

Colorado's Unified Improvement Plan for Districts for 2013-14

Organization Code: 0110 District Name: SANGRE DE CRISTO RE-22J AU Code: 64153 AU Name: SAN LUIS VALLEY BOCS DPF Year: 1 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 2012-13. 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 are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

| Performance Indicators | Measures/ Metrics | 2012-13 Federal and State Expectations | | | 2012-13 District Results | | | Meets Expectations? | |
|-------------------------------|--|--|---|--------|--------------------------|--------------------------------|--------|---------------------|--|
| | | R | Elem | MS | HS | Elem | MS | | HS |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data | R | 71.51% | 70.50% | 71.53% | 80.21% | 68.42% | 76.19% | Overall Rating for Academic Achievement: Approaching * Consult your District Performance Framework for the ratings for each content area at each level. |
| | | M | 70.51% | 50.00% | 32.16% | 68.75% | 28.95% | 35.71% | |
| | | W | 54.72% | 56.36% | 48.61% | 52.08% | 47.37% | 64.29% | |
| | | S | 48.00% | 45.60% | 48.93% | 39.29% | 30% | 72.73% | |
| Academic Growth | Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50. | | Median Adequate Growth Percentile (AGP) | | | Median Growth Percentile (MGP) | | | Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level. |
| | | | Elem | MS | HS | Elem | MS | HS | |
| | | R | 39 | 30 | 12 | 52 | 47 | 58 | |
| | | M | 61 | 87 | 97 | 61 | 27 | 62 | |
| | | W | 52 | 57 | 36 | 57 | 42 | 59 | |
| ELP | - | - | - | - | - | - | | | |

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

| Performance Indicators | Measures/ Metrics | 2012-13 Federal and State Expectations | 2012-13 District Results | Meets Expectations? | |
|--|--|--|---|--|--|
| Academic Growth Gaps | <p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>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.</p> | See your District Performance Framework-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 (ELLs) and students below proficient. | See your District Performance Framework-for listing of median growth by each disaggregated group. | <p>Overall Rating for Growth Gaps:</p> <p>Meets</p> <p>* Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p> | |
| Postsecondary & Workforce Readiness | <p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p> | At 80% or above | <p>Best of 4-year through 7- year Grad Rate</p> <p>96.4% using a 7 year grad rate</p> | Exceeds | <p>Overall Rating for Postsecondary & Workforce Readiness:</p> <p>Exceeds</p> |
| | <p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p> | At 80% or above for each disaggregated group | See your District Performance Framework-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 ELLs. | Exceeds | |
| | <p>Dropout Rate</p> <p>Expectation: At or below state average overall.</p> | 3.6% | 0% | Exceeds | |
| | <p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average.</p> | 20 | 21.4 | Meets | |

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

| Performance Indicators | Measures/ Metrics | 2012-13 Federal and State Expectations | 2012-13 Grantee Results | | Meets Expectations? |
|---|---|---|-------------------------|---|---------------------|
| English Language Development and Attainment | AMAO 1 Description: Academic Growth sub-indicator rating for English Language Proficiency | A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency | - | | - |
| | AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS | 11% of students meet AMAO 2 expectations | - | | - |
| | AMAO 3 Description: Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs | (1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs | R | - | - |
| | | | W | - | |
| | | | M | - | |
| Grad | | | - | | |
| Participation | - | | | | |

Accountability Status and Requirements for Improvement Plan

| | | |
|-----------------------------------|------------------|--|
| Summary of District Plan Timeline | October 15, 2013 | The district has the option to submit the updated 2013-14 plan through Tracker for public posting on SchoolView.org. |
| | January 15, 2014 | The district has the option to submit the updated 2013-14 plan through Tracker for public posting on SchoolView.org. |
| | April 15, 2014 | The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp |

Accountability Status and Requirements for Improvement Plan (cont.)

