

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for District	Direction for completing improvement plan
State Accountability and Grant Programs			
Recommended Plan Type for State Accreditation	Plan assigned based on district's overall District Performance Framework score (achievement growth, growth gaps, postsecondary and workforce readiness).	Accredited	The district meets or exceeds state expectations for attainment on the performance indicators and is required to implement a Performance Plan. The plan must be submitted to CDE by April 15, 2012 using the Unified Improvement Planning template, to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP Handbook for detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are included in the district's plan: http://www.cde.state.co.us/Accountability/UnifiedImprovementPlanning.asp .
Student Graduation and Completion Plan (Designated Graduation District)	District had a graduation rate (1) below 70% in 2007-08, and (2) below 59.5% in 2008-09 and (3) a dropout rate above 8%.	District has not been identified as a High Priority/Priority graduation district.	District is not required to complete the Student Graduation and Completion Plan.
ESEA Accountability			
Program Improvement or Corrective Action (Title IA)	District missed AYP target(s) in the same content area and level for at least two consecutive years.	Corrective Action - Year 6	The district is required to revise the corrective action plan for Title I so that it goes beyond the previous plan and be submitted to CDE by January 17, 2012, using the Unified Improvement Planning template. An addendum form for these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp . The Quality Criteria is another good reference to ensure all requirements are met.
2141c (Title IIA)	District did not make district AYP and did not meet HQ targets for three consecutive years.	District has been identified under 2141c	District must enter into an agreement with CDE on the use of Title IIA funds. District must complete an Improvement Plan using the UIP template and submit it by January 17, 2012. Incorporate strategies to strengthen staff capacity and professional development into your improvement plan. In addition, complete the addendum form for Title IIA which shows how your 2012-2013 Title IIA funds will be allocated. This is a required form. It is located at: www.cde.state.co.us/accountability/UnifiedImprovementPlanningTemplates.asp . Refer to the Quality Criteria for Title IIA Improvement Plans (also available on the website) to ensure that all required elements are included in the district's plan.
Program Improvement (Title III)	District/Consortium missed AMAOs for two consecutive years.	Improvement - Year 4	Grantee must complete an Improvement plan for Title III using the UIP template and submit the plan by January 17, 2012. A minimum, make sure to address any missed targets in 09-10 and 10-11 in the plan. An addendum form for these requirements is available to supplement your UIP at www.cde.state.co.us/accountability/UnifiedImprovementPlanning.asp . In addition, the Quality Criteria can be referenced to ensure all Title III requirements are met. Pay special attention to the requirements for Title III grantees that are identified as Program Improvement - Year 3.

Section II: Improvement Plan Information

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

Additional Information about the District

Comprehensive Review and Selected Grant History		
Related Grant Awards	Is the district participating in any grants associated with district improvement (e.g., CTAG, District Improvement Grant)? Provide relevant details.	
CADI	Has or will the district participated in a CADI review? If so, when?	
Self-Assessment	Has the district recently participated in a comprehensive self- assessment for Title IA Corrective Action? If so, include the year and name of the tool used.	
External Evaluator	Has the district(s) partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

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

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

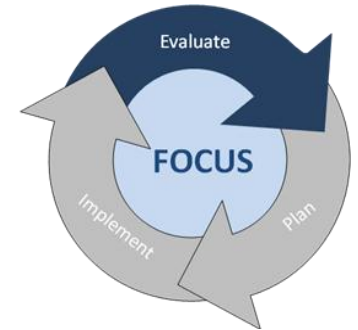
For districts with less than 1,000 students: This plan is satisfying improvement plan requirements for: District Only District and School Level Plans
 If schools are included in this plan, attach their pre-populated reports and provide the names of the schools: _____

District or Consortium Lead Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Dr. Cindy Stevenson, Superintendent
	Email	cstevens@jeffco.k12.co.us
	Phone	303.982.6803
	Mailing Address	Jeffco Public Schools, Superintendent's Office 1829 Denver West Dr. Building #27 Golden, CO 80401

2	Name and Title	Dr. Carol Eaton, Executive Director Instructional Data Services
	Email	ceaton@jeffco.k12.co.us
	Phone	303.982.6565
	Mailing Address	Jeffco Public Schools, Instructional Data Services 1829 Denver West Dr. Building #27 Golden, CO 80401

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. In the text box at the end of this section, provide a narrative that describes the process and results of the analysis of the data for your district/consortium. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the district/consortium did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified (with more than one data source) and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet: Progress Monitoring of Prior Year’s Performance Targets

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

Performance Indicators	Targets for 2010-11 school year	Target met? How close was district/consortium in meeting the target?
Academic Achievement (Status)	2011 CSAP Writing percent of students Adv/Prof. will increase to: <ul style="list-style-type: none"> • grades 3-5 – 63% • grades 6-8 – 65% • grades 9-10 – 58% 	<ul style="list-style-type: none"> • grades 3-5 – Target met at 65.3% • grades 6-8 – Target not met at 63.3% • grades 9-10 – Target not met at 57.3%
	Move 10% of students in the following subgroups from Unsatisfactory to Partially Proficient for 2011 CSAP Reading: <ul style="list-style-type: none"> • Middle – students with disabilities • High school – free/reduced lunch 	<ul style="list-style-type: none"> • Middle – students with disabilities: Target not met • High school – free/reduced lunch: Target met
	Move 10% of students in the following subgroups from Unsatisfactory to Partially Proficient for 2011 CSAP Math: <ul style="list-style-type: none"> • Elem. – students with disabilities • Middle – Black, Hispanic, English language learner, free/reduced, and students with 	<ul style="list-style-type: none"> • Elem. – students with disabilities: Target not met • Middle – Black: Target not met <p>All targets met: Hispanic, English language learner, free/reduced, and students with disabilities</p>

	<p>disabilities</p> <ul style="list-style-type: none"> High school – American Indian, Black, Hispanic, English language learner, free/reduced, and students with disabilities 	<ul style="list-style-type: none"> High school – American Indian: Target met <p>All targets not met: Black, Hispanic, English language learner, free/reduced, and students with disabilities</p>
Academic Growth	The district 2011 CSAP Writing Median Growth Percentile will meet or exceed 50 overall and for all grade levels reported (4 th through 10 th grades)	<p>Overall district target met: 50th median growth percentile</p> <p>Grade level targets met: grades 4, 6, and 10</p> <p>Grade level targets not met: grades 5, 7-9 (growth for grades 5 & 9 is closest to the target at the 48th percentile)</p>
Academic Growth Gaps	The district 2011 CSAP Reading Median Growth Percentile for students with disabilities will increase to a minimum of 50 at all levels (elem., middle, and high school)	<p>Elementary target met: 51st median growth percentile</p> <p>Middle school target not met: 48th median growth percentile</p> <p>High school target met: 51st median growth percentile</p>
	On the 2011 District Performance Framework, 3 additional Math Growth Gap indicators will be met across grade levels for a total of 5.	<p>Target met: 6 growth gap indicators</p> <p>Elementary = 3 meets, Middle school = 1 meets, High school = 2 meets</p>
	On the 2011 District Performance Framework, 3 additional Writing Growth Gap indicators will be met across grade levels for a total of 4	<p>Target met: 4 growth gap indicators</p> <p>Elementary = 4 meets, Middle school = 0 meets, High school = 0 meets</p>
Post Secondary Readiness	The district will meet the 2011 AYP “Other Indicator” for English language learners	<p>Target not met:</p> <p>4-year grad rate 15 pts. below target; 5-year grad rate 12 pts. below target; 6-year grad rate 8 pts. below target</p>
English Language Development and Attainment (AMAOs)	N/A	N/A
Teacher Qualifications (HQT)	100% of core content teachers will meet NCLB HQ requirements	Target not met: 99.78%

Worksheet: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about district-level data for the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data. Prioritize the performance challenges that the district/consortium will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan will be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Consider observations recorded in the “last year’s targets” worksheet. Provide a brief description of the root cause analysis for any priority performance challenges. You may add rows, as necessary.

