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DEPARTMENT *of* EDUCATION

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2013-14

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 0067   School Name: ACADEMY OF URBAN LEARNING

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. 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 any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results		Meets Expectations?
			MS	HS	MS	HS	
Academic Achievement (Status)	State Required Measure TCAP/CSAP, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **HS Expectation:** %P+A in Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% **MS Expectation:** %P+A in Reading at/above 21.4%; Math at/above 10%; Writing at/above 16.7%; Science at/above 12.1%	R	21.4%	35.4%		40.0%	Overall AEC Rating for Academic Achievement: MEETS * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	10%	4.4%		5.0%	
		W	16.7%	14.6%		15.0%	
		S	12.1%	16.4%		10.0%	

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

Performance Indicators	Measures/ Metrics		2012-13 Federal and State Expectations		2012-13 School Results		Meets Expectations?
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) **Description:** Growth in TCAP for reading, writing and math. **Expectation:** Median Student Growth Percentile (MGP) at/above 50.		MS	HS	MS	HS	Overall AEC Rating for Academic Growth: APPROACHING *Consult your AEC School Performance Framework for the ratings for each content area at each level.*
		R	50		44.0		
		M	50		54.0		
		W	50		56.0		
	MAP Growth: **Description:** % that met growth targets in reading, mathematics, and language usage. **Expectation:** At/above 60%		MS	HS	MS	HS	
		R	60%		63.6%		
		M	60%		46.7%		
		LA	60%		57.5%		

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 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%	75.6%	Overall AEC Rating for Growth Gaps: **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%	63.9%	
	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%	20.2%	
	Student Satisfaction **Description**: % positive(agree/strongly agree) student responses **Expectation**: At/above 85%	85%	94.1%	
	Parent Satisfaction **Description**: % positive(agree/strongly agree) parent responses **Expectation**: At/above 85%	85%	98.9%	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations		2012-13 School Results	Meets Expectations?
Postsecondary & Workforce Readiness	**State Required Measure: Completion Rate** **Description:** % of students completing. **Expectation:** At/above 55.4% using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%		46.0%	
	Completion Rate Change **Description:** Change in % of students completing from prior year. **Expectation:** Increase by at least 2% using same year as best-of for prior year.	2%		-9.0%	
	State Required Measure: Dropout Rate **Description:** % of students dropping out. **Expectation:** Less than 11.4%	Less than 11.4%		6.4%	Overall AEC Rating for Postsecondary & Workforce Readiness: **DOES NOT MEET** * Consult your AEC School Performance Framework for the ratings for each measure.
	Dropout Rate Change **Description:** Change in % of students dropping out from prior year. **Expectation:** Decrease by at least 4%	4%		-9.9%	
	Adequate Yearly Credits **Description:** % of students earning adequate yearly credits based on # of eligible grading periods and # of expected credits. **Expectation:** At/above 50%	50%		76.6%	
	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 15.7; English at/above 13.7; Science at/above 15.7	R	15.9	14.6	
		M	15.7	14.9	
		E	13.7	13.4	
		S	15.7	14.1	

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Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the **DPS Unified Improvement Plan Upload Tool**
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the **DPS Unified Improvement Plan Upload Tool**
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the **DPS Unified Improvement Plan Upload Tool** for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
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	[Customized Directions] In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	Not a TIG Awardee	[Customized Directions] In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Systems Change/Capacity Building School	[Customized Directions] In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.

## Section II: Improvement Plan Information

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Additional Information about the School

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 or Expedited Review? If so, 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.	No

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

   X State Accreditation   Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Colorado Graduation Pathways Program (CGP)

   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	David A. Brown, Principal
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	Phone	(303) 667-6809
	Mailing Address	2417 W. 29th Avenue, Denver, CO 80211
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.
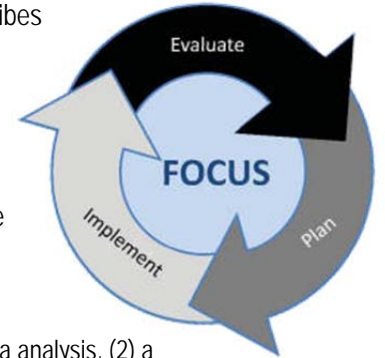
Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis)* have been provided to organize the data referenced in the narrative.

