Colorado's Unified Improvement Plan for Districts

FOUNTAIN 8 DISTRICT UIP 2018-19 | **District:** FOUNTAIN 8 | **Org ID:** 1000 | **Framework:** Accredited: Meets 95% Participation |

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Executive Summary

If We...

IMPLEMENT STANDARDS-BASED INSTRUCTION

Description:

Teachers can design units of instruction that deconstruct the Colorado Academic Standards, classify types of standards, create student-friendly learning targets and success criteria, use both formative and summative assessments to assess mastery of standards, and utilize multiple resources to enhance differentiation of instruction for all students.

IMPLEMENT SYSTEMIC AND STRATEGIC USE OF INTERVENTION

Description:

Teachers and school administrators can create, implement, and evaluate systemic and strategic intervention systems in their buildings that address the unique needs of students with specific behavioral, academic, or language needs as well as disabilities.

IMPLEMENT CULTURALLY RESPONSIVE TEACHING

Description:

The District will articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the curriculum. In District 8, culturally responsive teachers will (a) be socioculturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while challenging them beyond the familiar.

Then we will address...

INCONSISTENT EDUCATOR KNOWLEDGE OF THE COLORADO ACADEMIC STANDARDS

Description:

The Colorado Academic Standards emphasize conceptual understanding and critical thinking through real-life application and the use of multiple texts (Verification of root cause: Consistent feedback from department and grade level PLCs and professional learning feedback from past year indicate that the district has helped to clarify the "what" to teach aspects of the standards). Continued district emphasis and focus on the "how" to teach the standards through the implementation of highly effective instructional strategies is needed (Verification of root cause: monthly principal meetings, PLC observations, principal feedback to district administrators).

ALIGNMENT OF TEXT MATERIALS/RESOURCES TO REVISED COLORADO ACADEMIC STANDARDS

Description:

Continued district prioritization on ensuring alignment between text materials and resources and the revised Colorado Academic Standards (highest priority to core academic areas). In addition, ensuring systems of annual professional learning specific to the implementation of text materials and resources adopted (Verification of root cause: classroom observations by district personnel, Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and principals, PLC vertical team meetings, grade level data meetings, district alignment meetings).

INCONSISTENT IMPLEMENTATION AND EVALUATION OF INTERVENTIONS AND MTSS PRACTICES

Description:

School administrators and teachers need to establish and implement more effective and consistent systems of intervention, progress monitoring, and evaluation of instructional gaps in reading, writing, and math for all students (Verification of root cause: Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and building principals, PLC vertical team meetings, grade level data meetings).

ALIGNMENT OF TEXT RESOURCES/MATERIALS TO REVISED COLORADO ACADEMIC STANDARDS

Description:

Continued district prioritization on ensuring alignment between text materials and resources and the revised Colorado Academic Standards (highest priority to core academic areas). In addition, ensuring systems of annual professional learning specific to the implementation of text materials and resources adopted (Verification of root cause: classroom observations by district personnel, Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and principals, PLC vertical team meetings, grade level data meetings, district alignment meetings).

INCONSISTENT IMPLEMENTATION OF FORMATIVE ASSESSMENT PRACTICES IN K-12 CLASSROOMS

Description:

K-12 teachers need continued, intensive professional learning opportunities related to highly effective instructional strategies, specifically, formative assessment (Seven Strategies of Assessment for Learning) and optimize PLC time to analyze and evaluate data to make instructional adjustments with greater frequency. (Verification of root cause: Monthly principal meetings, PLC observations, and MTSS team meetings).

EVALUATION AND COMMUNICATION OF STUDENT SCORING INDICATORS ON STATE ASSESSMENTS

Description:

Teachers and students must understand how test items are scored on state assessments. Teachers must intentionally instruct students to explain and communicate their reasoning on state math assessments more thoroughly and effectively. Based on 17-18 state math assessment results, a significant number of students earned a score of zero due to insufficient explanation of reasoning.

INCONSISTENT UNDERSTANDING OF CULTURALLY RELEVANT TEACHING PRACTICES (CRT)

Description:

K-12 teachers need to develop understanding of processes and strategies that teach to the whole child. While our district's learners are becoming more diverse, our teaching force is not as diverse. Educators in the district would benefit from: (1) more consistent, focused professional development related to CRT to ensure that they develop an improved awareness of the culture and background of their students; (2) ensuring that instruction and/or learning does not create cultural misunderstandings or misconceptions; (3) district instructional systems and teacher professional development ensures all students have the opportunity to learn at the highest levels and close achievement gaps.

INCONSISTENT USE OF DATA TO DRIVE INSTRUCTIONAL DECISION-MAKING

Description:

Continue to improve the intentional use of data forms (formative, interim, summative) to drive instructional decision-making on a consistent, regular basis. Continued focus and analysis on school instructional schedules that provide consistent opportunities and time for teachers to use PLCs for data analysis and collaboration for instructional planning.

INCONSISTENT EDUCATOR UNDERSTANDING OF THEIR SOCIOCULTURAL CONSCIOUSNESS

Description:

Sociocultural consciousness is defined as an understanding that ways of thinking, behaving, and being are deeply influenced by such factors as race/ethnicity, social class, and language (Banks, 1996). Without this insight, teachers are unable to cross the sociocultural boundaries that separate them from their students.

INCONSISTENT EDUCATOR UNDERSTANDING OF THE POWER OF AFFIRMING ATTITUDES

Description:

Inconsistent educator understanding of the power of affirming attitudes toward students from culturally diverse backgrounds: An affirming attitude toward students who differ from the dominant culture is a fundamental orientation for teaching successfully in a culturally diverse society. Teachers who see their students in an affirming light acknowledge the existence and validity of a plurality of ways of thinking, talking, behaving, and learning.

INCONSISTENT EDUCATOR UNDERSTANDING OF THEIR ROLE AS CHANGE AGENTS

Description:

By actively working for greater equity in education, teachers can increase access to learning and educational success and can challenge the prevailing perception that differences among students are problems rather than resources. Educators who learn to view themselves as agents of change see schools and society as interconnected. They believe that although education has the potential to challenge and transform inequities in society, without intervention schools tend to reproduce those inequities by giving greater status to the ways of thinking, talking, and behaving of the dominant cultural group. Those with this perspective recognize that teaching is a complex activity.

Then we will change current trends for students

K-12 MATH GROWTH AND ACHIEVEMENT

Description:

Math achievement results on state assessments (grades 4-11) continue to approach state expectations at most elementary grade levels and continue to be below the state average in most secondary grade levels. Most notable is persistent low achievement at the transition grade levels (6th/9th) including most secondary grade level subgroups. Math growth gains at elementary have increased over the last three years but have not exceeded the state median growth percentile. Longitudinal assessment data (both summative and interim) indicate that math achievement at most grade levels continues to remain below the state average. In addition, math growth results are, in general, below district growth targets for students with disabilities in math 3rd -8th grades and lower than expected for all G/T students.

K-12 ENGLISH LANGUAGE ARTS GROWTH AND ACHIEVEMENT

Description:

ELA achievement results on state assessments for ELA (grades 4-11) continue to approach state expectations at most elementary grade levels and continue to be below the state average in most secondary grade levels. High school ELA growth continues to approach the state expectations with a slight increase overall. Most notable is persistent low growth gains at the transition grade levels (6th/9th) including most secondary grade level subgroups. Academic growth in ELA at elementary has increased over the last three years but has not exceeded the state median growth percentile. Longitudinal assessment data (both summative and interim) indicate that growth at most grade levels continues to remain below the state average. In addition, state ELA growth results are, in general, below district growth targets for students with disabilities in ELA 3rd -8th grades and lower than expected for all G/T students.

STUDENT DIVERSITY/CULTURAL COMPETENCY

Description:

Classrooms in the district are the most diverse in the state, therefore, developing cultural competence in our educators is critical. The district must create an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. Our ability to understand the within-group differences that make each student unique, while celebrating the between-group variations is essential to inform and expand teaching practices in the culturally competent educator's classroom. Longitudinal trends in state assessments results in ELA and math growth (disaggregated data), LEAP Survey results specific to personalized learning, and EE data (Standard 2, Elements A,B, and C) indicate an inconsistent understanding of methods and strategies to meet the needs of a diverse student population.

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

Improvement Plan Information
Additional Information about the District

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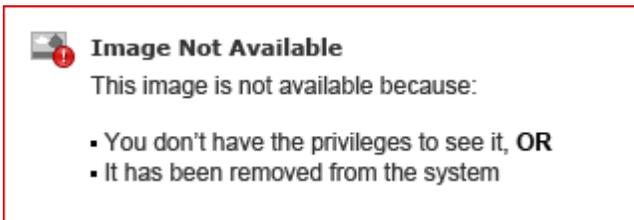# Narrative on Data Analysis and Root Cause Identification
Description of District Setting and Process for Data Analysis

Description of District:

Fountain – Fort Carson School District #8 is located in Fountain, Colorado and serves a student population both in and around the city of Fountain as well as the students located on the Fort Carson Army Post. The enrollment for the 2018-2019 school year is 7937 students: 4256 elementary students,1712 middle school students,1783 high school students,119 high school students at the Welte Education Center (alternative school) and 76 students enrolled in BOCES programs. All but one elementary school are Title I schools and in 2018, approximately 50% of students qualify for free or reduced lunch.

