



Patriot HS UIP

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School/Department

4

Action Plan

Overall Summary

Patriot HS

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Report Legend



No Update



Overdue



Priority

School/Department 5

Patriot High School

School Overview

Patriot High School is an Alternative Educational Campus (AEC) located in the Falcon/Peyton area just northeast of Colorado Springs. The school is part of School District 49 and is in the iConnect Zone which is home to all the non-traditional and charter schools in D49. Over 90% of Patriot High School students are considered "at-risk youth" based on the current risk factors identified by CDE. The three most common risk-factors are: credit deficient students, students with IEPs, and students with a history of mental illness.

Patriot High School currently ranges between 80-135 students in grades nine through thirteen. Patriot High School is a choice-based school that serves students in all 3 geographical zone in D49 as well as students from outside of D49's boundaries. Patriot High School has six, hour-long periods and one, thirty-minute advisory period Monday-Thursday with a flexible Friday schedule where students attend tutoring, acceleration (credit recovery), intervention groups, career-exploration activities, social-emotional classes/groups, and special interest clubs. Friday schedules are created cooperatively by the student and their advisor on a weekly basis and are focused on the student's needs. All students with credit deficiencies must carry an additional "7th period" independent credit recovery class that is deployed by either Edgenuity or ALEKS (math only). Students work on these courses independently outside of school hours and/or on Fridays. These courses are mastery-based and can be completed at an accelerated pace. Patriot High School operates within a two-semester system. The Patriot High School staff is composed of a Principal, Dean of Students, two Counselors, one Social Worker, and 10.5 certified teachers. Two of these teachers head the two CTE programs at Patriot: Culinary Arts and Construction Trades. These CTE programs are available to ALL D49 students who, instead of fully attending Patriot High School, may choose to attend Patriot for only one of these courses, while still being a full time student at one of the other D49 high schools or an out of district school.

Assessment Participation - The most recent and available participation data from the 2019 AEC SPF shows that Patriot High School had an 87.2% participation rate on CMAS Science, 94.6% on PSAT, and 97.6% on SAT.

Process and Stakeholder Involvement - Given the small staff at Patriot High School, ALL staff assist in the development and writing of the School Improvement Plan. Additionally, we recently received an EASI grant aimed at increasing the achievement of targeted sub-groups from our previous SPFs. Patriot opted to use this grant to participate in an AEC Diagnostic Review conducted by CDE in April 2021. The staff used the resulting report to assist in identifying opportunities for improvement to help prioritize the writing of this year's improvement plan. Additionally, two teachers and the principal serve on the School Accountability Committee (SAC) which is also made up of parents and non-parent community members. The SAC meets quarterly and reviews the School Improvement Plan and provides parental and community input into key decisions regarding the use of District Mill Levy Override Funding to support school improvement efforts and any major decisions that impact changes to grading or scheduling priorities of the school.

Targeted Populations - Previously, PHS has participated with Generations School in the Turnaround Leadership Program to build leadership from within. This past year, we received an EASI grant based on underserved targeted student populations revealed in our last SPF. We chose to allocate this grant money to receive an "AEC Diagnostic Review" which consisted of a team from CDE visiting our campus to observe operations and to interview a cross section of PHS students and staff to determine our strengths and areas of growth. The resulting report has led to changes and curricular investments into our academic intervention programs aimed at addressing the academic deficiencies of these targeted populations more effectively.

Data Review and Identified Opportunities for Improvement -

1) PHS will improve upon our academic intervention process by collecting data early and often throughout the year, offering interventions to address skill gaps, and increasing credit recovery opportunities to address credit deficiencies. Our most recent STAR 360 testing indicates an average grade equivalency of 7.1 in reading and 7.4 in math. Intervention classes are utilized to aggressively address these skill gaps for our most significantly deficient students. Additionally, added tutoring time for credit recovery options has been implemented to make our credit recovery system more successful.

2) PHS students will participate fully in the ICAP process with weekly offerings of career presentations, field trips, and other PWR topics geared directly towards their aptitudes and interests. Additionally, working closely with PPBEA will result in increased job-shadow and internship opportunities for all students as they progress toward graduation. Last year, although largely due to COVID restrictions, we didn't have any job-shadows or internships. With the addition of a Choice & Success Advisor through ESSER III funds, we have the personnel and connections to increase this opportunity significantly.

