

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1866 School Name: ACE COMMUNITY CHALLENGE SCHOOL

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

Student Performance Measures for State and Federal Accountability							
Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results		Meets Expectations?
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%		MS	HS	MS	HS	Does not meet
		R	21.4%	35.4%	10.2%		
		M	10%	4.4%	.7%		
		W	16.7%	14.6%	2.0%		
		S	12.1%	16.4%	1.2%		

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	Does not meet
		R	50		28		
		M	50		25		
		W	50		33		
	MAP Growth: Description: % that met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%		MS	HS	MS	HS	Meets
		R	60%		85		
		M	60%		86		
		LA	60%		88		

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%	86.3%	Meets.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: At/above 75%	75%	79%	
	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%	3.4%	
	Student Satisfaction Description: % positive(agree/strongly agree) student responses Expectation: At/above 85%	85%	96%	
	Parent Satisfaction Description: % positive(agree/strongly agree) parent responses Expectation: At/above 85%	85%	96%	

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%		NA	Meets.
	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%		NA	
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Less than 11.4%	Less than 11.4%		4.1%	
	Dropout Rate Change Description: Change in % of students dropping out from prior year. Expectation: Decrease by at least 4%	4%		.8	
	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%		91%	
	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	NA	
		M	15.7	NA	
		E	13.7	NA	
		S	15.7	NA	

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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	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	Accredited on Watch	[Customized Directions] Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review by January 15, 2014. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document.
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.

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Section II: Improvement Plan Information

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):	
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____	

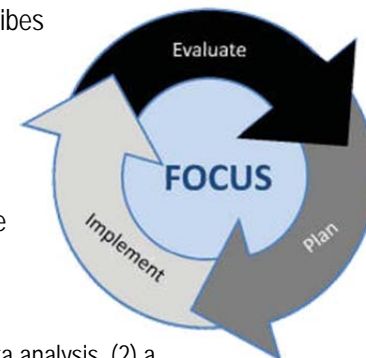
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Eloy Chavez, Executive Director
	Email	Eloy_chavez@dpsk12.org
	Phone	303-436-9588
	Mailing Address	948 Santa Fe Drive, Denver CO 80204
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.
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Narrative:

Summary

Progress towards Meeting District/State Expectations: CCS did not meet expectations on the School Performance Framework (SPF) in any subject area in student achievement status for the past three years. Disaggregated results show that performance is somewhat better for whites, females, students not eligible for free lunch, English proficient students, and students without disabilities. However, some of these groups make up only a very small percentage of the student population. Even where performance of a group is better, there is no group that meets state expectations. Hence, the school will not be modifying the educational program to address the needs of a particular student group. An analysis of achievement by content standard did not suggest that there was any standard that was weak. Rather, achievement is low in virtually every standard across all subject areas. For student achievement growth on TSAP, the school did not meet SPF standards in

reading, writing, or math in any of the past three years. In 2012-2013, the trend toward declining growth was reversed and the school made substantial improvements in student growth. Further, on the MAP test CCS has met the SPF expectations in all three subject areas for growth for the past three years. In 2012-2013, CCS met the SPF standards for Student Engagement and Post-Secondary Readiness. For TCAP status, while the school still does not meet performance expectations, results show improvement compared to 2011-2012.

Progress towards Meeting 2012-2013 UIP Targets: CCS met the attendance and truancy targets for 2012-2013. CCS did not meet UIP targets for academic achievement status and academic achievement growth. However, 2012-2013 results show improvement over 2011-2012.

Data Sources: Data sources included the following: 1) disaggregated growth by minority, lunch status, ELL, and special education on School View (three-year view); 2) CDE statistics for dropouts, CSAP, AYP, and student demographics; 3) Denver Public Schools (DPS) SPF for CSAP growth, CSAP status, MAP, transition success, attendance improvement, attendance, and parent and student satisfaction; 4) CCS for student turnover and risk data, MAP growth, Brigance Reading, credits earned, drug and alcohol use, suspensions and expulsions, and other social-behavioral indicators; and 5) classroom observation, teacher evaluations, and teacher comments in Friday teacher meetings.

Prioritization of Performance Challenges: For performance challenges in reading, writing, mathematics for both student achievement status and growth, no sub-groups were identified for special focus. This reflects that all disaggregated groups performed below the SPF criteria whenever the school did. The highest priority will be placed on improving academic achievement status and growth.

Root Causes: Four root causes (in bold) were identified. They are listed below along with the priority performance challenges with which they are associated :

Priority Performance Challenges: 1) Persistently low performance of students in grades 8-10 on TCAP over the last three years, well below the district expectations for AECs on the SPF and 2) persistently low growth on the TCAP in reading, writing, and mathematics; below district expectations for AECs on the SPF.

1. **Insufficient learning time to address the needs of students who often enter the school 2 to 5 years below grade level.**
2. **Inconsistent use of school-wide instructional techniques.**
3. **Lack of common formative and summative assessments as a key component of the curriculum and instruction system within the school that differentiates instruction and addresses the learning needs of students 2 to 5 years below grade level at school entry.**
4. **Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning.**

The third root cause listed was identified because CCS has for some time been asking teachers to regularly track progress objectively using assessments based on the content area standards. However, teachers sometimes have been unable to produce these measures when asked and those measures that have been provided were considered of limited value. The school's observations regarding interim assessments were confirmed by an independent curriculum specialist that has been hired as a consultant. The second root cause was identified based on observations by the academic principal, instructional coach, and through discussions with teachers. The first root cause was identified based on extensive analysis of student records prior to enrollment at the school, which showed that students not only have multiple behavior issues and are often not motivated, but are also far behind academically. The fourth root cause was identified by the management team that has focused extensive attention on improving motivation within classrooms to learn – many students come to CCS without any interest in academic learning.

Stakeholder Involvement: Teachers reviewed 2012-2013 data in July and August as well as discussed program strengths and weaknesses. The SPF was reviewed with teachers in November when it became available to the school. At all of these times, strategies, interim benchmarks, and outcomes included in the UIP were discussed and opportunities for input were provided. The UIP will be reviewed again with teachers in November and December. Revisions will be made as needed based on the input received. Opportunities were provided for parents to identify program strengths and weaknesses at the monthly meetings that the executive director has with parents (8/7, 9/4, 10/2, 11/6, and 12/4). At these meetings, school strategies to improve performance are also discussed.

Student Demographics

Grade Level, Gender, Free/Reduced Price Lunch, and Ethnicity:

Year	Grade 8	Grade 9	Grade 10	Total	% Male	% Free/Reduced Lunch
2008	3	112	80	196	58%	95%
2009	3	104	96	203	57%	97%
2010	8	96	107	211	56%	92%
2011	15	97	105	220	60%	94%
2012	5	108	104	217	64%	87%

Year	Am Indian	Asian	Black	Hispanic	White	Pacific Is	2 or More	Total
2007	1%	0%	3%	95%	1%			100%
2008	1%	1%	1%	97%	1%			100%
2009	1%	1%	1%	95%	2%			100%
2010	1%	0%	1%	92%	4%	1%	1%	100%
2011	1%	0%	7%	86%	4%	1%	1%	100%
2012	1%	1%	6%	89%	1%	1%	1%	100%

English Language Learners and Students with Disabilities:

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Special Education	18%	12%	12%	19%	17%
English Language Learners	14%	17%	17%	25%	26%

Length of Enrollment and Turnover

Each year ACE/CCS enrolls a large percentage of students who are new to the school. During the academic year, there is also much student movement as reflected in the turnover percentage (the number of students entering after October 1 divided by the October enrollment). As a result, a large percentage of students taking the TCAP at the school have only been enrolled for a short period of time. Specific data is reported in the table below. For example, in 2011-2012, 65 percent of enrolled students attended the school for one year or less, and only 21 percent who took the TCAP in spring 2012 were enrolled for more than a year. In order to maintain a stable enrollment while encouraging students to return to neighborhood schools when they are able, ACE/CCS enrolls new students as current students leave. As a result, the turnover rate is high - 42% for 2011-2012.

Students:	2009-2010	2010-2011	2011-2012	2012-2013
Enrolled one year or less	50%	57%	65%	73%
Taking TCAP enrolled one or more years	23%	27%	21%	21%
Turnover	35%	45%	42%	49%

The high mobility rate also reflects that many students move frequently between Denver and Mexico, that a part of the school's population is homeless, and the instability that characterizes the home life of many of the ACE/CCS students. As a result of accepting many new students at the beginning and during the school year, ACE/CCS annually must continually reestablish norms that

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create a positive, safe school culture.

Alternative Education Campus Risk Factors Pursuant to Section 22-7-604.5, CRS: One hundred percent of ACE/CCS students met one or more of the AEC criteria. The most common risk factors and the percentage of students to whom they apply are listed below for 2009-2010. Data for previous years is similar.

