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FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

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

Organization Code: 1110 District Name: FALCON 49 AU Code: 21090 AU Name: EL PASO 49 FALCON 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?
			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 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.51%	70.50%	71.53%	77.43%	74.54%	72.78%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50.00%	32.16%	76.45%	57.05%	35.44%	
		W	54.72%	56.36%	48.61%	59.79%	63.83%	53.09%	
		S	48.00%	45.60%	48.93%	54.84%	55.4%	48.71%	
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	27	24	12	47	48	48	
		M	43	62	83	46	43	41	
		W	39	38	42	52	49	43	
		ELP	-	-	-	34	41	73	

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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	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District 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.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 90.9% using a 6 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District 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.	Meets	
	Dropout Rate Expectation: At or below state average overall.	3.6%	0.7%	Exceeds	
	Mean Colorado ACT Composite Score Expectation: At or above state average.	20	19.6	Approaching	

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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: TBD – Pending approval from USDE	TBD – Pending approval from USDE	TBD		TBD
	AMAO 2 Description: TBD – Pending approval from USDE	TBD – Pending approval from USDE	TBD		TBD
	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) 95% Participation Rate for ELLs.	R	TBD	TBD
			W	TBD	
			M	TBD	
			Grad	TBD	
			Partici-pation	TBD	

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/uip/UIP_TrainingAndSupport_Resources.asp.

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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 dramatically increasing results for students. This will be a required element in 2014-15. *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.*
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.	Single-district AU operating the Gifted Program.	The district must complete the required Gifted Education 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.

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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.	The 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.	The 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.	TBD	TBD
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, 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.

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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.	Yes – Global Scholar Needs Analysis- Instruction, Professional Learning Communities and Assessment - October 2012 Global Scholar Needs Analysis – Teacher Induction Program Evaluation – In Progress

Improvement Plan Information

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

X State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) X Title IA X Title IIA
X Title III X 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	Amber Whetstine, Executive Director of Learning Services
	Email	awhetstine@d49.org
	Phone	(719) 494-8951
	Mailing Address	10850 East Woodmen Road, Colorado Springs, CO 80831

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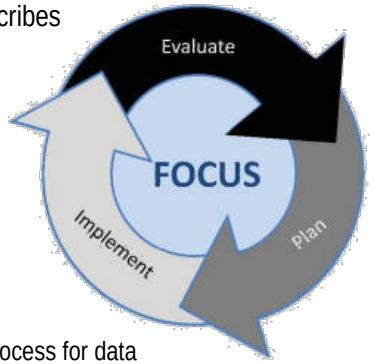
Section III: Narrative on Data Analysis and Root Cause Identification

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

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).	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.	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.	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.	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.

Narrative

Falcon School District is located in the North Eastern region of El Paso County encompassing portions of Colorado Springs, Falcon and Peyton Colorado. Our district schools include 17 coordinated schools and 5 charter schools, which serve about 19,000 students. Falcon School District is proud to offer a portfolio of exceptional schools and programs which include the International Baccalaureate Program, STEM, Core Knowledge and virtual education experiences just to name a few. As a district, we continue to work toward leading the way in offering innovative educational programs.

In spring 2013, the Board of Education voted to approve a strategic plan which provides a vision for our District to:

1) Re-establish District 49 as a trustworthy recipient of taxpayer investment 2) Research, design and implement programs for intentional community participation 3) Establish District 49 as the best District in Colorado to Learn, Work and Lead 4) Grow a robust portfolio of distinct and exceptional schools 5) Customize our educational systems to launch each student toward success

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Process and Stakeholder Involvement

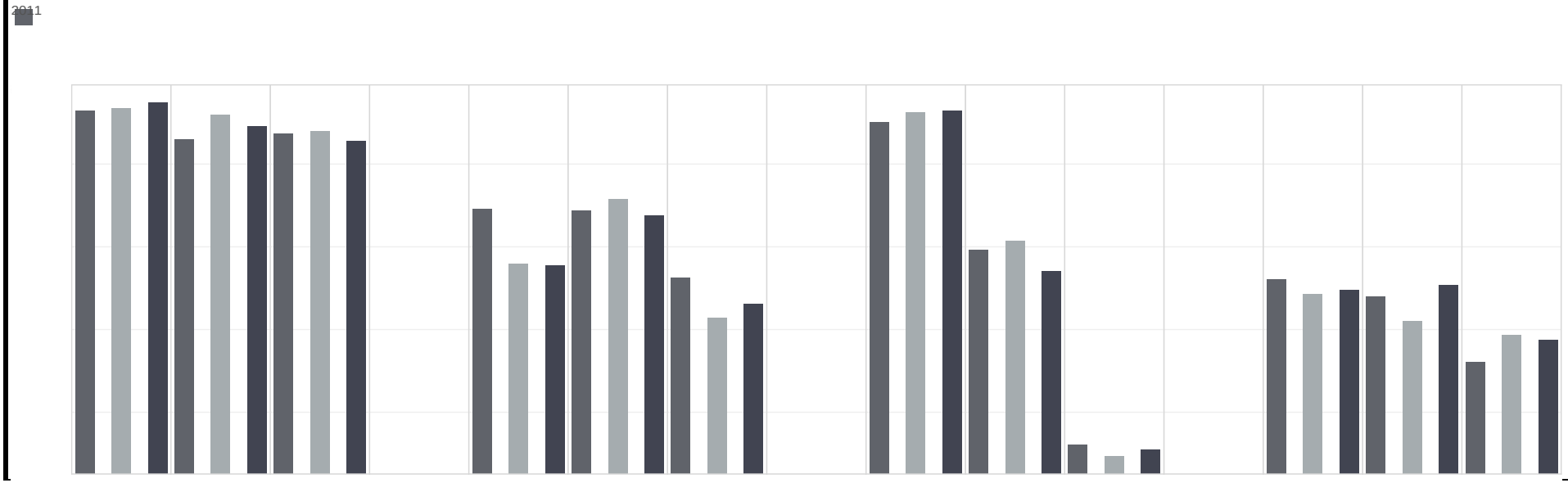
The District Improvement Committee of Falcon School District 49 consists of members representing various schools, departments and stakeholders. Prior to the formation of the committee, the Executive Director of Learning Services presented to the DAAC on the accreditation process, and the District Performance Frameworks. Student achievement data for specific student populations will also be shared with the Special Education Advisory Committee (SEAC), English Language Development Parent Advisory Committee and Gifted and Talented Task Force. Members of the District Improvement Committee include: the Chief Education Officer, Executive Director of Learning Services, Assistant Superintendents / Zone Leaders, Coordinator of Curriculum, Instruction and Assessment, Curriculum, Instruction and Assessment Administrators, Data Analyst, Director of Special Education, Assistant Director of Special Education, and Coordinator of English Language Development, representing all district schools and charter schools. A sub-committee of representatives from the DAAC reviewed the plan and provided feedback. Upon completion of the District UIP, the Executive Director of Learning Services will present the UIP to the DAAC prior to submission to the Board of Education and Colorado Department of Education for approval.