Since 2010 the district has consistently incurred increases in the number students qualifying for free or reduced lunch which, in 2018, appears to have stabilized around 50%.

Ethnicity/race distributions are illustrated below:

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Special population rates for the district include the following: 18% of students received special education services, 5% of students identified as English Language Learners, and 5% of students are identified as gifted and talented.

Changing demographics continue in the Fountain-Fort Carson School district due to the presence of the Fort Carson Army Base. These changing demographics enable the district to maintain a rich level of cultural diversity. The total district population has increased 5% from 2010 to 2018. The number of students with disabilities from 2010 to 2018 has increased by 46%. Of particular note is a 75% increase in the number of students with autism and a 142% increase in the number of students with a developmental delay. As a result, the general and special education classrooms have been significantly impacted and considerable federal and local resources have been allocated to support these students in the form of additional teachers, paraeducators, social emotional supports, on-going professional learning, and consultation services.

Process for Data Analysis
In 2018-19, the district Student Achievement Department and school leaders analyzed three-year trends in the district data where possible using CMAS assessments (PARCC / CMAS ELA and Math, CMAS Sci/SS, ACCESS, DLM, COALT, PSAT and SAT) as well as district interim assessments: Scantron Performance Series (reading, math), DIBELS (elementary reading), the district-wide English/Language Arts assessment (3rd - 8th grade), CDE gifted and talented summary reports, and the SPED Administrative Unit determination documents. The district also considered the last several District Performance Frameworks to determine root causes for data outcomes. With district administrative team members, areas of strengths and areas of need were identified and prioritized. Root causes were identified using the above data sources and district/school survey results. Major improvement strategies and action plans were then reviewed with the District Accreditation Team, comprised of district administrators, teachers, school administrators, and parents that meets regularly throughout the school year to review and revise district instructional goals based

on these data sets. The district UIP was formally presented to the District Accreditation and Accountability Committee, including an analysis of district data, identification of performance challenges, root causes, and priority performance challenges for the district. Subsequently, any recommendations for revisions to the district UIP plan were discussed and implemented prior to submission to the Colorado Department of Education. Lastly, a district professional development day is scheduled each April to align and revise school improvement plans with the district improvement plan and includes all teachers and staff in each building.

Prior Year Targets

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

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)	
Prior Year Target:	ELA Achievement/State Assessment: (1) 50% of elementary students (grades 3-5) meet or exceed the state average (2) 50% of secondary students (grades 6-8) meet or exceed the state average (3) The district mean scale score for high school students (grades 9-11) meets or exceeds the state mean scale score for high school students on the PSAT/SAT (EBRW). (4) 30% of identified G/T students (grades 3-8) will achieve "exceeds"
Performance:	ELA Achievement: (1) Not met - 43.2% met or exceeded the state average (2) Not met - 39.8% of secondary students (grades 6-8) met or exceeded the state average (3) Not Met – The mean scale score for high school students (grades 9-11) on SAT was 494 district vs 513 state average; PSAT10 470 district vs 479 state; PSAT9 445 district vs 454 state (4) Not Met - 32% of gifted students scored "exceeded".
Prior Year Target:	Math Achievement/State Assessment: (1) 50% of elementary students (grades 3-5) meet or exceed the state average (2) 30% of secondary students (grades 6-8) meet or exceed the state average for achievement (3) The mean scale score for high school students (grades 9-11) meets or exceeds the state mean scale score for math PSAT/SAT (4) 30% of identified G/T students (grades 3-8) will achieve "exceeds"
	Math Achievement: (1) Not Met – 34.2% of elementary students (grades 3-5) met or exceeded the state average for achievement (2) Not Met – 15.8% of secondary students (grades 6-8) met or exceeded the state average (3) Not Met – The

Performance:	mean scale score for high school students (grades 9-11) on SAT was 477 district vs 501 state; PSAT10 452 district vs 465 state; PSAT9 439 district vs 448 state (4) Not Met - 21.7% of G/T students scored "exceeded"
Prior Year Target:	ELA Achievement/Interim District Assessment: (1) 60% of elementary students (grades 2-5) meet or exceed the 50%tile rank (NPR) (2) 60% of secondary students (grades 6-8) meet or exceed the 50%tile rank (NPR) (3) 50% of identified gifted students meet or exceed the 90%tile rank.
Performance:	ELA Achievement/Interim District Assessment: (1) Not Met – 55.35% of elementary students (grades 2-5) met or exceeded the 50%tile rank (NPR) (2) Not Met – 16.72% of secondary students (grades 6-8) met or exceeded the 50%tile rank (NPR) (3) Not Met – 39.64% of identified gifted students met or exceeded the 90%tile rank.
Prior Year Target:	Math Achievement/District Interim Assessment: (1) 50% of elementary students (grades 2-5) meet or exceed the 50%tile rank (NPR) (2) 50% of secondary students (grades 6-8) met or exceeded the 50%tile rank (NPR) (3) 50% of identified G/T students meet or exceed the 90th percentile rank (NPR).
Performance:	Math Achievement/District Interim Assessment: (1) Not Met – 48.48% of elementary students (grades 2-5) met or exceeded the 50%tile rank (NPR) (2) Not Met – 31.26% of secondary students (grades 6-8) met or exceeded the 50%tile rank (NPR) (3) Not Met – 35.78% of identified G/T students meet or exceed the 90%tile rank (NPR).

MATH

After performing a standards and item analysis on CMAS and PSAT/SAT items, it was determined that students demonstrate difficulty in explaining their reasoning on higher level math problems. The new secondary adoption of the springboard math curriculum coupled with ongoing staff training and the implementing of AVID WICOR strategies will help to address this concern as students begin to focus more intently on explaining and writing about their mathematical reasoning. Effective math interventions will continue to be a focus at all grade levels and has implemented the use several enrichment interventions for G/T students and as a Tier II intervention option for students struggling in math. At the middle school level, advanced math courses have been redesigned to implement a curriculum compacting model of the 6th through 8th grade math standards to create opportunities for acceleration. All newly adopted math resources will prioritize mathematical reasoning and modeling. District processes for advancing students in math have been revised and systematized for improved transitions from 5th-6th and 8th-9th grades and to ensure that processes for math advancement do not create gaps in math skills.

ELA

While the number of gifted students scoring "exceeded" on state assessments in ELA is increasing, there has been a need for increased rigor in

district ELA curriculum. A newly adopted ELA resource is in its first year of implementation at the secondary level. The resource is aligned with SAT assessment components with an emphasis on writing to assist with increased student growth in the next two years.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:

Specific to assessment literacy, Fountain-Fort Carson School District 8 is currently (2018-2019) reviewing its interim assessments tools for math and reading. The District will continue its efforts to develop and design a balanced assessment system utilizing a District Assessment Team of teachers and administrators K-12 to review interim assessment tools. Team members are also identifying core values, goals, and outcomes to ensure effective interim assessments in math and reading. The goal is to select a new interim assessment tool for use in starting in the 2019-2020 school year. In addition, processes and practices to design better classroom common assessments will be a continued priority and have become more consistently integrated into PLC work at each grade level. Common, standards-based assessments are more frequently administered as part of regular classroom practice and as predictive measures to evaluate student growth within the Colorado Academic Standards. Common, standards-based assessments will also continue to be used as a percentage of Measures of Student Learning for each teacher evaluation in the district. Accountability of assessment practices will continue be a shared priority for both school and district leadership through the identification and progress monitoring of annual outcomes. Additionally, common assessment design processes will continue to be a focus of instructional expectations district-wide and will continue to be a major focus of teacher professional learning and Professional Learning Community work in all schools. Teachers will continue to create and design quality common assessments for each grade level that can be used as predictive measures to evaluate student achievement and growth to all Colorado Academic Standards.

The district will also continue to focus on the academic growth gaps and differentiated needs of special populations of students (Gifted/Talented, students with disabilities, and ELL) through targeted professional learning priorities: (1) Co-Taught instruction and planning, (2) differentiated instruction and planning, (3) strategic intervention, (4) formative assessment practices that emphasize student agency, and (5) culturally-responsive teaching. Formative assessment practices and quality assessment design aligned with the Colorado Academic Standards will continue to be a priority for 2018-2020. Over the next two years, the district will continue to focus classroom instructional planning and practices based on the district Teaching and Learning Framework (TLF). The Framework is annually revised and reviewed by district and school administrators based on new learning and implementation progress. In addition, the district will continue to emphasize teacher leadership and growth within the Framework by aligning professional learning opportunities with TLF components using both short-cycle and long-cycle professional learning scheduled throughout the school year and through the Teacher Leadership Institute offered each summer. The development of teacher leadership in specified areas of professional learning will be applied and utilized in Professional Learning Communities throughout the year in all schools. Lastly, culturally-responsive instruction will become an instructional priority across K-12 in the district. Extensive professional development will be implemented to first create an awareness and knowledge followed by specific instructional strategies and teaching methods that will promote the cultural competencies of teachers, students, and parents. As a result of the district focus areas and priorities above, an overall increase in student achievement is expected in the next two years (2019-2021).

