



HINSDALE COUNTY SCHOOL DISTRICT RE-1

Board of Education

Thursday, August 4, 2016

5:00 pm

Lake City Community School **English Classroom**
(please note changes in start time and location)

Workshop

Agenda

1. Discuss Facilities Planning with Welborn & Associates.
2. Discuss Facility Review scheduled this month.
3. Review DP-6, Academic Achievement 1-4.
4. Review Unified Improvement Plan.

Policy Type: Directional Policy

Educational Quality

Hinsdale County School District continues the Vision, Mission and Values of the District (see DP-1 and GP-1) and a commitment to state standards.

Areas of new or continued investigation, performance, evaluation, resource allocation and/or growth identified for this policy shall include:

1. Commitment to Quality Instruction

Every student deserves to be taught by a talented, competent, dedicated and highly qualified teacher. Student learning is linked to teacher clarity, enthusiasm, variability of lesson approaches, using higher order thinking, employing students' ideas and probing student comments (Doyle, 1985). To this end, Hinsdale School district offers quality teachers and staff a professional environment and communicates and expects high standards of professional behavior. Quality instruction standards for the Hinsdale School District are outlined in Administrative Policy GCAA. Unique instructional practices, attributes and characteristics expected of Hinsdale School District instructional staff are as follows:

- Creative and active student engagement in Hinsdale County's unique mountain environment, local scientific research, history, culture and art.
- Ability to provide individualized, differentiated instruction to learners in multi-grade classes.
- Analysis of data from evaluation methods to inform instruction and guide resource allocation
- Understanding and appreciation of the students, parents, staff and community members in our small town setting and remote location.
- Experiential, inquiry-oriented, higher order learning practices that take learning beyond the textbook and engage students in real world learning.
- Commitment to the Personalized Education Process, including analysis of student work and learning and the ability to make adjustments to teaching methods and tools as necessary.
- Participation in professional development that supports the educational needs of Hinsdale School district students and improves quality of instruction.
- Knowledge and appropriate application of technology to support student learning and higher order thinking.
- Commitment to work in a collegial manner and be willing to learn and grow from fellow staff.

2. Commitment to recruiting and developing and retaining quality teachers

- Aggressive recruitment of excellent teachers with educational practices in line with the district's vision, mission and expectations.

- Hinsdale School district will promote the Lake City Community School, improve salary offerings and investigate ways to support living in Hinsdale County.
- Teachers will participate in exciting and challenging professional development, set annual goals for improvement and engage in a purposeful evaluation to improve educational instruction.
- Probationary teachers will receive on-going mentoring, support and evaluation focused on improving teaching practices.

3. Commitment to a challenging, motivating, fun and thorough course of study for all students occurring both in and outside of the classroom.

- All core curriculum courses offered, including foreign language
- Additional on-line learning courses are available and are monitored and supported by teaching staff
- Curriculum is adopted and developed that is standards based and is aligned and sequenced across grade levels.
- Comprehensive approaches are used for math, reading and writing instruction and all staff use common vocabulary in communicating instruction
- Outside learning opportunities, including field trips and research projects, that foster an appreciation for our local environment and for the experience of life and opportunity outside Lake City are offered
- Fun, happy, memorable, lively education process for all students
- One significant, life-changing trip for each child during his/her school experience

4. Co-Curricular Development

Hinsdale County School District provides opportunities for students' personal development in co-curricular disciplines or activities including physical activity, athletics, student organizations and clubs, art, music, speech and drama by:

- Support of a minimum of one school sponsored group sport/activity each year
- Continued coordination with the Lake City Area Recreation Department to increase student opportunities for recreation and activities
- Cooperation with Build A Generation to help develop opportunities for students
- Continued investigation to increase student access to regional and statewide opportunities and activities
- Support for staff interested in sponsoring student clubs and organizations

5. Social/Emotional Development

Hinsdale County School District helps students manage emotions and learn and apply interpersonal skills by:

- Maintaining clear and consistent standards and expectations of behavior to guide students in being responsible citizens and leading a balanced and productive life.
- Adopting common conflict resolution and discipline practices that are practiced by staff and students and communicated to parents

- Respecting and appreciating diversity and multi-cultural interaction, learning and discovery

6. Citizenship

Hinsdale County School District works toward teaching students to demonstrate good civic responsibility at age-appropriate levels by:

- Encouraging civic engagement opportunities for all students and requiring Community Service credits for graduation.
- Offering opportunities to actively engage in school and civic processes, e.g. student council, Build A Generation, student school board representative, Town Council and County Commissioner meetings.
- Promoting and supporting student leadership opportunities.

7. Commitment to a personalized education process to include:

- Planning a challenging, enriching and personalized course of study for each student
- Teacher, parent and student participation in bi-annual goal setting conferences
- Acceleration and pacing to meet basic educational needs and higher level skills.
- Analysis of assessment data to evaluate growth
- Exploration of comprehensive qualitative evaluation system, in addition to quantitative measures, including portfolios of student and teacher selected work, student reflection and assessment of work, and student choice projects.
- Celebration of student achievement

8. Preparation and counseling for post high school educational and occupational experiences

- Initiate preparation and counseling for post high school in 6th grade.
- Offer high school students academic counseling, test preparation and college entrance examinations, career discovery, tours of educational institutions and post high school planning counseling.
- Explore vocational work-study opportunities.

1st reading February 28, 2002
 2nd reading March 28, 2002
 3rd reading, adopted April 25, 2002
 Revised 1/22/2004
 1st reading approved 4/28/2005
 2nd reading 5/26/2005 – adopted
 1st reading 10/27/2005
 1st reading as revised 1/26/2006
 2nd reading 2/23/2006
 3rd reading, approved 3/30/2006
 1st reading 9/24/2009

2nd reading, approved 10/22/09
 1st reading as revised 9/23/2010
 2nd reading, 10/28/2010
 1st reading as revised 9/27/2012
 2nd reading, approved 10/25/2012
 1st reading as revised 9/24/2015
 2nd reading, approved 10/22/2015

Monitoring Method: Internal Report
Monitoring Frequency: Annually in January

Colorado's Unified Improvement Plan for Districts for 2015-16 – Online UIP Report

Organization Code: **1380**

District Name: **HINSDALE COUNTY RE 1** AU Code: **26011**

AU Name: **GUNNISON RE-1J**

Official 2014 DPF: **3-Year**

Executive Summary

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

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

- **Declining Elementary Performance and Growth - ELA and Math:** Our overall decline in both Elementary Performance and Growth in both ELA/L and Math is our highest priority.
- **Declining Growth - Middle and High School:** While our Achievement in Middle and High School remains relatively strong (including acceptable but concerning statewide percentile ranks for ELA/L and Math CMAS-PARCC), our growth trends from CSAP/TCAP data have been declining. Strong Achievement with falling Growth seems to continue our concern from our 2014 UIP which was that our high achieving students are not growing enough.
- **Steady Postsecondary and Workforce Readiness Outcomes:** Our PWR indicators remain strong and we want to continue that trend.

