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Mandatory
FORM # SED-210
EDAC APPROVED
Approved 7/26/2011 for 2011-2012

Colorado's Unified Improvement Plan for Districts for 2011-12
Preliminary Report

Organization Code: 1390 **District Name:** HUERFANO RE-1 **AU Code:** 64163 **AU Name:** SOUTH CENTRAL BOCES **Plan type based on:** 1 Year

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district's/consortium's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the district's/consortium's data in blue text. This data shows the district's/consortium's performance in meeting minimum federal — Adequate Yearly Progress (AYP) — and state accountability expectations — District Performance Framework (DPF) data. The data reported for state accountability results the DPF results (1-year or 3-year) for which the district is accountable. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations				2010-11 District Results			Meets Expectations?
Academic Achievement (Status)	**CSAP, CSAP-A, Lectura, Escritura** Description: % P+A in reading, math, writing and science. Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data.		E	M	H	E	M	H	Overall Rating for Academic Achievement: Approaching * Consult your DPF for the ratings for each content area at each level.
		Reading	71.5%	70.5%	71.5%	57.8%	68.5%	63.0%	
		Math	70.5%	50.0%	32.2%	64.0%	37.6%	12.3%	
		Writing	54.7%	56.4%	48.6%	50.9%	60.2%	31.5%	
		Science	48.0%	45.6%	48.9%	25.0%	37.5%	31.5%	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state (http://www.cde.state.co.us/FedPrograms/danda/aypprof.asp).	Overall number of targets for District:				Overall percent of targets met by District:			
		53				88.7%			

	E	M	H
Reading	NO	YES	YES
Math	YES	YES	NO
Grad	--	--	YES

	IDEA: CSAP, CSAP-A for Students with Disabilities on IEPs Description: %PP+P+A on CSAP, CSAP-A in reading and math for students with IEPs. Expectation: Targets set by state in State Performance Plan.	Reading	59.0	48.5%	NO
		Math	59.5	48.5%	NO

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations				2010-11 District Results			Meets Expectations?
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, math and writing. Expectation: If district met adequate growth, then median SGP is at or above 45. If district did not meet adequate growth, then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * ConsuLt your DPF for the ratings for each content area at each LeveL.
			E	M	H	E	M	H	
		Reading	34	40	42	18	52	41	
		Math	41	71	98	12	45	26	
		Writing	34	48	76	26	43	42	
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45. If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your District Performance Framework Report for a listing of median adequate growth percentiles for your district's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.				See your District Performance Framework Report for a listing of median growth percentiles for your district's disaggregated student groups.			Overall Rating for Growth Gaps: Approaching * ConsuLt your DPF for the ratings for each content area at each LeveL.
Postsecondary and Workforce Readiness	**Graduation Rate** Expectation: 80% on the most recent 4-year, 5-year, 6- year or 7-year graduation rate.	80% or above (overall and for students on IEPs)				Best of 4-year through 7-year Grad Rate			Overall Rating for Postsecondary Readiness: Approaching * Consult your DPF for the ratings for each content area at each LeveL.
						Overall	68% (7-year)		Approaching
						IEPs	62% (6-year)		NO
	Dropout Rate Expectation: At or below State average.	Overall	3.6%			2.5%			Meets
		IEPs	2.3%			2.9%			NO
	Average ACT Composite Score Expectation: At or above State average.	20.0				17.0			Approaching

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 Grantee Results	Meets Expectations?
English Language Development and Attainment	**AMAO 1** Description: % making progress in learning English on CELA. Expectation: Targets set by state for all AMAOs.	50% of students meet AMAO 1 expectations	N/A	N/A
	AMAO 2 Description: % attaining English proficiency on CELA.	6% of students meet AMAO 2 expectations	N/A	N/A
	AMAO 3 Description: % of AYP targets met for the ELL disaggregated group.	All (100%) ELL AYP targets are met by district	N/A	N/A

Educator Qualification and Effectiveness Measures

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 District Results		Meets Expectations?
Teacher Qualifications	% of classes taught by Highly Qualified Teachers (as defined by NCLB)	100% of core content classes taught by HQ teachers	2008-09	100.00%	YES
			2009-10	100.00%	YES
			2010-11	100.00%	YES

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Direction for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall District Performance Framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Accredited with Priority Improvement Plan	Based on preliminary results, the district has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted to CDE by January 17, 2012 using the Unified Improvement Plan template, to be uploaded on SchoolView.org. Refer to the UIP website for detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the district's plan: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp. Final results will be available in November 2011.
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	Priority graduation district	The district has been designated a high priority or priority graduation district and is required to develop or revise a Student requirements. Graduation and Completion Plan in accordance with CRS 22-14-107. The district is expected to use the UIP to meet these An addenda form specific to these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp. The Quality Criteria is another good reference to ensure all requirements are met.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years.	Corrective Action - Year 2	The district is required to complete or update a corrective action plan for Title I. The plan must be submitted to CDE by available to January 17, 2012, using the Unified Improvement Planning template. An addenda form specific to these requirements is supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp. The Quality Criteria is another good reference to ensure all requirements are met.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years.	District has not been identified under 2141c	District does not need to complete a plan that addresses the Title IIA 2141c requirements.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years.	Not Applicable	Not Applicable

Section II: Improvement Plan Information

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

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	TDIP
CADI	Has or will the district participated in a CADI review? If so, when?	Yes, Spring 2009
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	No
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

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

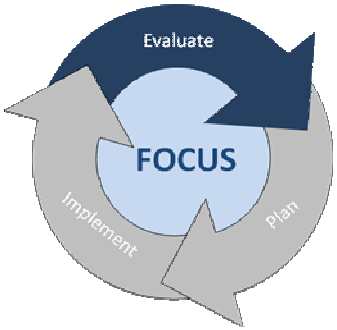
☒ State Accreditation ☒ Student Graduation and Completion Plan (Designated Graduation District) ☒ Title IA ☐ Title IIA
☐ Title III ☐ CTAG Grant ☐ District Partnership Grant ☒ District Improvement Grant ☐ Other: _____

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

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)	
Name and Title	Dawn S. Olson
Email	dolson@huerfano.gaggle.net
Phone	719-738-1520
Mailing Address	201 E 5th St, Walsenburg CO 81089

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your district/consortium. 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 (with more than one data source) 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.



