

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2398 School Name: EAST HIGH SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	78.19%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	43.08%	
		W	-	-	50%	-	-	61.18%	
		S	-	-	50%	-	-	65.45%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	9	-	-	54	
		M	-	-	79	-	-	53	
		W	-	-	37	-	-	56	
ELP	-	-	74	-	-	57			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate 88% using a 5 year grad rate</p>	Meets	<p>Overall Rating for Post Secondary Readiness: Meets</p>
	<p>Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Meets	
	<p>Dropout Rate Expectation: At or below State average overall.</p>	3.6%	1.6%	Meets	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	20	21.4	Meets	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
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.	

Improvement Plan Information

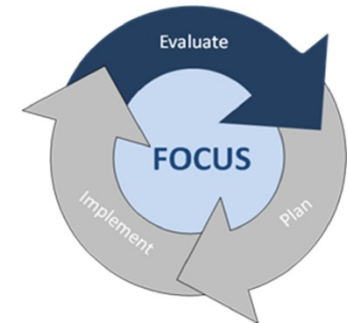
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Andy Mendelsberg
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	Phone	720-423-8414
	Mailing Address	1600 City Park Esplanade Denver, CO 80206

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: 78% Prof and Adv	R: 76% Prof and Adv	The math targets were met through the work of the math department focusing on common assessments and standards alignment. Reading did not meet their target, but did grow two percentage points from 2011 and four points from 2008. Growth Percentiles were not completely understood or targeted. Our graduation rate goal was exceeded through intentional programs, such as RTI and consistent support and monitoring of off-track students.
	M: 40% Prof and Adv	M: 41% Prof and Adv	
Academic Growth	R: 60	R: 53.5	
	M: 60	M: 53	
Academic Growth Gaps	R: Minority 62 Non-Minority: 60	R: Minority 49 Non-Minority: 56	
	M: Minority 62 Non-Minority 60	M: Minority 52 Non-Minority 52	
Post-Secondary Readiness	Grad Rate: 83.3% of 12 th Graders	CDE Grad Rate: 88%	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Dropout Rate: Decrease dropout rate to 1.4%	Dropout Rate: 2%	
	Mean ACT: 21	Mean ACT: 21	

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading 2010-74.3%; 2011- 74% 2012 – 76% Math 2010 – 39.7%; 2011 - 40% 2012 – 41% Writing 2010 – 56%; 2011 – 60%; 2012 – 59% (See Status Reports Below)	Our priority need is to increase levels of CSAP proficiency in reading and math.	There is a need for a greater level of instructional experiences in math and reading that are affectively and instructionally engaging to all students. This need has resulted in partially proficient and unsatisfactory achievement in Math and Reading. We are experiencing a need to more consistently engage students in both rigorous and relevant learning experiences in mathematics. We are currently providing a lack of consistent application of successful math strategies.
	CSAP/TCAP scores have slightly increased in math from 2009-2012 (36%-41%) (See Status Reports Below)	Although math scores experienced an increase in overall performance, many African-American and Hispanic students are performing below proficiency in Math.	There is a need for a greater school-wide emphasis on minority students targeted for math support.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	Although reading has sustained growth above 50 th percentile over the past three years it continues to fluctuate. (2010 – 59, 2011 – 53, 2012 – 53.5) (See District Disaggregated, State Growth Charts and CELA Growth Table Below)	Our priority is to stabilize the trend and maintain a percentile above 50.	Need to improve authentic student engagement by focusing on reading and experiential learning activities across all content areas.
	Math continues to fluctuate in growth percentile with a, 48 th percentile in 2010, to 51 st percentile in 2011 to a 53 percentile in 2012 (See District Disaggregated, State Growth Charts and CELA Growth Table Below)	Our priority is to stabilize the trend and maintain a percentile above 50.	Need to continue to use support classes such RTI double block Math to our ninth and tenth grade students.
Academic Growth Gaps	East reduced the math growth gap between minority and non-minority students over the last three years, with minority median growth percentiles versus non-minority. 47 versus 51 in 2010, 49 versus 55 in 2011 and finally 53 versus 52.5 in 2012. In 2012 our minority growth percentile surpassed our non-minorities. (See District Disaggregated Growth Charts Below)	Our priority is to continue to increase the growth percentiles of our minority students.	Need to increase culturally responsive professional development and targeting math strategies for differentiated instruction to continue to reduce academic gaps and sustain the growth. Need to create support systems in math, such as tutoring or intentional inclusion models, to reduce academic gaps.
	There continues to be a persistent gap in reading growth between minority and non-minority students over the last three years. Minority growth percentiles versus non-minority at 56 versus 64 in 2010, 48 to 58 in 2011 and 49 versus 56 in 2012. (See District Disaggregated Growth Charts Below)	Our priority is to close the gap among minority and non-minority students	Need to increase culturally responsive professional development targeting reading strategies for differentiated instruction to reduce academic gaps. Need to create support systems in reading, such as tutoring or intentional inclusion models, to reduce academic gaps. Need to continue aligning reading curriculum to provide access for minority students.
Post Secondary & Workforce Readiness	The graduation rates continues to rise from, 81.20% (2010), to 83.3% (2011) to 87.96% (2012).	The priority is to continue to implement post-secondary planning and readiness systems to ensure all students are on-track	Need to continue aligning the post-secondary readiness systems to include all grade levels. Implement a plan to systematically support all students with our Response to Intervention system.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>We continue to experience an increase in composite scores on the ACT from 21.2 (2010), to 21.5 (2011) to 21.8 (2012). Concerns persist about the gap between higher and lower performing student groups. (See ACT Table Below)</p>	<p>to graduate.</p> <p>The priority is to increase the overall composite score while focusing on closing the gap of our minority students.</p>	<p>Need to continue to align six year post-secondary readiness plan with a concentration on individual guidance for the ACT. We will maintain our current strategy of educating students to understand their EXPLORE, PLAN, and ACT results and then creating a plan to improve their scores.</p>

Data Narrative for School

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

Data Narrative for School

<p>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).</p>		<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p>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.</p>
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Narrative: In an age which often seems careless with tradition, East High School prides itself as the Denver Public Schools' "flagship" in its long-standing educational service to the students and families of Denver. East provides a rigorous and balanced learning experience for over 2300 students in our ethnically, culturally, linguistically and economically diverse community. East's creative and bold academic offerings, along with support classes to promote success, provide students with the very highest levels of academic rigor and the greatest opportunity for success in college and beyond. East boasts the highest rate of performance for any traditional Denver high school on the TCAP 2012. Also, we provide our students with the greatest number of Advanced Placement opportunities (23) in the Denver Public Schools. Strong Academic Success and Advancement via Individual Determination (AVID) programs are examples of the many investments we make that are devoted to supporting our students into their college and work experiences. Examples of other engaging classroom experiences include: Architecture and Engineering, Vocal and Instrumental Music, JROTC, Speech and Debate, East Theater Company, Student Newspaper, Constitutional Scholars, Painting/Drawing, Ceramics, Photography, Business and many more.