Why is the education system continuing to have these challenges?

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

- **Staff Turnover combined with lack of consistent instructional materials:** We have had instability in our elementary classrooms over the last 3 years. While teacher turnover is expected in all schools, it can have strong impacts on small schools like ours in which we have one teacher for each of our combined classes: K/1, 2/3, and 4/5. Our 4/5 class had intermittent long-term subs in 12-13, an extended long-term sub in 13-14, a new teacher in 14-15, and another new teacher in 15-16. Our 2/3 class had a new teacher in 13-14 and another new teacher in 15-16. Our K/1 class has a new teacher in 15-16. The teacher turnover has been accentuated by a lack of consistent instructional materials K-5. While our teachers reliably use Colorado Academic Standards in their planning, the turnover has meant that each new teacher has worked with instructional materials they know from previous experience, not from a consistent program for our school. This lack of consistency for students can result in a slower learning pace as well as gaps in content.
- **Ineffective use of differentiation strategies for high achieving students:** In our Middle and High School, our consistent high student achievement with consistent relatively low student growth suggests that we are not taking our high achieving kids far enough in their learning each year. Perhaps because we do not raise red flags of concern for our higher achieving kids the way we do for our lower achieving kids has led us to spend less time paying attention to our high achieving kids' progress. The national emphasis on 'no child left behind,' while great for holding the lower achieving kids in the spotlight and getting them the attention they need, frequently does nothing for our higher achieving kids because they are already proficient or higher. Shifting that culture on our local level is our need.
- **PreK - 12 emphasis on positive school climate and culture:** Postsecondary and workforce readiness efforts are often only considered in high school, but we feel the root cause of our 0% dropout rate, 100% graduation rate, and ACT scores that exceed state averages is a consistently positive school climate and culture from preschool all the way through 12th grade. Our active and conscientious work for school staff to form and maintain positive relationships with students and families has ripple effects all the

Organization Code: **1380**

District Name: **HINSDALE COUNTY RE 1**

way through a child's education here. Our work to actively teach positive relationship skills and conflict resolution skills to students also contributes heavily to our healthy environment.

- **Lack of preparedness/responsiveness for changing student population:** One source of internal data that we use for Title I identification includes looking at student performance relative to cut scores for CMAS, MAP, and DIBELS assessments. We identify students who show risk factors by falling below these various cut scores and count the number of risk factors for each student. Our profile of students in elementary school has, over the last few years, shown an increase in these risk factors. While for some time we were accustomed to low levels of risk factors generally, we are now seeing multiple risk factors for many students. An image of a heat graph that is more red the higher the number of risk factors is included in the Rationale section for this Root Cause. The increased number of risk factors means that the adults in the school need to be prepared and responsive to these higher needs.

What action is the district taking to eliminate these challenges?

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

- **Implement consistent literacy and math instructional materials K-5:** Our elementary team will review instructional materials in literacy and math, will select materials for purchase, and will complete training for the instructional materials selected. Our K/1, 2/3, and 4/5 classrooms will begin and maintain having consistent instructional materials longitudinally from grades K-5.
- **Strengthen RTI process:** Our RTI program is strong, and with our student population changing to one with higher needs, needs to be even stronger. We need to streamline the process of reviewing data, identifying needs, teaming to make intervention plans, scheduling meetings with parents, and progress monitoring.
- **Implement differentiation strategies in Middle and High School:** To achieve higher growth for our middle and high school students, we will research and receive training/coaching in differentiation strategies.
- **Maintain focus on positive school climate and culture:** Our counseling department will continue setting and achieving goals through the School Counselor Corps grant program.

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

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?

Our Combined Federal Grant for ESEA includes funds for improvement. It is awarded annually.

Organization Code: 1380

District Name: HINSDALE COUNTY RE 1

CADI	Has (or will) the district participated in a CADI review? If so, when?	No.
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No.

Improvement Plan Information

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

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

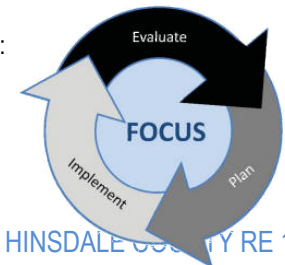
For districts with fewer than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans (combined plan). If schools are included in this plan, attach their pre-populated reports and provide the names of the schools:

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

Name	Leslie Nichols
Title	Superintendent
Email	leslien@lakecityschool.org
Phone	(970) 944-2314
Mailing Address	PO Box 802 Lake City, CO 81235

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. 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.



Organization Code: 1380

District Name: HINSDALE COUNTY RE 1

Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed.

1. Description of District Setting and Process for Data Analysis

Provide a very brief description of the district to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., DAC).

Description: In the last two years, the student population of preK-12 Lake City Community School (in the San Juan Mountains of southwest Colorado and the only school in Hinsdale County School District RE-1) has grown nearly 40%. Our anticipated 10 graduates this year will make up the largest graduating class in the history of our 140-year-old district! Despite our growth, our student numbers remain small (enrollment is 110) and data analysis presents challenges. In some areas, we can make broad statements: our population is 46% preK-5th grade and 54% middle and high school; 86% of our students are Caucasian, and 33% of our students qualify for free or reduced lunch. In many other areas, looking at data presents more challenges. Considering our 3-year District Performance Framework allows for a 3-year aggregate of student data so in some areas we end up with student counts high enough to publish (though at times still extremely sensitive to the performance of even one or two students), but in many areas we do not (academic growth gaps, ACT, and graduation rate). With only one year's worth of CMAS PARCC English Language Arts/Literacy and Math scores, very little other than whole-district data can be analyzed because of small n-counts. Even the two years of CMAS Science and Social Studies results only allows for whole-district consideration. While we can consider individual student test results at a rate and intensity that larger schools envy, finding trends in our smaller data sets is difficult.

Our district has been Accredited with Distinction every year from 2010 - 2014. As the state's accountability system is in transition, so too is our district with heavy turnover in our elementary staff, student population growth, a shift in the needs of our student body, and a new superintendent/principal in 2013.

Our process in creating our Unified Improvement Plan has included primarily the input of elementary and secondary staff teams and that of our District/School Accountability Committee. These groups have considered data from our District Performance Frameworks, especially as compiled with the DISH data visualization tools, as well as internal data from Northwest Evaluation Association's Measures of Academic Progress (MAP) assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Teaching Strategies GOLD data. We have further considered attendance, parent involvement, staff profiles, and school climate in our reflections.