Data Analysis and Team Review of Prior Year's Performance Targets

The District Improvement Committee analyzed three years of data from numerous sources including TCAP, SCANTRON Performance Series, ACT, the District Performance Framework, Graduation and Drop Out Rates, and Highly Qualified data to determine trends and priority challenges within the district. These data were analyzed over several face-to-face meetings by members of the District Improvement Committee and were presented to and analyzed by the DAAC and Board of Education. The Prior year's targets were reviewed to determine whether or not each target was met, and how close we were to meeting each target. Trend statements were developed and priority challenges were prioritized based on declining trends, the District Performance Framework, and areas still approaching and not meeting state and federal performance expectations.

Academic Achievement

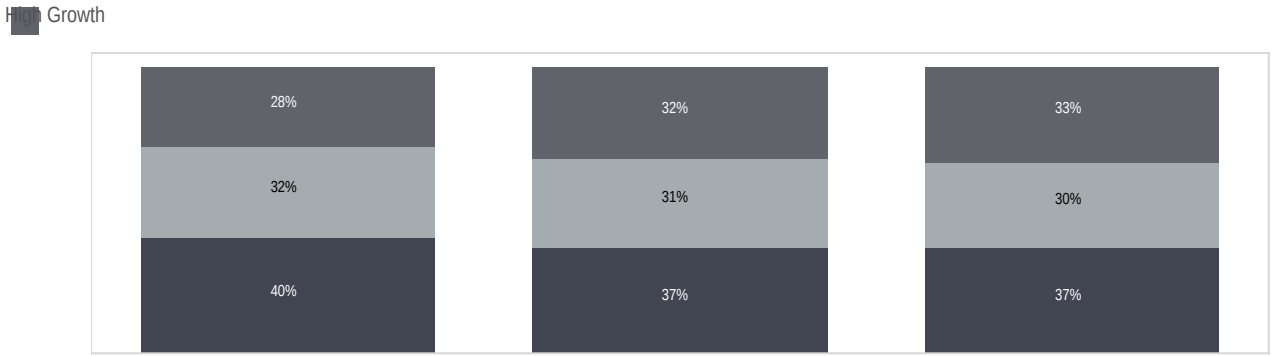
A review of our District Performance Framework, TCAP, SCANTRON Performance Series and ACT data reveal that while our district generally exceeds the state average in the percentage of students scoring proficient / advanced, our academic achievement scores have remained relatively flat over the past ten years.

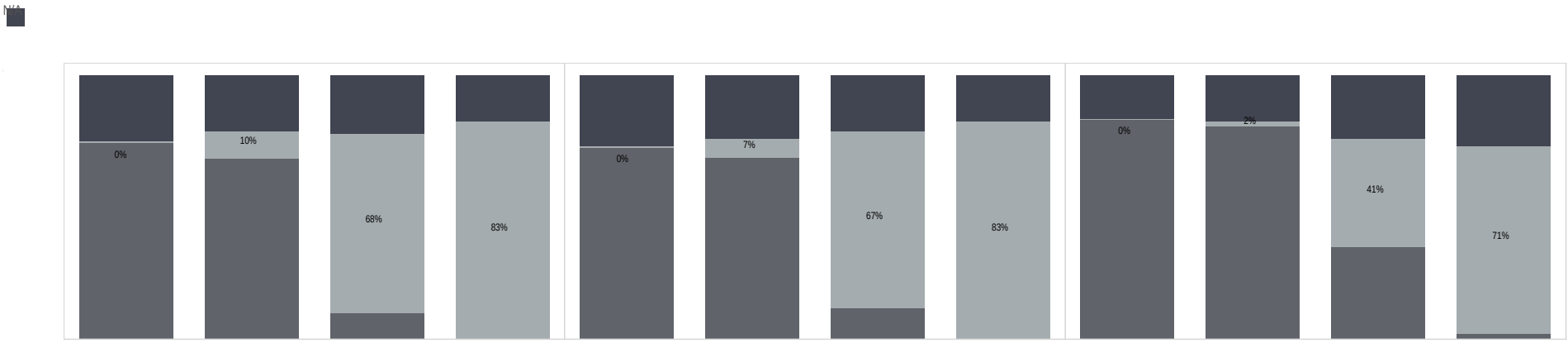


Academic Growth

As a district, we meet overall expectations for student growth as indicated on our 1 and 3 year District Performance Framework reports. However, academic growth gaps do exist in math for students at the middle and high school levels, in writing for students at the high school level and for ELL growth on the ACCESS assessment at both the elementary and middle school levels. In addition, far more students are making low or typical growth as opposed to high growth. As a district, our performance on the SCANTRON Performance Series assessments also indicate a need for increased student growth.

