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Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1319 School Name: FRED N THOMAS CAREER EDUCATION CENTER SPF Year: 2012 Accountable by: 3 Year

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. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. 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?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description**: % P+A in reading, writing, math and science **Expectation**: %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	-	-	72.21%	-	-	82.87%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	35.24%	
		W	-	-	49.57%	-	-	53.83%	
		S	-	-	50%	-	-	43.1%	
Academic Growth	Median Student Growth Percentile **Description**: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation**: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	19	-	-	64	
		M	-	-	83	-	-	48	
		W	-	-	56	-	-	60	
		ELP	-	-	72	-	-	72	

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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?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 90% using a 5 year grad rate	Exceeds	Overall Rating for Post Secondary Readiness: Meets
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Exceeds	
	Dropout Rate **Expectation:** At or below State average overall.	3.9%	1.3%	Meets	
	Mean ACT Composite Score **Expectation:** At or above State average	20.1	18.1	Approaching	

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Accountability Status and Requirements for Improvement Plan

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)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
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 program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) 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	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information
Directions: This section should be completed by the school or district.

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 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.	No

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

☐ State Accountability   ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)
☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
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720-	Name and Title	Beth Kenny

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	Email	Elizabeth_Kenny@dpsk12.org
	Phone	720-423-6652
	Mailing Address	2650 Eliot St, Denver, CO, 80211

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.
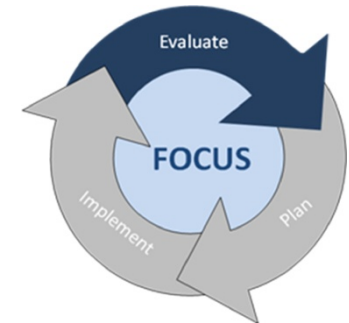
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's 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)	Reading: 2011-82.6%; 2012-83.9% (proficient and higher) (72.21% CDE data)		We believe the large volume of writing our students do both in core academic and Career classes greatly increased our writing and reading last year. We spent a lot of time working on Math skill based problems in our college ready classes, but not as much on the conceptual side. The lack of conceptual work may have been a cause for the drop in our Math TCAP.
	Writing: 2011-53.6%; 2012-65.3% (49.57% CDE data) (proficient and higher) Math: 2011-39.6%; 2012-38.7% (30.53% CDE data) (proficient and higher)	Our 2012 TCAP increased in both reading and writing and targets were met. Math TCAP decreased by 1% and we did not meet our target.	
Academic Growth	Reading Median Growth Percentile is 62.5%,(64% CDE data),and stable above the state expectation of 19%.	Our 2012 Reading MGP is 62.5, well above the state target of 19	

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.
	Writing Median Growth Percentile is at 74% (DPS data) 64% (CDE State data) for 2012, which increased from a 55% Median Growth Percentile for 2011 and well above the state expectation of 56%	Our 2012 Writing MGP is a 7 4 Median Growth Percentile, 19 points higher than the previous year and 6 points above the state average of 49. Target Met.	We firmly believe our writing has increased do the large amount of time we ask our students to write. Writing across the curriculum has been stressed for several years at CEC, so our students are able to write about topics that are meaningful to them and they have more opportunity to practice.
	Math Median Growth Percentile is at 49%, (DPS data) 48% (CDE data), which increased from a 48.5 MGP in 2011; however below the state expectation of 83%	Our 2012 Math MGP is a 49.5, an increase of 2.5 from the previous year. Target Not Met	
Academic Growth Gaps	No gaps in reading CEC's Hispanic students above		
	Writing CEC Hispanic students proficient and above 53.84 (CDE state data) 65.4% (district data), state white students 66.33		
	Math, CEC Hispanic students 35.24 proficient and above, state white students 65.85	Target not met continue work in this area	
Post Secondary Readiness	2011-ACT scores were 16.3 (English), 17.5 (Math), and 17.4 (Reading), with a composite score of 17.1 CEC's 5 year graduation rate is 90% (CDE State Data)	2012 ACT composite was a 18.8, a significant increase from last year's composite of 17.1 English 18.7 and 19.1 in Math for 2011. Target was met	CEC made significant growth in ACT this past year. Three key strategies can be attributed to our success: Integrating ACT Benchmarks into core classes via warm ups and exit tickets, students practicing ACT skills on computer software weekly during second semester, and an ACT 5 hour prep session on test taking strategies.