Worksheet: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2010-11 school year (last year's plan). This information should be considered as a part of the data analysis narrative and in setting or modifying targets (section IV) for the 2011-12 and 2012-13 school years. You may add rows, as necessary.

<table>
<tr><th>Performance Indicators</th><th>Targets for 2010-11 school year</th><th>Target met? How close was district/consortium in meeting the target?</th></tr>
<tr>
<td>Academic Achievement (Status)</td>
<td><u>Reading</u>

Comparison of 2010-11 Reading Achievement, Federal/State Expectations/2010-11 UIP Targets
<table>
<tr><th>School Level</th><th>% P+A Results</th><th>% P+A Federal Targets</th></tr>
<tr><td>Elementary</td><td>57.8</td><td>71.5</td></tr>
<tr><td>Middle School</td><td>68.5</td><td>70.5</td></tr>
<tr><td>High School</td><td>63</td><td>71.5</td></tr>
</table>
Source: Federal and State Expectations/2010-11 UIP and 2010-11 CSAP Results</td>
<td><u>Reading</u>

The elementary target was not met with 57.8% P and A. Elementary student performance was within 14% of target. Middle school student performance was within 2% of the target with 68.5% P and A. The high school achieved 63% P and A which brought student performance to within 9% of the target.</td>
</tr>
</table>

Math

Comparison of 2010-11 Math Achievement, Federal/State Expectations/2010-11 UIP Targets

School Level	% P+A Results	% P+A Federal Targets
Elementary	64	70.5
Middle School	37.6	50
High School	12.3	32.2

Source: Federal and State Expectations and 2010-11 CSAP Results

Math

The elementary target was not met with 64% P and A. Elementary student performance was within 7% of target. Middle school student performance was within 13% of the target with 37.6% P and A. The high school achieved 12.3% P and A which brought student performance to within 20% of the target.

Writing

Comparison of 2010-11 Writing Achievement, Federal/State Expectations and 2010-11 UIP Targets

School Level	% P+A Results	% P+A Federal Targets
Elementary	50.9	54.7
Middle School	60.2	56.4
High School	31.5	48.6

Source: Federal and State Expectations and 2010-11 CSAP Results

Writing

The elementary target was not met with 50.9% P and A. Elementary student performance was within 4% of target. Middle school student performance met the target with 60.2% P and A. The high school achieved 31.5% P and A which brought student performance to within 17% of the target.

Science

Comparison of 2010-11 Science Achievement, Federal/State Expectations and UIP Targets

School Level	% P+A Results	% P+A Federal Targets
Elementary	25	48
Middle School	37.5	45.6
High School	31.5	48.9

Source: Federal and State Expectations and 2010-11 CSAP Results

Science

The elementary target was not met with 25% P and A. Elementary student performance was within 23% of target. Middle school student performance was within 8% of the target with 37.5% P and A. The high school achieved 31.5% P and A which brought student performance to within 18% of the target.

Academic Growth

Elementary

Elementary 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	19	29	No
Math	15	43	No
Writing	23	37	No

Source: 2010-11 CSAP Results

Elementary

Analysis included both 1 year and 3 year results. As far as 1 year results, in 2010-11 Reading, the target was not met with only 18 SGP points. This means the targeted growth was off by 16 SGP. Targeted growth in Math was off by 29 SGP points. The Writing target was missed by 8 SGP points. This is a continuing 3-year trend as the chart at the left shows.

Middle School

Middle School 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth? (1 Yr-3 Yr)
Reading	47	35	Yes
Math	35	74	No
Writing	39	53	No

Source: 2010-11 CSAP Results

Middle School

Analysis included both 1 year and 3 year results. As far as 1 year results, in 2010-11 Reading, the target was met with 52 SGP points. Targeted growth in Math was off by 26 SGP points. The Writing target was missed by only 2 SGP points. This is a continuing 3-year trend as the chart at the left shows.

High School

High School 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	46	38	Yes
Math	33	99	No
Writing	47	75	No

Source: 2010-11 CSAP Results

High School

Analysis included both 1 year and 3 year results. As far as 1 year results, in 2010-11 Reading, the target was not met with 41 SGP points. This means the targeted growth was off by only 1 SGP. Targeted growth in Math was off by 72 SGP points. The Writing target was missed by 34 SGP points. The 3-year trend is shown to the left where Reading has Made Adequate Growth in the past.

Academic Growth Gaps

Elementary

Elementary 3 Yr Subgroup Median Growth %ile (SMG) Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	19	32	13	46	19	38
Minority	18	32	14	45	23	38
Disabilities	15	52	20	59	17	67
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	14	54	20	74	23	51

Source: 2010-11 CSAP Results

Elementary

In Reading, Math, and Writing, all subgroup populations failed to meet the Subgroup Median Adequate Growth Percentile (SMAG) target. However, in Reading, F/R Lunch and Minority subgroups only missed the target by 13 and 14 SMAG respectively. Students with Disabilities and those catching-up present more of a concern with 37 and 40 SMAG point deficits. Math discrepancies between Subgroup Median Growth Percentile (SMG) and SMAG points are distressing as well with all subgroups failing to achieve the target by over 30 points. Writing targets for F/R Lunch and Minority students were again less disconcerting (19 and 15 SMAG point deficit) than the other subgroup populations. Students with disabilities missed the target by 50 SMAG points.

Middle School

Middle School 3 Yr Subgroup Median Growth %ile (SMG) Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	45	40	34	76	40	58
Minority	45	42	34	81	36	59
Disabilities	42	90	23	99	29	94
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	49	65	34	92	40	80

Source: 2010-11 CSAP Results

Middle School

F/R Lunch and minority students met the target with 45 SMAG points each in Reading. However, the rest of the subgroups did not meet the target. All middle school student subgroups failed to show the necessary growth in Math and Writing. Math growth is alarming in that all subgroups missed the target by 42-58 SMAG points. Those with disabilities missed the mark by 76 SMAG points. They also had the largest deficit in Writing falling 65 SMAG points behind the target. Writing was also a concern for those trying to catch-up (40 SMAG points off). By comparison, F/R Lunch and minority students faired somewhat better missing the target by only 18 and 23 SMAG points respectively.

High School

High School 3 Yr Subgroup Median Growth %ile (SMG) Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	42	45	34	99	42	86
Minority	42	46	37	99	47	88
Disabilities (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	44	78	35	99	47	92

Source: 2010-11 CSAP Results

High School

Subgroup populations with data all failed to meet adequate growth. (Numbers of Students with Disabilities and ELL were less than 20 so no data was reported.) In Reading, those on F/R Lunch and minority students only missed the target by 3 and 4 SMAG points. By comparison, catching-up students were 34 SMAG points from the target. In Math and Writing, the subgroups were more consistent in their deficits missing the mark by 62-65 SMAG points for Math and 41-47 SMAG points in Writing.

Post Secondary Readiness

Graduation Rate

Overall (7-year)

Based on Federal and State expectations, the target was to increase to 80% graduation rate.

The target was not met with the District's 68% graduation rate. This was a 12% difference.

IEPs (6-year)

Based on Federal and State expectations, the target was to increase to 80% graduation rate.

The target was not met with the District's 62% graduation rate for students on IEP's. This was an 18% difference.

Dropout Rate

District Dropout Percentage Rates

Year	District
2007-08	7.2
2008-09	4.7
2009-10	4.7
2010-11	2.5

Source: 2008, 2009, 2010, 2011 DPF

<table>
<tr><td></td><td>Overall

Based on Federal and State expectations, the target was a decrease to 3.6% and our results were 2.5%.

IEPs

Based on Federal and State expectations, the target was a decrease to 2.3% and our results were 2.9%.

Average ACT

Composite ACT Scores for District compared to Colorado
<table>
<tr><th></th><th>District</th><th>State</th><th>Met Expectations</th></tr>
<tr><td>2006</td><td>19</td><td>20.3</td><td>No</td></tr>
<tr><td>2007</td><td>17</td><td>19.8</td><td>No</td></tr>
<tr><td>2008</td><td>18.3</td><td>20.2</td><td>No</td></tr>
<tr><td>2009</td><td>15.5</td><td>20</td><td>No</td></tr>
<tr><td>2010</td><td>16.1</td><td>20</td><td>No</td></tr>
<tr><td>2011</td><td>17</td><td>19.9</td><td>No</td></tr>
<tr><td>3 yr Avg</td><td>16.2</td><td>19.9</td><td>No</td></tr>
</table>
Source: ACT College Readiness Report</td><td>The target was met with a decrease to 2.5%.

The target was not met with a decrease to 2.9%--only 0.6% difference.

The target was not met with an Average ACT Composite Score of 17. Student performance was within 2.9 of the 2011 target.</td></tr>
<tr><td rowspan="2">English Language Development and Attainment (AMAOs)</td><td>CELA (AMAO1)</td><td>NA</td></tr>
<tr><td>CELA (AMAO2)</td><td>NA</td></tr>
<tr><td>Teacher Qualifications (HQT)</td><td></td><td>100% of core content classes will be taught by teachers who meet NCLB HQ requirements.</td></tr>
</table>

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about district-level data for 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. Prioritize the performance challenges that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. 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. Consider observations recorded in the "last year's targets" worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

<table>
<tr><th>Performance Indicators</th><th>Description of Trends
(3 years of past data)</th><th>Priority Performance Challenges</th><th>Root Causes</th></tr>
<tr>
<td>Academic Achievement (Status)</td>
<td>Elementary is decreasing or steady in all areas and below state expectations in all content areas.

Middle School is increasing performance in Reading, Writing, Science, and steady in Math but below state expectations.

High School is increasing but low performance in all areas but Science which is decreasing.

The difference between performance is greatest in math.

<u>Reading</u>

<table>
<tr><th colspan="8">Reading Academic Achievement % P+A</th></tr>
<tr><th>Grade Level</th><th>2005</th><th>2006</th><th>2007</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th></tr>
<tr><td>3</td><td>88</td><td>85</td><td>95</td><td>88</td><td>88</td><td>67</td><td>81</td></tr>
<tr><td>4</td><td>53</td><td>66</td><td>58</td><td>51</td><td>56</td><td>65</td><td>42</td></tr>
<tr><td>5</td><td>68</td><td>46</td><td>60</td><td>53</td><td>65</td><td>39</td><td>62</td></tr>
<tr><td>6</td><td>53</td><td>67</td><td>60</td><td>65</td><td>71</td><td>70</td><td>73</td></tr>
<tr><td>7</td><td>44</td><td>52</td><td>66</td><td>53</td><td>57</td><td>64</td><td>62</td></tr>
<tr><td>8</td><td>60</td><td>43</td><td>46</td><td>61</td><td>43</td><td>59</td><td>72</td></tr>
<tr><td>9</td><td>50</td><td>71</td><td>47</td><td>41</td><td>53</td><td>47</td><td>68</td></tr>
<tr><td>10</td><td>75</td><td>66</td><td>77</td><td>51</td><td>55</td><td>58</td><td>58</td></tr>
</table>
Source: 2005-11 CSAP Results

Grades 4, 5, and 8 are lower overall than state average. Cohort scores go down in 5th grade but up in 6th.</td>
<td>Persistent low performance in Reading, Math, Writing, and Science.</td>
<td>In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable.

Collaboration around use of data to make decisions to drive instruction based on student performance needs has been preliminary and without consistent district wide implementation.

There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks.

There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.</td>
</tr>
</table>

Math

Math Academic Achievement % P+A

Grade Level	2005	2006	2007	2008	2009	2010	2011
3	78	92	84	86	81	77	86
4	53	70	67	78	63	65	56
5	60	48	65	50	53	39	51
6	26	49	54	59	42	50	35
7	15	29	42	30	43	32	45
8	21	6	24	37	25	26	36
9	10	18	10	12	15	9	18
10	21	13	26	9	6	11	11

Source: 2005-11 CSAP Results

Grades 4, 5, 6, 9, and 10 are lower overall than state average.

Writing

Writing Academic Achievement % P+A

Grade Level	2005	2006	2007	2008	2009	2010	2011
3	72	67	74	54	72	42	67
4	51	47	39	39	50	32	44
5	51	43	48	53	48	35	43
6	37	45	56	51	45	63	65
7	38	38	57	37	60	46	56
8	48	29	26	46	30	49	52
9	33	45	23	26	35	21	50
10	63	47	42	27	23	33	18

Source: 2005-11 CSAP Results

Grades 4, 5, and 8 are lower overall than state average.

Science

Science Academic Achievement % P+A

Grade Level	2005	2006	2007	2008	2009	2010	2011
5	--	30	35	30	30	24	22
8	33	8	37	21	25	31	40
10	--	34	55	39	30	20	18

Source: 2005-11 CSAP Results

Academic Growth

Elementary

Elementary 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	19	29	No
Math	15	43	No
Writing	23	37	No

Source: 2010-11 CSAP Results

Persistent low growth in all content areas.

Same as above.

Middle School

Middle School 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth? (1 Yr-3 Yr)
Reading	47	35	Yes
Math	35	74	No
Writing	39	53	No

Source: 2010-11 CSAP Results

Persistent low growth in math and writing.

High School

High School 3 Yr Median Growth %ile Compared to 3 Yr Median Adequate Growth %ile

Content Area	Median Growth %ile	Median Adequate Growth %ile	Made Adequate Growth?
Reading	46	38	Yes
Math	33	99	No
Writing	47	75	No

Source: 2010-11 CSAP Results

3 Year District Median Growth Status Percentages

Growth Status	Reading			Math			Writing		
Year	**09**	**10**	**11**	**09**	**10**	**11**	**09**	**10**	**11**
Catch Up	32	25	32	7	5	8	23	15	29
Keep Up	66	63	64	36	28	30	59	52	58
Move up	10	8	8	12	4	11	16	7	11

Source: 2009-11 CSAP Results

Persistent low growth in math and writing.

Academic Growth Gaps

Achievement Gaps (CSAP)

FRL

Reading: A slight decline followed by an increase

Math: A decline followed by a slight increase

Writing: Increasing

IEP students do not make up sufficient growth to be proficient within three years.

Similar trends are noted for FRL and minority students at the elementary and high school levels.

Student growth is significantly lower in math

Same as above.

MINORITY

Reading: A decline followed by an increase to previous level

Math: Fluctuating

Writing: Increasing

DISABILITIES

Reading: Stability followed by a decline

Math: A concerning decline

Writing: Fluctuating

Elementary

Elementary 3 Yr Subgroup Median Growth %ile (SMG)
Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	19	32	13	46	19	38
Minority	18	32	14	45	23	38
Disabilities	15	52	20	59	17	67
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	14	54	20	74	23	51

Source: 2010-11 CSAP Results

and writing at all levels.

Middle School

Middle School 3 Yr Subgroup Median Growth %ile (SMG)
Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	45	40	34	76	40	58
Minority	45	42	34	81	36	59
Disabilities	42	90	23	99	29	94
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	49	65	34	92	40	80

Source: 2010-11 CSAP Results

High School

High School 3 Yr Subgroup Median Growth %ile (SMG)
Compared to 3 Yr Subgroup Median Adequate Growth %ile (SMAG)

	Reading		Math		Writing	
Subgroup	SMG	SMAG	SMG	SMAG	SMG	SMAG
F/R Lunch	42	45	34	99	42	86
Minority	42	46	37	99	47	88
Disabilities (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
ELL (n<20)	n/a	n/a	n/a	n/a	n/a	n/a
Catch-Up	44	78	35	99	47	92

Source: 2010-11 CSAP Results

Post Secondary/Workforce Readiness	Mean ACT: Below and fluctuating Overall, the district mean ACT composite scores have been unsteady for three years though it was up slightly last year. The state mean is 20 compared to the district mean of 16.1. Trends are below the state mean with recent fluctuation: 2006-2007 17.1 2007-2008 18.7 2008-2009 15.55 2009-2010 16.1 2010-2011 17.0	Persistent low performance on ACT.	Same as above.
	Dropout Rate: Decreasing and approaching the state average. 2006-2007 6.5% 2007-2008 7.2% 2008-2009 4.7% 2009-2010 4.7% 2010-2011 2.5%		
Student Graduation and Completion Plan (Designated Graduation District)	Graduation Rate: Decreased Overall, the district graduation rate is 55.3% compared to the state rate of 80%. Trends show the rate decreasing: 2006-2007 72.9% 2007-2008 68.6% 2008-2009 69.1% 2009-2010 55.3% 2010-2011 65.4%	Persistent low graduation rate compared with the state.	Same as above.
English Language Development and Attainment (AMAOs)	NA		

Teacher Qualifications (Highly Qualified Teachers)			
	NA		

Data Narrative for District/Consortium

Directions: Describe the process and results of the data analysis for the district/consortium, including review of prior years' targets, trends, priority performance challenges and root cause analysis. This analysis should be tightly linked to section IV; targets and action planning should be aimed at addressing the priority performance challenges and root causes identified in this section. The narrative should not take more than five pages.

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our district's performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our district? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?	→	**Root Cause Analysis:** Why do we think our district/consortium's performance is what it is? How did we determine that?	→	**Verification of Root Cause:** What evidence do we have for our conclusions?

- District Team Reviewed the Performance Summary

  Through our TDIP work, a Leadership Team was formed and follows a specified agenda dealing with improvement efforts. In addition to working with CDE staff, the Leadership Team meets on its own. Data Retreats for all instructional staff have been held last year and this fall so that staff are examining CSAP results and giving input to the related improvement targets. Staff analyze radar graphs and determine areas of concern to be addressed in content delivery and instructional focus. In addition, PLC's are starting the practice of further examination and discussion of assessment results. The UIP is distributed to all staff, School Board, and DAAC to encourage a district wide focus on student success and conversations around improvement efforts. A staff survey of perceptions of in-service/training efforts has been taken and results contemplated for ongoing improvement and UIP considerations. CDE expertise has also been tapped by engaging with a variety of CDE Units and associates as data is examined throughout the improvement processes and particularly with the UIP updating. This has fostered an objective discussion of the current reality pertaining to student achievement and success and helps us maintain a stronger sense of accountability and concern while being supported in the difficult and challenging work. Title I parent survey results and CPP data also provide data within our improvement processes.

- Team Reviewed Progress Towards Prior Year's Performance Targets

  The Leadership Team has analyzed and continues synthesizing data indicating that the district is "Approaching" targets in some areas and "Does Not Meet" the Performance Indicators in other areas. The team has discussed various ways to improve. In elementary, none of the content targets were met in any of the Performance Indicators. In Academic Achievement, the Elementary Performance target was missed by no more than 14 % in each content area other than Science (missed target by 23%). The Middle School did meet the Academic Achievement target in Writing (60.2 SPG to the Median Adequate Growth Percentile of 56.5), the Academic Growth target in Reading (47 SPG to the Median Adequate Growth Percentile of 35), and the Academic Growth Gap target in Reading for students on F/R Lunch. In Academic Achievement, the Middle School Performance target was missed by no more than 13 %. in each content area. The High School met the target in performance in Reading Growth (46 SPG compared to the Median Adequate Growth Percentile of 38). However, in all other areas, the performance targets were missed by no more than 20%. Targets set in the previous year's plan were overly optimistic and therefore refined for this year's plan in light of State and Federal expectations.

- Additional Performance Data

  The team used the following data to help determine trends:

  --CSAP results for the past six years

  --NWEA scores for the past six years

  --ACT scores for the past five years

- Trends in Data

  As previously described in the Data Analysis Worksheet in Section III, Elementary scores are decreasing or steady and below state expectations in all content areas. Middle School scores show increasing performance in Reading, Writing, and Science and are holding steady in Math; however, all content areas are still below state expectations. High School scores are increasing but below State/Federal performance in all areas but Science which shows a decrease. Compared to the State and Federal expectations, the greatest difference in performance is in Math for all grade levels.

  Elementary is decreasing or steady in all areas and below state expectations in all content areas. Middle School is increasing performance in Reading, Writing, Science, and steady in Math but below state expectations. High School is increasing but low performance in all areas but Science which is decreasing. The difference between performance and State/Federal Expectations is greatest in math. In Reading, Grades 4, 5, and 8 are lower overall than state average. Cohort scores go down in 5th grade but up in 6th. In Math, Grades 4, 5, 6, 9, and 10 are lower overall than state average. In Writing, Grades 4, 5, and 8 are lower overall than state average.

  At our Data Retreats both last year and this year, staff personalized data analysis by determining particular sub-content areas that most needed attention in classroom instruction. This was not only with CSAP information, but also looking at NWEA scores and trends as well as ACT. The trends previously discussed were confirmed by these assessments as well.

- Priority Performance Challenges

  After examining the Data Analysis, trends showed persistent low performance in Reading, Math, Writing, and Science. IEP students do not show sufficient growth to be proficient within three years. Similar trends were noted for FRL and minority students at the elementary and high school levels. Student growth is significantly lower in math and writing at all levels. Another trend was persistent low scores on the ACT as well as a graduation rate below the state average. In looking at the data side-by-side, it was determined that the Math performance has consistently been below State/Federal expectations in Academic Achievement, Growth, and Growth Gaps and should therefore be the focus of this year's improvement efforts. In Math, Grades 4, 5, 6, 9, and 10 are lower overall than state average.

- Process Used to Prioritize Performance Challenges

  The process used was to look at all the grade levels across all content areas to prioritize performance challenges since growth was low in all content areas. Because NWEA student RIT scores at every grade level in Math performance are below National norms which is consistent with CSAP data, our priority will be in this content area.

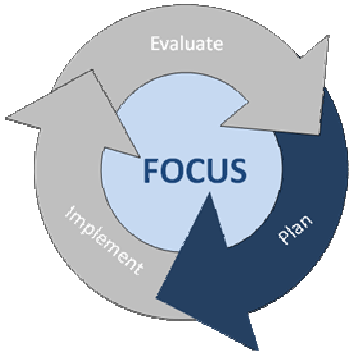
- Root Causes of Performance Challenges

  The Leadership Team found several root causes. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. Collaboration around the use of data to make decisions to drive instruction based on student performance needs has been preliminary and without consistent district wide implementation. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level. Lastly, in reading, writing, math, and science the district does not have a curriculum that is guaranteed and viable.

- Root Cause Identification and Verification
  The root causes were identified by the Leadership Team members after facilitated dialogue based on CADI findings, student achievement data, teacher surveys, and classroom observations.
- Stakeholder Involvement
  District Accountability and Accreditation Committee (DAAC) members have shared their perceptions of the District's needs. School staff has been working on curriculum alignment and attending TDIP trainings. Professional Learning Communities (PLC's) and Building Leadership Teams (BLT's) have been formed. Parents have returned surveys and information has been utilized by Title I staff and administration as well as considered for improvement efforts involving UIP aspects. The School Board is continuing training with CASB. Student input is being taken into account particularly at the high school level due to their feedback regarding rigor and expectations of quality instruction.
- Previous Plan
  Huerfano SD RE-1 made great strides going from a Turnaround School to one on Priority Improvement. However, the previous plan was very broad in its scope—focusing on a lot of district issues as opposed to centering on student performance. Thus, we will continue utilizing the plan and TDIP requirements while implementing some changes to last year's plan in order to make it more relevant to student achievement.
- Description and Analysis of Student Graduation and Completion Plan
  A team completed the Office of Dropout Prevention and Student Engagement Practices Assessment to analyze Postsecondary and Workforce Readiness factors. The Practices Assessment addressed dropout rate, graduation rate, completion rate, truancy rate, suspension rate, expulsion rate, mobility rate, and number of habitually truant students. While trends such as the number of habitually truant students and our graduation rate are favorable, concerns for subgroups such as IEP students and FRL require us to further address aspects that make a difference in student graduation and completion.

Section IV: Action Plan(s)

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



District/Consortium Target Setting Form

Directions: Complete the worksheet below. While districts/consortia may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

For federal accountability, annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, districts/consortia are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Once annual performance targets are established, then the district/consortium must identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. Finally, list the major improvement strategies that will enable the district/consortium to meet those targets. The major improvement strategies will be detailed in the Action Planning Form at the end of this section.

District/Consortium Goals Worksheet

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies
				2011-12	2012-13		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	Persistent low performance in Reading, Math, Writing, and Science.	**Elementary** By the end of 2011-12, 64% of students will score proficient or advanced overall on the reading CSAP. **Middle School** By the end of the 2011-2012 school year, 64% of students will score proficient or advanced overall on the reading CSAP.	**Elementary** By the end of 2012-13, 66.5% of students will score proficient or advanced overall on the reading CSAP. **Middle School** By the end of 2012-13, 66.5% of students will score proficient or advanced overall on the reading CSAP.	NWEA (2-10) administered 3 times a year, RIT score growth DIBELS (K-3) administered monthly growth toward benchmarks STAR Testing (2-8), quarterly, individual reading levels	Huerfano Re-1 will continue to implement improvement strategies and develop leadership throughout the District that will enable all involved to implement their roles and responsibilities in ways that increase student achievement. With a concentrated focus primarily on math, the district will implement a curriculum that is

				High School By the end of the 2011-2012 school year, 62% of students will score proficient or advanced overall on the reading CSAP.	**High School** By the end of the 2012-2013 school year, 65% of students will score proficient or advanced overall on the reading CSAP.	Teacher constructed formative and summative assessments	guaranteed and viable in reading, writing, math and science. HSD Re-1will develop a culture of excellence through increased, focused collaboration, pertaining to student achievement and success, among all staff throughout the district and determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. Stakeholders within HR-1 will address graduation and dropout rates, instituting a Student Graduation and Completion Plan.
		M		**Elementary** By the end of the 2011-2012 school year, 66.5% of students will score proficient or advanced overall on the math CSAP. **Middle School** By the end of the 2011-2012 school year, 37% of students will score proficient or advanced overall on the math CSAP.	**Elementary** By the end of the 2012-2013 school year, 68.5% of students will score proficient or advanced overall on the math CSAP. **Middle School** By the end of the 2012-2013 school year, 42% of students will score proficient or advanced overall on the math CSAP.	NWEA (2-10) administered 3 times a year, RIT score growth Teacher constructed formative and summative assessments	Same as above.

				High School By the end of the 2011-2012 school year, 15% of students will score proficient or advanced overall on the math CSAP.	**High School** By the end of the 2012-2013 school year, 20% of students will score proficient or advanced overall on the math CSAP.		
		W		**Elementary** By the end of the 2011-2012 school year, 50% of students will score proficient or advanced overall on the writing CSAP. **Middle School** By the end of the 2011-2012 school year, 50% of students will score proficient or advanced overall on the writing CSAP. **High School** By the end of the 2011-2012 school year, 35 % of students will score proficient or advanced overall on the writing CSAP.	**Elementary** By the end of the 2012-2013 school year, 52% of students will score proficient or advanced overall on the math CSAP. **Middle School** By the end of the 2012-2013 school year, 53% of students will score proficient or advanced overall on the math CSAP. **High School** By the end of the 2012-2013 school year, 40% of students will score proficient or advanced overall on the math CSAP.	NWEA (2-10) administered 3 times a year, RIT score growth Teacher constructed formative and summative assessments	Same as above.
		S		**Elementary** By the end of the 2011-2012 school year, 32% of students will score proficient or advanced overall on the science	**Elementary** By the end of the 2012-2013 school year, 36.5% of students will score proficient or advanced overall on the math CSAP.	NWEA (5, 8, 10) admnistered 3 times a year, RIT score growth Teacher constructed formative and	Same as above.

				CSAP. **Middle School** By the end of the 2011-2012 school year, 33% of students will score proficient or advanced overall on the science CSAP. **High School** By the end of the 2011-2012 school year, 30% of students will score proficient or advanced overall on the science CSAP.	**Middle School** By the end of the 2012-2013 school year, 38% of students will score proficient or advanced overall on the math CSAP. **High School** By the end of the 2012-2013 school year, 38% of students will score proficient or advanced overall on the math CSAP.	summative assessments	
Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at the elementary and high school levels.	**READING** **Elementary** 94.23% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	**READING** **Elementary** 94.23% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	Same as above.	Same as above.
		M	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at the elementary and high school levels.	**MATH** **High School** 86.75% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	**MATH** **High School** 86.75% of all students and each disaggregated group will be PP and above or will show a 10% reduction in % of students showing non-proficient.	Same as above.	Same as above.

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District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Targets 2011-12	Annual Targets 2012-13	Interim Measures for 2011-12	Major Improvement Strategies
Academic Growth	Median Student Growth Percentile	R	Persistent low growth in elementary reading.	**READING** **Elementary** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above. **Middle School** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above. **High School** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above.	**READING** **Elementary** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above. **Middle School** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above. **High School** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above.	Same as above.	Same as above.
		M	Persistent low growth in math at all levels.	**MATH** **Elementary** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above.	**MATH** **Elementary** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above.	Same as above.	Same as above.

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				Middle School By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above. **High School** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above.	**Middle School** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above. **High School** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above.		
		W	Persistent low growth in writing at all levels.	**WRITING** **Elementary** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above. **Middle School** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above. **High School** By the end of the 2011-12 school year, the school will meet SPF growth expectations for students will be 55 or above.	**WRITING** **Elementary** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above. **Middle School** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above. **High School** By the end of the 2012-13 school year, the school will meet SPF growth expectations for students will be 55 or above.	Same as above.	Same as above.

Academic Growth Gaps	Median Student Growth Percentile	R	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at the elementary and high school levels.	**READING** **Elementary** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 32 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 32 (SMAG). DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 52 (SMAG). **Middle School** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 40 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 42 (SMAG).	**READING** **Elementary** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 32 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 32 (SMAG). DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 52 (SMAG). **Middle School** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 40 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 42 (SMAG).	Same as above.	Same as above.

				DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55. **<u>High School</u>** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 45 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 46 (SMAG). DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Reading will be 55.	DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55. **<u>High School</u>** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 45 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 46 (SMAG). DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Reading will be 55.		
		M	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at all levels.	**<u>MATH</u>** **<u>Elementary</u>** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 46 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile	**<u>MATH</u>** **<u>Elementary</u>** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 46 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile	Same as above.	Same as above.

				in Math will be 45 (SMAG). DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. **Middle School** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. **High School** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	in Math will be 45 (SMAG). DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. **Middle School** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. **High School** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.		

				DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.		
		W	IEP students do not make up sufficient growth to be proficient within three years. Similar trends are noted for FRL and minority students at all levels.	**WRITING** **Elementary** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 38 (SMAG). MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 38 (SMAG). DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. **Middle School** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	**WRITING** **Elementary** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 38 (SMAG). MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 38 (SMAG). DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. **Middle School** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55.	Same as above.	Same as above.

				DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. **<u>High School</u>** F/R LUNCH By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. DISABILITY By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55.	DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. **<u>High School</u>** F/R LUNCH By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. MINORITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55. DISABILITY By the end of the 2012-13 school year, the Median Student Growth Percentile in Math will be 55		
Post Secondary/ Workforce Readiness	Graduation Rate		Persistent low graduation rate compared with the state.	The 2012 Graduation rate will be 69%.	The 2013 Graduation rate will be 73%.	Periodic attendance reports, truancy reports, % of course completions for graduation tracking	
	Dropout Rate		NA	The 2012 dropout rate will be at/below state average.	The 2013 dropout rate will be at/below state average.		
	Mean ACT		Persistent low ACT scores compared with state expectations.	The 2012 Mean ACT Composite Score will be 18.	The 2013 Mean ACT Composite Score will be 19.	NWEA Teacher constructed assessments	

English Language Development & Attainment	CELA (AMAO 1)		NA			
	CELA (AMAO 2)		NA			
Teacher Qualifications	Highly Qualified Teacher Data		100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.		

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Action Planning Worksheet

Directions: Based on your data analysis in Section III, prioritize the root causes that you will address through your action plans and then match them to a major improvement strategy(s). For each major improvement strategy, identify the root cause(s) that the action will help to dissolve (e.g., implement new intervention in K-3 reading). Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps necessary to implement the major improvement strategy (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff). Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the district/consortium with checkpoints to ensure that activities are being implemented as expected. If the district/consortium is identified for improvement/corrective action under Title I, action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #1: Huerfano Re-1 will continue to implement improvement strategies and develop leadership throughout the District that will enable all involved to implement their roles and responsibilities in ways that increase student achievement. **Root Cause(s) Addressed:** In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable. Collaboration around use of data to make decisions to drive instruction based on student performance needs has been preliminary and without consistent district wide implementation. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

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

☒ State Accreditation ☒ Title IA Program Improvement/Corrective Action Plan ☐ Title IIA (2141c) ☐ Title III (AMAOs)

☒ Dropout/Re-engagement Designation to Increase Graduation Rates ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
Determine areas of focus for training and staff PD/in-service regarding effective instruction, best practices, and leadership that will have a positive impact on student achievement and behavior	March-August 2011	TDIP Team, Staff, Administration	TDIP Title I	Topics and dates for training and in-services	Training dates have been established for areas of focus
Work with vendors to establish training dates and options to operationalize and expand stakeholder knowledge and practices toward increased student achievement	July-September 2011	TDIP Team, CDE Partners, Vendors	Edison CASB CDE	Finalize schedule and dates, and contract signed.	
Clearly define roles and responsibilities of school board members in effective governance	August 2011-June 2012	CASB, Superintendent	TDIP CASB	Roles and responsibilities checklist	

				and regular monitoring documentation at Board meetings	
Update and use organizational chart for test case scenarios as a tool for administration and staff to further refine roles and responsibilities.	January 2012	Administration, cabinet, and staff		Admin Team, Administrative Cabinet, and Building Level Team will hold discussions of scenarios and clarify any concerns or corrections.	
Include job descriptions in trainings and use as a professional development tool individually and in small groups	August 2011-February 2012	Administration, cabinet, and staff	TDIP	All personnel will sign off on their job descriptions after discussion groups and school startup processes.	
A committee will meet to review alignment between job descriptions and the evaluation system.	End of June 2012	Representatives of staff and administrative team	TDIP BOCES	Recommendations will be presented to the superintendent and the board	
On-going School Board training for highly effective leadership in governance practices that support the SD's improvement efforts.	Monthly during school year 2011-2012 and 2012-13	CASB, Superintendent	TDIP CASB	Documentation of trainings, meetings, summaries, and artifacts	
DAAC, SAAC, Parent/Family, and Community training for highly effective leadership practices that support the district's improvement efforts	Ongoing 2011-2012 and 2012-13	CDE, CASB, Superintendent, Administration		Improved participation in school and district accountability committees and events and evidence on surveys of increased parent satisfaction	
Develop vision statement through discussion and facilitated conversations among various components of the school district to unify toward a	August 2011–April 2012	Superintendent, Administration, Staff, School Board,	TDIP CASB	Vision statement approved by the Board of Education	

common purpose		Parents/Families, DAAC/SAAC, Students, Community Partners			
Review and re-write the strategic plan with Huerfano Re-1 School Board, Administration, cabinet, and staff	September 2011-May 2012	CASB, CDE/TDIP support, TDIP Team, Administration, School Board	TDIP CASB	Strategic Plan approved by School Board by June 2012	
Focus on three areas of the Communication Plan to increase effectiveness of communication in the District: better use of technology to communicate, better use of district calendar, and increased attention to PR	October 2011-March 2012	Staff, Administration	TDIP CASB	Review of progress will be made monthly at TDIP meetings	

Major Improvement Strategy #2: With a concentrated focus primarily on math, the district will implement a curriculum that is guaranteed and viable in reading, writing, math and science. **Root Cause(s) Addressed:** In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

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

☒ State Accreditation ☒ Title IA Program Improvement/Corrective Action Plan ☐ Title IIA (2141c) ☐ Title III (AMAOs)

☒ Dropout/Re-engagement Designation to Increase Graduation Rates ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
Professional development to map content areas as far as alignment to TCAP Standards and identifying resources and time elements.	June 2011-June 2012	Edison and staff	TDIP Title I	All content areas will have working maps aligned to the state standards by June 2012	

				Maps including Standards, Resources, and Time Segments will be available for review	
Second round professional development work on curriculum mapping to include assessments, and instructional strategies	June 2011-June 2012	Edison and staff	TDIP Title I	Half day training on Assessment November 2011 Updated maps in all areas by June 2012	
Collaboration sessions for curriculum work on vertical alignment of reading, math, writing, and science to progress toward a unified curriculum (strengthened scope and sequence)	January 2012-March 2012	Staff	TDIP Title I	Summaries from meetings and adjusted curriculum maps where appropriate	
Third round professional development work on curriculum mapping to include differentiation.	June 2012-October 2012	Edison and staff	TDIP Title I	Updated maps in all areas by October 2012	
Collaboration sessions for curriculum work using cross curricular conversations and sharing of content vocabulary for reading, math, writing, and science to progress toward a unified curriculum (strengthened scope and sequence)	March 2012-September 2012	Staff	TDIP Title I	Summaries from meetings and adjusted curriculum maps where appropriate	

Major Improvement Strategy #3: HSD Re-1will develop a culture of excellence through increased, focused collaboration, pertaining to student achievement and success, among all staff throughout the district and determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. **Root Cause(s) Addressed:** Collaboration around use of data to make decisions to drive instruction based on student performance needs has been preliminary without consistent district wide implementation. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks.

