beyond previous efforts to impact student achievement.	Section III: Data Narrative and Section IV: Action Plan Form	

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For Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may choose to use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Title III improvement requirements in the UIP.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.	Section III: Narrative on Data Analysis and Root Cause Identification	**Strength:** Includes Title I and Title III Program Improvement Addenda and provides a cross-walk of where the activities are described in the UIP.
Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes • Specific scientifically based research strategies that will be used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible.	Section IV: Action Plan Form	
Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs.	Section IV: Action Plan Form	
Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs.	Section IV: Action Plan Form	