

**Colorado's Unified Improvement Plan for Districts for 2015-16**

Organization Code: 3110

District Name: JOHNSTOWN-MILLIKEN RE-5J  
Official 2014 DPF: 1 Year

AU Code: 64203

AU Name: WELD

**Section I: Summary Information about the District/Consortium**

**Directions:** This section provides an overview of the district/consortium's improvement plan. To complete this section, copy and paste the district/consortium's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

**Executive Summary**

**How are students performing? Where will the district focus attention?**

**Priority Performance Challenges:** *Specific statements about the district's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the district did not meet federal, state and/or local expectations.*

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.

Data wise, a priority is increase the achievement 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.

**Why is the education system continuing to have these challenges?**

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenge(s), that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).*

Elementary

The elementary reading program is outdated and teachers have done a nice job of supplementing as much as possible. We will eventually need to align Reading Instruction with the Colorado Academic Standards.

Elementary has implemented a new math program in the school district because of the lack of consistency in math instruction and the concern of having an outdated program that is not aligned to the Colorado Academic Standards.

At all grade levels within elementary has implemented Lucy Calkins writing this year in response to a lack of consistency in writing instruction. There has not been a foundational writing program for our students across the district.

We need to continue to plan for and identify differentiation strategies to meet individual students' needs. We need to focus on meeting the needs of our Students with Disabilities in the general education classroom by identifying appropriate accommodations and planning together. Grade level teams need to continue to plan together to provide differentiated instruction.

Middle School Level

Advanced students have not been challenged appropriately and held to high expectations of learning.

Improper interventions were put in place for the 2014 6<sup>th</sup> grade class.

Lack interventions in place for students that are not showing growth.

Proper sheltered instruction techniques are not consistently happening throughout the school.

Transitioning to a new textbook in mathematics that better meets the needs of the Colorado Academic Standards, left a gap in learning for some students.

Writing interventions and sheltered instruction has not been consistently applied to daily lessons.

Structured time for resource teachers to assist, plan and collaborate with teachers is needed.

High School Level

RHS is continuing to have these challenges due to a lack of consistency in implementation of curriculum. Additionally, there is a lack of differentiation to meet the challenges of the varying individuals and subgroups that consistently underperforming.

There has also been a lack of oversight/communication with students and families that are not maintaining the appropriate number of credits to graduate with their respective classes.

**What action is the district taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

The district is taking a systemic approach at aligning curriculum and implementation across the district. In order to do so curriculum committees are meeting to align the curriculum as well as the fidelity of implementation of the adopted curriculum.

There is an emphasis on interventions throughout the district and providing targeted interventions based on student needs.

Access the District Performance Framework here: <http://www.cde.state.co.us/schoolview/performance>

**Pre-Populated Report for the District**

**Directions:** This section summarizes program accountability requirements unique to the district/consortium based upon federal and state accountability measures. Historically, this report has included information from the District Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 DPFs will not be created. 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 program expectations.

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2014-15 Federal and State Expectations	2014-15 Grantee Results		Meets Expectations?
English Language Development and Attainment	<b>AMAO 1</b> <b>Description:</b> 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.	Pending USDE Approval		Pending USDE Approval
	<b>AMAO 2</b> <b>Description:</b> % of ELLs that have attained English proficiency on WIDA ACCESS	13% of students meet AMAO 2 expectations.	Pending USDE Approval		Pending USDE Approval
	<b>AMAO 3</b> <b>Description:</b> 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	N/A	N/A
			W	N/A	
			M	N/A	
Grad			N/A		
Participation	N/A				

**Accountability Status and Requirements for Improvement Plan**

Summary of District Plan Timeline	October 15, 2015	The district has the option to submit the updated 2015-16 plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The district has the option to submit the updated 2015-16 plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

**Accountability Status and Requirements for Improvement Plan (cont.)**

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>State Accountability and Grant Programs</b>			
<b>Plan Type for State Accreditation</b>	Plan type is assigned based on the district's overall 2014 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 2014 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, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>School(s) on Accountability Clock</b>	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.
<b>Student Graduation and Completion Plan (Designated Graduation District)</b>	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.
<b>Gifted Education</b>	All districts that participate in the Gifted Program. Multiple district Administrative Units (AUs), including BOCES, may incorporate the Gifted Program requirements into each individual district level UIP or may refer to a single, common plan.	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: <a href="http://www.cde.state.co.us/gt/director">http://www.cde.state.co.us/gt/director</a> .

**Accountability Status and Requirements for Improvement Plan (cont.)**

Program	Identification Process	Identification for District	Directions for Completing Improvement Plan
<b>ESEA and Grant Accountability</b>			
<b>Title IA</b>	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.
<b>Title IIA</b>	Title IIA funded Districts with a Priority Improvement or Turnaround plan type assignment.	No, district does not have specific Title IIA requirements in the UIP.	District does not need to complete the additional Title IIA requirements.
<b>Program Improvement under Title III</b>	District/Consortium missed AMAOs for two or more consecutive years.	Pending USDE Approval	Pending USDE Approval
<b>District with an Identified Focus School and/or School with a Tiered Intervention Grant (TIG)</b>	District has at least one school that (1) has been identified as a Title I Focus School and/or (2) has a current TIG award.	No, the district does not have any schools identified as a Title I Focus School or have a current TIG award.	The district does not need to meet additional requirements.