| Program | Identification Process | Identification for District | Directions for Completing Improvement Plan |
|--|--|--|---|
| State Accountability and Grant Programs | | | |
| Plan Type for State Accreditation | Plan type is assigned based on the district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness) and meeting requirements for finance, safety, participation and test administration. | Accredited | Based on District Performance Framework 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, 2014 to be posted on SchoolView.org. Note that other programs may require a review at the same time. |
| School(s) on Accountability Clock | At least one school in the district has a Priority Improvement or Turnaround plan type – meaning that the school is on the accountability clock. | Number of Schools on Clock: 0 | Districts are encouraged to include information on how schools on the accountability clock are receiving additional intensive support aimed at increasing dramatic results for students. This will be a required element in 2014-15. <i>Note: the number displayed does not include any AEC schools within the district with Pending AEC School Performance Frameworks or any schools with Insufficient State Data.</i> |
| Student Graduation and Completion Plan (Designated Graduation District) | In one or more of the four prior school years, the district (1) had an overall Postsecondary and Workforce Readiness rating of "Does Not Meet" or "Approaching" on the District Performance Framework and (2) had an on-time graduation rate below 59.5% or an annual dropout rate at least two times greater than the statewide dropout rate for that year. | 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. |
| Gifted Education | All districts are expected to provide services to Gifted students. Some districts belong to a multi-district AU (including BOCES) that may develop plans together or separately. | Not AU Lead for Gifted Program. | The district must include a Gifted Education addendum. As a member of a multi-district AU, consult with the AU Lead to decide whether to develop a common plan or a plan unique to your district. All districts are expected to submit a Gifted Ed plan as a part of the UIP, even if it is a common plan. Note that specialized requirements for Gifted Education Programs are included for all LEAs in the District Quality Criteria document. The state expectations for Gifted Education Programs are posted on the CDE website at: http://www.cde.state.co.us/gt/director . |

Accountability Status and Requirements for Improvement Plan (cont.)

| Program | Identification Process | Identification for District | Directions for Completing Improvement Plan |
|--|---|--|---|
| ESEA and Grant Accountability | | | |
| Title IA | Title IA funded Districts with a Priority Improvement or Turnaround plan type 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 type 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. | Consult with your Title III Consortium Lead to see the Consortium's status. | Consult with your Title III Consortium Lead to see the Consortium's status. |
| District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG) | District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award. | No, the district does not have any schools identified as a Title I Focus School or have a current TIG award. | The district does not need to meet additional requirements. |

Section II: Improvement Plan Information

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? | 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 |

Additional Information about the District

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
 Gifted Education
 Other: _____

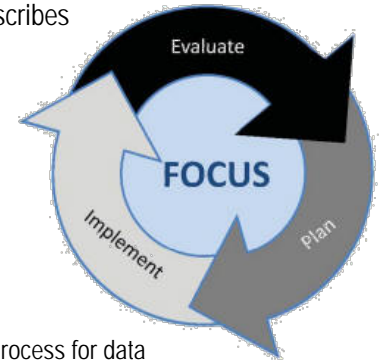
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District/Consortium Contact Information (Additional contacts may be added, if needed)

| | | |
|---|-----------------|--|
| 1 | Name and Title | Brady Stagner Superintendent |
| | Email | bstagner@sangreschools.org |
| | Phone | 719-378-2310 |
| | Mailing Address | 8751 Lane 7 North Mosca Colorado 81146 |
| 2 | Name and Title | John Stephens Principal |
| | Email | jstephens@sangreschools.org |
| | Phone | 719-378-2322 |
| | Mailing Address | 8751 Lane 7 North Mosca Colorado 81146 |

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 the Unified Improvement Planning Handbook.