Alumni, Parent and Community partnerships are also strengths of East High School. From the active P.T.S.A., to the Angel Foundation, the Student Assistance Fund and the Angel Pride Committee, our students' interests are well guarded and supported by an incredible number of volunteers and community leaders. Businesses and non-profits, from Kiwanis to Goodwill Enterprises, to the Denver Scholarship Foundation (and many, many more), support our students on a daily basis to ensure their health and well-being, their academic success and their orientation toward successful futures.

Over 60% of our students “choose” into East high school while residing in other school boundary areas. In addition, we are the only fully inclusive and traditional D.P.S. high school that maintains a waitlist (over 200 students are currently on that list). East is a highly select school in the Denver Community. While we are not a “program school” for second language learners, we serve approximately 100 students who are second language learners and whose parents have opted for them to be immersed in the East climate and experience. We are an Indian Focus School, providing specific programs and services for our school district’s Native American population. Also, we serve a large number of Special Education students, accommodating “center programs” for the hearing impaired and for more significantly disabled students.

While we are extremely proud of our accomplishments as a traditional urban high school, we are very concerned and continue to work vigorously to close the achievement gaps between our minority and non-minority students. Using data from the School Performance Framework, the CSAP scores, and the ACT, it is apparent that we must continue to implement intentional academic programming to focus on closing these achievement gaps. Our main areas of focus for this year are Math and Reading achievement. East High School students have experienced strong academic growth within two of the last three years (as indicated above by TCAP outcomes) over the course of the last three school years.

Growth was consistent across the two of the three years, with the same populations showing low performance over time. The school moved from Average to High performing between '07 and '08 and has since sustained this level of performance, we are currently a “Green” or “Meets Expectations” school on the school performance framework, aiming for Blue. While a significant achievement gap persists as our greatest academic challenge, acceleration and support programming for 9th and 10th graders came into play during the '08-'09 school year, and we are confident that these actions will support continued significant growth for our students and will help to close the achievement gap.

At this time, our priority need is to increase Reading and Math CSAP achievement to a level of proficiency, utilizing accelerated educational experiences, such as: Academic Support Classes, Heterogeneous Classes, culturally responsive professional development, a focus on high impact instructional moves, and RTI Reading and Math Classes. The root causes for our academic gaps and low proficiency in Reading and Math stem from our need to increase professional development targeting Math and Reading strategies for differentiated instruction, create support systems in Reading and Math, such as tutoring or intentional inclusion models, and to continue aligning the Reading and Math curricula to provide access for minority students. The evidence that we use to verify these findings are TCAP scores, ACT Scores, Advanced Placement reporting and the School Performance Framework.

Data Charts and Tables Referred to in the Data Narrative and Priority Performance Challenges Table Above

School Performance Framework 2011-2012 Stoplight Summary Scorecard
East High School
Region: Secondary Schools

Enrollment	2313
%FRL:	35.5%
%Minority Combined:	48.9%
%ELL:	3.8%
%SPED	8.2%

Meets Expectations

SPF2012 Overall Score

	Earned Points	Possible Points	% of Points Earned	Stoplight
High School Level				
1.Student Progress Over Time--Growth	49	85	58%	Meets
2.Student Achievement Level--Status	30	33	91%	Exceeds
3.Post-Secondary Readiness Growth	46	82	56%	Meets
4.Post-Secondary Readiness Status	48	59	81%	Exceeds
5.Student Engagement	4	6	67%	Meets
15.3 Center-Based Program Offerings	3			3 Points
6.Re-Enrollment	3	4	75%	Meets
16.4 Enrollment Change Bonus Points				
7.Parent Satisfaction	6	6	100%	Exceeds
Overall School	189	275	69%	Meets Expectations

TCAP Status Reports

East High School										
	Change 2008 to 2009		Change 2009 to 2010		Change 2010 to 2011		Change 2011 to 2012		Current Trend	
2008	2009	2009	2010	2010	2011	2011	2012	2012		

East High School										
	Change 2008 to 2009		Change 2009 to 2010		Change 2010 to 2011		Change 2011 to 2012		Current Trend	
2008	2009	2009	2010	2010	2011	2011	2012	2012		

Reading

Grade	2008	2009	2009	2010	2010	2011	2011	2012	2012	Current Trend	
09	71 %	71 %	0 %	72 %	1 %	72 %	0 %	74 %	2 %	↑	1
10	72 %	77 %	5 %	75 %	-2 %	76 %	1 %	80 %	4 %	↑	2
Overall	72 %	74 %	2 %	73 %	-1 %	74 %	1 %	76 %	2 %	↑	2

Met District Change	1	0	0	0
Beat District Change	0	0	2	1
Total Tests	2	2	2	2

Gray School change met or higher than District

Math

Grade	2008	2009	2009	2010	2010	2011	2011	2012	2012	Current Trend	
09	40 %	37 %	-3 %	40 %	3 %	42 %	2 %	42 %	0 %	↔	1
10	31 %	34 %	3 %	37 %	3 %	37 %	0 %	40 %	3 %	↑	1
Overall	35 %	36 %	1 %	39 %	3 %	40 %	1 %	41 %	1 %	↑	5

Met District Change	0	0	0	1
Beat District Change	1	1	1	0
Total Tests	2	2	2	2

Gray School change met or higher than District

East High School										
	Change 2008 to 2009		Change 2009 to 2010		Change 2010 to 2011		Change 2011 to 2012		Current Trend	
2008	2009	2009	2010	2010	2011	2011	2012	2012		

