

Colorado's Unified Improvement Plan for Districts for 2014-15

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J AU Code: 64203 AU Name: WELD Official 2014 DPF: 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 District Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	CSAP, CoAlt, 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%	70.5%	71.53%	70.24%	69.31%	70.74%	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%	32.16%	73.78%	51.42%	33.87%	
		W	54.72%	56.36%	48.61%	54.45%	55.21%	55.53%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			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	28	28	16	47	49	50	
		M	47	69	91	42	42	52	
		W	36	45	49	45	44	56	
		ELP	25	58	43	41	46	43	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 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: Approaching</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>83.1% using a 7 year grad rate</p>	Meets	<p>Overall Rating for Postsecondary & Workforce Readiness: Meets</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.	Approaching	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0.7%	Exceeds	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	18.7	Approaching	

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 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	Approaching	NO	
	AMAO 2 Description: % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	14.04%	YES	
	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	Approaching	NO
			W	Approaching	
			M	Approaching	
Grad			Approaching		
		Participation	Meets		

Accountability Status and Requirements for Improvement Plan

Summary of District Plan Timeline	October 15, 2014	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The district has the option to submit the updated 2014-15 plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 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 with Improvement Plan	Based on District Performance Framework results, the district is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 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.
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 Administrative Units (AUs) that are the lead agency for the Gifted Program. Multiple district AUs (including BOCES) may incorporate the Gifted Program requirements into each individual district level UIP.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education UIP addendum, budget, and signature pages. 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.)

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	District does not need to complete the additional Title IIA requirements.

		in the UIP.	
Program Improvement under Title III	District/Consortium missed AMAOs for two or more consecutive years.	Title III Improvement – Year 5	Based upon results for Title III, the grantee must complete the required addendum for Title III Improvement. The ESEA addendum is not required. Since the plan must be submitted for posting to SchoolView.org on April 15, 2015, Title III requirements and the required Title III addendum will be reviewed by CDE at the same time. Note that specialized requirements are included for Title III in the Quality Criteria document.
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.	Yes, the district has at least one school that (1) is identified as a Title I Focus School or (2) has a current TIG award.	Regardless of the district's plan type, districts with a Focus school and/or a TIG school must address how the district is supporting the school(s) to make dramatic change. Note that specialized requirements are included for these school identifications in the Quality Criteria document.

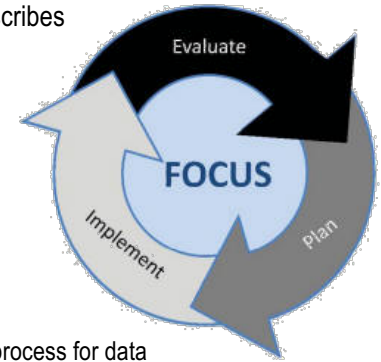
Section II: Improvement Plan Information

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?	
CADI	Has (or will) the district participated in a CADI review? If so, when?	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The district/consortium is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Student Graduation and Completion Plan (Designated Graduation District) <input type="checkbox"/> Title IA <input type="checkbox"/> Title IIA <input type="checkbox"/> Title III <input type="checkbox"/> Gifted Education <input type="checkbox"/> Other: _____		
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: <input type="checkbox"/> District Only <input type="checkbox"/> 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	Dr. Martin Foster, Superintendent of Schools
	Email	mfooster@weldre5j.k12.co.us
	Phone	970-587-6050
	Mailing Address	110 S. Centennial Drive Suite A Milliken CO 80543
2	Name and Title	Jason Seybert, Director of Assessment and Technology
	Email	jseybert@weldre5j.k12.co.us
	Phone	970-587-6050
	Mailing Address	110 S. Centennial Drive Suite A Milliken CO 80543

Section III: Narrative on Data Analysis and Root Cause Identification

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



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. Descriptions 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>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>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>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>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> <p>Weld RE-5J School District is a small district comprised of approximately 3200 students and includes the communities of Milliken and Johnstown. The district contains three elementary schools, a middle school, a high school and a K-8 charter school.</p> <p>The District Improvement Plan has been a collaborative effort amongst administration, teachers, paraprofessionals, parents and community. In order to get all of the pertinent parties on board we have had various meetings and opportunities for all parties to view last year’s goals and results and make suggestions and ideas for improvements for this year’s plan. Administrators, teachers, and paraprofessionals have met in staff meetings and grade level teams to discuss what are some of the positive trends they’ve seen and what they can see as areas to improve and ideas to help the improvement take place.</p> <p>Our district is trending positively in the elementary levels in reading over the last 4 years. The high school grades for the 2011-12 school year showed a significant increase in achievement to stop a downward trend,</p>				

the 2012-13 school year remained rather static for the high school level, in 2013-14 there was minimal decline to 70.2% PA. The middle school achievement continues to remain relatively flat, with a slight decline to 69% PA. At the high school level 2013-14 showed an increase in the percent of students in PA from 67.2 to 70.3 We are developing a plan to utilize our current progress monitoring tools to provide individualized and targeted interventions. All of our disaggregated groups have growth percentiles between 47-50.

In Math our district has shown growth over the previous 3 years, however, for the 2011-12 school year scores varied from increasing to decreasing at various grade levels. The percent of students PA has increased in both elementary and high school during the 2013-14 school year. At the middle school level there was a decline from 54.4% PA to 51.2% PA, the lowest in over 5 year.s In terms of growth we are not making adequate growth as a district in any sub group.

Writing in the district has shown a steady decrease over time at both the elementary and middle school levels. At the elementary level during the 2013-14 school year, 54.5% of students were PA, which is 7 point decline from 61.8% in 2012-13. At the middle school level, the high point was 62.1 % PA in 2011 and has decreased incrementally each year to a low of 54.8% in 2013-14. Writing at the high school level however has been in contrast from elementary and middle school with a slow increase each year. 2009-2010 was the low point with 43.8% PA and has increased each year since to a high point of 55.1% in 2013-14.

The highest priorities for this year are to improve achievement and close the growth gap between special education students and non-special education students. We must maintain a focus on intervention effectiveness for ELL and special education students by using progress monitoring tools and data to drive instructional change according to need. An additional focus is in math and ensuring we have an aligned and thorough K-12 curriculum that adequately prepares students.

Strengths in our current plan are the effective use of Title I in our elementary schools and how it has supplemented the overall instructional model in the school. The middle school also has a strong reading intervention program which has them meeting academic growth gaps for nearly every subgroup. The main weakness in our district is in math. All schools have a difficult time meeting expectations. The secondary level is continuing to adjust and modify math interventions to attempt to increase proficiency and adequate growth across all subgroups.

Our ELL Students have shown sporadic growth over the past 6 years according to the CELA. The percent of students Prof has increased, while the percent of student at the Intermediate level has decreased.