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)	Reading: 9th grade: 2010 –86%; 2011 -78%; 2012-83.9% Proficient or above 10th grade: 2010- 77%' 2011-88%; 2012-87% Proficient or above Overall: 2010-82%; 2011-83%; 2012-84% (72.21% CDE state data) Proficient or above	None	None, reading is well above the district and state average and continues to grow.
	Writing: 9th grade: 2009 – 41%; 2010 – 52%; 2011-51% 10th grade: 2009 – 38%; 2010- 32%; 2011-56% Overall: 2010- 82.6%; 2011- 83.9% (72.21 CDE state data) Math: 9th grade: 2009 – 17%; 2010 – 42%; 2011-42% 10th grade: 2009 – 24%; 2010- 13%; 2011-36% Overall: 2010-39.6%; 2011-38.7% (30.53% CDE state data)	Literacy and numeracy will continue to be a priority change during the 2012-13 school year.	Teachers will be provided the TCAP framework data in the past to analyze high tested standards. Staff will intentionality ask students to answer high level questions in paragraph form with a minimum of three supporting details across all grade levels. Teachers will integrate the writing process to pre-plan, revise/edit, and write final draft across all grade levels and all content areas. Students need to be provided multiple opportunities in verbal English in home/social environment which can translate to their writing. Students provided opportunity to apply grammar usage and conventions.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
			Students provided opportunity to apply algebraic concepts and problem solving strategies. Students will be provided opportunities to practice daily applications of numeracy and literacy in all content areas through warm ups, exit tickets, and real world applications.
Academic Growth	Reading is at 62.5% (DPS data) 64% (state data) and stable above the state expectation of 23.	None	
	Writing is at 74% (DPS data) 56% (State data) Median Growth Percentile for 2012 Math is at 48 Median Growth Percentile for 2012 which is a .5 point increase from 2011.	CEC is seeing an increase in Median Growth Percentile in Writing, although we need to Continue to focus on paragrap and extended writing and editing through the revision process. Numeracy is a focus at CEC w the implementation of college ready numeracy classes for al 9th and 10th grade students.	Teachers will analyze TCAP Frameworks as well as teacher generated test in order to create targeted numeracy/literacy areas of growth. Students need opportunities to practice daily applications of numeracy and literacy in all content areas through warm ups, exit tickets, and real world applications.
Academic Growth Gaps			
Post Secondary & Workforce Readiness		A laser like focus in 11th grade English, math, science, and social studies	The 11th gr teachers need to be provided an opportunity to get familiar with the format and content on the ACT in order to prepare

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 ACT composite was a 18.8, a significant from last year's composite of 18.2. 2011 Scores: English 16.3 and Math17.5. 2012 Scores: English 18.7 and Math 19.1	connecting ACT standards to district content. Teachers are cross waking ACT standards to their curriculum in order to focus on the skills necessary to be successful on the ACT.	students. There is a continuation of gaps in math skills and English conventions/grammar/vocabulary. Intentional use of data and professional development around ACT preparation and filling of gaps in math skills and English conventions/grammar/vocabulary need to be stressed. Reading has been the lowest score for ACT as students need a heavy emphasis on non- fiction, longer passage length with time constraints, and student stamina. CEC will intentionally use data and professional development around ACT preparation.

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 to state expectations or trends 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:

CEC Vision:

Preparing students for career success in a global economy

CEC Mission:

The mission of the Career Education Center Middle College is to ensure our students make successful life choices by supporting and guiding them in real world college and career experiences

Core Values and Beliefs:

- Students learn best with a variety of methods, including multiple avenues to "experience" the learning.
- Students learn best when content connects to future goals
- Students learn best when their voices are valued in the classroom
- Students realize success involves striving through mistakes, which are the "portals of discovery."

(James Joyce)

- Students will receive academic support, leading to independence and interdependence
- Students learn best when they are in a safe and caring environment
- Students learn best with consistent, high expectations

The Fred N. Thomas Career Education Center Middle College of Denver is an urban magnet high school located in northwest Denver. The full-time middle college program began in the fall of 2003 with students drawn from the entire Denver metro area. The college preparatory curriculum is closely integrated with 21st Century career and technology education content and standards. All juniors and seniors take their academic classes on the Community College of Denver, (CCD) campus. Through partnerships with CCD and Emily Griffith Opportunity School, CEC Middle College of Denver seeks to provide students with an Associates' Degree in 5 years by transitioning to those institutions during the junior and senior years. There is a wealth of research supporting this integrated model of instruction. Students at schools with highly integrated rigorous academic and CTE programs have significantly higher student achievement in reading, mathematics and science than do students at schools with less integrated programs, as reported by the Southern Regional Education Board (SREB). In addition, The 2004 National Assessment of Vocational Education (NAVE)[i] Final Report found that occupational concentrators increased their 12th-grade test scores on the National Assessment of Educational Progress (NAEP) by about 8 scale points in reading and 11 points in math,

while students who took little or no career and technical education coursework increased their reading on NAEP by only 4 points and showed no improvement in math achievement.."
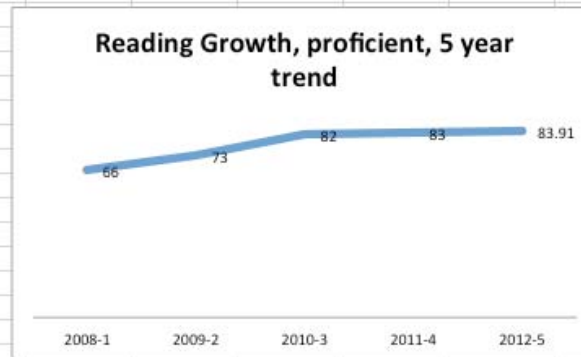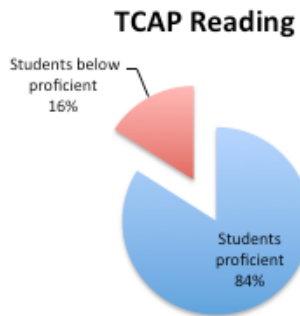
This fall the leadership team at CEC analyzed data on CSAP, ACT, attendance, behavior, student and parent perception surveys, and Accuplacer levels. Data analysis was used to determine if we met our goals and determine priorities for the upcoming year. Also, we used the district's school performance framework report card to measure growth over the past two years.

