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Colorado's Unified Improvement Plan for Alternative Education Campuses for 2012-13

Organization Code: 0880   District Name: Denver County 1   School Code: 0040   School Name: Ridgeview Academy   SPF Year: 2012

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements for programs (e.g., Title I, TIG grant). For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on both required federal and state measures and any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations		2011-12 School Results		Meets Expectations?
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura **Description:** % P+A in reading, writing, math and science. **HS Expectation:** Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% **MS Expectation:** Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%		% Proficient/Advanced at 60th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: **Approaching** * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			MS	HS	MS	HS	
		R		35.4%		32.54%	
		M		4.4%		5.00%	
		W		14.6%		14.83%	
		S		16.4%		8.91%	
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) **Description:** Growth in TCAP/TCAP for reading, writing and math. **Expectation:** Median Student Growth Percentile (MGP) at/above 50.		MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: **Meets** * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	50		72		
		M	50		66		
		W	50		73		
	MAP Growth **Description:** % who met growth targets in reading, mathematics, and language usage. **Expectation:** At/above 60%.		At/Above 60%		School's % Met Target		
		R	60%		47.87%		
		M	60%		44.22%		
		LA	60%		46.07%		

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance **Description**: Total days attended out of total days possible to attend. **Expectation**: % at/above 86.2%	86.2%	97.22%	**Overall AEC Rating for Student Engagement:** Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement **Description**: % of students improving their attendance from prior year **Expectation**: % at/above 75%	75%	98.08%	
	State Required Measure: Truancy Rate **Description**: Total days unexcused absent out of total days possible to attend. **Expectation**: Equal to or less than 7.7%	Equal to or less than 7.7%	2.78%	
	Student Satisfaction **Description**: % positive student response rate **Expectation**: % at/above 85%	85%	80.20%	
	Parent Satisfaction **Description**: % positive parent response rate **Expectation**: % at/above 85%	85%	89.90%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate **Description:** % of students completing. **Expectation:** At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate		Overall AEC Rating for Post Secondary Readiness: Approaching * Consult your AEC School Performance Framework for the ratings for each measure.
		54.2%	72.88%		
	Completion Rate Change **Description:** Increase in % of students completing **Expectation:** Change At/Above 2% using same year as best-of for prior year	Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change		
		2%	3.93%		
	State Required Measure: Dropout Rate **Description:** % of students dropping out. **Expectation:** Below 11.4%.	Below 11.4%	School's Dropout Rate		
		Less than 11.4%	9.84%		
	Dropout Rate Change **Description:** Decrease in % of students dropping out **Expectation:** At/Above 4%	At/Above 4%	School's Dropout Rate Change		
		4%	1.36%		
	State Required Measure: ACT Average Score by Content Area **Description:** ACT average score in reading, math, English, and science **Expectation:** Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score		
		R	15.9	16.53	
		M	14.8	15.55	
		E	13.7	14.15	
		S	15.7	15.29	

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Approved 3/2/2012 for 2012-2013

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Meets Expectations (CDE=Performance)	
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I [Schoolwide/Targeted Assistance] program must complete the [Schoolwide/Targeted Assistance] addendum. Schools identified under another program (e.g., state accountability, Title I Focus School) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Contact DAP/SIP	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UIP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
Improvement Support Partnership (ISP) or TDIP	Competitive Title I grant to support district improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Contact DAP/SIP	[If NOT a grantee] n/a [If a grantee] In addition to the general requirements, the school is expected to align activities funded through the grant with overall school improvement efforts in the UIP. All grant activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp

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Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	no
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	no
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	AdvancEd Quality Assurance Review –Feb. 2012. 5 year accreditation review

Additional Information about the School

Improvement Plan Information

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

X State Accountability   ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)

School Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Ed Cope, Principal
	Email	ecope@rop.com
	Phone	303-214-1139
	Mailing Address	Ridge View Academy, 28101 E. Quincy Ave., Watkins, CO 80137
2	Name and Title	Cory Olsen, Assistant Principal
	Email	Colsen@riteofpassage.com
	Phone	303-214-1181
	Mailing Address	Ridge View Academy, 28101 E. Quincy Ave., Watkins, CO 80137