1. Percentage of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents or who are in detention awaiting disposition of charges that may result in commitment: **19 percent**
2. Percentage of students who have dropped out of school or who have not been continuously enrolled and regularly attending any school for at least one semester prior to enrolling in this school: **44 percent**
3. Percentage of students who have documented histories of personal drug or alcohol use or who have parents or guardians with documented dependencies on drugs or alcohol: **64 percent**
4. Percentage of students who have documented histories of personal street gang involvement or who have immediate family members with documented histories of street gang involvement: **31 percent**
5. Percentage of students who have documented histories of repeated school suspensions: **62 percent**
6. Percentage of students who are overage and under credit: **59 percent**

Academic Achievement Status

TSAP Status:

	Reading						Math						Writing						Science			
	Grade 8		Grade 9		Grade 10		Grade 8		Grade 9		Grade 10		Grade 8		Grade 9		Grade 10		Grade 8		Grade 10	
	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+
2008-9	NA	NA	59%	13%	69%	13%	NA	NA	12%	0%	23%	2.3%	NA	NA	71%	4%	64%	2%	NA	NA	12%	2%
2009-10	NA	NA	58%	18%	60%	17%	NA	NA	23%	4%	21%	0%	NA	NA	68%	3%	61%	1%	NA	NA	6%	0%
2010-11	NA	NA	67%	10%	64%	10%	NA	NA	16%	3%	14%	0%	NA	NA	70%	0%	70%	4%	NA	NA	7%	0%
2011-12	48%	18%	55%	8%	52%	8%	12%	3%	4%	0%	13%	0%	73%	12%	61%	0%	61%	1%	9%	3%	6%	0%
2012-13	23%	0%	48%	11%	56%	21%	0%	0%	11%	1%	18%	2%	77%	0%	77%	1%	79%	3%	0%	0%	15%	3%

Note: PP+ = partially proficient, proficient, and advanced; P+ = proficient and advanced; NA = less than 16 students.

Achievement Gaps – CSAP – Percent Proficient and Above												
	Reading			Math			Writing			Science		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Am Indian	0%	0%	25%	0%	0%	0%	0%	0%	25%	0%	0%	0%
Asian		50%	100		0%	0%		0%	0%	0%	0%	100
Black	0%	0%	38%	0%	0%	0%	0%	0%	8%	0%	0%	0%
Hi/ Pacific Islander		0%	0%		0%	0%		0%	0%		0%	NA
Hispanic	8%	11%	11%	1%	1%	1%	1%	3%	1%	0%	1%	2%
Two or More	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	NA
White	38%	0%	0%	12%	0%	0%	2%	0%	0%	0%	0%	NA
Asian/Pacific Islander	0%			0%			0%			0%		

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Male	7%	8%	12%	1%	1%	1%	1%	1%	1%	0%	0%	2%
Female	12%	16%	16%	1%	0%	1%	4%	7%	1%	0%	3%	3%
ELL			12%	0%		2%			0%			6%
Exited ELL	8%	13%	11%	0%	4%	0%	3%	4%	5%	0%	0%	0%
Non-ELL	11%	13%	15%	2%	0%	1%	3%	3%	2%	0%	1%	2%
Free/Reduced	8%	9%	12%	1%	1%	1%	2%	3%	2%	0%	1%	3%
Non-Free/Reduced	17%	29%	36%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Sped	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Non-Sped	10%	12%	15%	1%	1%	1%	3%	3%	2%	0%	1%	3%

Percentage of Students Earning 50% or Fewer Possible Points						
Content Standard	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Math						
Grade 8: 2012	93	100	91	100	100	100
Grade 8: 2013	100	100	100	100	85	100
Grade 9: 2011	97	100	97	99	100	100
Grade 9: 2012	100	100	100	99	100	100
Grade 9: 2013	97	100	98	100	100	97
Grade 10: 2011	96	98	94	99	99	86
Grade 10: 2012	98	93	93	100	100	100
Grade 10: 2013	97	98	95	100	100	100
Reading						
Grade 8: 2012	66			81	75	100
Grade 8: 2013	92			100	100	92
Grade 9: 2011	75			89	88	91
Grade 9: 2012	66			89	80	100
Grade 9: 2013	78			88	68	87
Grade 10: 2011	84			92	69	80
Grade 10: 2012	82			66	73	97
Grade 10: 2013	69			72	61	76
Writing						
Grade 8: 2012		70	55			
Grade 8: 2013		92	69			
Grade 9: 2011		68	81			
Grade 9: 2012		82	78			
Grade 9: 2013		69	56			
Grade 10: 2011		56	77			
Grade 10: 2012		70	53			

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Grade 10: 2013		50	37			
Science						
Grade 8: 2012	91	97	100	94	88	
Grade 8: 2013	100	100	100	100	100	
Grade 10: 2011	74	99	99	95	98	
Grade 10: 2012	96	100	100	100	94	
Grade 10: 2013	92	98	100	97	90	

Credits Earned: For 2012-2013, only 37 percent of possible credits were earned the year prior to enrolling at ACE/CCS. At ACE/CCS students earned 91 percent of credits. Data for the two prior years is 20% / 93% and 27% / 87% and 30% / 92%.

MAP Status: The chart below shows the percentage of CCS students meeting NWEA grade level targets in the fall and spring of each school year. Three years of data is provided. The chart shows that, consistent with CSAP data and academic histories, all but a very small percentage of CCS students enter the school performing below grade level. While achievement status on the MAP shows that an increased percentage of students reach MAP grade level benchmarks at the end of the year compared to the start of the year, the percentage of students demonstrating grade level proficiency at year's end is still far too low. The data is consistent with CSAP status information (for example, 10.9% in language usage in spring 2013).

MAP: % Meeting 2011 NWEA Grade Level Appropriate Targets								
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	2009	2010	2010	2011	2011	2012	2012	2013
Reading	5.4%	13.5%	3.2%	12.8%	0%	4.3%	3.0%	10.9%
Math	.9%	4.5%	2.4%	7.3%	1.7%	7.8%	2.0%	5.0%
Language Usage	4.5%	8.1%	1.6%	12.1%	2.6%	7.8%	5.0%	10.9%

Academic Achievement Growth

Colorado Growth Model: A review of the most recent academic growth data shows that in 2012-2013 CCS reversed a multi-year decline in the MGP in all three subject areas and in reading and writing approached the standard.

Colorado Growth Model Results – Median Growth Percentiles – All Students			
Reading	Reading	Writing	Mathematics
2009	43	29	45
2010	38	38	49
2011	31	32	35
2012	22	31	13.5
2013	40	43.5	27

Colorado Growth Model, Disaggregated Results: The table below shows the median growth percentile for all students who took the CSAP at CCS in 2011 and 2012, disaggregated by ELL status, special education status, and ethnicity. Only groups with 16 or more cases are shown. Overall the results show limited differences between groups, suggesting that targeting specific groups rather than the entire school is not warranted. The data source is CDE's School View, which has not been updated with 2012-2013 data.

Colorado Growth Model Results – Median Growth Percentiles			
	Reading	Writing	Mathematics
All Students	26	31	25
Non-ELL	32	33	30
ELL	28	37	32
Exited	28	32	34
Non-SPED	28	32	25
SPED	22	25	17
Hispanic	26	31	25

MAP Assessment Results: The percentage of students meeting fall to spring academic growth targets developed by the Colorado Department of Education (CDE) is shown in the table below.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Reading	55.4%	62.2%	72.0%	86.1%	73.3%
Math	45.6%	55.0%	63.7%	70.4%	67.3%
Language Usage	52.9%	53.2%	69.4%	78.3%	85.1%

Academic Growth – DPS SPF Criteria shows the percentage of students meeting new DPS growth targets established in 2011-2012. These targets are a variation of the CDE targets and include all students enrolled in a school for at least 40 days. Targets get greater the longer the enrollment period and the lower the pre-test score. Results are reported in the table below and show that almost 90 percent of students meet established targets, meeting the district standard.

Academic Growth – DPS SPF Targets			
	Reading	Math	Language Usage
2011-2012	82.5%	85.3%	85.3%
2012-2013	84.6%	85.8%	87.7%

Brigance Reading Test

The Brigance Reading Test is individually administered to students. This test is used to establish reading grade levels and to identify serious reading problems. The test also is used to address the requirements of the Colorado Basic Literacy Act. The Brigance is especially helpful in establishing reading levels for students whose skills are far below their grade placements, but is less useful for those near grade level. This is because ceiling reading grades are 10 for word recognition, 8 for vocabulary, and 9 for comprehension. The table below shows the percentage of students achieving one or more year's growth and mean growth. Only students who did not achieve the ceiling on the pre-test are included in the results.

	Number	Mean Growth	% One+ Years Growth
2008-2009			
Word Recognition	96	1.8	94%
Vocabulary	101	.8	58%
Comprehension	93	1.1	59%
2009-2010			
Word Recognition	99	1.3	78%

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Vocabulary	102	.9	57%
Comprehension	89	.9	52%
2010-2011			
Word Recognition	124	1.4	79%
Vocabulary	124	1.0	66%
Comprehension	123	1.2	68%
2011-2012			
Word Recognition	113	1.65	81%
Vocabulary	118	.9	50%
Comprehension	111	1.0	56%
2012-2013			
Word Recognition	101	1.6	91%
Vocabulary	99	1.1	70%
Comprehension	90	1.1	87%

Informal Data Sources (academic achievement status and growth): The academic principal regularly observes classes and meets every Friday with all of the teachers and instructional paraprofessionals. From these meetings and observations, she noted that while teachers express a willingness to differentiate instruction based on academic needs, they do not have the resources or instructional skills to carry this out. Teachers have special difficulty integrating remedial activities (particularly basic skills instruction) within grade level curricula. Teachers also do not have high quality formative assessments that can be used to judge progress. The formative assessments that are used do not consistently link to standards. Teachers are also not consistently using school-wide instructional techniques. From these observations, the academic principal noted that instructional aides were not always assigned to classes where needed.

Post-Secondary Readiness

Dropout Rates: For 2008-2009 through 2012-2013, ACE/CCS had dropout rates of 3.6, 5.4, 2.8, 3.3 and 4.1 percent, which were far lower than the DPS or State alternative school averages.

