

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

Organization Code: **1390**

District Name: **HUERFANO RE-1**

AU Code: **64163**

AU Name: **SOUTH CENTRAL BOCES**

Plan type based on: **1 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?				
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.		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	71.5%	70.5%	71.5%	57.8%	68.5%	63.0%					
		Math	70.5%	50.0%	32.2%	64.0%	37.6%	12.3%					
		Writing	54.7%	56.4%	48.6%	50.9%	60.2%	31.5%					
		Science	48.0%	45.6%	48.9%	25.0%	37.5%	31.5%					
	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:				Overall percent of targets met by District:			Reading	E	M	H	
		53				88.7%				Math	YES	YES	NO
										Grad	--	--	YES
	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			48.5%			NO				
Math		59.5			48.5%			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: Approaching * Consult your DPF for the ratings for each content area at each Level.	
			E	M	H	E	M	H		
		Reading	34	40	42	18	52	41		
		Math	41	71	98	12	45	26		
		Writing	34	48	76	26	43	42		
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			Approaching	Overall Rating for Postsecondary Readiness: Approaching * Consult your DPF for the ratings for each content area at each Level.		
				Overall		68% (7-year)				
				IEPs		62% (6-year)				
	Dropout Rate Expectation: At or below State average.	Overall	3.6%		2.5%		Meets			
		IEPs	2.3%		2.9%		NO			
	Average ACT Composite Score Expectation: At or above State average.			20.0		17.0			Approaching	

Organization Code: 1390

District Name: HUERFANO RE-1

AU: 64163

AU Name: SOUTH CENTRAL BOCES

Plan type based on: 1 Year

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	N/A		N/A
	AMAO 2 Description: % attaining English proficiency on CELA.	6% of students meet AMAO 2 expectations	N/A		N/A
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group.	All (100%) ELL AYP targets are met by district	N/A		N/A

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	100.00%	YES
			2009-10	100.00%	YES
			2010-11	100.00%	YES

Organization Code: 1390

District Name: HUERFANO RE-1

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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 Priority 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 a Priority Improvement Plan. The plan must be submitted to CDE by January 17, 2012 using the Unified Improvement Plan template, to be uploaded on SchoolView.org. 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%.	Priority graduation district	The district has been designated a high priority or priority graduation district and is required to develop or revise a Student requirements. Graduation and Completion Plan in accordance with CRS 22-14-107. The district is expected to use the UIP to meet these 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.
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 2	The district is required to complete or update a corrective action plan for Title I. The plan must be submitted to CDE by available to January 17, 2012, using the Unified Improvement Planning template. An addenda form specific to these requirements is 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.	Not Applicable	Not Applicable

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.	TDIP
CADI	Has or will the district participated in a CADI review? If so, when?	Yes, Spring 2009
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

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: _____

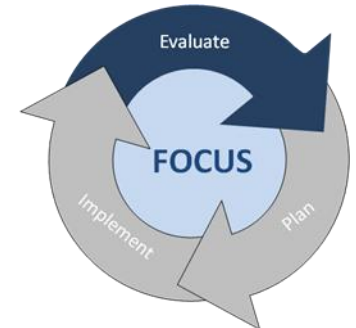
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: ☐ District Only ☒ District and School Level Plans

If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: Peakview Elementary

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Dawn S. Olson
Email	dolson@huerfano.gaggle.net
Phone	719-738-1520
Mailing Address	201 E 5 th St, Walsenburg CO 81089

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)	<p>Note: All 3rd-8th grade data includes both Peakview Elementary School and our rural elementary school, Gardner School. However the n for Gardner is small with class sizes ranging from 6 students to 12 students per grade. Thus the data presented in 3-8 is largely representative of Peakview.</p> <p>Reading</p> <p>Comparison of 2010-11 Reading Achievement, Federal/State Expectations/2010-11 UIP Targets</p> <table border="1"> <thead> <tr> <th>School Level</th><th>% P+A Results</th><th>% P+A Federal Targets</th></tr> </thead> <tbody> <tr> <td>Elementary</td><td>57.8</td><td>71.5</td></tr> <tr> <td>Middle School</td><td>68.5</td><td>70.5</td></tr> <tr> <td>High School</td><td>63</td><td>71.5</td></tr> </tbody> </table> <p>Source: Federal and State Expectations/2010-11 UIP and 2010-11 CSAP Results</p>	School Level	% P+A Results	% P+A Federal Targets	Elementary	57.8	71.5	Middle School	68.5	70.5	High School	63	71.5	<p>Reading</p> <p>The elementary target was not met with 57.8% P and A. Elementary student performance was within 14% of target. Middle school student performance was within 2% of the target with 68.5% P and A. The high school achieved 63% P and A which brought student performance to within 9% of the target.</p> <p>Strength: Indicates whether the previous year's targets were met/not met and how close the district was to meeting those targets.</p>
School Level	% P+A Results	% P+A Federal Targets												
Elementary	57.8	71.5												
Middle School	68.5	70.5												
High School	63	71.5												

Math

**Comparison of 2010-11 Math Achievement,
Federal/State Expectations/2010-11 UIP Targets**

School Level	% P+A Results	% P+A Federal Targets
Elementary	64	70.5
Middle School	37.6	50
High School	12.3	32.2

Source: Federal and State Expectations and 2010-11 CSAP Results

Writing

**Comparison of 2010-11 Writing Achievement,
Federal/State Expectations and 2010-11 UIP Targets**

School Level	% P+A Results	% P+A Federal Targets
Elementary	50.9	54.7
Middle School	60.2	56.4
High School	31.5	48.6

Source: Federal and State Expectations and 2010-11 CSAP Results

Science

**Comparison of 2010-11 Science Achievement,
Federal/State Expectations and UIP Targets**

School Level	% P+A Results	% P+A Federal Targets
Elementary	25	48
Middle School	37.5	45.6
High School	31.5	48.9

Source: Federal and State Expectations and 2010-11 CSAP Results

Math

The elementary target was not met with 64% P and A. Elementary student performance was within 7% of target. Middle school student performance was within 13% of the target with 37.6% P and A. The high school achieved 12.3% P and A which brought student performance to within 20% of the target.

Writing

The elementary target was not met with 50.9% P and A. Elementary student performance was within 4% of target. Middle school student performance met the target with 60.2% P and A. The high school achieved 31.5% P and A which brought student performance to within 17% of the target.

Science

The elementary target was not met with 25% P and A. Elementary student performance was within 23% of target. Middle school student performance was within 8% of the target with 37.5% P and A. The high school achieved 31.5% P and A which brought student performance to within 18% of the target.

Academic Growth

Elementary

**Elementary 3 Yr Median Growth %ile Compared to
3 Yr Median Adequate Growth %ile**

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	19	29	No
Math	15	43	No
Writing	23	37	No

Source: 2010-11 CSAP Results

Middle School

**Middle School 3 Yr Median Growth %ile Compared to
3 Yr Median Adequate Growth %ile**

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth? (1 Yr-3 Yr)
Reading	47	35	Yes
Math	35	74	No
Writing	39	53	No

Source: 2010-11 CSAP Results

High School

**High School 3 Yr Median Growth %ile Compared to
3 Yr Median Adequate Growth %ile**

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	46	38	Yes
Math	33	99	No
Writing	47	75	No

Source: 2010-11 CSAP Results

Elementary

Analysis included both 1 year and 3 year results. As far as 1 year results, in 2010-11 Reading, the target was not met with only 18 SGP points. This means the targeted growth was off by 16 SGP. Targeted growth in Math was off by 29 SGP points. The Writing target was missed by 8 SGP points. This is a continuing 3-year trend as the chart at the left shows.

Middle School

Analysis included both 1 year and 3 year results. As far as 1 year results, in 2010-11 Reading, the target was met with 52 SGP points. Targeted growth in Math was off by 26 SGP points. The Writing target was missed by only 2 SGP points. This is a continuing 3-year trend as the chart at the left shows.