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   ☐ Other: _____

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
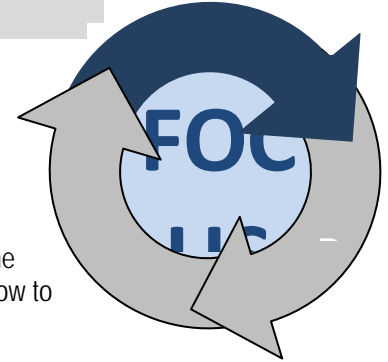
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	5% reduction in the percentage of students scoring unsatisfactory on TCAP in Math	No, our Math unsatisfactory scores actually increased by 7%	Overall proficiency levels for Ridge View Academy are hard to compare from year to year since most of our students average around a 1 year length of stay, so it is highly likely that we are testing an entirely different group of students. Still, however, we must try to strive for higher proficiency levels to close the achievement gap. We have had too much turnover in our Science department in the last several years. It is extremely difficult to find adequately trained Science teachers who are willing to work with adjudicated adolescents. With our newly hired Science teacher this year, we are confident scores will improve.
Academic Growth	Reading scores will maintain MGP rates of 55 or above	Yes, we scored 72 for our MGP in reading for 12-12	
Student Engagement	NA	NA	
Post Secondary Readiness	Maintain the percentage of students scoring 20 or higher on the ACT to 15%	Yes, and we actually increased our Composite ACT average score from 15.5% in 2011 to 16% in 2012	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	We achieved "yellow" level for first time this year so we feel that significant progress has been made, even if perhaps the most progress has come from refining the measure.	Continue to improve academic proficiency levels in a highly neglected and delinquent population	Year to year, continuous improvement is challenging for our highly mobile population. Neglected students traditionally and by definition have low proficiency levels to begin with. Providing a rigorous curriculum to this population that remediates this is challenging.
Academic Growth	This is our first year scoring "green" on the SPF, so again progress has been made	How do we maintain student effort with four MAP tests a year when the final test is used to determine growth	As students prepare to leave a facility they have been committed to, they tend to lose motivation, causing their final MAP test score to drop.
	All of our Median percentile growth rates for MAP scores are distinguished.	Same as above	We have one of the most committed staff in all of DPS with high expectations for student growth.
Student Engagement	We have improved our student satisfaction rates significantly this year from 77% to over 80% this year and if this trend continues, we should eventually achieve "green" status for this measure	Adjudicated youth generally don't have a lot of buy-in to the programs they are placed in.	Adjudicated youth who did not choose this program sometimes resent efforts to be educated, therefore they will report dissatisfaction even if the program is properly designed for them.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	This is the first year we scored "yellow," so again we are improving.	Continue to improve academic proficiency levels in a highly neglected and delinquent population	Year to year, continuous improvement is challenging for our highly mobile population. Neglected students traditionally and by definition have low proficiency levels to begin with. Providing a rigorous curriculum to this population that remediates this is challenging.
	Dropout Rate Change is not really a accurate measure as applied to RVA, as we do not control when students leave our facility. The exit date is most often mandated by another agency.	Try to work to get the measure changed.	Students completely out of our control or ability to contact are being counted against us if they do not achieve a diploma.

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

| Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC). | Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges. | Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, district average) to indicate why the trend is notable. | Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges. | Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. |

Narrative:

Ridge View Academy (RVA) is a Denver Public Charter High School serving students in grades 9 through 12, founded in 1997, in a joint effort between Denver Public Schools (DPS) and the Colorado Division of Youth Corrections (DYC). The approximately 88 acre campus is situated outside of the greater Denver Metro area, in the rural, plains of Watkins, Colorado. With about 300,000 square feet of buildings that include residential units, a library, an auditorium, a gym, a cafeteria, athletic fields, two academic halls, a vocational building, and an administration building, the campus is designed to look like a traditional, modern, residential academy. The current student body comprises about 220 high school age, adolescent males, who have been adjudicated and placed in the youth correctional system. The student body has a mixture of ethnicities that is fairly representative of the adolescent residents of the State of Colorado. The school has a maximum capacity of about 500 students and is currently operating at less than half capacity. The students at RVA have been screened, so that extremely violent offenders, or known sexual offenders are not admitted, although most of the students have failed to complete the programs from at least one other placement, making them high-risk for program failure.