Informal Data Sources: The executive director and human resources coordinator regularly meet with students and families including an extensive intake interview. These meetings and interviews confirm that motivation to succeed in school is limited at least partly because students do not connect school success with how they plan to live independently as adults. Students do not see postsecondary education and careers that require associate or college degrees as viable options. However, based on having emphasized postsecondary education beginning with the 2011-2012 school year, awareness of postsecondary opportunities and how to access them is increasing.

Student Engagement

Student and Parent Satisfaction: CCS student satisfaction for 2012-2013 and the two previous years has been 97, 99, and 99 percent, respectively. Parent satisfaction has been 95, 98, and 99 percent.. The parent response rate was 83 percent in 2012-2013 and 96 percent the previous year. Parent and student satisfaction, including response rates, exceeded DPS benchmarks in 2012-2013. Further analysis shows that students and parents feel the school is welcoming and respectful and that discipline procedures are fair. Parents are very supportive of the school administration and staff. Students feel that teachers are supportive and report that they can go to teachers when they feel bullied or know that other students are being bullied.

Student Attendance Improvement: For 2008-2009 through 2012-2013, 63, 67, 72.4 76.8, and 79.1 percent of students improved their attendance at CCS compared to attendance prior to enrollment. This meets the DPS benchmark

Student Attendance and Truancy: Truancy rates for the last four years have been 11.9%, 10.0%, 10.5%, and 11.4%, and 3.4%. The dramatic improvement in 2012-2013 reflects new procedures that were instituted as part of the 2011-2012 UIP. Average daily attendance rate for each of the past four years have been as follows: 81%, 82%, 81%, 83%, and 86%. The improvement in 2012-

2013 reflects improved attendance monitoring that was instituted last year as part of the UIP. Currently, CCS meets DPS standards in both the student attendance and truancy rates.

Informal Data Sources: Based on their observation of classrooms and regular work monitoring halls between class periods, the executive director and human resources coordinator report that classroom management is a challenge. Specifically, a small number of students seem to be causing much of the disruption in all classrooms. They also noted that discipline is inconsistent within and across classrooms. For example, teachers do not always enforce the 'no cell-phones out during school time' in classes and may allow students to text. At other times phones are taken away when used during class, which is the school policy. At least some of the disruptive behavior appears to be done by students who are the most disengaged from the academic program. Individual student and family meetings suggest that peer and family issues preoccupy many students and that for some a much greater level of support will be needed in order for them to attend school regularly, behave appropriately, and engage academically. The reflection room continues to mitigate some classroom behavior challenges.

Suspensions and Expulsions

Many students who attend ACE/CCS have a history of behavior problems. In fact, in 2012-2013 62 percent of students were suspended or expelled during the school year prior to entering ACE/CCS. Reducing suspensions and expulsions is necessary if the school is to accomplish its goal of increasing pro-social attitudes, skills, and institutional bonding. Evidence that the school has been very successful in this effort is provided by the table below,

	2008-2009	2009-2010	2010-2011	2011-2012	2012-13
In-School Suspensions	109	92	63	54	60
Out-of-School Suspensions	46	31	6	4	8
Expulsions	0	0	0	0	0
Total Enrollment	307	323	288	329	331
Out-of-School Suspensions per 100 Students	15.0	9.6	2.1	1.2	2.4

Drug and Alcohol Usage: ACE/CCS tracks the percentage of students reporting drug and alcohol usage prior to attending the school and again at the end of the academic year. Results are reported in the table below.

	No Alcohol Usage Previous Month			No Marijuana Usage Previous Month		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
2008-2009	27.4%	66.6%	39.2%	34.3%	78.4%	44.0%
2009-2010	30.4%	75.8%	45.3%	38.2%	82.5%	44.4%
2010-2011	44.1%	84.2%	40.1%	39.6%	80.2%	40.6%
2011-2012	59.8%	77.9%	18.1%	49.4%	72.0%	22.6%
2012-2013	69.8%	72.1%	2.3%	59.7%	62.8%	3.1%

School Bonding: In 2009-2010 on a standardized test of school bonding, the extent to which students felt connected to school increased significantly from pre- to post-test. For 2010-2011 and 2011-2012, on a slightly different school bonding measure, a significant increase from pre- to post-test was also found. For 2012-2013, the increase from pre- to post-test was positive, but not statistically significant.

Bullying: For 2010-2011 through 2012-2013, significant decreases from pre- to post-test were found for bullying attitudes and behavior. Self-Esteem, School Commitment, and School Climate: Significant increases were found on all three measures from pre- to post-test in 2010-2011 and 2011-2012, the first year that these specific measures were used. For 2012-2013, significant increases for all three measures were also found.

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) TCAP	3 Yr Aggregate: Reading MS – 15.6% HS –15.0%	Reading: 10.2%	TCAP Status: The school did not meet any of the TCAP status performance targets. However, the three years of data aggregation (in 2012-2013 middle and high school were combined on the SPF by the district) masks the substantial increase in both the percentage of partially proficient + and proficient + that occurred in grades 9 and 10 in all subject areas. See page 10 of this document. TCAP Growth: Targets were not met for any subject area. However, the three year of data aggregation mask the substantial increase in growth in all three subject areas from 2011-2012 to 2012-2013. See page 12 of this document.
	3 Yr Aggregate: Math MS – 3% HS – 1%	Math: .7%	
	3 Yr Aggregate: Writing MS: 8.5% HS: 5.0%	Writing: 2.0 %	
	3 Yr Aggregate: Science MS: 5% HS:3%	Science: 1.2 %	
Academic Growth	TCAP Reading: 35 (3 year aggregation)	TCAP Reading: 28 (3 year aggregation)	MAP Growth: Targets were met in math and language usage. As with TCAP status and growth, multi-year data aggregation hides the substantial improvement from 2011-2012 to 2012-2013. <u>Student Engagement:</u> Target were met because of improved procedures and follow-up for non-attendance, more support for students attending to increase feelings of success, and improved procedures around documenting reasons for absences.
	TCAP Math: 38(3 year agg)	TCAP Math: 25 (3 year aggregation)	
	TCAP Writing: 39 (3 year agg)	TCAP Writing: 33 (3 year agg)	
	MAP Reading: 90 (3 year agg)	MAP Reading: 85 (3 year agg)	
	MAP Math: 86 (3 year agg)	MAP Math: 86 (3 year agg)	
	MAP Language Use: 88 (3 year agg)	MAP Language Use: 88 (3 year agg)	
Student Engagement	Attendance Rate: 84%	86.3%	

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.
	Truancy Rate: 10.5%	3.4%	
Postsecondary & Workforce Readiness	NA		
	NA		

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)	At the middle school level, the percentage of students scoring P/A increased until 2012-2013 when it declined in all three subject areas, although the total number of students served is very small and 8 th graders are new to the school each year (only 13 8 th graders took the CSAP in 2013 and only 10 were enrolled for 40 or more days). In no case did the school meet the standards identified earlier in the plan. For example, in reading the percent P/A declined from 18% to 0%, which is below the district standard for AECs of 21.4%; in math the scores remained flat at 0%, which is below the district standard for ACEs of 10%; in writing scores declined from 12% to 0%, which is below the district	Performance of students in grades 8-10 on TCAP over the last three years that is well below the district expectations for AECs on the SPF	<ol style="list-style-type: none"> 1. Lack of common formative assessments as a key component of the curriculum and instruction system within the school that differentiates instruction and addresses the learning needs of students 2 to 5 years below grade level at school entry 2. Insufficient learning time to address the needs of students who often enter the school 2 to 5 years below grade level 3. Inconsistent use of school-wide instructional techniques 4. Insufficiently powerful student engagement strategies for a population of very high need students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>standard for AECs of 16.7%; and in science scores declined from 3% to 0%, which is below the district standard for AECs of 12.1%.</p> <p>At the high school level, the percentage of P/A students has been flat or declining in all subject areas until 2012-2013. In this year, scores increased for both 9th and 10th graders in all subject areas. However, scores remain below AEC standards. For example, three years of scores for 10th graders are as follows: reading –10%, 8%, and 21%, which is below the district standard for AECs of 35.4%; math –0%, 0%, and 2%, which is below the district standard for AECs of 4.4%; writing – 4%, 1%, and 3%, which is below the district standard for AECs of 14.6%; and science – 0% for all three years, which is below the district standard of 16.4%. Scores for 9th graders show a similar pattern.</p> <p>Fall to spring MAP testing shows that for the last three years the percentage of students meeting NWEA achievement status benchmarks has increased from fall to spring. For example, from fall 2011 to spring 2012 the percentage of students meeting NWEA status benchmark for reading increased from 0% to 5.4%; in math from 1.7% to 7.8%; and in language usage from 2.6% to 7.8%. Prior year results show a similar pattern. However, the percentage of students meeting benchmarks at both the beginning and the end of the year is low.</p>		
Academic Growth	Median growth percentiles on the TCAP in reading, writing and mathematics have been below the 50 th percentile, which is the district standard for AECs, for the last three years. Median growth rates in reading declined until 2012-2013. In this year, growth began improving: from 22 to 40 in reading, 31 to 43.5 in writing, and 1.5 to 27 in math. These growth percentiles	Growth on TCAP in reading, writing, and mathematics that is below district expectations for AECs on the SPF	Same strategies as above.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>are based on district SPF inclusion criteria.</p> <p>Analysis of disaggregated groups using state data and inclusion criteria did not suggest that interventions be targeted at specific groups. Rather, interventions need to be targeted at the entire school. For example, in reading the overall median was 26 with a range from 22 to 32. For math, the overall median was 25 with a range from 17 to 34. For writing, the overall median was 31 with a range from 25 to 37. Groups that differed more widely from the overall median tended to be small and hence scores tend to be more variable. Disaggregated results for 2012-2013 are not yet available.</p> <p>The percentage of students meeting MAP growth targets has generally been increasing, and the school has met DPS SPF standards for growth on this test in all three subject areas for the past three years. For 2012-2013, 85 percent of students met or exceeded the DPS targets in all three subject areas.</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Engagement	<p>Overall, CCS has met or exceeded all performance standards. Over time, the data either continues to exceed the standard or is improving and currently meeting established benchmarks.</p> <p>The school has consistently met or exceeded the DPS performance standards on parent satisfaction. For the past three years, parent satisfaction rates have been 99%.</p> <p>The school met the SPF standard for attendance in 2012-2013, but did not meet it in the three previous years although the trend over time has been positive. The attendance rate has been improving (from 81.7% in 2009-2010 to 83.1% in 2011-2012 to 86.3% in 2012-2013) and currently exceeds the standard of 86.2%. Attendance improvement was 76% in 2011-2012 and 79% in 2012-2013, meeting the standard in both years.</p> <p>For 2011-2012, the truancy rate approached the standard and in 2012-2013 it met the standard. Prior to 2011-2012, the truancy rate approached the standard, which for AECs is 7.7%.</p> <p>Other measures of student engagement have been very positive including consistently exceeding district benchmarks for student satisfaction (the percentage of positive responses on the student satisfaction survey has ranged between 97% and 99%).</p>	None	NA
Postsecondary & Workforce Readiness	<p>The school exceeded district standards for three consecutive years on this indicator with a dropout rate that is only a fraction of the rate for alternative schools in the district and state. For 2008-2009 through 2012-2013, rates have been 3.6%, 5.4%, 2.8%, 3.3%, and 4.1%.</p>	None	NA