Performance Indicators	Description of Trends (3 years of past data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<ul style="list-style-type: none"> • District meets state expectations on 1-year and 3-year District Performance Framework (“DPF”) in academic achievement for reading, writing, math, and science for elementary, middle and high school levels 	N/A	N/A
	<ul style="list-style-type: none"> ○ Reading: three-year trend shows slight gains at four grade levels (3rd, 5th, 6th, and 7th grades) and slight declines for grades 8 through 10; 4th grade results were stable ○ Writing: three-year trend shows gains at all grade levels except slight declines in 7th and 10th grades <ul style="list-style-type: none"> ▪ Boys underperform girls in writing at all grade levels; advanced/proficient CSAP writing gender gaps begin at elementary and widen at secondary (15 to 18-point gap in grades 6 to 10) ▪ Advanced/proficient CSAP gaps in writing scores range from 20 to 30-percentage point gaps in Hispanic/White performance which widen in 	N/A CSAP Writing achievement has shown improvement but continues to fall below 80% proficient/advanced at every grade level	N/A Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.

	<p>secondary (grades 8 – 10)</p> <ul style="list-style-type: none"> ○ Math: three year trend shows gains at all grade levels but 9th grade; 7th grade math CSAP advanced/proficient has improved 7 percentage points for grade 7 over the three-year trend ○ Science: Three-year trend shows gains at elementary and high school; middle school was stable 	N/A	N/A
	<ul style="list-style-type: none"> ● District AYP Reading: <ul style="list-style-type: none"> ○ At the elementary level, all 2011 AYP reading targets were met except American Indian and Black ○ At the middle level, 2011 AYP performance in reading not met for Black, English language learner, economically disadvantaged, and students with disabilities subgroups ○ For high school, English language learner subgroup target not met for 2011 AYP ● District 2011 AYP performance in math not met at the: <ul style="list-style-type: none"> ○ Elementary level for overall, American Indian, Black, Hispanic, English language learner, economically disadvantaged, and students with disabilities subgroups ○ Middle level for Black subgroup ○ High school for overall, Black, 	<p>Increased AYP Reading performance targets were not met for various subgroups across grade levels</p>	<p>Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.</p> <p>Teacher and principal evaluations have not consistently provided the growth-producing feedback required to ensure exceptional performance for all district educators.</p>
		<p>Increased AYP Math performance targets were not met for various subgroups across grade levels</p>	<p>Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.</p> <p>Teacher and principal evaluations have not consistently provided the growth-producing feedback required to ensure exceptional performance for all district educators.</p>

	Hispanic, White, English language learner, economically disadvantaged, and students with disabilities		
Academic Growth	<ul style="list-style-type: none"> Aggregate district CSAP median growth percentiles exceed state typical performance of “50” for reading and math across 3 years <ul style="list-style-type: none"> Reading: 2009 – 51; 2010 – 51; 2011 – 53 Math: 2009 – 55; 2010 – 53; 2011 – 55 District is meeting state expectations for all overall Academic Growth indicators on District Performance Framework 	N/A	N/A
	<ul style="list-style-type: none"> Aggregate district CSAP median growth percentiles met state typical performance of “50” for writing for first time in 2011 <ul style="list-style-type: none"> Three grade levels met/exceeded typical growth in writing (4, 6, and 10) Jeffco writing growth has shown improvement in grades 4 through 6 	CSAP Writing growth has shown improvement but all grade levels still have not met typical growth of “50”	Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.
Academic Growth Gaps	<ul style="list-style-type: none"> Overall, District designated as “Approaching” for Academic Growth Gaps on District Performance Framework Overall, Academic Growth Gap percent of points earned improved from 57.8% (3-year report) to 60.6% (1-year report) of indicators met <ul style="list-style-type: none"> DPF points earned for elementary writing growth gap indicators increased by 15 points 4 out of 15 Writing Growth Gap 	Writing growth gaps have improved but continue to be an area for focus	Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.

	<p>indicators met</p> <ul style="list-style-type: none"> ○ DPF points earned for elementary math growth gap indicators increased by 5 points ○ 6 out of 15 Math Growth Gap indicators met on DPF 	<p>Math growth gaps have improved but continue to be an area for focus</p>	<p>Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring</p>
<p>Post Secondary/Workforce Readiness</p>	<p>District meets state expectations on 1-year and 3-year District Performance Framework ("DPF") for overall high school Post Secondary/Workforce Readiness indicator</p> <p>Overall, Post Secondary/Workforce Readiness percent of points earned increased from 66.7% (3-year report) to 75% (1-year report) of indicators met on the District Performance Framework</p>	<p>N/A</p>	<p>N/A</p>
	<p>2011 AYP graduation rate targets were not met for American Indian, English Language Learner, and student with disabilities subgroups</p>	<p>Various subgroups have not met 2011 AYP graduation rate targets</p>	<p>Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring</p>
<p>Student Graduation and Completion Plan (Designated Graduation District)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>English Language Development and Attainment (AMAOs)</p>	<p>District met state expectations for 2010 AMAO indicators #1 and #2</p>	<p>N/A</p>	<p>N/A</p>
	<p>District did not meet state expectations for 2010 AMAO indicator #3: Meeting AYP targets for English Language Learners</p>	<p>See AYP indicators above under Academic</p>	<p>See AYP indicators above under Academic Achievement and Post Secondary / Workforce Readiness</p>

		Achievement and Post Secondary / Workforce Readiness	
Teacher Qualifications (Highly Qualified Teachers)	District has reduced the number of teachers not meeting the definition of highly qualified based on the 2009 Dec. first count. The percent has been relatively flat for the past two years (2010 - 99.8%, 2011 – 99.78%)	Meeting the definition of highly qualified ensures the teachers have the content knowledge required to ensure student success	An effective monitoring system is not in place for existing staff specifically in secondary schools.

Data Narrative for District/Consortium

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

Trend Analysis and Performance Challenges: What data did we use to identify trends? What are the positive and negative trends in our district’s performance for each indicator area? Does this differ for any disaggregated student groups (e.g., by grade level or gender)? In which areas did we not at least meet minimum state and federal expectations? What performance challenges are the highest priorities for our district? How/why did we determine these to be our priorities? How did we engage stakeholders in this analysis?



Root Cause Analysis: Why do we think our district/consortium’s performance is what it is? How did we determine that?



Verification of Root Cause: What evidence do we have for our conclusions?

Trend Analysis and Performance Challenges

In the fall of 2011, district leadership teams reviewed Jeffco’s performance on the 2010-11 Unified Improvement Plan targets, as well as a wide range of data to determine district-level trends, priority needs, and root causes for those identified needs. This plan is one component presenting priorities for the district; it is reflective of only a part of the comprehensive work of the district in addressing improvement at all levels within our organization as outlined in the district’s *Call to Action: Building Bright Futures* (the district’s strategic plan). Members of the leadership teams included the superintendent, chief academic officer, community superintendents, executive directors of instruction and school management, as well as administrators and teachers within the Division of Instruction. Data reviewed included the one- and three-year District Performance Frameworks, multi-year trends in CSAP reading, writing, math, and science for grades 3 – 10; 3 years of CSAP growth data in reading, writing, and math for grades 4 through 10, benchmark Acuity reading and math fall, winter, and spring assessments in grades 3 through 10; district Kindergarten through 2nd grade performance over time on various district assessments (e.g., Basic Early Achievement in Reading [“BEAR”], Dynamic Indicators of Basic Early Literacy Skills [“DIBELS”]), principal feedback on the district’s annual end-of-year leadership survey, and student feedback on the district’s biennial student survey.

The first page of the 1-year 2011 District Performance Framework (see below) summarizes the district’s performance. Overall, the district is meeting state expectations for the majority of performance indicators on the District Performance Framework (“DPF”). The district showed improvement on the DPF performance, increasing from 70.4% to 72% of the total points possible on the DPF. Jeffco Schools has been designated as “accredited” by the Colorado Department of Education with a “performance plan.”