ACT-Our ACT test scores increased, significantly, this year from a composite score of 17.2 in 2011 to 18.8 in 2012. Although our reading scores are over 80% proficient and above in TCAP, our ACT reading is 17.3, an increase of .8 from last year but still well below college ready indicator. As a school we will focus on reading comprehension strategies and more specifically on non-fiction reading best practices such as previewing, identifying author's purpose and annotating text, we also realize a need to practice time reading and building reading stamina with our students. English skills will be stressed across the content areas, focusing on writing, with an emphasis on first drafts, revision and writing conventions. Conventions Standard 3 A-E is a clear weakness in our writing scores. Extended Constructed Response five paragraph essays will also be stressed across content areas.

ACT Historical Data:
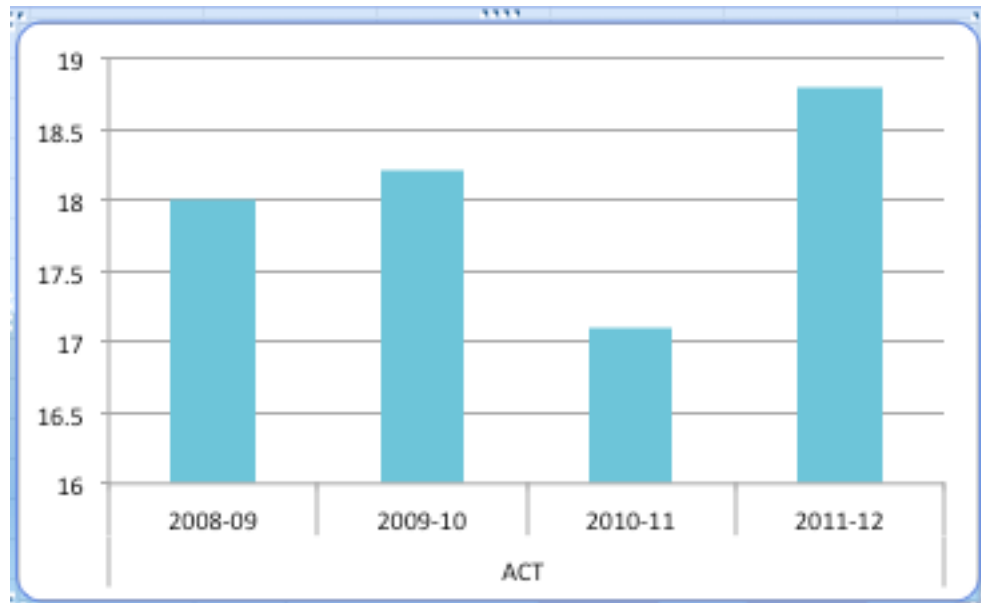
Reading: CEC's reading achievement was extremely successful in 2011-12. 84% of our 9th and 10th graders were proficient or higher on the CSAP reading. Our 10th graders grew 9 percentage points from their 9th grade year .Over a 3 year period our overall reading proficiency level has increased from 68% to 84%.

TCAP Reading

Students below proficient 16%

Students proficient 84%

Reading Growth, proficient, 5 year trend

66 — 2008-1
73 — 2009-2
82 — 2010-3
83 — 2011-4
83.91 — 2012-5

Math: CEC's math achievement is still an area of focus. Although we had a 12% gain in number of proficient or above students, we are only 39% proficient as a school. Our 10th grade students at/or above proficient dropped from their 9th grade level by 10%. We need to add more conceptual math problems in our college ready classes this year. This course gives ALL students a double dose of math during the week.

TCAP Math

CEC Math Students proficient 39%

CEC Math Students below proficient 61%

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Writing: CEC's writing Medium growth percentile increased from 49% to 74% this year. As a school we are 65% proficient or above in writing based on last year's TCAP. Writing will continue to be a focus at CEC this up coming year.
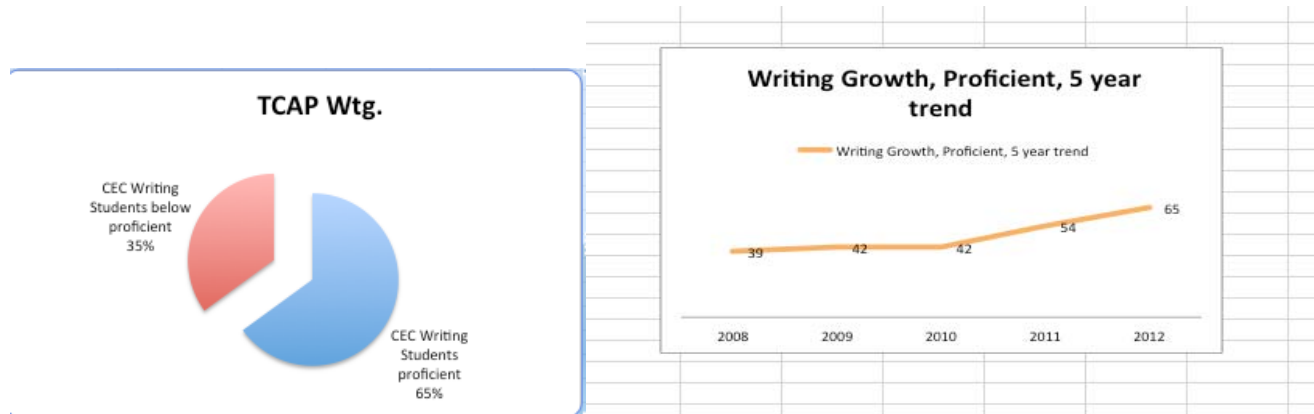