3) PHS teachers will implement evidence-based instructional strategies consistently across all curriculum areas to increase the rigor in the areas of critical thinking, project-based learning, and mastery of the content standards. The primary measure of rigor in will be based on the level of individual growth of each student with the ultimate goal of grade-level proficiency after closing the learning gaps that have grown from our students' historical difficulties in school. Through the EASI grant, teams of PHS educators and administrators will network with other AECs across Colorado to share and collect best practices for providing added rigor to the instructional process. This includes a continued strong commitment to social-emotional learning (SEL) which was actually identified as a strength of PHS by the AEC diagnostic team from the April 2021 CDE visit. We currently utilize the research-based PAIRIN program but are always looking for ways to build upon this strength.

Root Cause Identification and Verification -

1) A previous lack of a clear identification process (MTSS), structured time and staffing for aggressive interventions, and a lack of timely monitoring and accountability of credit recovery courses have led to minimal growth in the areas of reading, writing, and mathematics. Although data during the previous 2 years has been unreliable due to COVID, few students have shown adequate growth in skills and credit recovery efforts. Being proactive with assessment, providing dedicated time and additional staff for interventions, and closely monitoring and tutoring credit recovery efforts should alleviate these root causes.

2) With COVID restrictions during the 2020-21 school year, having guest speakers and career-oriented field trips were not an option. Consequently, all ICAP plans had to be placed on hold until these crucial activities could be properly integrated into PHS students' weekly routines. Prior to 20-19, PHS only had one counselor so progress on ICAPs was slow and not done with consistency and attentiveness to timeliness.

3) Conflicting messages and philosophies of what "rigor" means in the AEC setting has led to a lack of a unified approach to instruction. Frequent changes in administration has amplified this dissonance and the complications of COVID made addressing this issue nearly impossible during the 2020-21 school year. Lack of coordinated PD regarding evidence-based instructional practices has hampered growth in this area as well.

Owner: Steve Gard

Action Plan: 4

Action Plan 5.1



Increase community involvement through opportunities to present to PHS students, on-site community resource fairs, and increased exposure to the services our CTE pathways (Culinary and Construction) provide. From October through April, PHS will host at least 1 community member to discuss their business, career path, and/or personal journey to students on every Friday. Additionally, follow-up field trips will be scheduled (using our own 15-passenger bus) whenever these careers match strongly with YouScience results of our students. Engagement in these PWR activities will be part of our students' ICAP requirements.

Owner: Steve Gard

ME 4. Learning and Improvement

Associated Root Cause(s)

Low student initiative when it comes to post-secondary goals and career exposure.

Local Accountability Indicator Area

Student Learning

Action Plan 5.2



Initiate connections with community employers to arrange job-shadowing and internship opportunities for students through the PPBEA Marketplace, networking with career presenters, and assistance from the new "Choice and Success Advisors". Our goal is to connect at least 10% of our student body with either job shadowing arrangement or internships. These are, of course, subject to employer approval.

Owner: Steve Gard

ME 2. Strategy

Associated Root Cause(s)

COVID restrictions from the 2020-21 school year made establishing these PWR connections virtually impossible.

Local Accountability Indicator Area

Student Learning

Action Plan 5.3



Raise reading, writing, and mathematics skills through the MTSS process, added intervention classes on Fridays and research-based programs: Reading Plus, ALEKS Math, and ThinkCERCA. Our goals are for a 65% median growth percentile for reading and math (as measured by STAR 360) and a 75% mastery rate in writing (as measured by ThinkCERCA).

Owner: Steve Gard

ME 4. Learning and Improvement

Associated Root Cause(s)

The vast majority of PHS students come to us with significant (2 or more years behind grade level) deficiencies in reading, writing, and math.

Local Accountability Indicator Area

Student Learning

Action Plan 5.4



Increase the success rate of credit recovery courses by offering 1-on-1 teacher tutoring on Fridays and after-school opportunities as well. A more proactive progress monitoring approach that involves weekly planning and goal-setting between staff, students, and parents will increase the percentage of courses that are completed in a semester time frame (or less) . Our goal is to have a 90% success rate with students completing assigned credit recovery courses during the 21-22 school year.

Owner: Steve Gard

ME 2. Strategy

Associated Root Cause(s)

The vast majority of PHS students came to us with credit deficiencies. Credit recovery through Edgenuity hasn't been successful in a true "independent study" setting, so added supports and monitoring is necessary.

Local Accountability Indicator Area

Student Learning