The secondary school usage of ACUITY to measure growth and standardized test predictability has provided information in which there is growth by ELL students according to their scale scores at the middle school level there has been a growth of 28.5 points on the scale score in Reading and Writing. The utilization of Scholastic Reading Inventory has shown an average growth of 18 lexile points per students.

In order to determine our priority Title III needs all ELL Teachers across the district continuously review the trends in testing scores, classroom growth by students and the new Colorado English Language Proficiency Standards (WIDA adopted standards). Through a collaboration effort the teachers will determine how to address the priority needs and standards for the ELL students and help them in showing adequate growth. This plan will then be implemented with fidelity across the district.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Reading: Percentage of Students Scoring Proficient and Advanced <table border="1" style="font-size: small; border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">Elem</td> <td style="padding: 2px;">Mid</td> <td style="padding: 2px;">High</td> </tr> <tr> <td style="padding: 2px;">71.5%</td> <td style="padding: 2px;">70.5%</td> <td style="padding: 2px;">71.5%</td> </tr> </table>	Elem	Mid	High	71.5%	70.5%	71.5%	Elementary was not met – short by 1.3% after achieving 70.2%. Middle school was not met – short by 1.5% after achieving 69%. High school was not met – short by 1.2% after achieving 70.3%.	<p>The reading targets were not met due to the high goals set after years of growth.</p> <p>Math targets were met due to the low goals set after periods of fluctuation and eventual declines.</p> <p>Growth continues to fluctuate based on a variety of interventions that have been in place and their fidelity. Additional interventions are being put in place for Math.</p>
	Elem	Mid	High						
71.5%	70.5%	71.5%							
Math: Percentage of Students Scoring Proficient and Advanced <table border="1" style="font-size: small; border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 2px;">Elem</td> <td style="padding: 2px;">Mid</td> <td style="padding: 2px;">High</td> </tr> <tr> <td style="padding: 2px;">70.5%</td> <td style="padding: 2px;">50.0%</td> <td style="padding: 2px;">32.2%</td> </tr> </table>	Elem	Mid	High	70.5%	50.0%	32.2%	Elementary was met – reached 73.8%. Middle school was met – reached 51.2%. High school was met – reached 33.6%.		
Elem	Mid	High							
70.5%	50.0%	32.2%							
Academic Growth	Reading: The district will meet or exceed adequate growth for the median student growth percentile.	Met at all 3 levels							
	Math: The district will meet or exceed adequate growth for the median student growth percentile.	Not met: Elementary – short by 5 Middle – short by 27 High – short by 39							
Academic Growth Gaps	Reading: All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.								

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Math:</p> <p>All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.</p>		
<p>Postsecondary & Workforce Readiness</p>	<p>80% of students will graduate in 2013-14.</p> <p>78% of students identified as having a disability will graduate</p> <p>78% of students identified as English Learners will graduate</p> <p>Mean ACT will be at or above the state average for 2013-14.</p>	<p>Had a graduation rate of 80.2% - Met</p> <p>50% of students identified with a disability graduated, short of goal by 28%.</p> <p>70% of students identified as ELL graduated, short of goal by 8%.</p> <p>ACT score was not met, below the state average of 20 with a 19.</p>	
<p>Student Graduation and Completion Plan (For Designated Graduation Districts)</p>			
<p>English Language Development and Attainment (AMAOs)</p>	<p>8.5% of ELL students will attain English proficiency according to the WIDA ACCESS</p>	<p>14.04% of ELL students attained English on the WIDA ACCESS, meeting the goal of 8.5%</p>	

