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FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

Colorado's Unified Improvement Plan for Districts for 2012-13

Organization Code: 0870 District Name: DELTA COUNTY 50(J) AU Code: 15010 AU Name: Delta 50(J), Delta DPF Year: 3 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data is pulled from the District Performance Framework (DPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations				2011-12 District Results				Meets Expectations?
			Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile by using 1-year or 3-years of data	R	72.19%	69.22%	71.31%	73.18%	71.73%	71.7%		Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.37%	49.11%	30.51%	76.7%	57.29%	30.8%		
		W	55.78%	56.8%	49.7%	61.88%	61.4%	53.68%		
		S	47.5%	46.81%	49.18%	51.34%	48.55%	49.87%		
			Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)				
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then MGP is at or above 45. If district did not meet adequate growth: then MGP is at or above 55.		Elem	MS	HS	Elem	MS	HS		Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		R	30	29	20	51	52	58		
		M	46	64	90	55	50	48		
		W	36	47	50	50	53	59		
		ELP	40	56	62	50	43	48		

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 District Results	Meets Expectations?	
Academic Growth Gaps	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your district's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your district's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 85.9% using a 7 year grad rate	Meets	Overall Rating for Post Secondary Readiness: Meets
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your district's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Meets	
	Dropout Rate **Expectation:** At or below State average overall.	3.9%	1.6%	Meets	
	Mean ACT Composite Score **Expectation:** At or above State average	20.1	18.7	Approaching	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 **Description:** Academic Growth CELApro sub-indicator (median and adequate growth percentiles) rating on the District Performance Framework.	Meets or Exceeds rating on Academic Growth CELApro sub-indicator on District Performance Framework	Approaching		NO
	AMAO 2 **Description:** % attaining English proficiency on CELA	7% of students meet AMAO 2 expectations	14.86%		YES
	AMAO 3 **Description:** Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for English Learners; Disaggregated Graduation Rate sub-indicators for English Learners; and Participation Rates for English Learners.	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for English Learners, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for English Learners, and (3) 95% Participation Rate for English Learners.	R	Meets	YES
			W	Approaching	
			M	Approaching	
			Grad	Meets	
			Participation	Meets 95%	

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
State Accountability and Grant Programs			
Final 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	Based on final results, the district meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on the plan submission process, as well as the Quality Criteria to ensure that all required elements are captured in the district's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-8, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	No, District does not need to complete a Student Graduation Completion Plan.	The district does not need to complete the additional requirements for a Student Graduation Completion Plan.
ESEA and Grant Accountability			
Title IA	Title IA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title I requirements in the UIP.	District does not need to complete the additional Title I requirements.
Title IIA	Title IIA funded Districts with a Priority Improvement or Turnaround plan assignment.	No, District does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years	Title III Improvement – Year 1	Based upon the final Title III results, the grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 15, 2013. At a minimum, make sure to address any missed targets in 2010-11 and 2011-12 in the plan. An optional addendum form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp. In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met.
Improvement Support Partnership (ISP) or Targeted District Improvement Partnership (TDIP) Grants	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, CADI) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	The district does not need to include the additional requirements for this grant.

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Section II: Improvement Plan Information

Directions: This section should be completed by the district.

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	No
CADI	Has (or will) the district participated in a CADI review? If so, when?	Yes, in 2010
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

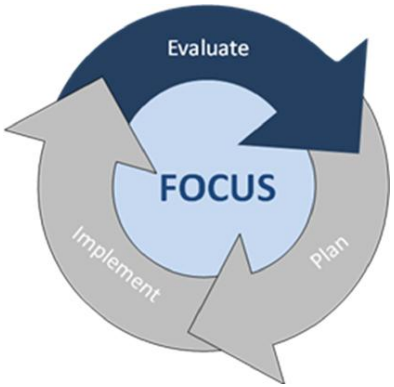
☒ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☒ Title IA ☐ Title IIA
☐ Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

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

	District/Consortium Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Kurt Clay, Assistant Superintendent
	Email	kclay@deltaschools.com
	Phone	970-874-4438
	Mailing Address	7655 2075 Road, Delta, CO 81416
2	Name and Title	Connie Vincent, Title I, Assessment, Curriculum Director
	Email	cvincent@deltaschools.com
	Phone	970-874-4438
	Mailing Address	7655 2075 Road, Delta, CO 81416

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your district. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your district/consortium's reflections to help build your data narrative.***

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading-E: 72.2%, M: 69.2%, H: 71.3% Math- E: 70.4%, M: 49.1%, H: 30.5% Writing- E: 55.8%, M: 56.8%, H: 49.7%	Yes-E: 1% above, Yes-M: 2.5% above, Yes, H: .4% above Yes-E: 6.4% above, Yes-M: 8.2% above, Yes, H: .3 % above Yes-E: 6.1% above, Yes-M: 4.6%above, Yes, H: 4 % above	**Strength:** Indicates whether the previous year's targets were met/not met and how close the district was to meeting targets.
Academic Growth	Reading (MASGP)-E: 30%, M: 29%, H: 20%, Overall-50% SGP Math (MASGP)- E: 46%, M: 64%, H-90% Overall-50% in elemi; 60% in middle, high	Yes-E: 21% above, Yes-M: 23% above, Yes, H: 88% above; Overall: Yes: 3.6% above Yes-E: 9% above, No- M: 14% below, No, H: 42% below; Overall: Yes	We are currently in the first year of implementation of a new curriculum in math that has "real world" and concept-based problems designed for a deeper understanding.

Strength: Provides reflection on why previous year's targets were not met.