High School

Analysis included both 1 year and 3 year results. As far as 1 year results, in 2010-11 Reading, the target was not met with 41 SGP points. This means the targeted growth was off by only 1 SGP. Targeted growth in Math was off by 72 SGP points. The Writing target was missed by 34 SGP points. The 3-year trend is shown to the left where Reading has Made Adequate Growth in the past.

Academic Growth Gaps

Elementary

**Elementary 3 Yr Subgroup Median Growth %ile (SMG)
Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)**

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	19	32	13	46	19	38
Minority	18	32	14	45	23	38
Disabilities	15	52	20	59	17	67
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	14	54	20	74	23	51

Source: 2010-11 CSAP Results

Middle School

**Middle School 3 Yr Subgroup Median Growth %ile (SMG)
Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)**

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	45	40	34	76	40	58
Minority	45	42	34	81	36	59
Disabilities	42	90	23	99	29	94
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	49	65	34	92	40	80

Source: 2010-11 CSAP Results

Elementary

In Reading, Math, and Writing, all subgroup populations failed to meet the Subgroup Median Adequate Growth Percentile (SMAG) target. However, in Reading, F/R Lunch and Minority subgroups only missed the target by 13 and 14 SMAG respectively. Students with Disabilities and those catching-up present more of a concern with 37 and 40 SMAG point deficits. Math discrepancies between Subgroup Median Growth Percentile (SMG) and SMAG points are distressing as well with all subgroups failing to achieve the target by over 30 points. Writing targets for F/R Lunch and Minority students were again less disconcerting (19 and 15 SMAG point deficit) than the other subgroup populations. Students with disabilities missed the target by 50 SMAG points.

Middle School

F/R Lunch and minority students met the target with 45 SMAG points each in Reading. However, the rest of the subgroups did not meet the target. All middle school student subgroups failed to show the necessary growth in Math and Writing. Math growth is alarming in that all subgroups missed the target by 42-58 SMAG points. Those with disabilities missed the mark by 76 SMAG points. They also had the largest deficit in Writing falling 65 SMAG points behind the target. Writing was also a concern for those trying to catch-up (40 SMAG points off). By comparison, F/R Lunch and minority students fared somewhat better missing the target by only 18 and 23 SMAG points respectively.

	<div><div>High School</div><div>High School 3 Yr Subgroup Median Growth %ile (SMG) Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)</div><table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Math</td><td colspan="2">Writing</td></tr><tr><td>Subgroup</td><td>SMG</td><td>SMAG</td><td>SMG</td><td>SMAG</td><td>SMG</td><td>SMAG</td></tr><tr><td>F/R Lunch</td><td>42</td><td>45</td><td>34</td><td>99</td><td>42</td><td>86</td></tr><tr><td>Minority</td><td>42</td><td>46</td><td>37</td><td>99</td><td>47</td><td>88</td></tr><tr><td>Disabilities (n<20)</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>ELL (n<20)</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Catch-Up</td><td>44</td><td>78</td><td>35</td><td>99</td><td>47</td><td>92</td></tr></table><div>Source: 2010-11 CSAP Results</div></div>		Reading		Math		Writing		Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG	F/R Lunch	42	45	34	99	42	86	Minority	42	46	37	99	47	88	Disabilities (n<20)	n/a	n/a	n/a	n/a	n/a	n/a	ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a	Catch-Up	44	78	35	99	47	92	<div>High School</div> <div>Subgroup populations with data all failed to meet adequate growth. (Numbers of Students with Disabilities and ELL were less than 20 so no data was reported.) In Reading, those on F/R Lunch and minority students only missed the target by 3 and 4 SMAG points. By comparison, catching-up students were 34 SMAG points from the target. In Math and Writing, the subgroups were more consistent in their deficits missing the mark by 62-65 SMAG points for Math and 41-47 SMAG points in Writing.</div>
	Reading		Math		Writing																																														
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG																																													
F/R Lunch	42	45	34	99	42	86																																													
Minority	42	46	37	99	47	88																																													
Disabilities (n<20)	n/a	n/a	n/a	n/a	n/a	n/a																																													
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a																																													
Catch-Up	44	78	35	99	47	92																																													
Post Secondary Readiness	<div><div>Graduation Rate</div><div>Overall (7-year)</div><div>Based on Federal and State expectations, the target was to increase to 80% graduation rate.</div><div>With the new graduation rate configuration, our 2011 rate was 82.2%</div><div>IEPs (6-year)</div><div>Based on Federal and State expectations, the target was to increase to 80% graduation rate.</div><div>Dropout Rate</div><div>District Dropout Percentage Rates</div><table><tr><td>Year</td><td>District</td></tr><tr><td>2007-08</td><td>7.2</td></tr><tr><td>2008-09</td><td>4.7</td></tr><tr><td>2009-10</td><td>4.7</td></tr><tr><td>2010-11</td><td>2.5</td></tr></table><div>Source: 2008, 2009, 2010, 2011 DPF</div></div>	Year	District	2007-08	7.2	2008-09	4.7	2009-10	4.7	2010-11	2.5	<div>The target was not met with the District's 68% graduation rate. This was a 12% difference.</div> <div>Using the new graduation configuration the District exceeded the State rate by 2.2%</div> <div>The target was not met with the District's 62% graduation rate for students on IEP's. This was an 18% difference.</div>																																							
Year	District																																																		
2007-08	7.2																																																		
2008-09	4.7																																																		
2009-10	4.7																																																		
2010-11	2.5																																																		

	<p><u>Overall</u></p> <p>Based on Federal and State expectations, the target was a decrease to 3.6% and our results were 2.5%.</p> <p><u>IEPs</u></p> <p>Based on Federal and State expectations, the target was a decrease to 2.3% and our results were 2.9%.</p> <p><u>Average ACT</u></p> <p>Composite ACT Scores for District compared to Colorado</p> <table><tr><th></th><th>District</th><th>State</th><th>Met Expectations</th></tr><tr><td>2006</td><td>19</td><td>20.3</td><td>No</td></tr><tr><td>2007</td><td>17</td><td>19.8</td><td>No</td></tr><tr><td>2008</td><td>18.3</td><td>20.2</td><td>No</td></tr><tr><td>2009</td><td>15.5</td><td>20</td><td>No</td></tr><tr><td>2010</td><td>16.1</td><td>20</td><td>No</td></tr><tr><td>2011</td><td>17</td><td>19.9</td><td>No</td></tr><tr><td>3 yr Avg</td><td>16.2</td><td>19.9</td><td>No</td></tr></table> <p>Source: ACT College Readiness Report</p>		District	State	Met Expectations	2006	19	20.3	No	2007	17	19.8	No	2008	18.3	20.2	No	2009	15.5	20	No	2010	16.1	20	No	2011	17	19.9	No	3 yr Avg	16.2	19.9	No	<p>The target was met with a decrease to 2.5%.</p> <p>The target was not met with a decrease to 2.9%--only 0.6% difference.</p> <p>The target was not met with an Average ACT Composite Score of 17. Student performance was within 2.9 of the 2011 target.</p>
	District	State	Met Expectations																															
2006	19	20.3	No																															
2007	17	19.8	No																															
2008	18.3	20.2	No																															
2009	15.5	20	No																															
2010	16.1	20	No																															
2011	17	19.9	No																															
3 yr Avg	16.2	19.9	No																															
English Language Development and Attainment (AMAOs)	CELA (AMAO1)	NA																																
	CELA (AMAO2)	NA																																
Teacher Qualifications (HQT)		100% of core content classes will be taught by teachers who meet NCLB HQ requirements.																																

Area for Improvement: Consider providing either the enrollments of Peakview and Gardner Elementary Schools or the percentage of the elementary enrollment for each school so that degree to which the trends, performance challenges, and root causes relate to Peakview, the Priority Improvement school, can be more easily understood.

Strength: Identifies at least one priority performance challenge for every indicator for which the district did not meet expectations. (e.g., "Persistent low performance on ACT.")