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)	<p>Reading % Proficient and Advanced</p> <table border="1"> <thead> <tr> <th>Gr</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>76</td> <td>75</td> <td>74</td> <td>77</td> <td>80</td> <td>75</td> </tr> <tr> <td>4</td> <td>70</td> <td>68</td> <td>72</td> <td>69</td> <td>77</td> <td>68</td> </tr> <tr> <td>5</td> <td>63</td> <td>69</td> <td>69</td> <td>75</td> <td>70</td> <td>68</td> </tr> <tr> <td>6</td> <td>77</td> <td>69</td> <td>74</td> <td>73</td> <td>77</td> <td>68</td> </tr> <tr> <td>7</td> <td>68</td> <td>66</td> <td>65</td> <td>75</td> <td>67</td> <td>74</td> </tr> <tr> <td>8</td> <td>65</td> <td>70</td> <td>71</td> <td>69</td> <td>71</td> <td>64</td> </tr> <tr> <td>9</td> <td>68</td> <td>61</td> <td>62</td> <td>72</td> <td>70</td> <td>70</td> </tr> <tr> <td>10</td> <td>64</td> <td>66</td> <td>51</td> <td>69</td> <td>63</td> <td>71</td> </tr> </tbody> </table>	Gr	09	10	11	12	13	14	3	76	75	74	77	80	75	4	70	68	72	69	77	68	5	63	69	69	75	70	68	6	77	69	74	73	77	68	7	68	66	65	75	67	74	8	65	70	71	69	71	64	9	68	61	62	72	70	70	10	64	66	51	69	63	71	<p>Reading: Priority in reading needs to be placed in sustaining achievement over time. As we've analyzed cohort groups throughout time, student cohorts fluctuate from year to year without a pattern of increasing nor decreasing achievement. As formative assessment data is utilized to provide differentiated instruction at the universal level.</p>	<p>The root causes are that ELL and Special Education instruction could be better aligned with core instruction grade level expectation. No formal alignment of ELL and Special Education curriculum materials has been completed. Another root cause is that there is a non-standardized instruction and program models for ELL students.</p>
	Gr	09	10	11	12	13	14																																																											
	3	76	75	74	77	80	75																																																											
	4	70	68	72	69	77	68																																																											
	5	63	69	69	75	70	68																																																											
	6	77	69	74	73	77	68																																																											
	7	68	66	65	75	67	74																																																											
	8	65	70	71	69	71	64																																																											
	9	68	61	62	72	70	70																																																											
	10	64	66	51	69	63	71																																																											
<p>Reading over time has fluctuated based on grade levels. There does not seem to be a consistent trend, but an inconsistency of bouncing each year. At the elementary levels after making gains 2013, there once again was a drop in 2014.</p>																																																																		
<p>At the middle school level the 6th grade scores have declined from 77% P+A in 2009 to 73% P+A in 2012, however the 12-13 school year showed a 4% increase to 77% P+A then once again a decrease to 68% PA in 2014. The 7th grade numbers have increased from 68% P+A in 2009 to 75% P+A in 2012, the 12-13 school year brought about a drastic drop of 8% points to 67% followed by a 7 percentage point increase to 74% in 2014. 8th grade scores have shown an overall</p>																																																																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																															
	<p>increase from 65% P+A in 2009 to 71% P+A in 2013, followed by a decline to 64% in 2014.</p> <p>At the high school level significant gains were made in 2012 followed by a decrease in 2013. Scores stayed flat at the 9th grade level in 2014 while at the 10th grade level there was a sharp increase from 63% PA in 2013 to 71% PA in 2014.</p> <p>Writing: The priority in writing is the early grades. As we've analyzed the data, students are making growth at the middle school levels from previous grades, so therefore, a priority is to increase the focus on writing in the elementary levels so they can have a much stronger foundation to grow upon and that base will provide and increase on scores throughout the district as students move up a grade level from year to year.</p> <p>Writing % Proficient and Advanced</p> <table border="1" data-bbox="485 922 1020 1211"> <thead> <tr> <th>Gr</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>58</td> <td>65</td> <td>59</td> <td>59</td> <td>73</td> <td>56</td> </tr> <tr> <td>4</td> <td>53</td> <td>57</td> <td>61</td> <td>50</td> <td>61</td> <td>53</td> </tr> <tr> <td>5</td> <td>52</td> <td>57</td> <td>64</td> <td>63</td> <td>66</td> <td>53</td> </tr> <tr> <td>6</td> <td>65</td> <td>50</td> <td>60</td> <td>59</td> <td>61</td> <td>50</td> </tr> <tr> <td>7</td> <td>66</td> <td>62</td> <td>61</td> <td>63</td> <td>61</td> <td>60</td> </tr> <tr> <td>8</td> <td>54</td> <td>56</td> <td>63</td> <td>55</td> <td>53</td> <td>55</td> </tr> <tr> <td>9</td> <td>52</td> <td>46</td> <td>53</td> <td>55</td> <td>57</td> <td>55</td> </tr> <tr> <td>10</td> <td>48</td> <td>41</td> <td>41</td> <td>49</td> <td>50</td> <td>55</td> </tr> </tbody> </table> <p>Writing at the elementary level has shown an increase in 3rd grade from 2009 (58%) to 2010 (65%) then a decrease in 2011 (59%) and stayed flat in 2012 (59%) to a drastic increase of 73% in 2013 followed by a drastic decrease in 2014 to 56%. The percentage of students in 4th and 5th grade scoring prof and adv</p>	Gr	09	10	11	12	13	14	3	58	65	59	59	73	56	4	53	57	61	50	61	53	5	52	57	64	63	66	53	6	65	50	60	59	61	50	7	66	62	61	63	61	60	8	54	56	63	55	53	55	9	52	46	53	55	57	55	10	48	41	41	49	50	55	<p>Writing: The priority in writing is the early grades. As we've analyzed the data, students are making growth at the middle school levels from previous grades, so therefore, a priority is to increase the focus on writing in the elementary levels so they can have a much stronger foundation to grow upon and that base will provide and increase on scores throughout the district as students move up a grade level from year to</p>	
Gr	09	10	11	12	13	14																																																												
3	58	65	59	59	73	56																																																												
4	53	57	61	50	61	53																																																												
5	52	57	64	63	66	53																																																												
6	65	50	60	59	61	50																																																												
7	66	62	61	63	61	60																																																												
8	54	56	63	55	53	55																																																												
9	52	46	53	55	57	55																																																												
10	48	41	41	49	50	55																																																												

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																															
	<p>have both shown gains from 2009-2011, then a decline in 2012 followed by an increase in 2013 and another sharp decrease in 2014.</p> <p>At the middle school level, 6th and 7th grade have both declined over a 5 year period. The percentage of 6th grade students scoring prof and adv decreased back to a low of 50%. 7th graders have steadily declined from 66%-62%-61% over the previous 3 years, then increased to 63% in 2012 followed by more decreases to 60% in 2014. 8th graders however had shown a steady decrease over the previous 3 years (63%-55%-53) followed by a slight gain again in 2014 to 55%.</p> <p>At the high school level, 9th and 10th grade have both shown different trends over the previous 3 years with both remaining ahead of their scores in 2009, 9th grade with an overall improvement of 3 percentage points and 10th grade showing an overall increase of 7 percentage points.</p>	<p>year.</p>																																																																
	<p>Math % Proficient and Advanced</p> <table border="1" data-bbox="485 1011 1020 1300"> <thead> <tr> <th>Gr</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>70</td> <td>82</td> <td>76</td> <td>76</td> <td>83</td> <td>83</td> </tr> <tr> <td>4</td> <td>77</td> <td>72</td> <td>78</td> <td>65</td> <td>75</td> <td>74</td> </tr> <tr> <td>5</td> <td>52</td> <td>69</td> <td>62</td> <td>65</td> <td>68</td> <td>63</td> </tr> <tr> <td>6</td> <td>62</td> <td>53</td> <td>64</td> <td>54</td> <td>58</td> <td>54</td> </tr> <tr> <td>7</td> <td>48</td> <td>52</td> <td>49</td> <td>59</td> <td>52</td> <td>53</td> </tr> <tr> <td>8</td> <td>43</td> <td>49</td> <td>46</td> <td>41</td> <td>51</td> <td>45</td> </tr> <tr> <td>9</td> <td>28</td> <td>32</td> <td>31</td> <td>32</td> <td>33</td> <td>37</td> </tr> <tr> <td>10</td> <td>24</td> <td>27</td> <td>23</td> <td>28</td> <td>27</td> <td>29</td> </tr> </tbody> </table> <p>The percentage of students scoring Prof and Adv at the elementary level is varying by grade. Both 3rd and 5th grade showed an increase from 2009 to 2010, then a decrease from 2010 to 2011, but not a sharp decrease back to 2009 percentages, 3rd grade stayed flat in 2012</p>	Gr	09	10	11	12	13	14	3	70	82	76	76	83	83	4	77	72	78	65	75	74	5	52	69	62	65	68	63	6	62	53	64	54	58	54	7	48	52	49	59	52	53	8	43	49	46	41	51	45	9	28	32	31	32	33	37	10	24	27	23	28	27	29		<p>Lack of common K-12 math curriculum that is taught with fidelity throughout the district</p>
Gr	09	10	11	12	13	14																																																												
3	70	82	76	76	83	83																																																												
4	77	72	78	65	75	74																																																												
5	52	69	62	65	68	63																																																												
6	62	53	64	54	58	54																																																												
7	48	52	49	59	52	53																																																												
8	43	49	46	41	51	45																																																												
9	28	32	31	32	33	37																																																												
10	24	27	23	28	27	29																																																												