## Section II: Improvement Plan Information

### Additional Information about the District

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the district received a grant that supports the district's improvement efforts? When was the grant awarded?	
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):

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

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

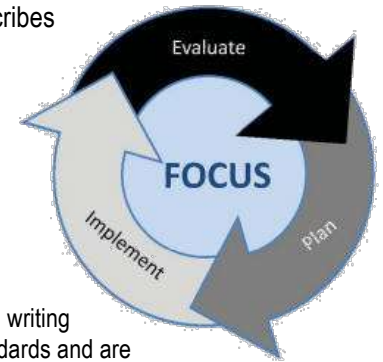
#### District/Consortium Contact Information (Additional contacts may be added, if needed)

	Name and Title	Dr. Martin Foster, Superintendent of Schools
	Email	<a href="mailto:mfooster@weldre5j.k12.co.us">mfooster@weldre5j.k12.co.us</a>
	Phone	970-587-6059
	Mailing Address	110 S Centennial Dr Suite A Milliken, CO 80543
2	Name and Title	Jason Seybert, Director of Education Services
	Email	<a href="mailto:jseybert@weldre5j.k12.co.us">jseybert@weldre5j.k12.co.us</a>
	Phone	970-587-6804
	Mailing Address	110 S Centennial Dr Suite A Milliken, CO 80543

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J

### 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### 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.

<p><b>Description of District(s) Setting and Process for Data Analysis:</b> 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., District Accountability Committee).</p>		<p><b>Review Current Performance:</b> Review state 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><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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><b>Priority Performance Challenges:</b> 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><b>Root Cause Analysis:</b> 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 strategy(s) is encouraged.</p>
<p><b>Narrative:</b></p> <p>Weld RE-5J School District is a small district comprised of approximately 3400 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. 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>During the spring of 2015 the school district administered the Colorado Measures of Academic Success which includes 3-11 English Language Arts and Math assessments created and administered through the PARCC Consortium, 5 and 8 Science and 4 and 7 Social Studies. The district had an overall participation rate of 75%. The participation rate at the elementary level was approximately 95%, the participation rate at the middle school level was 87% and the lowest participation rate was at the high school level – 35%. The significant number of non-participants at the high school level greatly skews the data and makes it unusable for reporting and analysis.</p> <p>The trends shared on the improvement plan are trends for the data over time with data from the Transitional Colorado Assessment Program (TCAP), the Colorado standardized assessment administered prior to CMAS. The CMAS assessments did not provide any growth data that can be compared or analyzed for reporting purposes.</p> <p>The Weld RE-5J school district has been 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, 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 had previous growth percentiles between 47-50.</p>								



In Math our district had shown growth 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 years. In terms of growth we are not making adequate growth as a district in any sub group.

Writing in the district had 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 are to improve achievement and close the growth gap between special education students and non-special education students. The district 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 the 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 the 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.

The ELL students throughout the district 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 district 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 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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	The targets from the previous year were unmeasurable due to the change in the assessment administered. The 2014-15 school year was the first year the ELA and MATH tests were administered from the PARCC Consortium.	Student achievement 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.						
	<table border="1" data-bbox="508 568 688 633"> <thead> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>71.5%</td> <td>70.5%</td> <td>71.5%</td> </tr> </tbody> </table>			Elem	Mid	High	71.5%	70.5%	71.5%
	Elem			Mid	High				
	71.5%			70.5%	71.5%				
Math: Percentage of Students Scoring Proficient and Advanced	<table border="1" data-bbox="508 808 688 873"> <thead> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>70.5%</td> <td>50.0%</td> <td>32.2%</td> </tr> </tbody> </table>	Elem	Mid	High	70.5%	50.0%	32.2%		
Elem	Mid	High							
70.5%	50.0%	32.2%							
Writing: Percentage of Students Scoring Proficient and Advanced	<table border="1" data-bbox="508 1042 688 1107"> <thead> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>54.7%</td> <td>56.4%</td> <td>48.6%</td> </tr> </tbody> </table>	Elem	Mid	High	54.7%	56.4%	48.6%		
Elem	Mid	High							
54.7%	56.4%	48.6%							
Academic Growth	Science: Percentage of Students Scoring Distinguished and Strong Command								
	<table border="1" data-bbox="508 1201 688 1266"> <thead> <tr> <th>Elem</th> <th>Mid</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>48 %</td> <td>46%</td> <td>48.6%</td> </tr> </tbody> </table>	Elem	Mid	High	48 %	46%	48.6%	The district will meet or exceed adequate growth for the median student growth percentile in Reading, Writing and Math.	Due to the administration of the new CMAS assessments created with the PARCC Consortium, growth data is not available.
Elem	Mid	High							
48 %	46%	48.6%							

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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 Growth Gaps	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.	Due to the administration of the new CMAS assessments created with the PARCC Consortium, growth data is not available.	
Postsecondary & Workforce Readiness	78% of students identified as having a disability will graduate		
	78% of students identified as English Learners will graduate		
	Mean ACT will be at or above the state average for 2014-15.	The district did not meet this target, the mean ACT fell below the state average.	
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	ELL students will meet the MGP for adequate growth in Reading, Writing and Math	Due to the administration of the new CMAS assessments created with the PARCC Consortium, growth data is not available.	

