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

Organization Code: 0110   **District Name:** SANGRE DE CRISTO RE-22J   **AU Code:** 64153   **AU Name:** SAN LUIS VALLEY BOCS

DPF Year: 1 Year
Accountable By: 1 Year

Section I: Summary Information about the District/Consortium

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations				09-10 District Results				Meets Expectations?			
			Elem	MS	HS		Elem	MS	HS	Overall Rating for Academic Achievement: **Approaching** * Consult your District Performance Framework for the ratings for each content area at each level.			
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	R	71.5%	70.5%	71.5%		60.8%	77.8%	66.7%				
		M	70.5%	50.0%	32.2%		48.0%	48.9%	18.5%				
		W	54.7%	56.4%	48.6%		36.7%	64.4%	40.7%				
		S	48.0%	45.6%	48.9%		17.4%	39.1%	42.9%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/ FedPrograms/danda/aypprof.asp)	Overall number of targets for Districts: **41**					% of targets met by District: **100.0%**					Elem	MS	HS
											R	YES	YES	YES
											M	YES	YES	YES
											Grad	--	--	YES
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%								NA			
		M	59.5%								NA			

Organization Code: 0110   **District Name:** SANGRE DE CRISTO RE-22J

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations				09-10 District Results				Expectations Met?
Academic Growth	**Median Student Growth Percentile** If school did not meet adequate growth: then median SGP is at or above 55 Expectation: If school met adequate growth: then median SGP is at or above 45 Description: Growth in CSAP for reading, math and writing	Median Adequate SGP				Median SGP				Overall Rating for Academic Growth: Approaching * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS		
		R	35	29	36	42	53	52		
		M	64	65	97	42	47	47		
		W	54	51	82	48	44	56		
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.				See your district's performance frameworks for listing of median growth by each subgroup.				**Overall Rating for Growth Gaps:** Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.
Post Secondary/ Workforce Readiness	**Graduation Rate** Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)				Overall (08-09)	93.1%			Exceeds
						IEPs (08-09)				NA
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall	3.6%			Overall (08-09)	3.3%			Meets
		IEPs	2.4%			IEPs (08-09)				
	Mean ACT Composite Score Expectation: At or above State average	20								N/A

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Organization Code: 0110   **District Name:** SANGRE DE CRISTO RE-22J

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

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

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

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

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

Educator Qualification and Effective Measures

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
Teacher Qualifications	% of Classes Taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes are taught by HQ teachers	2007-08	86.6%	NO
			2008-09	90.9%	NO
			2009-10	95.4%	NO

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Organization Code: 0110**District Name:** SANGRE DE CRISTO RE-22J

Accountability Status and Requirements for Improvement Plan

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

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

Organization Code: 0110   **District Name:** SANGRE DE CRISTO RE-22J   **AU Code:** 64153   **AU Name:** SAN LUIS VALLEY BOCS   **DPF Year:** 3 Year
Accountable By: 1 Year

Section I: Summary Information about the District/Consortium

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics		09-10 Federal and State Expectations				09-10 District Results			Meets Expectations?			
			Elem	MS	HS		Elem	MS	HS	Overall Rating for Academic Achievement: **Approaching** * Consult your District Performance Framework for the ratings for each content area at each level.			
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	R	72.2%	69.2%	71.3%		62.3%	69.1%	64.0%				
		M	70.4%	49.1%	30.5%		53.6%	42.6%	13.7%				
		W	55.8%	56.8%	49.7%		41.6%	54.4%	41.7%				
		S	47.5%	46.8%	49.2%		24.3%	38.0%	49.2%				
	ESEA: Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state (http://www.cde.state.co.us/ FedPrograms/danda/aypprof.asp)		Overall number of targets for Districts: **41**				% of targets met by District: **100.0%**				Elem	MS	HS
										R	YES	YES	YES
										M	YES	YES	YES
										Grad	--	--	YES
	IDEA: CSAP, CSAPA for Students with Disabilities on IEPs Description: % PP+P+A in reading and math for students with IEPs Expectation: Targets set by state in State Performance Plan	R	59.0%				32.1%				NO		
		M	59.5%				17.2%				NO		