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 AEC SPF and local data. Document any areas where the school did not at least 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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall 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. A description of the selection process for the corresponding major improvement strategies is encouraged.

Narrative: Academy of Urban Learning (AUL) is an Intensive Pathways Charter High School, within Denver Public Schools. We are in our ninth year of operation and feel that our student's academic and social successes have increased since our beginning. Our student population remains at 45% Hispanic, 45% African-American and 10% White, with a free and reduced lunch rate of 90%. Over the last three years, we have graduated 85 students while enrolling 446 students over the same timeframe. Also, over the last three years, our parent and student satisfaction rate has been at least 90%. Despite our graduation, attendance and engagement rates, we will continue to work towards improving and remaining consistent with our standardized assessment scores on TCAP and ACT. Our 2011-2013 TCAP scores were the beginning of a successful trend but there is lots of work to be done. We are close to achieving all of our MAP growth goals. ACT has shown a consistent upward trend but we are far from our goals. We will continue to re=align our Math and English curriculum designs to be more specific in our instruction differentiation and to meet the individual needs of all of our students.

AUL will continue with the following successful trends: a four-day school week, formative benchmark assessments during each 3-week period of the 12-week trimester. We believe our students have gained the confidence to overcome their previous academic barriers with this assessments and academic incentives for meeting academic expectations.

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We have created a strong Advisory curriculum that includes each student attending a 45-minute Advisement class each school day. Advisement is an arena where each student is expected to participate in both individual and group project and development. Advisors (8) also double as classroom teachers while serving as each student's strongest advocate and resource throughout their time at AUL.

Finally, we strongly believe that in order for each student to learn and be successful, the following must occur: an established and meaningful relationship with at least one staff member, an intrinsic motivation to learn and be educated, and to empower oneself to advocate what their needs are. Our school community consists of staff, students, parent/support systems and the surrounding community.

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Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	To increase the number of students P/A on TCAP: Reading-35.4% Math-9.4% Writing-15% Science-16.4&	Reading-40.0% -yes Math-5.0%-yes Writing-15.0%-yes Science-10.0%-no	100% student attendance and participation
Academic Growth	Each student will increase their RIT score by 2.5 points for MAP testing in Reading and Writing. Each student will increase their RIT score by 2 points for MAP testing in Math.	Reading-71.3% increased their RIT score by 2.5 points Writing-60.4% increased their RTI score by 2.5 points Math-67.7% increased their RTI score by 2 points	AUL has re-aligned its Math and English curriculums to enable more specific and differentiated instruction in both content areas
Student Engagement	Maintain daily attendance rate at 86.2%	75.6%-no	Lack of consistent follow-through with home communication
Postsecondary & Workforce Readiness	Increase the number of students who complete their HS diploma and GED Increase the number of students who complete their HS diploma, GED, or have a successful transition to another educational site.	46% completion rate-no 6.4%-dropout rate-yes	More GED referrals and completion

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Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Mean ACT Composite Score English-12.5 Math-15.2 Reading-13.7 Science-14.5	English-13.4-yes Math-14.9-no Reading-14.6-yes Science-14.1-no	ACT Prep sessions and requirement for Juniors to take nationwide ACT twice before Colorado ACT.

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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)	In 2010-2011, AUL had 22 completers. In 2011-2012, AUL had 34 completers. In 2012-2013, AUL had 29 completers	Stronger, more detailed Advising curriculum and support	Consistent academic and social support
Academic Growth	In 2010-2011, AUL administered CSAP tests to (4) 10th grade students. In Reading, 25% were proficient or above. In Math, Science and Writing, 0% were proficient or above. In 2011-2012, AUL adminstered TCAP tests to (1) 9th grade student and (6) 10th grade students. In Reading, 71.42% were proficient or above: in Math and Writing 28.57% were proficient or above; in Science 16.66% were proficient or above. In 2012-2013, AUL administered TCAP tests to (5) 9th grade students and (10) 10th grade students. In Reading, 26.66% were proficient or above; in Writing, 6.66% were proficient or above; In Science were 10% were proficient or above and Math 0% were proficient or above.	Consistent attendance and student performance on formalized assessments.