**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. In most cases, this should just be an update to the plan from 2014 since the DPF has not changed for 2015. 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>The trends shared on the improvement plan are trends for the data over time with data from the Transitional Colorado Assessment Program (TCAP), the Colorado standardized assessment administered prior to CMAS. The CMAS assessments did not provide any growth data that can be compared or analyzed for reporting purposes.</p> <table border="1"> <caption>Reading % Proficient and Advanced</caption> <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> <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,</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>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>
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	<p>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. 8<sup>th</sup> grade scores have shown an overall 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 9<sup>th</sup> grade level in 2014 while at the 10<sup>th</sup> 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><b>Writing % Proficient and Advanced</b></p> <table border="1" data-bbox="493 1047 1029 1307"> <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</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		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
	<p>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 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, 9<sup>th</sup> grade with an overall improvement of 3 percentage points and 10<sup>th</sup> grade showing an overall increase of 7 percentage points.</p> <p>The trends shared on the improvement plan are trends for the data over time with data from the Transitional Colorado Assessment Program (TCAP), the Colorado standardized assessment administered prior to CMAS. The CMAS assessments did not provide any growth data that can be compared or analyzed for reporting purposes.</p> <p><b>Math % Proficient and Advanced</b></p> <table border="1" data-bbox="493 1209 1029 1445"> <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> </tbody> </table>	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	<p>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>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																																																					
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes							
	<table border="1" data-bbox="491 350 1026 375"> <tr> <td>10</td> <td>24</td> <td>27</td> <td>23</td> <td>28</td> <td>27</td> <td>29</td> </tr> </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, 3<sup>rd</sup> grade stayed flat in 2012 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 7<sup>th</sup> 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 8<sup>th</sup> 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>	10	24	27	23	28	27	29		
10	24	27	23	28	27	29				
Academic Growth	The trends shared on the improvement plan are trends for the data over time with data from the Transitional Colorado Assessment Program (TCAP), the Colorado standardized assessment administered prior to CMAS. The CMAS	Priority in reading needs to be placed in sustaining achievement over time. As we've analyzed cohort groups throughout time,	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							

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
	<p>assessments did not provide any growth data that can be compared or analyzed for reporting purposes.</p> <p><b>Reading Growth Percentiles - Median Adequate Growth</b></p> <table border="1" data-bbox="493 483 1024 636"> <thead> <tr> <th></th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> </tr> </thead> <tbody> <tr> <td><b>Actual Growth</b></td> <td>46</td> <td>47</td> <td>46</td> <td>52</td> <td>47</td> <td>49</td> </tr> </tbody> </table> <p><b>Writing Growth Percentiles - Median Adequate Growth</b></p> <table border="1" data-bbox="493 706 1024 859"> <thead> <tr> <th></th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> </tr> </thead> <tbody> <tr> <td><b>Actual Growth</b></td> <td>50</td> <td>49</td> <td>47</td> <td>47</td> <td>51</td> <td>47</td> </tr> </tbody> </table> <p><b>Math Growth Percentiles - Median Adequate Growth</b></p> <table border="1" data-bbox="493 928 1024 1110"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>14</th> </tr> </thead> <tbody> <tr> <td><b>Actual Growth</b></td> <td>48</td> <td>49</td> <td>48</td> <td>46</td> <td>47</td> <td>45</td> </tr> </tbody> </table>		09	10	11	12	13	14	<b>Actual Growth</b>	46	47	46	52	47	49		09	10	11	12	13	14	<b>Actual Growth</b>	50	49	47	47	51	47		2009	2010	2011	2012	2013	14	<b>Actual Growth</b>	48	49	48	46	47	45	<p>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>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>interventions, while the middle and high school emphasize reading intervention.</p> <p>Lack of common K-12 math curriculum that is taught with fidelity throughout the district</p>
	09	10	11	12	13	14																																							
<b>Actual Growth</b>	46	47	46	52	47	49																																							
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<b>Actual Growth</b>	48	49	48	46	47	45																																							
Academic Growth Gaps	<p>The trends shared on the improvement plan are trends for the data over time with data from the Transitional Colorado Assessment Program (TCAP), the Colorado standardized assessment administered prior to CMAS. The CMAS assessments did not provide any growth data that can be compared or analyzed for reporting purposes.</p> <p><b>Reading Growth Percentiles Free/Reduced Lunch</b></p>	<p>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.</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.</p> <p>Lack of common K-12 math curriculum that is taught with fidelity throughout the district</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	As formative assessment data is utilized to provide differentiated instruction 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.
	<b>Actual Growth</b>	46	46	46	52	47	46		
	<b>Reading Growth Percentiles ELL Students</b>							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.	
		09	10	11	12	13			
	<b>Actual Growth</b>	45	44	45	47	51	46		
	<b>Reading Growth Percentiles Students with Disabilities</b>								
		09	10	11	12	13			
	<b>Actual Growth</b>	45	47	45	65	47	50		
	<b>Writing Growth Percentiles Free/Reduced Lunch</b>								
		09	10	11	12	13			
<b>Actual Growth</b>	48	49	46	49	51	48			
<b>Writing Growth Percentiles ELL Students</b>									
	09	10	11	12	13		14		
<b>Actual Growth</b>	51	45	47	53	47	46			
<b>Writing Growth Percentiles Students with Disabilities</b>									