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes							
	<p>at 76% P+A and an increase of 7 percentage points to 83% in P+A in both 2013 and 2014. The 5th grade students have done the opposite by increasing from 2009 (52%) to 2010 (69%) and showing a slight decline from 2010 to 2011 (62%), but then increasing in 2012 to 65% P+A and another 3 percentage points to 68% P+A in 2013 followed by a sharp decrease to 63% PA in 2014.</p> <p>At the middle school level, the 6th grade students showed a 9 percentage point decline from 2009 (62%) to 2010 (53%) then increased to above 2009 levels in 2011 to 64%, then a decrease again in 2012 to 54% P+A followed by a 4% increase to 58 P+A in 2013 then another decrease in 2014 to 54%. Both the 7th and 8th grade students showed an increase from 2009 to 2010, and then showed a 3 percentage point decrease in 2011. However 7th grade showed a 10% increase to 59% P+A in 2012 followed by a drastic 7% decrease in 2013 followed by a 1 percent gain to 53 in 2014, while the 8th grade scores dropped 5%to 46% P+A in 2012 followed by a 10% increase in 2013 then another decline, this time of 6 percentage point to 45% in 2014.</p> <p>At the high school level both 9th and 10th grade showed an increase from 2009 to 2010 then had a minimal decrease from 2010 to 2011 with increases in 2012 and stayed within 1 percentage point in 2013 with additional increases in 2014 of 4 and 2 percentage points respectfully.</p>									
Academic Growth	<p>Reading Growth Percentiles - Median Adequate Growth</p> <table border="1" data-bbox="485 1354 1020 1417"> <tr> <td></td> <td>09</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> </table>		09	10	11	12	13	14		<p>We have consistently made adequate growth in reading due to the fact of the strength of our reading interventions across all grade levels. Our Title I teams at the elementary level do a great job of providing targeted interventions, while the middle and high school emphasize reading intervention.</p>
	09	10	11	12	13	14				

Performance Indicators	Description of Notable Trends (3 years of past state and local data)							Priority Performance Challenges	Root Causes								
	<table border="1"> <tr> <td>Actual Growth</td> <td>46</td> <td>47</td> <td>46</td> <td>52</td> <td>47</td> <td>49</td> </tr> </table>	Actual Growth	46	47	46	52	47	49									
	Actual Growth	46	47	46	52	47	49										
	<p>Writing Growth Percentiles - Median Adequate Growth</p> <table border="1"> <tr> <td></td> <td>09</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>Actual Growth</td> <td>50</td> <td>49</td> <td>47</td> <td>47</td> <td>51</td> <td>47</td> </tr> </table>		09	10	11	12	13	14	Actual Growth	50	49	47	47	51	47		
		09	10	11	12	13	14										
Actual Growth	50	49	47	47	51	47											
<p>Math Growth Percentiles - Median Adequate Growth</p> <table border="1"> <tr> <td></td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> <td>14</td> </tr> <tr> <td>Actual Growth</td> <td>48</td> <td>49</td> <td>48</td> <td>46</td> <td>47</td> <td>45</td> </tr> </table>		2009	2010	2011	2012	2013	14	Actual Growth	48	49	48	46	47	45		Lack of common K-12 math curriculum that is taught with fidelity throughout the district	
	2009	2010	2011	2012	2013	14											
Actual Growth	48	49	48	46	47	45											
Academic Growth Gaps	<p>Reading Growth Percentiles Free/Reduced Lunch</p> <table border="1"> <tr> <td></td> <td>09</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>Actual Growth</td> <td>46</td> <td>46</td> <td>46</td> <td>52</td> <td>47</td> <td>46</td> </tr> </table>		09	10	11	12	13	14	Actual Growth	46	46	46	52	47	46	Align ELL and SPED Curriculum to the curriculum being taught at the universal level	The root causes are that ELL and Special Education instruction could be better aligned with core instruction grade level expectation. No formal alignment of ELL and Special Education curriculum materials has been completed.
		09	10	11	12	13	14										
	Actual Growth	46	46	46	52	47	46										
<p>Reading Growth Percentiles ELL Students</p> <table border="1"> <tr> <td></td> <td>09</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>Actual Growth</td> <td>45</td> <td>44</td> <td>45</td> <td>47</td> <td>51</td> <td>46</td> </tr> </table>		09	10	11	12	13	14	Actual Growth	45	44	45	47	51	46			
	09	10	11	12	13	14											
Actual Growth	45	44	45	47	51	46											
<p>Reading Growth Percentiles Students with Disabilities</p>																	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	09	10	11	12	13	14		
Actual Growth	45	47	45	65	47	50		
Writing Growth Percentiles Free/Reduced Lunch								
	09	10	11	12	13	14		
Actual Growth	48	49	46	49	51	48		
Writing Growth Percentiles ELL Students								
	09	10	11	12	13	14		
Actual Growth	51	45	47	53	47	46		
Writing Growth Percentiles Students with Disabilities								
	09	10	11	12	13	14		
Actual Growth	41	38	36	42	57	42		
Math Growth Percentiles ELL Students								
	09	10	11	12	13	14		
Actual Growth	48	46	46	31	47	44	Align ELL and SPED Curriculum to the curriculum being taught at the universal level	Lack of common K-12 math curriculum that is taught with fidelity throughout the district The root causes are that ELL and Special Education instruction could be better aligned with core instruction grade level expectation. No formal alignment of ELL and Special Education curriculum materials has been completed.
Math Growth Percentiles Students with Disabilities								
	09	10	11	12	13	14		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)							Priority Performance Challenges	Root Causes												
	Actual Growth	43	34	47	35	39	39														
Postsecondary & Workforce Readiness	<p>ACT Scores</p> <table border="1" data-bbox="485 548 1022 646"> <thead> <tr> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>18.79</td> <td>18.47</td> <td>18.76</td> <td>19.1</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>The ACT scores for Weld RE-5J have consistently been below the state average. 2009 was a previous high point with a mean composite score of 18.791 then dropped to 18.479 in 2010. The mean scores then increased almost to 2009 numbers in 2011 to 18.766. 2012 continued an upward trend by reaching a mean composite score of 19.1, which was .9 points away from the state average. In 2013 the ACT average dropped by .1 to 19, which is 1 point below the state average of 20.</p>							2009	2010	2011	2012	2013	2014	18.79	18.47	18.76	19.1	19	19	Maintaining growth at the same rate as the state average	Our district is in the 4th year of a consistent ACT Prep Program which includes the PLAN Test in 10 th grade and a practice ACT in 11 th grade.
2009	2010	2011	2012	2013	2014																
18.79	18.47	18.76	19.1	19	19																
Student Graduation and Completion Plan (For Designated Graduation Districts)																					
English Language Development and Attainment (AMAOs)	Over the past 3 years the district has been approaching in AMAO 1 – ‘A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency.							Align ELL Curriculum to the curriculum being taught at the universal level	The root causes are that ELL and Special Education instruction could be better aligned with core instruction grade level expectation. No formal alignment of ELL and Special Education curriculum materials has been completed												
	Over the past 3 years the district is Approaching in all three areas – R, W, and M in AMAO 3 – ‘Meets or Exceeds ratings on Academic Growth Gaps content							Align ELL Curriculum to the curriculum being taught at the universal													