East High School										
	Change 2008 to 2009		Change 2009 to 2010		Change 2010 to 2011		Change 2011 to 2012		Current Trend	
2008	2009	2009	2010	2010	2011	2011	2012	2012		

Writing

Grade	2008	2009	2009	2010	2010	2011	2011	2012	2012	Current Trend	
09	56 %	57 %	1 %	55 %	-2 %	61 %	6 %	60 %	-1 %	↓	1
10	54 %	60 %	6 %	57 %	-3 %	59 %	2 %	57 %	-2 %	↓	1
Overall	55 %	59 %	4 %	56 %	-3 %	60 %	4 %	59 %	-1 %	↓	1

Met District Change	0	2	0	0
Beat District Change	1	0	2	0
Total Tests	2	2	2	2

Gray School change met or higher than District

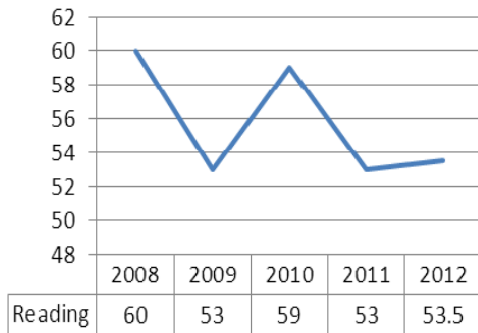
Science

Grade	2008	2009	2009	2010	2010	2011	2011	2012	2012	Current Trend	
10	49 %	58 %	9 %	54 %	-4 %	60 %	6 %	61 %	1 %	↑	2
Overall	49 %	58 %	9 %	54 %	-4 %	60 %	6 %	61 %	1 %	↑	2

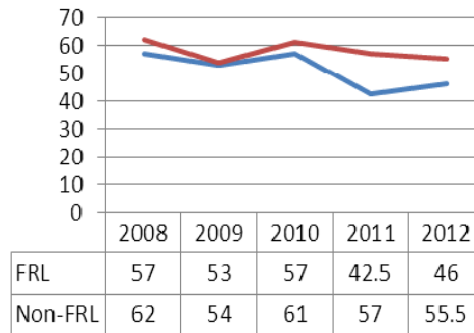
Met District Change	0	0	0	0
Beat District Change	1	0	1	0
Total Tests	1	1	1	1

TCAP District Disaggregated Growth Reports And State Growth Charts

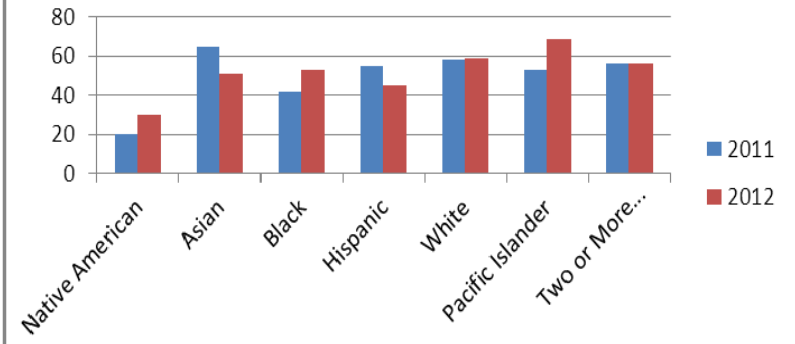
TCAP Reading MGP



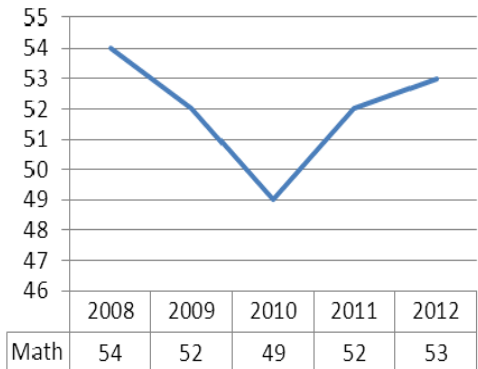
TCAP Reading MGP



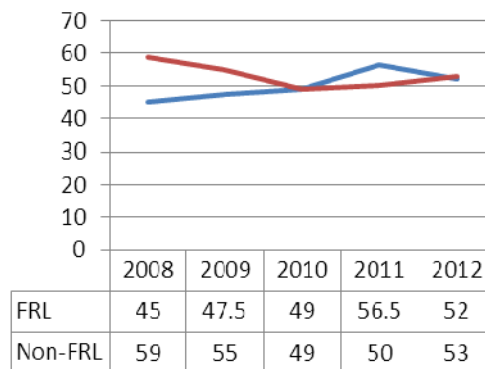
TCAP Reading MGP



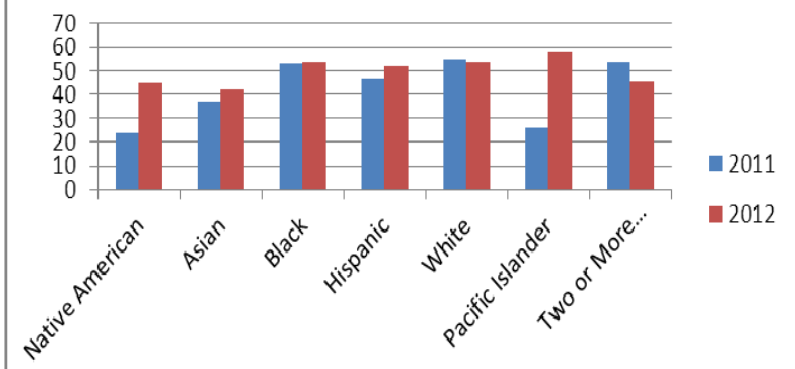
TCAP Math MGP



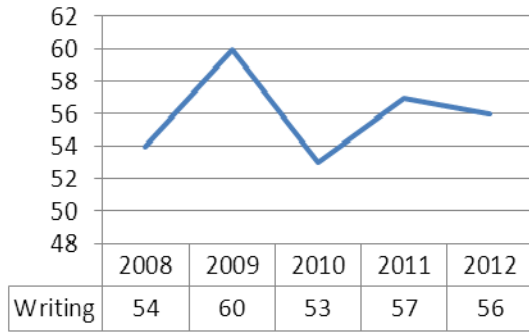
TCAP Math MGP



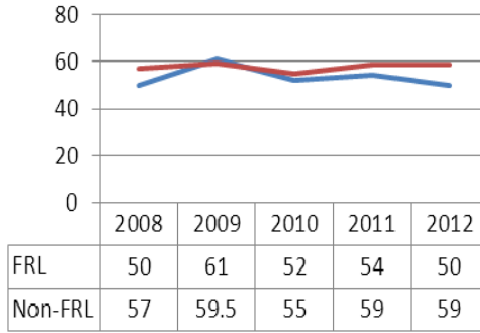
TCAP Math MGP



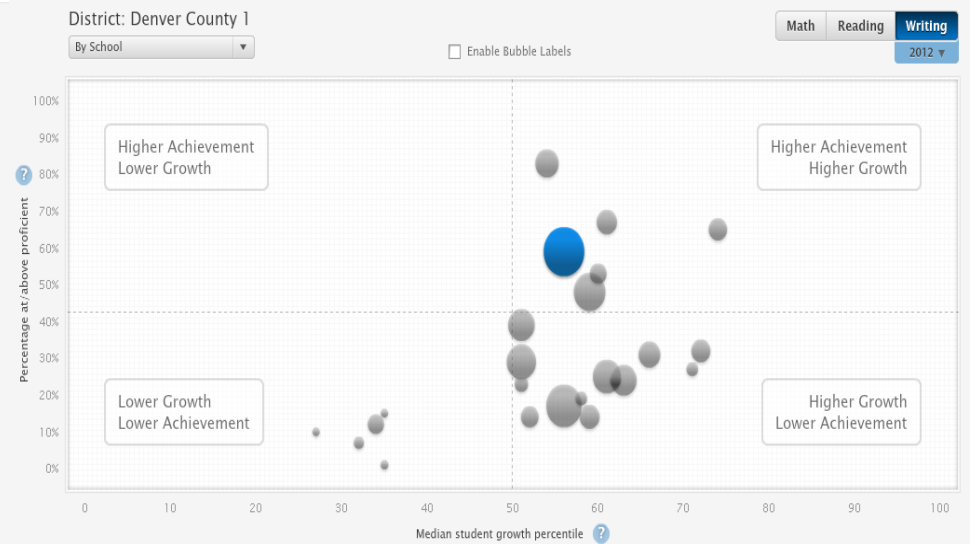
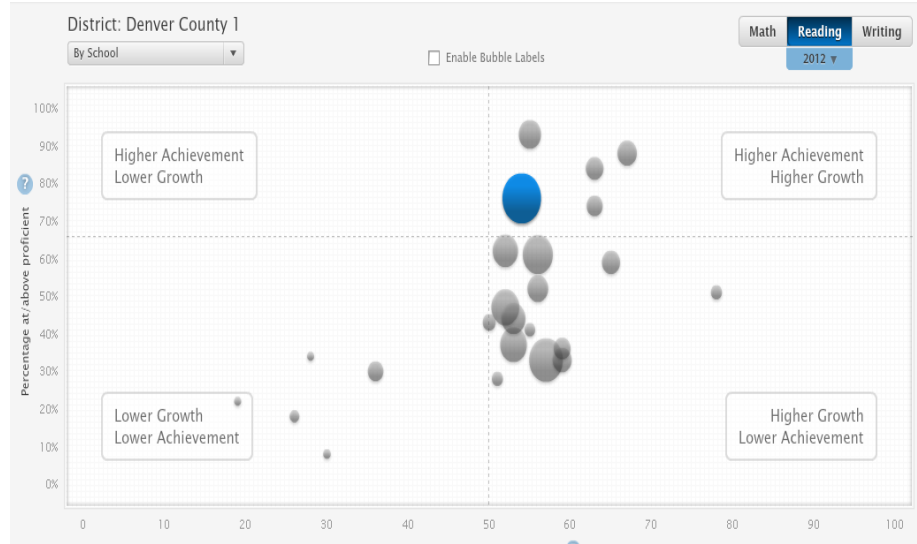
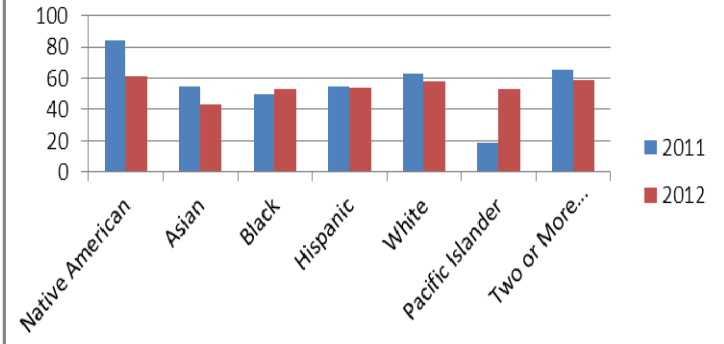
TCAP Writing MGP



TCAP Math MGP



TCAP Writing MGP



CELA Median Growth Percentiles

East High School Overall

Grade	2009	2010	09-10 Change	2011	10-11 Change	2012	11-12 Change
09	**	**	**	**	**	**	**
10	**	**	**	**	**	**	**
11	**	**	**	**	**	**	**
12	**	**	**	**	**	**	**
All	73.5	54.0	-19.5	59.5	5.5	56.0	-3.5

DPS CELA Median Growth Percentiles

09	47.0	55.0	8.0	50.0	-5.0	52.0	2.0
10	46.0	52.0	6.0	48.5	-3.5	47.0	-1.5
11	44.0	43.0	-1.0	48.0	5.0	42.0	-6.0
12	43.5	46.0	2.5	52.0	6.0	41.0	-11.0