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	41	38	36	42	57	42			
	<b>Math Growth Percentiles ELL Students</b>									
		09	10	11	12	13	14			
	Actual Growth	48	46	46	31	47	44			
	<b>Math Growth Percentiles Students with Disabilities</b>									
		09	10	11	12	13	14			
	Actual Growth	43	34	47	35	39	39			
Postsecondary & Workforce Readiness	ACT Scores									Our district is in the 5th year of a consistent ACT Prep Program which includes the PLAN Test in 10 <sup>th</sup> grade and a practice ACT in 11 <sup>th</sup> grade.
	2010	2011	2012	2013	2014	2015				
	18.47	18.76	19.1	19	19	18.9				
	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.									

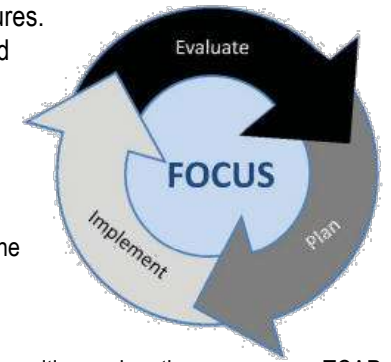
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	Over the past 3 years the district is Approaching in all three areas – R, W, and M in AMAO 3 – ‘Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, Meets or Exceeds rating on Disaggregated Graduation Rate subindicator for ELLs.	Our priority performance challenge is to develop a consistent ELL program across the district to ensure adequate growth of ELL students is taking place.	

## 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. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators 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 transitioned from reading, writing and math 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 is not 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 this 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 state assessment transition guidance document on the UIP website for options and considerations. TCAP

**District/Consortium Target Setting Form**

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	ELA: 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.	Percent of Students that Met or Exceeded Standards to be 40% at each grade level	Percent of Students that Met or Exceeded Standards to be 45% at each grade level	Elementary – DIBELS, On-Demand writing assessments, and common assessments  Secondary – Acuity, 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
		READ	Consistency and development of READ plans across the elementary schools				
		M	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	Percent of Students that Met or Exceeded Standards to be 40% at each grade level	Percent of Students that Met or Exceeded Standards to be 45% at each grade level	Elementary – Go Math assessments  Secondary – Acuity, 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

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J

			specific skills that are accidentally left off.				
		S	Science: A priority is to stop the trend of declining scores across the middle and high school levels.	Percent of Students that Met or Exceeded Standards to be 40% at each grade level	Percent of Students that Met or Exceeded Standards to be 40% at each grade level	Common Assessments	Integration of formative assessment system for science data  Fidelity of instruction
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELA	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 - Unit Assessments, On Demand Writing Assessments, DIBELS, Unit Assessments  Secondary – Acuity and Common Assessments	Aligned curriculum  Effective math intervention strategies used and observed  Effective use of diagnostic assessment  RtI 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 - Unit Assessments  Secondary – Acuity and Common Assessments	Aligned curriculum  Effective math intervention strategies used and observed  Effective use of diagnostic assessment  RtI process followed  Effective intervention at the classroom level
		ELP	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 – Unit Assessments, On Demand Writing Assessments, DIBELS, Unit Assessments  Secondary – Acuity and Common Assessments	Aligned curriculum  Effective math intervention strategies used and observed

							Effective use of diagnostic assessment  RtI process followed  Effective intervention at the classroom level
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	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 - Unit Assessments  Secondary – Acuity and Common Assessments	Aligned curriculum  Effective Math intervention strategies used and observed  Effective use of diagnostic assessment
Postsecondary & Workforce Readiness	Graduation Rate			80% of students will graduate in 2013-14.	80% of students will graduate in 2013-14.		
	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 2013-14.	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 challenge 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 according to the CELA	8.5% of ELL students will attain English proficiency 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



### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 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)
	2015-16	2016-17				
Building Principals will determine areas of need in their respective buildings	Spring 2016		Admin Team	Local Funds	Principals will develop building improvement plans	In Process
Building Principals will determine what data will be collected and utilized to provide targeted interventions		Fall 2016	Admin Team	Local Funds	Information will be included in building improvement plans	Not Begun
Universal Screening will take place across the building in targeted skill areas		Sept & Dec 2016; Feb 2017	Building Staff	Local Funds	Data will be collected and analyzed	Not Begun
Schools will utilize collected data to provide targeted and individualized interventions		Throughout 2016-17	Building Staff	Local Funds	Progress Monitoring of intervention will determine if intervention is working or needs to be adjusted	Not Begun
Repeat Process for 2017-18 School Year		School Year 2017-18	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)
	2015-16	2016-17				
Create a District K-12 Math Scope and Sequence, identifying holes with the standards	Spring/Summer 2016		Math Teachers	Local Funds	A district K-12 math scope and sequence document will be completed to be shared with staff	Not Begun
Determine common materials to be utilized throughout the district in the K-12 Math Scope and Sequence			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		Fall 2016	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		Fall 2016	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		Throughout 2016-17	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		Throughout 2016-17 and beyond	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)
	2015-16	2016-17				
Develop/Review universal content curriculum maps	Spring 2016		Curriculum Teams and Admin Team	Local	Maps will be completed and posted on curriculum website	In process
ELL and Special Education Teams will analyze the maps and include the standards they teach in the map	Spring 2016		ELL and SPED Teams; Admin Team	Local	The adjusted maps will be posted on curriculum website	Not Begun
ELL and Special Education Teams will meet with content curriculum teams to determine what gaps are prevalent and how they can be filled		Throughout 2016-17	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	Not Begun
Resources to assist the adjusted curriculum and plan will be determined, and if needed, procured		Throughout 2016-17	Curriculum Teams; Admin Team	Local	Resources will be linked to the curriculum maps	Not Begun
Full implementation of adjusted curriculum and resources to assist ELL and SPED Students		207-18	Curriculum Teams; ELL and SPED Teams; Admin Teams	Local	Observation of new curriculum adjustments takes place	Not Begun

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

**Section V: Appendices**

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

- Additional Requirements for Turnaround Status Under State Accountability (Required for identified districts)
- Districts designated as a Graduation District (Required for identified districts)
- ESEA Programs, including Titles IA, IIA and III (Required for districts accepting ESEA funds with a Turnaround or Priority Improvement plan type)
- Title III (Required for all grantees identified for Improvement under Title III, regardless of plan type)
- Additional Requirements for Administrative Units with a Gifted Program (Required for all districts)

**For Administrative Units with Gifted Education Programs**

The UIP addendum fulfills annual gifted program ECEA requirements (12.02(1)). Administrative Units (AU) must complete this form. In multiple-district AUs or in BOCES, member districts submit the UIP addendum (not the lead in the BOCES or multiple-district AU). AU leads responsible for multiple districts may collaborate with districts to develop a joint addendum that individual districts include with their UIP; this is especially true for AUs with member districts that have a small number of identified gifted students. Numbers can be aggregated to the AU level for data analysis and common AU targets can be recorded in the template and applicable district UIP documents. Exception to this annual plan submission is for small rural districts that function on a bi-annual unified improvement plan submission. (C.R.S. 22-11-303(4)(b)) As a part of the improvement planning process, districts are strongly encouraged to weave appropriate requirements into sections of the district's 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 template, or by (2) listing the page numbers where the gifted education elements are located in the district's UIP and action plan. For additional information, go to: <http://www.cde.state.co.us/gt>.

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)																		
<p>Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfills ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.</p>	<p>Section III: Data Narrative (Report)</p>	<p>Our 2015 GT UIP Addendum achievement targets were as follows:</p> <ol style="list-style-type: none"> <li>Increase the MGP of GT students identified in writing from 63% on the 2014 state TCAP assessment to 65% on the 2015 state assessment.</li> <li>Increase the MGP of Female GT students identified in math from 44% on the 2014 state TCAP assessment to 48% on the 2015 state assessment.</li> </ol> <p><b>Weld RE5J District Data</b></p> <table border="1" data-bbox="768 768 2011 930"> <thead> <tr> <th colspan="3">MGP for Re5J Identified GT students – Writing</th> </tr> <tr> <th>2013</th> <th>2014</th> <th>2015 ♦</th> </tr> </thead> <tbody> <tr> <td>64%</td> <td>63%</td> <td>23%</td> </tr> </tbody> </table> <table border="1" data-bbox="768 976 2011 1138"> <thead> <tr> <th colspan="3">MGP for Female Re5J Identified GT students - Math</th> </tr> <tr> <th>2013</th> <th>2014</th> <th>2015 ♦</th> </tr> </thead> <tbody> <tr> <td>51%</td> <td>44%</td> <td>22%</td> </tr> </tbody> </table> <p>With regards to achievement targets #1 and #2 above, due to the change from TCAP to CMAS/PARCC, MGP on these metrics is no longer a dependable metric (lack of translation between assessments). Because of this transition in state assessment, we cannot state whether we met or did not meet our target goals of increasing our MGP percentages for students identified in writing and female students identified in math.</p>	MGP for Re5J Identified GT students – Writing			2013	2014	2015 ♦	64%	63%	23%	MGP for Female Re5J Identified GT students - Math			2013	2014	2015 ♦	51%	44%	22%
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MGP for Female Re5J Identified GT students - Math																				
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51%	44%	22%																		

◆ On the charts above, 2015 performance data reflects those students identified in Language Arts and those female students identified in Math who scored Exceeds on the PARCC assessment instead of an MGP measurement. Achievement on PARCC will be our new baseline for future trend analysis.

- Also note that out of the students in the district identified in Language Arts, 6% did NOT take the PARCC assessment due to parental opt out.
- In addition, out of the female students in the district identified in math, 38% did NOT take the PARCC assessment due to parental opt out.