Accuplacer: All 11th graders at CEC take the Accuplacer each spring as a requirement for admission and placement for Community College of Denver concurrent enrollment classes for their senior year. Out of our 100 seniors 22 qualified for Freshman College English, 43 for English 090, 12 for English 060 and 2 for English 030. Math had 18 students qualifying for College Algebra or higher, 42 for Math 090 and 099, 12 for Math 060, and 22 for Math 030. Our goal is to get 50% higher qualified for Math 121 and 70% qualified for Math for Liberal Arts. With the implementation of allowing students to take remedial education courses their senior year, our plan is to have all our seniors graduate "college ready" according to the community college Accuplacer exam.

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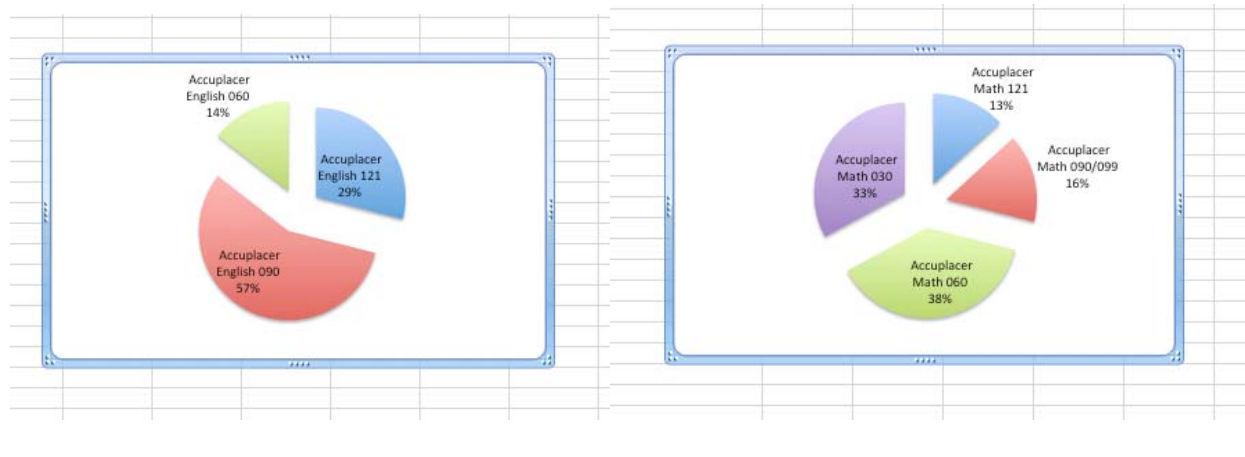
Attendance: CEC's overall attendance rate for the 20111-12school year was 93.5%

Behavior: Students at CEC see relevance in their academic and career classes to their future goals; therefore we have very few discipline issues. Last year we only had 11 suspensions, all drug related. No referrals for disruptive behavior or other safety issues.

Satisfaction Surveys: Over 85% of our parents and 90% of our students responded positively on our satisfaction survey from last spring. However, we had a very low response rate from our parents with only 50% returning their survey to the school. We will continue to focus on parent engagement this year by reaching out to parents to recognize student achievement, offering parent classes on Saturdays, and increasing our communication to the home via auto-dialer, website updates, monthly newsletter mailings and Coffee with the Principal sessions.
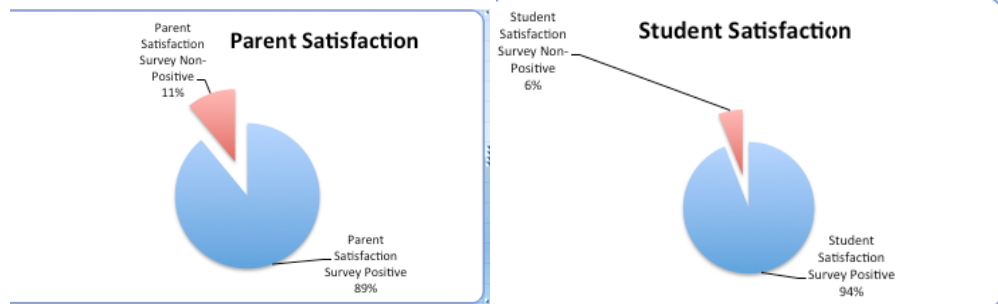
Growth Summary:

Our students exceeded the state median percentile in reading for 2011, and scored in the 47 percentile for math and 55 percentile for writing. Our students' Catch Up Growth scores were: reading 48.65%, math 15.12%, and writing 32.10%. Our students Keep Up Growth score were: reading 90.24%, math 40%, and writing 67.50%.