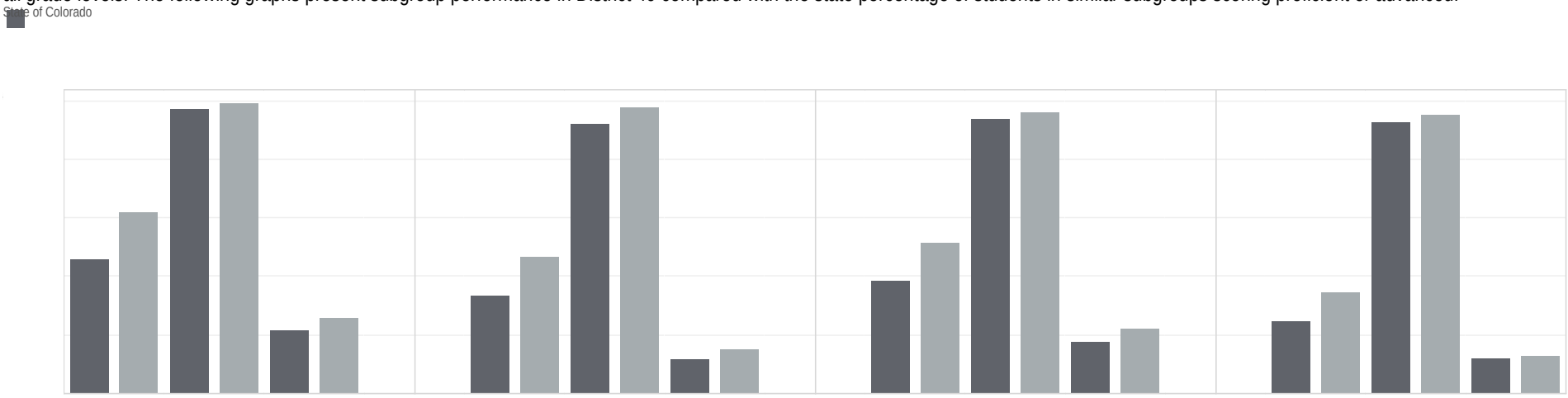
The following graphs illustrate the percentage of students with low, typical and high growth, and the adequate growth made by students in each proficiency-level range.

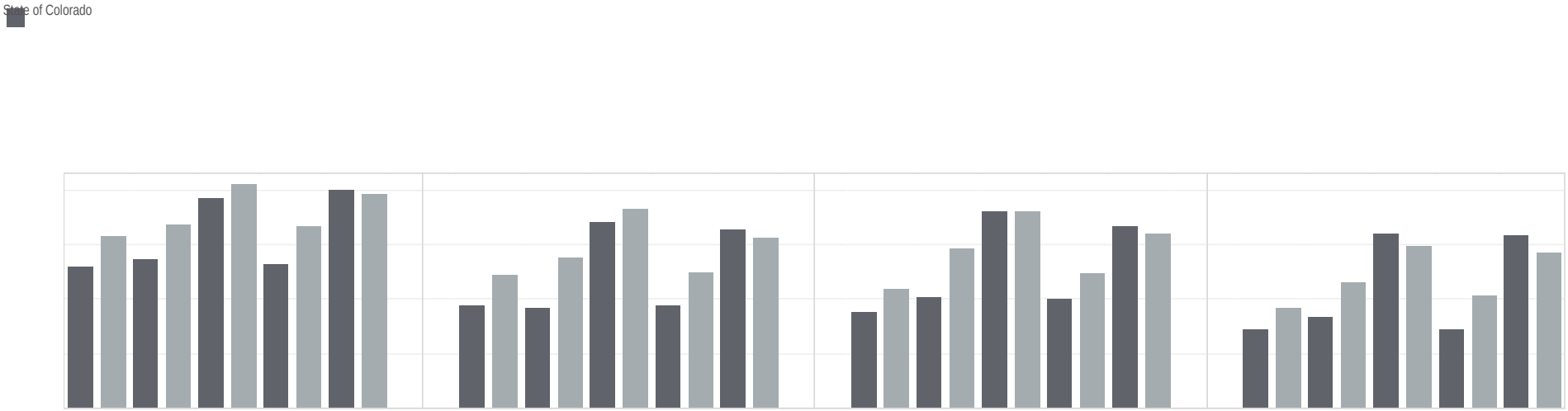




Academic Growth Gaps

Academic Growth Gaps present the greatest performance challenge for our district. As our students progress through the school system, growth gaps widen. Our greatest gaps exist with our students on IEPs across all grade levels and content areas. These students either “Do Not Meet” or are “Approaching” state performance expectations in all grade levels and content areas. The same is true across grade levels and content areas for students performing below proficient. In addition, economically disadvantaged students either “Do Not Meet” or are “approaching in math in all grade levels. The following graphs present subgroup performance in District 49 compared with the state percentage of students in similar subgroups scoring proficient or advanced.





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Post-Secondary Workforce Readiness

Our 6-year graduation rate at 90.9% exceeds the state expectation of 80% and our dropout rate at 0.7% decreased this year, exceeding state expectations for accreditation. Although the performance of our high school juniors on the Colorado ACT improved from 19.1 in 2012 to 19.6 in 2013 (composite score), we are still below the state expectation of 20.0.

ACT Composite Scores					
	District	Falcon HS	Patriot Learning Center	Sand Creek HS	Vista Ridge HS
2008	19.21	19.1	N/A	19.3	N/A
2009	18.8	19.5	15.3	18.6	N/A
2010	19.6	20.4	15.7	19.0	19.8
2011	19.1	20.0	15.0	18.7	19.2
2012	19.1	19.9	15.8	18.6	19.2
2013	19.6	20.1	16.7	20.0	19.1

Teacher Qualifications

Our district has made improvement over the past 5 years and continues to work toward maintaining a status of 100% highly qualified teachers in core-academic areas. Our most recent data indicates that of the 647 total teachers, 100% are high qualified.

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
97.95%	98.7%	98.49%	99.52%	100%

As a District, we are exploring ways to improve hiring processes and teacher quality by partnering with local universities and evaluating current induction programs. We continue to work with our Human Resources Department to inform principals of highly qualified expectations and requirements for the equitable distribution of teachers. We are asking all licensed staff to apply for licensure renewal six months in advance. Additionally, our district met expectations for equitable distribution of teachers in 2012-2013.

Attainment of AMAOs

District 49 ELLs did not meet the target for AMAO #1 - Progress in Attaining English (ACCESS for ELLs), but did attain targets for AMAO #2 (English Attainment ACCESS/ELL Proficiency) and AMAO #3 (Academic Growth (TCAP) and Graduation Rate for ELLs). The District Improvement Committee attributes the failure to meet AMAO #1, specifically at the elementary level to not adequately preparing for the new language assessment (ACCESS) and the level of rigor which it requires. However, ELLs at the High School level did meet the requirements of AMAO #1 with a Median Growth Percentile of 73. Teachers were provided SIOP and engagement training at the secondary level. The need for more direct ELD strategies is evident at all levels.