Not having the same target group of students for consecutive years. | Intentional school-wide Reading and Math strategies.

Formative assessments every 3 weeks to inform instruction in Reading, Math and Science and Writing. |
| | | | |
| Student Engagement | <mark>In 2010-2011, our daily attendance rate was</mark> | School adopted an | Previous poor attendance at other academic locations |

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<mark>83.77%. In 2011-2012, it was 89.55% and in 2012-2013 it was 75.6%.</mark>	intentional system to encourage better student attendance and how it correlates to academic success.	leading to failing grades. More parent/support system involvement, along with consistent twice monthly communication about attendance and academic performance.
Postsecondary & Workforce Readiness	In 2010-2011, our average ACT composite score was 13.1. In 2011-2012, it was 13.7. In 2012-2013, it increased .6 to 14.3.	Student participation with ACT Prep sessions and ACT tests.	AUL will continue to provide school-wide support for ACT success.

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Section IV: Action Plan(s)

This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then 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; 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.

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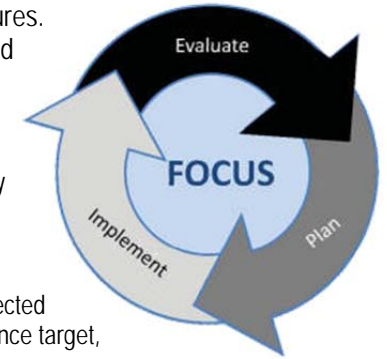
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP, Lectura, Escritura	R	Increase the number of students P/A on TCAP	36%	36%	3, 6 and 9-week benchmark assessments each trimester and MAP testing during all three testing windows	#1
		M	Increase the number of students P/A on TCAP	5%	5%	3,6, and 9-week benchmark assessments each trimester and MAP testing during all three testing windows	#1
		W	Increase the number of students P/A on TCAP	14.6%	14.6%	3, 6 and 9-week benchmark assessments each trimester and MAP testing during all three testing windows	#1
		S	Increase the number of students P/A on TCAP	16.4%	16.4%	3, 6 and 9-week benchmark assessments each trimester and MAP testing during all three testing windows	#1
Academic Growth	Median Growth Percentile (TCAP)	R	N/A				
		M	N/A				
		W	N/A				
	MAP Growth	R	Combined student's growth score of at least 60% from pre to post-test	60%	62%	MAP testing during all three testing windows and 3, 6, and 9-week benchmark assessments each trimester	#1
		M	Combined student's growth score of at least 60% from pre to post-test	60%	62%	MAP testing during all three testing windows and 3, 6, and 9-week benchmark assessments each trimester	#1
		LA	Combined student's growth score of at least 60% from pre and post-test	60%	62%	MAP testing during all three testing windows and 3, 6,and 9-week benchmark assessments each trimester	#1
Student Engagement	Attendance Rate		Improve our daily attendance to 82%	82%	87%	In November 2013, February 2014 and June 2014	
	Attendance Improvement		Achieve an attendance improvement rate of 60%	60%	65%	June 2014	
	Truancy Rate		Less than 7.7%	Less than 7.7%	Less than 7.7%	In November 2013, February 2014 and June 2014	
	Student Satisfaction		Achieve at least 90% satisfaction rate	90%	92%	April 2014	