District Performance Framework Report 2011 – INITIAL DRAFT FOR DISTRICT REVIEW			Level: All Levels	
District: JEFFERSON COUNTY R-1 - 1420			(1 Year***)	
Accredited				
This is the accreditation category for the district. Districts are designated an accreditation category based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the scoring guide below to determine the accreditation category.				
Performance Indicators	Rating	% of Points Earned out of Points Eligible*		
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)	
Academic Growth	Meets	72.2%	(25.3 out of 35 points)	
Academic Growth Gaps	Approaching	60.6%	(9.1 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	75.0%	(26.3 out of 35 points)	
Test Participation**	95% Participation Rate Met			
TOTAL		72.0%	(72 out of 100 points)	

Academic Achievement

The district has met state expectations in reading, writing, math, and science academic achievement performance on the District Performance Framework. Advanced/proficient three-year trends by grade level are provided below for each of these CSAP performance areas:

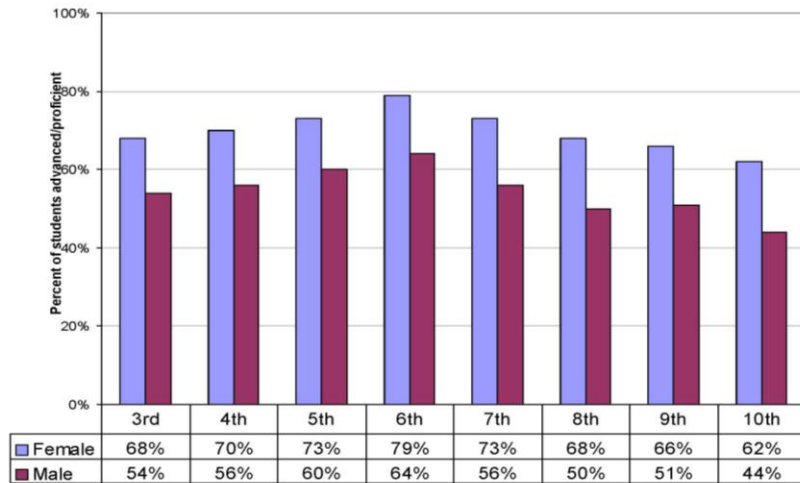
READING	2007-2008	2008-2009	2009-2010	2010-2011	2009-10/ 2010-11	2007-08/ 2010-11	WRITING	2007-2008	2008-2009	2009-2010	2010-2011	2009-10/ 2010-11	2007-08/ 2010-11	MATH	2007-2008	2008-2009	2009-2010	2010-2011	2009-10/ 2010-11	2007-08/ 2010-11
	Per.	Per.	Per.	Per.	Diff.	Diff.		Per.	Per.	Per.	Per.	Diff.	Diff.		Per.	Per.	Per.	Per.	Diff.	Diff.
3	73.6 %	75.6 %	74.2 %	75.6 %	1 %	2 %	3	58.9 %	62.7 %	56.4 %	60.5 %	4 %	2 %	3	77.2 %	79.6 %	76.5 %	80.0 %	4 %	3 %
4	71.4 %	72.2 %	75.3 %	75.1 %	0 %	4 %	4	59.9 %	57.4 %	58.0 %	62.9 %	5 %	3 %	4	72.4 %	71.7 %	75.3 %	72.9 %	-2 %	0 %
5	69.8 %	67.0 %	70.1 %	71.4 %	1 %	2 %	5	65.3 %	62.1 %	62.0 %	66.0 %	4 %	1 %	5	76.9 %	74.2 %	75.3 %	77.8 %	3 %	1 %
6	66.9 %	71.0 %	69.0 %	71.0 %	2 %	4 %	6	67.9 %	69.4 %	66.4 %	71.3 %	5 %	3 %	6	80.4 %	81.0 %	81.8 %	81.7 %	0 %	1 %
7	54.5 %	61.3 %	56.1 %	61.2 %	5 %	7 %	7	64.5 %	67.1 %	64.6 %	64.0 %	-1 %	-1 %	7	71.2 %	72.8 %	74.6 %	74.3 %	0 %	3 %
8	56.2 %	60.5 %	58.1 %	59.5 %	1 %	3 %	8	58.1 %	57.5 %	59.5 %	58.8 %	-1 %	1 %	8	74.8 %	69.3 %	73.7 %	72.8 %	-1 %	-2 %
9	47.9 %	45.1 %	49.8 %	47.0 %	-3 %	-1 %	9	56.5 %	58.7 %	55.7 %	58.2 %	3 %	2 %	9	73.4 %	74.6 %	73.1 %	72.2 %	-1 %	-1 %
10	40.5 %	40.0 %	38.6 %	42.2 %	4 %	2 %	10	54.8 %	56.2 %	53.3 %	52.7 %	-1 %	-2 %	10	71.9 %	75.4 %	70.4 %	71.4 %	1 %	-1 %

SCIENCE	2007-2008	2008-2009	2009-2010	2010-2011	2009-10/ 2010-11	2007-08/ 2010-11
	Per.	Per.	Per.	Per.	Diff.	Diff.
5	51.5 %	51.5 %	57.1 %	57.7 %	1 %	6 %
8	58.4 %	60.0 %	56.7 %	58.5 %	2 %	0 %
10	53.6 %	56.5 %	51.9 %	56.6 %	5 %	3 %

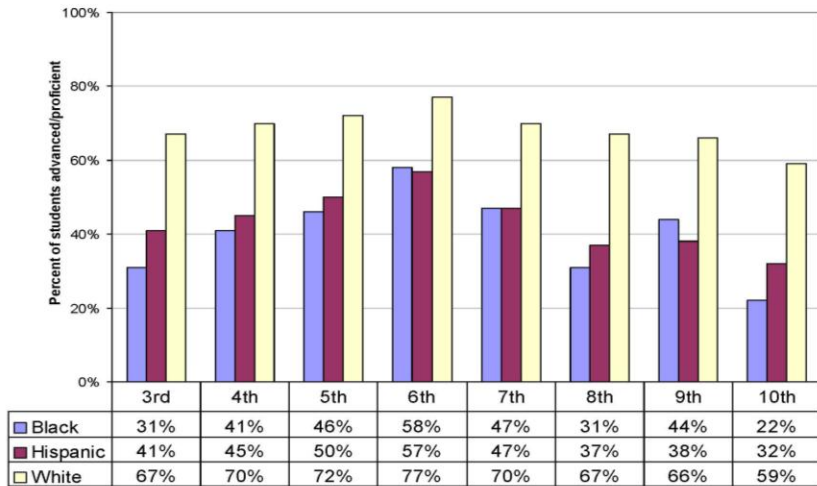
The district identified writing as an area of need in last year's Unified Improvement Plan. Academic achievement in writing showed increased advanced/proficient performance for grades 3 through 6 (elementary). Secondary writing performance showed improvement in one-year trends only at grade 9.

Achievement gaps in writing have continued in 2011, as reported in the two graphs below. One-year trends in gender gaps show they are flat or slightly wider at the majority of grade levels, while gaps between White and Hispanic students have narrowed at most grade levels by 4 percentage points.

2011
Jeffco Comparison by Gender - WRITING



2011
Jeffco Comparison by Ethnicity - WRITING



Academic Growth

On the 2011 District Performance Framework, Jeffco Schools meets the overall state expectations for academic growth indicators with 72.2% of points earned, showing improvement from 69.4% in 2010. Nearly all academic growth indicators were met at elementary, middle and high school levels in reading, writing, and mathematics. The one exception was middle school mathematics, which earned “approaching” and missed the “meets” designation by 1 percentile point.

Jeffco Overall District Growth Trends

Reading	2009	2010	2011
All grades	51	51	53

Writing	2009	2010	2011
All grades	48	49	50

Math	2009	2010	2011
All grades	55	53	55

- The district’s CSAP median growth data showed improvements in all content areas. In reading the overall district median growth performed at the 53rd percentile, showing improvement compared to 2009 and 2010 performance.
- In writing, the district reached the 50th median growth percentile, showing steady improvement since 2009. Based on achievement and growth data, writing remains a performance challenge for the 2011 district Unified Improvement Plan.
- In Math, the district growth returned to the 55th median growth percentile, identical to the 2009 performance level.

Jeffco Writing District Growth Trends by Grade Level

Writing	2009	2010	2011
All grades	48	49	50
Grade 4	51	50	55
Grade 5	46	45	48
Grade 6	52	57	60
Grade 7	45	45	44
Grade 8	44	46	46
Grade 9	49	49	48
Grade 10	52	51	50

- The district’s CSAP median growth data in writing showed improvement at elementary in 2011
- Four grade levels met the state typical growth of “50” in 2011

Academic Growth Gaps

The only performance indicator designated as “approaching” on the overall District Performance Framework continues to be in the area of Academic Growth Gaps. Jeffco did improve in this area compared to the previous year’s District Performance Framework. 2011 Academic Growth Gap performance improved by 4 points increasing from 56.7% in 2010 to 60.6% in 2011.

Secondary schools performed lower than elementary schools on this indicator, with middle level meeting 20% of the total sub-indicators and high school level meeting 33% of the total sub-indicators (an improvement from the 2010 performance). While growth gaps improved in writing compared to 2010, it remains the lowest performing content area for this indicator. At the elementary level, four out of five writing growth gaps received a state rating of “meets” this year, compared to none at the secondary level.