2. Prior Year Targets

Consider the previous year's progress toward the district's targets. Identify the overall magnitude of the district's performance challenges.

Academic Achievement (Status)

Prior Year Target: Priority Performance Challenge: Improve High School Math Achievement:

Annual Performance Target 2013-2014: Increase High School Math 3-Year DPF Achievement score of % of Students Scoring Proficient and Advanced from 55% to 60%

2014-2015: Increase High School Math 3-Year DPF Growth score by 5 percentage points.

Interim Measures for 2013-2014: NWEA MAP scores in Fall, Winter, and Spring.

Major Improvement Strategy: Align High School Math curriculum and materials with 2010 Colorado Academic Standards.

Performance on Target: Yes! Our 2014 DPF High School Math % of students P/A was 62.5%. The 2014-2015 goal of another increase of 5% could not be measured due to the implementation of the PARCC Mathematics assessment.

Academic Growth

Prior Year Target: Priority Performance Challenge: Improve Elementary and Middle School Math Growth.

Annual Performance Target 2013-2014: Increase Elementary Math 3-Year DPF Growth Median Percentile from 50% to 55%. Increase Middle School Math 3-Year DPF Growth Median Percentile from 41 to 46%.

2014-2015: Increase both Elementary and Middle School Math 3-Year DPF Growth scores by 5 percentage points.

Interim Measures for 2013-2014: NWEA MAP scores in Fall, Winter, and Spring.

Major Improvement Strategy: Train staff in differentiation strategies for high-achieving students.

Performance on Target: No. Our 2014 DPF Elementary Math Growth Percentile in fact dropped from 50% to 43% and our Middle School Math Growth Percentile remained steady at 41%. The 2014-2015 goal of another increase of 5% could not be measured due to the implementation of the PARCC Mathematics assessment.

Prior Year Target: Priority Performance Challenge: Improve High School Writing Growth.

Annual Performance Target 2013-2014: Increase High School Writing 3-Year Growth Median Percentile from 57 to 62%.

2014-2015: Increase High School Writing 3-Year Growth Median Percentile by 5 percentage points.

Interim Measures for 2013-2014: NWEA MAP scores in Fall, Winter, and Spring.

Major Improvement Strategy: Train staff in differentiation strategies for high-achieving students.

Performance on Target: No. Our 2014 DPF High School Writing Growth Percentile in fact dropped from 57 to 50%. The 2014-2015 goal of another increase of 5% could not be measured due to the implementation of the PARCC English Language Arts/Literacy assessment.

Academic Growth Gaps

Prior Year Target: n/a

Performance on Target: n/a

Postsecondary & Workforce Readiness

Prior Year Target: Priority Performance Challenge: Maintain 0% Dropout Rate.

Annual Performance Target 2013-2014: Maintain 0% Dropout Rate.

2014-2015: Maintain 0% Dropout Rate.

Interim Measures for 2013-2014: School-wide PBIS data quarterly.

Major Improvement Strategy: Improve middle and high school postsecondary program for workforce readiness, including Middle School Dream Projects and a High School Internship/Work Study Program.

Performance on Target: Yes! Our 2014 DPF indicates that we maintained our 0% dropout rate. Although a 2015 DPF does not exist, internal records show that we again maintained our 0% dropout rate.

English Language Development and Attainment

Prior Year Target: n/a

Performance on Target: n/a

Academic Achievement Reflection

We met our goal for Academic Achievement in High School Math. We did achieve our Major Improvement Strategy of aligning our high school math curriculum and materials with the 2010 Colorado Academic Standards. Although we achieved our goal and we did implement our strategy, it is hard to say with great confidence that the strategy led to the achievement. We have one teacher for all middle and high school math, and that teacher was new to the position (and to Colorado) in 2013-2014. Our n-count in our 2014 DPF (3-year) for HS Math was only 24 kids, which is an average of 8 kids per year testing in 9th and 10th grades. While focusing on our standards is always good practice and paying attention to materials that help us achieve standards is also good practice, finding cause for our growth in achievement is very difficult.

Academic Growth Reflection

We did not meet any of our Growth goals. Our Elementary Math Growth and our High School Writing Growth were still above Adequate Growth (math above 32, writing above 18), but our Middle School Math Growth was not (below 50). Our Major Improvement Strategy was to train staff in differentiation strategies for high-achieving students. We did have two elementary and one middle/high school staff attend a differentiation workshop that targeted high-achieving students, but we did not spend targeted in-house staff time on this strategy. While our teachers are skilled in analyzing data and articulating areas of need, we still tend to focus on our low-achieving students with our energies. The testing climate of the last decade has engendered this response in teachers (kids need to be proficient! who is below proficient? what can we do to get them to proficient?) and our school has yet to shift the focus successfully to - every kid's performance is important, and every single child must grow as much as possible no matter where they start. Our country is neglecting its best and brightest in this way, and unfortunately HCSD may be doing so as well.

Academic Growth Gaps Reflection

n/a

English Language Development and Attainment

n/a

Postsecondary Workforce Readiness Reflection

We take great pride in our 0% dropout rate because it reflects so much of our school's focus on the importance of relationships with students and with families, and on our overall positive school climate. Our counseling department in 2014 was awarded a School Counselor Corps grant that has allowed us to focus on our Major Improvement Strategy of improving our postsecondary program for workforce readiness with middle and high school components. The middle school program has developed a Career Cab for investigating options after high school. Our high school internship program is on its feet with 3 students placed this year, and we look forward to continued development.

3. Current Performance

Review the DPF and local data. Document any areas where the district did not at least meet state/ federal expectations.