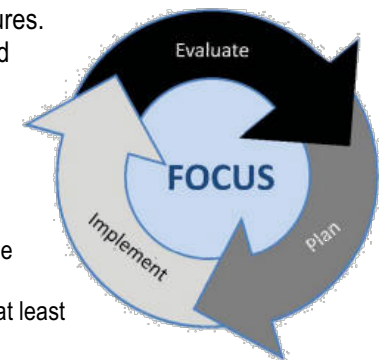
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	sub-indicators for ELLs, Meets or Exceeds rating on Disaggregated Graduation Rate subindicator for ELLs.	level	

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. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy													
			2014-15	2015-16															
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	<p>Reading: Priority in reading needs to be placed in sustaining achievement over time. As we've analyzed cohort groups throughout time, student cohorts fluctuate from year to year without a pattern of increasing nor decreasing achievement. As formative assessment data is utilized to provide differentiated instruction at the universal level.</p>	<p>Percentage of Students Scoring Proficient and Advanced</p> <table border="1"> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> <tr> <td>71.5%</td> <td>70.5%</td> <td>71.5%</td> </tr> </table>	Elem	Mid	High	71.5%	70.5%	71.5%	<p>Percentage of Students Scoring Proficient and Advanced</p> <table border="1"> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> <tr> <td>72%</td> <td>72%</td> <td>73%</td> </tr> </table>	Elem	Mid	High	72%	72%	73%	<p>Elementary – DIBELS and Progress Reporter</p> <p>Secondary – Acuity and Common Assessments</p>	<p>Aligned curriculum</p> <p>Effective reading intervention strategies used and observed</p> <p>Effective use of diagnostic assessment</p> <p>Rtl process followed</p> <p>Effective intervention at the classroom level</p>
		Elem	Mid	High															
		71.5%	70.5%	71.5%															
Elem	Mid	High																	
72%	72%	73%																	
M	<p>Math: Data wise, a priority is increase the ability of students at the higher grade levels, 8-10. Another Priority in math is to provide an aligned, common curriculum K-12. As the district ensures students are taught all of the necessary skills throughout their K-12 academic career, there will not be a deficit in specific skills that are accidentally left off.</p>	<p>Percentage of Students Scoring Proficient and Advanced</p> <table border="1"> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> <tr> <td>70.5%</td> <td>50.0%</td> <td>32.2%</td> </tr> </table>	Elem	Mid	High	70.5%	50.0%	32.2%	<p>Percentage of Students Scoring Proficient and Advanced</p> <table border="1"> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> <tr> <td>75%</td> <td>55%</td> <td>37%</td> </tr> </table>	Elem	Mid	High	75%	55%	37%	<p>Elementary - Drops in the Bucket, Unit Assessments</p> <p>Secondary – Acuity and Common Assessments</p>	<p>Aligned curriculum</p> <p>Effective math intervention strategies used and observed</p> <p>Effective use of diagnostic assessment</p> <p>Rtl process followed</p> <p>Effective intervention at the classroom level</p>		
Elem	Mid	High																	
70.5%	50.0%	32.2%																	
Elem	Mid	High																	
75%	55%	37%																	
W	<p>Writing: The priority in writing is the early grades. As we've analyzed the data, students are making growth at the middle school levels from previous grades, so therefore, a priority is to increase the focus on writing in the elementary levels so they can have a much stronger foundation to grow upon and that base</p>	<p>Percentage of Students Scoring Proficient and Advanced</p> <table border="1"> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> <tr> <td>54.7%</td> <td>56.4%</td> <td>48.6%</td> </tr> </table>	Elem	Mid	High	54.7%	56.4%	48.6%	<p>Percentage of Students Scoring Proficient and Advanced</p> <table border="1"> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> <tr> <td>56%</td> <td>58%</td> <td>50%</td> </tr> </table>	Elem	Mid	High	56%	58%	50%	<p>Elementary – Treasures writing and unit assessments, Jim Wright's CBM Secondary – Acuity and Common assessment data</p>	<p>Standardized writing instruction</p> <p>Effective writing intervention strategies used and observed</p> <p>Rtl process followed</p> <p>Effective intervention at the classroom level</p>		
Elem	Mid	High																	
54.7%	56.4%	48.6%																	
Elem	Mid	High																	
56%	58%	50%																	

			will provide and increase on scores throughout the district as students move up a grade level from year to year.																
		S	Science: A priority is to stop the trend of declining scores across the middle and high school levels.	Percentage of Students Scoring Distinguished and Strong Command <table border="1"><tr><th>Elem</th><th>Mid</th><th>High</th></tr><tr><td>48 %</td><td>46%</td><td>48.6%</td></tr></table>	Elem	Mid	High	48 %	46%	48.6%	Percentage of Students Scoring Distinguished and Strong Command <table border="1"><tr><th>Elem</th><th>Mid</th><th>High</th></tr><tr><td>50 %</td><td>48%</td><td>51%</td></tr></table>	Elem	Mid	High	50 %	48%	51%	Unit Tests and Common Assessments	Integration of formative assessment system for science data Fidelity of instruction
Elem	Mid	High																	
48 %	46%	48.6%																	
Elem	Mid	High																	
50 %	48%	51%																	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Utilization of Data to provide targeted and individualized interventions	The district will meet or exceed adequate growth for the median student growth percentile.	The district will meet or exceed adequate growth for the median student growth percentile.	Elementary – DIBELS and Progress Reporter Secondary – Acuity and Common Assessments	Aligned curriculum Effective reading intervention strategies used and observed Effective use of diagnostic assessment Rtl process followed Effective intervention at the classroom level												
		M	Utilization of Data to provide targeted and individualized interventions	The district will meet or exceed adequate growth for the median student growth percentile.	The district will meet or exceed adequate growth for the median student growth percentile.	Elementary - Drops in the Bucket, Unit Assessments Secondary – Acuity and Common Assessments	Aligned curriculum Effective math intervention strategies used and observed Effective use of diagnostic assessment Rtl process followed Effective intervention at the classroom level												
		W	Utilization of Data to provide targeted and individualized interventions	The district will meet or exceed adequate growth for the median student growth percentile.	The district will meet or exceed adequate growth for the median student growth percentile.	Elementary – Treasures writing and unit assessments, Jim Wright's CBM Secondary – Acuity and Common assessment data	Standardized writing instruction Effective writing intervention strategies used and observed												