Data Narrative for District/Consortium

Directions: In the narrative, describe the process and results of the data analysis for the district/consortium, including (1) a description of the district and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for District/Consortium

| | | | | | | | | |
|---|----------|--|----------|---|----------|---|----------|---|
| <p>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., DAC).</p> | <p>➔</p> | <p>Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least 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.</p> | <p>➔</p> | <p>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 performance 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.</p> | <p>➔</p> | <p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.</p> | <p>➔</p> | <p>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 through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p> |
| <p>Narrative:</p> | | | | | | | | |

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year’s plan) | Performance in 2012-13? Was the target met? How close was the district to meeting the target? | Brief reflection on why previous targets were met or not met. |
|---|---|---|--|
| Academic Achievement (Status) | Target was set for 72% of students will score proficient or above on TCAP | We didn’t meet this target but scored a 60.4% overall. | Lack of tightly aligned curriculum in the Math, Writing and Science content areas also the district has struggled with the retention of highly qualified instructors in Math content area due to low pay scale and rural area. Over the last three years, the district continues to improve in scores but not as quickly as we would like. |
| Academic Growth | 72% was our target for students scoring proficient or advanced. | We fell just short of this goal with a 69.4% | |
| Academic Growth Gaps | Our target was set at 61%. | We met this target with a score of 78.8% | |
| Postsecondary & Workforce Readiness | Our goal was 80% | We achieved a 98.3% score | |
| Student Graduation and Completion Plan (For Designated Graduation Districts) | NA | NA | |
| English Language Development and Attainment (AMAOS) | NA | NA | |
| | | | |

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) | Our reading scores for the past three years are seeing an upward trend which we want to continue to replicate. Writing has seen an increase of 9% points over the last three years. We are still not where we want to be but are gaining ground. Math has seen an increase of four points over the last three years. Our Science scores have seen a small decrease in the last three years. We have dropped a total of three points in the last three years. | Math and Writing scores need to continue on an upward trend across the district. To achieve this, we will be departmentalizing the 2 nd - 5 th grades and will build scope and sequenced curriculum top to bottom. | A lack of a scoped and sequenced curriculum in Math have not allowed our scores to increase quickly enough. We are still in need of interim measures to chart growth for our students in Math and Writing. Our teachers are getting better at using data to form instruction but are still not where we need to be. With the development of a district wide writing rubric along with common expectations will remedy our writing woes and bring about this needed change in writing. |
| Academic Growth | Our score for growth is a 72.2 % which meets state and federal expectations. | We will continue to stay consistent in our programs that have met or exceeded the targets and concentrate more effort into the areas that we are approaching targets. | Data shows a lack of scoped and sequenced curriculum aligned throughout the district. Lack of tightly aligned curriculum in Writing, Math and Science along with a lack of ability to target and intervene where students are performing below grade level. |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|---|---|---------------------------------------|--|
| Academic Growth Gaps | We have met the expectations on a three year average. | We want to continue to close the gaps | The advent of our RTI process have allowed us to continue to close our growth gaps for our students. |
| Postsecondary & Workforce Readiness | We have met the state and federal expectations for this area. | | We have successfully implemented an ICAP period which allows our students to pinpoint and work on their individual weaknesses. |
| Student Graduation and Completion Plan (For Designated Graduation Districts) | NA | NA | NA |
| English Language Development and Attainment (AMAOs) | NA | NA | NA |

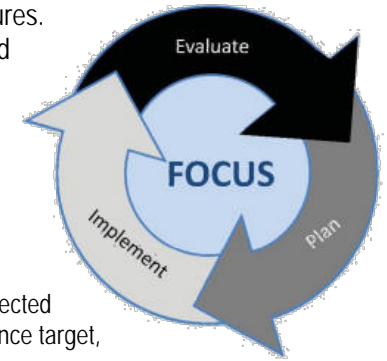
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then 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; 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.