After students are placed at RVA by the Colorado DYC, they first complete an orientation program that takes about six weeks to three months, depending on student success. Behavior norms and accountability make this part of the program similar to a military boot camp, but with critical educational components through which they receive DPS credits. After orientation, the students progress to main population and attend a variety of classes needed to achieve either a DPS diploma, a GED, or learn a vocation. Vocational programs include: Construction, Trowel Trades, Welding, Barbering, Culinary, Media, CPR/First-Aid Instructor training, Applied Technology, and Art. RVA offers a full range of sports for student participation sanctioned by the Colorado High School Sports Association (CHSSA). The school also has a daily exercise program that includes a three-mile run and exercises. The students at RVA wear uniforms, receive military-style haircuts, and follow a strict code of educational and behavioral norms that are enforced and reinforced by both staff and students through a peer culture. Students progress towards leadership positions by gaining status in main population, first as *Rookies*, then *Interns*, then *Rams* and finally *Block R* status. As the students progress, they increasingly earn privileges that include more free-time, off-site opportunities, and even home passes. There are no bars or security fences at the facility and

main-entry doors throughout the campus are left unlocked. Students are also allowed supervised, free-campus movements throughout the day, but the student body is counted almost every hour. The school is a deliberate attempt to create an environment that does not look or feel like a traditional jail-house or youth correctional facility and has bound found through qualitative research to promote a least-restrictive environment for correctional youth.

The following are segments of a transcript from Judith Morton's speech, the RVA School Board President, to Denver Public Schools as part of a charter renewal proposal, accessed from the Ridge View Academy website in October of 2009:

> In 1997, Colorado State Legislators created a national first in youth corrections –an academic correctional model program. The Academic Model was developed so that youth in the Colorado Division of Youth Correction's (DYC) care would have the opportunity to work, learn, and change their behavior within an academic environment. Eight years later, taxpayers, legislators, and the Colorado DYC can feel proud that their vision has been realized…

Certifications and Assurances

The staff of RVA is comprised of about 30 full-time education staff, all of whom are highly-qualified and certified with the State and deliver a DPS curriculum geared to earn students a DPS diploma. The teachers are trained in Aggression Replacement Training (ART), a de-escalation and passive restraint system called JIREH. They also receive regular training in Academic Coaching techniques from Lifebound. We also have partnered with the League of Charter Schools and regularly receive training from them in the use of best practices in classroom instruction. We also have partnered with AVID (Advancement Via Individual Determination) and are actively seeking certification as an official AVID school.

There are about 150 Group Staff workers, 9 Case Managers, one Principal, two Assistant Principals, two Shift Supervisors, and one Site Supervisor, a Head of Case Management, a Director of Research, a Board of Directors, and a Community Advisory Board. These employees are under the direct supervision of the CEO of the company and all work together to provide educational and treatment opportunities for all aspects of the resident students' lives. The school operates year round, with no summer breaks.

The site is owned by the State of Colorado and is leased to a private company, Rite of Passage (ROP), which has conducted youth programs for at-risk adolescents for over 26 years and operates many different schools or educational programs across the country. ROP is responsible for the daily operations and control of the entire program at RVA, but is audited regularly by both DPS and the Colorado DYC. RVA is in its third year of its second five-year contract with DPS. We recently achieved our third five-year accreditation with the Northwest Educational Accreditation (NEA) in February of 2012. We are endorsed by the Center for Safe Schools and receive continuous support and training from the Colorado League of Charter Schools.