Organization Code: 0110   **District Name:** SANGRE DE CRISTO RE-22J

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

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations							09-10 District Results						Expectations Met?
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			Elem		MS		HS		Elem		MS		HS		
		R	37		31		21		50		50		51		
		M	60		75		96		50		50		43		
		W	51		59		75		50		48		55		
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.							See your district's performance frameworks for listing of median growth by each subgroup.						Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.
Post Secondary/ Workforce Readiness	**Graduation Rate** Expectation: 80% or above for all students. For IDEA, disaggregate by students on IEPs.	80% or above(overall and for students on IEPs)							Overall (08-09)		94.7%				Exceeds
									IEPs (08-09)						NA
	Dropout Rate Expectation: At or below State average overall. For IDEA, disaggregate by students on IEPs.	Overall		3.9%					Overall (08-09)		3.1%				Meets
		IEPs		2.9%					IEPs (08-09)		5.9%				NO
	Mean ACT Composite Score Expectation: At or above State average	20.1							19.2						Approaching

Organization Code: 0110 **District Name:** SANGRE DE CRISTO RE-22J

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

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

Educator Qualification and Effective Measures

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations	09-10 District results		Expectations Met?
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Dropout/Re-engagement Designation to Increase Graduation Rates	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% using AYP calculation in 2008-09. For high priority, district also had a dropout rate above 8%	District has not been identified as a High Priority/Priority graduation district.	District does not need to complete a plan that addresses the Student Graduation and Completion Plan requirements.
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Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years	Consult with your Title III consortium lead to see the consortium`s Title III data	Consult with your Title III consortium lead to see the consortium`s Title III data

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

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	No
CADI	Has or will the district participated in a CADI review? If so, when?	No
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	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):

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

	District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Fred Garcia
	Email	fgarcia@sangreschools.org
	Phone	719 378 2381
	Mailing Address	4301 Terry Street Mosca, CO 81146
2	Name and Title	Brady Stagner
	Email	bstagner@sangreschools.org
	Phone	719 378 2310
	Mailing Address	4301 Terry Street Mosca, CO 81146

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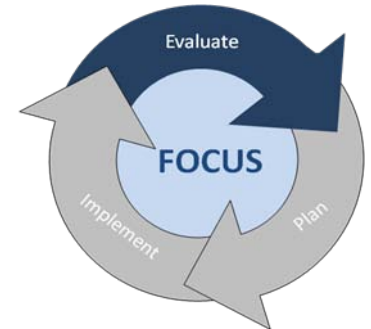
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, districts/consortia are required to pull specific performance reports and are expected to supplement their analyses with local data to help explain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

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

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

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

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

Step Three: Root Cause Analysis

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

Data Analysis Worksheet

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

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status) (Percent of students scoring Proficient and Advanced on CSAP)	Reading; Does not meet adequate growth and below the 68th percentile (approaching on the SPF), increasing. 2008 - 63% (less than state) 2009 – 64% (less than state) 2010 – 65% (less than state)	Low performance in grades 3-10 across all disaggregated groups. The majority of students in grades 4-6 consistently missed items related to standard 6	Lack of tightly aligned curriculum in reading, writing and math, lack of ability to target and intervene for students performing significantly below grade level. Lack of consistent Literacy Coach and support to implement quality programs throughout grade levels. No consensus of essential reading skill within and across grade level. Teachers need to utilize data to drive instruction.

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			District in reading has been below the state average, but has shown moderate growth each year. Not following curriculum in a scope and sequence manner. ELL and other students performing at PP or U level in Reading have not been identified for or received additional support.
	Writing: Meets adequate growth and above the 45thpercentile (meets on the SPF). 2008 – 43% (greater than state) 2009 – 42% (greater than state) 2010 – 45% (greater than state)	The majority of student s in grades 3-10, with the exception of 7th grade consistently missed items related to standard 2 and 3. Low performance in grades 3-10, with exception of 7th grade, across all desegregated groups. Persistent low performance among ELL students in writing across all standards in the elementary grades.	Data shows lack of an aligned curriculum throughout the district. No consensus of essential writing skill within and across grade level. District in writing has been below the state average each year. Not following curriculum in a scope and sequence manner. ELL and other students performing at PP or U level writing have not been identified for or received additional support. There is no emphasis on practical writing, grammar usage and mechanics. Professional Development to address curriculum usage and formative assessments to drive instruction.