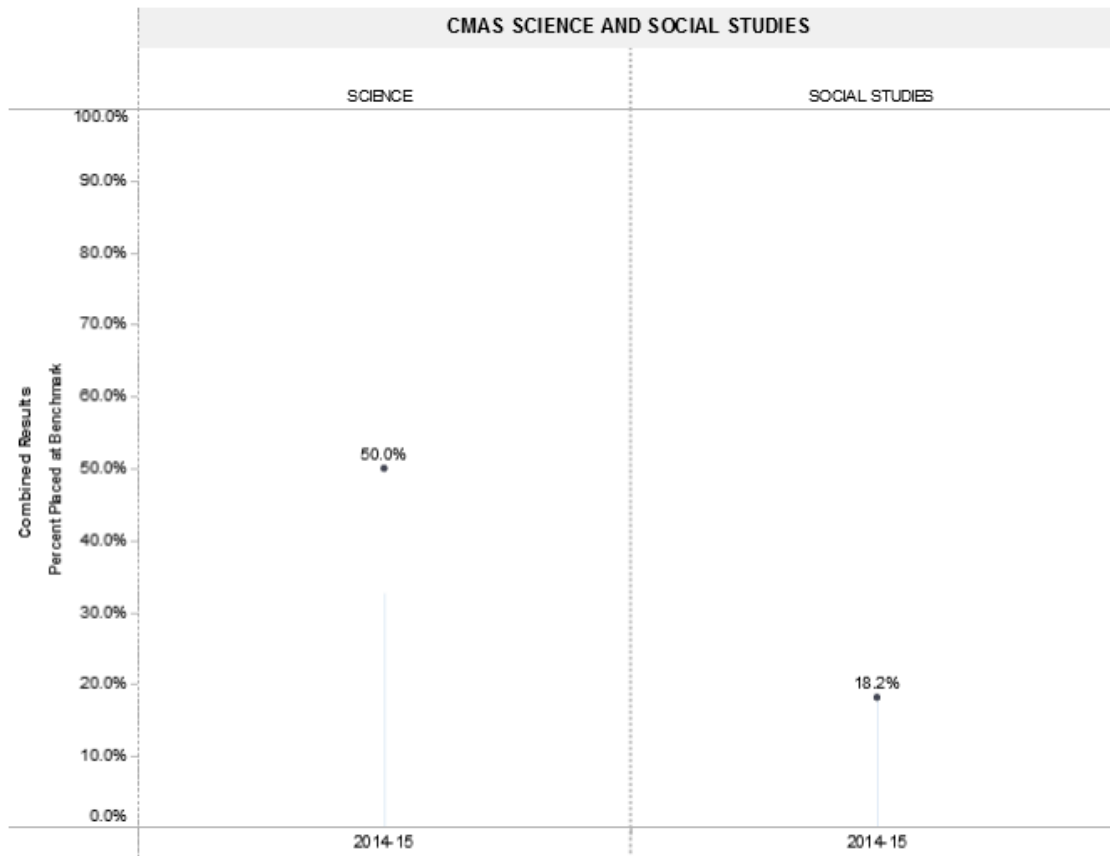
Reflection**CMAS PARCC Achievement - 2015 English Language Arts/Literacy and Math**

We only have one year of data for CMAS PARCC for ELA and Math which, for our small school, makes reporting difficult because most of our groups have fewer than 16 students. We did have 100% participation in Elementary and Middle levels, and 90% participation in High School, all three of which exceeded state participation averages.

Our Elementary Percentile Rank state-wide in ELA/L was only 20 and in math was only 33. Our Middle School Percentile Rank in ELA/L was 66 and in Math was 64. Our High School Percentile Rank in ELA/L was not reported and in Math was 53 (from the Achievement Percentile Rank Report).

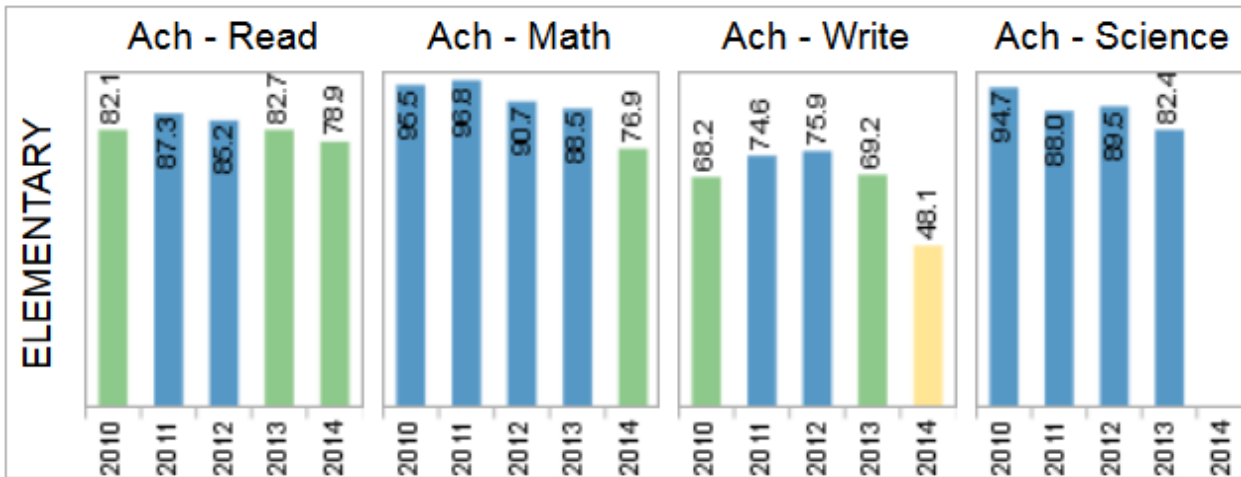
CMAS Science and Social Studies - Achievement

We have two years of test data for CMAS Science and Social Studies (2014 and 2015) and combined, this gives us reportable scores as groups have over 16 in them. The Science graph on the left shows that 50% of our students scored at benchmark in Science while only 32.6% (top of the gray line) of students state-wide did so. The Social Studies graph on the right shows that 18.2% of our students scored at benchmark while 18.3% of students state-wide did so (this is difficult to see in the graph since the numbers are so close together). We did have 100% participation for both content areas over both years.



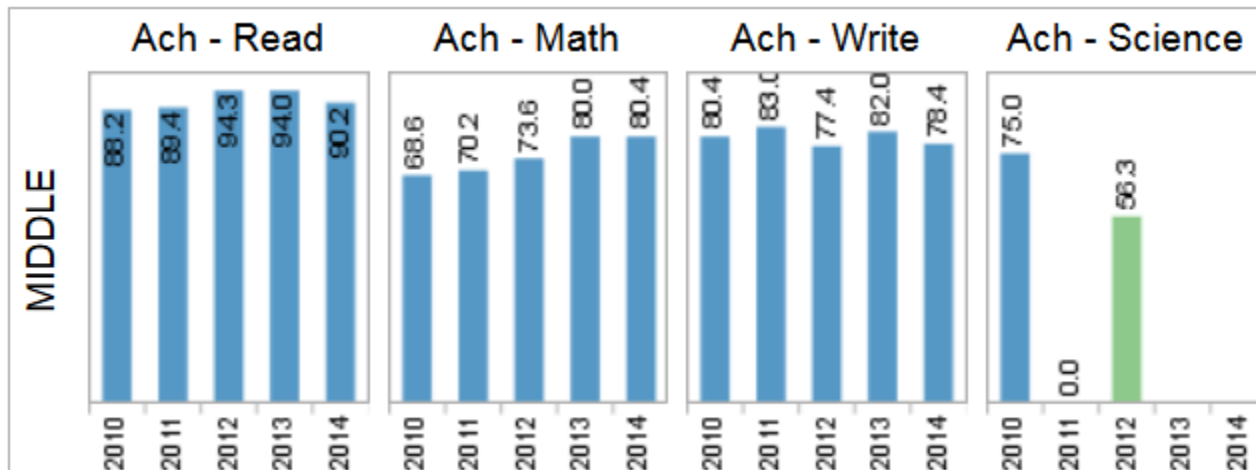
CSAP/TCAP Achievement - Elementary

Our Elementary Achievement for 2010-2014 indicates overall downward trends in all content areas (note that in Science not enough students tested in a 3-year period for data to be published in 2014). While these DISH graphs are dominated by green (meets) and blue (exceeds) bars indicating solid overall performance, the decline in every content area over time is concerning. The drop off in writing is especially worrisome.