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	ELA Growth/District Interim Assessment: (1) 50% of all elementary students meet or exceed individual growth targets by end of year (2) 50% of all secondary students meet or exceed individual growth targets by end of year (3) 50% of identified G/T students meet or exceed individual growth targets by end of year.
Performance:	(1) Not Met – 37.55% of elementary students met individual growth targets by end of year (2) Not Met – 30.68% secondary students met individual growth targets by end of year (3) Not Met – 47.93% of identified G/T students met or exceeded individual growth targets by end of year.
Prior Year Target:	Math Growth/District Interim Assessment: (1) 30% of all elementary students meet or exceed growth targets by end of year (2) 30% of all secondary students meet or exceed individual growth targets by end of year (3) 30% of identified G/T students meet or exceed individual growth targets by end of year
Performance:	Math Growth/District Interim Assessment: (1) Not Met – 18.54% of all elementary students met or exceeded growth targets by end of year (2)Not Met – 23.58% of all secondary students met or exceeded individual growth targets by end of year (3)Not Met – 21.17% of identified G/T students met or exceeded individual growth targets by end of year
Prior Year Target:	Math Growth/State Assessments: (1) The median growth percentile for all elementary school students (grades 4-5) meets or exceeds the state median growth percentile (2) The median growth percentile for middle school students (grades 6-8) meets or exceeds the state median growth percentile (3) The median growth percentile for high school students (grades 9-11) meets or exceeds the state median growth percentile on PSAT/SAT math assessments (4) The median growth percentile for all G/T students (grades 4-11) meets or exceeds the state median growth percentile. Math Growth/State Assessments: (1) Met - The median growth percentile for all elementary school students (grades 4-5) met

Performance:	the state median growth percentile of 51%. (2) Not Met- The district median growth percentile for middle school students (grades 6-8) was 41% vs 49% state median growth percentile (3) Not Met - The district median growth percentile for high school students (grades 9-11) was 49% vs 50% state median growth percentile on PSAT/SAT math assessments (4) Not Met - The G/T median growth percentile in math was 54% compared the state median growth percentile of 59%.
Prior Year Target:	ELA Growth/State Assessments: (1) The median growth percentile for elementary school students (grades 4-5) meets or exceeds the state median growth percentile on state ELA assessments. (2) The median growth percentile for middle school students (grades 6-8) meets or exceeds the state median growth percentile on state ELA assessments. (3) The median growth percentile for high school students (grades 9-11) meets or exceeds the state median growth percentile on state PSAT/SAT (EBRW) assessments. (4) The median growth percentile for all G/T students (grades 4-11) meets or exceeds the state median growth percentile on state ELA assessments.
Performance:	ELA Growth/State Assessments: (1) Not Met - The median growth percentile for elementary school students (grades 4-5) was 47% vs the state median growth percentile of 51% (2) Met - The median growth percentile for middle school students (grades 6-8) was 50% vs 49% state median growth percentile (3) Not Met - The median growth percentile for high school students (grades 9-11) was 44.5% vs the state median growth percentile of 50% (4) Met - G/T median growth percentile was 60% compared to the state median growth percentile of 59%.

MATH

After performing a standards and item analysis on CMAS and PSAT/SAT items, it was determined that students demonstrate difficulty in explaining their reasoning on higher level math problems. Math resources considered for district adoption will prioritize explanation of mathematical reasoning and the improved use and implementation of highly effective instructional strategies (differentiation, WICOR strategies, formative assessment, etc.).

ELA

After performing a standards and item analysis on CMAS ELA scores it was determined that a large proportion of students are receiving minimal credit for the prose constructed response portions of the ELA assessments. Through the analysis of local student writing samples, it was determined that students need more direct instruction and practice in citing sources and responding appropriately to writing prompts. The district-wide implementation of RACE strategies coupled with a new elementary ELA curriculum adoption will address these concerns.

Specific to assessment literacy, Fountain-Fort Carson School District 8 is currently (2018-2019) reviewing its interim assessments tools for math and reading. The District will continue its efforts to develop and design a balanced assessment system utilizing a District Assessment Team of teachers and administrators K-12 to review interim assessment tools. Team members are also identifying core values, goals, and outcomes to ensure

ACADEMIC GROWTH REFLECTION:	effective interim assessments in math and reading. The goal is to select a new interim assessment tool for use in starting in the 2019-2020 school year. In addition, processes and practices to design better classroom common assessments will be a continued priority and have become more consistently integrated into PLC work at each grade level. Common, standards-based assessments are more frequently administered as part of regular classroom practice and as predictive measures to evaluate student growth within the Colorado Academic Standards. Common, standards-based assessments will also continue to be used as a percentage of Measures of Student Learning for each teacher evaluation in the district. Accountability of assessment practices will continue be a shared priority for both school and district leadership through the identification and progress monitoring of annual outcomes. Additionally, common assessment design processes will continue to be a focus of instructional expectations district-wide and will continue to be a major focus of teacher professional learning and Professional Learning Community work in all schools. Teachers will continue to create and design quality common assessments for each grade level that can be used as predictive measures to evaluate student achievement and growth to all Colorado Academic Standards. The district will also continue to focus on the academic growth gaps and differentiated needs of special populations of students (Gifted/Talented, students with disabilities, and ELL) through targeted professional learning priorities: (1) Co-Taught instruction and planning, (2) differentiated instruction and planning, (3) strategic intervention, (4) formative assessment practices that emphasize student agency, and (5) culturally-responsive teaching. Continued work over the next two years will emphasize standards-based instruction and formative assessment practices that build student agency (2019-2021). The work will focus on formative/classroom assessment practices and quality assessment design aligned with the Colorado Academic Standards. Over the next two years, the district will continue to focus classroom instructional planning and practices based on the district Teaching and Learning Framework (TLF). The Framework is annually revised and reviewed by district and school administrators based on new learning and implementation progress. In addition, the district will continue to emphasize teacher leadership and growth within the Framework by aligning professional learning opportunities with TLF components using both short-cycle and long-cycle professional learning scheduled throughout the school year and through the Teacher Leadership Institute offered each summer. The development of teacher leadership in specified areas of professional learning will be applied and utilized in Professional Learning Communities throughout the year in all schools. Lastly, culturally-responsive instruction will become an instructional priority across K-12 in the district. Extensive professional development will be implemented to first create an awareness and knowledge followed by specific instructional strategies and teaching methods that will promote the cultural competencies of teachers, students, and parents. As a result of the above district focus areas and priorities, an overall increase in student academic growth is expected in the next two years (2019-2021).

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	District Graduation Rate: (1) Meet or exceed the state expectation for graduation rate based on a 4, 5, 6, or 7 year rate, (2) meet or exceed the state mean scale score for SAT (grade 11).
Performance:	District Graduation Rate: (1) Met graduation rate of 93% using the 7 year rate (2) Not Met - District mean scale score of 971 for SAT (grade 11) vs state mean scale score for SAT (grade 11) of 1014.

POSTSECONDARY & WORKFORCE READINESS REFLECTION:	The district graduation rate continues to increase slightly mainly for the 5yr and 6yr rates and subgroup graduation rates continue to remain above the 80% state expectation. However, the district will continue to focus on improved graduation rates for FRL and ELL subgroups.

PERFORMANCE INDICATOR: OTHER

Prior Year Target:	Early Literacy Growth/DIBELs: (1) 30% of students identified with a significant reading deficiency (SRD) will score above or well above on the DIBELs growth - Pathways to Progress assessment.
Performance:	(1) 2018-2019 Pathways to Progress Assessment: 16% of students with a significant reading deficiency scored above or well above.

Early Literacy:
The mean ELA scale score for student who have been previously identified for a READ plan was 703.7 in 2018 which puts this population of students in the lowest 1st percentile ranking of students who took CMAS ELA assessments.
The percentage of students who qualify as having a significant reading disability has vacillated around 16% over the past 5 years with the highest percentage in 2013 (17.3% of students) to its lowest in 2017 with 15.5% of students qualifying for a READ plan (Source CDE READ plan dashboard).

A deeper analysis of student growth on the DIBELS assessment shows that students are not learning to read at the rate at which they need to in order to access the higher level texts. Only 16% of students who qualify as having a significant reading deficiency (a score of below or well below bench mark) are showing enough growth (above or well above) on their DIBELS beginning of year scores to end of year scores to eventual move them out of a READ plan (Source DIBELS MCLASS Data 2017-2018).