District/Consortium Target Setting Form

| Performance Indicators | Measures/ Metrics | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2013-14 | Major Improvement Strategy | |
|-------------------------------|---|---------------------------------|---|-----------------|------------------------------|--|--|
| | | | 2013-14 | 2014-15 | | | |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | R | Implementation of new reading curriculum | 62.5 % or above | 65% | NWEA, DIBELS and classroom assessments | Departmentalizing for EI. |
| | | M | Still there is a lack of a math curriculum for our EI. | 62.5% or above | 65% | NWEA, use of teacher generated assessments at the end of each unit in conjunction with a new and aligned math resource | Departmentalizing for EI. and finding a HQ upper level math instructor |
| | | W | We are in need of creating a district wide writing rubric complete with grade level expectations. | 62.5% or above | 65% | NWEA and use of teacher generated assessments after each unit. | Departmentalizing for our EI. and common expectations for all grade levels. District wide writing rubric |
| | | S | Lack of implementation of Science curriculum. Our MS and HS needs to realign our courses | 62.5% or above | 65% | NWEA given three times a year along with teacher generated assessments. | Departmentalizing of our EI. along with realigning our MS and HS Science courses. |
| Academic Growth | Median Growth Percentile (TCAP/CSAP & ACCESS) | R | | | | | |
| | | M | | | | | |
| | | W | | | | | |
| | | ELP | | | | | |
| Academic Growth Gaps | Median Growth Percentile | R | | | | | |
| | | M | | | | | |
| | | W | | | | | |
| Postsecondary | Graduation Rate | | | | | | |

| | | | | | | |
|---|-----------------------------|--|--|--|--|--|
| & Workforce Readiness | Disaggregated Grad Rate | | | | | |
| | Dropout Rate | | | | | |
| | Mean CO ACT | | | | | |
| English Language Development & Attainment | ACCESS Growth (AMAO 1) | | | | | |
| | ACCESS Proficiency (AMAO 2) | | | | | |
| | TCAP (AMAO 3) | | | | | |

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: ___ Departmentalizing our El. core content area **Root Cause(s) Addressed:** This will allow us to scope and sequence our instruction in all core content areas. This will also allow us to have a structured schedule in which all content areas will receive consistent instruction on a daily basis. Our teachers will now be teaching to their individual strengths for the benefit of our students. _____

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

- State Accreditation
- Student Graduation and Completion Plan (Designated Graduation District)
- Title IA
- Title IIA
- Title III
- Gifted Program
- Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------------|-----------|-----------------|--|---------------------------|--|
| | 2013-14 | 2014-15 | | | | |
| Departmentalizing our El. | Begin planning | Implement | Admin and Staff | Staff | Ongoing | In-progress |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Hire and retain a math specialist

Root Cause(s) Addressed: Lack of aligned curriculum.

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------|--------------------|----------------|--|---------------------------|--|
| | 2013-14 | 2014-15 | | | | |
| Allocating funds to hire a specialist position in Math | Planning | Planning/searching | Admin. | General fund allocations. | 6-1-14 hiring. | In-progress |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|----------|-----------|------------------|--|--|--|
| | 2013-14 | 2014-15 | | | | |
| Create a district wide writing rubric with common expectations. | Planning | Implement | Admin. And Staff | NA | Beginning of year to have writing samples taken for each child and reviewed by entire staff. | Not begun. |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all Gifted Program leads)

Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

Administrative Units (AU) must complete this form to document Gifted Education program plan requirements for student performance. AUs responsible for multiple districts may collaborate with districts, this is especially true for AUs with member district that have small n-counts. Numbers can be aggregated to the AU level and common targets can be recorded, as appropriate, in district documents. As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through assurances and by (1) describing the requirements in this addendum or by (2) listing the page numbers of where the gifted education elements are located in the UIP.