							Rtl process followed Effective intervention at the classroom level
		ELP	Alignment of ELL curriculum and coursework to the content areas	The district will meet or exceed adequate growth for the median student growth percentile.	The district will meet or exceed adequate growth for the median student growth percentile.	Unit and Classroom Assessments	Better integrate curriculum to ELL programs
Academic Growth Gaps	Median Growth Percentile, local measures	R	Align ELL and SPED Curriculum to the curriculum being taught at the universal level	All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.	All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.	Elementary – DIBELS and Progress Reporter Secondary – Acuity, Scholastic Reading Inventory and Common Assessments	Use assessment tools available to provide specific, targeted interventions
		M	Align ELL and SPED Curriculum to the curriculum being taught at the universal level	All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.	All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.	Elementary - Drops in the Bucket, Unit Assessments Secondary – Acuity and Common Assessments	Aligned curriculum Effective Math intervention strategies used and observed Effective use of diagnostic assessment
		W	Align ELL and SPED Curriculum to the curriculum being taught at the universal level	All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.	All of the subgroups – Free and Reduced Lunch, Minority Students, Students with Disabilities, English Learners and Students Needing to Catch Up will meet or exceed adequate growth.	Elementary – Treasures writing and unit assessments, Jim Wright's CBM Secondary – Acuity and Common assessment data	Develop and implement grade level vocabulary and expectations regarding writing
Postsecondary & Workforce Readiness	Graduation Rate			80% of students will graduate in 2013-14.	80% of students will graduate in 2014-15.	100% of all students will be monitored for on time graduation	Freshman Academy Effective behavioral intervention Creating a culture of high expectations Engaging students through relevant curriculum ICAP

	Disag. Grad Rate	A challenge is ensuring that a high percentage of students that are identified as English Learners and/or Students with Disabilities are graduating on time	78% of students identified as having a disability will graduate 78% of students identified as English Learners will graduate	78% of students identified as having a disability will graduate 78% of students identified as English Learners will graduate	100% of all students will be monitored for on time graduation	Freshman Academy Effective behavioral intervention Creating a culture of high expectations Engaging students through relevant curriculum ICAP
	Dropout Rate	A challenge is ensuring that a high percentage of students that are identified as English Learners and/or Students with Disabilities are graduating on time	78% of students identified as having a disability will graduate 78% of students identified as English Learners will graduate	78% of students identified as having a disability will graduate 78% of students identified as English Learners will graduate	100% of all students will be monitored for on time graduation	Freshman Academy Effective behavioral intervention Creating a culture of high expectations Engaging students through relevant curriculum ICAP
	Mean CO ACT		Mean ACT will be at or above the state average for 2013-14.	Mean ACT will be at or above the state average for 2014-15.	Mean ACT will be 20 on the 2014 ACT practice tests taken in March	ACT Prep ACT Practice Tests Curriculum Alignment Use of formative assessment Effective intervention and placement of students in grades 9-10
	Other PWR Measures					
English Language Development & Attainment	ACCESS Growth (AMAO 1)	Our priority performance is to develop a consistent ELL program across the district to ensure adequate growth of ELL students is taking place.	50% of ELL students will make progress in learning English according to the CELA	50% of ELL students will make progress in learning English according to the CELA	Data from interim measures (ACUITY and SRI will be available 3 times a year at the secondary level to measure growth in Math and Reading and Writing; Additionally elementary schools will measure reading growth through the use of DIBELS progress monitoring.	Standardizing ELL instruction between schools and revising the District ELL Plan
	ACCESS Proficiency (AMAO 2)		8.5% of ELL students will attain English proficiency	8.5% of ELL students will attain English proficiency	Data from interim measures (ACUITY and SRI will be available 3 times a year at the secondary	Standardizing ELL instruction between schools and revising

			according to the CELA	according to the CELA	level to measure growth in Math and Reading and Writing; Additionally elementary schools will measure reading growth through the use of DIBELS progress monitoring.	the District ELL Plan
	TCAP (AMAO 3)	Sustaining growth in the areas of Math and Writing for ELL students	ELL students will meet the MGP for adequate growth in Reading, Writing and Math	ELL students will meet the MGP for adequate growth in Reading, Writing and Math	Data from interim measures (ACUITY and SRI will be available 3 times a year at the secondary level to measure growth in Math and Reading and Writing; Additionally elementary schools will measure reading growth through the use of DIBELS progress monitoring.	Ensuring that the ELL curriculum is aligned with the curriculum taught at the universal level

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: Utilization of Data to provide targeted and individualized interventions

Root Cause(s) Addressed: Lack of targeted and individualized interventions utilizing the progress monitoring tools available

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)
	2014-15	2015-16				
Building Principals will determine areas of need in their respective buildings	Aug 2014		Admin Team	Local Funds	Principals will develop building improvement plans	Completed
Building Principals will determine what data will be collected and utilized to provide targeted interventions	Aug-Sept 2014		Admin Team	Local Funds	Information will be included in building improvement plans	Completed
Hiring of interventionists will take place	Aug-Oct 2012		Admin Team	Local Funds	New staff will fill out paper work	Completed
Universal Screening will take place across the building in targeted skill areas	Sept & Dec 2014; Feb 2015		Building Staff	Local Funds	Data will be collected and analyzed	In Progress
Schools will utilize collected data to provide targeted and individualized interventions	Sept 2014 – May 2015	Fall 2015	Building Staff	Local Funds	Progress Monitoring of intervention will determine if intervention is working or needs to be adjusted	In Progress
Repeat Process for 2015-16 School Year		School Year 2015-16	Admin Team and Building Staff	Local Funds		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.

Major Improvement Strategy #2: Ensure the K-12 Math Curriculum is aligned throughout the district and taught with fidelity

Root Cause(s) Addressed: Lack of common K-12 math curriculum that is taught with fidelity throughout the district

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)
	2014-15	2015-16				
Create a District K-12 Math Scope and Sequence, identifying holes with the standards	Summer 2014		Math Teachers	Local Funds	A district K-12 math scope and sequence document will be completed to be shared with staff	Completed
Determine common materials to be utilized throughout the district in the K-12 Math Scope and Sequence	Spring 2015		Math Teachers	Local Funds	Materials to be utilized to teach the scope and sequence will be determined, and if needed, procured	Completed
Clear understanding of the scope and sequence and how it will be implemented	Summer 2015		Admin Team and Math Teachers	Local Funds	All math teachers will be able to clearly identify what they will teach and with what materials	Not Begun
Common assessments and curriculum in place		Summer 2015	Admin Team and Math Teachers	Local Funds	Common Assessments and lessons will be identified and placed in the math scope and sequence	Not Begun
Training on Assessments and curriculum		Summer & Fall 2015	Math Teachers	Local Funds	All math teachers will have a clear understanding of how to administer common assessments, teach curriculum and how to utilize the data	Not Begun
Curriculum and Assessment Implementation		School Year 2015-16	Math Teachers and Admin Team	Local Funds	All common assessments and curriculum will be fully implemented within the scope and sequence; data will be utilized to inform instruction and interventions	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.