Well

OTHER REFLECTION:

Reading Composite Score	Well Above	Above	Typical	Below	Below
Above Benchmark	32%	28%	25%	10%	4%
Benchmark	8%	20%	27%	27%	19%
Below Benchmark	6%	10%	21%	30%	33%
Well Below Benchmark	6%	10%	16%	25%	43%

This new data point is notable as it indicates that the majority of students on READ plans are not showing significant enough growth to eventually move them out a READ plan before they reach middle school.

Kindergarten Readiness: *(New)*

In 2017-2018 12.5% of kindergarten students did not demonstrate readiness on any of the assessed domains on the DIBELS next assessment. Only 27.85% of kindergarten students demonstrated readiness in all 6 assessed domains (Source 2017-2018 DIBELS MCLASS data).

Current Performance

- Based on the 2017-2018 District Performance Framework, the Fountain Fort Carson School District approached all state/federal targets overall as they pertain to Academic Achievement and Academic Growth, and met the overall targets for Post-Secondary Workforce Readiness, resulting in a Performance Plan. However, the specific performance indicators for EMH levels indicate that middle and high school growth and achievement indicators as well as elementary growth were "approaching" state expectations. At the high school level, academic achievement continues to be of greatest concern, meeting only 14.1/30 points.

 The FRL Elementary student subgroup "approached" state expectations for both achievement and growth in ELA. Elementary ELL students approached that expectations in ELA, Math, and Science achievement while meeting expectations on ELA growth.   This upward trend in growth for elementary ELL students is a positive indicator as they approached expectations in previous years. Elementary students with disabilities continued to not meet expectations in ELA, Math, and Science achievement, but it should be noted that they outperformed their similar peers across the state.

 All middle school student subgroups "approached" or did not meet expectations in ELA, math achievement and growth as well as science achievement. The one exception was for FRL eligible middle school students who met expectations on CMAS ELA growth for the 2017-2018 school year. Of particular note is the fact that middle school ELL students did not meet expectations in both CMAS math achievement and science. These students also approached expectations for growth on the English language proficiency exam with a median growth percentile of 39. Middle school students with disabilities continue to not meet expectations

on all achievement measures.However, it should be noted that middle school students with disabilities exceeded the state average score of their peers. High school achievement data and growth data is also a concern. All students approached achievement expectations in both ELA and math and all subgroups either approached or did not meet expectations on all achievement measures. However, ELL students exceeded expectations for growth on ELP assessments.

When analyzing student subgroups, a significant gap in most academic areas is observed for students with disabilities (IEP) for both achievement and growth at all level. Students on IEPs represent 17% of the district's student population, or approximately 1/5 students in each classroom, the highest percentage/ratio in the state. Growth for students with IEPs is not growing at the rate expected. While gaps have closed significantly for minority groups in most all contents and most levels, students with disabilities these gaps are not closing for students with disabilities.

Academic Growth for middle school math continues to show the greatest need for improvement while academic growth for high school ELA is now of greater concern than math. This is a shift from prior years due to the gains in ELA growth at the high school level. At the elementary level, academic growth in ELA is of greatest concern as it continues to approach expectations whereas elementary is meeting expectations in ELA, Math, and science achievement as well as math growth.

Based on local assessment and state assessment data for 2017-2018, students with disabilities and secondary students are targeted as the greatest areas of significant improvement in both math, ELA, and science. This will continue to be a goal of the district as our special education population continues to be the highest percentage in the state. These same trends are confirmed within the local assessment data for the last three years but also indicate a continued focus on improvement in achievement and growth in 6th and 9th grades, specifically the transitions years in our district schools.

Elementary students have demonstrated noticeable performance in academic achievement over the last three years in both ELA and Math while they have continued to approach expectations in academic growth for the past 2 years. Thus, academic growth will continue to be an area of focus for all elementary students.

Gifted and Talented math performance remains a concern: 19% of gifted students identified in math scored in the "exceeds" category on CMAS math assessments and 31% of gifted students identified in math showed high growth, and 31% showed typical growth. Overall, 21% of all gifted elementary students scored in the "exceeds" category on CMAS math, 70% of gifted middle school students scored in the "exceeds" category on CMAS math assessments. In addition, gender gaps are noticed on CMAS math as only 9% of female gifted students scored in the "exceeds" category on CMAS math, while 17% of male gifted students scored in the "exceeds" category on CMAS math. Performance of Gifted and Talented students in ELA is improving: 59% of identified G/T students identified in reading scored in the "exceeds" category on CMAS ELA assessments, 50% of gifted and talented students identified in reading showed high growth, and 26% showed typical growth. Gaps persist with gifted students of poverty with 23% of students who receive free and reduced lunch and are identified as gifted scored in the "exceeds" category on CMAS ELA assessments, while 37% of gifted students who do not receive free and reduced lunch scored "exceeds" on CMAS ELA assessments. Gender gaps are also evident on CMAS ELA assessments for gifted students with 41% of female gifted students scoring in the "exceeds" category and 25% of

male gifted students scoring in the "exceeds" category,

District enrollment has declined slightly to 7816 students in December of 2018 which is down from 8100 students 3 years ago. Approximately 57% of our students come from military families (57%) and 18.8% of our students are identified with a disability. This is notable because though our overall population has decreased slightly, our population of students with disabilities has actually increased. This population of students is unique in the state of Colorado and creates specific challenges for staff with regards to trauma informed care as well specific expertise in differentiation and support.

The District will focus on improved academic achievement and growth at the secondary level with a continued investment in and emphasis on highly effective instructional strategies through the AVID program. As a result, the district will increase the number of secondary students enrolled in rigorous, college preparatory coursework and ensure integration of highly effective instructional strategies into secondary classrooms. At the elementary level, improved academic achievement and growth will be promoted by the adoption of ELA resources that are more closely aligned to the newly revised Colorado Academic Standards. Both ELA and math instruction will continue to focus on the implementation of highly effective instructional strategies and assessment practices that promote student agency.

Qualitative tools that help our schools and the District to evaluate and progress monitor our effectiveness are needed. During the 2018-2019 school year, school and district leaders collaboratively developed the School and District Effectiveness Framework (SEF) to begin such evaluation. The Framework focuses on multiple standards and indicators of school effectiveness including academic growth and achievement, social-emotional wellness and learning, organizational planning structures, and school culture. The tool will provide expectations of best practice at the district, school, teacher, and student levels. The SEF will also be integrated into annual accountability evaluation practices with other stakeholders including parents and students over the next two years.

Trend Analysis

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target:

English Language Arts Achievement/High School: High school average PSAT/SAT scores continue to lag behind the state average in 2018 (9th grade 445 vs 454, 10th grade 470 vs. 479, and 11th grade 494 vs. 513). The mean scale score for all students in 2018 was 448.2 which placed the average high school student's score in the 33rd percentile. This is a notable trend due to the fact that while grade 10 has shown some growth since 2017 all 3 grades continue to lag behind the state. (Source 2018 DPF)

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math Achievement/High School: State assessment results indicate that the state mean scale score on PSAT/SAT (500) is consistently higher than the mean scale score for high school students in the district (477). While the mean scale score for the state has dropped each year, achievement of high school students in the district continues to decline more than the state. In 2017-2018, high school achievement scores in the district dropped to a mean scale score of 460 from 477 in 2016-2017. This drop in achievement is greater than the overall decline in the state mean scale score for achievement in math.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math Achievement/Middle School: State assessment results indicate that the state mean scale score (733) is consistently higher than the mean scale score for middle school students in the district (724). The mean scale score for the state has continued to rise but achievement in math of middle school students in the district continues to decline. In 2017-2018, middle school achievement scores dropped significantly below the state for achievement - over 20 point difference.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Math Achievement/Elementary: State assessment results indicate that elementary students are approaching or meeting the state mean scale score (736). However, the state mean scale score has continued to rise over the last three years while the mean scale score for elementary schools in the district are not rising consistently with the state.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

English Language Arts Achievement/Middle School: State assessment results have shown moderate to small gains from 2016 to 2018. The percentage of students meeting or exceeding expectations has risen in and remained stable in grades 6 (31%, 35% and 34%) and have dropped and then risen in grades 7 and 8 (38%, 35%, and 41%) and (45%, 43%, and 46%) respectively. Grades 6 and 7 fell below the state percentage of students meeting or exceeding expectations while grade 8 exceeded the state in 2018 (46% vs. 44%). The mean scale score for all middle school students in 2018 was 741.2 which placed the average middle school ELA score in the 52nd percentile. This is a notable trend because while grades 6 and 7 have made small gains over the past 3 years they are still falling below the state average.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Elementary Academic Achievement/ELA and Math for FRL and English Language Learners: Achievement continues to approach expectations on ELA and Math assessments. Elementary FRL and English Learners continue to approach expectations on the District Performance Framework on both ELA and Math assessments for the past 4 years (Source 2015-2017 DPF). The fact that these ratings have remained below meets for the past 4 years makes this stable and notable trend. It should also be noted that while these sub categories earned scores of approaching on the DPF, these subcategories mean scale scores also exceed the state subcategory mean scale scores for the past 4 years. Though District 8 FRL and ELL students may be significantly exceeding their peers at the state level, their scores still fail to meet standard. It should also be noted that ELL students' average scale scores have dropped and remained stable in both ELA and Math from 2016 to 2018, 735 to 732 in ELA and 730.8 to 729.4 in Math (Source 2016 and 2018 DPF).