| Description of Gifted Education Program Requirements | Recommended location in UIP | Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number) |
|---|-----------------------------|---|
| Record reflection on progress towards previous year's targets. | Section III: Data Narrative | <p>The San Luis Valley is located in Southwestern rural Colorado. The San Luis Valley BOCES is the administrative unit for gifted education for the 14 school districts that comprise the BOCES. Based upon 2012 data, the AU's population is 37% Caucasian, 60% Hispanic and 3% Other. Approximately 69% of the total AU student population receives free and reduced lunch.</p> <p>A team of professionals including administrators, BOCES and district level GT coordinators, teachers and the GERC participated in a data dialogue through the disaggregation of gifted student performance by sub-groups; evaluation of data trends; discussion of root causes; identification of a priority area for improvement and the development of an action plan. Data used for the review and discussion was comprised from gifted specific data provided to the AU by CDE.</p> <p>Through the review it was discovered that the data provided to the AU by CDE was slightly different than what the AU had collected and reported in the 2012-2016 Program Plan. The collection of reliable and accurate data has been an ongoing challenge for the AU. Therefore, due to the discrepancy in data collected by the AU and data collected by CDE's pipeline, the AU has elected to establish 2013 CDE data as the baseline for comparison with CDE expectations for 2013.</p> <p>A review of this data indicates that the only area of meeting 2013 expectations was in middle school writing. Other targets in the areas of Reading, Math and Writing at the Elementary, Middle School and High School levels were not met in 2013.</p> |
| Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments. | Section III: Data Narrative | Please see attached charts of disaggregated data from 2011-2013. |
| Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs | Section III: Data | Trend Analysis: |

| | | |
|------------------------------------|------------------|--|
| <p>of selected student groups.</p> | <p>Narrative</p> | <p>FRED/NON-FRED:</p> <ul style="list-style-type: none"> - FRED students out performed Non-FRED students in math - Non-FRED students out performed FRED students in reading and writing. - FRED students had a larger percentage of below proficiency performance than non-FRED in all areas. - The median growth percentile fluctuates for both populations from year to year. <p>GRADE LEVEL:</p> <ul style="list-style-type: none"> - The percentage of students moving up in all areas is declining. - The percentage of elementary students testing Advanced is higher than the middle school and high school students - The percentage of middle school students testing advanced in math has increased. - The percentage of high school students testing advanced in math has decreased. - High school math students have a higher percentage in the below proficient range than elementary and middle school. - Advanced performance for high school students in reading, math and writing has steadily decreased over the last three years. <p>ETHNICITY:</p> <ul style="list-style-type: none"> - In general, minority students have increased in the percentage advanced where as non-minority students have decreased. - The percentage of students performing in the below proficient range has decreased for both minority and non-minority students. <p>IDENTIFIED AREAS of STRENGTH:</p> <ul style="list-style-type: none"> - No high growth has been made in any area of reading, writing and math. - The percentage of advanced students identified in the area of math has declined at the high school level. - The best growth in the percentage of advanced in reading, writing and math was from 2011-2012. <p>ROOT CAUSES:</p> <p>The primary root cause identified by the review group was that administrators and teachers are not implementing strategies about how to infuse depth and complexity into instruction so that student achievement is promoted to a level that is appropriate for gifted students.</p> <p>Other root causes considered that are related to the primary root cause identified include the lack of curricular alignment that implements critical thinking skills, relevance and application/nature of discipline; lack of progress monitoring strategies and data driven dialogues; lack of differentiated instructional strategies implemented; under-identification of gifted students is occurring.</p> |
|------------------------------------|------------------|--|

| | | |
|---|------------------------------------|---|
| | | <p>PRIORITY CHALLENGE:</p> <p>The percentage of gifted students scoring advanced in all categories except middle school writing was below state expectations for 2013.</p> |
| Set targets for gifted students' performance that meets or exceeds state expectations that facilitate gifted students' achievement and growth (e.g., move-up, and keep-up) in their area(s) of strength. | Section IV: Target Setting Form | Gifted students scoring advanced on TCAP/PARCC measures in all subject areas and across all grade levels will increase by 5% by 2015. |
| Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students. | Section IV: Target Setting Form | <u>Sangre de Cristo G/T performance targets are all district targets(convergence) based upon performance challenges of our gifted students.</u> |
| Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range. | Section IV: Target Setting Form | NWEA, common formative assessments across districts and daily formative assessments are all measures that can be used to progress monitor students by sub-group or grade level. |
| Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets. | Section IV: Action Plan | <i>See attached action plan</i> |

| Description of Gifted Education Program Requirements (cont.) | Recommended location in UIP | Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number) |
|---|-----------------------------|--|
| Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance. | Section IV: Action Plan | See attached action plan |
| Describe who has primary responsibility for implementing action steps for improvement of gifted student performance. | Section IV: Action Plan | See attached action plan |
| Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level. | Section IV: Action Plan | Annual ALP meetings for individual students Many districts are unable to report disaggregated gifted education data due to the N is too small. Districts that have reportable data is made available to parents and students through School View. |