Needs of Students

Our school is a unique educational environment that serves some of the most at-risk adolescents in Colorado in a residential setting. The

student body is made up of adjudicated youth both male and female in grades 9 through 12 from all over the State of Colorado. Many of our students have been negatively influenced by gangs, drugs, and poor home environments and have struggled in multiple placements before they come to us. Our district's Report of Free and Reduced Lunch Based on the 2011 Pupil Count Submission 2011-2012, Revealed that 100% of our students have been on free and reduced lunch between 2008 and 2011 (Appendix 1), an indicator that is used to determine the level of Socio-Economic Status (SES). The same report indicated that the district average for high school students is currently 55.4%, indicating that we serve a significantly low SES population. There is a wealth of evidence that students from low SES backgrounds are desperately in need of study skills, extra-curricular help and remediation (Aikens & Barbarin, 2008; Coley 2002; Palardy, 2008; National Center for Educational Statistics, 2008):

- Children from low-SES environments acquire language skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties (Aikens & Barbarin, 2008).
- Children with higher SES backgrounds were more likely to be proficient on tasks of addition, subtraction, ordinal sequencing, and math word problems than children with lower SES backgrounds (Coley, 2002).
- Students from low-SES schools entered high school 3.3 grade levels behind students from higher SES schools. In addition, students from the low-SES groups learned less over 4 years than children from higher SES groups, graduating 4.3 grade levels behind those of higher SES groups (Palardy, 2008).
- In 2007, the high school dropout rate among persons 16- 24 years old was highest in low-income families (16.7%) as compared to high-income families (3.2%) (National Center for Education Statistics, 2008).

   Our Unified Improvement planning team under the direction of Dr. Wayne Eckerling reported the following data on the 2011 UIP plan for our school: The average age enrollment data compiled over a five-year period shows that almost 69 percent of students are 16 or 17 years old on entry, about 10 percent are 18 or older, and about 17 percent are 15. So our population only has a relatively short length of time left for public school. Our students are also at higher risk to commit another crime than youth at other facilities as shown in the table below, which is an average of the data reported for the last five years (with the exception of recidivism risk for which only four years of data were available).

	Our school	Other Facilities
Recidivism Risk		
Low	22.7%	33.2%
Medium	46.5%	41.4%

	High	30.9%	25.7%
	Total	100.0%	100.0%
Two or More Prior Adjudications		56.7%	46.5%
Three or More Prior Detention Arrests		81.2%	72.0%
Offenses against Property		51.9%	39.5%

RVA objectively measures criminal risk factors at the time of entry, at various times during the incarceration period, and upon exit using the PACT. Domains measured are as follows: 1) school status, 2) use of free time, 3) employment, 4) relationships, 5) living arrangements, 6) alcohol and drugs, 7) mental health, 8) attitudes and behavior, 9) aggression, and 10) skills. These domains are correlated with the likelihood to recidivate. Students' highest risk factors at the time of entry are in the domains of relationships, living arrangements/family variables, and attitudes and behavior.

Most students at RVA are committed to a 12 to 24 month indeterminate sentence. The commitment period can be reduced for those who achieve program goals quickly and can extend to the full 24 months for others. Length of stay is not always continuous as parole violators are returned to other custodies. As originally envisioned, the school would serve students for an average stay of about 18 months, and this level was almost reached in 2005. By 2007-2008 length of stay had declined to under 13 months due to budget pressures and is currently at 11 months. The implications of a decreasing length of stay for RVA are that treatment goals, earning a diploma and program graduation are much more challenging to achieve. The reduction in length of stay has created the need to re-evaluate educational programming in response to the changing school dynamics.

Review of student records upon enrollment shows that 25 percent of students have earned fewer than 10 credits, about 50 percent of students have earned fewer than 40 credits, and 75 percent of students have earned fewer than 80 credits. Since most entering students should have earned at least two years of high school credit – at least 120 credits – this is strong evidence of either failure in school or to attend school prior to coming to Ridge View.

Detailed information about AYP results is reported in the two tables below.   Results show that the school has been more successful in reading than in math, but that the percentage of students meeting the criterion in math has increased since 2007-2008. Overall, the number of eligible students is too few for results to be reported for any subgroup.