Students with disabilities were the only student subgroup classified as “approaching” on the District Performance Framework for all grade levels and content areas.

Post Secondary and Workforce Readiness

The district has met state expectations on the 1-year and 3-year District Performance Framework (“DPF”) for the overall high school Post Secondary/Workforce Readiness indicator. Overall, the total Post Secondary/Workforce Readiness percent of points earned increased from 66.7% (3-year report) to 75% (1-year report) of indicators met on the 2011 District Performance Framework.

AYP

District AYP performance demonstrates that the district is meeting a majority of federal performance targets for Adequate Yearly Progress (“AYP”), as the table below indicates:

Level	2011 Total Number of AYP Targets	2011 Number of AYP Targets Met	2011 Percent of AYP Targets Met
Jeffco Elementary Schools	54	45	83.3%
Jeffco Middle Schools	54	49	90.7%
Jeffco High Schools	45	34	75.6%
Total Jeffco Schools	153	128	83.7%

AYP targets have increased from 2010 to 2011: Elementary targets increased to approximately 94% partially proficient and above in CSAP reading and math, middle level targets increased to 93% in reading and 90% in math, and high school targets increased to 95% in reading and 87% in math. Two reading AYP targets were not met for elementary: American Indian and Black subgroups. The targets not met for elementary math include overall, American Indian, Black, Hispanic, English language learner, economically disadvantaged, and students with disabilities subgroups.

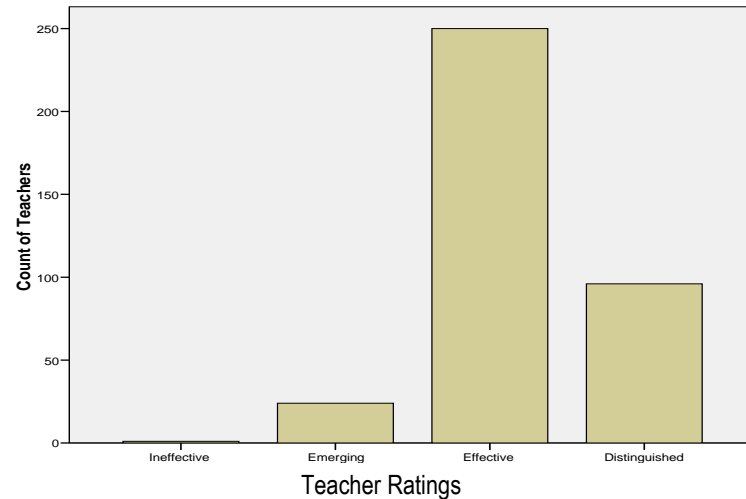
Middle schools did not meet AYP reading targets for Black, English language learner, economically disadvantaged, and students with disabilities subgroups. The Black subgroup was the only AYP math target not met by middle schools. For high school reading AYP targets, only the English language learner subgroup was not meet. High school AYP math targets were not met for the following subgroups: overall, Black, Hispanic, White, English language learner, economically disadvantaged, and students with disabilities. In addition, 2011 AYP graduation rate targets were not met for American Indian, English Language Learner, and student with disabilities subgroups.

Jeffco’s 2011-12 District Unified Improvement Plan (“UIP”) is a multi-year plan. While the district has not yet met all AYP targets, Jeffco has demonstrated improved performance for the Growth and Growth Gap indicators on the District Performance Framework. Jeffco leadership has reviewed results from the district’s 2010-11 UIP major improvement strategies, made necessary adjustments, and will continue to work on the research-based strategies to meet AYP targets.

Additional Data

An analysis was completed for a small portion of Jeffco teacher evaluation ratings from the 2010-11 school year. The study included only evaluations that were entered in an online pilot evaluation system during the 2010-11 school year. Overall teacher ratings are displayed in the graph below. Of the 371 teachers, 93% (*n* = 346) were rated as either effective (*n* = 250, or 67%) or distinguished (*n* = 96, or 26%). Only one teacher was rated as ineffective, while 6.5% (*n* = 24) were rated as emerging.

Overall teacher ratings



Regarding the NCLB performance indicator for teacher qualifications, the percent of classes taught by Highly Qualified Teachers (as defined by No Child Left Behind) was 99.78% in 2011.

Root Cause

Based on the work that District leadership completed for the 2010 Unified Improvement Plan process, writing remains a performance challenge. The writing trends outlined above demonstrate significant progress in writing performance; however, the district developed a multi-year action plan that should be continued for the 2011-12 school year. The root cause identified for this performance challenge indicates schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.

Another root cause identified for the 2011 district plan addresses teaching and learning which have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.

Based on new work that the district is implementing for its Strategic Compensation project as well as initiatives from the Colorado Department of Education, district leadership has identified another root cause as educators lacking consistently rigorous, growth-producing feedback through the evaluation process.

For the area of highly qualified teacher data, a final root cause was identified as the district is not meeting the state expectation of 100% highly qualified teachers as defined by No Child Left Behind (NCLB) because an effective monitoring system is not in place for existing staff especially for secondary schools.

Verification of Root Cause

Root causes initially were identified by the district executive leadership team. These root causes were then vetted with Division of Instruction staff, including teachers on special assignment. The district’s Strategic Planning Advisory Council (SPAC) which is the district’s accountability committee also reviewed the draft district UIP and provided feedback. School-based root causes were found to align with district root causes, providing one indication that the district root cause analyses are valid.

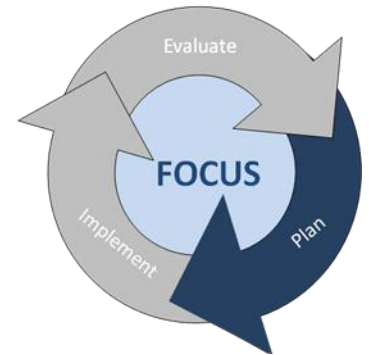
Section IV: Action Plan(s)

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

District/Consortium Target Setting Form

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

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



District/Consortium Goals Worksheet

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	N/A	N/A	N/A	N/A	
		M	N/A	N/A	N/A	N/A	
		W	CSAP Writing achievement has shown improvement but continues to fall below 80% proficient/advanced at every grade level	2012 CSAP Writing percent of students Adv/Prof. will increase to: <ul style="list-style-type: none"> • DPF elem. – 67% • DPF middle – 65% • DPF high school – 59% 	2013 CSAP Writing percent of students Adv/Prof. will increase to: <ul style="list-style-type: none"> • DPF elem. – 69% • DPF middle – 67% • DPF high school – 61% 	<ul style="list-style-type: none"> • Elementary District Writing Assessments • District Cornerstone Genre Writing Assessments • Common Assessments 	Develop district-wide formative progress monitoring tools in writing aligned to district literacy curriculum
		S	N/A	N/A	N/A	N/A	N/A

Academic Achievement (Status)	AYP (Overall and for each disaggregated groups)	R	<p>Increased AYP Reading performance targets were not met for various subgroups across grade levels</p>	<p>Move 10% of students in the following subgroups from Unsatisfactory for 2012 CSAP Reading:</p> <ul style="list-style-type: none"> • Elem. – American Indian & Black • Middle – Black, English language learner, economically disadvantaged, & students with disabilities subgroups • High school – English language learner 	<p>Continue to meet AYP indicators in reading for all subgroups at all levels</p>	<p>Acuity Reading Benchmarks</p> <p>Yearly Progress Pro Reading CBM's</p>	<p>Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.</p>
		M	<p>Increased AYP Math performance targets were not met for various subgroups across grade levels</p>	<p>Move 10% of students in the following subgroups from Unsatisfactory for 2012 CSAP Math:</p> <ul style="list-style-type: none"> • Elem. – overall, American Indian, Black, Hispanic, English language learner, economically disadvantaged, & students with disabilities subgroups • Middle level – Black • High school – overall, Black, Hispanic, White, English language learner, economically disadvantaged, & students with disabilities 	<p>Continue to meet AYP indicators in math overall and for all subgroups at all levels</p>	<p>Acuity Math Benchmarks</p> <p>Yearly Progress Pro Math CBM's</p>	<p>Teacher and principal evaluations have not consistently provided the growth-producing feedback required to ensure exceptional performance for all district educators.</p>