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Academic Achievement (Status)

Elementary Academic Achievement/ELA and Math for minority students: Achievement has increased as observed by minority students meeting expectations on ELA assessments. Elementary minority students have shown sustained academic achievement in ELA and Math for the past 4 years (2015-2018) with minority students meeting expectations in ELA and Math on the 2018 DPF. Minority student's average scale score on ELA and Math in 2018 were 740 and 734 respectively which met or exceed the state expectation of 739.5 and 734 respectively. (Source 2016-2018 DPF)

Trend Direction: Decreasing then stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Growth ELA Elementary: Academic growth in ELA for elementary students has dropped since from 2016 to 2018 with an MGP of 54 and 47 respectively. This trend is notable because elementary students have made below average growth in ELA for the past 2 years. (Source 2015- 2018 DPF)

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Growth Math/Secondary: Secondary students continue to approach growth expectation in mathematics at both the middle and high school levels. While high school median growth scores have shown a slight increase from an MGP of 47.5 in 2017 to and MGP of 49 in 2018, the median growth percentile still falls below state expectations. Middle school median growth percentiles in math have dropped and stabilized from an MGP of 46 in 2016 to an MGP of 41 in 2018 (Source 2016-2018 DPF). This trend is notable because secondary students have continued for fail to meet state expectations on growth for the past 2 and 3 years combined.

Trend Direction: Decreasing then increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Growth Math/Elementary: Elementary students have continue to show increased growth over the past three years with elementary students meeting growth expectations in 2016 with an MGP of 51, dropping below expectations in 2017 with an MGP of 49 and the rising to meet expectations in 2018 with an MGP of 51 (Source 2016-2018 DPF). This trend is notable because elementary students failed to meet expectations in 2017 but have are now meeting expectations in 2018. This upward trend in growth must continue for District 8 to meet or exceed future achievement expectations.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Growth ELA/Middle School: Middle school students have shown increased growth on ELA assessments with middle schools students meeting expected growth in 2018. Of particular note is that FRL students also met expectations for ELA growth in 2018. This trend is notable because middle school students failed to meet expectations for

growth in 2016 and 2017 but were able to demonstrate enough of an increase in growth to meet expectations with an MGP of 50. The fact that FLR students were able to make incremental increases in growth from 2016 to 2018 (45 in 2016, 47 in 2017, and 50 in 2018) is also notable as it show a progressive march towards meeting expectations. These increases may be due to a focus on engagement efforts and implementation of AVID strategies at the 8th grade level.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Academic Growth

Growth ELA/High School: High schools students continue to approach expected growth on state ELA assessments demonstrating below average growth in both 2017 and 2018 with MGP scores of 44 and 44.5 respectively (Source 2017 and 2018 DPF). This trend is notable because high school students have failed to meet state growth expectations for 2 years in a row.

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: English Language Development and Attainment

Growth ELP/Elementary and Middle: Students approached expectations in ELP growth at both the elementary and middle school levels in 2018 with an elementary MGP of 49 on the WIDA ACCESS test for English Language Proficiency and an MGP of 39 at the middle school level. This median growth percentile is below state expectations and should be monitored in the upcoming years (Source 2018 DPF).

Trend Direction: Stable
Notable Trend: Yes
Performance Indicator Target: Disaggregated Achievement

Secondary Academic Achievement/ELA/Math for all student subcategories: Achievement continues to approach or not meet expectations on ELA and Math assessments. All reportable sub categories on the district performance framework continue to score approaching or does not meets in 2018. The fact that these ratings have remained below meets for the past 3 years makes this stable and notable trend. This data indicates a universal issue of Tier 1 instruction and is consistent with the prior grade level analysis. (Source 2016-2018 DPF). It should also be noted that while these sub categories earned scores of approaching or does not meets on the DPF, many of these subcategories mean scale scores exceed the state subcategory mean scale scores for the past 3 years. This includes Free and Reduced Lunch eligible students, Black and Hispanic Students, and Students on an IEP. These subcategories of students have continued to consistently exceed the state average scales score on State ELA and Math achievement measures for the past 3-4 years. While this means that these subcategories of students are achieving at a higher level than their peers across the state, the fact remains that they are still not meeting state standards as a whole. (Source 2015-2018 DPF and CDE District Dashboard)

	Trend Direction: Stable
	Notable Trend: Yes
	Performance Indicator Target: Other

Gender Gaps: Male students have continued to underperform in comparison to female students in ELA and Math over the past 4 years. The largest gap is in ELA but a persistent gender gap is also present in mathematics as well. In 2018 the average scale score on ELA CMAS for females was 748.5 vs. 734.5 for males and for mathematics it was 731.9 and 730.4 respectively.

Additional Trend Information:

Early Literacy:

The mean ELA scale score for student who have been previously identified for a READ plan was 703.7 in 2018 which puts this population of students in the lowest 1st percentile ranking of students who took CMAS ELA assessments.

The percentage of students who qualify as having a significant reading disability has vacillated around 16% over the past 5 years with the highest percentage in 2013 (17.3% of students) to its lowest in 2017 with 15.5% of students qualifying for a READ plan (Source CDE READ plan dashboard).

A deeper analysis of student growth on the DIBELS assessment shows that students are not learning to read at the rate at which they need to in order to access the higher level texts. Only 16% of students who qualify as having a significant reading deficiency (a score of below or well below bench mark) are showing enough growth (above or well above) on their DIBELS beginning of year scores to end of year scores to eventual move them out of a READ plan (Source DIBELS MCLASS Data 2017-2018).

Reading Composite Score	Well Above	Above	Typical	Below	Well Below
Above Benchmark	32%	28%	25%	10%	4%
Benchmark	8%	20%	27%	27%	19%
Below Benchmark	6%	10%	21%	30%	33%
Well Below Benchmark	6%	10%	16%	25%	43%

This new data point is notable as it indicates that the majority of students on READ plans are not showing significant enough growth to eventually move them out a READ plan before they reach middle school.

Kindergarten Readiness: *(New)*

In 2017-2018 12.5% of kindergarten students did not demonstrate readiness on any of the assessed domains on the DIBELS next assessment. Only 27.85% of kindergarten students demonstrated readiness in all 6 assessed domains (Source 2017-2018 DIBELS MCLASS data).

Root Causes and Priority Performance Challenges

Priority Performance Challenge: K-12 Math Growth and Achievement

Math achievement results on state assessments (grades 4-11) continue to approach state expectations at most elementary grade levels and continue to be below the state average in most secondary grade levels. Most notable is persistent low achievement at the transition grade levels (6th/9th) including most secondary grade level subgroups. Math growth gains at elementary have increased over the last three years but have not exceeded the state median growth percentile. Longitudinal assessment data (both summative and interim) indicate that math achievement at most grade levels continues to remain below the state average. In addition, math growth results are, in general, below district growth targets for students with disabilities in math 3rd -8th grades and lower than expected for all G/T students.

Root Cause: Inconsistent educator knowledge of the Colorado Academic Standards

The Colorado Academic Standards emphasize conceptual understanding and critical thinking through real-life application and the use of multiple texts (Verification of root cause: Consistent feedback from department and grade level PLCs and professional learning feedback from past year indicate that the district has helped to clarify the "what" to teach aspects of the standards). Continued district emphasis and focus on the "how" to teach the standards through the implementation of highly effective instructional strategies is needed (Verification of root cause: monthly principal meetings, PLC observations, principal feedback to district administrators).

Root Cause: Inconsistent implementation of formative assessment practices in K-12 classrooms

K-12 teachers need continued, intensive professional learning opportunities related to highly effective instructional strategies, specifically, formative assessment (Seven Strategies of Assessment for Learning) and optimize PLC time to analyze and evaluate data to make instructional adjustments with greater frequency. (Verification of root cause: Monthly principal meetings, PLC observations, and MTSS team meetings).

Root Cause: Alignment of text resources/materials to revised Colorado Academic Standards

Continued district prioritization on ensuring alignment between text materials and resources and the revised Colorado Academic Standards (highest priority to core academic areas). In addition, ensuring systems of annual professional learning specific to the implementation of text materials and

resources adopted (Verification of root cause: classroom observations by district personnel, Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and principals, PLC vertical team meetings, grade level data meetings, district alignment meetings).