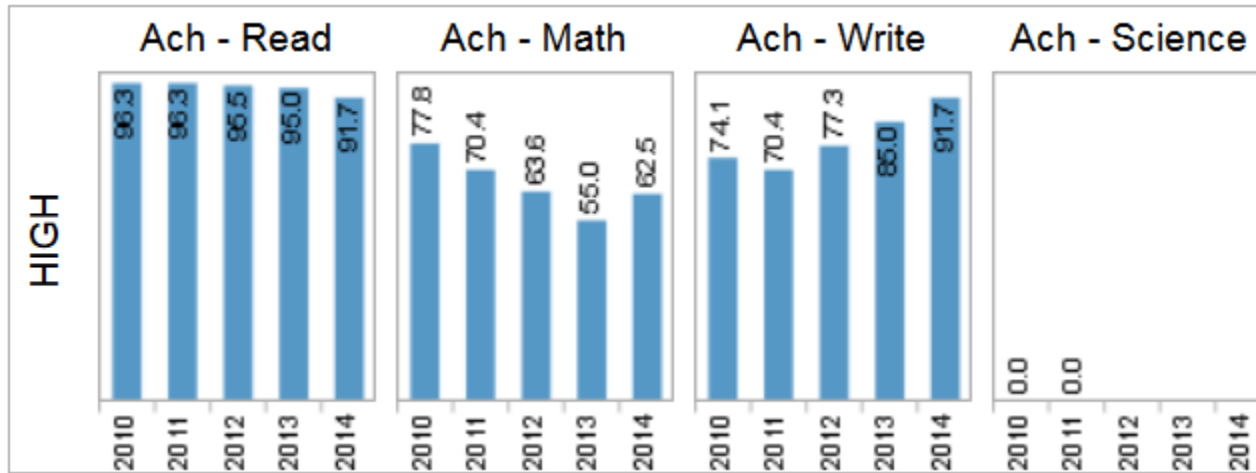
CSAP/TCAP Achievement - Middle School

Performance in middle school for the last five years of CSAP/TCAP data was encouraging with general increases in Reading and Math and a more or less steady trend in Writing. The decline in Science in 2012 is difficult to interpret due to lack of data in surrounding years (due to low n-counts).



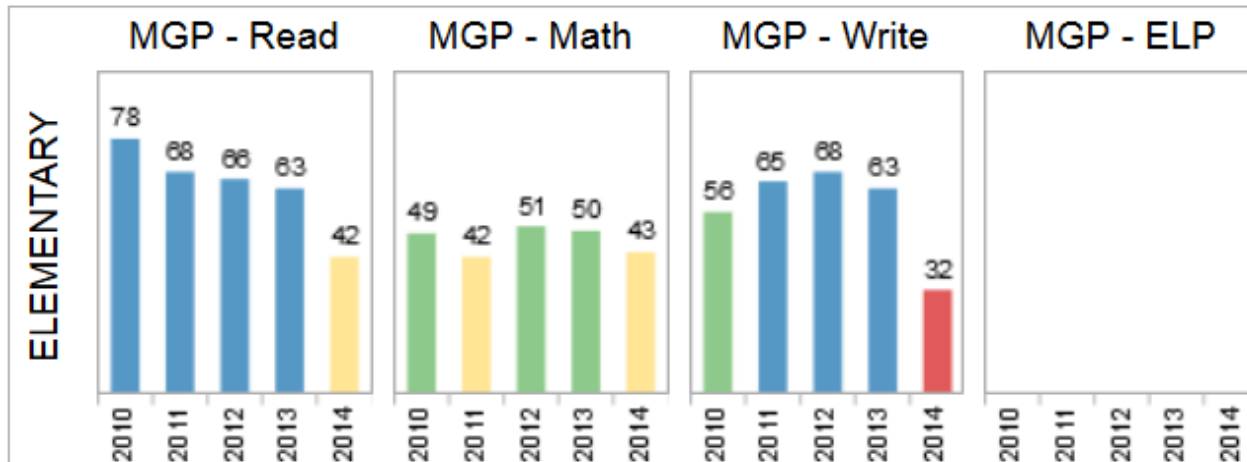
CSAP/TCAP Achievement - High School

While all bars in Reading, Writing, and Math in High School indicate achievement that exceeds expectations, the decline in Math accompanied by relatively low percentages of students scoring Proficient and Advanced leaves a question mark. The improvements in Writing are notable.



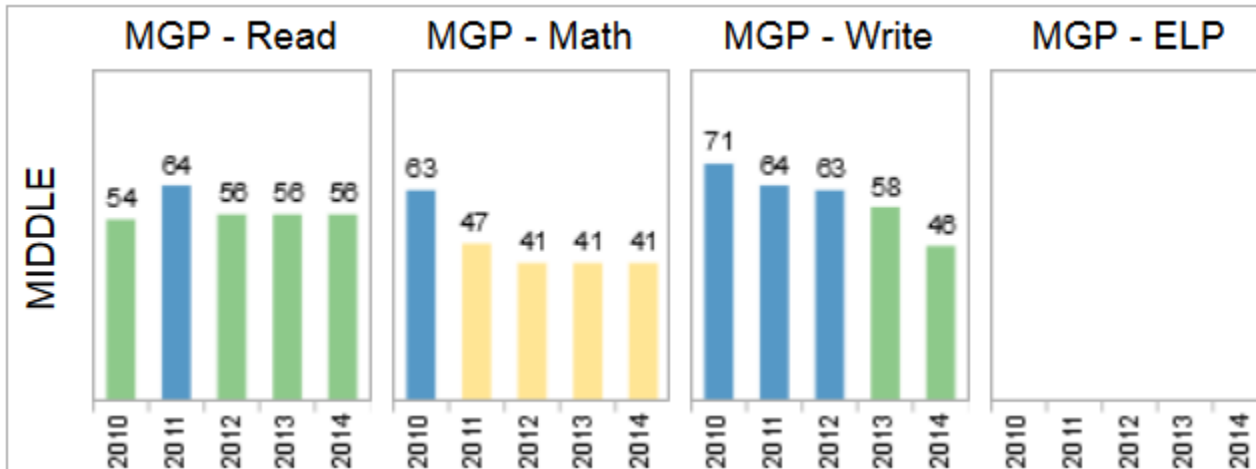
CSAP/TCAP Growth - Elementary School

Elementary Growth trends are startling. The green and blue bars are joined by many yellow (approaching) and red (does not meet) bars. In short, trends suggest our youngest students are no longer growing enough in Reading or in Math or especially in Writing. Not pretty.