* Note that the Gifted Education Program budget is due in April. The budget can be found at: <http://www.cde.state.co.us/gt/director.htm>.

Gifted Program Assurances

| Description of General Program Assurances | Mark one box: | Description of General Program Assurances | Mark one box: |
|---|--|--|--|
| The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population. | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No | The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No |
| Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No | ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No |
| The budget and improvement planning process is a collaboration among stakeholders of schools or districts within the administrative unit. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No | The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No |

Report on State Performance Indicators as Recorded on the 2012-2016 Program Plan

| Description of State Performance Indicator | Mark one box: | Description of State Performance Indicator | Mark one box: |
|--|---|---|---|
| AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016. | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress | AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014. | <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In progress |
| AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness. | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress | AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students. | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress |
| AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016. | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress | AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER). | <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress |

MINORITY/NON-MINORITY

| Year/Content | Percent Advanced | | Percent Below Proficient | | MGP | | Percent move-up | |
|----------------|------------------|----------|--------------------------|----------|----------|----------|-----------------|----------|
| | Minority | Not Min. | Minority | Not Min. | Minority | Not Min. | Minority | Not Min. |
| Math | | | | | | | | |
| 2011 | 43.4 | 65.2 | 9.4 | 5.2 | 46 | 61 | 9.5 | 21.7 |
| 2012 | 66.7 | 62.7 | 11.1 | 4 | 47 | 44 | -0- | -0- |
| 2013 | 71 | 60.9 | 6.5 | 4.7 | 68 | 55 | -0- | -0- |
| | | | | | | | | |
| Reading | | | | | | | | |
| 2011 | 24.5 | 22.8 | 3.8 | 1.8 | 51 | 59 | 17.9 | 29.9 |
| 2012 | 33.3 | 40 | 3.7 | -0- | 43 | 57 | -0- | 31.2 |
| 2013 | 35.5 | 28.1 | -0- | 1.6 | 57 | 43 | -0- | 15 |
| | | | | | | | | |
| Writing | | | | | | | | |
| 2011 | 22.6 | 32.2 | 9.4 | 3.5 | 49 | 56 | 9.7 | 27.9 |
| 2012 | 33.3 | 36 | 3.7 | 2 | 63 | 55 | -0- | 24 |
| 2013 | 45.2 | 26.6 | 3.2 | 4.7 | 70 | 47 | -0- | 13.2 |

FRED/NON-FRED

| Year/Content | Percent Advanced | | Percent Below Proficient | | MGP | | Percent move-up | |
|----------------|------------------|----------|--------------------------|----------|------|----------|-----------------|----------|
| | FRED | Non FRED | FRED | Non-FRED | FRED | Non-FRED | FRED | Non-FRED |
| Math | | | | | | | | |
| 2011 | 67.6 | 51.1 | 8.2 | 5.3 | 60 | 56 | 20 | 12.5 |
| 2012 | 69 | 61 | 6.8 | 6.1 | 41 | 51 | -0- | -0- |
| 2013 | 68.6 | 61.7 | 8.6 | 3.3 | 66 | 61 | -0- | -0- |
| | | | | | | | | |
| Reading | | | | | | | | |
| 2011 | 16 | 29.3 | 4.3 | -0- | 48 | 61 | 17.9 | 33.3 |
| 2012 | 24.1 | 45.8 | 3.4 | -0- | 45 | 57 | -0- | 33.3 |
| 2013 | 28.6 | 31.7 | -0- | 1.7 | 57 | 46 | 32 | 14.7 |
| | | | | | | | | |
| Writing | | | | | | | | |
| 2011 | 21.3 | 35.5 | 10.7 | 1.1 | 40 | 57 | 18.2 | 25 |
| 2012 | 27.6 | 39.6 | 6.9 | -0- | 50 | 64 | -0- | 33.3 |
| 2013 | 31.4 | 33.3 | 5.7 | 3.3 | 60 | 54 | 26.1 | 15.2 |