Root Cause: Evaluation and communication of student scoring indicators on state assessments

Teachers and students must understand how test items are scored on state assessments. Teachers must intentionally instruct students to explain and communicate their reasoning on state math assessments more thoroughly and effectively. Based on 17-18 state math assessment results, a significant number of students earned a score of zero due to insufficient explanation of reasoning.

Root Cause: Inconsistent use of data to drive instructional decision-making

Continue to improve the intentional use of data forms (formative, interim, summative) to drive instructional decision-making on a consistent, regular basis. Continued focus and analysis on school instructional schedules that provide consistent opportunities and time for teachers to use PLCs for data analysis and collaboration for instructional planning.

Priority Performance Challenge: K-12 English Language Arts Growth and Achievement

ELA achievement results on state assessments for ELA (grades 4-11) continue to approach state expectations at most elementary grade levels and continue to be below the state average in most secondary grade levels. High school ELA growth continues to approach the state expectations with a slight increase overall. Most notable is persistent low growth gains at the transition grade levels (6th/9th) including most secondary grade level subgroups. Academic growth in ELA at elementary has increased over the last three years but has not exceeded the state median growth percentile. Longitudinal assessment data (both summative and interim) indicate that growth at most grade levels continues to remain below the state average. In addition, state ELA growth results are, in general, below district growth targets for students with disabilities in ELA 3rd -8th grades and lower than expected for all G/T students.

Root Cause: Inconsistent educator knowledge of the Colorado Academic Standards

The Colorado Academic Standards emphasize conceptual understanding and critical thinking through real-life application and the use of multiple texts (Verification of root cause: Consistent feedback from department and grade level PLCs and professional learning feedback from past year indicate that the district has helped to clarify the "what" to teach aspects of the standards). Continued district emphasis and focus on the "how" to teach the standards through the implementation of highly effective instructional strategies is needed (Verification of root cause: monthly principal meetings, PLC observations, principal feedback to district administrators).

Root Cause: Inconsistent implementation of formative assessment practices in K-12 classrooms

K-12 teachers need continued, intensive professional learning opportunities related to highly effective instructional strategies, specifically, formative assessment (Seven Strategies of Assessment for Learning) and optimize PLC time to analyze and evaluate data to make instructional adjustments with greater frequency. (Verification of root cause: Monthly principal meetings, PLC observations, and MTSS team meetings).

Root Cause: Alignment of text materials/resources to revised Colorado Academic Standards

Continued district prioritization on ensuring alignment between text materials and resources and the revised Colorado Academic Standards (highest priority to core academic areas). In addition, ensuring systems of annual professional learning specific to the implementation of text materials and resources adopted (Verification of root cause: classroom observations by district personnel, Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and principals, PLC vertical team meetings, grade level data meetings, district alignment meetings).

Root Cause: Inconsistent use of data to drive instructional decision-making

Continue to improve the intentional use of data forms (formative, interim, summative) to drive instructional decision-making on a consistent, regular basis. Continued focus and analysis on school instructional schedules that provide consistent opportunities and time for teachers to use PLCs for data analysis and collaboration for instructional planning.

Priority Performance Challenge: Student Diversity/Cultural Competency

Classrooms in the district are the most diverse in the state, therefore, developing cultural competence in our educators is critical. The district must create an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. Our ability to understand the within-group differences that make each student unique, while celebrating the between-group variations is essential to inform and expand teaching practices in the culturally competent educator's classroom. Longitudinal trends in state assessments results in ELA and math growth (disaggregated data), LEAP Survey results specific to personalized learning, and EE data (Standard 2, Elements A,B, and C) indicate an inconsistent understanding of methods and strategies to meet the needs of a diverse student population.

Root Cause: Inconsistent implementation and evaluation of interventions and MTSS practices

School administrators and teachers need to establish and implement more effective and consistent systems of intervention, progress monitoring, and evaluation of instructional gaps in reading, writing, and math for all students (Verification of root cause: Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and building principals, PLC vertical team meetings, grade level data meetings).

Root Cause: Inconsistent implementation of formative assessment practices in K-12 classrooms

K-12 teachers need continued, intensive professional learning opportunities related to highly effective instructional strategies, specifically, formative assessment (Seven Strategies of Assessment for Learning) and optimize PLC time to analyze and evaluate data to make instructional adjustments with greater frequency. (Verification of root cause: Monthly principal meetings, PLC observations, and MTSS team meetings).

Root Cause: Inconsistent understanding of culturally relevant teaching practices (CRT)

K-12 teachers need to develop understanding of processes and strategies that teach to the whole child. While our district's learners are becoming more diverse, our teaching force is not as diverse. Educators in the district would benefit from: (1) more consistent, focused professional development related to CRT to ensure that they develop an improved awareness of the culture and background of their students; (2) ensuring that instruction and/or learning does not create cultural misunderstandings or misconceptions; (3) district instructional systems and teacher professional development ensures all students have the opportunity to learn at the highest levels and close achievement gaps.

Root Cause: Inconsistent educator understanding of their sociocultural consciousness

Sociocultural consciousness is defined as an understanding that ways of thinking, behaving, and being are deeply influenced by such factors as race/ethnicity, social class, and language (Banks, 1996). Without this insight, teachers are unable to cross the sociocultural boundaries that separate them from their students.

Root Cause: Inconsistent educator understanding of the power of affirming attitudes

Inconsistent educator understanding of the power of affirming attitudes toward students from culturally diverse backgrounds: An affirming attitude toward students who differ from the dominant culture is a fundamental orientation for teaching successfully in a culturally diverse society. Teachers who see their students in an affirming light acknowledge the existence and validity of a plurality of ways of thinking, talking, behaving, and learning.

Root Cause: Inconsistent educator understanding of their role as change agents

By actively working for greater equity in education, teachers can increase access to learning and educational success and can challenge the prevailing perception that differences among students are problems rather than resources. Educators who learn to view themselves as agents of change see schools and society as interconnected. They believe that although education has the potential to challenge and transform inequities in society, without intervention schools tend to reproduce those inequities by giving greater status to the ways of thinking, talking, and behaving of the dominant cultural group. Those with this perspective recognize that teaching is a complex activity.

Magnitude of Performance Challenges and Rationale for Selection:

The district priority performance challenges were selected based on the persistent data trend analysis indicating low growth and/or low achievement on state assessments (last 2 years of data) in math and ELA as well as district interim assessments. The achievement and growth of secondary school students continues to remain stable or slightly increase in certain assessment areas with the most significant declines at the transition grades (6th/9th) in both math and ELA. In contrast, overall growth and achievement at the elementary grades continues to remain stable in ELA, with increased growth in math. Such discrepancies in achievement and growth between elementary and secondary schools in a district with only 8 elementary schools, 2 middle schools, and 2 high schools is a notable trend that must be analyzed comprehensively and consistently by both building and district level administrators.

Magnitude of Root Causes and Rationale for Selection:

Root Causes were determined based on data analysis of previous state assessments, local assessment data, and school and district surveys from 2017-2018. They were verified using formal and informal observations and discussion in monthly principal meetings, PLCs, MTSS meetings, classroom observations, grade level data meetings (elem), principal feedback to district personnel, and feedback from various school coordinator positions. Additionally, results from Teacher Performance Rubric and Educator Effectiveness Metrics were reviewed to verify the root causes identified for Priority Performance Challenges.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan

Implement Standards-Based Instruction

Describe what will success look like: Teachers can design units of instruction that deconstruct the Colorado Academic Standards, classify types of standards, create student-friendly learning targets and success criteria, use both formative and summative assessments to assess mastery of standards, and utilize multiple resources to enhance differentiation of instruction for all students.

Associated Root Causes:

Inconsistent educator knowledge of the Colorado Academic Standards:

The Colorado Academic Standards emphasize conceptual understanding and critical thinking through real-life application and the use of multiple texts (Verification of root cause: Consistent feedback from department and grade level PLCs and professional learning feedback from past year indicate that the district has helped to clarify the "what" to teach aspects of the standards). Continued district emphasis and focus on the "how" to teach the standards through the implementation of highly effective instructional strategies is needed (Verification of root cause: monthly principal meetings, PLC observations, principal feedback to district administrators).

Inconsistent use of data to drive instructional decision-making:
Continue to improve the intentional use of data forms (formative, interim, summative) to drive instructional decision-making on a consistent, regular basis. Continued focus and analysis on school instructional schedules that provide consistent opportunities and time for teachers to use PLCs for data analysis and collaboration for instructional planning.

Alignment of text resources/materials to revised Colorado Academic Standards:
Continued district prioritization on ensuring alignment between text materials and resources and the revised Colorado Academic Standards (highest priority to core academic areas). In addition, ensuring systems of annual professional learning specific to the implementation of text materials and resources adopted (Verification of root cause: classroom observations by district personnel, Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and principals, PLC vertical team meetings, grade level data meetings, district alignment meetings).

Inconsistent implementation and evaluation of interventions and MTSS practices:
School administrators and teachers need to establish and implement more effective and consistent systems of intervention, progress monitoring, and evaluation of instructional gaps in reading, writing, and math for all students (Verification of root cause: Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and building principals, PLC vertical team meetings, grade level data meetings).