District/Consortium Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Targets		Interim Measures for 2011-12	Major Improvement Strategies	
			2011-12	2012-13			
Academic Growth	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A	
		M	N/A	N/A	N/A	N/A	
		W	CSAP Writing growth has shown improvement but all grade levels still have not met typical growth of "50"	The district 2012 CSAP Writing Median Growth Percentile will meet or exceed 50 overall and for 5 of 7 grade levels	The district 2013 CSAP Writing Median Growth Percentile will meet or exceed 50 overall and for all grade levels	<ul style="list-style-type: none"> Elementary District Writing Assessments District Cornerstone Genre Writing Assessments (school-based pilot) Common Assessments 	Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.
Academic Growth Gaps	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A	
		M	CSAP Math growth gaps have improved but continue to be an area for focus	On the 2011 District Performance Framework, 2 additional Math Growth Gap indicators will be met for a total of 8	On the 2011 District Performance Framework, 2 additional Math Growth Gap indicators will be met for a total of 10	Acuity Math Benchmarks Yearly Progress Pro Math CBM's	Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.
		W	CSAP Writing growth gaps have improved but	On the 2011 District Performance Framework,	On the 2011 District Performance	<ul style="list-style-type: none"> Elementary District Writing 	Schools lack district-wide formative and

			continue to be an area for focus	2 additional Writing Growth Gap indicators will be met for a total of 6	Framework, 2 additional Writing Growth Gap indicators will be met for a total of 8	Assessments <ul style="list-style-type: none"> District Cornerstone Genre Writing Assessments Common Assessments 	benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.
Post Secondary/ Workforce Readiness	Graduation Rate		Various subgroups have not met 2011 AYP graduation rate targets	The district will meet the 2012 AYP "Other Indicator" for American Indian, English Language Learner, and student with disabilities subgroups	In 2013, the district will continue to meet the AYP "Other Indicator" for all subgroups	Attendance Truancy On-track to graduate courses/ credits	Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.
	Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A
	Mean ACT	N/A	N/A	N/A	N/A	N/A	N/A
English Language Development & Attainment	CELA (AMAO 1)	N/A	N/A	N/A	N/A	N/A	N/A
	CELA (AMAO 2)	N/A	N/A	N/A	N/A	N/A	N/A
Teacher Qualifications	Highly Qualified Teacher Data		The district is not meeting the state expectation of 100% highly qualified teachers as defined by No Child Left Behind (NCLB).	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	100% of core content classes will be taught by teachers who meet NCLB HQ requirements.	IT project requirements developed; application developed and tested with	Define and implement an electronic system for monitoring classes taught and the highly qualified status of the teachers who are

						stakeholders	teaching them
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Action Planning Form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

- Major Improvement Strategy #1:** Develop district-wide formative progress monitoring tools in writing aligned to district literacy curriculum.
Root Cause(s) Addressed: Schools lack district-wide formative and benchmark progress monitoring tools in writing to calibrate the fidelity of implementation of the district writing curriculum.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Develop and deliver professional development that leads to the implementation of a variety of effective practices for formative assessments in writing in all schools. <ul style="list-style-type: none"> ○ Identify and calibrate P-12 research-based processes and effective practices (e.g., conferring, student goal-setting, growth-producing feedback and rubric development). ○ Development of additional supports, including models, videos and protocols 	2011-2012 school year	DLEA content specialist; ESL/DL specialists; Ed Tech	General Fund	<ul style="list-style-type: none"> • Professional development courses and online supports advertised through Blackboard and the Leadership memo • Data gathering tools created to gather participant feedback; adjustments made based on feedback • Advisory and focus groups of teachers will provide feedback beginning fall 2011; 	In progress

<ul style="list-style-type: none"> ○ Professional development created and delivered for coaches, teachers, and administrators throughout year ○ Classroom observations and walk-throughs by administrators, instructional coaches, and district specialists to gather data on effectiveness of implementation ○ Development of writing walk-through and observation supports for elementary, middle and senior high levels 				<p>data will be analyzed to determine adjustments and next steps</p> <ul style="list-style-type: none"> ● Additional support (models, videos, protocols) created and accessed by classroom teachers 	
<p>Develop and implement a formative writing assessment for Kindergarten through 6th grades.</p> <ul style="list-style-type: none"> ○ Development of components of the assessment for both constructed response and conventions ○ Development of professional learning and supports for teachers, instructional coaches, and principals ○ Instructional Guides created that include scored student exemplars with annotated summaries, student goal-setting through conferring, and examples of instructional implications and next steps provided ○ Conventions section for grades 3-6 as a component of the Acuity B assessment window, required for all students, grades 3-6 	<p>2011-2012</p>	<p>Work groups consisting of classroom teachers, instructional coaches, and DLEA ELA personnel; Assessment staff</p>	<p>General Fund</p>	<ul style="list-style-type: none"> ● Initial assessments developed and released in fall 2011 ● Continued development fall 2011. Plan and timeline developed and communicated prior to end of first semester ● Professional learning session development for identified stakeholders provided and feedback gathered and adjustments made ● Timeline for Instructional guides developed during fall 2011 which addresses development, release to the field 	<p>In Progress</p>

<ul style="list-style-type: none"> ○ Implementation timelines and professional development support plan created and communicated 				<p>and follow up supports</p> <ul style="list-style-type: none"> ● Acuity B results ● Professional development support plan develop including timelines and feedback loops. Adjustments will be made based on data collected. 	
<p>Develop diagnostic assessments in constructed response and grammar/conventions to support instructional decision-making at the middle and senior high level.</p> <ul style="list-style-type: none"> ○ First assessment implemented in grades 7-10 (ELA) and 7-12 (Social Studies) ○ Conceptual and unit-based diagnostic assessments developed for English Language Arts (grades 7-10) and Social Studies (grades 7-12) 	<p>2011-2012 school year</p>	<p>DLEA secondary content specialists in ELA and Social Studies; classroom teachers and Instructional Coaches; Assessment staff</p>	<p>General Fund</p>	<ul style="list-style-type: none"> ● Initial assessments developed and released in fall 2011 ● Timeline for development of additional assessments and instructional supports developed fall 2011, ● Data that will be collected from classroom teachers; subsequent adjustments will be made based on data ● Development of teacher surveys will begin fall 2011 ● Data from student work (scoring conferences, assessment scores) and teacher surveys analyzed 	<p>In Progress</p>
<p>Implement embedded performance task assessments (Cornerstone Genre) in all English Language Arts core classrooms grades 7-12 (AP and IB are exceptions).</p>	<p>2010-2012 school years</p>	<p>DLEA ELA content specialists & Assessment staff, classroom teachers,</p>	<p>General Fund</p>	<ul style="list-style-type: none"> ● 2010-2011 initial drafts of curriculum, rubrics, and sample instructional approaches 	<p>In Progress</p>

<ul style="list-style-type: none"> ○ Standards-based, conceptually-driven curricula developed for each writing assessment ○ Rubrics, student exemplars, sample instructional approaches, and formative assessments developed by teacher teams ○ Professional development and teacher PLCs developed and supported throughout the year ○ Tools created to support administrators, instructional coaches, and instructional leaders to continue monitoring implementation 		<p>Instructional Leaders and Instructional Coaches</p>		<p>developed and field tested in identified schools and classrooms across the district</p> <ul style="list-style-type: none"> ● 2011-2012 implementation of Cornerstone Genre begins in all secondary classrooms (AP and IB are exceptions) ● Optional rubrics and student exemplars released 2011-2012 school year ● Professional learning supports for teachers, instructional coaches and administrators developed and implemented throughout the 2011-2012 school year (principal conference day sessions, instructional coach meetings, instructional leader meetings, collaborative planning sessions, scoring sessions) ● Advisory and focus groups of teachers will provide feedback beginning fall 2011; data will be analyzed to determine adjustments and next steps ● Communication 	
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				regarding timelines, developed supports and adjustments made based on teacher feedback will be posted in Blackboard and through the Leadership Memo	
<p>Develop and deliver professional development for classroom teachers on instructional practices that support authentic engagement of all learners.</p> <ul style="list-style-type: none"> ○ Resources created to support teachers in developing engaging and authentic practices through a variety of lenses, which may include multicultural, English language learner, gender-specific, diverse learners (special education, gifted and talented) ○ Professional development delivered by members of the Division of Instruction and classroom teachers ○ Process is intended to be replicated by classroom teachers with additional units of study across the year thus increasing teacher efficacy in providing writing instruction 	2011-2012 school year	DLEA content specialists; ESL/DL resource teachers; special education; gifted and talented; Ed Tech	General Fund	<ul style="list-style-type: none"> • Timeline and structure for professional development established and communicated in fall 2011 • Initial resources created 2011-2012 school year • Agendas and resources available in Blackboard 	In Progress
Provide continued support for the revised Writing Curriculum and Guiding Principles and Classroom Implications for Writing Instruction through a variety of supports and professional learning opportunities with	2011-2012 school year	DLEA content specialists; ESL/DL resource teachers; special education; gifted and talented;	General Fund	<ul style="list-style-type: none"> • Courses and online supports advertised in Blackboard and through the Leadership Memo • A plan to create an instructional video 	In Progress