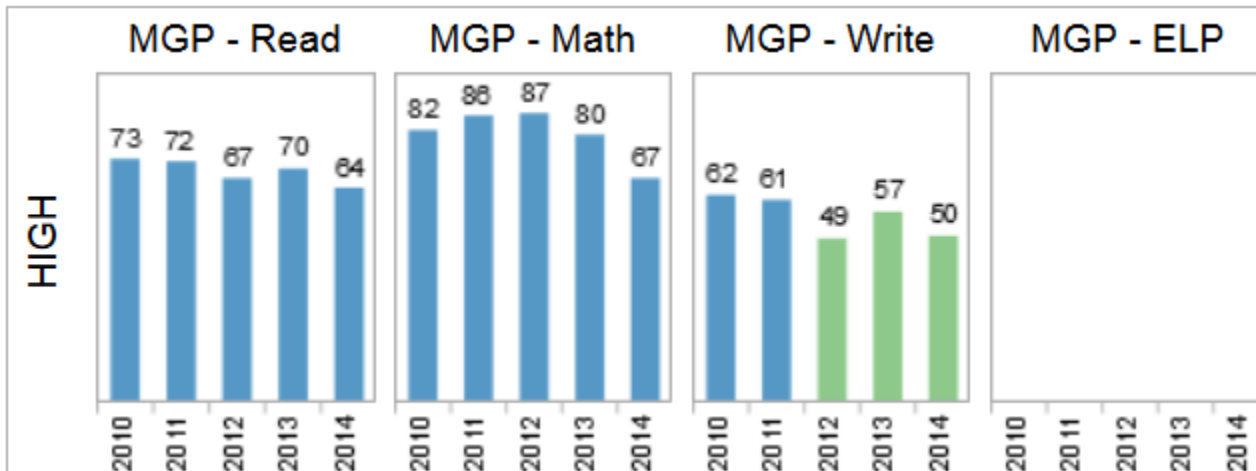
CSAP/TCAP Growth - Middle School

Growth in Middle School Reading is holding steady but lacks median growth percentiles that exceed expectations (blue bars). Math Growth demands attention. Writing Growth also has an alarming decreasing trend that cannot go unchecked.



CSAP/TCAP Growth - High School

High School blue and green bars are refreshing in the Growth department, but the overall decline in every subject is very concerning. What is changed that we are not teaching our students as much in a year's time as we once were?



4. 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.

Academic Achievement (Status)

- Our Elementary Achievement in all three areas of Reading, Math, and Writing CSAP/TCAP has declined. Reading achievement has fallen from a 5-year high of 87.3% Proficient/Advanced to a current (2014) low of 78.9%. Math achievement has fallen from a 5-year high of 96.8% to a current low of 76.9%. Writing achievement has fallen from a 5-year high of 79.5% to a current low of 48.1%. Additionally, our CMAS-PARCC ELA/L and Math single-year (2015) scores for Elementary were only at the 20th percentile statewide for ELA/L and 33rd percentile for Math.

Academic Growth

- Our Elementary Growth (Median Growth Percentiles) in all three areas of Reading (42), Math (43), and Writing (32) is at a 5-year low in 2014. With our decline in Elementary Achievement in all three areas, this is alarming. We are neither achieving nor growing at previous levels in our Elementary School.
- Our Middle and High School Growth (Median Growth Percentiles) in all three areas of Reading (56 Middle, 64 High), Math (41 Middle, 67 High), and Writing (46 Middle, 50 High) also sit at 5-year low points in 2014. While our Achievement for Middle and High School has remained relatively strong, our growth has not.

Postsecondary & Workforce Readiness

- Our dropout rate remains at 0%. While our ACT scores are not published in our DPFs, internal analysis reveals that our student composite scores over time are above the 2014 DPF reported state average of 20.1. Our graduation rate, also not publishable, is 100%. This trend, while stable, is notable because it is one data set that points to the importance of our school climate and culture. We value relationships and we value social/emotional education. Our Multi-tiered Systems of Support regularly address both academic (Response to Intervention - RTI) and behavioral (Positive Behavior Intervention Support - PBIS) concerns from preschool through 12th grade with research-based interventions that work.

Priority Performance Challenges and Root Cause Analysis

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: 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.

Priority Performance Challenge



Root Cause

Declining Elementary Performance and Growth - ELA and Math: Our overall decline in both Elementary Performance and Growth in both ELA/L and Math is our highest priority.



Staff Turnover combined with lack of consistent instructional materials: We have had instability in our elementary classrooms over the last 3 years. While teacher turnover is expected in all schools, it can have strong impacts on small schools like ours in which we have one teacher for each of our combined classes: K/1, 2/3, and 4/5. Our 4/5 class had intermittent long-term subs in 12-13, an extended long-term sub in 13-14, a new teacher in 14-15, and another new teacher in 15-16. Our 2/3 class had a new teacher in 13-14 and another new teacher in 15-16. Our K/1 class has a new teacher in 15-16. The teacher turnover has been accentuated by a lack of consistent instructional materials K-5. While our teachers reliably use Colorado Academic Standards in their planning, the turnover has meant that each new teacher has worked with instructional materials they know from previous experience, not from a consistent program for our school. This lack of consistency for students can result in a slower learning pace as well as gaps in content.

Lack of preparedness/responsiveness for changing student population: One source of internal data that we use for Title I identification includes looking at student performance relative to cut scores for CMAS, MAP, and DIBELS assessments. We identify students who show risk factors by falling below these various cut scores and count the number of risk factors for each student. Our profile of students in elementary school has, over the last few years, shown an increase in these risk factors. While for some time we were accustomed to low levels of risk factors generally, we are now seeing multiple risk factors for many students. An image of a heat graph that is more red the higher the number of risk factors is included in the Rationale section for this Root Cause. The increased number of risk factors means that the adults in the school need to be prepared and responsive to these higher needs.