Major Improvement Strategy #3: Align ELL and SPED Curriculum to the curriculum being taught at the universal level

Root Cause(s) Addressed: The root causes are that ELL and Special Education instruction could be better aligned with core instruction grade level expectation. No formal alignment of ELL and Special Education curriculum materials has been completed.

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)
	2014-15	2015-16				
Develop/Review universal content curriculum maps	Summer & Fall 2014		Curriculum Teams and Admin Team	Local	Maps will be completed and posted on curriculum website	Completed
ELL and Special Education Teams will analyze the maps and include the standards they teach in the map	Fall 2014 and Spring 2015		ELL and SPED Teams; Admin Team	Local	The adjusted maps will be posted on curriculum website	Completed
ELL and Special Education Teams will meet with content curriculum teams to determine what gaps are prevalent and how they can be filled	Throughout 2014-15		ELL and SPED Teams; Curriculum Teams; Admin Team	Local	A plan will be presented and attached to the curriculum maps in regards to helping ELL and SPED Students	Completed
Resources to assist the adjusted curriculum and plan will be determined, and if needed, procured	Throughout 2014-15		Curriculum Teams; Admin Team	Local	Resources will be linked to the curriculum maps	Completed
Full implementation of adjusted curriculum and resources to assist ELL and SPED Students		Throughout the school year	Curriculum Teams; ELL and SPED Teams; Admin Teams	Local	Observation of new curriculum adjustments takes place	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.

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 districts)

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>When looking at trends in achievement of our GT population, the state expects a 60% or above for our GT population (as stated in the Considering the Needs of Gifted Students in the Unified Improvement Planning Process worksheet from CDE). Students identified as Math Gifted stayed the same from 54% from a 63% to 62% in Math. Students whom were identified in Language Arts Gifted went from a 52% to a 69% to a 54% in n Reading over the years. Students Language Arts Gifted went from a 62% in 2012 Writing to 54% in Writing in 2014. When looking at TCAP Scores for our Math students we went from 85% Advanced on the State Assessment to 79% Advanced in 2014. When looking at State Assessment Scores for our Language Arts students we went from 53% in Reading in 2012 to 43% in 2014 that scored advanced. Lastly when we look at Language Arts Gifted in Writing we had 59% in 2012 to 65% in 2014.</p> <p>Our AU goals from last year were to continue to meet or exceed the states target for the 2014 year using the state assessment and the children's growth rates. The goal was to increase by at least 1%. The district decreased in Math from a 63 to a 62%. The district decreased in Reading from 69 to 54% and the district decreased in the area of Writing from 62% to 54%.</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	<p>Our District trends show a decrease in academic areas for our GT Population.</p> <p>MGP Trends based on the Colorado State Assessments</p> <table border="1" data-bbox="596 954 1197 1101"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>54%</td> <td>63%</td> <td>62%</td> </tr> <tr> <td>Reading (Language Arts)</td> <td>52%</td> <td>69%</td> <td>54%</td> </tr> <tr> <td>Writing (Language Arts)</td> <td>62%</td> <td>54%</td> <td>54%</td> </tr> </tbody> </table> <table border="1" data-bbox="596 1143 1698 1448"> <thead> <tr> <th>Disaggregated Data by subgroups for MGP %</th> <th>2014</th> <th></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Males</td> <td>55%</td> <td></td> </tr> <tr> <td>Females</td> <td>53%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>42%</td> <td></td> </tr> </tbody> </table>		2012	2013	2014	Math	54%	63%	62%	Reading (Language Arts)	52%	69%	54%	Writing (Language Arts)	62%	54%	54%	Disaggregated Data by subgroups for MGP %	2014		Reading			Males	55%		Females	53%		Hispanic	42%	
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		Females	42%		
		Hispanic	49%		
		White	42%		
		FRE	2012	2013	2014
		Math	48%	46%	46%
		Reading	50%	49%	42%
		Writing	58%	48%	48%
	Section III: Data Narrative	<p>In summary, our data shows a steep decline in the area of Writing for our GT students. Again the trend was we went from a 62% MGP in 2012 to a 54% MGP in Writing for 2014. The root areas of causation are:</p> <ol style="list-style-type: none"> 1. The district is in the process of aligning curriculum to Common Core 2. Fidelity to programming. 3. The gaps also apply to the entire population 4. Staff Development needs to become more focus. 5. Leadership has changed and has been inconsistent. <p>Our Priority Challenge #1 is for our GT students to show more growth and increase the MGP from a 54% to a 56% MGP on the State Writing</p>			