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	Math: Meets adequate growth and above 45th percentile (meets on the SPF). 2007-08 - 52% 2008-09 - 48% 2009-10 - 44%	Low performance in grades 3-10 across all desegregated groups. The majority of students in grades 3-6 consistently missed items related to Numerical Operations. Grades 7-10 consistently missed items related to Multiple Functions and problem solving. Persistent low performance among ELL in mathematics across all standards and grades.	District math course sequence is not aligned with content assessed on CSAP. Data shows lack of an aligned curriculum throughout the district. Not following curriculum in a scope and sequence manner
Academic Growth Gaps (District Median Growth Percentile)	Reading; Meets adequate growth and above the 45th percentile (meets on the SPF). 07-08 47 08-09 53 09-10 49 Writing: Meets adequate growth and above the 45th percentile (meets on the SPF). 07-08 48	To improve quality of instruction and viability of curriculum. Lack of intervention programs and the need for a Math Recovery Program.	Lack of tightly aligned curriculum in reading, writing and math, lack of ability to target and intervene for students performing significantly below grade level.

08-09 60 09-10 50 Math: Does not meet adequate growth and below the 55th percentile and declining 07-08 52 08-09 48 09-10 44	Persistent low growth of students in grades 3-10.	District math course sequence is not aligned with content Grade and course sequence is not aligned to state standards. Lack of fidelity to state standards.
Growth Gaps in Math: Does not meet adequate growth and below 55th percentile, declining. FRL/Non: 2008: 46/54 2009: 51/54 2010: 46/41 Min/Non: 2008: 47/53 2009: 43/51 2010: 44/43 IEP/Non 2008: -/53 2009: -/48 2010: -/45	Consistent low performance by students in grades 3-10 across all aggregated groups in math.	District math course sequence is not aligned with content assessed on CSAP. Data shows lack of an aligned curriculum throughout the district. Not following curriculum in a scope and sequence manner

	ELL/Non 2008: -/53 2009: -/48 2010: -/45	

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Data Analysis Worksheet (cont.)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes

Post Secondary/Workforce Readiness	Graduation Rate:
	2008 – 90.5%
	2009 – 93.1%
	2010 – 66.7%
	
	Min/Non
	2008 21%/75%
	2009 38%/91%
	2010 43%/39%
	
	ELL/Non
	2008: -/-
	2009: -/-
	2010: -/-
	
	Drop-out Rate
	   2008 1.0%
	   2009 .7%
	   2010 33%
		Students are not making adequate progress to graduate in four years.
		Prior to 2010 our graduation rate well exceeded the state expectation of 80%. In 2010 students did not meet graduation requirements and minority students were not identified as students at risk.
		
		Prior to the 2010 school year our dropout rate was well below the state average. Due to lack of students performance in completing necessary graduation requirements.
			Students who are not on track to graduate were not identified in a timely manner.
			Poor attendance, discipline problems, and a decline in grades attributed to lack of progress of students.
			Ineffective RtI process at secondary level, district was unable to identify student root causes.
			
			Poor attendance, discipline problems, and a decline in grades attributed to lack of progress of students.
			Ineffective RtI process at secondary level, district was unable to identify student root causes.

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	ACT Scores are above the state average in 2008, but have declined since for the exception of 2010 Science. 2008 English 21.8 Math 21.5 Reading 21.8 Science 21.0 2009 English 18.7 Math 18.8 Reading 20.2 Science 19.8 2010 English 18.0 Math 19.8 Reading 19.4 Science 20.9	Student performance on ACT tests in 2009 and 2010 were both attributed to low scores by our minority students.	Lack of identification of needs of minority students. There are few appropriate interventions especially in the areas of poor attendance, discipline referrals and declining grades. Due to being a small rural district there are limited resources for advanced courses. Advanced course offering need to be enhanced to allow student opportunities to excel at higher levels.
English Language Development and Attainment (AMAOs)	AMAO #1:Mking Progress in English 2007-08 data not comparable 2008-09 data not comparable 2009-10:48% of students meet AMAO 1 expectations AMAO #2: % attaining English proficiency on CELA 2007-08 data not comparable 2008-09 data not comparable	Due to our rural setting and small numbers of ELL students our data was figured over a three year period. 100% of ELL students met the states' AYP targets.	ELL students who are performing at partially proficient and below have not been identified or received additional support with progress monitoring tools.