Section IV: Action Plan(s)

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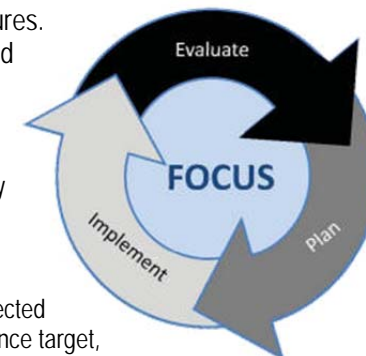
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This section addresses the "Plan" portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into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



School Target Setting Form

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		Note: all targets below are based on one year of data				
		R	Increase student achievement in reading, from its low level	15%	18%	Teacher-created, common formative assessments based on new state content standards, including common scoring rubric. Different assessments have been prepared for each quarter of the school year. Assessments will be administered three times within each quarter: at the beginning, mid-quarter, and at the end of each quarter. Results will be available within two weeks after the tests have been administered. Assessments all use the same scoring format, percentage correct. Achieving at least 80 percent correct is considered to	1. Refine the common formative assessment system currently in place and ensure that the data is used to modify and differentiate classroom instruction 2. Extended learning time 3. Improve the effectiveness of classroom instruction through more consistent use of school-wide instructional techniques 4. Build a classroom culture and school climate that better motivates students to be successful in school including strategies to make learning more relevant,
		M	Increase student achievement in math from its low level	2%	4%		
		W	Increase student achievement in writing from its low level	3%	6%		
		S	Increase student achievement in science from its low level	5%	8%		

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						be equivalent to proficient.	greater consistency in behavioral expectations, strategies to address student misbehavior, and creating a culture where college and workforce readiness is understood by students and becomes part of their values 5. Provide general supports to all students and intensive supports to identified students with a priority on serving those students attending less than 50% of instructional days.
Academic Growth	Median Growth Percentile (TCAP)	R	Insufficient growth in reading	42	50	Same as above	Same as above
		M	Insufficient growth in math	45	50		
		W	Insufficient growth in writing	30	35		
	MAP Growth	R	NA				
		M	NA				
		LA	NA				
Student Engagement	Attendance Rate		NA				
	Attendance Improvement		NA				
	Truancy Rate		NA				
	Student Satisfaction		NA				
	Parent Satisfaction		NA				
Postsecondary & Workforce Readiness	Completion Rate		NA				
	Completion Rate Change		NA				
	Dropout Rate		NA				

	Dropout Rate Change		NA				
	Adequate Yearly Credits		NA				
	ACT Average Score	R	NA				
		M	NA				
		E	NA				
		S	NA				

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: Refine the common formative assessment system currently in place and ensure that the data is used to modify and differentiate classroom instruction, and is used as one of the measures to evaluate instructional effectiveness. Research Support: Using Formative Assessment to Drive Learning. The Silicon Valley Mathematics Initiative: A Twelve-year Research and Development Project. David Foster and Audrey Poppers, November 2009 Black, Paul; William, Dylan (1998). "Assessment and classroom learning". Assessment in Education: Principles, Policy & Practice 5 (1). Marzano, R. J. (2006). Classroom assessments and grading that work. Alexandria, VA: Association for Supervision and Curriculum Development. **Root Cause(s) Addressed:** Lack of common formative assessments as a key component of the curriculum and instruction system within the school that differentiates instruction, addresses the learning needs of students 2 to 5 years below grade level at school entry.

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

- ☒ 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 (2013-2014 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Review the data teams and procedures used for 2012-2013; make changes as needed based on feedback. Establish new (or continue previous year) data teams to analyze assessment results with an emphasis on using them to modify and differentiate classroom instruction – measure by status and growth at the pre-, mid-, and post-	Begin 7/2013	Academic Principal	No additional cost	Data teams established by 8/2013 Regular monthly meeting time for data teams established by 8/2013	

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test intervals; also look at quarter to quarter change in student results					
Review and revise, as needed, scoring rubrics	Begin 7/2013 during PD days prior to school opening	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657	Ensure that time is set aside on PD days and Friday PD time to work on assessments; Review and revisions completed	
Review and refine alignment of assessments with new Common Core Standards	PD days during 2013-2014	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657	Ensure that time is set aside on PD days and Friday PD time to work on assessments; Revised alignment (if needed) with standards completed by 10/2013; Refine alignments throughout 2013-2014	
Analyze relationship of formative assessment results with course grades, TCAP, and MAP results; make revisions to assessments as needed to ensure alignment	Begin 8/2013	Academic Principal	No additional cost	Time on PD calendar set aside for analysis; identification of needed changes based on relationship of results;	
Implement the common reporting template to facilitate analysis of individual student progress and to compare results among teachers; use a common criteria for determining proficiency; report scores in percentage terms (0 to 100 percent) and use the following criteria for determining proficiency: less than 70% - does not meet; 70%-79% - partially meets; 80%-94% - meets; 95% and higher – exceeds;	Begin 7/2013 during PD days prior to school opening	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657	Ensure that time is set aside on PD days and Friday PD time to work on assessments; Quarterly review of teacher data to ensure that common format is being used	
Administer pre-, mid-, and post-assessments each quarter in 2013-2014	Q1: Aug 5-9, Sept 3-6, Oct 7-11; Q2: Oct 22-25, Nov 13-15; Q3: Jan 7-10, Feb 3-7; Q4: Apr 22-25, May 19-23	Academic Principal	No additional cost	Ensure that tests are given according to the timeline	
Determine whether teachers are differentiating instruction	Begin 8/2013	Academic Principal, Instructional Specialist	Title I – Instructional Specialist,	Monthly walk-throughs with	

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based on formative assessment results			\$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320	written feedback from academic principal with summary reports to management team; semi-annual teacher evaluation addresses differentiation	
Ensure that all teachers meet DPS ELA Program requirements to be qualified to teacher ELLs	Beginning 7/2013	Instructional Specialist	Title III – Instructional Specialist, \$5,320	Monitor training provided and ensure that all teachers participate	
Provide supportive professional development	Beginning 7/2013	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320 Mill Levy - \$625 for external consultant	PD days provided in July, October, , January, February, March, and April Friday instructional staff meetings for PD	
Review the effectiveness of student intervention plans for 2012-2013 and their relationship to TCAP results; make changes as needed in development and implementation of the plans	8/2013	Academic Principal,	No additional cost	Revised intervention plan procedures in place and explained to teachers by 8/15/2013; ongoing monitoring of use of new procedures	
Review the data teams and procedures uses for 2013-2014; make changes as needed based on feedback. Establish new (or continue previous year) data teams to analyze assessment results with an emphasis on using them to modify and differentiate classroom instruction – measure by status and growth at the pre-, mid-, and post-test intervals; also look at quarter to quarter change in student results	Begin 7/2014	Academic Principal,	No additional cost	Data teams established by 8/2014 Regular monthly meeting time for data teams established by 8/2014	
Administer pre-, mid-, and post-assessments each quarter in 2014-2015	Q1: Aug 5-9, Sept 3-6, Oct 7-11; Q2: Oct 22-25, Nov 13-15;	Academic Principal,	No additional cost	Ensure that tests are given according to the timeline	

	Q3: Jan 7-10, Feb 3-7; Q4: Apr 22-25, May 19- 23				
Determine whether teachers are differentiating instruction based on formative assessment results	Begin 8/2014	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320	Monthly walk-throughs with written feedback from academic principal with summary reports to management team; semi-annual teacher evaluation addresses differentiation	
Ensure that all teachers meet DPS ELA Program requirements to be qualified to teacher ELLs	Beginning 7/2013	Instructional Specialist	Title III – Instructional Specialist, \$5,320	Monitor training provided and ensure that all teachers participate	
Provide supportive professional development	Beginning 8/2014	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320 Mill Levy - \$625 for external consultant	PD days provided in during school year Friday instructional staff meetings for PD	
Analyze relationship of formative assessment results with course grades, TCAP, and MAP results; make revisions to assessments as needed to ensure alignment	Begin 8/2014	Academic Principal	No additional cost	Time on PD calendar set aside for analysis; identification of needed changes;	