Inconsistent implementation of formative assessment practices in K-12 classrooms:
K-12 teachers need continued, intensive professional learning opportunities related to highly effective instructional strategies, specifically, formative assessment (Seven Strategies of Assessment for Learning) and optimize PLC time to analyze and evaluate data to make instructional adjustments with greater frequency. (Verification of root cause: Monthly principal meetings, PLC observations, and MTSS team meetings).

Inconsistent implementation of G/T Instruction:
Increase teacher knowledge and implementation of highly effective instruction strategies (differentiation, enrichment opportunities, WICOR, affective needs) in PK-12 classrooms.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Implementing Standards Based Instruction	By the end of the 2019 school year, K-12 teachers in the district will be able to identify and align standards to district text resources and that each unit of instruction includes all components of the Teaching and Learning Framework with specific emphasis on highly effective instructional strategies (formative assessment practices, rigor, critical thinking, reading/writing to inform/explain).	08/26/2019 05/24/2019 Weekly	Teachers and principals	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Development of annual district learning targets and success criteria	District and school administrators will develop annual targets, communicate these targets within each school, and monitor progress utilizing clear success criteria.	01/01/2018 05/22/2020	Seven Strategies of of Assessment for Learning, School Effectiveness Framework and District Funds	District and School Leaders	In Progress
Professional Development -	Continued training (AVID, Naviance, ICAP, etc.) for secondary schools.	07/16/2018 07/20/2020	DoDEA CCR Grant, District Funds, ELPA	District and School Administrators;	In Progress

College and Career Readiness (K-12)			Excellence funds	Instructional Staff

Instructional Coaching positions (K-12) at schools	Continue to consider possible FTE additions or repurpose current FTE to increase and improve instructional coaching opportunities at each K-12 school to facilitate teacher growth in standards-based instructional practices.	08/01/2018 07/31/2020	District Funds for possible additions or shift current FTE positions in buildings	District leadership/school leadership	In Progress
Implementation of highly effective instructional strategies and practices	Professional development utilizing 7 Strategies of Assessment for Learning: TLI training, building training (PLC processes) Implementation of highly effective instructional strategies and practices to increase student agency	08/01/2018 01/01/2020	Title I and Title III Funds; General Funds	District and School Administrators, Instructional Staff	In Progress
Universal data analysis processes for progress monitoring in PLCs	Professional development utilizing Seven Strategies of Assessment for Learning for application; Teacher Leadership Institute training; PLC training	08/01/2018 01/01/2020	Seven Strategies of Assessment for Learning, School Effectiveness Framework, and District Funds	School leaders and PLC teams	In Progress
Annual Standards training (K-12)	Educators will participate in professional learning of all curriculum resources.	08/06/2018 12/31/2019	Summer Learning Institute / District funds allocated for PD	District PD support personnel Building level educator leaders	In Progress

Elementary Reading Writing and Communicating (RWC) adoption and implementation	Educators will determine the most effective resource for teaching RWC standards. Educator teams will also determine the scope and sequence for student application of Colorado Academic Standards (CAS) RWC standards.01/01/2019	01/01/2019 05/15/2020	Adoption Committee; District Funds	District Adoption Committee	In Progress
Professional Development – Targeted literacy skills (LTRS) (PK-5)	District leadership will complete LETRS Training and become facilitators; District team will provide training for administrators and instructional staff.	01/01/2019 12/31/2020	District Staff and District Funds	District and School Administrators; Instructional Staff	In Progress
Professional Development - highly effective instructional strategies/math (K-12)	District staff will support targeted professional development for each school to develop greater conceptual understanding of effective mathematics instruction.	10/01/2019 05/21/2021	District Staff and District Funds	School Administrators and Instruction Staff	In Progress
Implementation of School	District and school administrators will develop processes for integration of the School Effectiveness Framework into district	10/21/2019 07/31/2020	School Effectiveness Framework;Monthly	School and District	In Progress

Effectiveness Framework	and building-level progress monitoring.	Principal Meetings Administrators

Implement Systemic and Strategic Use of Intervention

Describe what will success look like: Teachers and school administrators can create, implement, and evaluate systemic and strategic intervention systems in their buildings that address the unique needs of students with specific behavioral, academic, or language needs as well as disabilities.

Associated Root Causes:

Inconsistent implementation and evaluation of interventions and MTSS practices:
School administrators and teachers need to establish and implement more effective and consistent systems of intervention, progress monitoring, and evaluation of instructional gaps in reading, writing, and math for all students (Verification of root cause: Principal feedback to district personnel, Teacher Performance Rubric results, classroom observations by district personnel and building principals, PLC vertical team meetings, grade level data meetings).

Inconsistent implementation of G/T Instruction:
Increase teacher knowledge and implementation of highly effective instruction strategies (differentiation, enrichment opportunities, WICOR, affective needs) in PK-12 classrooms.

Inconsistent implementation of formative assessment practices in K-12 classrooms:
K-12 teachers need continued, intensive professional learning opportunities related to highly effective instructional strategies, specifically, formative assessment (Seven Strategies of Assessment for Learning) and optimize PLC time to analyze and evaluate data to make instructional adjustments with greater frequency. (Verification of root cause: Monthly principal meetings, PLC observations, and MTSS team meetings).

Inconsistent use of data to drive instructional decision-making:
Continue to improve the intentional use of data forms (formative, interim, summative) to drive instructional decision-making on a consistent, regular basis. Continued focus and analysis on school instructional schedules that provide consistent opportunities and time for teachers to use PLCs for data analysis and collaboration for instructional planning.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
Implement Systemic and Strategic Intervention	At the end of the 2019 school year, intervention procedures and protocols and schedule structures will be utilized effectively by all school staff, parents, and students. Data for individual students will be consistently used to make decisions related to intervention and monitored consistently for academic and/or behavioral improvement. By the end of 2020 school year, teacher and school/district leaders will be able to implement systems of intervention that are "invisible" processes within the school. Interventions, programs, and processes will become part of routine structures that reflect the overall school culture.	08/26/2019 05/22/2020 Weekly	School and district leadership, teachers	

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Identification and implementation of universal SEL & Behavioral Int System	Identification and implementation of universal social-emotional and behavioral intervention system to improve Tier 1 instruction. District and school administrators/teams will identify the most effective resource to teach social-emotional and behavioral skills to all students and will provide appropriate PD to implement thoughtfully in each building.	01/01/2018 12/31/2020	Title 1 Funds, SAMHSA Grant Funds, SHP Grant Funds	District and School Leaders, Building Leadership Teams	In Progress
System of intervention to service students	System of intervention to service students across all special populations (G/T, ELL, SPED) in need of tier 2 and tier 3 supports	07/02/2018 05/22/2020	District General Funds, Title I Funds	Leadership Teams, and teacher leadership taskforces	Not Started

across all special populations	across core areas. Continued development of the most effective MTSS intervention systems and processes to improve Tier 1 instruction.				
System of interventions across all special populations	System of interventions across all special populations in need of tier 2 and tier 3 supports across core areas: Implement professional development in targeted literacy and math strategies (Orton Gillingham, LTRS, Number Talks, Number Worlds, etc...) to build teacher skill in design and execution of effective intervention. (K - 5). Continue implementation of READ180 and ALEKs at secondary schools as Tier 2 intervention and core instruction at AEC 9th grade.	10/01/2018 05/22/2020	Title I and Title II funds, DoDEA CCR grant	Student Achievement Team, Building Leadership Teams, and teacher leadership task forces	In Progress
System of interventions across all special populations	System of interventions across all special populations in need of tier 2 and tier 3 supports across core areas: Refine systems for progress monitoring interventions at tier 2 & 3 (G/T, ELL, SPED) across all content areas (PK-12).	12/03/2018 05/29/2020	District general funds, Title II funds	Student Achievement Team, Building Leadership Teams, and teacher leadership task forces	In Progress
System of intervention to service students across all special populations	System of intervention to service students across all special populations (G/T, ELL, SPED, FRL) in need of tier 2 and tier 3 supports across core areas. Utilization of Reteach and Enrich model to respond to the formative assessment data collection from all subgroups (G/T, ELL, SPED), so enrichment/remediation can occur "in time" with core literacy and math universal instruction.	01/01/2019 05/22/2020	District General Fund, Title II Funds	Student Achievement Team, Building Leadership Teams, and teacher leadership task forces	In Progress
Gifted	Refine district practices for reviewing state and district assessment data for the purposes of gifted and talent pool identification. Specific focus on traditionally underrepresented populations will be emphasized. Continued development and	01/07/2019 05/22/2020	Alpine Data System District and School Gifted	District and School Gifted	

Identification Practices	refinement of district practices and procedures for identifying gifted students in talent areas.		Coordinators	Coordinators
Professional Development to support students across all special populations	Professional learning is designed and implemented specific to the needs of special populations (GT,ELL,SPED) including affective needs, differentiation, CLDE, standards-based learning goals, and co-teaching models. Professional learning opportunities will be offered in a variety of formats and in a variety of contexts.	08/26/2019 05/22/2020	District funds Title funds DoDEA CCR grant funds	Teachers District and school leaders Local and national experts

Implement Culturally Responsive Teaching

Describe what will success look like: The District will articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the curriculum. In District 8, culturally responsive teachers will (a) be socioculturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while challenging them beyond the familiar.