		<p>Assessment.</p> <p>Our Priority Challenge #2 is for our Gap Area of GT in Girls in Math to show growth and increase the MGP from 42% to 44% on the State Assessment. The root areas of causation are:</p> <ol style="list-style-type: none"> 1. The district curriculum committees have tried to fill in the gaps we have in Math with additional resources. We feel it is time to adopt a whole new Math curriculum/series. That is the goal for the district this year in all Grade levels. 2. Fidelity or lack of Professional development in these areas. 3. Leadership in committees has changed. 															
<p>Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength.</p>	<p>Section IV: Target Setting Form</p>	<p>It is our school district's goal, as reflected in the data below, to continue to meet or exceed the State's target for the 2014 and 2015 testing period in the sub-areas that we have already done so, and increase the percentage to meet or exceed the State's target by at least 1% in each of the sub-areas mentioned below. In the subareas that we do not meet or exceed the state's targets, the school district's goal is to increase the number of advanced scores approximately 4 to 5% to close the gap and catch up to the State's targets.</p> <p>Writing Goal for all Gifted Students is to move from 56% MGP 2014 to a 60% MGP by 2015. To do Progress Monitor, we will need to gather our Alternative Data at the end of the year. The CBM Writing (Elementary) analysis and the Secondary analysis, I will be doing by hand. Then I will update on the GT Addendum.</p> <p>Gap Goal for Gifted Girls in Math is to move from 42% MGP to 44% MGP by 2014 in Math to a 48% in 2015. To do Progress Monitor, we will need to gather our Alternative Data (Star Math at Elementary) and other assessment information from the secondary at the end of the year. At that point I will be doing the analysis by hand. Then I will update on the GT Addendum. .</p>															
<p>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.</p>	<p>Section IV: Target Setting Form</p>	<p>The following data reflects the percentage of those GT students that scored advanced on the 2014 TCAP. (Data Source: Alpine Achievement) The data is divergent from the district goals. The district UIP is a combination of schools. Each school has their own UIP so as a result the GT is not totally integrated into the UIP's.</p> <table border="1" data-bbox="596 1101 1698 1408"> <tr> <td>Disaggregated Data by subgroups for MGP %</td> <td>2014</td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Males</td> <td>55%</td> <td></td> </tr> <tr> <td>Females</td> <td>53%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>42%</td> <td></td> </tr> </table>	Disaggregated Data by subgroups for MGP %	2014		Reading			Males	55%		Females	53%		Hispanic	42%	
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<p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	<p>Currently, at the elementary level, our school district uses the DIBELS assessment for our Progress Monitoring assessment for reading and fluency. In addition, Universal Unit Assessments are given every 6 weeks to student's grades 1-5. In the area of Mathematics, our district recently adopted the STAR Math assessment to use as our Progress Monitoring tool. This will allow the district to determine above grade level performance for all students. CBM Writing Assessments are also utilized.</p> <p>At the secondary level, unit assessments and quizzes determine growth and success within the classroom. In the Middle School, Acuity Testing is given three times a year for progress monitoring. The fall test is used to determine what has been retained since the previous school year. In November, students are given the second test to determine how they are functioning with the grade level standards, and a February assessment is given as a predictor to TCAP. TCAP is then used to determine adequate yearly growth. At the High School, Acuity testing is completed two times a year in the areas of Reading, Math, and Language Arts. AP assessments are also given to students taking AP course work, and scores are used to determine if the student is working at the AP standards.</p>																																								
<p>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.</p>	<p>Section IV: Action Plan</p>	<p>At the elementary level, our gifted programming is met within the regular classrooms using differentiation strategies. In many cases, flexible cluster grouping is used with math and reading. Pretests are given to students, and if mastery is noted on the pretest, alternative work, such as Literature Circles and/or Independent Projects, are assigned. In addition, cluster grouping takes place in which advanced students are grouped with peers of similar ability. Lastly, our district recently adopted STAR Math as a progress monitoring tool, along with Accelerated Math. The STAR Math is used to determine what level a student should be working, and our students are able to progress at their own pace using Accelerated Math. At times acceleration is used by subject area, by making arrangements with the middle school to provide transportation to students who need advanced instruction at grade levels beyond what the elementary level may provide, however this is not consistently used throughout the district. If acceleration is needed, RTI will be implemented to determine if it is appropriate for a student to receive the acceleration piece and/or grade skip. Now, we are also focusing on Writing (by sending teams to Lucy Calkins Writing Workshops), by having a Shurley English Grammar training and the usage of it this year. This year will be a formal Math adoption. Inquiry Book Studies have also been utilized at the Elementary levels. Also we have a group of GT coaches going to the CCIRA and the CAGT workshops.</p>																																								

		<p>In our Middle School, students are placed in advanced classes based on their ALP and TCAP results. Students must meet specific criteria to qualify for advanced placement. Differentiated Instruction is encouraged within the classrooms when appropriate, along with flexible and cluster grouping. Extracurricular activities and curriculum options are available and encouraged to use with students based on their areas of interests. In addition, a Gifted and Talented Enrichment class is now available as an elective to those who are identified. The Middle School has also created a GT Elective class focusing on strategies for our GT students to help the children become stronger advocates for themselves. This year the Middle School will join us in sending GT coaches to the CCIRA and the CAGT Training and we will all be adopting a Math series this year.</p> <p>TCAP and current assessments, along with the ALP, determine advanced placement in Honors and/or AP courses at our High School level. Extracurricular activities, and curriculum options along with strategies, are available and encouraged to use with students based on their area of interests. Recently, our high school began the STEM program which is off to a good start. In addition, Edunuity (formally known as E20/20), has been available. In addition, students are able to enroll at Aims Community College for college credit in conjunction with their schedule at the high school. Professional development (Specific GT strategies) is happening at the High School which will assist with Instructional focus for our GT population.</p> <p>The more focused Professional Development (Shurley English, Lucy Caukins, CBM Progress monitoring and CCIRA workshops will help with the Writing for our GT population and decrease the likelihood that Root Cause for a decline in our Writing MGP. The meeting and adoption of a new Math Curriculum will eliminate the Root Cause for the decline of GT Girls in Math.</p>
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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	<ol style="list-style-type: none"> 1. Continual monitoring of our GT Population in the Area of Writing by the District Directors using the State Assessments and progress monitoring. This will occur through monthly meetings of the directors. 2.. Continual monitoring of the GT Population in the Area of Growth Gaps and Girls in Math on State Assessments and progress monitoring of GT students by the District Directors. This will occur through monthly meetings of directors. 3. As referenced in our 2012-2016 Administrative Unit Plan, we are currently working at our Year Two goals. In the area of programming with a focus of Math, we are continuing to implement our current school-wide curriculum, while supplementing or adopting additional curriculum that is research based in the area of GT, to meet the current state standards. The use of gifted education funds is providing supplemental materials to support the curriculum at the Elementary and Middle School levels, and better meet the needs of our gifted students. 4. In addition, professional development is provided by sending staff members from our general education classrooms to various conferences such the CCIRA and CAGT conference and Directors to meetings and conferences, to learn strategies that may be used within the classroom to improve gifted student performance.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	<ol style="list-style-type: none"> 1. Weld RE 5J. District Directors are responsible for the monitoring and leading in the area of GT students. It is the Directors duties to lead meetings and report to GT coaches, staff and Superintendent along with Administration staff. 2. Weld RE-5J currently has at least one Gifted and Talented coach per school site to lead the onsite Gifted and Talented meetings.
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	Student achievement is reported to parents and students on an annual basis through the use of Board Meetings, Parent Newsletters and Parent Teacher Conferences. We are also in the process of updating our website. The district continues to hold conferences in the fall of each school year for our identified students' Advanced Learning Plan. It is during this meeting that academic achievement is discussed, and goals are written to continue to meet the needs of our gifted learners, at the level of instruction that they are performing.

* 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 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 <u>achievement and affective</u> 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 collaboration among stakeholders of schools or districts within the administrative unit.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	The district provides a certified person to administer the gifted education program plan, provide professional development, and to develop/facilitate goals for our GT population.	<input type="checkbox"/> Yes <input checked="" 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 be successful in moving our Gap Area (FRE/Minority) gifted students by 2% in all areas of content by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	The State Performance Indicator will be on State Assessments and through Progress monitoring.	<input type="checkbox"/> Completed <input checked="" 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 Math achievement/growth targets by 2016.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress	The State Performance Indicator will be on State Assessments and through Progress monitoring.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress