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

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

Section I: Summary Information about the District/Consortium

Directions: This section summarizes your district/consortium's performance on the federal and state accountability measures in 2012-13. In the table below, CDE has pre-populated the district/consortium's data in **blue** text. This data shows the district/consortium's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official District Performance Framework (DPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations			2012-13 District Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.51%	70.50%	71.53%	72.81%	71.95%	67.08%	Overall Rating for Academic Achievement: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
		M	70.51%	50.00%	32.16%	72.94%	54.64%	31.11%	
		W	54.72%	56.36%	48.61%	61.74%	57.62%	54.68%	
		S	48.00%	45.60%	48.93%	50.72%	51.53%	43.43%	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. **Expectation:** If district met adequate growth, MGP is at or above 45. If district did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your District Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	30	26	15	47	48	49	
		M	47	67	94	46	50	45	
		W	40	41	48	58	48	49	
		ELP	-	-	-	39	36	34	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 District Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your District Performance Framework for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your District Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Approaching * Consult your District Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate **Expectation:** At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 83.1% using a 6 year grad rate	Meets	Overall Rating for Postsecondary & Workforce Readiness: Meets
	Disaggregated Graduation Rate **Expectation:** At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your District Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Approaching	
	Dropout Rate **Expectation:** At or below state average overall.	3.6%	2%	Meets	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	20	19	Approaching	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 Grantee Results		Meets Expectations?
English Language Development and Attainment	AMAO 1 **Description:** Academic Growth sub-indicator rating for English Language Proficiency	A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency	Approaching		NO
	AMAO 2 **Description:** % of ELLs that have attained English proficiency on WIDA ACCESS	11% of students meet AMAO 2 expectations	16%		YES
	AMAO 3 **Description:** Academic Growth Gaps content sub-indicator ratings (median and adequate growth percentiles in reading, mathematics, and writing) for ELLs; Disaggregated Graduation Rate sub-indicator for ELLs; and Participation Rates for ELLs	(1) Meets or Exceeds ratings on Academic Growth Gaps content sub-indicators for ELLs, (2) Meets or Exceeds rating on Disaggregated Graduation Rate sub-indicator for ELLs and (3) Meets Participation Requirements for ELLs	R	Approaching	NO
			W	Approaching	
			M	Approaching	
			Grad	Approaching	
			Partici-pation	Meets	

Accountability Status and Requirements for Improvement Plan

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

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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):

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

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

District/Consortium Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. Martin Foster, Superintendent of Schools
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	Mailing Address	110 S Centennial Drive Suite A Milliken CO 80543
2	Name and Title	Jason Seybert, Director of Assessment and Technology
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	Phone	(970)587-6804
	Mailing Address	110 S Centennial Drive Suite A Milliken CO 80543

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Section III: Narrative on Data Analysis and Root Cause Identification

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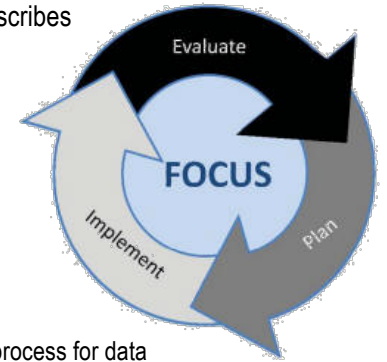
Data Narrative for District/Consortium

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

Data Narrative for District/Consortium

Description of District(s) Setting and Process for Data Analysis: Provide a very brief description of the district(s) to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).	Review Current Performance: Review the DPF and local data. Document any areas where the district(s) did not at least meet state/ federal expectations. Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the district's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the district, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative:

Weld RE-5J School District is a small district comprised of approximately 3200 students and includes the communities of Milliken and Johnstown. The district contains three elementary schools, a middle school, a high school and a K-8 charter school.

The School Improvement Plan has been a collaborative effort amongst administration, teachers, paraprofessionals, parents and community. In order to get all of the pertinent parties on board we have had various meetings and opportunities for all parties to view last year's goals and results and make suggestions and ideas for improvements for this year's plan. Administrators, teachers, and paraprofessionals have met in staff meetings and grade level teams to discuss what are some of the positive trends they've seen and what they can see as areas to improve and ideas to help the improvement take place.

Our district is trending positively in the elementary levels in reading over the last 4 years. The high school grades for the 2011-12 school year showed a significant increase in achievement to stop a downward trend,

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the 2012-13 school year remained rather static for the high school level. The middle school achievement continues to remain relatively flat. We are developing a plan to utilize our current progress monitoring tools to provide individualized and targeted interventions. All of our disaggregated groups have growth percentiles between 45-46. Free and Reduced Lunch students have made adequate growth, while English Language Learning students and Students with disabilities continue to not perform at an adequate level.

In Math our district has shown growth over the previous 3 years, however, for the 2011-12 school year scores varied from increasing to decreasing at various grade levels. In terms of growth we are not making adequate growth as a district in any sub group. The subgroups Free and Reduced Lunch, English Learners and Students with Disabilities all showed a decrease from 2011 to 2012 in their growth percentile. The FRL group went from 46 to 37; while the SPED percentile decreased from 47 to 35. The growth percentile for ELL students decreased from 46 to 31.

Writing in the district has fluctuated by grade level. 7th, 9th and 10th grade students showed a significant increase in the percentage of student P and A, 7th grade 61% to 63%; 9th grade 53% to 55%, 10th grade 41% to 49%; While the percentage of 3rd graders P and A remained flat at 59%. As a district we have maintained median adequate growth over the last 4 years, but not by subgroups. Our FRL students made adequate growth in the 2011-12 school year with a MGP of 49. Our ELL students had an actual growth percentile of 53, but needed 63; the 10 percentile difference is the closest the ELL group has been the last 3 years. The Students with disabilities had an actual growth of 42, but needed 80.

Our district science scores have all shown growth since 2009, but 8th and 10th grade students showed a minimal decline from 2011 to 2012. 5th grade students have shown a steady increase from 39% P and A in 2009 to 45% in 2010 and 47% in 2011 and 54% in 2012. 8th grade students increased from 43% in 2009 to 47% in 2010 then decreased by 1 percentage point to 46 in 2011 and decreased again to 42 in 2012. 10th grade students increased from 37% to 46% in 2010 then dropped 2 percentage points in 2011 to 44% and dropped again to 41% in 2012.

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

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

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

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

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

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your district/consortium's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)			Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	**Reading** Percentage of Students Scoring Proficient and Advanced			The district met its elementary reading goal. 72.81% of students were P & A. The middle school also met its goal of 70.5% with a total of 71.95% of students P & A. The high school level was the only level that fell short of its goal. 67.08% of students were P & A with a goal of 71.5%.	The district met all of its targets at the elementary and middle school levels. The district has worked, and continues to work on, aligning curriculum and practices across all 3 elementary schools. This alignment is paying off as the schools continue to see growth and gains.
	Elem	Mid	High		
	71.5%	70.5%	71.5%		
	Math Percentage of Students Scoring Proficient and Advanced			The district met its elementary math goal of 70.5% students at P & A. The elementary level had 72.94% at P & A. The middle school met its goal of 50% P & A with 54.64% of students are P & A. The high school fell a little short of its goal of 32.2% with a total 31.11%.	The high school level fell short in both reading and math. Math has always been a low-point for secondary students. Reading was low for the 12-13 year, after strong gains in the 11-12 year.
	Elem	Mid	High		
	70.5%	50.0%	32.2%		
	Writing Percentage of Students Scoring Proficient and Advanced			The district met its elementary writing goal by achieving 61.74% of students reaching the P & A level. The middle school reached its goal by achieving a total of 57.62% of students P & A. The high school level met its goal as well by having a total of 54.68% of students P & A.	
	Elem	Mid	High		
	54.7%	56.4%	48.6%		
	Science Percentage of Students Scoring Proficient and Advanced			Both the Elementary and Middle school levels reached their Science goals. The elementary level had 50.72% of students reach P & A, while the middle school level had 51.53% of students reach P & A. The high school level fell short of its goal of 48.9% with only 43.43% of students reaching P & A.	
	Elem	Mid	High		
	48.0%	45.6%	48.9%		

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	Reading The district will meet or exceed adequate growth for the median student growth percentile. Math The district will meet or exceed adequate growth for the median student growth percentile. Writing The district will meet or exceed adequate growth for the median student growth percentile. Science The district will meet or exceed adequate growth for the median student growth percentile.	The district met its overall of goal of Academic growth. On the district performance framework Weld RE-5J achieved 63.1% of points possible and had a 'meets' rating. Math was the lowest growth area only meeting an 'Approaching' rating at elementary, middle and high school levels.	Math targets were not yet met. All other areas continued to show growth in the 2013-144 school year.
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 in the areas of Reading, Writing and Math	This goal was not met.	The sub-groups continue to show less growth than the district as a whole. Students within FRL, with Disabilities and English Language Learners continue to fall behind the district. Continual examination of these programs will take place.
Postsecondary & Workforce Readiness	Graduation Rate 80% of students will graduate in 2012-13. Disaggregated Grad Rate		

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the district to meeting the target?	Brief reflection on why previous targets were met or not met.
	78% of students identified as having a disability will graduate 70% of students identified as English Learners will graduate Dropout Rate Less than 2% of our students will drop out.		
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	AMAO 1 50% of ELL students will make progress in learning English according to the CELA AMAO 2 8.5% of ELL students will attain English proficiency according to the CELA AMAO 3 ELL students will meet the MGP for adequate growth in Reading, Writing and Math		

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Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about district-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, districts/consortia are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Reading % Proficient and Advanced** 	Grade	2009	2010	2011	2012	2013
---	---	---	---	---	---
3	76	75	74	77	80
4	70	68	72	69	77
5	63	69	69	75	70
6	77	69	74	73	77
7	68	66	65	75	67
8	65	70	71	69	71
9	68	61	62	72	70
10	64	66	51	69	63 | Reading over the last 3 years has fluctuated based on grade levels. At the elementary levels 3rd grade has stayed within 1-2 percentage points the previous 3 years, then increased to a 5 year high of 80% of students P+A. 4th grade dropped 3% to 69% students P+A, previously before showing an 8% growth in 12-13 to 77%. 5th grade has steadily made gains the last 4 years, specifically with a 6% increase to 75% of students P+A in 12-13, so a 5% drop to 70% appears to be an abberation. At the middle school level the 6th grade scores have declined from 77% P+A in 2009 to 73% P+A in 2012, however the 12-13 school year showed a 4% increase to	Reading: Priority in reading needs to be placed in sustaining achievement over time. As we've analyzed cohort groups throughout time, student cohorts fluctuate from year to year without a pattern of increasing nor decreasing achievement. As formative assessment data is utilized to provide differentiated instruction at the universal level.	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.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	77% P+A. 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%. 8th grade scores have shown an overall increase from 65% P+A in 2009 to 71% P+A in 2012.		

At the high school level, both have shown a decline over the previous 3 years, however significant mains were made in 2012 followed by a decrease in 2013. The 9th grade scores increased by 10% in P+A then fell 2% in 2013. 10th grade showed an increase of 18% of students P+A from 2011 to 2012 then a 6% decrease in 2013.

Writing % Proficient and Advanced

Grade	2009	2010	2011	2012	2013
3	58	65	59	59	73
4	53	57	61	50	61
5	52	57	64	63	66
6	65	50	60	59	61
7	66	62	61	63	61
8	54	56	63	55	53
9	52	46	53	55	57
10	48	41	41	49	50

Writing at the elementary level has shown an increase in 3rd grade from 2009 (58%) to 2010 (65%) then a decrease in 2011 (59%) and stayed flat in 2012 (59%) to a drastic increase of 73% in 2013. 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. 4th grade showed an increase of 11 percentage points and 5th grade showed an increase of 3 percentage points.

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

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	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 has decreased a net 4 percentage points (65-61) but showed gains after dropping to 50% in 2010. 7th graders have steadily declined from 66%-62%-61% over the previous 3 years, then increased to 63% in 2012. 8th graders however had shown a steady decrease over the previous 3 years (63%-55%-53).

At the high school level, 9th and 10th grade have both shown different trends over the previous 3 years, but both showed an increase in the percentage of students P+A in 2013. 9th grade students showed a decline from 2009 (52%) to 2010 (46%) then an increase of 7 percentage points from 2010 to 2011 (53%) then increased in 2012 by 2 percentage points (55%) and another 2 percentage points in 2013. 10th grade students however dropped from 48% to 41% in 2009 to 2010 and then remained flat in 2011 at 41%, then had a significant improvement in 2012 to 49% P+A and another increase of 1 percentage point in 2013. | increase on scores throughout the district as students move up a grade level from year to year. | |

Math % Proficient and Advanced

Grade	2009	2010	2011	2012	2013
3	70	82	76	76	83
4	77	72	78	65	75
5	52	69	62	65	68
6	62	53	64	54	58
7	48	52	49	59	52
8	43	49	46	41	51
9	28	32	31	32	33
10	24	27	23	28	27

Root Causes: Lack of common K-12 math curriculum that is taught with fidelity throughout the district

The percentage of students scoring Prof and Adv at the

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	elementary level is varying by grade. Both 3rd and 5th grade showed an increase from 2009 to 2010, then a decrease from 2010 to 2011, but not a sharp decrease back to 2009 percentages, 3rd grade stayed flat in 2012 at 76% P+A and an increase of 7 percentage points to 83% in P+A. 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. 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. Both the 7th and 8th grade students showed an increase from 2009 to 2010, and then showed a 3 percentage point decrease in 2011. However 7th grade showed a 10% increase to 59% P+A in 2012 followed by a drastic 7% decrease in 2013, while the 8th grade scores dropped 5%to 46% P+A in 2012 followed by a 10% increase in 2013. 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. **Science % Proficient and Advanced**		

Science % Proficient and Advanced

Grade	2009	2010	2011	2012	2013
5	39	45	47	54	54
8	43	47	46	42	52
10	37	46	44	41	43

The percentage of students scoring prof and advanced in Science has shown an overall growth over the last 4 years at the 5th and 10th grade levels. 5th grade students

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	continued in the upward trend moving from 47% P+A in 2011 to 54% in 2012. 10th grade dropped 3 percentage points to 41% P+A in 2012, but is up from 37% in 2009. 8th grade students showed a decline of 4% from 2011 to 42% P+A and fall below the previous low point of 43% in 2009 and reached a high point of 52% P+A in 2013.		
Academic Growth	**Reading Growth Percentiles - Median Adequate Growth Percentile Needed** 		2009	2010	2011	2012	2013
Actual Growth	46	47	46	52	47 | Over the last 3 years, as a district we have consistently made adequate growth, however, the amount of growth has stayed stagnant fluctuating from 46 and 47 with 2012 being our highest year of growth with a 52 MGP. **Writing Growth Percentiles - Median Adequate Growth Percentile Needed** |	2009	2010	2011	2012	2013
Actual Growth	50	49	47	47	51	 As a district we continue to make adequate growth, however the actual growth percentile has slowly decreased the last 3 years from 50 in 2009 to 47 in 2011 and stayed flat in 2012.		We have consistently made adequate growth in reading due to the fact of the strength of our reading interventions across all grade levels. Our Title I teams at the elementary level do a great job of providing targeted interventions, while the middle and high school emphasize reading intervention.
	Math Growth Percentiles - Median Adequate Growth Percentile Needed		Lack of common K-12 math curriculum that is taught with fidelity throughout the district

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

	2009	2010	2011	2012	2013
Actual Growth	48	50	47	39	56

Over the last 3 years, the median growth percentile has fluctuated between 47 and 50. As a district, we are consistently 14 or 15 percentile points below adequate growth, however in 2012 we closed the gap and were only 8 percentile points short of the 47 needed for adequate growth.

Academic Growth Gaps

Reading Growth Percentiles Free/Reduced Lunch

	2009	2010	2011	2012	2013
Actual Growth	46	46	46	52	47

Reading Growth Percentiles ELL Students

	2009	2010	2011	2012	2013
Actual Growth	45	44	45	47	51

Reading Growth Percentiles Students with Disabilities

	2009	2010	2011	2012	2013
Actual Growth	45	47	45	65	47

Align ELL and SPED Curriculum to the curriculum being taught at the universal level

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

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

Writing Growth Percentiles Free/Reduced Lunch

	2009	2010	2011	2012	2013
Actual Growth	48	49	46	49	51

Writing Growth Percentiles ELL Students

	2009	2010	2011	2012	2013
Actual Growth	51	45	47	53	47

Writing Growth Percentiles Students with Disabilities

	2009	2010	2011	2012	2013
Actual Growth	41	38	36	42	57

Math Growth Percentiles ELL Students

	2009	2010	2011	2012	2013
Actual Growth	48	46	46	31	47

Priority Performance Challenges: Align ELL and SPED Curriculum to the curriculum being taught at the universal level

Root Causes: Lack of common K-12 math curriculum that is taught with fidelity throughout the district

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

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Math Growth Percentiles Students with Disabilities		
Postsecondary & Workforce Readiness	ACT Scores	Maintaining growth at the same rate as the state average	Our district is in the 3rd year of a consistent ACT Prep Program which includes the PLAN Test in 10th grade and a practice ACT in 11th grade.
Student Graduation and Completion Plan (For Designated Graduation Districts)			
English Language Development and Attainment (AMAOs)	Over the past 3 years the district has been approaching in AMAO 1 – 'A rating of Meets or Exceeds on the Academic Growth sub-indicator for English Language Proficiency.	Align ELL Curriculum to the curriculum being taught at the universal level	The root causes are that ELL and Special Education instruction could be better aligned with core instruction grade level expectation. No formal alignment of ELL and Special Education curriculum materials has been completed

Math Growth Percentiles Students with Disabilities

	2009	2010	2011	2012	2013
Actual Growth	43	34	47	35	39

ACT Scores

2009	2010	2011	2012	2013
18.791	18.479	18.766	19.1	19

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.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	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.	Align ELL Curriculum to the curriculum being taught at the universal level	

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *District/Consortium Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

District/Consortium Target Setting Form

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

Districts are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, districts should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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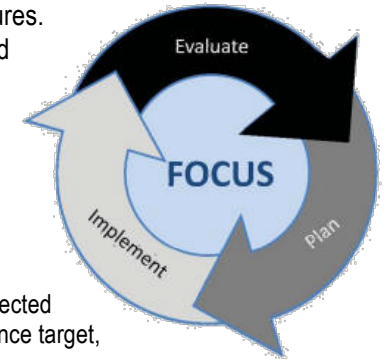
District/Consortium Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Reading: Priority in reading needs to be placed in sustaining achievement over time. As we've analyzed cohort groups throughout time, student cohorts fluctuate from year to year without a pattern of increasing nor decreasing achievement. As formative assessment data is utilized to provide differentiated instruction at the universal level.	Percentage of Students Scoring Proficient and Advanced Elem 71.5% / Mid 70.5% / High 71.5%	Percentage of Students Scoring Proficient and Advanced Elem 72% / Mid 72% / High 73%	Elementary – DIBELS and Progress Reporter Secondary – Acuity and Common Assessments	Aligned curriculum Effective reading intervention strategies used and observed Effective use of diagnostic assessment RtI process followed Effective intervention at the classroom level
		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 specific skills that are accidentally left off.	Percentage of Students Scoring Proficient and Advanced Elem 70.5% / Mid 50.0% / High 32.2%	Percentage of Students Scoring Proficient and Advanced Elem 72% / Mid 52% / High 35%	Elementary - Drops in the Bucket, Unit Assessments Secondary – Acuity and Common Assessments	Aligned curriculum Effective math intervention strategies used and observed Effective use of diagnostic assessment RtI process followed Effective intervention at the classroom level
		W	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	Percentage of Students Scoring Proficient and Advanced Elem 54.7% / Mid 56.4% / High 48.6%	Percentage of Students Scoring Proficient and Advanced Elem 56% / Mid 58% / High 50%	Elementary – Treasures writing and unit assessments, Jim Wright's CBM Secondary – Acuity and Common assessment data	Standardized writing instruction Effective writing intervention strategies used and observed RtI process followed Effective intervention at the classroom level

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

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

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	Disaggregated 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		Less than 2% of all students will drop out	Less than 2% of all students will drop out	100% of all students will be monitored for on time graduation and intervention will be used for 100% of all students at risk of dropping out	Credit recovery Refine the RtI Process Counseling Services

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	Mean CO ACT			Mean ACT will be at or above the state average for 2013-14.	Mean ACT will be at or above the state average for 2014-15.	Mean ACT will be 20 on the 2014 ACT practice tests taken in March	ACT Prep ACT Practice Tests Curriculum Alignment Use of formative assessment Effective intervention and placement of students in grades 9-10
English Language Development & Attainment	ACCESS Growth (AMAO 1)	Our priority performance is to develop a consistent ELL program across the district to ensure adequate growth of ELL students is taking place.	50% of ELL students will make progress in learning English according to the CELA	50% of ELL students will make progress in learning English according to the CELA	Data from interim measures (ACUITY and SRI will be available 3 times a year at the secondary level to measure growth in Math and Reading and Writing; Additionally elementary schools will measure reading growth through the use of DIBELS progress monitoring.	Standardizing ELL instruction between schools and revising the District ELL Plan
	ACCESS Proficiency (AMAO 2)		8.5% of ELL students will attain English proficiency 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
	TCAP (AMAO 3)	Sustaining growth in the areas of Math and Writing for ELL students	ELL students will meet the MGP for adequate growth in Reading, Writing and Math	ELL students will meet the MGP for adequate growth in Reading, Writing and Math	Data from interim measures (ACUITY and SRI will be available 3 times a year at the secondary level to measure growth in Math and Reading and Writing; Additionally elementary schools will measure reading growth through the use of DIBELS progress monitoring.	Ensuring that the ELL curriculum is aligned with the curriculum taught at the universal level

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

Action Planning Form

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 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. 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: 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   ☐ District Partnership Grant   ☐ Improvement Support Partnership Grant   ☐ 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)
Building Principals will determine areas of need in their respective buildings	Aug 2012	Admin Team	Local Funds	Principals will develop building improvement plans	Completed
Building Principals will determine what data will be collected and utilized to provide targeted interventions	Aug-Sept 2012	Admin Team	Local Funds	Information will be included in building improvement plans	Completed
Hiring of interventionists will take place	Aug-Oct 2012	Admin Team	Local Funds	New staff will fill out paper work	Completed
Universal Screening will take place across the building in targeted skill areas	Sept & Dec 2014; Feb 2015	Building Staff	Local Funds	Data will be collected and analyzed	In Progress
Schools will utilize collected data to provide targeted and individualized interventions	Sept 2014 – May 2015	Building Staff	Local Funds	Progress Monitoring of intervention will determine if intervention is working or needs to be adjusted	In Progress
Repeat Process for 2013-14 School Year	Aug 2014-May 2015	Admin Team and Building Staff	Local Funds		Not Begun

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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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 ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ 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)
Unwrap the math standards as grade level teams	Fall 2012	Math Teachers	Local Funds	Grade level teams will gain a better understanding of the standards and will create a framework	Completed
Determine holes in the curriculum	Spring 2013	Math Teachers	Local Funds	The Math Committee will complete a document stating where there are holes in the curriculum as it relates to standards	Completed
Create a District K-12 Math Scope and Sequence	Spring/Summer 2014	Math Teachers	Local Funds	A district K-12 math scope and sequence document will be completed to be shared with staff	In Progress
Determine common materials to be utilized throughout the district in the K-12 Math Scope and Sequence	Spring/Summer 2014	Math Teachers	Local Funds	Materials to be utilized to teach the scope and sequence will be determined, and if needed, procured	Not Begun
Clear understanding of the scope and sequence and how it will be implemented	Aug 2014	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	Aug 2014	Admin Team and Math Teachers	Local Funds	Common Assessments will be identified and placed in the math scope and sequence	Not Begun
Training on Assessments	Aug 2014	Math Teachers	Local Funds	All math teachers will have a clear understanding of how to administer common assessments and how to utilize the data	Not Begun

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Assessment Implementation	School Year 2014-15	Math Teachers and Admin Team	Local Funds	All common assessments will be fully implemented within the scope and sequence; data will be utilized to inform instruction and interventions	Not Begun

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 ☐ District Partnership Grant ☐ Improvement Support Partnership Grant ☐ 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)
Develop/Review universal content curriculum maps	Fall 2012	Curriculum Teams and Admin Team	Local	Maps will be completed and posted on curriculum website	Completed
ELL and Special Education Teams will analyze the maps and include the standards they teach in the map	Fall 2012 and Spring 2013	ELL and SPED Teams; Admin Team	Local	The adjusted maps will be posted on curriculum website	Completed
ELL and Special Education Teams will meet with content curriculum teams to determine what gaps are prevalent and how they can be filled	Spring 2013; Fall 2013	ELL and SPED Teams; Curriculum Teams; Admin Team	Local	A plan will be presented and attached to the curriculum maps in regards to helping ELL and SPED Students	Completed
Resources to assist the adjusted curriculum and plan will be determined, and if needed, procured	Fall 2013; Spring 2014	Curriculum Teams; Admin Team	Local	Resources will be linked to the curriculum maps	Completed
Full implementation of adjusted curriculum and resources to assist ELL and SPED Students	Spring 2014	Curriculum Teams; ELL and SPED Teams; Admin Teams	Local	Observation of new curriculum adjustments takes place	In Progress

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Section V: Appendices

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

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

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For Administrative Units with Gifted Education Programs

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

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	Total district identified students with exceptional potential, gifted students, currently show a Median Growth Percentile of 57% in Reading; 59% in Writing; and 51% in Mathematics according to the 2013 Colorado Growth reports. These compare to the 2012 data which includes Median Growth Percentile of 51% in Reading; 58% in Writing; and 54% in Mathematics. When compared to one another, our district showed an increase by 6% in Reading; an increase by 1% in Writing; and a decrease by 3% in Mathematics. (Data source: Alpine Achievement and School View). Please note: due to mis-administration of the TCAP, our data does not reflect one elementary school in our district. It has been a district goal to increase the Median Growth Percentile of each subject area by 1%, therefore at this times we have met or exceeded this goal.
Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments.	Section III: Data Narrative	The following data displays the percentage of those identified with exceptional potential/Gifted and Talented, in comparison to our total percentage of students in each subgroup.

Category	Total Population Percentile	GT Population Percentile
Male	51%	53%
Female	49%	47%
ELL		
NEP	2%	0%
LEP	5%	1%
FEP	2%	3%
Total	10%	4%
SPED	10%	2%
Race/Ethnicity		
American Indian	Less than 1%	0%
Asian	1%	1%
Black	Less than 1%	Less than 1%
Hispanic	31%	16%

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White	66%	81%	
Native Hawaiian	0%	0%	
Multi	2%	1%	
F/R			
Free	25%	21%	
Reduced	10%	15%	

One priority performance challenge that our district continues to look at is increasing our identification in the area of our Hispanic population, as well as our Twice Exceptional population to closely match our total population percentages.

The Median Growth Percentile for our total identified GT Hispanic population is 38% in Reading; 43% in Writing; and 46% in Mathematics. (Data source: Alpine Achievement). The Median Growth Percentile for the total Hispanic population includes: 47% in Reading; 49% in Writing; and 48 % in Mathematics (Data source: Alpine Achievement). The Median Growth in all subject areas indicates that the growth for our identified GT Hispanic population is lower than that of the total identified GT population, along with our total Hispanic population.

Provide a data analysis that includes trend statements, prioritized performance challenges and root causes that investigates the needs of selected student groups.	Section III: Data Narrative	Over the course of the last three years, our total district identified students with exceptional potential, gifted students, have shown a consistent growth in the area of Reading. Over the course of the last three years, our Median Growth Percentile has increased by 7%. Over the course of the last three years our Median Growth Percentile has maintained or slightly decreased by 1% in the area of Writing. Over the course of the last three years, our Median Growth Percentile has decreased by 6% in the area of Mathematics.
		When compared to the overall performance of our district, the Median Growth Percentile is well above the total student population. Our total student population shows a Median Growth Percentile of 48% in the area of Reading, therefore our GT population is > the total student population by 9%. In the area of writing, our total student population shows a Median Growth Percentile of 52%, therefore our GT population is > the total student population by 7%. In the area of Mathematics, our total student population shows a Median Growth Percentile of 47%, therefore our GT population is > the total student population by 4%.
		In addition, our total student population identified in Gifted and Talented are maintaining either Proficient or Advanced on TCAP. In the area of Reading there was a slight decline between 2010 to 2011(2011 = 99% P+A; 2012 = 98% P+A), but we gained that percent back in 2013 (2013 = 99% P+A). In the area of Writing, our total student population identified in Gifted and Talented maintained a 96% all three years. Lastly, in Mathematics, we saw a slight decline between 2012 to 2013 (2011 = 99% P + A; 2012 = 99% P+A; 2013 = 98% P + A).
		(Data source: Alpine Achievement and School View).
		Some of the trends noted in our school district include integrating reading/writing in the content area at the High School level, which may explain the incline in the areas of Reading and Writing. There is also more emphasis on Critical Thinking Skills. The trends noted in the area of Mathematics may explain the decline in growth, due to the transition of the CORE Standards, along with vertical integration. Lastly, our district has made improvements on our Progress Monitoring tools K-12, which allows teachers to focus more accurately on the students' needs.

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| Set targets for gifted students' performance that meet or exceed state expectations that facilitate gifted students' achievement and growth (e.g., move-up, keep-up) in their area(s) of strength. | Section IV: Target Setting Form | It is our school district's goal, as reflected in the data below, to continue to meet or exceed the State's target for the 2014 and 2015 testing period in the sub-areas that we have already done so, and increase the percentage to meet or exceed the State's target by at least 1% in each of the sub-areas mentioned below. In the subareas that we do not meet or exceed the state's targets, the school district's goal is to increase the number of advanced scores approximately 4 to 5% to close the gap and catch up to the State's targets. |

Reading	2014 goals		2015 goals	
	School District	State Target	School District	State Target
Elementary	61.5%	34.2%	63.0%	34.8%
Middle School	34.6%	38.7%	39.3%	39.3%
High School	33.0%	26.1%	34.0%	26.7%

Writing	2014		2015	
	School District	State Target	School District	State Target
Elementary	63.0%	38.1%	64.0%	38.7%
Middle School	44.0%	42.3%	45.0%	42.9%
High School	38.0%	32.0%	39.0%	35.0%

Mathematics	2014		2015	
	School District	State Target	School District	State Target
Elementary	89.5%	87.9%	92.0%	91.1%
Middle School	75.5%	86.3%	81.0%	92.1%
High School	45.0%	49.5%	50.5%	52.7%

| Describe gifted student performance targets in terms of either the district targets (convergence) or as a | Section IV: Target Setting Form | The following data reflects the percentage of those GT students that scored advanced on the 2013 TCAP. (Data Source: Alpine Achievement) |

Reading	Writing	Math

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specific gifted student target/s (divergence) based upon performance challenges of gifted students.			School District	2013 State Target	Difference	School District	2013 State Target	Difference	School District	2013 State Target	Difference
		4th	43.0%			57.0%			86.0%		
		5th	78.0%			67.0%			89.0%		
		Average Elementary	60.5%	33.6%	26.9%	62.0%	37.5%	24.5%	87.5%	84.8%	2.7%
		6th	35.0%			47.0%			56.0%		
		7th	15.0%			55.0%			85.0%		
		8th	39.0%			26.0%			65.0%		
		Average Middle School	29.7%	38.1%	-8.4%	42.7%	41.7%	1.0%	68.7%	80.5%	-11.8%
		9th	20.0%			30.0%			65.0%		
		10th	44.0%			44.0%			13.0%		
		Average High School	32.0%	25.5%	6.5%	37.0%	29.0%	8.0%	39.0%	46.4%	-7.4%

Currently, our Elementary School's percentage exceeds the State's target in the area of Reading by 26.9%; it exceeds the State's target in the area of Writing by 24.5%; and it exceeds the State's target in the area of math by 2.7%.

Currently, our Middle School's percentage does not meet or exceed the State's target in the area of Reading by -8.4%; it exceeds the State's target in the area of Writing by 1%; and it does not meet or exceed the State's target in the area of math by -11.8%.

Currently, our High School's percentage exceeds the State's target in the area of Reading by 6.5%; it exceeds the State's target in the area of Writing by 8%; and it does not meet or exceed the State's target in the area of math by -7.4%.

Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.	Section IV: Target Setting Form	Currently, at the elementary level, our school district uses the DIBELS assessment for our Progress Monitoring assessment for reading and fluency. In addition, curriculum Weekly Assessments and Unit Assessments are given every 6 weeks to students grades 1-5. In the area of Mathematics, our district recently adopted the STAR Math assessment to use as our Progress Monitoring tool. This will allow the district to determine grade level performance for all students.