Major Improvement Strategy #2: Improve the effectiveness of classroom instruction through more consistent use of school-wide instructional techniques. Research Support: Classroom instruction that works: Research-based strategies for increasing student achievement. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Alexandria, VA: ASCD. A Teacher's Guide to Differentiating Instruction. The Center for Comprehensive School Reform and Improvement. **Root Cause(s) addressed:** Inconsistent use of school-wide instructional techniques

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

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☒ 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 (2013-2014 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Ensure that all teachers hired are highly qualified by improving retention as described below, increasing teacher pay (where possible), and broadening the sources from which teachers are recruited	Begin 7/2013	Exec Director	Mill Levy – \$82,000 for salary raises	Implementation of retention strategies described below; Reviewing and increasing sources for hiring teachers beginning with 2013-2014	
Increase the retention of highly qualified teachers through more employee recognitions, high quality professional development, upgraded technology in classrooms, upgraded technology for students and teachers opportunities for career advancement, incentives based on student outcomes, assistance with classroom management	Begin 7/2013	Exec Director, Deputy Director, Academic Principal	Mill Levy - \$6581 for technology upgrades Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320 Mill Levy - \$44,000 bonuses based on student achievement At-Risk Grant - \$43,080 for disciplinary specialists Mill Levy - \$45,998 for security aide and disciplinary specialist Mill Levy - \$625 for external PD consultant	Weekly staff development beginning 7/2013, employee of the month program beginning 9/2013, review of teacher feedback about coaching and professional development effectiveness,	
Increase the percentage of proficient or higher students by creating an accelerated instructional program at both the ninth and the tenth grade levels for the highest performing students.	Begin 9/2013	Academic Principal	No additional cost	Identify students for class (10/2013); revise student and teacher schedules to monitor changes (10/2013); monitor student progress monthly	

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Pay bonuses to teachers and instructional aides based on growth on TCAP and MAP.	August 2013	Exec Director, Academic Principal	Mill Levy - \$44,000 for bonuses	Pay earned bonuses by 9/1/2013	
Use monthly classroom walk-throughs by the principal for every teacher with written and verbal follow-up to monitor school-wide instructional practices including: posting objectives, differentiating instruction, teaching bell-to-bell, embedding skills instruction in grade level curriculum, and lesson warm-up/wrap-up	Begin in 8/2013	Exec Director, Academic Principal	No additional cost	Monitoring of completed visits and written follow-up by the Exec Director monthly	
Differentiate classroom instruction based on need using formative assessments and observation data to determine student academic needs, ensuring the most at-risk students are well-served.	8/2013	Academic Principal	Mill Levy - \$62,000 for teacher assistants At-Risk Grant, \$6,070 for additional teaching staff Title I - \$46,000 additional teaching staff Mill Levy:\$47,000 for additional teaching staff Mill Levy - \$43,000 for additional teaching staff Mill Levy – \$20,263 for classroom tutors At-Risk Grant - \$5,000 for classroom teacher assistants Mill Levy - \$65,000 for classroom teacher assistants	Use walk-throughs to monitor implementation of differentiated instruction monthly with reports back to management team.	
Offer a high-quality professional development program one hour each Friday and on six professional development days during the school year. This is in addition to follow-up after walk-through observations and time working with teachers as part of the induction program. Program emphasizes classroom assessments, behavior management, effective instruction for ELL's	7/20132	Academic Principal	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320 Mill Levy - \$625 for external PD consultant	Monitor that staff development does take place each Friday, review staff feedback and make changes as needed	
Focus small group instruction for ELLs on bridging gaps in student understanding, providing scaffolding to make	7/2013	Academic Principal	Title III – Instructional Specialist, \$5,320	Monitor staff development to ensure adequate time has	

core classroom instruction <i>more comprehensible, greater emphasis on writing, and collaboration</i> with classroom teachers to ensure effective support for ELLs				been English language acquisitions	
Implement the revised teacher evaluation system to include academic growth as a formal component within the evaluation protocol. Provide extensive professional development.	9/2013	Exec Director, Deputy Director, Academic Principal	No additional cost	Review progress quarterly. New teacher evaluation system in place by July 2013 Time on PD calendar to explain changes	
Provide teachers with coaching with emphasis on instructional techniques to support high quality classroom instruction.	8/2013	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320	Monitor visits to each teacher's classrooms;	
Review teacher lesson plans weekly to ensure that higher order thinking is given appropriate emphasis	8/2013	Academic Principal	No additional cost	Monthly reports by academic principal to senior management team regarding lesson plan quality including provisions for emphasizing higher order reasoning	
Continue the book study as part of the staff development program to help create a professional learning community within the staff	8/2013	Academic Principal	General Fund, \$180	Identify dates to have reading completed and discussion dates	
Evaluate effectiveness of strategy through teacher feedback, changes in student achievement status and growth, teacher retention, and feedback from parents and teachers	May 2014	Exec Director, External Consultant	General Fund, \$2550	Analysis and review of data by August 2014	
Ensure that all teachers hired are highly qualified by improving retention as described below, increasing teacher pay (where possible), and broadening the sources from which teachers are recruited	7/2014	Exec Director	No additional cost	Implementation of retention strategies described below; Reviewing and changing sources for hiring teachers based on usefulness in	

				2013-2014	
Review the effectiveness of the strategies employed to retain teachers in 2013-2014 and make changes as needed; continue strategies that are effective	Begin 7/2014	Exec Director, Deputy Director, Academic Principal		Development of a revised action plan for retaining teachers by 8/2014	
Increase the percentage of proficient or higher students by continuing an accelerated instructional program at both the ninth and the tenth grade levels for the highest performing students.	Begin 8/2014	Academic Principal	No additional cost	Identify students for class (9/2014); revise student and teacher schedules to monitor changes (9/2014); monitor student progress monthly	
Continue using monthly classroom walk-throughs by the principal for every teacher with written and verbal follow-up to monitor school-wide instructional practices including: posting objectives, differentiating instruction, teaching bell-to-bell, embedding skills instruction in grade level curriculum, and lesson warm-up/wrap-up; follow-up individually with teachers to identify how the principal can support instructional improvement; Embed basic skills instruction within the warm-up activities; use walk-throughs to monitor implementation;	Begin in 8/2014	Exec Director, Academic Principal	No additional cost	Monitoring of completed visits and written follow-up by the Exec Director monthly	
Differentiate classroom instruction based on need using formative assessments and observation data to determine student academic needs, ensuring the most at-risk students are well-served. Use data from 2013-2014 to begin the differentiation process and consider how retaining a much higher percentage of students for the school year will impact differentiation strategies	8/2014	Academic Principal	Mill Levy - \$62,000 for teacher assistants At-Risk Grant, \$6,070 for additional teaching staff Title I - \$46,000 additional teaching staff Mill Levy:\$47,000 for additional teaching staff Mill Levy - \$43,000 for additional teaching staff Mill Levy – \$20,263 for classroom tutors At-Risk Grant - \$5,000 for classroom teacher assistants Mill Levy - \$65,000 for classroom teacher assistants	Use walk-throughs to monitor implementation of differentiated instruction monthly with reports back to management team.	
Continue to offer a high-quality professional development	7/2014	Academic Principal	Title I – Instructional Specialist,	Monitor that staff	

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program one hour each Friday and on six professional development days during the school year. Make changes based on teacher feedback from 2013-2014 and observations about classroom instruction. This is in addition to follow-up after walk-through observations and time working with teachers as part of the induction program. Program emphasizes classroom assessments, behavior management, effective instruction for ELL's			\$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist, \$5,320 Mill Levy - \$625 for external PD consultant	development does take place each Friday, review staff feedback and make changes as needed	
Refocus small group instruction for ELLs on bridging gaps in student understanding, providing scaffolding to make core classroom instruction <i>more comprehensible, greater emphasis on writing, and collaboration</i> with classroom teachers to ensure effective support for ELLs; review lesson plans to ensure that effective strategies are being used, and identify additional instructional materials to support improved effectiveness	7/2014	Academic Principal	Title III – Instructional Specialist, \$5,320	Monitor staff development to ensure adequate time has been English language acquisitions	
Refine the new teacher evaluation system including explaining system to teachers, realigning schedules to provide for needed observations, identification of objective measures to be included as part of evaluation; offering teachers frequent opportunities to ask questions about the system and suggest revisions consistent with law	7/2014	Exec Director, Academic Principal, Deputy Director	No additional cost	Explain new teacher evaluation system to staff in 7/2013, including objective measures to be included in evaluation and weights; Review system with staff in 1/2014; complete evaluations by July 2014	
Continue to administer common formative as described in Strategy #1 to facilitate differentiation of instruction, progress monitoring, identification of students in need of additional help, and the effectiveness of instruction; refine assessments and interventions as needed based on 2013-2014 experience	7/2014	Academic Principal		Review the timing of tests given, data team meetings, and quality of data team meetings	
Provide teachers with coaching with emphasis on instructional techniques to support high quality classroom instruction.	8/2014	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, \$22,152 Title II – Instructional Specialist, \$7,595 Mill Levy – Instructional Specialist, \$12,657 Title III – Instructional Specialist,	Monitor visits to each teacher's classrooms; feedback about effectiveness of in spring 2015; report to Exec Director concerning coaching emphasis to	