Gifted and Talented

The 2012-2016 District 49 Gifted Education Program Plan, identified goals to measure gifted growth which include decreasing the percentage of gifted students falling in the low growth category by 5 percentage points by 2016 and increasing the percentage of students scoring proficient/advanced to meet or exceed the state average. The percentage of district GT students scoring low growth in reading and writing remained the same over a two-year period but decreased in mathematics four percentage points from 2012 – 2013. District 49 is above the state average in GT students scoring proficient and advanced on reading, writing and math; however, when isolating the percentage of students scoring advanced in reading, writing and math, the district is below the

state average. District 49 GT students are below the state GT median growth percentile in reading, writing and math. Based on a Chi square analysis, gifted students are underrepresented within our Hispanic and Free/Reduced populations. A GT task force will assemble this year to make recommendations regarding GT staffing, improving identification procedures, strengthening GT programming options, and enhancing GT student growth. It should be noted in a review of GT data, it was discovered 136 students were either incorrectly coded in their GT strength area or not identified as a GT student at the state level. Therefore, current GT data may not be an accurate representation of GT growth and achievement. A thorough review has been conducted of our identification practices and student GT coding has been corrected.

Priority Performance Challenges and Process

Because our greatest area of need for improvement as indicated by our TCAP data analysis process, District Performance Framework and SCANTRON Performance Series data was in the area of student academic growth gaps, our District Improvement Committee prioritized these areas as the areas for focused improvement.

Reading Growth Gaps

Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. Economically disadvantaged students are experiencing growth gaps at the elementary level.

Math Growth Gaps

All student subgroups are experiencing growth gaps with the exception of minority students and ELLs at the elementary level.

Writing Growth Gaps

At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities and students needing to catch up are experiencing growth gaps as well as well as economically disadvantaged and ELLs at the middle school level.

Root Cause Identification and Verification

After careful analysis by the District Improvement Committee of a variety of data sources (TCAP, ACT, DPF, ACCESS Growth, Graduation and Drop-out Rates, Highly-Qualified Data and local data sources (DIBELS, SCANTRON Performance Series) we identified and verified the following root causes:

- Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
- Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.
- Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.
- Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

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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)	N/A	N/A	Elementary Last year's UIP included action steps related to the intentional scheduling of interventions in addition to general classroom instruction. Many schools consistently implemented reading intervention blocks, which did not exclude children from core reading instruction, essentially providing a "double-dose" of instruction. Teachers received training on implementing more inclusive teaching practices for students with special needs. ELD teachers focused on the implementation of the new CELP standards. Training for ELD teachers incorporated strategies for teaching academic vocabulary, specifically in math in the ELD classroom. Strong training in literacy instruction in teacher preparation programs may also be attributed to success. In math, elementary schools moved away from depending on a single resource and began aligning instruction with Common Core expectations. Core curricular resources were supplemented with Common Core units. Math interventions were also more intentional. Professional development in math at the elementary level was effective and teachers were incorporating strategies from recent professional development in differentiated math instruction. It should be noted that additional intervention time
	N/A	N/A	
Academic Growth	N/A	N/A	
	N/A	N/A	
Academic Growth Gaps	Subgroups will improve the MGP by 5 percentage points or to 55 if Adequate Growth was met and 50 is Adequate Growth was not met until a rating of meets is achieved.	Elementary Data 2012-2013 Reading Students with Disabilities increased the MGP 5 percentage points from 35 (Does Not Meet) to 41 (Approaching). ELLs increased the MGP 5 percentage points from 50 (Meets) to 56 (Meets). Students Needing to Catch Up increased the MGP from 47 to 54. Math Minority students increased from a rating of Approaching to Meets. English Language Learners also increased from a rating of Approaching to Meets. Writing Academic growth gaps indicator increased overall in writing from a rating of Approaching to Meets. Economically disadvantaged students increased from a rating of Approaching to Meets. Minority Students increased MGP from 46 (Meets) to 51 (Meets).	

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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.
		Students with Disabilities increased MGP from 40 to 46. ELLs increased MGP from 54 (Meets) to 59 (Meets). Students needing to catch up increased MGP from 46 to 53. <u>Middle School Data 2012-2013</u> Reading Academic growth gaps indicator decreased overall in reading from Meets to Approaching. Economically disadvantaged students, minority students and ELLs meet growth expectations in reading. However, MGP decreased for every subgroup in reading at the middle school level. Math MGP decreased for every subgroup in math at the middle school level. All subgroups are rated Approaching or Do Not Meet state growth expectations. Writing Minority students meet state expectations for growth. However, all subgroups decreased the MGP in writing. <u>High School Data 2012-2013</u> Reading High school students meet academic growth gap expectations overall for reading. ELLs increased the MGP from 50 (Approaching) to 55 (Meets). Students with disabilities increased from (Does Not Meet) to (Approaching). Math	and resources are needed at the elementary level to close achievement gaps in math. It is also recognized that elementary teachers may lack the depth of content knowledge needed in the area of mathematics to help students fully understand and apply concepts. Elementary schools focused on implementing consistent frameworks and expectations for writing instruction. Differentiated, small group instruction in writing was consistent. <u>Middle School</u> In middle school, RTI processes focus on remediation versus acceleration. Intervention schedules are in place, however no clear expectations for instructional validity exist. In some cases, changes to curricular resources were made without proper and sufficient training for staff. A lack of alignment is recognized from elementary to middle school as students transition. Middle school expectations with transition to the new Colorado Academic and Common Core Standards has been slower specifically in the math. For teachers not trained in delivering writing instruction, writing can be an intimidating skill to teach. Writing is less embedded and expected across curricular content areas as students progress into middle school. Additional professional development in writing instruction is needed for middle school teachers. At the middle school level, there is a lack of instructional decision-making. Strong systems (intervention resources, interim measures) to intervene are not present when students are not