At the secondary level, unit assessments and quizzes determine growth and success within the classroom. In the Middle School, Acuity Testing is given three times a year for progress monitoring. The fall test is used to determine what has been retained since the previous school year. In November, students are given the second test to determine how they are functioning with the grade level standards, and a February assessment is given as a predictor to TCAP. TCAP is then used to determine adequate yearly growth. At the High School, Acuity testing is completed two times a year in the areas of Reading, Math, and Language Arts. AP assessments are also given to students taking AP course work, and scores are used to determine if the student is working at the AP standards.

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| Identify major (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets. | Section IV: Action Plan | At the elementary level, our gifted programming is met within the regular classrooms using differentiation strategies. In many cases, flexible grouping is used with math and reading. Pretests are given to students, and if mastery is noted on the pretest, alternative work, such as Literature Circles and/or Independent Projects, are assigned. In addition, cluster grouping takes place in which advanced students are grouped with peers of similar ability. Lastly, our district recently adopted STAR Math as a progress monitoring tool, along with Accelerated Math. The STAR Math is used to determine what level a student should be working, and our students are able to progress at their own pace using Accelerated Math. At times acceleration is used by subject area, by making arrangements with the middle school to provide transportation to students who need advanced instruction at grade levels beyond what the elementary level may provide, however this is not consistently used throughout the district. If acceleration is needed, RTI will be implemented to determine if it is appropriate for a student to receive the acceleration piece and/or grade skip.

In our Middle School, students are placed in advanced classes based on their ALP and TCAP results. Students must meet specific criteria to qualify for advanced placement. Differentiated Instruction is encouraged within the classrooms when appropriate, along with flexible and cluster grouping. Extra curricular activities and curriculum options are available and encouraged to use with students based on their areas of interests. In addition, a Gifted and Talented Enrichment class is now available as an elective to those who are identified.

TCAP and current assessments, along with the ALP, determine advanced placement in Honors and/or AP courses at our High School level. Extra curricular activities, and curriculum options along with strategies, are available and encouraged to use with students based on their area of interests. Recently, our high school began the STEM program which is off to a good start. In addition, Edunuity (formally known as E20/20), has been available. In addition, students are able to enroll at Aims Community College for college credit in conjunction with their schedule at the high school. |

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Description of Gifted Education Program Requirements (cont.)	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.	Section IV: Action Plan	As referenced in our 2012-2016 Administrative Unit Plan, we are currently working at our Year Two goals. In the area of programming, we are focusing on continuing to implement our current school-wide curriculum, while supplementing additional curriculum to meet the current state standards. The use of gifted education funds is providing supplemental materials to support the curriculum at the Elementary and Middle School levels, and better meet the needs of our gifted students. In addition, professional development is provided by sending staff members from our general education classrooms to various conferences (CAGT conference; Bertie Kingore workshop in Loveland; CCIRA conference), to learn strategies that may be used within the classroom, and improve gifted student performance. Lastly, identified Middle School students in GT have also been invited to the CCIRA conference to learn how to become better writers, and embrace the passion that some of these students share for writing, along with the desire to possibly become authors themselves.
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan	Weld RE-5J currently has at least one Gifted and Talented coach serving in each building. One classroom teacher is given extra duty to head the district Gifted and Talented meetings; attend regional Network meetings, and State Director's conferences. It is that teacher's duty to share the current information received from the various meetings mentioned above with the district Superintendent, building principals, and building GT Coaches. Consistent communication and support between the administrators and building coaches is necessary to implement the action steps for the improvement of gifted student performance.
Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.	Section IV: Action Plan	Student achievement is reported to parents and students on an annual basis. The district continues to hold conferences in the fall of each school year for our identified students' Advanced Learning Plan. It is during this meeting that academic achievement is discussed, and goals are written to continue to meet the needs of our gifted learners, at the level of instruction that they are performing.

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

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:

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The district uses multiple pathways and tools to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.	☐ Completed ☑ In progress ☐ 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.	☑ Yes ☐ In progress ☐ No
Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths. Note: The AU's program plan should describe the key programming options matched to areas of giftedness and utilized in serving gifted students.	☐ Yes ☑ In progress ☐ No	ALPS are implemented and annually reviewed for every gifted student for monitoring individual achievement and affective goals. (Districts may choose to substitute the ALP with the School Readiness Plan at the kindergarten level; and with the ICAP at the secondary level, if conditions of individual affective and achievement goals and parental engagement are fulfilled.)	☑ Yes ☐ In progress ☐ No
The budget and improvement planning process is a collaboration among stakeholders of schools or districts within the administrative unit.	☐ Yes ☑ In progress ☐ No	The district/BOCES provides a certified person to administer the gifted education program plan, provide professional development, and facilitate implementation of the READ Act to accelerate reading skills of advanced readers.	☐ Yes ☑ In progress ☐ No

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

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

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