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	Parent Satisfaction		Achieve at least 90% satisfaction rate	90%	90%	April 2014	
Postsecondary & Workforce Readiness	Completion Rate		Greater than the previous year, same year cohort	56%	60%	In November 2013, February 2014 and May 2014	#2 and #3
	Completion Rate Change		More than 2% positive change	2%	3%	June 2014	#2 and #3
	Dropout Rate		Less than 10%	Less than 10%	Less than 10%	In November 2013, February 2014 and May 2014	#2 and #3
	Dropout Rate Change		At or above 4%	At least 4%	At least 4%	May 2014	#2 and #3
	Adequate Yearly Credits		At or above 50%	At least 60%	At least 70%	June 2014	
	ACT Average Score	R	At least 15.1	15.1	15.5	Taking the national ACT assessment twice, February 2014 and April 2014 prior to the Colorado ACT date on April 24, 2014	#1
		M	At least 15.4	15.4	15.8	Taking the national ACT assessment twice, February 2014 and April 2014 prior to the Colorado ACT date on April 24, 2014	#1
		E	At least 13.9	13.9	14.2	Taking the national ACT assessment twice, February 2014 and April 2014 prior to the Colorado ACT date on April 24, 2014	#1
		S	At least 14.6	14.6	15.0	Taking the national ACT assessment twice, February 2014 and April 2014 prior to the Colorado ACT date on April 24, 2014	#1

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: To improve our school's performance on ACT and other standardized tests such as TCAP. **Root Cause(s) Addressed:**   To increase our student's Reading, Writing, English, Math and Science scores through intentional instruction in Math and English and consistent exposure to standardized assessments.

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

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X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

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 Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Standardized Testing-AUL will participate in MAP, ACT Plan, ACT Explore, TCAP and ACT	September 2013-May 2014	September 2014-May 2015	Administrators, Teachers, Academic Counselor	Title I funding and State At-Risk funding	12-week trimester (3 per year)	In Progress
Writing Sample-Each AUL 11th grade student will be given a Writing assessment to track their writing growth between Fall 2013 and Spring 2014	September 2013-May 2014	September 2014-May 2015	English teachers	State At-Risk funding	One pre-test and one post-test	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #2: Continue our school's implementation process of AUL's College Readiness Plan. **Root Cause(s) Addressed:** The Plan will begin in each student's first trimester at AUL. Each student will develop an ILP (Individualized Learning Plan/Graduation requirement sheet) with their Advisor to increase their knowledge of their track towards graduation and opportunities available in order to afford college and/or vocational training. Each AUL student will need to complete Senior Seminar I, II and III in order to receive their high school diplomas.

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

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

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 Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Individualized Learning Plan-all student will complete their ILPs with their Advisors.	2013-2014	2014-2015	Advisors	Title I funding and State At-Risk funding	Every 12-week trimester	In Progress
College visits-each student will complete at least one college visit BEFORE their Senior year.	2013-2014	2014-2015	Academic Counselor	State At-Risk funding and Federal 21st Century Grant	Every 12-week trimester/track students who attend college visits	In Progress
FASFA-all Seniors will complete the FASFA as part of Senior Seminar II	2013-2014	2014-2015	Academic Counselor	Title I funding and State At-Risk funding	Every 12-week trimester/pull data from FASFA	In Progress
Post-Secondary Educational Opportunity (PSEO)-all potential graduates will complete one college course before they graduate. If not a college course, each student must complete a vocational training course/training or 24 hours of practical experience that must be verified	2013-2014	2014-2015	Academic Counselor and Advisors	General Operating/College Tuition funding	Every 12-week trimester/track student's academic progress in their college courses and verify their participation in practical experiences	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

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Major Improvement Strategy #3: Improve academic successes of students that have Individualized Educational Plans (IEPs). **Root Cause(s) Addressed:** Graduation, class completion and addressing of individual goals and objectives according to their IEPs._____

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

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

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 Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Consistent monitoring of each Special Educational student's academic successes and class completion rate.	2013-2014	2014-2015	Special Education Co-Coordinators and School Administrator	Title I funding and State At-Risk funding	Every 12-week trimester	In Progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:
- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

School Code: 0067 School Name: ACADEMY OF URBAN LEARNING