Made AYP: Reading   Made AYP: Math

2008-2009	Yes	Yes
2009-2010	Yes	No
2010-2011	No	Yes

   Roughly **67% of our students** have previously been referred to social services before they arrive at our school, indicating that many of them have come from negative family or neighborhood environments. Many of the parents of our students are currently incarcerated and the majority of our students are their family's first generation to have a chance to be prepared for college. We have a wide ranging mix of ethnic minorities; information from our district form our last October Count reported in our Basic School Data snapshot (Appendix 3) indicates that out of the 288 students at our last October count, 119 identified as Hispanic, 98 identified as white, 61 identified as African American, 4 identified as Asain/Pacific Islander, and one student identified as having a multiple minority background. 66% of the students were identified as minorities. There is a wealth of evidence that our large percentage of ethnic minorities are in great need of extra educational services as our nation strives to overcome the well publicized achievement gap. The American Psychological Association reports that:

   94 percent of white young adults have earned a high school degree by age 24, but only 87 percent of blacks and 78 percent of Latinos have done the same, according to the U.S. Census Bureau. A 2009 U.S. Department of Education review found that black fourth- and eighth-graders scored lower than their white counterparts on math and reading in every state for which data were available. Some of the differences can be explained by socioeconomic factors, but not all. (Winerman, 2011)

   We also have a high rate of Special Education students; currently 33.3% of our students have been identified as in need of Special Education services with the majority of students identified as Emotionally Disturbed (ED).   Our schools average percentage of students identified as Special Education ranged between 34% and 31% over the last six years (Appendix 3). There is a wealth of evidence that ethnic minorities are over represented in Special Education Identification. According to the National Education Association:

   As a matter of fact, disproportionate representation of culturally and linguistically diverse (CLD) students in special education programs has been a national concern for nearly four decades. Since the U.S. Office of Civil Rights first started to sample school districts in 1968, African American students have been overrepresented in special education programs, particularly under the categories of mental retardation and emotional disturbance (Artiles, Trent, & Palmer, 2004; Gamm, 2007).

The RTI model for student intervention that is outlined in our project has been proven to support all students within a school system while reducing the use of the Special Education label (Cortiela, 2006). We also have a more English Language Acquisition (ELA) students that the average school. Data from our October count this fall indicated that we had 56 students identified as ELA representing 19.4% of our population, far above the state

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or national averages (appendix 3).

On standardized tests our students consistently show a lack of basic skills. Our CSAP results from the last two years shows the proficiency levels in the following academic areas (Appendix 4):

Academic Year   2010   2011

CSAP Proficient+ Reading 28.57%   40.28%
CSAP Proficient+ Math   4.76%   5.56%
CSAP Proficient+ Writing 15.48%   15.28%
CSAP Proficient+ Science 14.89%   8.70%

Our Colorado ACT scores for the last two years:

                             2010   2011

COACT Reading   20.59%   11.11%
COACT Math   2.94%   0.00%
COACT English   17.65%   25.93%
COACT Science   0.00%   0.00%

The data reveals a shockingly low proficiency for our students in math and science and reading and language scores also need great attention. Our school's recent School Performance Framework Scorecard from the Colorado Department of Education indicates that our students did not meet the standard for Post Secondary readiness in both COACT Math and Science in 2011.

Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form
Directions: Complete the worksheet below. While schools 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).

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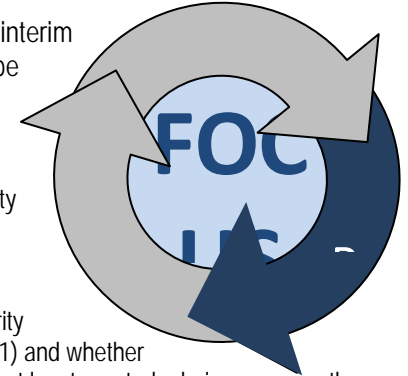
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R	NA	NA	NA	NA	NA
		M	NA	NA	NA	NA	NA
		W	NA	NA	NA	NA	NA
		S	Increase levels of Science proficiency in a student body that is highly deficient in Science background knowledge.	17% or higher students scoring proficient or better in Science TCAP	Maintain 17% proficiency or better from year to year	Map: At least 20% of students will score proficient or above on MAP assessment prior to the 2013 TCAP	1. For Bio 1, the Science department will alter their curriculum so that the 3rd quarter will use the scientific method as a framework for exploring the standards. Both Mr. Beyer and Ms. Sixbery teach Bio1 during this quarter.