Looking at this data, our results indicate that we are succeeding in Median Growth Percentile, but have some work to do on catch up and keep up in math and writing Median Growth Percentile

		State Expectations	10-11	11-12
Reading	Total	19	65	64 state (62.5% DPS data)
Writing	Total	56	55	60 (74% DPS data)
Math	Total	83	47	48 (49% DPS data)

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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.
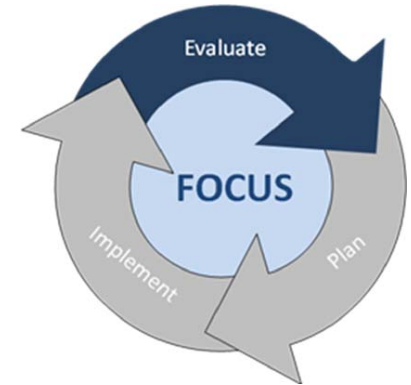
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	Status of Acti... completed, in pro...
				2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	n/a	n/a	n/a		n/a	
		M	At the end of the 2011-2012 school year, 39% of the 9th and 10th grade students were proficient or above on Math TCAP. This was a decrease of 1% over the previous year's data.	By the end of the 2012-2013 school year, 45% of the students will score proficient or advanced overall on the math TCAP. Our target is a 7 percentage point increase in the percent of students scoring proficient or above from '11-12. (target set by the district)	By the end of the 2013-2014 school year, 50% of the students will score proficient or advanced overall on the math TCAP. Our target is a five percentage point increase in the percent of students scoring proficient or above. (target set by the district)		-Incorporate numeracy into all course content weekly -Structure daily schedule to provide time for reteach/College Readiness classes. -Set up before-after school, Saturdays, and summer math tutoring opportunities for all students. -Numeracy collaborative planning and data review with CTE teachers	
		W	At the end of the 2011-2012 school year, 54% of the students were proficient or advanced overall on the writing TCAP. This was an increase of 1% from the previous year.	By the end of the 2012-2013 school year, 59% of the students will score proficient or advanced overall on the writing TCAP. Our target is a five percent age point increase in the percent of students scoring proficient or above	By the end of the 2013-2014 school year, 64% of the students will score proficient or advanced overall on the writing CSAP. Our target is a five percentage point increase in the percent of students scoring proficient or above		-Incorporate literacy into all course content weekly -Structure daily schedule to provide time for reteach/College Readiness classes. -Set up before-after school, Saturdays, and summer tutoring opportunities for all students. -Literacy collaborative planning and data review with CTE teachers	

		S	n/a	n/a	n/a		n/a	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	n/a	n/a	n/a		n/a	
		M	At the end of 2011-2012 school year, our Median Student Growth Percentile in Math was 48%, a gain of 1% from previous year.	By the end of 2012-2013 school year, the Median Student Growth Percentile in Math will be 53%, an increase of 5%.	By the end of 2013-2014 school year, the Median Student Growth Percentile in Math will be 58%, an increase of 5%.		Incorporate numeracy into all course content weekly Structure daily schedule to provide time for reteach/College Readiness classes. Set up before-after school, Saturdays, and summer math tutoring opportunities for all students. Numeracy collaborative planning and data review with CTE teachers	
		W	At the end of 2011-2012 school year, our Median Student Growth Percentile in Writing was 60%, an increase of 5% from the previous year.	By the end of 2012-2013 school year, the Median Student Growth Percentile in Writing will be 65%, an increase of 5%.	By the end of 2013-2014 school year, the Median Student Growth Percentile in Writing will be 70%, an increase of 5%.		●Incorporate literacy into all course content weekly ● ● Structure daily schedule to provide time for reteach/College Readiness classes. Set up before-after school, Saturdays, and summer tutoring opportunities for all students. Literacy collaborative planning and data review with CTE teachers	
		ELP	At the end of 2011-12 our growth for ELP students was 72%	By the end of 2012-13 the MGP will be 77%	By the end of 2013-14 the MG will be 83%		Teachers will incorporate Content Language Objectives daily. Monthly professional development will be structured	

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							around ELL strategies and content language objectives.
Academic Growth Gaps	Median Student Growth Percentile	R	No Gaps	---	---	---	---	
		M	Math, CEC Hispanic students 35.24 proficient and above, state white students 65.85	By the end of 2012-13 the gap will close by 5%	By the end of 2013-14 the gap will close by another 5%	Benchmark test in November, and January. Kahn Academy assessment every 9 wks in college ready courses.	Incorporate numeracy into all course content weekly Structure daily schedule to provide time for reteach/College Readiness classes. Set up before-after school, Saturdays, and summer math tutoring opportunities for all students. Numeracy collaborative planning and data review with CTE teachers	
		W	Writing CEC Hispanic students proficient and above 53.84, state white students 66.33	By the end of 2012-13 the gap will close by 5%	By the end of 2013-14 the gap will close by another 5%	Benchmarks in September, November, and January	Incorporate literacy into all course content weekly Structure daily schedule to provide time for reteach/College Readiness classes. Set up before-after school, Saturdays, and summer math tutoring opportunities for all students. Literacy collaborative planning and data review with CTE teachers.	
Post Secondary & Workforce	Graduation Rate		5 year graduation rate 90%	By the end of 2012-13 the rate will increase to 91%	By the end of 2013-14 the rate will increase to 92%			