<p>multiple Jeffco stakeholders.</p> <ul style="list-style-type: none"> • Classes developed and taught to support the implementation of the “Guiding Principles and Classroom Implications for Writing Instruction P-12 • Professional development and online supports created and delivered to coaches, teachers, and administrators throughout year • Begin to develop an instructional video library • Cross-curricular resources created to support Writing-to-Learn across the elementary instructional day to increase teacher skillfulness and efficacy • Secondary resources and curricular connections developed to support Writing-to-Learn and Learning-to-Write in secondary content areas to increase teacher skillfulness and efficacy • Individual sites will use the Instructional Coach to facilitate monthly Writing DDMs to analyze student work, set a Specific Measurable Attainable Result Oriented and Time bound (SMART) goal to address instructional needs. • Classroom teachers will begin to use rubrics to provide growth producing feedback to students and to guide instructional decisions 		<p>Ed Tech</p>		<p>library will be developed and communicated</p> <ul style="list-style-type: none"> • Evidence of systemic practice will be gathered throughout the school year and used to determine site-based professional development needs • Curricular supports available through Blackboard • Ongoing training provided throughout the year to instructional coaches, instructional leaders and principals through identified district supported professional development sessions • Advisory and focus groups of teachers will provide feedback beginning fall 2011; data will be analyzed to determine adjustments and next steps 	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Targeted District Improvement Grant).

Action Planning Form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #2: Implement Jeffco's revised curriculum aligned to the Colorado Academic Standards, which focuses on mastery of clearer, higher and more relevant standards with evidence outcomes to ensure application and transferability. **Root Cause(s) Addressed:** Teaching and learning have not consistently demanded high expectations in every classroom due to superficial coverage of a large number of standards, lack of understanding of grade level mastery, lack of relevance for students, and lack of systemic progress monitoring.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Preschool will implement the new Teaching Strategies Gold assessment and enter base line data in literacy, math and social-emotional development for all enrolled 4 year olds.	2011-2012 school year	Early Childhood Education Specialists	District General Fund	<ul style="list-style-type: none"> All preschool staff will be trained in the fall of 2011 Ongoing training will be developed and implemented based on needs. Baseline data will be reported and analyzed through CDE and the district in this first year of implementation so 	In Progress

				that specific targets for improvement can follow.	
<ul style="list-style-type: none"> DLEA curriculum writing teams will continue to review and revise Jeffco's curriculum documents to align to the TCAP frameworks in ELA, mathematics and science. The revised district curriculum will continue to align with state timelines and expectations for implementation 	2011-2012 school year	DLEA content specialists	District General Fund	<ul style="list-style-type: none"> TCAP framework was released in math and ELA August 2011 Science Framework was released in September 2011 	In Progress
Develop and deliver professional development for classroom teachers across contents to support the implementation of the revised curriculum and support teachers in understanding what it means to teach conceptually	2011-2012	DLEA Content Specialists Instructional Coaches Building Principals/APs Community Superintendents and Executive Directors of School Management	District General Fund Title I Program Improvement Set Aside Funds \$1,029,387	<ul style="list-style-type: none"> Provide professional development on concept based learning for ILs at both the elementary and secondary level during scheduled meetings Provide professional development for ICs at both the elementary and secondary levels on a monthly basis Provide learning opportunities for principals during the monthly Principal Conference Days Quadrant support teams will attend all monthly meetings Teachers provided professional development during early release days Feedback will be collected and analyzed to assist the district in determining staff 	In Progress

				development needs regarding concept based instruction.	
The use of online professional development supports aligned to the implementation of the curriculum for classroom teachers will increase.	2011-2012 school year	DLEA and Ed Tech	District General Fund	<ul style="list-style-type: none"> • DLEA content specialists map development of courses and supports based on teacher need • DLEA content specialists collaborate with Ed Tech • Data collection in February 2012 	In Progress
Conduct focus groups with elementary, middle, and high school teachers to assess their understanding of best practices and needs for support in the implementation of the revised curriculum.	2011-2012 school year	DLEA	District General Fund	<ul style="list-style-type: none"> • Design focus group protocol • Recruit schools and participants • Hold focus groups that are inclusive of diverse groups (GT/Special Ed/ELL) • Analyze data and determine next steps 	In Progress
All curriculum support documents will be revised and aligned to Jeffco's revised curriculum.	2010-2012 school years	DLEA	District General Fund	<ul style="list-style-type: none"> • Release of the Guiding Principles and Classroom Implications for Mathematics • K-6 ESL teachers will be provided training and support in the implementation of the curriculum support documents • ELA elementary literacy frameworks and all subsequent support documents 	In Progress

				<ul style="list-style-type: none"> revised Development of science and social studies support documents Continued revision of World Language, Art, Music, PE documents Common Core Standards for Literacy in Social Studies and Science will be embedded into the appropriate curricula 	
<ul style="list-style-type: none"> Evaluate year one implementation of the revised curriculum in all content areas and at all grade levels <ul style="list-style-type: none"> Feedback mechanisms will be developed to collect teacher, instructional coach and principal input. Data will be collected throughout the school year <ul style="list-style-type: none"> Achievement Attitudinal Fidelity of implementation Data will be analyzed and reports will be developed Reports will be shared with district leadership to monitor and adjust district-wide implementation. Identify specific questions in the MYVH survey that address student engagement and/or relevance of the instruction provided by classroom teacher. 	2011-2012 school year	Division of Instruction Building Principals/APs Instructional Coaches Community Superintendents and Executive Directors of School Management	District General Fund Title I Program Improvement Set Aside Funds referenced above	<ul style="list-style-type: none"> Classroom walkthroughs by IC, AP and/or Principal as well as Community Sup/Exec Dir SM Fall 2011 feedback gathered from elementary teachers Winter 2011 data collected from classroom teachers February /March 2012 data shared with District leadership Spring 2012 adjustments and next steps determined for year two of implementation Timeline and development plan to embed ISTE standards within Jeffco curriculum 	In Progress

Action Planning Form

Directions: Identify the major improvement strategy(s) that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the district/consortium may add other major strategies, as needed.

Major Improvement Strategy #3: In conjunction with on-going professional development, community superintendents and principals will increase the rigor and consistency of educator evaluations. **Root Cause(s) Addressed:** Teacher and principal evaluations have not consistently provided the growth-producing feedback required to ensure exceptional performance for all district educators.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
The district will pilot the new CDE principal evaluation rubric.	2011-12	Evaluation Committee	General Fund	Monthly committee meetings to coordinate and plan principal trainings.	In Progress.
Principals determine adult behaviors for the Professional Techniques section of the teacher evaluation rubric.	August 2011	Principals	General Fund	Specific teacher behaviors are identified for the Professional Techniques section in the teacher evaluation.	Completed. September 2011
Principals are introduced to the evaluation rubric.	September 2011	Superintendent	General Fund	Principal Conference Day introduction and discussion in groups.	Completed September 2011
Principal professional development opportunities to collaborate with a colleague, visiting teacher classrooms and calibrating ratings on the teacher evaluation rubric.	September 2011	Principals, Community Superintendents, Division of	General Fund	Principals bring their observation comments and feedback to the professional	Completed October 4, 2011.