Declining Growth - Middle and High School: While our Achievement in Middle and High School remains relatively strong (including acceptable but concerning statewide percentile ranks for ELA/L and Math CMAS-PARCC), our growth trends from CSAP/TCAP data have been declining. Strong



Ineffective use of differentiation strategies for high achieving students: In our Middle and High School, our consistent high student achievement with consistent relatively low student growth suggests that we are not taking our high achieving kids far enough in their learning each year. Perhaps because we do not raise red flags of concern for our

Achievement with falling Growth seems to continue our concern from our 2014 UIP which was that our high achieving students are not growing enough.

higher achieving kids the way we do for our lower achieving kids has led us to spend less time paying attention to our high achieving kids' progress. The national emphasis on 'no child left behind,' while great for holding the lower achieving kids in the spotlight and getting them the attention they need, frequently does nothing for our higher achieving kids because they are already proficient or higher. Shifting that culture on our local level is our need.

Steady Postsecondary and Workforce Readiness Outcomes: Our PWR indicators remain strong and we want to continue that trend.



PreK - 12 emphasis on positive school climate and culture: Postsecondary and workforce readiness efforts are often only considered in high school, but we feel the root cause of our 0% dropout rate, 100% graduation rate, and ACT scores that exceed state averages is a consistently positive school climate and culture from preschool all the way through 12th grade. Our active and conscientious work for school staff to form and maintain positive relationships with students and families has ripple effects all the way through a child's education here. Our work to actively teach positive relationship skills and conflict resolution skills to students also contributes heavily to our healthy environment.

Reflection on Priority Performance Challenges

Something is amiss in our Elementary School when both our Achievement and Growth scores so broadly have shown decline. This is our top priority as a district.

Growth in Middle and High School continues to challenge us and needs to see efforts maintained to get our Growth back up. Every single child needs to show at least a year's growth in a year's time. Our higher achieving kids continue to show low growth rates. Unfortunately, the transition to the new CMAS-PARCC assessments presents unique data analysis challenges to smaller districts like ours. Not only are we waiting for a second year's data to start to look at growth, but we will need three years for much of our data to be reportable. We use MAP results extensively for individual and classroom group tracking and can work to use that data to find broader trends.

Finally, our overall Postsecondary and Workforce Readiness indicators need to remain strong.

Reflection on Root Cause

Quantitative data regarding staff attendance and turnover as well as qualitative data received from current staff about our elementary instructional materials helped us focus on the root cause for our achievement and growth struggles in our elementary school. Additionally, the heat graph of risk factor data for our student population painted a clear picture of a changing student population. This image shows data for our 15-16 student body with green for no risk factors and increasingly red for more risk factors. The graph starts with our 1st graders on the left and continues through 12th grade. The warmest areas of the graph span from 3rd through 7th

grades. It is clear that there is something of a bubble that exists in this group of students as they move through our school. The long stretches of green for 8th - 12th grades shows that this hasn't always been the case.

The root causes of our elementary academic struggles are staff turnover combined with inconsistent instructional materials and our need to adjust our preparedness and responsiveness for a more academically needy student population.

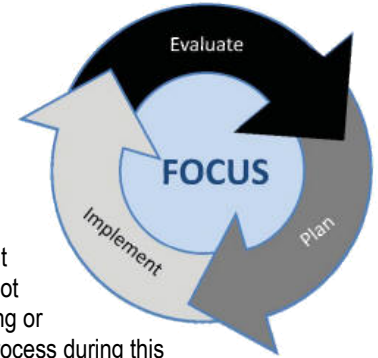
The Root Cause of inefficient use of differentiation strategies for high achieving students in middle and high school continues for us. Our middle and high school content area "departments" each consist of one teacher: one English teacher for grades 6-12, one science teacher for grades 6-12, one social studies teacher for grades 6-12, and one math teacher for grades 6-12. We have one of each class that we teach, and most classes are multi-grade: 6/7 math, 10/11/12 physics, 10/11/12 English, 9/10 world history, and so on. We expect our individual teachers to be everything to every student and meet every student where they are and take them as far as they can go. The pressure to keep every student at least proficient or in the average grade level range is tremendous so the reality that higher achieving kids might not get the attention they deserve does exist. But it should not! We need to continue efforts to improve our differentiation strategies so in the single classes with wide ability ranges and multiple grades that span across middle school standards or that mean a younger high school student is not ready for advanced high school content, that the higher achieving kids get the same attention as the ones who struggle. Research on differentiation strategies is strong and points directly at its ability to keep all students challenged and moving forward in their learning. The root cause of our high achievement and low growth is that we are not using such strategies effectively.

The Colorado Academic Standards include Prepared Graduate Expectations from preschool through 12th grade. We agree with this idea that positive outcomes for high school students begins with our youngest students. Our Positive Behavior Intervention Support program called CLIMB spans preschool - 12th grade for us. Program data regarding consistency and fidelity is strong for us and our program has been cited by CDE as a model PBIS program. This in addition to hard-to-quantify efforts to build strong relationships among all in our school community goes a long way in supporting our admirable postsecondary and workforce readiness data. The root cause of our success in this department is that we work hard on our school climate and culture as well as on our academics.

1. Summary/Conclusion

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. This section identifies annual performance targets and interim measures. Districts/consortia are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, districts/consortia should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (Section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

School Target Setting Form

Academic Achievement (Status)

Subject		
Priority Performance Challenge		Declining Elementary Performance and Growth - ELA and Math
Annual Performance Targets	2015-2016	Increase our Achievement Percentile Rank on Elementary CMAS ELA/L from 20 to 35. Increase our Achievement Percentile Rank on Elementary Math from 33 to 43.
	2016-2017	Score an Achievement Percentile Rank higher than 50 on both Elementary CMAS ELA/L and Math.
Interim Measures		Elementary MAP Reading, Math, and Language scores administered fall, winter, and spring.

Academic Growth

Subject		
Priority Performance Challenge		Declining Growth - Middle and High School
Annual Performance Targets	2015-2016	Establish a method for measuring growth for Middle School and for High School using MAP data.
	2016-2017	Increase MAP Growth for Middle and High School.
Interim Measures		Middle and High School MAP Reading, Math, and Language scores for fall, winter, and spring.

Postsecondary & Workforce Readiness

Subject		Dropout Rate
Priority Performance Challenge		Steady Postsecondary and Workforce Readiness Outcomes
Annual Performance Targets	2015-2016	Maintain dropout rate of 0%.
	2016-2017	Maintain dropout rate of 0%.
Interim Measures		Continuous monitoring of high school student attendance and family situations.

Action Planning Form for 2015-16 and 2016-17

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. 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.

Major Improvement Strategy: Implement consistent literacy and math instructional materials K-5

Our elementary team will review instructional materials in literacy and math, will select materials for purchase, and will complete training for the instructional materials selected. Our K/1, 2/3, and 4/5 classrooms will begin and maintain having consistent instructional materials longitudinally from grades K-5.