Readiness						
	Disaggregated Grad Rate	2010-86% 2011-80%	2012-85%	2013-90%		Note: drop in graduation rate in 2011 was due to 5th year ASCENT program. These students completed and were marked as '12 graduates
	Dropout Rate	2011 drop out rate 1.3%	2012 target 1%	2013 target .5%		
	Mean ACT	18.1 % in 2011-12	2012-13 goal is 18.5%	2013-14 goal is 19%	Plan test given the year before. Released Kaplan ACT tests given a minimum of once per month, moving to once per week starting in March.	All 11th grade teachers will integrate ACT's benchmark criteria into DPS curriculum. Weekly quizzes, exit tickets, and unit exams will be taken from the ACT's Quality core test bank. These questions cover district standards while providing students opportunities to practice assessments in an ACT format. Students will be assigned weekly ACT prep classes in Jan. Students will participate in ACT prep test taking strategies in March

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Action Planning Form for 2012-13

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

Major Improvement Strategy #1: Incorporate literacy and numeracy strategies into all course content weekly **Root Cause(s) Addressed:** Teachers will be provided the TCAP framework data in the past to analyze high tested standards. Staff will intentionality ask students to answer high level questions in paragraph form with a minimum of three supporting details across all grade levels. Teachers will integrate the writing process to pre-plan, revise/edit, and write final draft across all grade levels and all content areas. Students need to be provided multiple opportunities in verbal English in home/social environment which can translate to their writing. Students provided opportunity to apply grammar usage and conventions. Students provided opportunity to apply algebraic concepts and problem solving strategies. Students will be provided opportunities to practice daily applications of numeracy and literacy in all content areas through warm ups, exit tickets, and real world applications.

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Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implement 5 week data cycle for core academic teachers, using Assessment Frameworks as a starting data point, teachers will identify power standards and areas of improvement for 9th and 10th grade students.	August 2012 to May 2013	Beth Kenny, Mark Bell, and School Leadership Team	None	Weekly reports from teams and departments outlining data strategies and goals. …… .	Oct. 26-Finished first data cycle on numeracy/literacy. Data cycle process on going.
Implement collaborative planning groups of 3-4 CTE teachers to focus on numeracy or literacy every 5 weeks.	August 2012 to May 2013	Mark Bell, Beth Kenny, and Leadership Team	Literacy and numeracy core academic staff member to support groups	Weekly reports from collaborative teams. CTE teachers will demonstrate strategies in warm-ups and/or exit tickets	Currently we have 3 numeracy CTE groups-Number Sense, and 2 measurement groups.

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					3 Literacy CTE groups-Paragraph Wtg., Vocabulary, and Close Reading Collaborative group work is on going
Monthly Professional Development in full staff meetings to discuss literacy and numeracy classroom strategies, including academic language objectives, CTE numeracy/literacy integration, and best practices.	*Sept. through May*	*Beth Kenny and Mark Bell*	*benchmarks, and teacher created materials*	*Plan test results, Monthly agendas*	First Tue of the month focus is on Literacy, numeracy and academic language and share out from collaborative groups and data teams.
PDU Technology- Differentiation through Technology to increase achievement in literacy and numeracy.					2nd and 3rd Tuesday's of the month. Focus through Oct. has been Wikki Pages and Ed Modo. Finished in Dec.
Provide opportunities for all teachers to grade benchmarks and other exams to collaborate with other teachers and to see what skills need to be addressed	*Sept. 2011 Dec. 2012 Spring 2013*	*Admin team and School Leadership Team*	*None*	-Teachers will be able to articulate what constitutes a strong product and what major issues students are having in their literacy and numeracy. Time will be provided after group grading to debrief skills where students need extra support. -Utilize data from benchmarks to inform instruction	Sept. 21 was first set of benchmark grading, English, Social Studies, and Science. Dec. finals were graded collaboratively with strength's and weaknesses' of students shared.

Students attend College Readiness English and College Readiness Math on alternating days of the week. Re group at semester based on literacy/numeracy needs.	August 2012-May 2013	Assistant Principals Beth Kenny, Mark Bell, and all college ready teachers.	School Funds: $10,000 for 030, 060, and 090 college text books.	-Students will show improvement from pre-post tests for every unit and be able to advance one full remedial level prior to end of the year.	On going
Credit Recovery for 9-12th gr. Students	Jan.-June '13	Beth Kenny, Jan Tester, Gabe Deanda	APEX seat license (provided by district) teacher extra pay from credit recovery budget	-Every student who is off track in Jan. '13 will be assigned credit recovery. Students who are still off track at end of May will be assigned summer CR.	Started 60 students in credit recovery in Jan. 40 attending during school day, 20 after school and on Saturdays
Teacher Student Growth Objectives will connect to UIP Improvement strategies of Numeracy, Literacy, and/or ACT	October 2012 Through May '13	All Staff	None	-Teachers will analyze student data through pre test, TCAP, or ACT Plan to determine goals. Data will be utilized for student growth objectives	All teachers submitted SGO's during month of October. Reviewing and meeting with teachers.
Guided study hall, Saturday school, and office hours will be required of all students not completing work or with failing grades	August 2012-May 2013	Intervention teacher, Jan Tester and all teachers	Extra pay @ $22 per hr for teachers to tutor.	-Students will maintain passing homework grades and the number of students referred over time will be reduced.	Through March over 1,700 9th grade referrals to GSH, (duplicated #) 1,000 10th graders (duplicated) 147 Juniors and seniors (duplicated) 776 students have attended Sat. school, (duplicated #)