What we can provide in terms of addressing growth in identified students in writing and identified female students in math is the following data for the 2014-2015 school year. It is understood that the following data for goal #1 that targets writing may not specifically reflect growth in writing, however it is the only universal literacy measurement used at all elementary schools collectively.

**Elementary Level: Students Identified In Language Arts Using DIBELS Growth Data**

% of Identified Students Showing Growth from BOY to EOY
93%

**Elementary Level: Female Students Identified In Math Using STAR Math Growth Data**

% of Identified Female Students Showing Growth from BOY to EOY
75%

◆ **Secondary: Students Identified In Language Arts Using Acuity Growth Data**

% of Identified Students Showing Growth from BOY to EOY
69%

◆ **Secondary Level: Female Students Identified In Math Using Acuity Growth Data**

% of Identified Female Students Showing Growth from BOY to EOY
50%

- ◆ The secondary data is inconclusive due to the following reasons:
- The high school only tests 9<sup>th</sup> and 10<sup>th</sup> graders using Acuity in preparation for state assessments that have traditionally been administered for these grade levels only so this data does not include identified 11<sup>th</sup> and 12<sup>th</sup> graders

		<ul style="list-style-type: none"> <li>During the 2014-15 school year, the middle school administered Acuity to all 6<sup>th</sup> – 8<sup>th</sup> graders however they used a different type of measurement each time they gave the test. Because each test targeted a different measurement and gave different information, it was not possible to determine growth since students did not take the same category of test each time. The secondary data above does not include identified students at the middle school level.</li> </ul> <p>Although the data at the secondary level is inconclusive, it is apparent that more growth is visible in the area of literacy at both the elementary and secondary levels than in math. It is also apparent that there is a decline in overall growth from the elementary level to the secondary level.</p> <p>Due to the lack of MPG data, new target setting is thereby warranted, rather than continuing with the MPG goals above, which originally targeted an end-date of April, 2016.</p>																																																
<p>Data Analysis: 1) 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; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?)</p> <p>Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).</p>	<p>Section III: Data Narrative</p>	<p style="text-align: center;"><b><u>GT GENERAL</u></b></p> <p><b>Percentage of GT Students Scoring “Exceeds” on the 2015 ELA PARCC Assessment</b></p> <table border="1" data-bbox="768 699 2028 927"> <thead> <tr> <th>Level</th> <th>White</th> <th>Hispanic</th> <th>Male</th> <th>Female</th> <th>Economically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>16%</td> <td>20%</td> <td>13%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>Middle School</td> <td>24%</td> <td>27%</td> <td>7%</td> <td>42%</td> <td>22%</td> </tr> <tr> <td>High School</td> <td>33%</td> <td>100%</td> <td>10%</td> <td>71%</td> <td>0%</td> </tr> </tbody> </table> <p><b>Percentage of GT Students Scoring “Exceeds” on the 2015 Math PARCC Assessment</b></p> <table border="1" data-bbox="768 1019 2028 1247"> <thead> <tr> <th>Level</th> <th>White</th> <th>Hispanic</th> <th>Male</th> <th>Female</th> <th>Economically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>14%</td> <td>0%</td> <td>10%</td> <td>17%</td> <td>0%</td> </tr> <tr> <td>Middle School</td> <td>5%</td> <td>9%</td> <td>0%</td> <td>12%</td> <td>0%</td> </tr> <tr> <td>High School</td> <td>27%</td> <td>0%</td> <td>25%</td> <td>20%</td> <td>0%</td> </tr> </tbody> </table> <p style="text-align: center;"><b><u>GT SPECIFIC</u></b></p>	Level	White	Hispanic	Male	Female	Economically Disadvantaged	Elementary	16%	20%	13%	25%	0%	Middle School	24%	27%	7%	42%	22%	High School	33%	100%	10%	71%	0%	Level	White	Hispanic	Male	Female	Economically Disadvantaged	Elementary	14%	0%	10%	17%	0%	Middle School	5%	9%	0%	12%	0%	High School	27%	0%	25%	20%	0%
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**Percentage of GT Students Identified in Language Arts Scoring “Exceeds” on the 2015 ELA PARCC Assessment**

Level	White	Hispanic	Male	Female	Economically Disadvantaged
Elementary	40%	NA	33%	43%	0%
Middle School	12%	33%	0%	36%	33%
♦ High School	25%	NA	0%	75%	NA

- ♦ 43% identified in Language Arts at the high school level did not take the assessment due to parental opt out.

**Percentage of GT Students Identified in Math Scoring “Exceeds” on the 2015 Math PARCC Assessment**

Level	White	Hispanic	Male	Female	Economically Disadvantaged
Elementary	27%	0%	14%	50%	0%
♦ Middle School	0%	33%	0%	17%	0%
♦ High School	33%	NA	25%	50%	0%

- ♦ 23% identified in math at the middle school level did not take the assessment due to parental opt out
- ♦ 33% identified in math at the high school level did not take the assessment due to parental opt out

When using the 2015 PARCC assessment as a baseline to establish new targets, they will be convergent with 2 out of the 3 major district level improvement strategies. The first addresses the utilization of data to provide targeted and individualized interventions which is needed within sub groups of the GT population to increase achievement. The second addresses K-12 math curriculum alignment and fidelity throughout the district which is also needed to increase achievement of those students identified in math.