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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.
		Minority students decreased MGP from 43 (Approaching) to 39 (Does not Meet). ELLs continue to be (Does Not Meet). No subgroups meet state growth expectations for math at the High School Level. Writing Students with disabilities increased MGP from 38 (Does Not Meet) to 50 (Approaching). No subgroups are meeting state expectations for growth in writing.	making adequate growth. Implementation and training related to incorporating the new CELP standards for ELLs contributed to growth in reading. At all levels, math is often taught in isolation without interdisciplinary relevance for students. High School Additional time was added for English / language arts instruction at the high school level. English Language Development teachers provided highly effective direct instruction in academic vocabulary to ELLs. Efforts to increase growth for students with special needs included training for teachers in inclusive instructional practices and differentiation. At the high school level, students tend to have more successful experiences with literacy, and using literacy skills across content areas. Mathematics concepts are most often taught in isolation. Beginning at the secondary level, teachers are much more focused on the content of math rather than expert in instructional strategies and differentiation. Student interest in and understanding of math significantly decreases at the secondary level with approximately 70% of students performing at a proficient level in elementary school, 50% at middle school and 30% at the high school level.
Postsecondary & Workforce Readiness	N/A	N/A	
	N/A	N/A	
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	
	N/A	N/A	
English Language Development and Attainment (AMAOs)	Attainment of AMAO 3 in math	Goal Met	

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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 district continues to meet all state requirements for academic achievement in reading, writing, math and science at all levels (elementary, middle and high) with the exception of 10th grade science. Over the past three years achievement scores on the state assessment have remained relatively consistent with slight increases and decreases at various grade levels and content areas. We continue to generally perform above state averages in all content areas.	N/A	N/A
Academic Growth	Our district received an overall rating of "Meets" state expectations on the student growth indicator. We excel in providing students at the high school level with the skills necessary to learn the English Language and received an "Exceeds" rating for ACCESS Growth in 2013.	N/A	N/A

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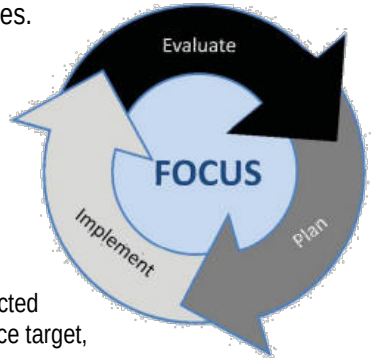
Academic Growth Gaps	Our district continues to be "Approaching" in the Academic Growth Gap Indicator. Our 3-year District performance framework continues to indicate growth gaps at all levels (elementary, middle and high) in reading, writing and math. Students with disabilities have the largest gaps over three year's time and do not meet state growth expectations in any grade level or content area. Growth gaps are beginning to close at the elementary level in reading for minority students and ELLs. We also are meeting state growth expectations at the elementary level in writing for economically disadvantaged students, minority students and ELLs. At the middle school level, 3 years of growth data indicate we are meeting growth expectations in reading for economically disadvantaged students, minority students and ELLs as well as for minority students in writing. All other subgroups are "Approaching" growth for all content areas. At the high school level, economically disadvantaged students and minority students meet growth expectations in reading, however all other groups are "Approaching" over three-year's time in all content areas.	Reading Growth Gaps Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. Economically disadvantaged students are experiencing growth gaps at the elementary level. Math Growth Gaps All student subgroups are experiencing growth gaps with the exception of minority students and ELLs at the elementary level. Writing Growth Gaps At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities and students needing to catch up are experiencing growth gaps as well as economically disadvantaged students and ELLs at the middle school level.	Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis. Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

Postsecondary & Workforce Readiness	Our District meets postsecondary workforce readiness expectations overall and exceeds state expectations in graduations and dropout rates. Although still below the state percentage, our ACT composite score increased from 19.1 last year to 19. 6 this year overall.	N/A	N/A
Student Graduation and Completion Plan (For Designated Graduation Districts)	N/A	N/A	N/A
English Language Development and Attainment (AMAOs)	AMAO 3 was achieved this year for the first time in more that 5 years. We have met expectations for AMAO 2 for the past 3 years. However, we did not make AMAO 1 targets in 2013 for the first time in Falcon School District history.	As a District, AMAO #1 was not achieved at the elementary level.	Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

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.

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District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2013-14	Annual Performance Targets 2014-15	Interim Measures for 2013-14	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	N/A	N/A	N/A	N/A	N/A
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	Students with disabilities and students needing to catch up are experiencing growth gaps at all levels. Economically disadvantaged students are experiencing growth gaps at the elementary level.	Increase median growth percentiles for student subgroups in reading to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Increase median growth percentiles for student subgroups in reading to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Dibels Next benchmark assessments, Burst diagnostic assessments, Aims Web CBMs, Scantron reading assessments, zone / school level common assessments	Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Deliver, review and implement professional development on a consistent basis.
		M	All student subgroups are experiencing growth gaps with the exception of minority students and ELLs at the elementary level.	Increase median growth percentiles for student subgroups in math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Increase median growth percentiles for student subgroups in math to 50 if adequate growth was met or 55 if adequate growth was not met until a rating of "Meets" is achieved.	Aims Web CBMs, Scantron math assessments, zone / school level common assessments	
		W	At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities	Increase median growth percentiles for student subgroups in writing to 50 if adequate growth was met or 55 if adequate growth was not met until a	Increase median growth percentiles for student subgroups in writing to 50 if adequate growth was met or 55 if adequate growth was not met until a	Aims Web CBMs, Scantron writing assessments, zone / school level common assessments	Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

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		and students needing to catch up are experiencing growth gaps as well as well as economically disadvantaged and ELLs at the middle school level.	rating of "Meets" is achieved.	rating of "Meets" is achieved.		Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Deliver, review and implement professional development on a consistent basis.
Postsecondary & Workforce Readiness	Graduation Rate	N/A	N/A	N/A	N/A	N/A
	Disaggregated Grad Rate	N/A	N/A	N/A	N/A	N/A
	Dropout Rate	N/A	N/A	N/A	N/A	N/A
	Mean CO ACT	N/A	N/A	N/A	N/A	N/A
English Language Development & Attainment	ACCESS Growth (AMAO 1)	AMAO target 1 was not met in 2013.	Meet AMAO 1 targets for ACCESS at the elementary level	Meet AMAO 1 targets for ACCESS at the elementary level	WIDA Model Benchmark Assessments pre-post, Rigby Language Assessments,	Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Deliver, review and implement professional development on a consistent basis
	ACCESS Proficiency (AMAO 2)	N/A	N/A	N/A	N/A	N/A
	TCAP (AMAO 3)	N/A	N/A	N/A	N/A	N/A

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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: ___ Provide instruction aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
Root Cause(s) Addressed: Leaders and teachers have not consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