Strength: Identifies one root cause for each priority performance challenge.

Performance Indicators

Description of Trends (3 years of past data)

Priority Performance Challenges

Root Causes

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

Because of the small number of students in each grade at Gardner School, the data for grades 3-8 largely represent Peakview Elementary School. Charts are not broken out separate since Gardner grade levels are < 16.

Elementary is decreasing or steady in all areas and below state expectations in all content areas.

Middle School is increasing performance in Reading, Writing, Science, and steady in Math but below state expectations.

High School is increasing but low performance in all areas but Science which is decreasing.

The difference between performance is greatest in math.

Reading

Reading Academic Achievement % P+A

Grade Level	2005	2006	2007	2008	2009	2010	2011
3	88	85	95	88	88	67	81
4	53	66	58	51	56	65	42
5	68	46	60	53	65	39	62
6	53	67	60	65	71	70	73
7	44	52	66	53	57	64	62
8	60	43	46	61	43	59	72
9	50	71	47	41	53	47	68
10	75	66	77	51	55	58	58

Source: 2005-11 CSAP Results

Grades 4, 5, and 8 are lower overall than state average. Cohort scores go down in 5th grade but up in 6th.

Persistent low performance in Reading, Math, Writing, and Science.

Strength: Bases priority performance challenges on analysis of notable performance trends and identified disaggregated groups of students.

There has been a lack of clarity regarding roles and responsibilities for leadership resulting in weak and inconsistent attention to academics and practices that increase achievement.

In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable.

Collaboration around use of data to make decisions to drive instruction based on student performance needs has been preliminary and without consistent district wide implementation.

There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks.

There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

Strength: Explicitly considers broad, systemic root causes: (e.g., "There has been a lack of clarity regarding roles and responsibilities for leadership resulting in weak and inconsistent attention to academics and practices that increase achievement... In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable.")

Academic Achievement (Status)

Strength: Provides CSAP achievement data for a seven-year period, 2005-2011, for reading, math, writing, and science.

Math**Math Academic Achievement % P+A**

Grade Level	2005	2006	2007	2008	2009	2010	2011
3	78	92	84	86	81	77	86
4	53	70	67	78	63	65	56
5	60	48	65	50	53	39	51
6	26	49	54	59	42	50	35
7	15	29	42	30	43	32	45
8	21	6	24	37	25	26	36
9	10	18	10	12	15	9	18
10	21	13	26	9	6	11	11

Source: 2005-11 CSAP Results

Grades 4, 5, 6, 9, and 10 are lower overall than state average.

Writing**Writing Academic Achievement % P+A**

Grade Level	2005	2006	2007	2008	2009	2010	2011
3	72	67	74	54	72	42	67
4	51	47	39	39	50	32	44
5	51	43	48	53	48	35	43
6	37	45	56	51	45	63	65
7	38	38	57	37	60	46	56
8	48	29	26	46	30	49	52
9	33	45	23	26	35	21	50
10	63	47	42	27	23	33	18

Source: 2005-11 CSAP Results

Grades 4, 5, and 8 are lower overall than state average.

Area for Improvement: While this trend statement met the 2011 Quality Criteria, new 2012 criterion requires trend statements to include information about why the trend is notable. (E.g., how the trend in performance for the school 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 assist with future UIP development.

Strength: Provides achievement data by grade level and content area.

Science

Science Academic Achievement % P+A

Grade Level	2005	2006	2007	2008	2009	2010	2011
5	--	30	35	30	30	24	22
8	33	8	37	21	25	31	40
10	--	34	55	39	30	20	18

Source: 2005-11 CSAP Results

Area for Improvement: The notable trends column of data worksheet contains numerous charts. Consider providing more information to describe what the data indicate about the district's performance over time, rather than just presenting the data.

Elementary

Elementary 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	19	29	No
Math	15	43	No
Writing	23	37	No

Source: 2010-11 CSAP Results

Persistent low growth in all content areas.

Same as above.

Strength: Bases priority performance challenges on analysis of performance trends and identified disaggregated groups of students.
Strength: Reflects the magnitude of performance challenges and identifies the strategic focus for the district considering every sub-indicator for which the district did not meet expectations: "*Persistent low performance in Reading, Math, Writing, and Science... Persistent low growth in all content areas.*"

Middle School

Middle School 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth? (1 Yr-3 Yr)
Reading	47	35	Yes
Math	35	74	No
Writing	39	53	No

Source: 2010-11 CSAP Results

Persistent low growth in math and writing.

Academic Growth

High School

High School 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	46	38	Yes
Math	33	99	No
Writing	47	75	No

Source: 2010-11 CSAP Results

3 Year District Median Growth Status Percentages

Growth Status	Reading			Math			Writing		
Year	09	10	11	09	10	11	09	10	11
Catch Up	32	25	32	7	5	8	23	15	29
Keep Up	66	63	64	36	28	30	59	52	58
Move up	10	8	8	12	4	11	16	7	11

Source: 2009-11 CSAP Results

Persistent low growth in math and writing.

Academic Growth Gaps

Achievement Gaps (CSAP)

FRL

Reading: A slight decline followed by an increase

Math: A decline followed by a slight increase

Writing: Increasing

IEP students do not make up sufficient growth to be proficient within three years.

Same as above.

Similar trends are noted for FRL and minority students at the elementary and high school levels.

Student growth is significantly lower in math

MINORITY

Reading: A decline followed by an increase to previous level

Math: Fluctuating

Writing: Increasing

DISABILITIES

Reading: Stability followed by a decline

Math: A concerning decline

Writing: Fluctuating

Elementary**Elementary 3 Yr Subgroup Median Growth %ile (SMG)****Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)**

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMA G	SMG	SMAG
F/R Lunch	19	32	13	46	19	38
Minority	18	32	14	45	23	38
Disabilities	15	52	20	59	17	67
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	14	54	20	74	23	51

Source: 2010-11 CSAP Results

and writing at all levels.

Middle School

Middle School 3 Yr Subgroup Median Growth %ile (SMG) Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMA G	SMG	SMAG
F/R Lunch	45	40	34	76	40	58
Minority	45	42	34	81	36	59
Disabilities	42	90	23	99	29	94
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	49	65	34	92	40	80

Source: 2010-11 CSAP Results

High School

High School 3 Yr Subgroup Median Growth %ile (SMG) Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMA G
F/R Lunch	42	45	34	99	42	86
Minority	42	46	37	99	47	88
Disabilities (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	44	78	35	99	47	92

Source: 2010-11 CSAP Results

Post Secondary/Workfo rce Readiness	Mean ACT: Below and fluctuating Overall, the district mean ACT composite scores have been unsteady for three years though it was up slightly last year. The state mean is 20 compared to the district mean of 16.1. Trends are below the state mean with recent fluctuation: 2006-2007 17.1 2007-2008 18.7 2008-2009 15.55 2009-2010 16.1 2010-2011 17.0	Persistent low performance on ACT.	Same as above.
	Dropout Rate: Decreasing and approaching the state average. 2006-2007 6.5% 2007-2008 7.2% 2008-2009 4.7% 2009-2010 4.7% 2010-2011 2.5%	Strength: Reflects the magnitude of performance challenges and identifies the strategic focus for the district considering every sub-indicator for which the district did not meet expectations: “ <i>Persistent low performance in Reading, Math, Writing, and Science... Persistent low growth in all content areas.</i> ”	
Student Graduation and Completion Plan (Designated Graduation District)	Graduation Rate: Decreased Overall, the district graduation rate is 55.3% compared to the state rate of 80%. Trends show the rate decreasing: 2006-2007 72.9% 2007-2008 68.6% 2008-2009 69.1% 2009-2010 55.3% 2010-2011 65.4% 82.2% (using the new graduation rate configuration)	Persistent low graduation rate compared with the state.	Same as above.
	Area for Improvement: Use the results of the Prevention and Student Engagement Practices Assessment to clearly identify the root cause(s) for low completion rates and high truancy and suspension rates.		
English Language Development and Attainment (AMAOs)	NA		

Teacher Qualifications (Highly Qualified Teachers)		
	NA	

Strength: Reflects that a district team reviewed the performance summary provided in the District Performance Framework (DPF) report, (and Section I of the pre-populated Unified Improvement Planning Template), and specifies where the district did not meet local, state (approaching, does not meet on DPF)

Data Narrative for District/Consortium

Directions: Describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our district's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our district? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?

Root Cause Analysis: Why do we think our district/consortium's performance is what it is? How did we determine that?

Verification of Root Cause: What evidence do we have for our conclusions?

- District Team Reviewed the Performance Summary

Through our TDIP work, a Leadership Team was formed and follows a specified agenda dealing with improvement efforts. In addition to working with CDE staff, the Leadership Team meets on its own. Data Retreats for all instructional staff have been held last year and this fall so that staff are examining CSAP results and giving input to the related improvement targets. Staff analyzes radar graphs and determines areas of concern to be addressed in content delivery and instructional focus. In addition, PLC's are starting the practice of further examination and discussion of assessment results. In further efforts to set direction for improvement based on data, a district data team has worked last year and this year on leading the UIP process and constructing data charts. The UIP is distributed to all staff, School Board, and DAAC to encourage a district wide focus on student success and conversations around improvement efforts. A staff survey of perceptions of in-service/training efforts has been taken and results contemplated for ongoing improvement and UIP considerations. CDE expertise has also been tapped by engaging with a variety of CDE Units and associates as data is examined throughout the improvement processes and particularly with the UIP updating. This has fostered an objective discussion of the current reality pertaining to student achievement and success and helps us maintain a stronger sense of accountability and concern while being supported in the difficult and challenging work. Title I parent survey results and CPP data also provide information to clarify our improvement processes.

- Team Reviewed Progress Towards Prior Year's Performance Targets

The Leadership Team has analyzed and continues synthesizing data indicating that the district is "Approaching" targets in some areas and "Does Not Meet" the Performance Indicators in other areas. The team and has discussed various ways to improve. In elementary, none of the content targets were met in any of the Performance Indicators. In Academic Achievement, the Elementary Performance target was missed by no more than 14 % in each content area other than Science (missed target by 23%). The Middle School did meet the Academic Achievement target in Writing (60.2 SPG to the Median Adequate Growth Percentile of 56.5), the Academic Growth target in Reading (47 SPG to the Median Adequate Growth Percentile of 35), and the Academic Growth Gap target in Reading for students on F/R Lunch. In Academic Achievement, the Middle School Performance target was missed by no more than 13 % in each content area. The High School met the target in performance in Reading Growth (46 SPG compared to the Median Adequate Growth Percentile of 38). However, in all other areas, the performance targets were missed by no more than 20%. Targets set in the previous year's plan were overly optimistic and therefore refined for this year's plan in light of State and Federal expectations.

Strength: Reflects that the team reviewed progress towards prior year's performance targets: "In elementary, none of the content targets were met in any of the Performance Indicators. In Academic Achievement, the Elementary Performance target was missed by no more than 14 % in each content area other than Science (missed target by 23%)" and indicates why last year's plan did why the previous plan did not bring about increased student achievement: "Targets set in the previous year's plan were overly optimistic...").

Strength: Uses additional performance data (NWEA) in the analysis of trends.

Area for Improvement: Although the Data Narrative indicates that additional local data (e.g., NWEA and ACT) were used in the data analysis, no trend analyses of these data are provided. In addition, neither the Notable Trends nor the Data Narrative provided an analysis of the performance of all students in the district (e.g., preK-2, 11th and 12th). These analyses could have strengthened your conclusions and understanding of the magnitude of the priority performance challenges.

Strength: The process of prioritizing priority performance challenges is described. ("In looking at the data side-by-side, it was determined that the Math performance has consistently been below State/Federal expectations in Academic Achievement, Growth, and Growth Gaps and should therefore be the focus of this year's improvement efforts. In Math, Grades 4, 5, 6, 9, and 10 are lower overall than state average.")

Additional Performance Data

The team used the following data to help determine trends.

- CSAP results for the past six years
- NWEA scores for the past six years
- ACT scores for the past five years

Trends in Data

As previously described in the Data Analysis Worksheet in Section III, Elementary scores are decreasing or steady and below state expectations in all content areas. Middle School scores show increasing performance in Reading, Writing, and Science and are holding steady in Math; however, all content areas are still below state expectations. High School scores are increasing but below State/Federal performance in all areas but Science which shows a decrease. Compared to the State and Federal expectations, the greatest difference in performance is in Math for all grade levels.

Elementary is decreasing or steady in all areas and below state expectations in all content areas. Middle School is increasing performance in Reading, Writing, Science, and steady in Math but below state expectations. High School is increasing but low performance in all areas but Science which is decreasing. The difference between performance and State/Federal Expectations is greatest in math. In Reading, Grades 4, 5, and 8 are lower overall than state average. Cohort scores go down in 5th grade but up in 6th. In Math, Grades 4, 5, 6, 9, and 10 are lower overall than state average. In Writing, Grades 4, 5, and 8 are lower overall than state average.

At our Data Retreats both last year and this year, staff personalized data analysis by determining particular sub-content areas that most needed attention in classroom instruction. This was not only with CSAP information, but also looking at NWEA scores and trends as well as ACT. The trends previously discussed were confirmed by these assessments as well.

Priority Performance Challenges

After examining the Data Analysis, trends showed persistent low performance in Reading, Math, Writing, and Science. IEP students do not show sufficient growth to be proficient within three years. Similar trends were noted for FRL and minority students at the elementary and high school levels. Student growth is significantly lower in math and writing at all levels. Another trend was persistent low scores on the ACT as well as a graduation rate below the state average. In looking at the data side-by-side, it was determined that the Math performance has consistently been below State/Federal expectations in Academic Achievement, Growth, and Growth Gaps and should therefore be the focus of this year's improvement efforts. In Math, Grades 4, 5, 6, 9, and 10 are lower overall than state average.

Process Used to Prioritize Performance Challenges

The process used was to look at all the grade levels across all content areas to prioritize performance challenges since growth was low in all content areas. Because NWEA student RIT scores at every grade level in Math performance are below National norms which is consistent with CSAP data, our priority will be in this content area.

Root Causes of Performance Challenges

The Leadership Team found several root causes. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. Collaboration around the use of data to make decisions to drive instruction based on student performance needs has been preliminary and without consistent district wide implementation. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level. Lastly, in reading, writing, math, and science the district does not have a curriculum that is guaranteed and viable.

Area for Improvement: The UIP should include a determination of root cause for low graduation rates in both the data trends and data narrative sections.

Strength: Identified root causes are under the control of the district.

Strength: Root causes cut across indicators and are verified with evidence from multiple data points ("...facilitated dialogue based on CADI findings, student achievement data, teacher surveys, and classroom observations").

Strength: Describes how root causes were identified and verified with more than one data source ("facilitated dialogue based on CADI findings, student achievement data, teacher surveys, and classroom observations.")

- **Root Cause Identification and Verification**

The root causes were identified by the Leadership Team members after facilitated dialogue based on CADI findings, student achievement data, teacher surveys, and classroom observations.

Stakeholder Involvement

District Accountability and Accreditation Committee (DAAC) members have shared their perceptions of the District's needs. School staff has been working on curriculum alignment and attending TDIP trainings. Professional Learning Communities (PLC's) and Building Leadership Teams (BLT's) have been formed. Parents have returned surveys and information has been utilized by Title I staff and administration as well as considered for improvement efforts involving UIP aspects. The School Board is continuing training with CASB. Student input is being taken into account particularly at the high school level due to their feedback regarding rigor and expectations of quality instruction.

Previous Plan

Huerfano SD RE-1 made great strides going from a Turnaround School to one on Priority Improvement. However, the previous plan was very broad in its scope—focusing on a lot of district issues as opposed to centering on student performance. Thus, we will continue utilizing the plan and TDIP requirements while implementing some changes to last year's plan in order to make it more relevant to student achievement. A particular focus on math, especially at Peakview Elementary School, will continue as an important aspect of the revised UIP.

Description and Analysis of Student Graduation and Completion Plan

A team completed the Office of Dropout Prevention and Student Engagement Practices Assessment to analyze Postsecondary and Workforce Readiness factors. The Practices Assessment addressed dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students. While trends such as the number of habitually truant students and our graduation rate are favorable, concerns for subgroups such as IEP students and FRL require us to further address aspects that make a difference in student graduation and completion. In addition, a system was not in place to better gather and analyze data, particularly in the area of graduation and drop out factors. Concerns may become evident this next year in our truancy rate since a concerted effort to work with truant students and families was a focus (truancy rates may be higher, but that is because a truancy advocate allocated more of her time to working with families and holding them accountable through a more active truancy court program.) The Student Graduation and Completion Plan has been integrated with the UIP with expectations that a guaranteed and viable curriculum and instructional strategies and practices that engage learners will lead to motivating, relevant, and rigorous curriculum, keeping students in school with higher degrees of success.

Note: While the Major Improvement Strategies were largely planned from analysis and work done in Fall 2011, some of the action steps will comprise work that spans through the 2012-13 school year. However as we complete our TDIP work for the remainder of this current school year, 2011-12, and move into the year end processes of analyzing our progress toward the Priority Improvement goals we've set, we will be examining our Major Improvement Strategies again and will update our action steps even further. In addition, we will be completing a Facilitated Data Analysis to bring additional structures and data gathering logic to our system. From the FDA we will expect to further refine and make additional adjustments to our Major Improvement Strategies, if needed, and align longer ranging action steps as well. Given the minimal timeframe from the point we received our CDE feedback and to when it was due, March 30, we didn't have time to do extensive planning for the 2012-13 school year. With CDE's guidance we now understood that the UIP was to cover 18 months as a plan for both the 2011-12 and 2012-13 school years. We recognize the UIP as a "work in progress" that guides the unified direction of the District and Schools and feel that the additional insight gained from our TDIP end of year review and the anticipated Facilitated Data Analysis will allow us to have a stronger plan in June with another update.

Area for Improvement: Although District Accountability and Accreditation Committee (DAAC) members' input was sought, it is unclear how stakeholders were involved in actual plan development.

Area for Improvement: Refers to completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students, but does not provide actual data or an analysis of data.

Strength: Indicates that the UIP will be updated for the 2012-13 school year following the TDIP End of Year review and Facilitated Data Analysis

Strength: Provides Graduation and Completion Rate Plan

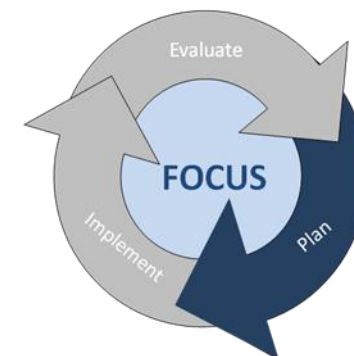
Section IV: Action Plan(s)

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	Persistent low performance in Reading, Math, Writing, and Science.	<p>Elementary</p> <p>By the end of 2011-12, 64% of students will score proficient or advanced overall on the reading CSAP.</p> <p>Middle School</p> <p>By the end of the 2011-2012 school year, 64% of students will score proficient or advanced overall on the reading CSAP.</p>	<p>Elementary</p> <p>By the end of 2012-13, 66.5% of students will score proficient or advanced overall on the reading CSAP.</p> <p>Middle School</p> <p>By the end of 2012-13, 66.5% of students will score proficient or advanced overall on the reading CSAP.</p>	<p>NWEA (2-10) administered 3 times a year, RIT score growth</p> <p>DIBELS (K-3) administered monthly growth toward benchmarks</p> <p>STAR Testing (2-8), quarterly, individual reading levels</p>	<p>Huerfano Re-1 will continue to implement improvement strategies and develop leadership throughout the District that will enable all involved to implement their roles and responsibilities in ways that increase student achievement.</p> <p>With a concentrated focus primarily on math, the district will implement a curriculum that is</p>
Updated 4/13/2012 7:38:41 PM		<p>Strength: Identifies the measure (CSAP) and the metric (i.e., percentages proficient or advanced or partially proficient, median student growth percentile) were identified for each target.</p> <p>Strength: Uses multiple tests to be used as interim measures (NWEA, DIBELS, STAR tests Teacher constructed formative and summative assessments).</p> <p>Strength: Provides metrics for interim measures (e.g., RIT score growth).</p>				

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

		M	<p>High School</p> <p>By the end of the 2011-2012 school year, 62% of students will score proficient or advanced overall on the reading CSAP.</p>	<p>High School</p> <p>By the end of the 2012-2013 school year, 65% of students will score proficient or advanced overall on the reading CSAP.</p>	Teacher constructed formative and summative assessments	<p>guaranteed and viable.</p> <p>HSD Re-1 will develop a culture of excellence through increased, focused collaboration, pertaining to student achievement and success, among all staff throughout the district and determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks.</p> <p>Staff in Huerfano School District Re-1 will engage students in curriculum that is motivating, rigorous, and relevant.</p>
			<p>Elementary</p> <p>By the end of the 2011-2012 school year, 66.5% of students will score proficient or advanced overall on the math CSAP.</p> <p>Middle School</p> <p>By the end of the 2011-2012 school year, 50% of students will score proficient or advanced overall on the math CSAP.</p> <p>High School</p> <p>By the end of the 2011-2012 school year, 50% of</p>	<p>Elementary</p> <p>By the end of the 2012-2013 school year, 68.5% of students will score proficient or advanced overall on the math CSAP.</p> <p>Middle School</p> <p>By the end of the 2012-2013 school year, 50% of students will score proficient or advanced overall on the math CSAP.</p> <p>High School</p> <p>By the end of the 2012-2013 school year, 50% of</p>	<p>NWEA (2-10) administered 3 times a year, RIT score growth</p> <p>Teacher constructed formative and summative assessments</p>	Same as above.

Area for Improvement: Targets may not be attainable. Consider identifying how much the targets must increase each year in order for students to be proficient within three years and creating incremental targets. Example: Current proficiency in high school math is 12.3% and expected proficiency is 32.2%. Incremental targets would be 19% in 2013, 26% in 2014, and 32.2% in 2015. Current graduation rate is 68% Incremental targets would be 72% in 2013, 76% in 2014, and 80% in 2015. A primary goal of dramatic change is to bring about significant improvements in results in the short-term (generally the first two years), followed by continued incremental, long-term change.

			students will score proficient or advanced overall on the math CSAP.	students will score proficient or advanced overall on the math CSAP.		
	W		<p><u>Elementary</u> By the end of the 2011-2012 school year, 54.7% of students will score proficient or advanced overall on the writing CSAP.</p> <p><u>Middle School</u> By the end of the 2011-2012 school year, 61% of students will score proficient or advanced overall on the writing CSAP.</p> <p><u>High School</u> By the end of the 2011-2012 school year, 50 % of students will score proficient or advanced overall on the writing CSAP.</p>	<p><u>Elementary</u> By the end of the 2012-2013 school year, 54.7% of students will score proficient or advanced overall on the math CSAP.</p> <p><u>Middle School</u> By the end of the 2012-2013 school year, 65% of students will score proficient or advanced overall on the math CSAP.</p> <p><u>High School</u> By the end of the 2012-2013 school year, 50% of students will score proficient or advanced overall on the math CSAP.</p>	<p>NWEA (2-10) administered 3 times a year, RIT score growth</p> <p>Teacher constructed formative and summative assessments</p>	Same as above.
	S		<p><u>Elementary</u> By the end of the 2011-2012 school year, 50% of students will score proficient or advanced overall on the science CSAP.</p> <p><u>Middle School</u> By the end of the 2011-2012 school year, 50% of students will score</p>	<p><u>Elementary</u> By the end of the 2012-2013 school year, 50% of students will score proficient or advanced overall on the math CSAP.</p> <p><u>Middle School</u> By the end of the 2012-2013 school year, 50% of</p>	<p>NWEA (5, 8, 10) administered 3 times a year, RIT score growth</p> <p>Teacher constructed formative and summative assessments</p>	Same as above.