**Trend Statements:**

Although the 2014-15 school year was a baseline year in terms of data with the new PARCC assessment, some parallels can be drawn between past assessment data, and PARCC data. In the Weld RE5J School District, math achievement has been a focus since state assessments began and continues to be a major focus. Math achievement, especially at the secondary level, has traditionally been below the state average but was showing steady improvement through the last year of TCAP. The district had done extensive work in curriculum revision and alignment and professional development to bring about this positive change in achievement over the course of several years. In 2014 the district, especially the high school level, narrowed what had once been wide gaps in math achievement in comparison to the state average.

**Weld RE5J 2014 TCAP Achievement Data: % Proficient or Advanced Math**



Grade Level	Weld RE5J	State	+/-
3rd	83%	72%	+11
4th	74%	72%	+2
5th	63%	65%	-2
6th	54%	61%	-7
7th	53%	55%	-2
8th	45%	52%	-7
9th	37%	40%	-3
10th	29%	33%	-4

GT math students surpassed the district and state levels in 2014 with high percentages of students scoring advanced on the TCAP assessment.

**GT 2014 TCAP Achievement Data: % Advanced Math**

Grade Level	Weld RE5J	State	+/-
3rd	100%	31%	+69
4th	100%	29%	+71
5th	87%	29%	+58
6th	55%	26%	+29
7th	81%	27%	+54
8th	87%	24%	+63
9th	75%	15%	+60
10th	50%	6%	+44

Although the 2014 data indicated the district was closing achievement gaps and the GT population was achieving at high levels, the data from the 2015 PARCC assessment illustrates math achievement will continue to be a targeted area of improvement for those GT students identified in math, and is convergent with the district's target for math curriculum alignment.

In addition to an overall focus on math achievement for identified math GT students, the PARCC data also illustrates disparity in the identified male population in both math and ELA achievement.

**ALTHOUGH** we realize there is disparity in both math and language arts achievement within our identified male GT population at the secondary level, upon examining the numbers of identified male students in each area (math and language arts) and at each

		<p>level (middle school and high school), the district feels the need to narrow the focus to male students at the middle school level in language arts as the <u>major</u> target due to this particular group having the largest number of identified students.</p> <p><b>Priority Performance Challenges:</b></p> <p>The need to increase achievement for middle school male students identified in Language Arts is apparent from the summary of the PARCC baseline data provided above. The baseline data illustrates that middle school males identified in language arts are achieving at significantly lower levels in reading and writing than males at other levels and females.</p> <p><b>Root Cause:</b></p> <p>In addressing the priority performance challenge of increasing the % of middle school male students identified in language arts who exceed standards in their area of giftedness, the following would describe the root causes behind this priority. Lack of engaging and relevant materials and instructional approaches for male students identified in language arts can attribute to the disparity in achievement. With little to no professional development opportunities for teachers to learn new methods and approaches to instruction where students are creating meaningful, innovative products, and are stimulated on a 21<sup>st</sup> century level with real world applications of language arts skills, instruction can become stagnate, not relevant to students, and disengaging. In addition an examination of K-12 materials that are aligned to standards but also address the interest levels of diverse groups of students has not been an ongoing consistent conversation as it should be from year to year. Materials need to address interest levels of male students at the middle school level to create engagement and relevancy. Lack of male role models who are certified in language arts and exude a passion for the content and its applications to the real world can possibly explain a difference in achievement in the male population. Finally, not examining data on a disaggregated level and using it to inform instruction and to develop targeted interventions can lead to a lack of achievement in sub groups such as males in language arts.</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)
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<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <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>Target 1:</p> <p>The Weld RE5J School District will increase the % of male students identified in Language Arts at the middle school level who exceed standards in their area of giftedness as measured by the % of male students identified in Language Arts at the middle school level that score "Exceeds" on the state PARCC ELA assessment.</p> <p>This performance target is convergent with 1 of the major district level improvement strategies which is the utilization of data to provide targeted and individualized interventions which is needed within the GT sub groups of male middle school students to increase achievement in language arts.</p> <p>Interim measures that will be utilized to gauge and determine achievement of male middle school students in language arts will be Acuity and/or NWEA assessments. Currently the middle school is administering Acuity 2 times a year as an interim assessment to PARCC and could be utilized to determine achievement among the identified male population in language arts. There is also preliminary discussion of the possibility of switching from Acuity to NWEA as an interim assessment starting in the 2016-2017 school year.</p>
<p>Identify <u>major</u> (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>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>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.</p>	<p>Section IV: Action Plan or table below</p>	<p>Please see the table below for information on major strategies, steps of implementation, timeline, and responsible parties for meeting the AU performance target.</p> <p>Student achievement is reported to parents and students in the following ways:</p> <ul style="list-style-type: none"> <li>Achievement on state assessments as well as overall achievement in terms of final grades are addressed and reported to students and parents during the development of each student's ALP in the fall of every school year. This is accomplished verbally during the ALP meeting and is also documented in the ALP itself. A copy of the ALP is provided to parents upon completion of the ALP each year</li> <li>Achievement scores on state assessments are also provided to parents in the form of a formal printed report at parent teacher conferences in the fall of each year. If parents are unable to attend conferences, the report is mailed to their home. An additional copy of the report is placed in the student's cumulative school file.</li> </ul>