ACT Score Report

East High School			English			Reading			Math				Science
ACT Scores	Total N	ACT Overall	English Overall	Usage/ Mech	Rhet Skills	Reading Overall	Soc Stud/ Sci	Arts / Lit	Math Overall	Elem Algebra	Alg / Coord Geom	Plane Geom / Trig	Science Overall
African-American/Black	92	17	16	7	8	17	8	8	17	8	9	9	18
American Indian/Alaskan Native	2	19	20	10	10	20	9	12	17	8	10	9	16
Caucasian-American/White	213	25	25	13	13	25	13	13	25	13	12	13	24
Mexican-American/Chicano/Latin	124	19	19	9	10	19	10	10	19	10	10	10	20
Asian-American/Pacific Islander	6	23	24	13	12	23	12	12	22	12	12	10	21
Multiracial	15	19	19	9	10	19	9	10	19	9	10	10	18
Other	41	20	20	9	11	20	10	10	20	10	10	10	20
No response	22	20	20	10	10	21	11	11	20	10	10	11	19
Female	261	21	21	10	11	22	11	11	20	10	10	10	21
Male	254	22	21	10	11	21	11	10	22	11	11	11	22
Free/Reduced	131	17	16	7	8	17	8	8	18	9	9	9	17
Non-Free/Reduced	384	23	23	11	12	23	12	12	22	11	11	11	22
ELL	8	17	15	7	8	17	8	8	18	8	9	9	17
Exited ELL (including m1 & m2)	42	19	18	8	10	18	9	10	19	10	10	10	20
Non-ELL	465	23	23	11	12	23	12	12	22	11	11	11	22
SPED	29	14	11	5	6	14	7	6	15	6	8	7	15
Non-SPED	485	22	22	11	11	22	11	11	22	11	11	11	22
2012 District Average	3837	18	17	8	9	17	9	8	18	9	9	9	18
2012 School Average	515	21	21	10	11	22	11	11	21	11	11	11	21

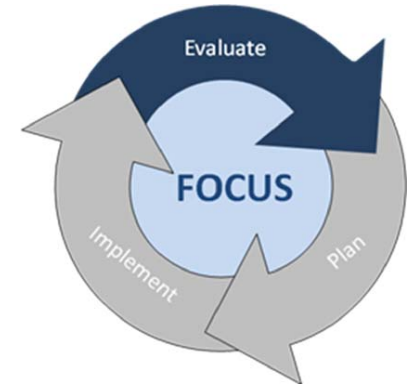
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Our priority need is to increase reading TCAP achievement levels of proficiency.	78%	80%	District Fall and Spring Interim Measures	Compass Program, RTI and Culturally Responsive Teaching
		M	Although math scores experienced an increase in overall performance, many African-American and Hispanic students are performing below the non-minority students.	43%	46%	District Fall and Spring Interim Measures	Compass Program, RTI and Culturally Responsive Teaching
		W	Our priority need is to increase reading TCAP achievement levels of proficiency.	62%	65%	District Fall and Spring Interim Measures	Compass Program, RTI and Culturally Responsive Teaching
		S	Our priority need is to increase reading TCAP achievement levels of proficiency.	63%	65%	District Fall and Spring Interim Measures	Compass Program, RTI and Culturally Responsive Teaching
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Our priority is to stabilize the trend and maintain a percentile above 50.	56	60	District Fall and Spring Interim Measures	Compass Program, RTI and Culturally Responsive Teaching
		M	Our priority is to stabilize the trend and maintain a percentile above 50	56	60	District Fall and Spring Interim Measures	Compass Program, RTI and Culturally Responsive Teaching
		W	Our priority is to stabilize the trend and	58	60	District Fall and Spring	Compass Program, RTI and Culturally Responsive

			maintain a percentile above 50.			Interim Measures	Teaching
		ELP	Maintain a growth percentile of 56 or higher, and continue to out-perform the district on CELA/WIDA Median Growth Percentiles	57	60	District Fall and Spring Interim Measures	
Academic Growth Gaps	Median Student Growth Percentile	R	Increase growth percentiles of minority students from 53 for African American students in 2012 to 56 and Hispanic students from 45 to 53.	56/53	60/56	District Fall and Spring Interim Measures	
		M	Maintain a high growth percentile (over 54) for minority students.	55	60	District Fall and Spring Interim Measures	
		W	Increase growth percentiles of minority students from 53 for African American students in 2012 to 56 and Hispanic students from 54 to 58.	56/58	60	District Fall and Spring Interim Measures	
Post Secondary & Workforce Readiness	Graduation Rate		The priority is to continue to implement post-secondary readiness systems to ensure all students are on-track to graduate.	90%	92%	Daily Student Status Report to check On-track status of all students	Post-Secondary strategies
	Disaggregated Grad Rate		The priority is to continue to implement post-secondary	90%	92%	Daily Student Status Report to check On-track status of all students.	Post-Secondary strategies and creation of Compass program.

		readiness systems to ensure all students are on-track to graduate.				
	Dropout Rate	The priority is to decrease the dropout rate.	1%	.7%		Post-Secondary strategies
	Mean ACT		22.5	23		Post-Secondary strategies

East High School Action Plan:

East High School’s major improvement strategies are a combination of three major programs: **Application of Culturally Responsive Pedagogy, The Creation of the Compass Program, and Post-Secondary Readiness Plan.** The first and second strategy is built upon the following critical elements, central to the Culturally Responsive philosophy:

East has an achievement gap that is as high as fifty percent. In response to the gap and in an attempt to fundamentally change the culture of the school to one that continuously problem solves based on all available data. East has taken on culturally relevant teaching practices. To support the teachers in this area, we have taken the following actions;

A yearlong book study involving all members of the East High School faculty and support staff will take place. This book study meets twice a semester (four times a year) using the work of Pedro Noguera. The book study also explores systemic barriers to student success at East.

A yearlong bi-weekly lunch discussion will happen. These discussions focus on individual teachers and their personal responses to working with students of color, ELL’s, low-income and other groups of students most affected by the achievement gap. These discussions are driven by the topics generated by the book study groups.

A weekly “try this” culturally responsive strategy suggestion will be sent out to all teachers to incorporate into their classes. These suggestions are generated both by administration and teacher suggestions.

The class of 2012 started their senior year with its African-American demographic at 81% of its ninth grade size and its Hispanic demographic at 72%. Comparatively, the White demographic was at 106% of its ninth grade size. Partially responsible for this change, 117 students failed two or more of their core classes during their ninth grade year. Demographically, about 90% of this group is students of color. Of this group, 12 remain enrolled at East with 7(6%) on track to graduate in May. Statistically our retention rate at East for students who fit this profile over the past four years stands at roughly 10%. Over the course of four classes (six years), it means the loss of approximately 400 of our lowest credited students from.

The Compass Project consists of a team of four teachers (Math, English, Science, Social Studies) teaching four core subject classes. The classrooms operate with teachers using a mix of small group direct instruction and self-paced project based approach. Projects are interdisciplinary when appropriate. Student assessment is primarily standards/competency based. Some part of the student grade reflects homework/attendance/class participation; however, students should move based on their ability to show mastery of content. Teachers will have the flexibility to group and regroup students not necessarily according to ability but by motivation.

Teachers have daily common planning. Once a week teachers use planning to meet with the administrator in charge and the roll-back counselor to review each student. The teacher/admin team replaces the deans in the referral process for in-class infractions. The deans continue to serve in the primary role for all non-classroom based issues. The teacher/admin team also replaces the deans in the attendance role. The teachers fifth period class time is set aside for office hours, student/parent meetings as well as home visits.

Students receive extra services to further support them during the year. There is a weekly men's and women's groups facilitated by both an adult and student volunteers. We also make use of the Metro observers in the classrooms as an "extra" adult to help facilitate individual learning. In addition, there are regularly scheduled tutors, both student and adult, to help with skill based remediation. Students are expected to conduct student led conferences during each parent conference (these must be attended by a parent) to defend their effort and achievement. Students are expected to schedule an additional conference when they expect to test out of a class.

Identifying and Implementing Interventions: Data Driven Decision Making

Once a student is involved with a Tier 2, Tier 3, or Special Education intervention, an intervention teacher monitors the student's progress carefully.

- Academic Success Classes, AVID, and other support classes
 - The number of sections and types of academic support classes offered is determined based on the needs of the student population. The CSAP scores of incoming freshmen are analyzed to determine the number of sections to serve freshmen. The success rates in core graduation requirements are analyzed to determine support classes for returning East students.
 - Students enrolled in a Tier 2 support class will check their grades and discuss their progress with their intervention teacher. Intervention teachers adjust the interventions provided based on the success of their students. If the intervention teacher has exhausted the supports available, the teacher will refer the student to the RTI team.
- RTI Monitoring Team
 - The RTI coordinator in collaboration with the counseling, discipline, and student services teams will identify students who have complex or extreme challenges that limit their ability to be successful at East. The RTI Problem Solving Team will discuss these students. Once the Problem Solving Team has put interventions in place, the RTI Monitoring team, on a weekly or bi-weekly basis, will check on the grades, attendance, and behavior of the student to determine the effectiveness of the plan. If the student is not making adequate progress, the Monitoring Team will make an appropriate referral.
- Special Education and the Student Intervention Team (SIT) process
 - Students who have received Tier 2 supports or have otherwise demonstrated significant need for academic or behavioral supports may be referred to the SIT team. The SIT team will then establish a plan to provide each student with interventions to meet the need of the individual student and to monitor the student on a weekly basis using one of the approved Curriculum Based Measurements (CBM's: e.g.

Aimsweb). This progress monitoring is done for a period of no less than 6 weeks. Based on the data gathered, the team will determine whether or not the student is making adequate progress with skills and / or behavior.

- If it is determined that the student is not making adequate progress the student will be referred to the Special Education Staffing team. The staffing team will determine whether the student would benefit from an IEP or if more intervention should be implemented.
 - If the student does make adequate progress, the interventions will be continued as necessary.
- Students on IEP's are to be progress monitored using CBM's by the SpEd case manager. If a student is not making adequate progress, the student will be referred to the staffing team to determine if changes need to be made in the IEP.

Culturally Responsive Team: Collaboration between Administrators, Teacher Leaders, Counselors, Support Staff, and Teachers

The Culturally Responsive team at East is made up of three sub-groups: RTI representatives, School Administration, and Professional Development Coordinator. The goal is for each sub-group to have members from administration, counseling, student services, and teachers. Information is shared frequently between each team in order to assure that all students' needs are being met.

- **Problem Solving Team**

- Each week the RTI coordinator, with input from Counselors, sets an agenda with 3 – 5 students with complex barriers to success or significant academic deficits. Each student's teachers, counselor, and dean will be invited to come to the meeting or provide feedback on the challenges the student faces, barriers to success, and interventions that have been tried.
- The RTI coordinator presents pertinent information to the team. The team creates a plan to address all concerns regarding the student and provides new interventions to address the student's needs.
- The RTI counselor records the plan and documents in the conference atom in IC. The RTI counselor and coordinator partner to assure that the plan is executed in a reasonable amount of time.
- Problem Solving Group meets every Tuesday from 3 – 4pm in the Social Room

- **Monitoring Team**

- Each week the Monitoring Team meets to double check that the RTI plan was implemented and to check the grades, attendance, and behavior for each student who has been discussed at a Problem Solving meeting. Early in the year, the team may be able to check each student each week. As the list grows longer, the team will monitor at least half the list each week.
- Monitoring team will take one of the following actions each time a student is checked:
 - No Change: continue to monitor the student weekly
 - RTI referral: refer back to RTI Problem Solving to revisit situation
 - SIT referral: all possible interventions have been exhausted, student is ready for SIT process
 - Admin referral: interventions have been exhausted and ineffective, refer to Admin team for a transition meeting
 - Counseling referral: send to counselor for change in programming or social / emotional support
 - Psych/Social referral: refer to School Psychologist or Social Worker for social / emotional support
 - Remove: student is exhibiting no signs of risk, interventions are sustainable, student has been successful over multiple grading periods, remove from monitoring roster
 - Refer to Colorado Youth for Change (CYC): student may benefit from a different school setting, CYC will meet with the student and family to assist in a possible transition
- The Monitoring Team and Problem Solving Teams will meet together for full-team meetings roughly once each six weeks. At these meetings, the Monitoring Group will share concerns about students, the team will discuss the effectiveness of interventions, and will refine the RTI system as a whole.
- Monitoring Team meets every Tuesday from 3 – 4pm in Room 109
- **SIT Team**
 - Each week the SIT chair, Staffing chair, School Psychologist and RTI coordinator meet to discuss and monitor the progress of students involved in the SIT process, to identify and discuss students eligible for SIT, and to develop the procedures and protocols of SIT.
 - The team will recruit, train, and maintain a team of designated consultants to work with referring teachers on the SIT process.
 - The team will collect SIT referrals and Bodies of Evidence, set initial meeting times, and work with referring teachers to establish an individualized SIT plan for each referred student. Once appropriate progress monitoring data is collected, the team will reconvene to review the evidence and either revisit the SIT plan or refer the student to the staffing team.
 - SIT team meets every Wednesday during period 8 in room 251B. Initial SIT meetings and other student-specific meetings are scheduled by the SIT chair to meet the needs of the student's family and the schedule of the referring teacher(s).

Our R.T.I. model continues to be a work-in-progress, however, do we believe this program is having a great impact on student achievement, closing the achievement gap and increasing our culturally responsive awareness. The second major strategy for student improvement is the Academic Success Class (ASC). ASC is a Tier 2 Intervention that provides the academic and affective skill development and support to students with a demonstrated need necessary to be academically successful at East in order to keep them on track for graduation through their junior year. ASC is an **OASIS** of support for students providing:

Organization skills
Affective skills and support
Self-Advocacy skills and support
Instructional support
Supplemental activities

There are four Program Goals:

- 1) To help students develop study and **O**rganizational skills to be successful in any East class
- 2) To provide positive adult and peer relationships (**A**ffective support) to encourage and recognize student success
- 3) To teach students to **S**elf-advocate and to develop interpersonal skills.
- 4) To provide targeted academic **I**nstructional support for students with demonstrated need in a core subject area

Outside of our R.T.I. Compass Program, on-track to graduate initiatives, ASC programs and professional development efforts we strongly believe that East High School students should be prepared for their post-secondary options. Within our Post-Secondary Readiness Program, we offer Concurrent Enrollment (CE), which allows high school students to take college classes. We offer CE students on-going tutoring and advisement to ensure academic success, as well as, support student preparation and transitions via advisory activities and college orientation, utilizing our Student Engagement Specialist. Counselors actively collaborate with college representatives so that we can assist with each student's experience. Our Student Engagement Specialist ensures that students fully understand their responsibility as college students. All students in are given an opportunity to take Advanced Placement Classes and we offer AP tutoring every Tuesday to help support students in this endeavor. East High School also offers a Summer College Ready Institute. This program is offered all students, interested in or taking an AP class the following year and consists of a one-week AP Content Skills building (DBQs, Science Labs, Math Practice problems, etc...) class in June, 2013. We will also offer all AP students an opportunity to take a three-week AP prep class, which will address the multiple academic skills needed to achieve success in an AP level class. Another option for students at East High School is our AVID Program. AVID is offered to all grade levels and once a member, students are scheduled into a yearlong class where they are taught

and lead by AVID trained teachers. This program allows students to learn college-ready skills and practices. They also visit colleges and experience various guest speakers through the year. One major aspect to our Post-Secondary Readiness Program is having Counselors meet with each grade level twice a year to discuss the college application process and to help students complete their PEP on Naviance. Counselors are also very involved in the college-planning phase with students. Each year they meet individually with their caseload of seniors and discuss each student's college aspirations and the process of getting into college. Counselors are instrumental in the college process and most students request a college recommendation letter from their counselor. East High School also implemented a new position, Student Engagement Specialist, this year to provide accountability for all ninth graders with a D or F and provides guidance on a plan for success. This person helps to ensure all ninth graders remain On-track to graduate by using a weekly academic report and calling in students to discuss their situation.

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Application of Culturally Responsive Pedagogy **Root Cause(s) Addressed:** The school has not consistently provided instructional experiences for our students of color or second language learners that affectively and instructionally are engaging to all students. The school has not consistently engaged students in both rigorous and relevant learning experiences in mathematics or reading.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
ISA Monitoring Team to assess the progress of ELL Students on I.S.A list.	Aug 2012-June 2014	ISA Administrator, I.S.A and RTI teams	General Fund	Meet monthly to monitor growth of ELA students, grades and interim scores. Spring to summer work will include transitioning ISA team to ELA coordinator.	Completed
Through theory studies and dialogues teachers will be introduced to instructional strategies to increase relevance for minority and low socio-economic students in both math and reading.	Aug 2012 – June 2013	Assistant Principal and Diversity Committee	General Fund	Monthly review of LEAP Pilot indicators. "Try This" e-mails sent to entire staff monthly, word walls in SPED classrooms, five culturally, responsive meetings, ELA co-curricular group, Use of LEAP framework for culturally responsive and	All benchmarks completed by May 2013.

				peer support. Spring and summer work will include the final PDU meeting and completed work turned in. PDU reflections will drive the restructuring of next year's work. Other co-curricular reflections will be reviewed.	
Enhance Family and Community Outreach to groups that have under represented at East. AP outreach to parents and students of color to inform of AP opportunities. Identification of students in 9 th grade year to access AP. Latino Back to School Night, English classes, refugee classes.	Aug 2012 – June 2013	Principal, AP and Family and Community Engagement Liaison, Goodwill Coordinator	General Fund	<p>Data collected to determine implementation needs at beginning of the year, mid-year and end of year.</p> <p>AVID family night, parent university implemented,, more translation into Spanish for parents this year.,FASFA nights in Spanish, SPED programs</p> <p>Included in dances, AP pack the house night. Block out conferences out for struggling students first before opening to entire population, six week progress reports sent out to anyone with a D or F. Training for science teachers on messaging through IC. More parent use of Edmoto.</p> <p>Spring and summer work will include creating AP supports for newly</p>	All implementation benchmarks completed.