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

X☐ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) X☐ Title IA X☐ Title IIA
X☐ Title III X☐ 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 an assessment task force to develop and identify tools and resources which are aligned to the expected level rigor aligned with CAS and Common Core Standards • Develop an implementation plan for each zone • Identify assessments to pilot in specific grade levels across zones	November 2013-June 2014	On-going through 2015	Ex. Dir. of Learning Services, Coordinator of Curriculum, Instruction and Assessment, Zone Leaders and CIA Administrators	Local and Zone Resources TBD	Identification of current and potential assessment resources Training and implementation timelines Taskforce Meeting Dates	In Progress
Institute a process for school site support and review of practices specifically for schools with below "performance" level plans	October 2013-May 2014	On-going as needed through 2015	Ex. Dir. of Learning Services, Coordinator of Curriculum, Instruction and Assessment, Coordinator of ELD, Assistant Director of	Local and Zone Resources	Meeting dates to discuss support and review process, instructional rounds complete, feedback presented	In Progress

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			Special Education, Zone Leaders and CIA Administrators, and Principals			
Create content and grade-level specific intensive learning teams in Sand Creek Zone to develop and align curriculum, instruction and assessments	August 2013-May 2014		Sand Creek Zone Leadership, and Teacher Leaders	Local Resources	Learning team meeting schedules and agendas	In Progress
Provide training to principals in the Sand Creek zone on best practices in English language arts and writing instruction aligned with Common Core Standards	August 2013-May 2014		Sand Creek Zone Leadership, Coordinator of Curriculum, Instruction and Assessment	Local Resources	Attendance by leadership team at professional development sessions	In Progress
Utilize Common Core item banks in Scantron Achievement and Performance Series assessments to determine student depth of knowledge and plan for instruction aligned with standards	September 2013-May 2014	On-going through 2015	Coordinator of Curriculum, Instruction and Assessment, Zone Leaders and CIA Administrators	Local Resources	Scantron Performance Series assessments administered Achievement Series training complete Achievement Series assessments created	In Progress

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Create a task force to specifically address growth and achievement in mathematics K-12 to determine future curricular, assessment and training needs	Beginning January-February 2014-June 2015	On-going through 2015	Coordinator of Curriculum, Instruction and Assessment, Assistant Director of Special Education, Zone Leaders and CIA Administrators, Principals, and Math Teachers	Local and Zone Resources TBD	Identification of math task force members Creation of meeting schedule and outcomes	Not Begun
Set an expectation that all instructional units are aligned with CAS and CC to include extended evidence outcomes for special needs students	August 2013-June 2014	On-going through 2015	Innovation Leaders, Assistant Director of Special Education, and Principals	District, Zone and School Level Resources IEP goals and modifications	Academic Units and Lesson Plans	In Progress
Evaluate effectiveness of current PLC structures to ensure a focus on improving instruction to impact student achievement and growth • Evaluate effectiveness of current PLC structure with special education teachers	January 2014-May 2014	On-going through 2015	Innovation Leaders, Principals, and Assistant Director of Special Education	Zone and School Level Resources Local Resources	Principal and Zone Leader attendance at PLC meetings, PLC meeting schedules, agendas and data outcome logs	Not Begun
Provide training for all Falcon Zone teachers in effective PLC strategies • Continue a Falcon Zone focus in mission and vision to ensure that instruction, differentiation and intervention is based on data from formative and summative assessments and discussed in PLC meetings	August 2013 On-going August 2013-May 2014	On-going through 2015	Falcon Zone Innovation Leader, CIA Administrator, Principals and Teachers	Zone Resources	Attendance at training by all Falcon Zone teachers and leaders	Complete In Progress
Utilize Professional Learning Communities in Power Zone to align curriculum to	August 2013-may	On-going through	Power Zone Innovation Leader,	Zone / School Resources	Curriculum documents, learning scales and units of instruction loaded in “Curriculapedia” online	In Progress

Colorado Academic Standards. • Develop units, assessments, learning scales and curriculum calendars aligned with CAS	2014	2015	Administrators, Principals and Teachers		system	
Create a Falcon Zone curriculum cadre to support teachers and leaders with understanding the level of rigor and depth of knowledge required by the CAS as measured by PARCC	November 2013	On-going through 2015	Falcon Zone Innovation Leader, CIA Administrator, Principals and Teachers	Zone / School Resources	Establishment of cadre, meeting schedules, agendas and outcomes	Not Begun
Provide support for teachers and administrators through consultation and training regarding inclusive practices (engaged learning, co-teaching, differentiation) for students with special needs	November 2014-	May 2015	Assistant Director of Special Education	Local Resources	Identification of current and potential resources Training and implementation Special Education teacher attendance at trainings and staff meetings	In Progress

Major Improvement Strategy #2: __ Develop training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps.

Root Cause(s) Addressed: ___ Leaders and teachers lack knowledge, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers lack an understanding of how to use data to increase student achievement and growth.

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

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

X☐ Title III X☐ 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				
Participate in CDE Early Literacy Grant to fully implement components of Colorado READ Act in grades K-3	June 2013-May 2014		Ex. Dir. Learning Services, Coordinator of	Local and Zone/ School Resources BURST Intervention Training ($4500 Title IIA)	READ Act Handbook Published Amplify training complete Burst intervention training	In Progress

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			Curriculum, Instruction and Assessment, Zone CIA Administrators, Instructional Coaches and Elementary Principals, Parents		complete READ plans written and implemented	
Implement Burst and Lexia interventions and diagnostic tools for all students K-5	October 2013- May 2014	On-going through 2015	Coordinator of Curriculum, Instruction and Assessment, Zone CIA Administrators, Instructional Coaches and Elementary Principals	Zone / School Resources	Amplify reports Alpine Achievement data READ plans Intervention logs	In Progress
Utilize online programs to differentiate instruction in the Power Zone to include: Lexia, Reading Plus, and Mobymax to address individual student needs	August 2013-may 2014	Ongoing through 2015	Power Zone Teachers and Interventionists	Zone / School Resources	Menu of programs in use in schools	In Progress
Provide SIOP training for mainstream teachers K12 in differentiated instructional strategies for ELLs and follow-up with teachers and principals on implementation	October 2013	TBD	Coordinator of English Language Development	Title III ($14,000)	Attendance logs Teacher lesson plans Follow-up / feedback sessions	In Progress
Continue to seek input and feedback from parents of English Language Learners and provide meaningful training and information to these parents to address the needs of ELLs • Provide interpreters and translated materials for parents	Quarterly 2013-2014	Quarterly 2014-2015	Coordinator of English Language Development, Parents	Title III ($ 7,000)	Attendance at ELD Advisory Committee Sessions Translated materials and interpreter logs	In Progress
Implement an intentional process for evaluating instruction for ELLs in the	November	On-going through	Coordinator of English	Local Resources	Meeting and professional development schedules and	In Progress