Root Cause(s) Addressed:

Staff Turnover combined with lack of consistent instructional materials

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

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

Action Steps	
Aug. 2015 - May. 2016	<p>Name: K-5 Literacy and Math Instructional Materials Selection and Purchase</p> <p>Description: During the 15-16 school year, our elementary team will review and select literacy and math instructional materials for our K/1, 2/3, and 4/5 classrooms.</p> <p>Implementation Benchmarks: Review complete by end of February. Selection made by March 18. Purchase made by May 15.</p> <p>Resources: Time at bi-monthly Elementary Team Meetings.</p> <p>Key Personnel:</p>

	<p>Principal, elementary teachers, special education teacher, intervention teacher</p> <p>Status: In Progress</p>
<p>Apr. 2016 - Dec. 2016</p>	<p>Name: K-5 Literacy and Math Instructional Materials Training</p> <p>Description: Training, including training sessions and ongoing coaching, in literacy and math materials will be achieved by December 16, 2016.</p> <p>Implementation Benchmarks: Materials selected and purchased, training scheduled, training completed, coaching ongoing.</p> <p>Resources: Money for materials purchase and training sessions.</p> <p>Key Personnel: Principal, elementary teachers, special education teacher, intervention teacher, trainers</p> <p>Status: In Progress</p>

Major Improvement Strategy: Strengthen RTI process

Our RTI program is strong, and with our student population changing to one with higher needs, needs to be even stronger. We need to streamline the process of reviewing data, identifying needs, teaming to make intervention plans, scheduling meetings with parents, and progress monitoring.

Root Cause(s) Addressed:

Lack of preparedness/responsiveness for changing student population

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

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

Action Steps

Apr. 2016 - Jun. 2016

Name: Identify and implement scheduling and staffing strategies for intervention

Description:

In planning for 2016-2017, we need to ensure we have staff hired and schedules set to meet the needs of our students requiring intervention support.

Implementation Benchmarks:

Review known student needs, establish schedule of support, estimate educational assistants necessary for schedule, budget for staff, hire needed staff.

Resources:

16-17 budget funds

Key Personnel:

Principal, special education teacher, intervention teacher, elementary teachers, secondary teachers

Status: In Progress

Major Improvement Strategy: Implement differentiation strategies in Middle and High School
To achieve higher growth for our middle and high school students, we will research and receive training/coaching in differentiation strategies.

Root Cause(s) Addressed:
Ineffective use of differentiation strategies for high achieving students

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
 State Accreditation Student Graduation and Completion Plan (Designated Graduation District) Title IA Title IIA
 Title III Gifted Education Other: _____

Action Steps	
Apr. 2016 - May. 2017	<p>Name: Plan training/coaching for differentiation strategies grades 6-12</p> <p>Description: Our Secondary Team will review and select a training/coaching program for differentiation strategies especially to target high achievers.</p> <p>Implementation Benchmarks: A training/coaching program will be identified, training/coaching will be scheduled and achieved.</p> <p>Resources: 16-17 budget funds, time for training/coaching</p> <p>Key Personnel: Principal, secondary teachers, special education teacher, gifted education teacher consultant with Gunnison AU</p> <p>Status: In Progress</p>

Major Improvement Strategy: Maintain focus on positive school climate and culture
Our counseling department will continue setting and achieving goals through the School Counselor Corps grant program.

Root Cause(s) Addressed:
PreK - 12 emphasis on positive school climate and culture

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

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

Action Steps	
Jul. 2016 - Jun. 2017	<p>Name: School Counselor Corps Grant - Year 3</p> <p>Description: We are entering our School Counselor Corps Grant Year 3 next year.</p> <p>Implementation Benchmarks: Ensure reporting of financials is complete for 2015-2016. Schedule mandatory training and conference dates for 16-17.</p> <p>Resources: Grant funding</p> <p>Key Personnel: School Counselor Corps Grant program, our school counselor and principal</p> <p>Status: In Progress</p>

Section V: Appendices

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

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

Section V: Supporting Addenda Forms

For Administrative Units with Gifted Education Programs

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

Description of Gifted Education Program Requirements	Recommended location in UIP	Description of requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page number)
Record reflection on results/progress towards previous year's targets for gifted student achievement or growth; and other data supporting progress or noted observations about gifted student data and performance. This section fulfills ECEA reporting requirements for gifted student achievement and growth, combining the annual plan and report into one submission.	Section III: Data Narrative (Report)	
Data Analysis: 1) Disaggregate gifted student performance by sub-groups (e.g., grade ranges, minority, and FRED) to reveal strengths and/or gaps (disparities) in achievement and/or growth on state and/or district assessments; 2) include trend statements; 3) prioritized performance challenges and root causes that investigates the needs of selected gifted student groups. (Do these challenges converge or diverge from district areas of improvement?) Note: A data analysis of all sub-groups is not expected annually when working towards a two-year action plan that already focuses on a selected student group and area(s) for improvement. Talk about/analyze data in focus area(s).	Section III: Data Narrative	

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)
<p>Set targets for gifted students' performance that meet or exceed state expectations toward distinguished achievement and high growth in their area(s) of strength.</p> <p>Describe gifted student performance targets in terms of either <u>the</u> district targets (convergence) or as a specific gifted student target/s (divergence) based upon the specific performance challenges of gifted students.</p> <p>Describe the interim measures to monitor progress of individual student performance for the selected student sub-group or grade level range.</p>	<p>Section IV: Target Setting Form</p>	
<p>Identify <u>major</u> (differentiated) strategies to be implemented that support and address the identified performance challenges and will enable the AU to meet the performance targets.</p> <p>Describe steps and timeline for major improvement strategies and professional development that will have positive and long term impact to improve gifted student performance.</p> <p>Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.</p> <p>Indicate how student achievement is reported to parents and students, especially when gifted students are above grade level instruction in one or more contents at a grade level.</p>	<p>Section IV: Action Plan or table below</p>	

Notes:

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

Gifted Program Assurances

Description of General Program Assurances	Mark one box:	Description of General Program Assurances	Mark one box:
Multiple pathways and tools are used to ensure equal and fair access to identification, especially in traditionally underserved student groups; and makes progress toward proportional representation in the gifted population.		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.	
<p>Gifted students receive special provisions, Tier II and Tier III, for appropriate instruction and content extensions in the academic standards that align with individual strengths.</p> <p>Note: The AU's program plan for constituent schools and districts describes the key programming options matched to areas of giftedness and utilized in serving gifted students.</p>		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.)	
The budget and improvement planning process is collaboration among stakeholders of schools or districts within the administrative unit.		<p>The district/BOCES provides a certified person or a qualified person in gifted education to administer the gifted education program plan, and provide professional development;</p> <p>The gifted program supports literacy of the advanced reader and prevention of reading difficulties (READ ACT)</p>	