		Instruction		development sessions.	
The district and CDE train four principals from each quadrant area, the Community Superintendents, and members of the Evaluation Committee in a Train the Trainers Model.	October 10, 2011	Educator Effectiveness Consultant, Community Superintendents, Principal Trainers, members of Evaluation Committee	General Fund	Train the Trainers to be prepared in teaching all principals how to use the Principal Evaluation Tool.	Completed October 10, 2011
CDE and the district train all principals on the principal evaluation rubric.	Quadrant Team Meetings October 2011	Educator Effectiveness Consultant, CDE, Community Superintendents, Principal Trainers	General Fund	All principals will attend evaluation training.	In progress. Initial training Oct. 20, 2011
Work with principals to understand the connections between the UIP, CAP and teacher evaluations.	2011-12 SY	Evaluation Committee	General Fund	Principal Conference Day, October 4, 2011.	
Principals are responsible for implementing the goal setting form for the Colorado Principal and Assistant Principal evaluation.	2011-12 SY	Community Superintendents and district leadership	Evaluation Rubric from CDE.	On-going 2011-12.	In progress. Initial training Oct. 20, 2011
At the Assistant Principal Conference Day on November 17, APs will be trained on the Principal Evaluation Rubric and Tools.	November 17, 2011	Principal Trainers, Community Superintendents, DoI	Evaluation Rubric from CDE.	APs will attend evaluation training.	Not begun. November 17, 2011
Collect perception of teachers to determine if principals are implementing the major guidelines named above.	2011-12 SY	Community Superintendents and Principals	Survey	Late spring 2012.	Not begun.
Principal evaluation becomes a "personal UIP". Collection of artifacts required to meet the goals of the principal evaluation.	2011-12 SY	Community Superintendent and Principals	Artifacts and evaluation rubric.	On-going 2011-12.	In progress. Initial training Oct. 20, 2011
Growth-producing feedback training for all principals and assistant principals.	August 2011	Community Superintendents	General Fund	August 2011	Completed August, 2011
Determine time frames for Community	November 2011	Community	General Fund	Community	In progress.

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Superintendents and principals to have pre-conferences and set goals.		Superintendents and principals		Superintendents and principals will plan their pre-conference appointments and set goals before Winter Break.	Trainers will meet monthly to determine timelines.
Community Superintendents work together to determine standardized elements for documentation of artifacts that demonstrates their work.	Ongoing	Community Superintendents	General Fund	On-going 2011-12. Development of consistent expectations for artifacts and documentation.	In progress. Initial training Oct. 20, 2011
When CS and ED of School Mgmt have 'walk through' form as a record-keeping way of maintaining consistency, common messaging and common focus for CS meetings with principals.	November 2011	Community Superintendent	General Fund	Common expectations and a documentation system will be determined by Community Superintendents.	Not begun. Fall 2011.
Timing of evaluations needs to be re-evaluated to make it more effective for principal practice. CDE is aware of the timing issues with data collection and test scores.	November 2011	Community Superintendent, Evaluation Committee	General Fund	CDE changed the evaluation deadline to May 15, 2012, but CSAP growth scores will not be available until August 2012. Must reach an agreement about responsibilities with CDE.	In progress. Trainers will meet monthly to determine timelines.
CDE will have a new Teacher Evaluation Tool that will have similar expectations with documentation and artifacts that the Principal Evaluation Tool has. This new tool will require training before implementing either 2012-13 or 2013-14.	Undetermined.	Evaluation Committee, 1338 Council, principals, assistant principals, and teachers	General Fund	Once the Teacher Evaluation Tool is available, specific benchmarks can be set for implementation. This will be in Spring 2012.	Not begun.

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Calibration of Jeffco's teacher evaluation rubric can be aligned with progress monitoring tools.	2011-12	Evaluation Committee and 1338 Council	Acuity, SRI, DRA2, BEAR, DIBELS, running records, CSAP, CELA	Ongoing 2011-12	Not begun.
Teacher evaluation goals will be based on the major improvement strategies in the UIP.	2011-12	Principals and teachers	Jeffco's current teacher evaluation tool.	Spring 2012	Not begun.
Principals will get training on <u>new CDE teacher evaluation rubric</u> .	Spring 2012	District Evaluation Committee, principals, assistant principals, and teachers	CDE's Teacher Effectiveness Rubric	Spring 2012	Not begun.

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

Major Improvement Strategy #4: Define and implement an electronic system for monitoring classes taught and the highly qualified status of the teachers who are teaching them. **Root Cause(s) Addressed:** The district is not meeting the state expectation of 100% highly qualified teachers as defined by No Child Left Behind (NCLB) because an effective monitoring system is not in place for existing staff especially for secondary schools.

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

- State Accreditation
 Title IA Program Improvement/Corrective Action Plan
 Title IIA (2141c)
 Title III (AMAOs)
 Student Graduation and Completion Plan (Designated Graduation District)
 Grant: _____

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
<p>The District created a unique tool which requires a teacher, and other licensed employees, to acknowledge that their license is getting ready to expire on the Employee Self Service System. The teacher must acknowledge this until Human Resources can verify their renewal application is on file at CDE</p> <p>In phase two of this project, principals will view a chart on their Manager Self Service Page, indicating when licenses will expire for licensed staff in their building as of a 12 month window.</p>	<p>This tool has been tested with HR and IT. Roll out end of October/early November 2011.</p> <p>October 2012</p>	<p>Information Technology and Human Resources</p> <p>Information Technology and Human Resources</p>	<p>General Fund</p> <p>General Fund</p>	<p>Technology Complete.</p> <p>Communication to district leaders complete by end of October 2011</p> <p>Specifications for IT complete by January 2012.</p>	<p>Final stages</p> <p>In progress</p>
<p>Jeffco is designing a reporting tool which will capture Infinite Campus data and Human Resources data, which includes Highly Qualified data. With the ability to capture and connect what teachers are teaching, HR can pinpoint teachers that are not HQ and work with schools to rearrange scheduling.</p>	<p>The reporting tool is built, with refinements being made. Ability to script and test outputs for HQ purposes, July 2012</p>	<p>Information Technology, Education Technology and Human Resources</p>	<p>General Fund</p>	<p>Scripts and output requirements to IT and ED Tech January 2012. Testing of data March – June 2012.</p>	<p>In progress</p>

Section V: Supportive Addenda Forms

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

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

For Grantees Identified for Improvement under Title III (AMAOs)

Grantees identified for improvement under Title III may choose to use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP. This form provides a way to make sure all components of the program are met through descriptions of the requirements OR a cross-walk of the Title III improvement requirements in the UIP.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Analysis of data. Identify and describe the factors that prevented the LEA from achieving the AMAOs. This includes an analysis or data using a variety of recent data sources, identification of factors that prevented the LEA from achieving AMAOs, and identification of strengths and weaknesses of the current plan.</p>	<p>Section III: Narrative on Data Analysis and Root Cause Identification</p>	<p>The root cause of our inability to meet AMAOs is due to the lack of understanding and implementation of appropriate linguistic supports for ELs K-12 by classroom/content teachers. The data shows that ELs are not meeting grade level expectations in some content areas across levels.</p>
<p>Scientifically Based Research Strategies. Describe scientifically based research strategies to improve English Language Development (ELD), Reading/Language Arts and Mathematics. The plan includes</p> <ul style="list-style-type: none"> • Specific scientifically based research strategies that will be used to improve student skills. • Timeline with annual targets, interim measures and personnel responsible. 	<p>Section IV: Action Plan Form</p>	<p>The ESL/DL Department supports a model of highly qualified ESL Teachers and staff so implement the use of appropriate ESL curriculum, curriculum support documents (aligned with CELPS), secondary ESL courses, and assessment tools that are designed to meet the linguistic needs of all English Learners. All ESL secondary curriculum documents will be revised and be aligned with Core Content Standards and the 2012 CELPS (WIDA) by August, 2012. The curriculum teams consist of ESL Teachers, content specialists and administration. All ESL Teachers will be trained on the new revised curriculum by September, 2012 by the curriculum teams. All secondary ESL Teachers will be trained and use the ESL assessment tool (e-assessment) by December, 2011. This training and follow-up will be completed by the publisher rep and Jeffco ESL Staff. All ESL Teachers will be trained on co-planning and</p>