general education classroom through instructional rounds, feedback and coaching • Pilot process at Evans International	2013	2015	Language Development, TOSA for ELD, Testing Clerk for ELD, ELD Teachers and School Administrators		instructional rounds complete	
Consistently implement and monitor Individual Career and Academic plans (ICAPs) for all students in grades 7-12	September 2013-May 2014	Ongoing through 2015	Innovation Leaders, District Counselor, Secondary Principals, Counselors, Parents	Zone / School Resources	Administrator and counselor training complete Updated building implementation plans College in Colorado ICAP Milestone Completion Reports	In Progress
Implement WIDA Model Language Benchmark Access assessments K-12 twice annually	October 2013 May 2014	October 2013 May 2014	Coordinator of English Language Development	ELPA ($5,000)	Assessment schedules Data reports shared	In Progress
Provide training in Kagan Cooperative Learning Structures to provide instructional tools and strategies for engaging all students	Fall 2013 Spring 2014	Fall 2014 Spring 2015	Coordinator of English Language Development	Title III ($6200)	Attendance and participation logs Teacher lesson plans Implementation feedback and follow up with teachers and principals	In Progress
Provide training in Aims Web Curriculum Based Assessments for Principals and Instructional Leaders	Fall 2013	Fall 2014	Coordinator of Curriculum, Instruction and Assessment and Data Analyst	Local Funds	Attendance and participation logs Feedback and follow up with principals and teachers	Complete
Provide training for teachers and leaders in strategies for teaching students with Dyslexia	March 2014	October 2015	Ex. Dir. of Learning Services	Title II A ($1,000)	Dates scheduled for training, advertisement of course, training and evaluation complete	Not Begun
Conduct an audit of all 504 plans for compliance with state and federal guidelines	November 2013- May 2014	On-going through 2015	District Counselor and Building 504	Zone/ School Resources	Creation of 504 evaluation Rubric	In progress

			Coordinators		Feedback on student plans Training on new assessment guidelines Implementation of accommodation data collection tool	
Provide training for special education teachers on differentiating instruction, and modifying grade level material for special needs students	Spring 2014	May 2015	Assistant Director of Special Education	Special Education Resources	Identification of current practices Training and implementation Special Education teacher attendance at trainings and staff meetings	Not Begun
Communicate expectations for including students with disabilities in general education classrooms through Falcon Zone "Innovating Inclusion" initiative • Provide training and support with classroom inclusion by collaborating with consultant	January 2013- May 2014	On-going through 2015	Falcon Zone Innovation Leader, Administrators, Principals, Special Education Administrators, and Parents	District /Zone Resources	Schedules designed to support "push-in" models of instruction for students Use of people first vocabulary Parent communication plan established	In Progress
Provide training for general education teachers to support differentiated instruction for students with disabilities	January 2014		Falcon Zone Innovation Leader, Administrators, Principals, and Teachers	Zone Resources	Training scheduled and complete	Not Begun
Attend Alpine users symposium and schedule follow-up training for principals on using Alpine Achievement systems for using data to drive instructional practice	August 2013 and November 2013	Follow-up training 2014-2015 as needed	Ex. Director of Learning Services, Coordinator of Curriculum, Instruction and Assessment, Data Analysts, Innovation Leaders and Principals	Title IIA ($2,000)	Alpine Symposium Attendance, Follow-up Workshop Scheduled and Complete	Complete

Conduct CDE Response to Intervention classroom implementation survey to gage current level of RtI implementation	November 2013		District Counselor and Zone RtI Coordinators	Zone / School Resources	Survey data Building implementation plans complete	In Progress
Develop a process in the Sand Creek Zone to ensure consistent practices, which support RtI, specifically at the secondary level • Identify and implement Tier 1 interventions consistently	November 2014	On-going through 2015	Sand Creek Zone and Building Leaders	Zone / School Resources	Identify and schedule training aligned with this action step	In Progress
Utilize instructional coaches in the Sand Creek Zone to identify and address shortfalls n instruction at the middle school level math. • Provide training for middle school math teachers in the implementation and delivery of math curriculum and instruction	August 2013-May 2014		Sand Creek Zone and Building Leaders	Zone / School Resources	Instructional coach schedules, training scheduled and complete	In Progress
Provide professional development for teachers in the Sand Creek Zone on an on-going basis focused on empowering students to own their learning, cooperative learning strategies, effective questioning, thinking devices, stories and writing	August 2013-May 2014		Sand Creek Zone and Building Leaders and Teachers	Zone Resources	Professional development sessions scheduled and complete	In Progress
Attend "Driven by Data" Conference presented by Paul Bambrick- Santoyo and develop follow-up book study for school leaders and teachers.	September 2013-May 2014		Ex. Dir. of Learning Services, Zone and CIA Administrators from iConnect and Sand Creek Zones	District / Zone Resources	Attendance at conference, books purchased and book study scheduled and complete s	In Progress
Hire an ELD testing clerk / community liaison to provide on-going assessment of ELLs new to the district to ensure proper placement, assist with data collection and analysis and act as a liaison for parent out	July 2014	July 2015	Coordinator of English Language Development	Local Resources	Job description created, position posted and hired	Complete

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reach and support						

* 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.

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Major Improvement Strategy #3: _ Deliver, review and implement professional development on a consistent basis.
Root Cause(s) Addressed: ___ Professional development is not delivered, reviewed and implemented by instructional leaders on a consistent basis.