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Writing (MASGP)- E: 36%, M: 47%, H-50%, Overall-50% SGP	Yes-E: 14% above, Yes-M: 6% above, Yes, H: 9% above; Overall: Yes, 4.1% above	As a district expectations for our disaggregated groups are not high enough. We are working to implement the new curriculum and standards with mastery at grade level for all of these groups.
Academic Growth Gaps	FRL: Reading: 50%, Math: 50%, Writing: 50% Minority: Reading: 50%, Math: 50%, Writing: 50% IEPs: Reading: E-45%, M-55%, H-48% IEPs: Math: E-48%, M-58%, H-50% IEPs: Writing: E-45%, M-56%, H-48% ELL: 50% in all areas Catch Up Students: 50% in all areas	FRL: Reading: Yes, 3.3% above, Math: No, .3% below, Writing: Yes, 2% above, Overall-No Minority: Reading: Yes, 3.6% above, Math: Yes, 2.3% above, Writing: 6.3% above, Overall: Yes IEPs: Reading-E: Yes, M: No 4% below, H: No-5% below IEPs: Math-E: No-5% below, M: No-14% below, H: No-9% below IEPs: Writing-E: No-2% below, M: No-3% below, H: No-4% below ELL: Reading- Yes-3.7% above, Math-Yes-4% above, Writing-Yes-7.3% above Catch Up: Reading-Yes-5.3% above, Math-Yes--2% above, Writing-Yes-9% above	
Post Secondary Readiness	Graduation 85.9, State 80%	State Yes-5.9% above	We are implementing the Explore and Plan tests at the Freshman and Sophomore levels to establish a baseline. The reading standards continue to be a challenge and the District is focusing on nonfiction, close reading.
	Dropout Rate – 1.6% ACT – Composite 18.7, State – 20.1	Yes 2.3% better than the State No – 1.4pts below.	

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
English Language Development and Attainment (AMAOs)	AMAO#1-53%, State-50% AMAO#2-14.86%, State 6% AMAO#3-62.5%	No-2% below State-Yes-1.8% above Yes-2.25 above, State-Yes-2.8% above Yes met goal of 62.5%	Students who are not making progress in acquiring English Language skills and/or academic proficiency are entered into the RTI process and appropriate interventions are provided to the student including extended time, more intense language instruction, sheltered content, push-in instructional assistant, program adjustment, and remedial instruction.

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**CSAP Reading (%P/A)** 10-73 greater than State 11-70 greater than State 12-72 greater than State **CSAP Writing (%P/A)** 10-58 greater than State 11-60 greater than State		

Strength: Provides TCAP reading, math, writing, and science achievement data for a three-year period, 2010-2012, and compares scores to state expectations. It is unclear whether state targets or state averages were used. Consider using state percentile cut-points as targets found on the last page of the DPF), since they do not change, rather than state averages which change every year.

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Area for Improvement: Does not identify clear priority performance challenges. For example, the statement "*Math scores are greater than the state overall, but are not meeting state levels at the high school level with a 26%...*" could be rewritten: *Low and declining TCAP 6th-10th grade math growth and growth gap scores from 2010-2012, below state expectations.* Clear performance challenges provide the focus for improvement planning and lead to more specific root causes and more targeted improvement strategies.

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Performance Indicators	(3 years of past state and local data)	Challenges	Root Causes
	12-59 greater than State		
	CSAP Math (%P/A) 10-57 greater than State 11-57 greater than State 12-55 less than State **CSAP Science (%P/A)** 10-47 equal to State 11-48 equal to State 12-50 greater than State	Our math scores are greater than the state overall, but are not meeting state levels at the high school level with a 26%. Our 9th and 10th grade scores continue to be low and below state averages. Our trend from grades 3-10 slopes downward, beginning in 4th grade. We stay above the state until 9th and 10th grade as the State has a similar downward trend in mathematics. We are lower than the State in both 5th and 10th grade science, but went above in 8th grade this year.	1) Lack of a detailed, consistent curricular alignment in math, with an identified scope and sequence and formative assessment progress monitoring steps along the way 2) Lack of emphasis on multiple-step problem solving including application and real world focus 3) Lack of supplemental time to support math learners who are far behind In Science we have experienced some gaps in the curriculum that have not been taught at the elementary level. At the high school level we changed some of the course sequencing and our students did not receive enough physical science prior to the test. We are focusing on teaching at the conceptual level for all grade levels. This has been a shift for many of our teachers.
Academic Growth	Median Student Growth Percentile		
	Reading: 10-55 11-54 12-54 Writing: 10-57 11-56 12-54 Math: 10-56 11-51 12-51	Both Middle and High School math scores do not reflect adequate growth. However, all levels are higher than	1) Lack of a detailed, consistent curricular alignment in math, with an identified scope and sequence and formative assessment progress monitoring steps along the way

Area for Improvement: Identifies notable trends in the performance challenges column. Move trend statements such as, "*Our trend from grades 3-10 slopes downward,"* to the Trends column and include only the performance challenge in this column.

Strength: Met state expectations in all performance indicator areas; identifies sub-indicators where the district failed to meet state expectations.

Strength: Specifies broad, systemic root causes.

Area for Improvement: Consider using the difference between the median growth percentile and the median adequate growth percentile as the basis for determining areas of need, rather than using only the percentile. Provide data by level (elementary, middle, high) to more clearly define the priority needs. For example, rather than stating, "*12-51 less than State*," the data might be: *2012: high school math (based on 3-year DPF): MGP: 48th percentile; MAGP: 90th percentile.*"

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Area for Improvement: Uses data from the 3-year DPF, which are aggregate TCAP growth gap data and do not indicate trends, rather than providing three years of actual growth gap data. Provide growth gap data for disaggregated groups for each of three years (2010-12) and by level (elementary, middle, high) to identify the growth gap trends.	the average median of 50%.	2) Lack of emphasis on multiple-step problem solving including application and real world focus through all grades 3) Lack of supplemental time to support math learners who are far behind
Academic Growth Gaps **Area for Improvement:** Consider using the same Academic Growth terms as in the DPF: median growth and median adequate growth percentiles, rather than "*Adq/Recorded Growth*", to clarify analyses of TCAP growth and growth gap data.	**Reading**: FRL: meets expectations in all areas Minorities: meets in all areas, exceeds in HS Students w/Disabilities: Adq/Recorded Growth, 3 years of data: E-71/45, M-83/51, H-96/43 ELL: meets in middle and high and is approaching in elementary Adq/Recorded E-50/47 Catch Up: meets in elementary and high and is approaching in middle Adq/Recorded M-65/53 **Writing:** FRL:meets in elementary and high and is approaching in middle Adq/Recorded M- 54/53 Minorities: meets in all areas Students w/Disabilities: 3 year performance framework: E-74/42, M-88/53, H-99/44 Catch Up: E-59/51, meets in Middle and High **Math:** FRL: -meets in Elementary; M-70/50, H-98/47 Minorities: meets in Elementary M-72/54 H-98/46 Students w/Disabilities: 3 year performance framework: E-76/43, M-96/44, H-99/44 ELL: meets in E and M H-99/46	Students with disabilities do not meet growth targets in any content area at any level. We continue to be challenged in meeting the yearly adequate growth in math however, we are above the state average in growth. We also have gaps in meeting adequate growth targets for catch up students in middle math, elementary writing, and for catch up students at every level in math.	1) Although we diagnose reading difficulties at a young age (preschool), we do not do the same with math and writing. This comes from a lack of using common diagnostic tools in both these content areas and depends instead on individual teachers. 2) Lack of detailed, consistent curricular alignment in all subjects, with an identified scope and sequence and formative assessment to act as progress monitoring along the way (this is our first year 2012/2013) 3) Continuing to find and implement differentiation strategies to use with students with disabilities both in Tier I and II Lack of expectations and supplemental time to support students with disabilities without putting them in a Tier III pull out program **Strength:** Identifies at least one priority performance challenge for every indicator for which the district did not meet state expectations. Priority performance challenges are of the appropriate magnitude given the overall performance of the district.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Catch Up: E-78/52, M-91/53, H-99/51		
Post Secondary & Workforce Readiness	ACT:, 10-18.4, 11-18.8, 12-18.7	Composite ACT scores vary from year to year. ACT is below State averages.	1) First year implementation of detailed, consistent curricular alignment in all subjects 2) First year of implementation formative assessment at the high school level that mirrors ACT assessments More emphasis is placed on state assessments than has been put on the ACT in recent years; the two tests are dissimilar, and emphasis needs to be put on more in-depth reading and responding to reading passages, rather than just on isolated skills tested in CSAP
Student Graduation and Completion Plan (Designated Graduation District)	Graduation: 10-84.2, 11-82.4, 12-85.9, Dropout Rate: 10-1.4, 11-1.8, 12-1.3,	Graduation rate and dropout rate fluctuates from year to year, but exceed the state.	Our graduation rate and dropout rate continues to be a strength.
English Language Development and Attainment (AMAOs)	AMAO 2-10-6.57, 11-8.83, 12-14.86, AMAO 3-10-100%, 11-88.24%, 12- 62.5 AMAO 1-10-54.21, 11-51.68, 12-53,	The AMAO target was 55 and we were 53.	Our district has received a large population of Karen students which is a new language to all of our schools.

Area for Improvement: The root causes identified in the Data Narrative are not the same as those listed on the Data Analysis Worksheet. Therefore, it is difficult to determine what the district's root causes are.

Strength: Provides three years of post-secondary workforce data and identifies notable trends.

Strength: Provides three years of data on English Language Development and Attainment (AMAOs).

Area for Improvement: Does not identify Priority Performance Challenge for English Language Development and Attainment (AMAOs).

Area for Improvement: Reword the root cause linked to AMAOs to reflect a cause the district can control. "*Our district has received a large population of Karen students which is a new language to all of our schools*" might be reworded, "ELL and classroom teachers do not have the language acquisition or instructional skills to address the needs of a large Karen student population.

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Data Narrative for District/Consortium

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, 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. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

Review Current Performance: Review the SPF and document any areas where the district(s) did not meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.

Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the district's over-all performance challenges.

Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified thr additional

Narrative:

Narrative:

Area for Improvement: Provide a brief description of the district to establish the context for readers.

Area for Improvement: Does not include evidence that the team reviewed progress towards prior year's performance targets, nor does the narrative specify the degree to which improvement efforts were associated with intended improvements in student learning.

Strength: Identifies four priority performance challenges in the Data Narrative

Trend and Priority Needs

The principals and assistant pri pl e of late summer/early fall of 2012 to review three years of trend data in all four content areas as well th performance and growth, which has been a consistently low area for many years and analyzed the data to arrive at possible root causes. We used this dialogue along with results from our CADI visit in 2010 to identify our priority needs for 2012-13. We choose the four top performance challenges as our priority challenges to address with root cause analysis. These include academic performance in high school math, growth in middle and high school math, low growth for students with disabilities in all areas in all content areas, AMAO #1, and a trend of lower composite ACT scores.

Missed Targets:

Academic Performance: Our elementary reading, writing, math and science scores have consistently beat state averages. We have been lower than the state in previous years in 4th grade writing, 5th and 10th grade science, and 9th, and 10th grade math. We improved above the state in both 8th grade math and 8th grade science in 2011-12. However, our high school math and science scores continue to be lower than the state's.

Content Area	2010	2011	2012
Reading-4th Grade	State-66% District-70%	State-65% District-69%	State-67% District-65%
Math-9th Grade	State-39% District-38%	State-38% District-35%	State-37% District-32%
Math-10th Grade	State-30% District-24%	State-32% District-25%	State-33% District-26%
Science-5th Grade	State-47% District-50%	State-47% District-50%	State-50% District-49%
Science 10th Grade	State-47% District-47%	State-47% District-48%	State-49%, District-46%

Strength: Reflects that a district team reviewed the performance summary provided in the DPF report and Section I of the pre-populated Unified Improvement Planning Template, and specifies where the district met, state expectations.

Strength: Provides three years of TCAP achievement data for reading, math, and science, for those grades that did not meet state expectations.

Academic Growth:

Reading: 10-55 11-54 12-54

Writing: 10-57 11-56 12-54

Math: 10-56 11-51 12-51

Growth Gaps:

Students w/Disabilities: Adq/Recorded Growth, 3 years of data: E-71/45, M-83/51, H-96/43-Reading

ELL: E-50/47 - Reading

Students w/Disabilities: 3 years of data: E-74/42, M-88/53, H-99/44-Writing

FRL: M-54/53 - Writing

Catch Up: E-73/52-Writing

FRL: M-70/50, H-98/47-Math

Students w/Disabilities: 3 years of data: E-76/43, M-96/44, H-99/41-Math

ELL: H-99/46 – Math

Minority: M-72/54 H-98/46 -Math

Catch Up: E-73/52, M-91/53, H-99/51-Math

Strength: Identifies trends in data (both positive and negative) and what makes them notable.

Although SMP growth is above the state numbers, disaggregated groups show a lack of adequate growth. Students with disabilities show less than adequate growth in every content area, at all three levels; catch up students are below adequate growth targets in both writing (elementary only) and math (all levels) and free and reduced lunch students are below in middle school writing and math for middle and high school. Our ELL students show less than adequate growth in reading(elementary only) and in math (high only). Minorities are below the adequate targets in middle and high math.

Post-secondary Readiness:

ACT:, 10-18.4, 11-18.8, 12-18.7

Graduation rates and dropout rates remain above State targets; ACT is not.

Strength: Describes four root causes in the Data Narrative, linked to specific priority performance challenges.

1. **Root Cause #1**-low math scores, low growth in math for catch up, free and reduced, and students with disabilities in all areas; **2012-2013 is first of District aligned curriculum with common assessments, differentiation strategies, common vocabulary, and unit data that can be monitored at school and District level.**

   a. First year of a comprehensive, detailed aligned curriculum across the District-although in transition, in 2011 each school has its own curriculum and is only taking quarterly district assessments in math. We have moved toward a unit-based approach with common pre and posttests for every unit and aligned curriculum from K-12. Our new curriculum will have progress monitoring checks, common vocabulary, assessments aligned with the Bloom's level of the Standards, differentiation strategies for struggling students as well as those who need enrichment, and engaging tasks which use real world, application type problems for students to solve. In Academic Performance we are consistently above the state in reading and elementary math, but our math scores show a downward trend beginning as early as 4th grade. By 9th and 10th grade we

are below even state averages, which are low anyway. We have recorded similar data in math over the past three years and even before, which shows us that we have a systems problem, not an issue with only one level. Our elementary scores are high because we consistently use the same program in grades K-5, Saxon Math, and it is a. program that spirals and reviews skills. It is a prescriptive program which if taught with fidelity can produce high scores on the CSAP even with teachers who are not trained or skilled mathematicians on their own. However, the same program that helps our elementary scores is possibly one of the root causes of our higher-level scores. The spiraling and extra time it takes to teach Saxon are both attributes we are trying to incorporate throughout our math curriculum. These are great qualities that have shown huge success. However, breaking the skills/concepts into tiny pieces and having them constantly reviewed without putting them into a larger context of helping students know and understand which algorithms to use at what time, especially with multiple step problems, has been a challenge for higher level students. In general, Saxon does not teach students to think mathematically, but rather drills in some skills that are helpful until they are no longer reviewed weekly in a different program. Therefore, we are transitioning to a unit based lesson design with "real world" and application based problems to provide mastery at the concept level not just the skill level.

b. Our problems with students with disabilities both in performance and growth center on many of the same root causes as our math issues. We need a curriculum that specifies differentiation techniques and strategies for the Tier I teacher to work with struggling students, to be able to meet these students where they are academically and accelerate them quickly to grade level, and to build in the practice they need to be successful. Students with disabilities are low in every subject area, but they are particularly low in math as are all the growth gap areas in high school. By high school the catch up time is too great and often expectations are low about what can be done. Building and implementing progress monitors and diagnostic tools for our struggling students is vital to early identification and remediation. By high school the gaps are so big that often teachers and students want to give up or be satisfied with small amounts of progress. This also affects our graduation rates of students with disabilities, which is lower than our students without identified disabilities.

c. The amount of time writing during math instruction is lacking. Research shows the benefits of writing, particularly, nonfiction writing, in every content area. Being able to write about how to solve problems is essential, and we are spending more time progressing through chapters than having students write about what they are thinking as they solve problems in math.

d. **Root Cause Verification:** Our CADI visit in 2010 verified our findings from both performance and growth measures on CSAP and ACT. The CADI team interviewed principals, teachers, students, and parents and the lack of an aligned curriculum was #1 on their list of findings. This was also the top choice when we did root cause analysis with our administration and teacher leader group after the audit.

2. **Root Cause #2**-low ACT scores in all areas, with composite scores falling well below State averages; **lack of authentic literacy activities, using PLAN test to develop support systems for ACT**

a. Our low ACT composite scores are another source of priority challenges. We have been lower than the state for several years and our scores fluctuate from year to year. Recently the trend has been to design curriculum and teaching only for the state assessment. The two tests are different and we continue to develop a curriculum, which addresses both kinds of assessments. ACT is in many ways a reading test. Being able to read quickly as well as deeply is needed to do well on the ACT, and our students practice more of the skills/concepts work of the CSAP rather than focusing on large "chunks" of reading material and having to make careful judgments upon its content. We need to incorporate concept mastery in all curriculum areas not just skill and content.

b. Although presently our students do not routinely take a written portion of the ACT exam, research tells us that doing more writing where students must explain their thinking will improve both ACT and CSAP scores.

c. Using the PLAN test in 9th or 10th grade as a predictor to determine who needs extra support in the tested areas of ACT, including reading skills, English, math and science

c. **Root Cause Verification:** We surveyed our high school principals and found that very little time is spent focusing on ACT skills. ACT prep classes focused more on the format of the test. In one high school where ACT scores are higher than the State, we found that students take the PLAN test as freshmen and those students who score below what would predict a successful ACT score as a junior were targeted and tutored in the areas where they were low. Unfortunately, cuts in staff will make it difficult to continue this one-on-one or small group targeting. We know what needs to be done, but are having trouble finding the resources to continue this best practice.

3. **Root Cause #3**: Low scores in all areas for students with disabilities and ELL from **low expectations and lack of resources**

a. As mentioned above, lack of an aligned curriculum, which will target differentiation strategies for all students, but particularly those with IEPs and ELL learners.

Area for Improvement: "*Using PLAN test to develop support systems for ACT*" is an action plan step, not a root cause. A root cause might be, *Lack of alignment of the high school curriculum with the content tested on ACT*.

Area for Improvement: Consider whether "*lack of resources*" is the root cause, or whether the cause might be that resources have not been targeted for ELLs and students with disabilities. If this is the case, consider why resources are not being allocated for use with the students to identify a deeper root cause.

Area for Improvement: References DIBELS assessments in the Data Narrative, but does not provide trend analyses of these data or other local performance assessments. Consider analyzing local data to strengthen trend statements.

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b. Low expectations from staff, particularly at the high school level. When students have so far to go to catch up, it becomes easy to not expect too much, rather than implementing a plan of quick acceleration. Being able to focus on one or two priority outcomes from the Standards and really target instruction in a deep way, beginning at the level the student(s) are at is key.

c. With the addition of a large Karen population and limited resources in the Karen language. We have added two additional ELL instructors in our high elementary schools and a translator for the middle and high for communication between home and school.

d. **Root Cause Verification:** Our low scores for both the ACT and the CSAP for students with disabilities is verified by K-3 Dibels scores. We have diagnostic interventions for our reading difficulties, but have very few metrics for math. By the time we realize students are struggling in math, the gap is wide. Surveys of secondary teachers show that many teachers do not expect students with disabilities to even take the post tests assigned to the units. They wanted modifications to the tests or wanted to have the students take tests only with the Special Education teacher so their data "would not count against their scores." Elementary surveys are not as indicative of these same responses.

Area for Improvement: Does not describe the processes used to prioritize the challenges or to identify root causes. Consider including information on how decisions were reached. This allows the team to consider again whether the highest priority challenges were actually identified and could lead to more accurate root causes and more focused improvement strategies.
Does not provide analysis on the equitable distribution of teachers.
Does not identify the specific factors that prevented the district from meeting AMAO targets.
Does not describe parent and community involvement on the development of the UIP

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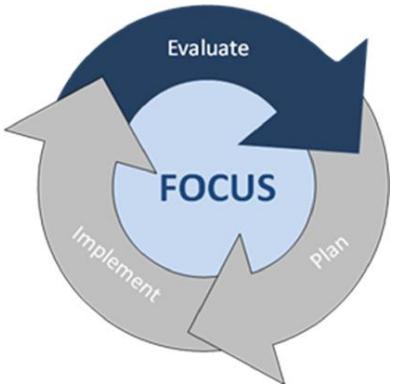
Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required District/Consortium Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.



District/Consortium Target Setting Form

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

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

Strength: Specifies annual target(s) for each performance indicator area and identifies the metric for each target. The measure (TCAP) is implied.

Area for Improvement: Provide metrics associated with each Interim Measure (e.g., DIBELS Benchmark scores). Inclusion of metrics makes it easier for staff to track progress over time and to determine whether intervention efforts are having the intended effect on student learning.

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District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Reading-4th Grade	District will meet or exceed state %P/A by the end of 2012-13 school year	District will meet or exceed state %P/A by the end of 2013-14 school year; District will reverse three-year downward trend (70%, 69%, 65%) with a 70% or more average-higher, if state exceeds 70% P/A	Unit post tests for 4th grade reading; Dibels DAZE scores for fall and winter benchmarking	Align scope and sequence of reading courses to Colorado Academic Standards; training through instructional coaches and teacher reps from district coaching PLC in area of reading complex text and close reading strategies
		M	High School %P/A in math	District 9th graders will meet or exceed state %P/A by the end of the 2012-13 school year; District 10th graders will score at 30% P/A by the end of the 2012-13 school year	District 9th and 10th graders will meet or exceed state %P/A by the end of the 2013-14 school year.	Unit post tests in math for all middle and high school level/courses	Align scope and sequence of math courses to Colorado Academic Standards; include pre and post tests; report data to District level PLC groups in data team format, using template developed at the district level; adjust instruction from data reported
		W	n/a	n/a	n/a	n/a	n/a
		S	Science-5th grade; Science-10th grade	District 5th and 10th graders will meet or exceed state %P/A by the end of the 2012-13 school year.	District 5th and 10th graders will meet or exceed state %P/A by the end of the 2013-14 school year.	Unit post tests in science for 5th and 10th graders	Science scores in both grades have stayed close to state scores or deviated by only 1 or 2% both up and down compared to the state. Aligning the scope and sequence of science courses to the Colorado

Area for Improvement: Identifies targets that appear to be attainable, but some may not be set sufficiently high to result in the grade level meeting state expectations. For example, *even if 10th grade math targets for 2012-13 are met, they will still be nearly 18 percentage points below the minimum state proficiency cut-points*. Consider identifying how much the targets must increase each year in order for students to be proficient within the required time frame and create more incremental targets. For example, *Current proficiency in 10th grade math is 26% P/A and expected proficiency is 48.6% P/A. Incremental targets might be 32% in 2013, 38% in 2014, 44% in2015, and 49% by 2016. (Note: These targets are provided to show what incremental targets might look like and are not a recommendation for the district's targets.)*

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							Academic Standards will help to improve achievement. Also, the district curriculum has pushed more accountability of teaching science in the elementary grades so that students are arriving better prepared in 5th grade where testing occurs.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	n/a	n/a	n/a	n/a	n/a
		M	Middle and high school math do not meet adequate growth levels; however, both are above the median of 50%	By the end of the 2012-13 school year, high school and middle school students will meet DPF growth expectations, focusing primarily on our growth gap groups (see below)	By the end of the 2013-14 school year, high school and middle school students will meet DPF adequate growth expectations	Comparison of unit pre and post tests over the school year (including Algebra I and II and Geometry at HS level)	Align scope and sequence of math courses to Colorado Academic Standards; include pre and post tests; report data to District level PLC groups in data team format, using template developed at the district level; adjust instruction from data reported; concentrated P/D in solving multi-step problems and using math application problem sets for real world problems; P/D will occur in winter and spring release days
		W	n/a	n/a	n/a	n/a	n/a
		ELP	Less than adequate growth for reading (elementary only) and for math (high school only)	ELP identified students will show adequate growth in all content areas/grade levels	ELP identified students will show adequate growth in all content areas/grade levels	Information from ACCESS testing and progress monitoring, using post test information from curriculum	We have added additional staff at our four Delta schools, who have the largest number of ELL

Strength: Includes interim assessments that help monitor student progress towards meeting state standards.

Area for Improvement: Consider identifying separate growth targets for elementary, middle, and high school students.

Area for Improvement: The major improvement strategies are broad and contain numerous elements. Consider identifying specific strategies that will directly address the root causes. For example, this action plan step could be a major improvement strategy: "*Creation of effective PLCs in the district to monitor data, adjust instruction, and determine effectiveness of instruction.* "

						units; formative assessments of oral language administered by ELL instructors	students in attendance. This has enabled us to create smaller pull-out groups for instruction and also allowed us to give support in teaching the curriculum units in all content areas. Scaffolding of instruction is taking place in all four Delta schools and best practice instruction is being shared throughout the district during Early Release days
Academic Growth Gaps	Median Student Growth Percentile	R	Students with disabilities-missing adequate growth targets for last three years at all levels; (E-71/45, M-83/51, H-96/43) ELL-approaching adequate growth in elementary (50/47); Catch-up students are approaching in middle school (65/53)	ELL and Catch-up Students will meet Adequate Growth targets; Students with Disabilities will meet or exceed a target of 50%MGP	ELL and Catch-up Students will meet Adequate Growth targets; Students with Disabilities will meet or exceed a target of 60%MGP	Pre and post tests on all reading units K-12 Dibels benchmark tests (administered in grades K-5 in fall, winter and spring) Progress monitoring of Dibels once a week for intensive students, twice a month for strategic students and monthly for Core students Use of district guidelines for Dibels testing, which have research-based benchmarks higher than that used on the University of Oregon Dibels website. These measures were established from a study done by Alpine Achievement comparing Dibels with TCAP scores.	All students except those qualifying for the CoAlt, will take the entire pre and post test battery and have scores analyzed by building PLCs; differentiation strategies identified in each unit will be chosen by Tier 1 instructors to adjust instruction; these will also be used in Tier 2 along with a variety of chosen intervention program including Boost and Blitz, Reading Mastery, LLI, and Phonics for Reading.

Area for Improvement: When adequate growth percentiles are not met and the typical student is not catching up or keeping up, the district is expected to make accelerated median growth percentiles, with a minimum of 55th percentile growth.

Strength: Includes interim assessments that help monitor student progress towards meeting state standards.

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		M	Adequate growth targets not met in FRL for M and H (70/50 and 98/47); Minorities (M-72/54 and H-98/46), ELL (H-99/46), Catch Up- (E-78/52, M-91/53, H-99/51) and Students with Disabilities (E-76/43, M-96/44, H-99/44). This group has a three-year trend of not making adequate growth in all three levels	FRL, Minorities, and Catch-up Students will meet Adequate Growth targets; Students with Disabilities will meet or exceed a target of 55%MGP	FRL, Minorities, and Catch-up Students will meet Adequate Growth targets; Students with Disabilities will meet or exceed a target of 60%MGP	Pre and post tests on all math units, grades K-12	All students except those qualifying for the CoAlt, will take the entire pre and post test battery and have scores analyzed by building PLCs; differentiation strategies identified in each unit will be chosen by Tier 1 instructors to adjust instruction.
		W	Adequate growth targets not met in FRL for Middle level (54/53), Catch Up- (E-73/52) and Students with Disabilities (E-76/43, M-91/53, H-99/51) for a three-year period	FRL and Catch-up Students will meet Adequate Growth targets; Students with Disabilities will meet or exceed a target of 55%MGP	FRL and Catch-up Students will meet Adequate Growth targets; Students with Disabilities will meet or exceed a target of 60%MGP	Pre and post tests on all writing units, grades K-12	All students except those qualifying for the CoAlt, will take the entire pre and post test battery and have scores analyzed by building PLCs; differentiation strategies identified in each unit will be chosen by Tier 1 instructors to adjust instruction.
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a	n/a
	Disaggregated Grad Rate		n/a	n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a	n/a
	Mean ACT		2010-18.4, 2011-18.8, 2012-18.7	By the end of the 2012-13 school year, ACT mean will be at 18.9	By the end of the 2013-14 school year, ACT mean will be at 19.1	PLAN test administered in 9th and/or 10th grades; two of four high schools are now administering this test in 9th grade	Our largest high school, Delta High is the recipient of a grant from the Legacy Foundation to implement pre APand AP classes in that school. A pre AP

						curriculum will be purchased from that grant which should raise the level of rigor for more students. The goal in year one is to have 40 students taking classes, with 100 students as the next year's goal. 2012-13 is the first year all grades and content areas have used a consistently aligned curriculum model also. ACT test questions are being mirrored in many of the high school level assessments as post tests.
English Language Development & Attainment	CELA (AMAO 1)	10-54.21, 11-51.68, 12-53-The target was 55	In the 2012-13 school year, our ELL students will meet or exceed state targets on the ACCESS test.	In the 2013-14 school year, our ELL students will meet or exceed state targets on the ACCESS test	ACCESS results; formative assessments in the ELL classrooms in oral language development	Additional staff have been added at all four Delta schools where the majority of our ELL students live; best practices for instruction are also being shared at ELL PLCs district wide on Early Release Days.
	CELA (AMAO 2)	10-6.57, 11-8.83, 12-14.86-target met	n/a	n/a	n/a	n/a
	TCAP (AMAO 3)	10-100%, 11-88.24%, 12-62.5%-target met	n/a	n/a	n/a	n/a

Strength: Includes targets for CELA and post-secondary workforce readiness.

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Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Alignment of District Curriculum to meet achievement and growth needs for overall improvement as well as disaggregated groups of students

Root Cause(s) Addressed: Lack of aligned curriculum, including common assessments, differentiation strategies, common vocabulary

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

X State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA

X Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Completion of consistent, aligned curriculum; pacing guides, identified outcomes, Big Ideas/Essential Questions, pacing guides by unit **Area for Improvement:** Consider updating the UIP and deleting those activities that were completed in 2010-11, such as alignment of the curriculum.	Nov., 2010-May, 2011	Principals Teacher leaders (57) Curriculum Coordinator SPED Coordinator Superintendent Connie Kamm, trainer, Leadership and Learning Center	Stipends for work ($3000 for initial 21 teachers, $2000 for additional 32 teachers, $3,500 for principals) District Improvement Grant, Title IIA District General Fund	1-audit of components by consultant/trainer from Leadership and Learning 2-Completion of pacing guide for all areas-March, 2011 3-Unwrapping of skills/content-January, 2011	All Completed
Creation of pre and post tests for each unit; based on Priority Outcomes, aligned to Bloom's levels, creation of rubrics/scoring guides for each pre and post test; research to find exemplars for each unit	Tests-June, 2011-August, 2011 Rubrics-August, 2011	Principals Teacher leaders (57) Special Education Coordinator Curriculum Coordinator	Same as above Title I PI/CA Set Aside ($88, 662) based on allocation from 2010-11	# of pre and post tests developed for each unit Completion of all rubrics/scoring guides	All completed with exception of exemplars, which will be determined at the end of 2013 as assessments are given.

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Strength: Identifies how Race to the Top funds will be used.

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Population of each unit with common vocabulary, engaging scenarios, performance-based tasks and assessments, scoring guides for each performance task, differentiation strategies for struggling students as well as enrichment strategies, researched-base best practices, resources and materials.	October, 2011-June, 2012	District teachers in all four content areas (93 total) Principals Curriculum Coordinator Special Education Coordinator	Carryover from Title IIA District General Fund $200 per completed unit ($71, 500)	Audit of each unit by team made up of teachers/administrators/ Curriculum Coordinator, Technology Instructor	Oct of 2011-ongoing
Revision of assessments to check alignment with Standards, validity and reliability of test items Revision of unit tasks and Big Ideas/Essential Questions after one year of use by district teachers	August, 2012-June, 2013	Revision Committee (teachers from each content area/grade level) Teachers who volunteer to revise unit tasks Curriculum Coordinator Assistant Superintendent-Elem/Middle Technology Instructor All teachers during Early Release Days	Race to the Top Funding-$56,000 Carryover from Title IIA-amount determined in May, 2013	Review of each assessment as they are given by District teachers PLC discussion about test items Changes made to assessments in curriculum folder	August, 2012-ongoing
Creation of effective PLCs in the district to monitor data, adjust instruction, and determine effectiveness of instruction	August, 2012-May, 2014	Principals Curriculum Coordinator Instructional Coaches-Elementary Assistant Superintendent PLC groups in each school by grade/content area	Title VIB funds for rural schools	Use of district template to gather data; review of school PLC group data team data; principal PLC group to judge effectiveness of instruction as a district SB191 data for teacher growth	August, 2013-ongoing

Area for Improvement: Specifies the span of months (e.g., *"August 2012-June 2013"*) when each action step will take place. Consider developing a more detailed month-by-month timeline to allow for closer monitoring of the implementation of the action steps

Area for Improvement: Although some of the costs for the action steps are identified, the overall costs and source of the funding are not consistently provided. Identification of the funds necessary to implement the action steps helps ensure that sufficient resources are available to carry out the work.

Strength: Describes the steps that school personnel will take to implement the major improvement strategy.

Area for Improvement: The UIP is intended to be a two-year plan, with implementation through the 2013-2014 school year. There is only one reference to a two-year action plan..

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

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Major Improvement Strategy #2: Using authentic literacy activities in the classroom and assessing them through the District curriculum along with using data from PLAN tests

Root Cause(s) Addressed Disconnect between preparation for TCAP and ACT; not using authentic literacy tasks and PLAN information to change instruction

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

X State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA
☐ Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Revision of pre and post tests in the District Curriculum to contain authentic literacy assessment and tasks focused on close reading for skills/concept development	August 2012-May, 2013	Revision Committee (District teachers) Curriculum Coordinator Assistant Superintendent Principals	Race to the Top Funding (see above)	Early Release	In progress
Using PLAN data in four high schools to predict areas of needed growth on ACT	November, 2012-March, 2013	HS Counselors Principals Assistant Principals	General Fund	Use of PLAN data in building PLCs; discussion; adjustment of instruction; creation of ACT interventions	In progress

Strength: Broadly describes personnel responsible for implementing the action steps.

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Major Improvement Strategy #3: Using differentiation strategies in our curriculum; focusing on one or two outcomes as a focus, adding staff to Delta schools for ELL instruction

Root Cause(s) Addressed: Lack of resources and high expectations for both ELL and students with disabilities.