GRADE LEVEL

| Year/Content | Percent Advanced | | | Percent Below Proficient | | | MGP | | | Percent moveup | | |
|----------------|------------------|------|------|--------------------------|-----|------|-----|----|----|----------------|------|------|
| | E | M | H | E | M | H | E | M | H | E | M | H |
| Math | | | | | | | | | | | | |
| 2011 | 79.1 | 60 | 32.1 | 1.5 | 4.4 | 14.3 | 49 | 59 | 64 | -0- | -0- | -0- |
| 2012 | 88 | 73.1 | 33.3 | -0- | -0- | 18.5 | -0- | 37 | 43 | -0- | -0- | -0- |
| 2013 | 79.2 | 74.5 | 29.2 | 4.2 | 4.3 | 8.3 | 62 | 61 | 62 | -0- | -0- | -0- |
| | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | |
| 2011 | 22.7 | 88.9 | 19.6 | 1.5 | 4.4 | 1.8 | 54 | 52 | 60 | 31.2 | 24.1 | 20.5 |
| 2012 | 64 | 32 | 18.5 | -0- | -0- | 3.7 | -0- | 47 | 46 | -0- | -0- | -0- |
| 2013 | 33.3 | 36.2 | 16.7 | -0- | -0- | 4.2 | 53 | 51 | 42 | -0- | 23.1 | 15 |
| | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | |
| 2011 | 23.9 | 42.2 | 25 | 9 | 2.2 | 3.6 | 49 | 54 | 57 | 31.2 | 20.8 | 13.9 |
| 2012 | 28 | 60 | 18.5 | -0- | -0- | 7.4 | -0- | 64 | 56 | -0- | -0- | -0- |
| 2013 | 29.2 | 42.6 | 16.7 | 4.2 | 4.3 | 4.2 | 66 | 59 | 46 | -0- | 18.2 | -0- |

AREA OF IDENTIFICATION

| Year/Content | Percent Advanced | | | Percent Below Proficient | | | MGP | | | Percent move-up | | |
|----------------|------------------|------|------|--------------------------|-----|------|------|-----|------|-----------------|------|------|
| | Both | LA | Math | Both | LA | Math | Both | LA | Math | Both | LA | Math |
| Math | | | | | | | | | | | | |
| 2011 | 66.2 | 48.4 | 57.7 | 4.2 | 9.7 | 5.8 | 58 | 49 | 60 | -0- | -0- | -0- |
| 2012 | 73.1 | 57.1 | 66.7 | 3.8 | 9.5 | -0- | 50 | -0- | 45 | -0- | -0- | -0- |
| 2013 | 72.7 | -0- | 44.8 | 2.3 | -0- | 13.8 | 61 | -0- | 54 | -0- | -0- | -0- |
| | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | |
| 2011 | 26.1 | 40 | 13 | 1.4 | 3.3 | -0- | 55 | 63 | 56 | 23.9 | 38.1 | 24.4 |
| 2012 | 44.4 | 47.6 | 10 | 3.7 | -0- | -0- | 50 | -0- | -0- | -0- | -0- | -0- |
| 2013 | 36.4 | -0- | 6.9 | -0- | -0- | 3.4 | 48 | -0- | 43 | 20.8 | -0- | 16 |
| | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | |
| 2011 | 33.8 | 38.7 | 16.4 | 2.9 | 3.2 | 5.5 | 46 | 53 | 61 | 22.6 | -0- | 15.4 |
| 2012 | 47 | 52.4 | 20 | 3.7 | -0- | 5 | 46 | -0- | -0- | -0- | -0- | -0- |
| 2013 | 31.4 | -0- | 13.8 | 2.3 | -0- | 10.3 | 52 | -0- | 46 | 16 | -0- | 10 |