			\$5,320	ensure appropriate weight given to improving instructional techniques	
Continue the book study as part of the staff development program to help create a professional learning community within the staff; add instructional paraprofessionals to the group; read books by Bob Marzano (Instruction that Works)	9/2014	Academic Principal	General Fund, \$250	Identify dates to have reading completed and discussion dates	
Evaluate the effectiveness of the 2013-2014 bonus plan; if successful, establish a bonus plan for teachers and instructional aides based on improved growth on TCAP and MAP for 2014-2015	9/2014	Exec Director, Academic Principal		Pay earned bonuses on 9/15/2015	
Pay bonuses to teachers and instructional aides based on growth on TCAP and MAP.	August 2014	Exec Director, Academic Principal	Mill Levy - \$44,000 for bonuses	Pay earned bonuses by 9/1/2014	
Review teacher lesson plans weekly to ensure that higher order thinking is given appropriate emphasis and to ensure standards-based instruction is being used	9/2014	Academic Principal	No additional cost	Monthly reports by academic principal to senior management team regarding lesson plan quality including provisions for emphasizing higher order reasoning	
Evaluate effectiveness of strategy through teacher feedback, changes in student achievement status and growth, teacher retention, and feedback from parents and teachers	May 2015	Exec Director, External Consultant	General Fund, \$2550	Analysis and review of data by August 2014	
Pay bonuses to teachers and instructional aides based on improved growth on TCAP and MAP.	August 2015	Exec Director, Academic Principal	Mill Levy: Student Subsidy - \$44,000 for bonuses	Pay earned bonuses by 9/1/2015	

Major Improvement Strategy #3: Extended student learning time. Research Support: Redd, Zakia; Boccanfuso, Christopher; Walker, Karen; Princiotta, Daniel; Knewstubb, Dylan; Moore, Kristin. Expanding Time for Learning Both inside and outside the Classroom: A Review of the Evidence Base. Child Trends. 2012. Evans, William; Bechtel, David. Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success. Laboratory for Student Success. 1997. **Root Cause(s) Addressed:** 1) Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning; 2) Insufficient learning time to address the needs of students who often enter the school 2 to 5 years below grade level

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

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☒ 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 (2013-14 and 2014-2015)	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 a high-quality, before- and after-school 21 st Century Community Learning Center Program that includes highly engaging math/science content and other core subject area structured learning activities with special emphasis placed on recruiting the most at-risk students to participate	Begin implementation in 8/2013	Deputy Director, CCLC Director, Grant Evaluator	21 st CCLC Grant - \$150,000	Hire staff by 7/2013;; Review reports of student attendance and progress in curriculum on a monthly basis beginning in 9/2013	
Provide students with opportunity for students to participate in a supplemental educational services program through Title I using Learn IT and Sylvan as math and reading provider	Begin 9/2013	Exec Director, Academic Principal	Title I – 10% of Title I funds that are withheld from school allocation	Monitor student attendance and progress with service providers beginning in 11/2013	
Provide additional individual tutoring to students in need after school by teachers and paraprofessionals	9/1/2013	Exec Director, Academic Principal	21 st CCLC Grant - \$150,000	Tutoring schedule in place by 9/2012 and monthly review of progress and re-determination of students in need of additional assistance	
Evaluate the effectiveness of the expanded learning time efforts through analyzing changes in key indicators and soliciting input from parents and teachers	Observations beginning in Spring 2014 and analysis of assessment results and participation rates	Executive Director, external consultant	General Fund, \$2550	Observation at least monthly of each expanded learning time activity; End-of-year evaluation of attendance and test results by 8/2014	
Evaluate the effectiveness of the 21 st CCLC program through the site visit	12/2013	Deputy Director, CCLC Director, Grant Evaluator	21 st CCLC Grant - \$7500	MOI completed by 3/2014; QIP completed by 4/2014; student and parent surveys completed by 6/2014 Review feedback from site visit by 1/2014 and implement program	

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				changes by 2/2014	
Continue to provide a high-quality, before- and after-school 21 st Century Community Learning Center Program, making changes based on the MQI and QIP	Begin 7/2014	Deputy Director, CCLC Director, Grant Evaluator	21 st CCLC Grant - \$150,000	Hire staff by 7/2014; Review reports of student attendance and progress in curriculum on a monthly basis beginning in 9/2014	
Provide students with opportunity for students to participate in a supplemental educational services program through Title I using Learn IT and Sylvan as math and reading provider	Begin 9/2013	Exec Director, Academic Principal	Title I – 10% of Title I funds that are withheld from school allocation	Monitor student attendance and progress with service providers beginning in 11/2014	
Provide additional individual tutoring to students in need after school by teachers and paraprofessionals	9/1/2014	Exec Director, Academic Principal	21 st CCLC Grant - \$150,000	Tutoring schedule in place by 9/2014 and monthly review of progress and re-determination of students in need of additional assistance	
Evaluate the effectiveness of the expanded learning time efforts through analyzing changes in key indicators and soliciting input from parents and teachers	Observations beginning in Spring 2015 and analysis of assessment results and participation rates	Executive Director, external consultant	General Fund, \$2550	Observation at least monthly of each expanded learning time activity; End-of-year evaluation of attendance and test results by 8/2015	
Evaluate the effectiveness of the 21 st CCLC program through reviewing and making revisions to the Monitoring and Quality Improvement Tool as new quantitative and qualitative data becomes available, new survey data, and additional feedback from teachers; develop a Quality Improvement Plan that identifies improvements for 2015-2016	Begin Spring 2015	Deputy Director, CCLC Director, Grant Evaluator	21 st CCLC Grant - \$7500	MQI completed by 3/2015; QIP completed by 4/2015; survey data completed by 6/2015	

Major Improvement Strategy #4: Build a classroom culture and school climate that better motivates students to be successful in school including strategies to make learning more relevant, greater consistency in behavioral expectations, strategies to address student misbehavior, and creating a culture where college and workforce readiness is understood by students and becomes part of their values. Research Support: Bryan Goodwin, Changing the Odds: What Matters Most for Student Achievement. McRel. Cecilia Pierce. Importance of Classroom Climate for At-Risk Learners. The Journal of Educational Research, Volume 88, Issue 1, 1994. George L. Wimberly; Richard J. Noeth. COLLEGE READINESS BEGINS IN MIDDLE SCHOOL. ACT Policy Report, 2005. **Root Cause(s) Addressed:** 3. Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized.

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

- ☒ 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 (2013-2014 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Participate in Arts to Ashes Program	Begin 9/2013	Deputy Director	Mill Levy: \$10,000	Schedule established, 8/2013; Students served 9/2013	
Discuss UIP with parents including all improvement strategies and make revisions or add new strategies based on input	11/2013 and 12/2013 parent meetings with principal	Executive Director, Deputy Director	Title I - \$1827 for refreshments at parent meetings	Agendas for Nov and Dec include UIP discussion; feedback discussed at management meetings; revisions as needed made to UIP	
Discuss UIP with teachers and make revisions based on teacher feedback	7/2013	Executive Director, Academic Principal	No additional cost	Agendas for Nov and Dec include UIP discussion; feedback discussed at management meetings; revisions as needed made to UIP	
Implement a parent education program to increase the effectiveness of parents in supporting their children's achievement and increase the number of students participating in postsecondary education	Beginning in September 2013	Executive Director, Deputy Director	SCC Grant - \$6,655 to compensate CO HS counselors for participating; \$32,760 for counselor salaries Title I - \$1688 for refreshments at parent meetings	Monitor staff and parent attendance at meetings; seek feedback from parents about effectiveness	
Ensure that all teachers use a daily introductory activity with students to set a context for instruction and to establish a classroom climate conducive to learning	Beginning 7/2013	Academic principal	None	Observation by teacher coach and academic principal to ensure 100% compliance	
Provide additional individual and small group instruction during classes with particular focus on providing lower student-staff ratios for the most at-risk students	7/1/ 2013	Executive Director, Academic Principal	Mill Levy - \$62,000 for teacher assistants At-Risk Grant, \$6,070 for	Observation by instructional coach and external consultant that tutoring is in place and	

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			additional teaching staff Title I - \$46,000 additional teaching staff Mill Levy: \$47,000 for additional teaching staff Mill Levy - \$43,000 for additional teaching staff Mill Levy – \$20,263 for classroom tutors At-Risk Grant - \$5,000 for classroom teacher assistants Mill Levy - \$65,000 for classroom teacher assistants	effective.	
Staff a reflection room as a place to send students when they are disruptive in class	Open on first day of school 2013-2014	Human Services coordinator, academic principal	At-Risk Student Services Grant - \$21,540	Staffing in place by 7/2013; review usage in 10/2013, monitoring for excessive and/or inappropriate use; review effectiveness with teachers in 11/2013, making changes as needed; review effectiveness with management team and all staff in 4/2013; identify changes for 14-15 school year	
Complete ICAPs for all new students – update ICAPs for existing students	Initiate in 10/2013 and complete by 5/2014	School Counselors, Human Services Coordinator	SCC Grant – \$92,763 for two counselors + assistant	Complete ICAPs for transitioning students by 1/2014; monitor percentage of students with completed ICAPs monthly beginning in 11/2013	
Complete grade level activities on the College in Colorado website	Ongoing starting in 10/2013	Human Services Coordinator, School Counselors	SCC Grant – \$92,763 for two counselors + assistant	Monitor percentage of completed activities monthly based on a previously developed pacing guide	
Implement a career exploration component of the advisement program.	Ongoing starting in 10/2013	School Counselors, Human Services Coordinator	SCC Grant – \$92,763 for two counselors + assistant	Begin teaching in career exploration in 11/2013; monthly monitoring of progress in teaching	