Target unsatisfactory and partially proficient students with low medium growth percentile scores for extra support for TCAP	January/February 2013	Beth Kenny	Extra pay for teachers for instruction @$22 per hour	Students will report to after school TCAP preparation 2 days a week during the month of Feb. for a total of 8 sessions	40 students identified for TCAP after school tutoring. Turnout was low, only 15 students.
RTI team will identify students who need additional support beyond guided study hall and Saturday school.	October-May 2012-13	RTI Team	Extra pay for tutors @ $22 per hour.	-Weekly RTI meetings to monitor student progress.	Meeting weekly: 60 students on plan of improvement list. RTI using these students for Tier 1 interventions
Close reading strategies and content language objectives integrated to increase language development and reading comprehension.	Oct. 2012-May 2013	CCD staff and CTE teachers	None	Evidence of warm ups and exit tickets from staff	Collaborative groups, core content teachers during college ready literacy
Enter a partnership with "Tech Centers that Work" to provide mathematical training for a "train the tainer" model that would allow and encourage the flow of math ideas and best practices from a national CTE perspective.	Oct. 2012-May 2012	Mark Bell	$2,500 contract for training of teachers	Evidence of data and assignments from collaborative numeracy teams.	As of March 22: 3 instructors and administrators have attended 48 hours of training and shared practices with their colleagues on the numeracy collaborative team.

* 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: 11th grade English, math, science, and social studies will connect ACT standards to district curriculum. Teachers are cross walking ACT standards to their curriculum in order to focus on the skills necessary to be successful on the ACT **Root Cause(s) Addressed:** The 11th gr teachers need to be provided an opportunity to get familiar with the format and content on the ACT in order to prepare students. There is a continuation of gaps in math skills and English conventions/grammar/vocabulary. Intentional use of data and professional development around ACT preparation.

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

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Students will track scores from Released Kaplan ACT tests. Students will analyze their PLAN results to determine their strengths and weaknesses. In Jr. academic classes, students will begin to learn ACT strategies and complete skills building exercises.	Nov. 2012-April 2013	Counselors, 11/12th grade team, Scott Springer		-11th graders will spend 100 minutes a month minimum working on ACT practice problems in literacy and numeracy starting second semester. Teachers will integrate ACT Quality core into their content area.	Students took exam in Oct. being provided data last week of Oct.
Students will utilize Naviance ACT test prep	Jan. 2013-April 2013	Mary Abbott and 11th grade team	Naviance ACT test prep software license. $1,200	Students will spend 1-2 hours per week on computer program.	Students working every Friday on ACT prep through Naviance. Using their Kaplan and Plan data for guidance.
Offer ACT preparation sessions	March-April 2013	Scott Springer, Mary Abbott, and 11th grade team	Extra pay for teachers @$22 per hour XAP program @ $60 per student for a total of $6,000	Targeted students will be provided 3-4 Saturdays for ACT prep	96 juniors attended XAP program in March.

Continue ACT College Ready bootcamp for rising juniors and seniors	Summer 2013	Counseling department and administration	Extra pay for teachers during summer @ $22 per hour	August boot camp	Not begun
Accuplacer and accuplacer prep.	Oct. 2012-11th grade. Spring 2012	Junior/Sr. Counselor, and CCD	First exam free, retakes $5 per test. $250-500	Junior English test in October, Math in April.	Juniors to English, 23 new students qualified for ENG 121

Major Improvement Strategy #3: CEC MC will strategically involve community stake holders to be involved in CEC's decision making, school events including celebrations and open houses, as well as open lines of communication to all stake holders.

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

☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Collaborative School Committee (CSC) monthly meetings in order to approve and monitor unified improvement plan, school climate/communication issues, and 2012-13 budget.	1st Thursday of each month	Building Principal	$200 for food at meetings	-Minutes from monthly meetings	On going
School Leadership Team (SLT) bi-monthly meetings to determine staff professional development, evening events, and extra curricular staff involvement.	1st and 3rd Wednesdays of each month	Building Principal	None needed	-Minutes from meetings	On going
Fall Back to School event	August, 2012	Assistant Principal	$500 food	-Parent sign in sheet from event	70 parents attended

Fall teacher parent conferences Spring Teacher Conferences	October, 2012	Principal	$250 food for staff	-Teacher tracking from IC Conference Atom	110 parents attended. Targeted students with D's and F's. 90 parents attended spring.
Monthly parent/principal forums	Once per month	Principal	$900 for food for year	-Parent sign in sheets tracking attendance	Sept-Fall parent and student celebration honor roll-150 attendees Oct.-First 9 wk. attendance awards-130 in attendance Dec. EXCEL awards 250 Jan. Honor Roll-200 Feb. TCAP 30 parents
Fall Community Open House	November 2012	Out reach counselor	$2,500 marketing and food	-Track attendance at event and student application data for up coming year.	Nov. 8-700 in attendance
Monthly Newsletter to families and community	Monthly 2012-13	Assistant Principal	$2,400 annual mailing expenses	-Publish monthly newsletter for CEC families and surrounding community and add to web page.	Sept.. Oct. Nov/Dec. , Jan. sent
Student dances and events	Quarterly	CEC Teacher Sponsors	Revenue generated through events	-Fall Homecoming dance -Valentine Day Dance -Prom -Spring car show	Fall Homecoming dance-240 students attended Winter Dance -100 students. Valentine's Day dance-200 students