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

☒ State Accreditation ☒ Title IA Program Improvement/Corrective Action Plan ☐ Title IIA (2141c) ☐ Title III (AMAOs)

☒ Dropout/Re-engagement Designation to Increase Graduation Rates ☐ Grant: _____

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
As current data is available and updated, review and analyze data, and align instructional focus and interventions to achievement and performance data, adjusting as needed	August-November 2011	Administration and staff, Edison	TDIP Title I	Adjusted curriculum maps will be available for review and use in BLT's	
A data plan/audit will be developed and implemented, to map what assessments are currently used, what data is gathered and how they are used, and what data are needed and how they can be gathered to more accurately determine student progress and growth	November 2011-January 2012	Edison, Administration, and staff	TDIP	A completed data plan with timelines, action steps, responsibilities, and review components will be posted to the website and followed	
Staff will be given designated times to collaborate on curriculum and data analysis for instruction and improvement of student achievement.	August 2011-June 2012	Administration and staff, Edison	TDIP Title I	Documented meeting times	
Continue staff development on instructional strategies, differentiation, interventions, and assessment	August 2011-May 2012	Edison, Administration, staff	TDIP Title I	PLC's and walkthrough feedback to foster expertise in effective instruction	
Develop teacher leadership and implementation collaboratives (PLC's, grade level, and collegial teams) to build capacity for sustaining professional development and for ongoing growth in instructional skills and expertise	September 2011-June 2012	Staff, CDE/Title I, Content Specialists, Edison, Superintendent and Administration	TDIP Title I	Mastery learning experiences, implementation collaboratives, teacher leader training, instructional coach development	
Provide professional development specific to special education service delivery, regular classroom differentiation, and IEP population needs	January 2012-June 2012	BOCES staff, special education and regular education staff	TDIP BOCES Title I	Staff PD and engagement and differentiation aspects cited in curriculum maps	

Major Improvement Strategy #4: Stakeholders within HR-1 will address graduation and dropout rates, instituting a Student Graduation and Completion Plan. **Root Cause(s) Addressed:** In reading, writing, math and science the district does not have a curriculum that is guaranteed and viable. There has not been sufficient vertical collaboration, pertaining to student achievement, among all staff throughout the district to determine appropriate measures and methods to support reliable implementation of the curriculum, including grade level benchmarks. There has been a lack of clearly defined expectations for student achievement and appropriate behaviors at each grade level.

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

☒ State Accreditation ☐ Title IA Program Improvement/Corrective Action Plan ☐ Title IIA (2141c) ☐ Title III (AMAOs)

☒ Dropout/Re-engagement Designation to Increase Graduation Rates ☐ Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps*
Review the completed Practices Assessment process to identify major factors contributing to drop out numbers and students who are non-completers.	September 2011	CDE support staff, Administration and HS Staff		By September 30th a review summary will be completed.	
Upon completion of Practices Assessment, a Student Graduation and Completion Plan will be developed and implemented	November 2011	District and school administration and staff, CDE support personnel, DAAC/SAAC partners, students, and external partners		Plan will be developed and distributed	
Engage external partners involving truancy services to optimize opportunities for service, support, interventions, additional training, and programs available to students and the schools/district.	September 2011-June 2012	Administration and counselors/at risk coordinator, BOCES, Truancy Services grant personnel	21st Century grant EAARS Grants	Documentation by monthly meetings and programs available to students and district/schools	

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Utilize CDE personnel to determine upcoming trainings and opportunities for grants to address factors.	September 2011-April 2012	Administration, CDE support personnel, DAAC/SAAC partners, students, and external partners		A timeline for upcoming trainings and who will attend will be maintained	
Develop curriculum and programming practices that engage at-risk learners.	October 2011-April 2012	Staff, TDIP Team, Edison, CDE Language, Culture and Equity unit, CDE/Title I staff, CDE Dropout Prevention Unit staff	TDIP Title I EAARS Grants	Curriculum maps documenting strategies, interventions, and differentiation Alternative Education options summarized	
Restructure alternative program options for students at risk of dropping out and not graduating on time	August 2011-May 2012	CDE Dropout Prevention unit, BOCES, Administration, Staff	21st Century grant WIN Curriculum	For fall 2011, program options will be in place and additional opportunities will be developed by February 2012	
Increase positive student leadership and engagement through OST options and a consistent approach to character education in the district and in the community	February 2012-October 2012	DAAC/SAAC, Staff, Administration, student groups and CDE Unit for Dropout Prevention	21st Century grant TDIP CDE Community Partners	Summary of 21st Century Grant student involvement	

Title I Accountability: See Appendix

Section V: Additional Documentation

Proposed Budget for Use of Title IIA funds in 2011-12. This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2011-12. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district's projected 2011-12 Title IIA allocation. If the 2011-12 allocation is unknown, use the 2010-11 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Salaries	This parallels with Strategies 4 and 5 to develop and implement research based instructional strategies and practices that engage students in learning that is relevant and aligned to state standards.	$62003
Benefits	This parallels with Strategies 4 and 5 to develop and implement research based instructional strategies and practices that engage students in learning that is relevant and aligned to state standards.	$17293
Instructional Supplies	This parallels with Strategies 4 and 5 to develop and implement research based instructional strategies and practices that engage students in learning that is relevant and aligned to state standards.	$248
		$
		$
Total (The total should equal the district's project 2011-12 Title IIA allocation. If unknown, use the 2010-11 allocation.)		$79544

IIA was used in 10/11 for teachers at Peakview. Argument was a partial salary for a teacher, with multiple years, to mentor three new teachers in the lower primary grades. The second argument was for an additional second grade teacher to maintain a lower teacher/student ratio based upon a large bubble population. For 11/12 with an increased focus on engagement to increase attendance and completion rates and lower truancy, it is recognized that appropriate learning dispositions and academic skills in elementary and middle grades will result in greater likelihood of students entering high school with fewer deficits. Title IIA funded staff will be an important part of the improvement efforts as they develop leadership skills and systemic ways to interact with staff through PLC's, collaboratives in grade level and collegial groupings, and through peer mentoring at the classroom and building levels.

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Section V: Appendices

Districts may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for districts to ensure that the requirements for the following have been fully met:

- Title I Improvement, Corrective Action or Restructuring
- Title IIA 2141c proposed budget for 2012-13 (form is required if district is identified under 2141c)
- Title III Improvement
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Targeted District Improvement Grant, School Counselor Corp Grant)
- Updates to Practices Assessment (Student Graduation and Completion Plans/Designated Graduation Districts)