				curriculum beginning in 12/2013 using previously developed pacing and planning guide	
Infuse an atmosphere of post-secondary education participation in the school by bringing in community members who have graduated from a post-secondary institution	Ongoing starting in 10/2013	School Counselors, Human Services Coordinator	SCC Grant – \$92,763 for two counselors + assistant	At least one speaker quarterly with monitoring by Human Resources Coordinator	
Participate in the Journey Through Our Heritage Program at MSC	Ongoing starting in 10/2013	School Counselors, Human Services Coordinator	SCC Grant - \$8,100	Meet with JTOH staff by 9/2013; activity plan by 10/2013; monitor activity completion monthly; meet quarterly with students and staff to get feedback about program effectiveness	
Take tours of college campuses (grade 9 students) and shadow students (grade 10 students)	Complete by 3/14	School Counselors	SCC Grant – \$92,763 for two counselors + assistant	Tours planned by 11/13 and completed by 3/14	
Bring in college admissions counselors to speak with staff.	Complete by 3/14	School Counselors	SCC Grant – – \$92,763 for two counselors + assistant	At least three different admissions counselors come to speak with students, one first semester and two second semester	
Have a CO HS staff member attend parent education nights to assist with transition planning for completing high school and participating in postsecondary education	Beginning in 10/2013	Deputy Director,	SCC Grant - \$6,655 to compensate CO HS counselors for participating	Monitor attendance and activities of CO HS counselor to ensure effectiveness	
Use resource specialists to counsel with students who are having difficulty getting motivated to succeed academically	Beginning in 8/2013	Executive Director and Human Services coordinator	At-Risk Student Services Grant - \$43,080 Mill Levy - \$21,540	Review students counseled weekly; review effectiveness of counseling monthly at management meetings	
Retain high quality counselors through high quality professional development including earning certification in addiction counseling, attendance at CSCA fall conference and summer workshop	Ongoing beginning in 7/2013 through 6/2014	Human Services Coordinator	SCC Grant - \$1714,	Monitor enrollment and progress in addiction counseling courses	
Use Youth Transition Specialists to assist students in transitioning to neighborhood schools	8/2013	Executive Director, Human Services Coordinator	At-Risk Grant - \$21,530 for transition specialist Mill Levy - \$21,530 for transition specialist	Beginning in 10/2013, monitor number of transitioned students contacted and supported, tracking type of	

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				support provided	
Ensure that the 5 P's are used as the basis for creating a positive classroom culture and that school rules are consistently enforced in classrooms	7/2013	Exec Director, Deputy Director, Academic Principal,	No additional cost	Regular observation beginning 7/2013 by management team, standing management team agenda item where discipline is discussed, monitoring of use of reflection room and student suspensions,	
Generate an attendance report from the principal's portal every other week to determine overall school attendance rate and to identify students in need of follow-up; use benchmark of 86.2% to determine whether additional resources or changes need to be made to improve attendance	7/2013	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting; use attendance benchmark of 86.2%	
Generate a report showing the percentage of trancies every other week; determine whether truancy rate is less than established benchmark; identify specific students in need of follow-up; use 7.7% as target rate to determine if additional resources are needed or changes in procedures need to be made	7/2013	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting; use benchmark of 4%	
Evaluate effectiveness of strategy through 1) classroom observation by administrators and external consultants; 2) teacher and parent feedback about classroom climate; 3) pre- and post-surveys of parents regarding the effectiveness of the support that they provide for their children's school success; 4) student satisfaction surveys, and 4) pre- and post-tests of student social-behavioral changes	Fall 2013 and Spring 2014 observations and assessments	Executive Director, external consultant	General Fund, \$2550	Classroom observation at least monthly; meetings with teachers at least quarterly, pretests completed no later than 10/2013, post-tests by 5/2014; analysis by 7/2014	
Discuss UIP with parents including all improvement strategies and make revisions or add new strategies based on input	8/2014 and 9/2014 parent meetings with principal	Executive Director, Deputy Director	Title I - \$1822 for refreshments at parent meetings	Agendas for August and September include UIP discussion; feedback discussed at management meetings; revisions as needed made to UIP	
Discuss UIP with teachers and make revisions based on teacher feedback	7/2014	Executive Director, Academic Principal	No additional cost	Agenda for July includes UIP discussion; feedback discussed at management meetings; revisions as needed	

				made to UIP	
Continue parent education program to increase the effectiveness of parents in supporting their children's achievement and increase the number of students participating in postsecondary education; make changes as needed based on focus group discussions with parents in 2013-2014 and parent survey results	Beginning in October 2014	Executive Director, Deputy Director	Mill Levy - \$95,000 for 2 FTE Counselors Title I - \$1822 for refreshments at parent meetings	Monitor staff and parent attendance at meetings; seek feedback from parents about effectiveness	
Ensure that all teachers use a daily introductory activity with students to set a context for instruction and to establish a classroom climate conducive to learning; where needed, introductory activity should also include basic skills review	Beginning 7/2014	Academic principal	None	Observation academic principal to ensure 100% compliance	
Provide additional individual and small group instruction during classes with particular focus on providing lower student-staff ratios for the most at-risk students	7/1/ 2014	Executive Director, Academic Principal	Mill Levy - \$62,000 for teacher assistants At-Risk Grant, \$6,070 for additional teaching staff Title I - \$46,000 additional teaching staff Mill Levy:\$47,000 for additional teaching staff Mill Levy - \$43,000 for additional teaching staff Mill Levy – \$20,263 for classroom tutors At-Risk Grant - \$5,000 for classroom teacher assistants Mill Levy - \$65,000 for classroom teacher assistants	Observation that tutoring is in place and effective.	
Staff a reflection room as a place to send students when they are disruptive in class	Open on first day of school 2014-2015	Human Services coordinator, academic principal	At-Risk Student Services Grant - \$21,540	Staffing in place by 7/2014; review effectiveness with management team and all staff in 4/2015; identify changes for 2015-16 school year	
Complete ICAPs for all new students – update ICAPs for existing students	Initiate in 10/2014 and complete by	School Counselors, Human Services	Mill Levy - \$95,000 for two counselors	Complete ICAPs for transitioning students by	

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	5/2015	Coordinator		1/2014; monitor percentage of students with completed ICAPs monthly beginning in 11/2015	
Complete grade level activities on the College in Colorado website	Ongoing starting in 10/2014	Human Services Coordinator, School Counselors	Mill Levy - \$95,000 for two counselors	Monitory percentage of completed activities monthly based on a previously developed pacing guide	
Implement a career exploration component of the advisement program.	Ongoing starting in 10/2014	School Counselors, Human Services Coordinator	Mill Levy - \$95,000 for two counselors	Begin teaching in career exploration in 11/2014; monthly monitoring of progress in teaching curriculum beginning in 12/2014 using previously developed pacing and planning guide	
Continue to infuse an atmosphere of post-secondary education participation in the school by bringing in community members who have graduated from a post-secondary institution	Ongoing starting in 7/2013	School Counselors, Human Services Coordinator	Mill Levy - \$95,000 for two counselors	At least one speaker quarterly with monitoring by Human Resources Coordinator	
Participate in the Journey Through Our Heritage Program at MSC	Ongoing starting in 10/2013	School Counselors, Human Services Coordinator	Mill Levy - \$10,000	Meet with JTOH staff by 9/2013; activity plan by 10/2013; monitor activity completion monthly; meet quarterly with students and staff to get feedback about program effectiveness	
Take tours of college campuses (grade 9 students) and shadow students (grade 10 students)	Complete by 3/14	School Counselors	Mill Levy - \$95,000 for two counselors	Tours planned by 11/13 and completed by 3/14	
Bring in college admissions counselors to speak with staff.	Complete by 3/14	School Counselors	Mill Levy - \$95,000 for two counselors	At least three different admissions counselors come to speak with students, one first semester and two second semester	
Use resource specialists to counsel with students who are having difficulty getting motivated to succeed academically	Beginning in 8/2014	Executive Director and Human Services coordinator	At-Risk Student Services Grant - \$43,080 Mill Levy - \$21,540	Review students counseled weekly; review effectiveness of counseling monthly at	

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				management meetings	
Retain high quality counselors through high quality professional development including earning certification in addiction counseling, attendance at CSCA fall conference and summer workshop	Ongoing beginning in 7/2014 through 6/2015	Human Services Coordinator	Mill Levy - \$2000,	Monitor enrollment and progress in addiction counseling courses	
Use Youth Transition Specialist to assist students in transitioning to neighborhood schools	8/2014	Executive Director, Human Services Coordinator	At-Risk Grant -\$21,530 for transition specialist Mill Levy - \$21,530 for transition specialist	Beginning in 10/2014, monitor number of transitioned students contacted and supported, tracking type of support provided	
Review the 5P's at the beginning of the year and again once each quarter to better ensure teachers and students make use of this tool	7/2014	Exec Director, Deputy Director, Academic Principal,	No additional cost	Regular observation beginning 7/2014 by management team, standing management team agenda item where discipline is discussed, monitoring of use of reflection room and student suspensions,	
Generate an attendance report from the principal's portal every other week to determine overall school attendance rate and to identify students in need of follow-up; use benchmark of 86.2% to determine whether additional resources or changes need to be made to improve attendance	7/2014	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting; use attendance benchmark of 86.2%	
Generate a report showing the percentage of trancies every other week; determine whether truancy rate is less than established benchmark; identify specific students in need of follow-up; use 7.7% as target rate to determine if additional resources are needed or changes in procedures need to be made	7/2014	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting; use benchmark of 7.7%	
Evaluate effectiveness of strategy through 1) classroom observation by administrators and external consultants; 2) teacher and parent feedback about classroom climate; 3) pre- and post-surveys of parents regarding the effectiveness of the support that they provide for their children's school success; 4) student satisfaction surveys, and 4) pre- and post-tests of student social-behavioral changes	Fall 2014 and Spring 2015 observations and assessments	Executive Director, external consultant	General Fund, \$2550	Classroom observation at least monthly; meetings with teachers at least quarterly, pretests completed no later than 10/2014, post-tests by 5/2015; analysis by 7/2015	