PERCENT ADVANCED DATA

| Year/Content | Percent Advanced | | | Expectations 2013 | | | Expectations 2014 | | |
|----------------|------------------|------|------|-------------------|------|------|-------------------|------|------|
| | E | M | H | E | M | H | E | M | H |
| Math | | | | | | | | | |
| 2011 | 79.1 | 60 | 32.1 | | | | | | |
| 2012 | 88 | 73.1 | 33.3 | | | | | | |
| 2013 | 79.2 | 74.5 | 29.2 | 84.8 | 80.5 | 46.4 | 87.9 | 86.3 | 49.5 |
| | | | | | | | | | |
| Reading | | | | | | | | | |
| 2011 | 22.7 | 28.9 | 19.6 | | | | | | |
| 2012 | 64 | 32 | 18.5 | | | | | | |
| 2013 | 33.3 | 36.2 | 16.7 | 33.6 | 38.1 | 25.5 | 34.2 | 38.7 | 26.1 |
| | | | | | | | | | |
| Writing | | | | | | | | | |
| 2011 | 23.9 | 42.2 | 25 | | | | | | |
| 2012 | 28 | 60 | 18.5 | | | | | | |
| 2013 | 29.2 | 42.6 | 16.7 | 37.5 | 41.7 | 29 | 38.1 | 42.3 | 32 |

*Red – Expectation **NOT MET** in 2013*

*Green – Expectations **MET** in 2013*

Blue – Expectations for 2014

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that districts focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Increase professional development about depth and complexity and DOK levels. **Root Cause(s) Addressed:** Administrators and teachers are not implementing strategies about how to infuse depth and complexity into instruction so that student achievement is promoted to a level that is appropriate for gifted students.

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 X Other: Gifted Education Addendum_____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-------------------------------|-----------------------------------|---|--|--|--|
| | 2013-14 | 2014-15 | | | | |
| Collaborate with the administrative PLC (making sure teacher prior knowledge, teacher evaluation system and the addendum to the UIP for each district is intentionally connected) to implement professional development for administrators and teachers to develop depth and complexity and how to use DOK in levels of | Discussion has been initiated | Professional development training | Administrative PLC and SLV BOCES GT Coordinator | To be determined by Administrative PLC | % of districts involved in the professional development training | In progress |

| | | | | | | |
|---|-----------------------------------|--|------------------|----------------------------------|---|----------------|
| curriculum and instruction. | | | | | | |
| Teach teachers and administrators 3 specific strategies to implement concept-based learning; higher order thinking skills; tiering lessons to develop depth and complexity in curriculum and instruction. | Gathering resources and materials | Implementation of trainings for teachers | GERC, GT Network | GERC Funding BOCES Funding | All teachers within the SLV will be trained in the three strategies by the end of 2015. | Just beginning |
| | | | | | | |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Evaluate the implementation of the 3 strategies within the classroom **Root Cause(s) Addressed:** Administrators and teachers are not implementing strategies about how to infuse depth and complexity into instruction so that student achievement is promoted to a level that is appropriate for gifted students.

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

- State Accreditation
 Student Graduation and Completion Plan (Designated Graduation District)
 Title IA
 Title IIA
 Title III
 Gifted Program
 Other: Gifted Education Addendum

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|-----------------------------------|-------------------------|--------------------------------|--|--|--|
| | 2013-14 | 2014-15 | | | | |
| Provide administrators tools to assist in evaluating the implementation of the 3 strategies by teachers in the classroom. | Gathering resources and materials | Implementation of tools | Administrators, School Coaches | District level | All administrators will be using an identified tool to evaluate student learning for depth and complexity. | Just beginning |