				proficient or advanced overall on the science CSAP. <u>High School</u> By the end of the 2011-2012 school year, 50% of students will score proficient or advanced overall on the science CSAP.	students will score proficient or advanced overall on the math CSAP. <u>High School</u> By the end of the 2012-2013 school year, 50% of students will score proficient or advanced overall on the math CSAP.		
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at the elementary and high school levels.	<u>READING</u> <u>Elementary</u> 94.23% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	<u>READING</u> <u>Elementary</u> 94.23% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	Same as above.	Same as above.
		M	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at the elementary and high school levels.	<u>MATH</u> <u>High School</u> 86.75% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	<u>MATH</u> <u>High School</u> 86.75% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	Same as above.	Same as above.

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	Persistent low growth in elementary reading.	<p><u>READING Elementary</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>Middle School</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>High School</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p>	<p><u>READING Elementary</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>Middle School</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>High School</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p>	Same as above.	Same as above.
		M	Persistent low growth in math at all levels.	<p><u>MATH Elementary</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p>	<p><u>MATH Elementary</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p>	Same as above.	Same as above.

				<p><u>Middle School</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>High School</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p>	<p><u>Middle School</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>High School</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p>		
		W	Persistent low growth in writing at all levels.	<p><u>WRITING Elementary</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>Middle School</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>High School</u> By the end of the 2011-12 school year, the school will meet SPF growth expectations of 55 or above.</p>	<p><u>WRITING Elementary</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>Middle School</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p> <p><u>High School</u> By the end of the 2012-13 school year, the school will meet SPF growth expectations of 55 or above.</p>	Same as above.	Same as above.

Academic Growth Gaps	Median Student Growth Percentile	R	<p>IEP students do not make up sufficient growth to be proficient within three years.</p> <p>Similar trends are noted for FRL and minority students at the elementary and high school levels.</p>	<p><u>READING</u> <u>Elementary</u> F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG). DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p> <p><u>Middle School</u> F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p>	<p><u>READING</u> <u>Elementary</u> F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG). DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p> <p><u>Middle School</u> F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p>	Same as above.	Same as above.
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Strength: Specifies disaggregated groups of students (free/reduced lunch, minority, and students with disabilities) for Academic Growth Gaps.

				<p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55.</p> <p>High School F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p> <p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55.</p>	<p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55.</p> <p>High School F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55 (SMAG).</p> <p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55.</p>		
		M	<p>IEP students do not make up sufficient growth to be proficient within three years.</p> <p>Similar trends are noted for FRL and minority students at all levels.</p>	<p>MATH Elementary F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55 (SMAG).</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile</p>	<p>MATH Elementary F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55 (SMAG).</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile</p>	Same as above.	Same as above.

			<p>in Math will be 45 (SMAG). DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p><u>Middle School</u> F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p><u>High School</u> F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p>	<p>in Math will be 45 (SMAG). DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p><u>Middle School</u> F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p><u>High School</u> F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p>	
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				<p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p>	<p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p>		
		W	<p>IEP students do not make up sufficient growth to be proficient within three years.</p> <p>Similar trends are noted for FRL and minority students at all levels.</p>	<p>WRITING Elementary F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55 (SMAG).</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55 (SMAG).</p> <p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>Middle School F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p>	<p>WRITING Elementary F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55 (SMAG).</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55 (SMAG).</p> <p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>Middle School F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p>	Same as above.	Same as above.

<p>Area for Improvement: Targets may not be attainable. Consider identifying how much the targets must increase each year in order for students to be proficient within three years and creating incremental targets. Example: Current proficiency in high school math is 12.3% and expected proficiency is 32.2%. Incremental targets would be 19% in 2013, 26% in 2014, and 32.2% in 2015. Current graduation rate is 68% Incremental targets would be 72% in 2013, 76% in 2014, and 80% in 2015. A primary goal of dramatic change is to bring about significant improvements in results in the short-term (generally the first two years), followed by continued incremental, long-term change.</p>			<p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>High School F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.</p>	<p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>High School F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p> <p>DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.</p>		
Post Secondary/ Workforce Readiness	Graduation Rate	Persistent low graduation rate compared with the state.	<p>The 2012 Graduation rate will be 85%.</p> <p>The Completion rate will be 85%.</p> <p>The attendance rate will increase to 87%</p>	<p>The 2013 Graduation rate will be 87%.</p> <p>The Completion rate will be 87%.</p> <p>The attendance rate will increase to 89%.</p>	Periodic attendance reports, truancy reports, % of course completions for graduation tracking	
	Dropout Rate	NA	The 2012 dropout rate will be at/below state average.	The 2013 dropout rate will be at/below state average.	Periodic attendance reports, discipline	

			<p>The truancy rate will decrease to 2.00.</p> <p>The suspension rate will decrease 5%.</p> <p>The expulsion rate will decrease to less than 1%.</p>	<p>The truancy rate will decrease to 1.00.</p> <p>The suspension rate will decrease 5%.</p> <p>The expulsion rate will decrease to less than 1%.</p>	reports, truancy reports, % of course completions for graduation tracking	
	Mean ACT	Persistent low ACT scores compared with state expectations.	The 2012 Mean ACT Composite Score will be 18.	The 2013 Mean ACT Composite Score will be 19.	NWEA Teacher constructed assessments	
English Language Development & Attainment	CELA (AMAO 1)		NA			
	CELA (AMAO 2)		NA			
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.		

Area for Improvement: Action steps for Major Improvement Strategies could be more detailed, 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, how would the effectiveness of “*Determine areas of focus for training and staff PD/in-service regarding effective instruction, best practices, and leadership that will have a positive impact on student achievement and behavior*” lead to increased student achievement? Consider identifying when specific staff development opportunities will be determined, who will be involved in the decisions, when specific opportunities will take place, etc.

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: Huerfano Re-1 will continue to implement improvement strategies and develop leadership throughout the District that will enable all involved to implement their roles and responsibilities in ways that increase student achievement. **Root Cause(s) Addressed:** There has been a lack of clarity regarding roles and responsibilities for leadership resulting in weak and inconsistent attention to academics and practices that increase achievement. In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable. Collaboration around use of data to make decisions to drive instruction based on student performance needs has been preliminary and without consistent district wide implementation. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
Determine areas of focus for training and staff PD/in-service regarding effective instruction, best practices, and leadership that will have a positive impact on student achievement and behavior	March-September 2012	TDIP Team, Staff, Administration, Focused Leadership Solutions	TDIP Title I	Topics and dates for training and in-services based on updated improvement work	Ongoing work on Standards Based Instruction has begun as a complement to in depth work on leadership structures
Work with staff and vendors to establish training dates and options to operationalize and expand stakeholder knowledge and practices toward	July-September 2012	TDIP Team, CDE Partners, Focused Leadership	CASB CDE	Finalize schedule and dates, and contract signed.	

Updated **Area for Improvement:** Specifies only a broad range of months (March-September 2012) during which each action step is to take place. A more detailed month-by-month timeline would allow for closer monitoring of the progress of the action steps.

Strength: Provides support and training for Board of Education and parents to promote understanding of and buy-in for district improvement efforts.

Area for Improvement: Resources should include specific dollar amounts and staff time so that the district can identify in advance how the work will be completed. Since this is a TDIP site, there is a greater expectation for detail.