Major Improvement Strategy #5 Provide general supports to all students and intensive supports to identified students with a priority on serving those students attending less than 50% of instructional days. . Research Support: Henderson, Anne T., Ed.; Berla, Nancy, Ed. New Generation of Evidence: The Family is Critical to Student Achievement.. National Committee for Citizens in Education, Washington, DC, 1994. Judith Martinez. PARENTAL INVOLVEMENT: KEY TO STUDENT ACHIEVEMENT. National Center for School Engagement at THE COLORADO FOUNDATION FOR FAMILIES AND CHILDREN, 2004. Ruby Larson. Teacher-Student Relationships and Student Achievement. University of Nebraska at Omaha, 2011. Margaret C. Wang; Geneva D. Haertel. Teacher Relationships. A digest of research from the Laboratory for Student Success No. 309, 1995. **Root Cause(s) Addressed:** 3. Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized

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

- ☒ 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 (2013-2014 and 2014-2015)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Use resource specialists and counselors to counsel with students who are having difficulty attending	Ongoing beginning in 8/2013	Executive Director and Human Services Coordinator	At-Risk Student Services Grant - \$43,080 Mill Levy - \$21,540 Mill Levy - \$95,000 for two counselors	Review students counseled weekly; review effectiveness of counseling monthly at management meetings	
Use an attendance tracker to find students who are not attending and bring them to school	Ongoing beginning in 7/2013	Human Services Coordinator	At-Risk Grant -\$21,530 for attendance tracker Mill Levy - \$21,530 for attendance tracker General Fund – data specialist for \$45,000	Attendance tracker in place in July 2013, staff assigned to overseeing tracker's work in 7/2013, and monitor trackers success in bringing students to school in 7/2013	
Make revisions to the system for tracking whether or not students bring notes from home for absences	Ongoing beginning in 7/2013	Human Services Coordinator, IT specialist, data manager	No additional cost	System in place in 7/2013 and identifying situations where follow-up is needed in weekly attendance meetings	
Follow-up with students and families as needed to get notes for excused absences	Ongoing beginning in 7/2013	Human Services Coordinator and data manager	No additional cost	Assign staff responsible for following up; review progress at weekly management	

School Code: 1866

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				meetings	
Establish a weekly attendance meeting to identify students in need of additional support because of non-attendance	Ongoing beginning in 7/2013	Human Services Coordinator	No additional cost	Weekly meetings in place in 7/2013	
Identify and provide for the needs of non-attenders including individual and family counseling, referral to outside agencies, attendance contracts, and providing extra work to make up credits	Ongoing beginning in 7/2012	Human Services Coordinator	Mill Levy - \$95,000 for two counselors	Establish an agenda item at the weekly attendance meeting about who will follow-up with students (July 2013); monitor implementation	
Establish incentives to encourage all students to attend school	Ongoing beginning in 7/2013	Executive Director and Human Services Coordinator	Mill Levy: Student Subsidy: \$10,750	Develop plan, including timelines, for implementation of incentive plan	
Weekly training and support meetings with parents to educate them about how to support the school success of their children and provide information about access to higher education - refreshments and multi-cultural family counseling specialist	Weekly during the school year starting 7/20/2013	Human Services Coordinator, resource specialists, counselors	21 st CCLC Grant - \$3,549 for refreshments at family nights; Title I - \$1822 for refreshments at parent meetings	Number of parents attending; feedback from parents about helpfulness	
Ongoing parent and student meetings with executive director to discuss student needs, progress, and school wide issues – refreshments	At a minimum, monthly during school year starting in July	Executive Director	General Fund - \$600	Number of parents attending; feedback from parents about helpfulness	
Generate an attendance report from the principal's portal every other week to determine overall school attendance rate and to identify students in need of follow-up	7/2013	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting	
Generate a report showing the percentage of trancies every other week; determine whether truancy rate is less than established benchmark; identify specific students in need of follow-up	7/2013	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting	
Peace in the Community events that bring all parents and students together to celebrate school successes and emphasize the importance of post-secondary education.	Once each semester during the school year in 2013-2014	Human Services Coordinator, resource specialists, counselors	General Fund - \$3,750 for meals for parents and students	Number of parents and students attending; feedback from participants about helpfulness	
Evaluate effectiveness of strategy through ongoing review of attendance data, end-of-year data for student attendance, and input from parents.	Fall 2013 and Spring 2014 observations and	Executive Director, external consultant	Evaluation consultant: Local Funds, \$2000; 21 st CCLC Grant, \$7500	Review of attendance data monthly and end of year report from external evaluator	-

	assessments				
Provide internships for 1 MSW interns in order to develop intervention plans for identified students and families and provide intensive counseling	Begin 8/2013	Executive Director, Human Services Coordinator	No additional cost	Interns in place by 9/2013	
Convene BPAC to review services for students who are ELL and to make suggestions for improvement	8/2013	Executive Director, Human Services Coordinator	No additional cost	BPAC established by 10/2013; meetings documented at least quarterly	
Use resource specialists and counselors to counsel with students who are having difficulty attending	Ongoing beginning in 8/2014	Executive Director and Human Services Coordinator	At-Risk Student Services Grant - \$43,080 Mill Levy - \$21,540 Mill Levy - \$95,000 for two counselors	Review students counseled weekly; review effectiveness of counseling monthly at management meetings	
Use an attendance tracker to find students who are not attending and bring them to school	Ongoing beginning in 7/2014	Human Services Coordinator	At-Risk Grant -\$21,530 for attendance tracker Mill Levy - \$21,530 for attendance tracker General Fund – data specialist for \$45,000	Attendance tracker in place in July 2014, staff assigned to overseeing tracker's work in 7/2014, and monitor trackers success in bringing students to school beginning in 7/2014	
Make revisions to the system for tracking whether or not students bring notes from home for absences	Ongoing beginning in 7/2014	Human Services Coordinator, IT specialist, data manager	No additional cost	System in place in 7/2014 and identifying situations where follow-up is needed in weekly attendance meetings	
Follow-up with students and families as needed to get notes for excused absences	Ongoing beginning in 7/2014	Human Services Coordinator and data manager	No additional cost	Assign staff responsible for following up; review progress at weekly management meetings	
Establish a weekly attendance meeting to identify students in need of additional support because of non-attendance	Ongoing beginning in 7/2014	Human Services Coordinator	No additional cost	Weekly meetings in place in 7/2014	
Identify and provide for the needs of non-attenders including individual and family counseling, referral to outside agencies, attendance contracts, and providing extra work to make up credits using Aztec Learning and Project Lead the Way	Ongoing beginning in 7/2013	Human Services Coordinator	Mill Levy - \$95,000 for two counselors 21 st CCLC Grant - \$150,000	Establish an agenda item at the weekly attendance meeting about who will follow- up with students (July 2014); monitor implementation	
Establish incentives to encourage all students to attend	Ongoing	Executive Director and	\$500 estimated from General	Develop plan, including	

school	beginning in 7/2014	Human Services Coordinator	Fund	timelines, for implementation of incentive plan	
Continue weekly training and support meetings with parents to educate them about how to support the school success of their children and provide information about access to higher education - refreshments and multi-cultural family counseling specialist	Weekly during the school year starting 7/20/2014	Human Services Coordinator, resource specialists, counselors	21 st CCLC Grant - \$3,549 for refreshments at family nights; At-Risk Student Services Grant - \$8,000 for multi-cultural family specialist Title I - \$1688 for refreshments at parent meetings	Number of parents attending; feedback from parents about helpfulness	
Ongoing parent and student meetings with executive director to discuss student needs, progress, and school wide issues – refreshments	At a minimum, monthly during school year starting in July	Executive Director	General Fund - \$600	Number of parents attending; feedback from parents about helpfulness	
Generate an attendance report from the principal's portal every other week to determine overall school attendance rate and to identify students in need of follow-up	7/2014	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting	
Generate a report showing the percentage of trancies every other week; determine whether truancy rate is less than established benchmark; identify specific students in need of follow-up	7/2014	Deputy Director, Data Manager	No additional cost	Generating report twice monthly and discussion of report at regular attendance meeting	
Provide internships for 1 MSW interns in order to develop intervention plans for identified students and families and provide intensive counseling	Begin 8/2014	Executive Director, Human Services Coordinator	No additional cost	Interns in place by 9/2014	
Convene BPAC to review services for students who are ELL and to make suggestions for improvement	8/2014	Executive Director, Human Services Coordinator	No additional cost	BPAC established by 10/2014; meetings documented at least quarterly	
Peace in the Community events that bring all parents and students together to celebrate school successes and emphasize the importance of post-secondary education.	Once each semester during the school year	Human Services Coordinator, resource specialists, counselors	General Fund - \$3,750 for meals for parents and students	Number of parents and students attending; feedback from participants about helpfulness	
Evaluate effectiveness of strategy through ongoing review of attendance data, end-of-year data for student attendance, and input from parents in focus groups conducted twice annually	Fall 2014, mid-year, and Spring 2015 observations and assessments	Executive Director, external consultants	Evaluation consultant: Local Funds, \$2000; 21 st CCLC Grant, \$7500	Review of attendance data monthly and end of year report from external evaluator	

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)