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

X☐ State Accreditation ☐ Student Graduation and Completion Plan (Designated Graduation District) X☐ Title IA X☐ Title IIA
X☐ Title III X☐ 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				
Develop and implement a "Model Classroom" project at Sand Creek High School to serve as an example of exemplary teaching across the zone and District	July 2013-June 2014	Ongoing through 2015	Ex. Dir. of Learning Services, Sand Creek Zone Innovation Leader and Principals and Teachers	Local and Zone Resources	Partnership established with UCCS Professional Development Program and UCCS Teach Model teachers identified, job descriptions written Training scheduled and complete for model teachers Equipment needs identified and purchased Instructional Rounds scheduled and completed throughout year	In Progress
Provide training in principal and teacher goal setting, reflection and evaluation tools including Bloomboard and iObservation to target areas for professional learning and growth • Create an iObservation Academy in the Power Zone	August 2013-January 2014	On-going as needed 2014-2015	Ex. Dir. of Learning Services, Innovation Leaders, CIA Zone Administrators, Principals and Teachers	Local and Zone Resources	Bloomboard and iObservation Accounts setup Training scheduled and complete Teacher / Principal goals and self-reflections complete	In Progress
Institute a Leadership Academy for all administrators in the Sand Creek Zone to increase leadership capacity. Provide for structured PLC time for	September 2013- May 2014	On-going through 2015 - TBD	CEO, Ex. Dir. of Learning Services, Personnel Director, Sand Creek Zone	District / Zone Resources	Agenda and attendance at Leadership Academy	In Progress

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administrators focused on best practices in curriculum, instruction and assessment, financial planning, human resources, and leadership			Innovation Leader and Administrators			
Provide training for parents in English as a Second Language	October 2013- May 2014	October 2014- May 2015	Coordinator for English language Development, Parents	Title III ($1600)	Attendance at classes	In Progress
Create a calendar to provide dedicated time for professional development for special education, CTE, counselors and ELD teachers in research-based instructional strategies	November 2013	On-going through 2015	Ex. Dir. of Learning Services, Innovation Leaders and Department Leaders	Local Resources	Calendar approved by Board of Education	In Progress
Provide training in Leadership Blueprint for administrators as part of the Principal Induction Leadership Academy	December 2013	December 2014	Ex. Dir. of Learning Services	Title II A (25,000)	Participants selected Training scheduled and complete Leadership Profiles Complete	In Progress
Provide Capturing Kids Hearts and Teen Leadership training for teachers at Falcon Virtual Academy and Patriot Learning Center to improve teaching and learning for students at-risk of high achievement / growth	July 2013 Follow-up consultation 2013-2014 on-going		Ex. Dir. of Learning Services, iConnect Innovation Leader, FVA and PLC Principals and Staff	Zone Resources and Title IIA ($26,400)	Training scheduled and complete, follow-up consultation scheduled and complete	In Progress
Provide Capturing Kid's Hearts Training for all schools in the Power Zone	August 2013		Power Zone Innovation Leader, Administrators, Principals and Teachers	Zone / School Resources	Training Complete	Complete

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Hire TOSA for on-line professional development to provide tools and resources for on-line and classroom teachers and to provide additional support for Priority Improvement Schools (GOAL Academy)	July 2013-June 2014	July 2014-June 2015	Ex. Dir. of Learning Services	Local Resources and Title II A (25,000)	Job description created, position posted and hired	Complete
Provide support for teachers pursuing National Board Certification • Provide stipends for lead support teachers • Provide substitutes for candidates • Provide books, supplies and postage t support process	August 2013- May 2014	August 2014-May 2015	Ex. Dir. of Learning Services	Title II A 10,000	Support program promotion During New Teacher Orientation, Saturday attendance 2013-2014	In Progress
Participate in Educating Children of Color Conference to increase awareness related to instructional best-practices for differentiated instruction	January 2014	January 2015	Education Office Leadership, Innovation Leaders, Principals, Teachers, Students and Parents	Title II A 5,000	Promotional material sent related to conference registration and events Attendance at conference by district students, parents, teachers and leaders	In Progress
Provide substitutes for teacher leaders to attend training in mentoring and instructional coaching strategies and to for classroom observations, peer feedback and instructional rounds to support implementation of embedded on-going professional development	August 2013-May 2014	August 2014-May 2015	Ex. Dir. Learning Services	Title IIA 10,000	Substitute Logs	In Progress
Conduct a thorough needs analysis of current Teacher Induction and Support Programs • Share report with principals, district leaders and teacher leaders to make improvements in program	July 2013-April 2014		Ex. Dir. of Learning Services, Innovation Leaders, Principals, Lead Mentors	Title IIA ($6,000)	Initial focus group report complete Beginning of year survey built, administered and analyzed End of year survey built, administered and analyzed	In Progress

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Provide support for hiring and retaining highly-qualified instructional staff	July 2013	July 2014	Ex. Dir. of Learning Services, Director of Personnel and HR Staff	Title IIA ($2,000)	Recruiting plan developed and resources purchased	In Progress
Provide 50% reimbursement for teachers for on-line course work with pre-approval to support re-certification and highly-qualified status in specialty areas and hard to fill content areas	July 2013-June 2014	July 2014-June 2015	Ex. Dir. of Learning Services, Director of Personnel and HR staff	Title IIA ($5,000)	Highly qualified reporting complete, teacher reimbursement logs	In Progress
Hire an online instructional coach to provide teachers with models of best instructional strategies for on-line and blended learning	July 2013	July 2014	iConnect Zone Adminsitrators	Zone Resources	Job description written, position posted and hired	Complete
Offer book study on the Art and Science of Teaching for district teachers and leaders	October 2013-- May 2014		Ex. Dir. of Learning Services, TOSA for Online PD and Power Zone Administrators	District / Zone Resources	Course developed, scheduled and complete	In Progress
Utilize TEAM coaches within the zones to provide ongoing, embedded professional development and coaching of teachers	August 2013-May 2014	August 2014-May 2015	Ex. Dir. of Learning Services, Innovation Leaders and Principals	District / Zone Resources	TEAM Coach PLCs, Daily schedules and position prioririte s	In Progress

Hire a TOSA for English Language Development to provide instructional coaching and embedded professional development for teachers	July 2013	July 2014	Coordinator for English language Development	Local Resources	Job description written, position posted and hired	Complete
Create a district brand for professional learning to effectively provide relevant, engaging, timely development for teachers and leaders	September 2013-June 2014	On-going through 2015	Ex. Dir. of Learning Services and TOSA for on-line professional development	Local Resources	Input gained from District Leaders, Principals and Teachers Research Learning Management Systems to best deliver on-line professional learning Website developed and launched	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 Gifted Program leads)