		<ul style="list-style-type: none"> <li>Parents and students are also informed of overall school achievement by meeting with teachers during parent teacher conferences 4 times throughout the school year where they receive verbal and printed records (upon request) in the form of quarter and semester grades. They are able to engage in conversation and ask questions of each teacher to determine the academic status, achievement, growth and overall well being of their student.</li> <li>Students also receive achievement scores on the building level interim assessments through their classroom teachers who administer these interim assessments</li> </ul>
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**Complete this Action Plan for Gifted Education, if action steps for gifted targets are not included in the district's action plan (additional rows may be added, as needed) Improvement Strategy:**

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)
	2015-16	2016-17				
Professional Development for Language Arts Teachers	Started	Will Continue	Language Arts Teachers	Cost of Conferences: CAGT Conference to be taken from GT budget Reading Conference to be taken from building budget Depth and Complexity Training offered free of charge in district	Started sending language arts teachers to CAGT (1 teacher) and the Reading conference (4 teachers) in 2015-16. Will send 2 language arts teacher to the CAGT conference in 2016-2017 and 4 language arts teachers to the reading conference in 2016-2017 Will offer phase one of the Depth and Complexity training in district starting July 2016	In Progress
Curriculum Alignment & Examination of Materials for Relevancy and Interest	Started	Will Continue	Language Arts Teachers	Alignment with Engage New York Curriculum 6 <sup>th</sup> – 8 <sup>th</sup> grade levels; possible purchase of supplemental	Teachers will be given paid time to meet in the summer of 2016 to continue alignment of language arts curriculum and materials for	In progress

				materials to increase engagement to be taken from building level funds; cost of paying teachers to be taken from district level funds	the 6 <sup>th</sup> – 8 <sup>th</sup> grade levels to ensure coverage of standards, relevancy, and interest level of materials	
Implementation of Reading Strategies in Science & Social Studies as a Targeted Intervention	Started	Will Continue	Building Level GT Coach	GT Coach will take information learned at the Reading Conference in 2015-2016 and begin working with Science and Social Studies teachers on reading strategies within their content area. Possible cost of any materials needed to be taken from GT budget	GT coach will use 3 late start days during the 2016-2017 school year to hold mini-workshops with science and social studies teachers on advanced reading strategies within their content areas.	Not Begun
Movement of Male Teacher to Advanced Language Arts in 7 <sup>th</sup> Grade	Started 1 <sup>st</sup> Year	Will Continue	7 <sup>th</sup> Grade Language Arts Teacher	No resources needed	Moved the one male language arts teacher in the building to teach the advanced level of language arts at the 7 <sup>th</sup> grade level in an effort to build rapport and increase engagement of identified male language arts students	Completed
Purchasing Relevant, Engaging Reading Materials for the School Library	Started	Will Continue	GT Coach who is also the Media Specialist	Purchase of reading materials for the school library that are offer a range of relevant engaging topics for male students: Funds to be taken from building level library budget	The GT Coach who is also the librarian began purchasing reading materials in 2015-2016 that are geared toward interest levels of adolescent boys. She will continue adding materials in 2016-2017. During ALP and progress monitoring meetings, she will continue encouraging	In Progress

					those male students identified in language arts to read for pleasure and offer the new materials to them	
Utilization of Language Arts GT Elective Class as a Targeted Intervention	Started	Will Continue	Certified Language Arts teacher who is also becoming certified in Gifted Education	Certified Language Arts teacher who is also working towards certification in Gifted Education is working directly with identified language arts GT students in her elective GT class where they are able to focus solely on content, strategies, creativity, and engagement related to language arts. Possible cost of materials for GT elective class to be taken from GT budget	Certified Language Arts teacher who is also working towards certification in Gifted Education is working directly with identified language arts GT students in her elective GT class where they are able to focus solely on content, strategies, creativity, and engagement related to language arts.	In Progress

Notes:

- The gifted education proposed budget (<http://www.cde.state.co.us/gt/director.htm>.) for the upcoming year is due directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Leads in multiple-district administrative units must submit an UIP Summary Sheet and the proposed budget directly to the Office of Gifted Education, [rolfe\\_t@cde.state.co.us](mailto:rolfe_t@cde.state.co.us), by April 15.
- Every district includes the gifted education UIP addendum (AU joint UIP addendum or district individual addendum) with the district's UIP submission.

**Gifted Program Assurances for AUs and member districts**

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No	The district/BOCES maintains a local database of gifted students that records the students' area(s) of strength as defined in regulations: general ability, a specific academic area(s), visual arts, music, performing arts, creativity, and/or leadership.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No

<p>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.</p> <p>Note: The AU's program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	<p>ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
<p>The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No	<p>The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;</p> <p>The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> In progress <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No