	2009-10: 5% of students meet AMAO 2 expectations AMAO #3: Proficiency in Content knowledge. 2007-08 2008-09 2009-10 All (100%)ELL AYP targets are met by district		
Teacher Qualifications (Highly Qualified Teachers)	Percent of Classes Taught by Highly Qualified Teachers (as defined by NCLB). 07-08 86.6% 08-09 90.0% 09-10 95.4%	Retaining highly qualified teachers due to lack of administrative monitoring and supervision.	Lack of highly qualified applicants due to isolation of a small rural district.

Step 4: Create the Data Narrative

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

Data Narrative for District/Consortium

Trend Analysis and Priority Needs: On which performance indicators is our district/consortium trending positively? On which performance indicators is our district/consortium trending negatively? Does this differ for any disaggregated student groups, (e.g., by grade level or gender)? What performance challenges are the highest priorities for our district/consortium?	Root Cause Analysis: Why do we think our district/consortium's performance is what it is?	Verification of Root Cause: What evidence do we have for our conclusions?
Narrative: Gaps According to school performance report the Sangre de Cristo School district, over the past three years, does not meet growth standards in writing and math in the elementary and middle school and math in the high school.		

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Trend and Priority Needs

The principal, dean of students, and a number of classroom teachers, ELL teacher, school counselor, Curriculum Advisor, School Interventionist worked with the Superintendent and considered three years of data related to academic performance trends, including graduation rates. This data included not only state CSAP results but also district interim assessments results (Terra Nova, DIBELS, Scantron) and CELApro results. The district lacks a guaranteed and viable curriculum, and teachers lack sufficient resources. We believe our growth performance across the board in the district is indicative of these causes and that this, in turn, is causing our student achievement status levels to remain low in spite of high growth percentiles.

CSAP Growth Data: We exceeded the state median percentile in reading and writing, but scored at the 44th percentile in math. While 40% of our students were on track to Catch Up in reading and 27% on track to Catch Up in writing, only 9% were on track to Catch Up in math. Similar results were found in Keep Up data; 75% in reading and 65% in writing, but only 42% in math. The minority and Free/Reduced Lunch, made enough growth to Catch-Up or Keep Up. Due to the lack of numbers of students we do not have sufficient evidence for IEP and ELL students.

Median Growth Percentile

		2007-08	2008-09	2009-10
Reading	Total	47	53	49
Writing	Total	48	60	50
Math	Total	52	48	44
	FRL/Non	46/64	51/44	46/41
	Min/Non	47/53	43/51	44/43
	IEP/Non	-/53	-/48	-/45
	ELL/Non	-/53	-/48	-/45

Percent Catching Up

		2007-08	2008-09	2009-10
Reading	Total	37%	37%	40%
Writing	Total	33%	42%	27%
Math	Total	14%	13%	9%
	FRL/Non	13/14	14/12	10/8
	Min/Non	5/17	16/12	8/10
	IEP/Non	-/15	-/15	-/11
	ELL/Non	-/14	-/11	-/10

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Percent Catching Up

		2007-08	2008-09	2009-10
Reading	Total	74%	78%	75%
Writing	Total	58%	76%	65%
Math	Total	55%	48%	42%
	FRL/Non	46/67	42/57	40/46
	Min/Non	5/17	16/12	8/10
	IEP/Non	-/55	-/48	-/42
	ELL/Non	-/58	-/50	-/46

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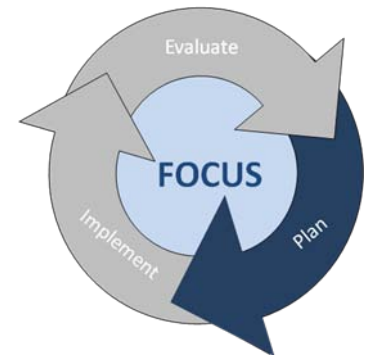
District/Consortium Goals Worksheet

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

Example of an Annual Target at the Elementary Level

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

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	By the end of the 2010-11 school year, 65% of elementary students will score proficient or advanced on reading CSAP. By the end of the 2010-11 school year, 80% of middle school students will score proficient or advanced on	By the end of the 2011-12 school year, 70% of elementary students will score proficient or advanced on reading CSAP. By the end of the 2011-12 school year, 85% of middle school students will score proficient or advanced on	Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) Progress monitoring through DIBELS and RtI administered bi-weekly.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson plan reviews and

| | | | CSAP reading.