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increased student achievement		Solutions, Edison			
Clearly define roles and responsibilities of school board members in effective governance	August 2011-June 2013	CASB, Superintendent School District Attorney Focused Leadership Solutions	TDIP CASB	Roles and responsibilities checklist and regular monitoring documentation at Board meetings	CASB training has continued and each school board meeting includes mini-training segments Focused Leadership Solutions has begun working with the Board and Superintendent
Study leadership structures necessary for high functioning districts and schools and establish leadership practices at all levels that effectively support student learning.	January-October 2012	Administration, cabinet, and staff		Admin Team, District Leadership Team, Cabinet, and Building Level Teams will practice effective leadership structures and clarify any concerns or corrections.	
Leadership teams and a designated committee will meet to review alignment between job descriptions, the evaluation system and the CDE work representing SB 191 for greater focus on student success and achievement.	June 2012-January 2013	DLT, Admin Team, Representatives of staff and administrative team	TDIP BOCES	Recommendations will be presented to the superintendent and the board	Admin team has reviewed Principal's evaluation tool developed from SB 191
On-going School Board training for highly effective leadership in governance practices that support the SD's improvement efforts.	Monthly during school year 2011-2012 and 2012-13	Focused Leadership Solutions, CASB, Superintendent	TDIP CASB	Documentation of trainings, meetings, summaries, and artifacts	Focused Leadership Solutions, CASB, Board President, and/or Superintendent have conducted several trainings with school board
DAAC, SAAC, Parent/Family, and Community training for highly effective leadership practices that support the district's improvement efforts	Ongoing 2011-2012 and 2012-13	CDE, CASB, Superintendent, Administration		Improved participation in school and district accountability committees and events	DAAC subcommittee has formed and is in process of work on community involvement initiatives

Strength: Describes the specific steps that any external consultants or contractors will take to implement the major improvement strategy. (E.g., "Clearly define roles and responsibilities of school board members in effective governance.").

Area for Improvement: Benchmarks are provided, but without a specific "when," "how," or "by whom." Implementation benchmarks should be sufficiently detailed to allow the district to determine whether actions are making the desired difference or if mid-course adjustments are needed. For example, what will constitute adequate "Documentation of trainings, meetings, summaries, and artifacts?"

				and evidence on surveys of increased parent satisfaction	along with Leadership Team
Develop vision for high performing district through discussion and facilitated conversations among various components of the school district, schools, and community to unify toward a common purpose.	August 2011– June 2013	Focused Leadership Solutions, Superintendent, Administration, Staff, School Board, Parents/Families, DAAC/SAAC, Students, Community Partners	TDIP CASB	Common ground agreements accepted and adhered to by Board, Administration, Cabinet, and Staff	
Strength: Describes the steps that district personnel are to take to implement the major improvement strategy. (E.g., <i>“Develop vision for high performing district through discussion and facilitated conversations among various components of the school district, schools, and community to unify toward a common purpose.”</i>)					
Review and re-write the strategic plan with Huerfano Re-1 School Board, Administration, cabinet, and staff	September 2012-May 2013	CASB, CDE/TDIP support, TDIP Team, Administration, School Board	TDIP CASB	Strategic Plan approved by School Board by June 2013	
Build trust and effective communication through agreements on common ground of purpose and focus on student growth and success	March 2012- June 2013	Focused Leadership Solutions, Staff, Administration	TDIP CASB	Review of progress will be made monthly at DLT, BLT, PLC, and Board meetings	

Major Improvement Strategy #2: With a concentrated focus primarily on math, the district will implement a curriculum that is guaranteed and viable. **Root Cause(s)**

Addressed: In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
Professional development to map content areas as far as alignment to TCAP Standards and identifying resources and time elements with a focus on math.	June 2011-June 2012	Edison and staff	TDIP Title I	All content areas will have working maps aligned to the state standards by June 2012 Maps including Standards, Resources, and Time Segments will be available for review	Math, Language Arts, Science and Social Studies have mapped in first round
Second round professional development work on curriculum mapping to include assessments, and instructional strategies	June 2011-December 2013	Edison and staff	TDIP Title I	Half day training on Assessment November 2011 Updated maps in all areas by November 2012	Individuals have continued work on maps and second round work has begun
Collaboration sessions for curriculum work on vertical alignment of math to progress toward a unified curriculum with a strengthened scope and sequence. (To be followed by vertical alignment of reading, writing, and science after focus on math)	January 2012-March 2012	Staff	TDIP Title I	Summaries from meetings and adjusted curriculum maps where appropriate	Math completed

Third round professional development work on curriculum mapping to include differentiation and STEM.	June 2012-June 2013	Edison and staff	TDIP Title I RTTT	Updated maps in all areas by June 2013	Differentiation training has been held, third round mapping will be scheduled
Collaboration sessions for curriculum work using cross curricular conversations and sharing of content vocabulary for reading, math, writing, and science to progress toward a unified curriculum (strengthened scope and sequence)	March 2012-October 2012	Staff	TDIP Title I	Summaries from meetings and adjusted curriculum maps where appropriate	Initial collaboration sessions were held January 13 and January 20
Professional development on standards based instructional practices with a focus first on math content and followed by other content areas for teachers who do not teach math.	March 2012-May 2012	Staff, Administration, Focused Leadership Solutions	TDIP Title I	Walkthrough data on implementation, PLC conversations	

Major Improvement Strategy #3: HSD Re-1 will develop a culture of excellence through increased, focused collaboration, pertaining to student achievement and success, among all staff throughout the district and determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. **Root Cause(s) Addressed:** Collaboration around use of data to make decisions to drive instruction based on student performance needs has been preliminary without consistent district wide implementation. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
As current data is available and updated, review and analyze data, and align instructional focus and interventions to achievement and performance data, adjusting as needed	August 2011-June 2013	Administration and staff, Edison	TDIP Title I	Establish assessment practices using formative and summative assessments as progress monitoring tools for review and use in BLT's and PLC's	Data Retreats were held in Fall 2010 and Fall 2011, District Data Team developed charts and worked on UIP, UIP distributed widely, Leadership Team worked with UIP, School Board and DAAC reviewed UIP
A data plan/audit will be developed and implemented, to map what assessments are currently used, what data is gathered and how they are used, and what data are needed and how they can be gathered to more accurately determine student progress and growth.	November 2011-June 2012	DLT, Administration, and staff	TDIP	A completed data plan with timelines, action steps, responsibilities, and review components will be posted to the website and followed	Audit begun at Feb in-service DAC trained in use of Alpine, March 23, 2012
Staff will be given designated times to collaborate on curriculum and data analysis for instruction and improvement of student achievement.	August 2011-June 2013	Administration and staff, Edison	TDIP Title I	Documented meeting times	Collaboration sessions were held January 13th and 20th, PLC's will continue reviews of UIP

					and data charts
Continue staff development on Standards Based instructional strategies, differentiation, interventions, and assessment	August 2011-May 2013	Focused Leadership Solutions, Edison, Administration, staff	TDIP Title I RTTT	PLC's and walkthrough feedback to foster expertise in effective instruction	Ongoing work with vendor in classrooms and working with PLC's
Develop teacher leadership and implementation collaboratives (PLC's, grade level, and collegial teams) to build capacity for sustaining professional development and for ongoing growth in instructional skills and expertise	September 2011-June 2013	Staff, CDE/Title I, Content Specialists, Focused Leadership Solutions, Edison, Superintendent and Administration	TDIP Title I	Mastery learning experiences, implementation collaboratives, teacher leader training, instructional coach development	PLC's are held in all buildings, Leadership Team has met to discuss approaches to take to strengthen positive climate and a culture of excellence. Communication and trust in-service held March 29, 2012 with additional sessions and inservice scheduled
Provide professional development specific to special education service delivery, regular classroom differentiation, and IEP population needs	September 2012-June 2013	BOCES staff, special education and regular education staff	TDIP BOCES Title I	Staff PD and engagement and differentiation aspects cited in curriculum maps	Differentiation training has been held, BOCES has reviewed staffing and service delivery. BOCES training to be scheduled

Add Area for Improvement: Consider identifying more specifically the skills that both special education and classroom teachers need to address the needs of students with disabilities. And specify the professional development opportunities in the UIP. Identify the support structures that will be put in place to assure quality of implementation.