		<p>teaching for ELs by May, 2012. This team consists of ESL Teachers and Regis staff.</p> <p>There are four areas of the ESL Teacher's job responsibilities: 1) co-planning and teaching with classroom/content area teachers to build their capacity; 2) teach ELs using appropriate linguistic supports; 3) organize and help facilitate a welcoming environment for families – parent involvement activities; 4) identify, assess, enroll, monitor and redesignate ELs - follow all compliance procedures.</p>
<p>Professional Development Strategies. Describe high quality professional development strategies and activities including coordination efforts with other NCLB programs. Strategies should have a positive and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program provided to ELLs.</p>	<p>Section IV: Action Plan Form</p>	<p>Jeffco provides high-quality professional development opportunities for classroom teachers and principals that are designed to improve the instruction and assessment of limited English proficient children (LEP) and youth, and that assist schools in meeting AMAO targets and making AYP targets for the EL subgroup. These professional development sessions improve teachers' abilities to understand and use district and ESL curricula, assessment measures, and instructional strategies for ELs while principals are provided with the tools to improve school wide practices for LEP students.</p> <p>ESL/Dual Language Staff, school level teachers and leaders, Content Specialists plus other central level department staff, collaborate to organize professional development for these groups: Principals, Asst. Principals, K-12 general education classroom and content teachers, K-6 ESL teachers, 7-12 ESL teachers, Dual Language program teachers and coaches, K-12 ESL instructional tutors, K-12 ESL/Dual Language Resource Teachers/TOSAs, home/school liaisons, district translators, data specialists, curriculum content specialists, instructional coaches, parents of English learners, and other district staff. Student language proficiency levels, achievement data, and district academic grade-level expectations are analyzed to drive the planning.</p> <p>For classroom/content areas teachers, K-12 ESL teachers, ESL instructional tutors, instructional coaches and principals, professional development topics and strategies include: training in the use of the secondary ESL Curriculum and courses, K-6 Curriculum Support Document plus the appropriate use of ESL resources all curriculum provides higher-order thinking and comprehension strategies across content areas scaffolded by language proficiency levels; training Dual Language classroom teachers, dual language coaches and administrators on the district Spanish K-6 curriculum and assessments for literacy development in Spanish and strategies for oracy and the zone of biliteracy; training principals and teachers in Sheltered Instruction using SIOP resources for all curricular areas; training K-6 ESL staff in the use of Benchmark VCL Content Area Kits to support ELs in meeting AYP targets in math, science and social studies; training district administrators and teachers in the RTI ESL Inquiry Path to ensure appropriate problem solving and instructional decision making for ELs; training ESL/DL Resource Teachers/TOSAs in deep data analysis skills and interpretation, cognitive coaching techniques, CELPS/WIDA Standards and MPIs to further their expertise as teacher trainers; training district teachers in the foundational principles and</p>

		<p>strategies of teaching for Equity, Cultural Responsiveness and Diversity.</p> <p>One hundred Jeffco classroom teachers will enroll in the graduate-level ESL Qualification program with Regis University. The four course graduate level certificate (Linguistically Diverse Learner Academic Certificate) which includes Foundations of Bilingual Education, Assessment Practices for ELs, Linguistics and ESL Methods. These graduate courses are a model of professional development that is specifically designed to increase the capacity of classroom teachers to increase the English proficiency of limited English proficient children and youth by enhancing these teachers' abilities to understand and use curricula, assessment measures, and instructional strategies for ELs.</p>
<p>Parent Involvement and Outreach Strategies. Describe the parent involvement and outreach strategies to assist parents in becoming active participants in the education of their children, including coordination efforts with other NCLB programs.</p>	<p>Section IV: Action Plan Form</p>	<p>Research from the Center for Applied Linguistics states that a critical component of successful programming is effective parent involvement. Dual Language Education Parent Information Meetings and Dual Language Parent Meetings help to build a welcoming environment that is collaborative. These meetings provide training for parents of ELs on the process of language acquisition and strategies for supporting the native language and academic achievement of their children. All ESL Staff must assist in the organization of at least one Parent Meeting this year. The organization team will include staff and parents in the planning. Topics will be a combination of school/district and parent/community needs.</p> <p>A federal requirement is to provide parents information in a language they prefer and understand. Translation Services will continue to provide oral interpretation and written translation services that bridge the communication between the schools/districts and families and communities. Communication tools include the Superintendent Parent Newsletter, Chalk Talk District online Newsletter, school level newsletters, and all district-wide information regarding discipline, health, safety and security. Home/School Liaisons will continue to work with individual schools to be the interpreter, translator and mediator between school staff and families.</p> <p>Federal regulations require districts to develop and implement procedures to appropriately identify, assess, enroll, monitor and redesignate English Learners. Jeffco will continue to review and revise the procedures each year. Training is a provided annually to all ESL Staff to ensure validity and reliability to the processes.</p> <p>Jeffco's Adult ESL Program assists parents of children and youth in the district's schools to develop their English language skills and to become actively involved in their children's education in order to support their children's academic success. Jeffco Schools' Adult ESL Program will continue to offer day and evening classes to adults ages 17 and over for minimal or no cost. Classes meet in two sessions. Each session is 15-16 weeks. Classes meet in Lakewood and Arvada and are designed to challenge the English language learner to improve listening, speaking, reading, writing and grammar skills. Civics and citizenship classes are also offered to parents. Parents who participate have identified that they have increased their</p>

		involvement in their children’s school community by attending parent/teacher conferences, joining the PTA/PTO, volunteering in classrooms, and attending curriculum nights, family literacy events, math nights, and cultural diversity events. Schools and families mutually benefit from these active partnerships. Parents are more confident to connect with teachers, counselors and principals while schools increase their understanding of the cultural and linguistic resources that parents bring to the school community. Through the curriculum, parents also develop an increased understanding of the U.S. educational system, including learning the expectations of U.S. schools of students and parents.
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Proposed Budget for Use of Title IIA funds in 2012-13. This chart **must** be completed for any district identified under ESEA 2141c (Title IIA), because the state and district are expected to enter into a financial agreement. See requirements and state priorities for the use of Title IIA dollars on the Title IIA website: www.cde.state.co.us/FedPrograms/tii/a.asp. In the chart, include all proposed Title IIA activities for FY 2012-13. Activities should have already been referenced in the action plans of this template (Section IV). List references to that plan in the crosswalk. Add rows in the table, as needed. The total should equal the district’s projected 2012-13 Title IIA allocation. If the 2012-13 allocation is unknown, use the 2011-12 allocation.

Proposed Activity	Crosswalk of Description in Action Plan	Proposed Amount
Jeffco will continue to use of Instructional Coaches to provide job-embedded, ongoing professional development for teachers as aligned with Learning Forward’s standards for professional development. The Coaching program in Jeffco will continue to be well-defined and is monitored by the School Improvement Specialists and Coaching Coordinators.	UIP Improvement Strategy #2 – Increase the skill set of all teachers to deliver instruction that meets the needs of our “catch up” students and provide them the resources to do it.	\$1,979,718
Jeffco identified a gap between students identified as Gifted and their scores in the Advanced categories. The district realizes that Hispanics and poverty children, especially in the Title I schools, are under-identified. Therefore, Jeffco provides professional development around Giftedness. A Gifted and Talented (GT) Resource Consultant will work with schools and teachers on implementing best strategies for Gifted students and help improve teacher and principal quality, ensuring that teachers and school leaders increase their knowledge and skills in understanding the characteristics of gifted learners in minority and poverty situations, as well as instructional and programming	UIP Improvement Strategy #2 – Increase the skill set of all teachers to deliver instruction that meets the needs of our “catch up” students and provide them the resources to do it.	\$89,792

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strategies.		
With the large numbers of coaching staff, resource teachers, and principals, Jeffco determined the need to have a central position that facilitates and coordinates systematic support of new teachers, mentors, and support teams. The Coordinator of Teacher Support provides professional development (PD) which includes best practices in the areas of classroom instruction, differentiation, assessments, and interventions. The PD directly impacts our identified subgroups of students that have not made AYP. The PD will also support principals and teachers on the implementation and sustainability of response to intervention processes, which include the use of a variety of assessments and core, strategic and intensive strategies.	UIP Improvement Strategy #2 – Increase the skill set of all teachers to deliver instruction that meets the needs of our “catch up” students and provide them the resources to do it.	\$84,766
Jeffco continues to provide support for district-wide online professional development for all staff to increase technology and instructional skills and to integrate technology into curriculum aligned to new ISTE NETS Teacher standards. The Online Education PD Specialist is developing online PD coursework, facilitating online PD, and providing support for central and school based staff on facilitation of online courses to improve teacher and student skills in the use of technology, information and best instructional practice.	UIP Strategy #1 - The number of online professional development opportunities for classroom teachers focused on teaching writing and genre study will increase.	\$53,389
Jeffco provides funds to charter and private schools in our district to support their own individual PD needs.		\$108,698
Jeffco provides tuition reimbursement and/or testing reimbursement to assist teachers in becoming “highly qualified”.	UIP Improvement Strategy #2 – Increase the skill set of all teachers to deliver instruction that meets the needs of our “catch up” students and provide them the resources to do it.	\$10,660
Indirect Costs		\$120,773
Total (The total should equal the district’s project 2012-13 Title IIA allocation. If unknown, use the 2011-12 allocation.)		\$2,447,796 (2011-12 allocation of \$1,992,199 + Carry-forward of \$455,597)