By the end of the 2010-11 school year, 70% of high school students will score proficient or advanced on CSAP reading. | CSAP reading.

By the end of the 2011-12 school year, 75% of high school students will score proficient or advanced on CSAP reading. | | occasional instruction spot checks.
Utilization of an Instructional Coach to implement strategies and interventions to assist teachers in aligning instruction. |
|---|---|---|---|---|---|---|
| | | M | By the end of the 2010-11 school year, 50% of all elementary and middle school students will score proficient or advanced on CSAP math OR we will show a 10% reduction in percent of students scoring PP or below in elementary and middle school math.
By the end of the 2010-11 school year, 20% of high school students will score proficient or advanced on CSAP math OR we will show a 10% reduction in percent of students scoring PP or below in high school math. | By the end of the 2011-12 school year, 55% of elementary and middle students will score proficient or advanced on math CSAP OR we will show a 10% reduction in percent of students scoring PP or below in elementary and middle school math.
By the end of the 2011-12 school year, 30% of high school students will score proficient or advanced on CSAP math OR we will show a 10% reduction in percent of students scoring PP or below in high school math. | Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) Compass Math and the use of teacher generated assessments at the end of each unit in conjunction with improved curriculum. | Adoption of and training in the instruction with continued support through coaching of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.
Hiring of a Math Coach |
| | | W | By the end of the 2010-11 school year, 45% of all elementary and high school students will score proficient or advanced on CSAP writing OR we will show a 10% reduction in percent of students scoring PP or below in elementary | By the end of the 2011-12 school year, 55% of elementary and high students will score proficient or advanced on writing CSAP OR we will show a 10% reduction in percent of students scoring PP or below in elementary and middle school | Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) and the use of teacher generated assessments at the end of each unit. | Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson |

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			and high school writing. By the end of the 2010-11 school year, 70% of middle school students will score proficient or advanced on CSAP writing OR we will show a 10% reduction in percent of students scoring PP or below in middle school writing.	writing. By the end of the 2011-12 school year, 75% of middle school students will score proficient or advanced on CSAP math OR we will show a 10% reduction in percent of students scoring PP or below in middle school math.		plan reviews and occasional instruction spot checks. Utilization of an Instructional Coach to implement strategies and interventions to assist teachers in aligning instruction.
		S	By the end of the 2010-11 school year, 20% of elementary school students will score proficient or advanced on CSAP science OR we will show a 10% reduction in percent of students scoring PP or below in science By the end of the 2010-11 school year, 45% of middle and high school students will score proficient or advanced on CSAP science OR we will show a 10% reduction in percent of students scoring PP or below in science.	By the end of the 2011-12 school year, 30% of elementary school students will score proficient or advanced on CSAP science OR we will show a 10% reduction in percent of students scoring PP or below in elementary school science. By the end of the 2011-12 school year, 50% of middle and high school students will score proficient or advanced on CSAP science OR we will show a 10% reduction in percent of students scoring PP or below in science.	Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) and the use of teacher generated assessments at the end of each unit.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson plan reviews and occasional instruction spot checks. Implement a new structure schedule that will require teachers in the elementary school to receive instruction in science for thirty minutes on a daily basis. Following a aligned curriculum from elementary to high school and meet state standards in each grade including K-4.