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

X State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) ☐ Title IA ☐ Title IIA

X Title III ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Completion of aligned curriculum which includes differentiation strategies for both ELL students and students with disabilities	August, 2012-ongoing	Teachers School PLCs Principals Assistant Principals Instructional Coaches-Elementary	Race to the Top funds (see above) General Fund	Creation of differentiation strategies for each unit-Sept, 2012 Revision of units-June, 2013	In progress
Focus on one or two priority outcomes per semester; tracking data for individual students and include resource teachers in school level PLCs to examine data	January, 2013-ongoing	Teachers School PLCs Principals Assistant Principals Instructional Coaches-Elementary	Same as above	Data team matrices or templates to track performance on a small number of outcomes throughout the year	In progress
Adding personnel to Delta schools for ELL support; two teachers were added to our two elementary schools; an interpreter was added to the middle and high school; and a graduation coordinator was added to the high school. The secondary additions focus upon our new Karen students.	August, 2012-May, 2013	ELL teachers at Lincoln and Garnet Mesa Elementary Schools Interpreter-DMS, DHS Graduation Coordinator-DHS	General Fund Graduation Coordinator-Migrant Funds (not District)	ACCESS information on language development Post tests for units at all grade levels/content areas	In progress

Area for Improvement: Consider specifying a continuum of interventions that the district will provide to address identified gaps in academic skills. This will allow staff to determine what additional supports are needed and for which students.

Area for Improvement: Learning to read and write well is highly dependent on language skills. Consider including specific strategies to help ELL students acquire the academic language necessary for English language attainment.

Area for Improvement: Benchmarks address completion of action steps, but not the effectiveness of their implementation. More specific implementation benchmarks allow district staff to determine whether identified action steps are making being implemented as intended so they can be associated with student learning. For example, a benchmark for the creation and revision of differentiation strategies might be: *Increased evidence of use of differentiation strategies in classrooms as documented in monthly principal walk-throughs.*

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- Title IA (Required for Title I funded Districts with a Turnaround or Priority Improvement plan type)
- Title IIA (Required for Title IIA funded Districts with a Turnaround or Priority Improvement plan type)
- Title III (Optional for Grantees identified under Title III)

Section V: Supportive Addenda Forms

Strength: Includes Title III Improvement Addendum.

For Grantees Identified for Improvement under Title III (AMAOs)

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

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.	Section III: Narrative on Data Analysis and Root Cause Identification	Students are identified for this program through a parent home-language survey and the CELA PLACE screen when they enter into the district. Parents are notified of the student's placement and provided with options for programming. Students are exited from the program using a body of evidence that includes achieving proficient scores on the TCAP assessments, proficient scores on the CELA pro assessment, and 3 years of monitoring. Students who are not making progress in acquiring English Language skills and/or academic proficiency are entered into the RTI process and appropriate interventions are provided to the student including extended time, more intense language instruction, sheltered content, push-in instructional assistant, program adjustment, and remedial instruction.
Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes • Specific scientifically based research strategies that will be	Section IV: Action Plan Form	ELL teachers in Delta are trained in the Sheltered Instruction Observation Protocol (SIOP) Model, which is a research-based and validated model of sheltered instruction. This model was developed to make content material comprehensible to English Language

Strength: Describes specific strategies that will be used to improve the academic achievement and English Language Development for English Language Learners. (In Title III Addendum)

used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible.		Learners. Training on this model started in 2010 and all staff in the elementary schools with the highest population of ELL students were trained in August 2012. We also have ongoing training for our ELL staff during our early release days once per month.
Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs. **Strength:** Provides for professional development that will have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational programs provided to ELLs. (In Title III Addendum)	Section IV: Action Plan Form	Staff development will be provided to staff through the use of in-service days, early release days, professional learning communities in each school, and through the district wide ELA PLC. In-service day: August 15th, ESL strategies for the classroom teacher. Training for general education elementary classroom teachers and principals. Elementary ESL teachers at Garnet Mesa Elementary and Lincoln Elementary will train general education teachers specifically on using the CELP standards and the levels of language proficiency in conjunction with the district curriculum. ELL PLC professional development dates: October 31, January 7, March 6, May 8. During this time training will be provided to ESL teachers on using the WIDA website, W-APT and ACCESS assessments, interpreting results, and updating the district ELA guidebook to match the new standards and assessments. The district ELL PLC will also focus on integrating the new CELP standards into the district curriculum for classroom teachers. This will include adding strategies and differentiation suggestions to unit plans for teachers to use when planning daily lessons. Professional development will be evaluated by analyzing student achievement for the ELL student group and through a survey of ELL teachers at the end of the school year.
Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs. **Strength:** Includes strategies to promote effective parental and community involvement at the school and district level, specifically for parents of English Language Learners. (In Title III Addendum)	Section IV: Action Plan Form	Each school with an ELL program will implement parent involvement strategies based on individual school need. Strategies will include parent teacher conferences, family nights, school carnivals, band instrument rentals, reading nights, summer reading and swimming, classroom volunteers, and home visits. Parent communication is important for all students and parents. Therefore, we will make every effort to communicate with parents by translating documents into Spanish and by using interpreters during face-to-face meetings. Our staff is committed to involving parents in appropriate ways to help students have a greater sense of belonging and to learn to speak English. The schools in the Delta area have experienced growth in the ELL population of refugee students from the Burma/Thailand area of Asia. This has presented new challenges for the ELL and classroom teachers, as well as all others involved in the education of the

		new students. A Newcomers Camp is being held in June 2012 for 20 days to provide intense instruction in helping students to be more prepared to enter school in the fall. An additional ELL teacher has been added at each elementary school in Delta through the general fund to meet the needs of the growing ELL population. We implemented a new program called Delta Pride – Connecting Cultures in the 2011-2012 school year. This program has been designed by Principals and Teachers to provide positive peer mentoring across grades and focuses on integration of cultures to increase student capacity in leadership and achievement. The program focuses on pride, respect, integrity, determination, and excellence. At the end of each 6 weeks a culminating event is held with parents. Each event includes a community presentation from various youth organizations on how to get and keep students involved. An example is the 4-H extension agent will present on 4-H and the benefits to students who participate in 4-H.Delta schools are having interpreters at accountability meetings or having a second meeting held in Spanish. This has greatly increased parent participation and the schools are planning to continue this effort into the 2012-2013 school year. The matrices and observations made by staff indicate the program is headed in a successful direction and should be continued.