2. Teacher team will conduct weekly trainings in Science concepts for all eligible TCAP students at least once a week for the three months preceding the TCAP during Study Hall (Create curriculum w. pre/post test, identify specific group strengths and weaknesses)
3. Update System of |

						Incentives for TCAP effort w/rubric to include a contest for top average effort score between living units. Announce the project at the Feb 15th validate. Offer the top living unit a separate pizza party and movie. The whole group participates therefore all students will work together and motivate TCAP takers. 4. Teacher team will conduct at least three specific teacher trainings during the month of February 2013 on the subject of active proctoring and supporting strong effort from student test takers using evidence-based, best-practice research. 5. Principal Ed Cope will join Kara Young in the Group Living TCAP training session at all-site shift-change meeting on February 13th and explain many do's and don'ts for preparing students for

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							TCAP.

	Optional Supplemental Measure(s)						

| Academic Growth | Median Student Growth Percentile (TCAP) | R | Increase MAP growth rates | Increase growth rates from 47.87% to 60% or higher. | Maintain growth rates at 60% or higher. | Increase growth rates to 50% or higher on January 11th and 12th school-wide MAP assessment. | 1. Ed Cope will conduct at least 3 trainings for teachers on reading best-practices using evidence based research before February 2013.

2. Use student Lexile data to identify at least two high level readers (if possible) on each living group to tutor low-level readers. Identify high level readers by testing all students w/SRI test and provide information to GL's for mentoring and tutoring. Provide this report by the end of the month in each month remaining for the school year, starting in November.

3. The Orientation English teacher will test all Orientation students on the Read 180 Lexile |

						test on the 1st and 15th of each month throughout the school year. 4. Principal Cope and team will conduct weekly trainings in evidence based reading strategies for all eligible TCAP students at least once a week for the three months preceding the TCAP during Study Hall (Create curriculum w. pre/post test, identify specific group strengths and weaknesses).
		M	Increase MAP growth rates	Increase growth rates from 44.22% to 60% or higher.	Maintain growth rates at 60% or higher.	Increase growth rates to 50% or higher on January 11th and 12th school-wide MAP assessment.	See Above
		W	Increase MAP growth rates	Increase growth rates from 46.07% to 60% or higher.	Maintain growth rates at 60% or higher.	Increase growth rates to 50% or higher on January 11th and 12th school-wide MAP assessment.	See Above
	Optional Supplemental Measure(s)						
Student Engagement	Attendance Rate	NA	NA	NA	NA	NA
	Truancy Rate	NA	NA	NA	NA	NA

	Optional Supplemental Measure(s)	Student Satisfaction	Increase positive response rate from students from 80% to 90%	Maintain a 90% or higher positive student response rate	Utilize Division of Youth Correction's (DYC) student survey during audit on Nov. 2012 to determine satisfaction growth. Utilize percentage on question: "Do you feel that your educational program meets your needs?"	Utilize DYC survey to determine specific areas of educational strength and weaknesses as perceived by the students to adjust curriculum. Form action plan by January 2013 at Instructional Team Leader meeting.
Post Secondary & Workforce Readiness	Completion Rate	NA	NA	NA	NA	NA
	Dropout Rate	NA	NA	NA	NA	NA
	Mean ACT Composite Score	NA	NA	NA	NA	NA
	Optional Supplemental Measure(s)	NA	NA	NA	NA	NA