Major Improvement Strategy #4: Staff in Huerfano School District Re-1 will engage students in curriculum that is motivating, rigorous, and relevant. **Root Cause(s)**
Addressed: In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

Accountability Provisions or Grant Opportunity

- ☒ State Accreditation
☐ Title IA
☒ Dropout/Re-engagement Designation to Increase

Add Area for Improvement: Clarify how Major Improvement Strategy #4 will address completion rate, suspension, and truancy issues. Describe how the district and parents will work together to address dropout risk factors and remediation strategies and identify the supports the district will provide to students who leave school prior to graduation as well as the educational alternatives available to students (e.g., adult basic education, general education development, workforce or job training).

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	Status of Action Steps*
Utilize the completed Practices Assessment as a tool for ongoing discussion, identify major factors contributing to drop out numbers and students who are non-completers, and monitor progress toward improvement.	September 2011 -December 2012	CDE support staff, Administration and HS Staff		A review summary will be completed and high school and middle school PLC's will discuss the elements of the Practices Assessment	Review was completed
The UIP will be used as the initial Student Graduation and Completion Plan and include targets for decreasing suspension, expulsion, truancy, and improving attendance, graduation, and completion rates.	November 2011-October 2012	District and school administration and staff, CDE support personnel, DAAC/SAAC partners, students, and external partners		UIP will be developed, distributed, and monitored for implementation.	UIP completed and revised with alignment to needs for increased graduation and completion planning
Engage external partners involving truancy services to optimize opportunities for service, support, interventions, additional training, and programs available to students and the schools/district.	September 2011 -June 2013	Administration and counselors/at risk coordinator, BOCES, Truancy Services grant personnel	21 st Century grant EARSS Grants	Documentation by monthly meetings and programs available to students and district/schools	EARSS grant coordination meeting was held and 21 st Century grant assistance has been utilized. High School SAC includes

Add Area for Improvement: Describe more fully how you will implement the recommendations from Office of Dropout Prevention and Student Engagement Practices Assessment. These recommendations can be found at: <http://www.cde.state.co.us/DropoutPrevention/Resources/DistrictPracticesAssessments/HuerfanoSchoolDistrict.pdf>.

					work with 21 st Century grant coordinator.
An inventory will be established listing intervention and support services available to students and made available to students, parents, staff, and the larger learning community.	September 2011-June 2012	Staff, Administration, CDE support personnel, DAAC/SAAC partners, students, and external partners		A handout will be developed and posted with the staff.	
Develop curriculum and programming practices that engage at-risk learners by providing professional development in Standards Based instructional practices that are research based and result in classroom learning that is motivating, rigorous, and relevant.	October 2011-June 2013	Staff, TDIP Team, Focused Leadership Solutions, CDE/Title I staff, CDE Dropout Prevention Unit staff	TDIP Title I EARSS Grants RTTT	Curriculum maps documenting strategies, interventions, and differentiation	Professional development in differentiation and assessment has taken place Professional Development on Standards Based Instruction has begun
Restructure alternative program options for students at risk of dropping out and not graduating on time	August 2011-August 2012	CDE Dropout Prevention unit, BOCES, Administration, Staff	21 st Century grant WIN Curriculum	For fall 2011, initial program options will be in place and additional opportunities will be developed by February 2012 Program alternatives will be reviewed Spring 2012 and plans made for 2012-13 school year. Alternative Education options summarized	Programming has been assimilated into the high school and additional options have been designated. Partnership with BOCES using the WIN curriculum is taking place. Additional WIN training and collaboration with BOCES took place 3-16-12.
<div style="border: 1px solid red; padding: 5px; margin: 10px 0;"> Add Area for Improvement: Specify the alternative options that are being provided and how their effectiveness is being measured. Since students have been returned to the high school environment in which they were unsuccessful, specify how you will monitor student success rates in alternative options. </div>					
Increase positive student leadership and engagement through OST options and a consistent approach to character education in the district and	February 2012-June 2013	DAAC/SAAC, Staff, Administration, student groups and	21 st Century grant TDIP	Summary of 21 st Century Grant student involvement	21 st Century program is continuing and a coordinator and assistant

in the community		CDE Unit for Dropout Prevention	CDE Community Partners		have been designated. Activities are ongoing. Words to Live By community initiative begun with DAAC.
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Section V: Optional Addendum

Strength: Includes Title I Schoolwide Addendum and provides a cross-walk of where the activities were described in the UIP.

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, some schools may meet some of the requirements in earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 6)	Information gained from DAAC, staff, CPP staff and families, student concerns, School Board and Title I parent surveys were all utilized in considering the UIP. See pages 19 and 21
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 6) and Section IV. Action Plan (p. 8)	<i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i> Pages 19-21 and 22-33
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 8)	<i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i> Pages 34-43
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 8)	Throughout pages 34-43 action steps include collaborative work and clarity in roles and responsibilities so that the organization is strengthened toward increased student achievement. Teacher work is valued in promoting a strong curriculum that is guaranteed and viable. Staff will take part in action steps that provides support for professional learning and growth, while fostering and maintaining high expectations for the culture of the schools.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How is the high quality professional development based on student and staff needs?		Section IV: Action Plan (p. 8) and Section III: Data Narrative (p. 6)	Within Sections III (pgs 22-33) and IV (pgs 34-43) student needs are addressed with concern for the trends noted in math, reading, and writing. As a result of the persistently low performance in various grade levels and content areas, action steps are aimed at work that will specify content aligned with standards assessed. Staff has expressed desire to work collaborative on curriculum and work strategically, supported by broadly developed leadership focused on increasing student achievement. Efforts are designed to promote sustainability in professional activities and promote structures that will strengthen instruction and student performance.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 8)	Use of CPP parent/family survey results to determine program needs and concerns are shared in DAAC meetings and inform during the UIP development process. CPP staff work alongside elementary staff and share in professional development regarding curriculum and instructional strategies. CPP students are an active and welcome part of the elementary schools in which they are housed so that students are already familiar with the environments.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 8)	The UIP is widely distributed during development and afterwards. It is a living document and used as a benchmarking tool in our Leadership Team. Evaluation is ongoing and will continue to be part of the DAAC and SAAC/PTSA discussions as a periodic agenda item for updates and evaluation. PLC's will also use it for benchmark activities.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 8), Resource Column	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i></p> <p>Pages 34-43 identify use of Title funds in coordination with other funded programs and activities.</p>

Section V: Additional Documentation

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

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Salaries	This item parallels with Strategies 1, 2 and 3 to develop leadership and implement research based instructional strategies and practices that guarantee a curriculum that is viable, engaging students in learning that is relevant and aligned to state standards.	\$55225
Substitutes	This item parallels with Strategies 1, 2 and 3 to develop leadership and implement research based instructional strategies and practices that guarantee a curriculum that is viable, engaging students in learning that is relevant and aligned to state standards.	\$3000
		\$
		\$
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		\$58225

IIA was used in 10/11 for teachers at Peakview. Argument was a partial salary for a teacher, with multiple years, to mentor three new teachers in the lower primary grades. The second argument was for an additional second grade teacher to maintain a lower teacher/student ratio based upon a large bubble population. For 11/12 with an increased focus on engagement to increase attendance and completion rates and lower truancy, it is recognized that appropriate learning dispositions and academic skills in elementary and middle grades will result in greater likelihood of students entering high school with fewer deficits. Title IIA funded staff will be an important part of the improvement efforts as they develop leadership skills and systemic ways to interact with staff through PLC's, collaboratives in grade level and collegial groupings, and through peer mentoring at the classroom and building levels.

Strength: Provides required Title IIA budget and cross-walk of where the activities were described in the UIP.