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District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	NA (met)	NA (met)	NA (met)	NA (met)
		M	NA (met)	NA (met)	NA (met)	NA (met)
Academic Growth	Median Student Growth Percentile	R	Our reading median growth percentile for students at the elementary level will be 50 or above. Our reading median growth percentile for students at the middle school level will be 50 or above. Our reading median growth percentile for students at the high school level will be 50 or above.	Our reading median growth percentile for students at the elementary level will be 50 or above. Our reading median growth percentile for students at the middle school level will be 50 or above. Our reading median growth percentile for students at the high school level will be 50 or above.	Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) Progress monitoring through DIBELS and RtI administered bi-weekly.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.
		M	Our math median growth percentile for students at the elementary level will be 45 or above. Our math median growth percentile for students at the middle school level will be 46 or above. Our math median growth percentile for students at the high	Our math median growth percentile for students at the elementary level will be 50 or above. Our median growth percentile for students at the middle school level will be 50 or above. Our math median growth percentile for students at the high school level will be 50 or above.	Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) Compass Math and the use of teacher generated assessments at the end of each unit.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.

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			school level will be 47 or above.			Hiring of a Math Coach
		W	Our writing median growth percentile for students at the elementary level will be 45 or above. Our writing median growth percentile for students at the middle school level will be 46 or above. Our writing median growth percentile for students at the high school level will be 56 or above.	Our writing median growth percentile for students at the elementary level will be 50 or above. Our writing growth percentile for students at the middle school level will be 50 or above. Our writing median growth percentile for students at the high school level will be 60 or above.	Scantron Assessment (administered 3 times during the school year; Sept., Dec., April.) and the use of teacher generated assessments at the end of each unit.	Adoption of and training in the instruction of a guaranteed, viable and aligned K-12 curriculum and monitoring the planning, and teaching of it through weekly lesson plan reviews and occasional instruction spot checks.
Academic Growth Gaps	Median Student Growth Percentile	R				
		M				
		W				
Post Secondary/ Workforce Readiness	Graduation Rate		More than 80% of our students will graduate on time.	More than 80% of our students will graduate on time.	Decrease the number of "F"s in high school classes by monitoring quarterly and the use of bi-weekly RtI process with students, teachers and parents.	An enhanced RtI process will be established to review student progress.
	Dropout Rate		Fewer than 3.6 of our students will drop out.	Fewer than 3.6 of our students will drop out.	Decrease the number of "F"s in high school classes by monitoring quarterly and the use of bi-weekly RtI process with students, teachers and parents.	An enhanced RtI process will be established to review student progress.

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		The mean ACT composite will reach 20 or above.	The mean ACT composite will reach 20 or above.	Assessments at the end of each unit that are related to the state standards and ACT assessments.	Align middle and high school courses and content taught to the state standards and assure that skills assessed are taught before the eleventh grade.
	Mean ACT				
English Language Development & Attainment	CELA (AMAO 1)	NA	NA	NA	NA
	CELA (AMAO 2)	NA	NA	NA	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.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	The district will not fill positions unless highly qualified persons apply. If no hq individuals apply, measures will be taken to secure staff members who can achieve such status within 1 year of time from hire date.

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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: _ Obtain a guaranteed and viable K-12 curriculum and ensure that it is being taught. **Root Cause(s) Addressed:** Lack of a guaranteed and viable curriculum K-12.

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
Integrate Harrison School District curricula into the district.	By the first day of school in August 2011	Superintendent, Principals and BLT's	Harrison School District Website	PDF of all curricula have been distributed to staff members. Professional development will be scheduled into the school calendar to collaborate with all district staff.
Administration will monitor the implementation of the curriculum by requiring weekly teacher submission of lesson plans that are reflective of the Harrison Model. Instruction spot checks to ensure lesson plans are being followed.	First instructional day of each week of school beginning the first day of regular 2011-12 school year.	Principals		Collection of weekly lesson plans and spot checks by administrative team.

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Major Improvement Strategy #2: _____   Root Cause(s) Addressed: _____
_____

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

Major Improvement Strategy #3: _____   Root Cause(s) Addressed: _____
_____

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

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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
Purchase services of an Instructional Coach to support teacher instruction and modeling of effective instructional strategies.	Supports guaranteed and viable curriculum and staff develop for the purpose of teaching the curriculum and teaching it effectively.	$45,000.00
Purchase services of an math coach to support teacher and instructional strategies.	Supports guaranteed and viable curriculum and staff develop for the purpose of teaching the curriculum and teaching it effectively.	$15000.00
		$
		$
		$
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		$