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Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: 1. For Biology 1, the Science department will alter their curriculum so that the 3rd quarter will use the scientific method as a framework for exploring the standards. Both Mr. Beyer and Ms. Sixbery teach Bio1 during this quarter. 2. Teacher team will conduct weekly trainings in Science concepts for all eligible TCAP students at least once a week for the three months preceding the TCAP during Study Hall (Create curriculum w. pre/post test, identify specific group strengths and weaknesses) 3. Update System of Incentives for TCAP effort w/rubric to include a contest for top average effort score between living units. Announce the project at the Feb 15th validate. Offer the top living unit a separate pizza party and movie. The whole group participates therefore all students will work together and motivate TCAP takers. 4. Teacher team will conduct at least three specific teacher trainings during the month of February 2013 on the subject of active proctoring and supporting strong effort from student test takers using evidence-based, best-practice research. 5. Principal Ed Cope will join Kara Young in the Group Living TCAP training session at all-site shift-change meeting on February 13th and explain many do's and don'ts for preparing students for TCAP.

Root Cause(s) Addressed: Students have not been exposed enough to the scientific method. In a highly delinquent population, most students lack the skills to evaluate their environment. This is a protective factor many of them have adopted to help them cope with a negative and possibly abusive environment. The logic of the scientific method is something most children from an advantaged background learn intuitively.

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

X School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance plan requirements   ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
-Establish a written curriculum in Science Dept. meetings -Organize and conduct trainings	2012-14	Lisa Sixbery Daniel Beyer Ed Cope Instructional Team Leaders	TCAP guides Common Core Standards	-Written curriculum for Bio1 -Written training plan and documents for TCAP training and schedule -Evidence of Teacher	In Progress

			training.	

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

Major Improvement Strategy #2: 1. Principal Cope will conduct at least 3 trainings for teachers on reading best-practices using evidence based research before February 2013. 2. Use student Lexile data to identify at least two high level readers (if possible) on each living group to tutor low-level readers. Identify high level readers by testing all students w/SRI test and provide information to Group Leaders for mentoring and tutoring in the units outside of school hours. Provide this report by the end of the month in each month remaining for the school year, starting in November. 3. The Orientation English teacher will test all Orientation students on the Read 180 Lexile test on the 1st and 15th of each month throughout the school year. 4. Ed Cope and team will conduct weekly trainings in evidence based reading strategies for all eligible TCAP students at least once a week for the three months preceding the TCAP during Study Hall (Create curriculum w. pre/post test, identify specific group strengths and weaknesses).

Root Cause(s) Addressed: Many teachers who teach in other subject areas other than English Language Arts lack the skills to teach evidence-based teaching strategies. With over 30% new staff hired in the last 3-4 months, we have a large number of teachers who have not yet been adequately trained. Conducting best practice trainings should help all staff gain the skills. Group Leaders and Coaches who monitor the students on the weekends don't necessarily have a firm understanding of student proficiency levels and abilities. These strategies should help provide that information for better study halls and homework sessions outside of class.

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

    X School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance Plan requirements   ☐ Title I Focus School Plan requirements

    ☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
-Train teachers -ID student reading levels -Student Tutoring Sessions	2012-14	Ed Cope Orientation English Teacher -TBA	McRel's Active Reading Strategies AVID Critical Reading Strategies	-Teacher Trainings -Student Testing Schedule	Not begun

Major Improvement Strategy #3: Utilize DYC survey to determine specific areas of educational strength and weaknesses as perceived by the students to adjust curriculum. Form action plan by January 2013 at Instructional Team Leader meeting.

Root Cause(s) Addressed: Our students are committed to our facility by the courts and do not arrive at our school by choice. By nature, this often creates a negative view of the school on the part of the student, despite what services we provide. By being more proactive and responding to student need, a more caring environment should be established, increasing the overall satisfaction score for next year.

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

X School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
-Get Survey results -Analyze survey data to list strengths and weaknesses of educational program -Identify action steps to improve student satisfaction	2012-14	Ed Cope DYC Staff Instructional Team Leaders	-DYC survey	DYC audit Nov. 5	Not begun

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)