Describe the research/evidence base supporting the strategy: Culturally Responsive Teaching Practices, (A.M. Villegas, T. Lucas, 2001)

Associated Root Causes:

Inconsistent educator understanding of the power of affirming attitudes:
Inconsistent educator understanding of the power of affirming attitudes toward students from culturally diverse backgrounds: An affirming attitude toward students who differ from the dominant culture is a fundamental orientation for teaching successfully in a culturally diverse society. Teachers who see their students in an affirming light acknowledge the existence and validity of a plurality of ways of thinking, talking, behaving, and learning.

Inconsistent educator understanding of their sociocultural consciousness:

Sociocultural consciousness is defined as an understanding that ways of thinking, behaving, and being are deeply influenced by such factors as race/ethnicity, social class, and language (Banks, 1996). Without this insight, teachers are unable to cross the sociocultural boundaries that separate them from their students.

Inconsistent understanding of culturally relevant teaching practices (CRT):
K-12 teachers need to develop understanding of processes and strategies that teach to the whole child. While our district's learners are becoming more diverse, our teaching force is not as diverse. Educators in the district would benefit from: (1) more consistent, focused professional development related to CRT to ensure that they develop an improved awareness of the culture and background of their students; (2) ensuring that instruction and/or learning does not create cultural misunderstandings or misconceptions; (3) district instructional systems and teacher professional development ensures all students have the opportunity to learn at the highest levels and close achievement gaps.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Refining Gifted and Talented Identification Practices	Review practices for evaluating state and district assessment data to improve G/T identification related to the talent pool. Continued development of district practices for identifying G/T students in the specific talent areas.				
Data Visualization	Continue to develop and evaluate data visualizations that would be most beneficial for district and school leaders. Collaborate regularly with district database team to continue use of Tableau to make data actionable and formative to school leaders. By giving	06/03/2019 06/30/2020	Tableau technology tool District and	District database team members District and school	

and Data Analysis	school leadership the ability to develop visualizations that they can use on a regular basis, better and more effective decisions, changes, and solutions can be implemented.		technology funds	leadership
Policy Review	Review and amend board policies and building-level practices to prioritize (or include) an equity focus	07/01/2019 12/31/2020	None	District and School leadership
College and Career Readiness	Continued emphasis on AVID implementation at secondary schools and begin implementation of AVID elementary at 2-4 elementary schools. Continued focus on AVID Culturally Relevant Teaching Strand - professional development at AVID summer institute for K-12 teachers that includes four fundamental "threads" that are critical components of culturally rich classrooms and empowering students.	07/01/2019 05/22/2020	DoDEA CCR grant District funds	Elementary leadership Secondary leadership District leadership
District and School Systems of Student Discipline	Utilizing school discipline data, review and evaluate school systems of student discipline to ensure that restorative practices, trauma-informed practices, and scaffolded levels of discipline response are integrated at all schools.	08/05/2019 12/31/2019	District funds, SAMHSA grant, DoDEA CCR grant	District and school personnel
Professional Development for School Leadership & Instructional Staff	Targeted professional development for district and school leadership to develop greater conceptual understanding of culturally-responsive leadership and instructional practices. Instructional staff will be approximately six months behind in professional development opportunities to ensure school leadership have opportunity to be trained prior and develop strategic plans for professional development for staff before training begins.	08/19/2019 05/22/2020	DoDEA CCR grant District funds Title 1 Funds SAMHSA Grant Funds	District leaders School leaders Instructional school staff
	Trauma Informed Care, Culturally - Relevant Teaching and Instructional Strategies: Educators will participate in professional		DoDEA CCR	School leaders

| Highly Effective Instructional Strategy Implementation | learning to increase socio-cultural consciousness and develop instructional strategies that build culture in classrooms, focus on equity, and are relevant/representative of the D8 student population. | 01/06/2020 07/31/2020 | grant, SAMHSA grant District funds, Title I funds | District leaders K-12 teachers |

Progress Monitoring: Student Target Setting

Priority Performance Challenge : K-12 Math Growth and Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL PERFORMANCE TARGETS

2018-2019: State Math Assessment:1) 50% of elementary students (grades 3-5) meet or exceed the state average for achievement on state math assessment (2) 50% of secondary students (grades 6-8) meet or exceed the state average for achievement on state math assessment (3) The mean scale score for high school students (grades 9-11) meets or exceeds the state mean scale score for math PSAT/SAT (4) 30% of identified G/T students (grades 3-8) will achieve "exceeds" on state math assessments. District Interim Assessment: (1) 50% of elementary students (grades 3-5) meet or exceed the 50%tile rank (NPR) on the interim math assessment (2) 50% of secondary students (grades 6-8) met or exceeded the 50%tile rank (NPR) on the interim math assessment (3) 30% of all identified gifted math students will score in the 90th percentile on the district interim math assessment.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

2018-2019: State Assessment:(1) The median growth percentile for elementary school students (grades 4-5) meets or exceeds

ANNUAL PERFORMANCE TARGETS	the state median growth percentile on state math assessments. (2) The median growth percentile for middle school students (grades 6-8) meets or exceeds the state median growth percentile on state math assessments. (3) The median growth percentile for high school students (grades 9-11) meets or exceeds the state median growth percentile on state PSAT/SAT math assessments. (4) The median growth percentile for all G/T students (grades 4-11) meets or exceeds the state median growth percentile. District Interim Assessment: (1) 60% of all elementary students meet or exceed growth targets on the interim math assessments by end of year (2) 60% of all secondary students meet or exceed individual growth targets on the interim math assessment by end of year. (3) 70% of identified G/T students meet or exceed individual growth targets on district interim math assessment by end fo year.
	2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : K-12 English Language Arts Growth and Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS	**2018-2019:** State ELA Assessment: (1) 50% of elementary students (grades 3-5) meet or exceed the state average for achievement on state ELA assessment (2) 50% of secondary students (grades 6-8) meet or exceed the state average for achievement (3) The district mean scale score for high school students (grades 9-11) meets or exceeds the state mean scale score for high school students on the PSAT/SAT (EBRW) (4) 30% of all identified G/T students will achieve "exceeds" on state ELA assessments. District Interim Assessment: (1) 60% of elementary students (grades 2-5) meet or exceed the 50%tile rank (NPR) on the ELA assessment. (2) 60% of secondary students (grades 6-8) meet or exceed the 50%tile rank (NPR) (3) 30% of all identified G/T students will score in the 90th percentile (NPR).
	2019-2020:

INTERIM MEASURES FOR 2018-2019:

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

> ANNUAL PERFORMANCE TARGETS

2018-2019: State Math Assessment:(1) The median growth percentile for elementary school students (grades 4-5) meets or exceeds the state median growth percentiles. (2) The median growth percentile for middle school students (grades 6-8) meets or exceeds the state median growth percentile. (3) The median growth percentile for high school students (grades 9-11) meets or exceeds the state median growth percentile on PSAT/SAT. (4) The median growth percentile for all G/T students (grades 4-11) meets or exceeds the state median growth percentile on state math assessments. District Interim Math Assessment: (1) 60% of all elementary students meet or exceed growth targets by end of year (2) 60% of all secondary students meet or exceed individual growth targets by end of year (3) 50% of identified G/T students meet or exceed individual growth targets by end of year.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Priority Performance Challenge : Student Diversity/Cultural Competency

PERFORMANCE INDICATOR: Other

MEASURES / METRICS:

> ANNUAL PERFORMANCE TARGETS

2018-2019: (1) 100% of district and school leadership will participate in multiple professional development opportunities that help them to develop an understanding of culturally relevant teaching (CRT) practices. (2) 100% of school leaders will develop professional development plans and action plans to begin building knowledge of CRT practices with K-12 teachers. (3) 100% of district and school leadership will be able to identify effective CRT instructional strategies.

2019-2020:

INTERIM MEASURES FOR 2018-2019:

Addenda

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 numbers)
Record reflection on progress towards previous year's targets.	Section III: Data Narrative	
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	
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	D
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	
Describe gifted student performance targets in terms of either the district targets (convergence) or as a specific gifted student target/s (divergence) based upon performance challenges of gifted students.	Section IV: Target Setting Form	
Describe the interim measures to monitor progress of individual student performance for the	Section IV: Target Setting	

selected student sub-group or grade level range.	Form
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
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
Describe who has primary responsibility for implementing action steps for improvement of gifted student performance.	Section IV: Action Plan
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

FOUNTAIN 8

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