				enrolled students, connecting with successful middle school students about our AP options and ensuring resources are available for AP students.	
All teachers will attend five Culturally Responsive Professional Development sessions geared toward making educational decisions with a focus on culturally responsive awareness.	Aug-June 2013	Administrative team, teachers, Family and Community Liaison	General Fund	As of April 2013 all teachers have attended 4 of 5 culturally responsive trainings. Two optional brown bag lunches were attended by staff. Culturally responsive peer observations took place by April 2013. PDU credit will be given to all teachers that participated in the trainings.	In progress
Refine and continue 9 th grade Academic Success Class (ASC) College-prep curriculum to ensure relevance of the curriculum and culturally responsive pedagogy.	Aug-June	Assistant Principal for Instruction and ASC Teacher-Leader Team	General Fund	Review ASC curriculum and implementation by Administration and ASC teachers in January of 2013. May and June will be strategically placing students in ASC courses based on their needs.	Completed as of April 2013
Home visits to initiate a conversation between the school and the parents in a non-school setting around academic achievement and attendance.	Aug 2012 – June 2013	Compass Administrator, RTI Dean, RTI Counseling and Hispanic Outreach.	General Fund and EFAF Grant	Six week review of attendance and a three week review of grades. Also, an annual review of disaggregated student achievement data. EFAF Grant used to make home visits to	In progress

				second language learners. Visits to Spanish speaking parents to inform them about AP. Spring and summer work will include expanding the home visit program next year.	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Creation of Compass Program

Root Cause(s) Addressed: The school has not consistently provided interventions and strategies for students who fail a core class. The only option in the past has been to transition these students to a multiple pathway school in DPS.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Identified rising 10 th graders short on credits	April 2012	RTI Coordinator, Compass AP, RTI Counselor	General Fund	Annual credit and grades review to identify students. Spring to summer work will include identifying current 9 th graders who have failed two or more core classes.	Completed
Identify Teachers	April 2012	Principal and Compass AP	General Fund	On-going data review of student progress by teacher. Spring to summer work will include restructuring schedules and researching best practices.	Completed
Summer training in Project Based Learning	June–Aug 2012	Compass AP	General Fund	Semester review of projects. Spring to summer work will include analyzing data and reflecting on best practices.	Completed
Weekly monitoring of student progress (academic, behavioral, attendance)	Sept - June	Compass AP and Compass Teachers	General Fund	Weekly monitoring of attendance and progress, using the East RTI model.	In progress

Bi-weekly mentoring (affective)	Oct - June	Compass AP and Parent Engagement Personnel	General Fund	Measure affective results by student surveys. Spring to summer work will include transitioning students who have been successful in recovering credits into the appropriate 11 th grade classes. And, transitioning unsuccessful students to placements that are more academically appropriate.	November
Common Planning for the four Compass teachers, the common planning takes place during their fifth contract period to map out interventions and supports for individual students.	Sept 2012– June 2014	Compass teachers	General Fund	Teacher attendance and review of weekly grades, along with an annual data review of credits. Spring to summer work will include one on one meetings to review schedules.	In Progress
Portfolio defense – This assessment is primarily standards/competency based. The portfolio defense grade will reflect their ability to show mastery of content.	Sept 2012- June 2013	Compass AP and Compass Teachers	General Fund	Semester review. Spring to summer work will include end of portfolio review and re-design.	In Progress

Major Improvement Strategy #3: Redevelopment of Post-Secondary Planning Protocol
 secondary planning process that is developmental from grade six and into college.

Root Cause(s) Addressed: The school has not provided a clear and predictable post-

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implementation and interpretation of grades 9-11 College-oriented assessments including required Explore (9 th), Plan (10 th), ACT (11 th), and elective PSAT (10 th) and SAT (11 th) options	Oct-April	Assistant Principal for Instruction and Counseling Department	District Provided and General Fund	Annual data review for growth by Key Personnel listed. All 9 th and 10 th graders review and measure progress on ACT tests and transcripts and do college goal setting. ASC activity to identify strengths and weaknesses to make a skills based goal. Alg. 2 curriculum aligned with ACT. Math department used the Body of Evidence form to guide students to classes for next year. AVID completed ACT prep. Jan – April 2013. SPED work on accommodations for ACT. Spring and summer work will entail having a cumulative data sheet to make the above process	Completed as of April 2013

				more efficient.	
Alignment of college-planning resources as an aspect of culturally responsiveness (ie: Uplift, D.S.F., C.U. Succeeds Class, Goodwill, ACSENT, Life After East, Pre-Collegiate programs, etc.)	Aug-June 2013	Counseling Department Chair and RTI Counselor and R.T.I. Coordinator, Goodwill Rep.	General Fund	<p>Review plan by Administrative Team in December 2012</p> <p>DSF working with under-resourced students. Counselor and college outreach to all juniors. Targeting and being proactive with CCD and using Accuplacer testing to determine enrollment in Concurrent Enrollment courses to decrease remediation.</p> <p>Spring and summer work will include expanding Goodwill work and Ascent.</p>	Completed in March 2013
On Track to Graduate tracking for all Students off track by more than ten credits and Mentoring	Oct 1 - June	Administrative Team, RTI Counselor, RTI Dean	General Fund	<p>Semester off track and D and F review.</p> <p>Specific Off-track counselor tracks all students ten credits or more off track. Credit recovery after school program with 110 enrolled to recover semester 1 credits. Academic Success Class (ASC) work and Infinite Campus (IC) checks. Administrative team mentoring 30 off track seniors. Compass program working with off</p>	Plan to be completed on June 5 th , 2013

				track Sophomores. Electives teachers focus on low core engagement students who have high arts engagement.	
Redesign Personal Education Plan Lessons to ensure they are age and grade appropriate.	Oct – April 2013	Counselors	District Funding	Freshman/sophomore and Junior/Senior PEPS were re-designed to be grade specific. SPED PEPs re-designed also.	Completed Feb. 2013
Decrease the Counselor to student ratio	Admin, Counselors	Principal and Counseling Team	General Fund	Semester off track data review and college enrollment data used to re-design the counselor assignments.	Completed in August 2012
Decrease college remediation rates by increasing concurrent enrollment courses for Math and English	Aug 2012- June 2014	Assistant Principal(s) for Instruction, Concurrent Enrollment Coordinator, Counselors	General Fund	Review semester grades, ACT scores and annual remediation rates. Math department using BOE form to direct students to Concurrent Enrollment courses to reduce college math remediation. 275 students invited to take the Accuplacer either through the ACT battery of tests or choice to be placed in a CE class. Spring and summer work will include strategizing and planning for an increase in classes.	Targeting Completed in April 2013. CE classes increased in progress.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)