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Community Zumba classes for students, staff, and parents	Weekly-Sept through May	Stacey Hervey	$4 a week per participant paid to instructor	-attendance sign in	4 per week attending
Community Partnerships	Sept.-May	CEC Staff	Non needed	-work with Rotary club -work with Denver Interact	In progress. School has close parnterships with Noble Energy and Dufford and Brown Law firm
Social Media Initiative and CEC Marketing	Sept. –May	Trish Downing	Salary for Communications Director	-All teachers creating Wiki page -CEC utilizing Facebook, Twitter, Youtube -Film clips created for social media -Community out reach to rotary, better business bureau, etc.	In progress, new web page up. Will have # of hits at end of school year.

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)

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[i] Department of Education, Office of the Under Secretary, Policy and Program Studies Service. *National Assessment of Vocational Education: Final Report to Congress.* Washington, DC, 2004.

Below is an example of the student/parent compact for CEC Middle College. High expectations for academic achievement and behavior are stressed in this agreement our students and parents sign each year.

CEC Middle College of Denver

Congratulations! You have been chosen to attend the CEC Middle College of Denver! As a student of the CEC Middle College, there are certain guidelines you must follow.

Contract for_____School year 20_____

As a Middle College student I accept the following minimum expectations for excellence and commitment:

- I understand that this program is a privilege and that I will faithfully attend my academic and career classes and perform to the best of my ability. A 90% attendance rate is expected ,three or more unexcused absences will result in an attendance referral and jeopardize your continuation at CEC Middle College

- Daily punctuality to class allows each student to participate in a meaningful way and limits disruption to other students.

- I will attend advisement, or senior support, every week which is an important component of the middle college program.

- I will have a positive attitude and I will respect my classmates, my teachers, and myself.

- I will make this school a safe place to learn and grow, and I will follow the policies and guidelines of the CEC Middle college of Denver.

- I understand that I must follow all district policies concerning behavior.

- I will remain drug free at CEC Middle College and understand any involvement with drug use may jeopardize my position at CEC Middle College.

- According to DPS policy, I understand that if I receive three referrals by teachers, paraprofessionals, principals, etc., I will automatically be placed on probation. If I receive additional referrals, I may be required to attend a review meeting with the administration. Upon investigation, the administration may make a recommendation to send me back to my home school.

- I understand CEC Middle College is a "closed campus" for freshmen and sophomores. Full-time juniors and seniors have off-campus privileges during lunch, not during career breaks.

- Students will have approximately 1-1/2 hours of homework every night, 5 days a week. Homework is practice of learned material as well as preparation for the next class instruction. It is imperative students stay current on homework regularly. If they miss assignments they will be expected to attend Saturday School (hours 7:30 am – 2:30 pm, time depends on amount of work the student has to make up. Parents will be notified of their student's required attendance the Friday before Saturday School. Rare exceptions can be handled on Friday by notifying Ms. Tester at Janice_tester@dpsk12.org or calling her at 720-423-6619 prior to Saturday School. Failure to attend Saturday School can result in other consequences.

- Students may be placed in support classes based on testing. These classes are mandatory and students will be expected to attend them with the same rigorous expectations as standard academic classes. Credit will be assigned and attendance taken in all classes.

- Parents are invited to be active in their students' education. The CEC website has a listing of all teachers, their phone numbers and email addresses for use by students or teachers. Teachers are also instructed to contact parents if students' behavior or lack of effort is resulting in poor grades or disrupting the education of others. CEC has 2 parent-teacher conference times that will be announced via the Monthly Newsletter, one is in fall about the end of October, the other is in spring about the middle of March. Parent meetings are held every month and notifications of dates will be forthcoming; parents are welcome to attend every meeting.

- I will maintain my grades at a 'C' or better. Three grades below a 'C' or two 'F's' will place the student on academic probation.

- I understand that the CSAP test is mandated by state law and is used by the state as a major criteria on the state accountability reports. I understand that CEC Middle College will receive a -.5 penalty score for any student who is enrolled at CEC who does not take the CSAP test. CEC's funding and other financial support is based on our state reports, I agree to participate fully in this test process and do my best.

- The Middle College High School program is a rigorous academic program that requires self-discipline, self motivation, appropriate behavior, good attendance, and a commitment to academic growth. Should the student not thrive in this environment, the teaching, support, and administrative staff will conduct a careful review of the appropriateness of the placement to determine whether participation in the program should be continued.

I understand and will support the CEC Middle College program expectations, as outlined in this contract.

Student Signature_____Date_____ Print Name_____

Parent Signature_____Date_____ Print Name_____

ORIGINAL (White): CEC copy

DUPLICATE (Canary): Parent copy

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