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

Organization Code: 0880   District Name: Denver County 1   School Code: 2726   School Name: Emily Griffith Technical College   SPF Year: 2012

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations		2011-12 School Results		Meets Expectations?
Academic Achievement (Status)	**State Required Measure: TCAP/CSAP, Lectura, Escritura** **Description:** % P+A in reading, writing, math and science. **HS Expectation:** Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% **MS Expectation:** Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%		% Proficient/Advanced at 60th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: Meets * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			MS	HS	MS	HS	
		R		35.4%		58.67%	
		M		4.4%		2.63%	
		W		14.6%		17.33%	
		S		16.4%		15.79%	
Academic Growth	**State Required Measure: Median Student Growth Percentile (MGP)** **Description:** Growth in TCAP/TCAP for reading, writing and math. **Expectation:** Median Student Growth Percentile (MGP) at/above 50.		MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Meets * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	50		N/A		
		M	50		N/A		
		W	60		N/A		
	MAP Growth **Description:** % who met growth targets in reading, mathematics, and language usage. **Expectation:** At/above 60%.		At/Above 60%		School's % Met Target		
		R	60%		55.98%		
		M	60%		64.38%		
		LA	60%		67.26%		

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

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Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance **Description**: Total days attended out of total days possible to attend. **Expectation**: % at/above 86.2%	86.2%	89.97%	Overall AEC Rating for Student Engagement: Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement **Description:** % of students improving their attendance from prior year **Expectation**: % at/above 75%	75%	52.14%	
	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%	7.67%	
	Student Satisfaction **Description:** % positive student response rate **Expectation**: % at/above 85%	85%	93.83%	
	Parent Satisfaction **Description:** % positive parent response rate **Expectation**: % at/above 85%	85%	91.67%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate **Description:** % of students completing. **Expectation:** At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate		Overall AEC Rating for Post Secondary Readiness: Approaching * Consult your AEC School Performance Framework for the ratings for each measure.
		55.4%	50.57%		
	Completion Rate Change **Description:** Increase in % of students completing **Expectation:** Change At/Above 2% using same year as best-of for prior year	Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change		
		2%	2.32%		
	State Required Measure: Dropout Rate **Description:** % of students dropping out. **Expectation:** Below 11.4%.	Below 11.4%	School's Dropout Rate		
		Less than 11.4%	22.12%		
	Dropout Rate Change **Description:** Decrease in % of students dropping out **Expectation:** At/Above 4%	At/Above 4%	School's Dropout Rate Change		
		4%	-1.13%		
	State Required Measure: ACT Average Score by Content Area **Description:** ACT average score in reading, math, English, and science **Expectation:** Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score		
		R 15.9	15.11		
		M 14.8	15.89		
		E 13.7	13.74		
		S 15.7	15.74		

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

Section II: Improvement Plan Information

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

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
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.	

Additional Information about the School

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)

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	David Daves, Principal
	Email	David_Daves@dpsk12.org
	Phone	720-423-4738
	Mailing Address	1250 Welton St. Denver, CO 80204
2	Name and Title	Jackie Coppola, Assistant Principal
	Email	Jacqueline_Coppola@dpsk12.org
	Phone	720-423-4950
	Mailing Address	1250 Welton St. Denver, CO 80204

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

Section III: Narrative on Data Analysis and Root Cause Identification

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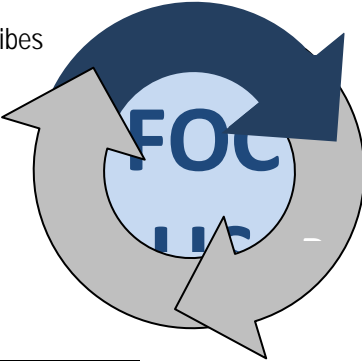
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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)	The percentage of students scoring proficient or higher on Math CSAP will be 4%	Math: not met. 0% of students scored Proficient on Math TCAP. 17% of students scored Partially Proficient. 80% of students scored Unsatisfactory.	Status: Math- For our CSAP goal, we were not strategic in identifying our students taking the test. In addition, we did not spend time creating prep on CSAP-like questions.
Academic Growth	The percentage of student growth points earned on the SPF in Reading will be 60%.	Reading: not met.. Students earned 55.98% of growth points in Reading MAP. They earned 64% of growth points in Math MAP. They earned 67.26% of growth points in Language Usage MAP.	Growth: Reading- Our MAP Reading goal was supported through the academic vocabulary school-wide goal. We used data from the teacher-made assessment, but did not utilize MAP data reports. We must focus on specific MAP data to target instruction and increase student achievement.
Student Engagement	The percentage of students making an attendance improvement at or above 50% will be 55%	Attendance: not met 52.14% of students made an attendance improvement.	Student Engagement:

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.*

Post Secondary	Our students will raise the average ACT score by 1 point in each subject area of English, Math, Reading, and Science.	ACT: not met.. (1) English: students increased by .9%. (2) Math,: students decreased by .9%. (3) Reading: students decreased by .6%. (4) Science: students increased by .6%.	Our attendance improvement rate fell just short of our goal. We believe that we need to increase student engagement in classes in order raise attendance. Post-Secondary readiness Student's ACT scores have remained flat over the past 3 years. Although we came close to meeting our goal, we must set the standard higher if we want students to be post-secondary ready. In order to do this, we need to increase the rigor in our courses. We can do so through mini-lessons and curricula revision.

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)	+ Over the past 3 years, the percentage of students who scored proficient or above on the CSAP was: **Reading:** 2010- 62.1% 2011-52.3% 2012-34% **Writing:** 2010- 24.1% 2011- 18.2% 2012- 7%		
	Math: 2010-4% 2011-2% 2012-0%	PPC (1): The CSAP Math Content Standards Roster indicated that 90-100% of students	Many of our students have gaps in their learning and need intervention that focuses on basic skills. Some students have not taken core Math classes in years and therefore need a review of concepts prior to testing.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Science: 2010-19% 2011-14% 2012-10%	were below proficient in every content area: Number Sense and Computational Techniques Algebra, Patterns and Functions Geometry and Measurement	
Academic Growth	+ From the 2009-2010 school year, the percentage of growth points earned was: **Language Usage:** 2009- 73.53% 2010- 66.03% 2011-67.26% **Math:** 2009- 70.75% 2010- 68.18% 2011- 64.38%		
	From the 2009-2010 school year, the percentage of growth points earned was: **Reading:** 2009- 59.78% 2010- 50.68% 2011- 55.98%	PPC (2) The percentage of students scoring below a MAP Reading RIT of 221 (8th grade level) was 56%.	The curriculum needs revision to include rigorous activities. In addition to providing intervention, we must increase the use of complex texts and teach students word attack skills.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Engagement	+ From the 2009-2011 school year the number of positive response we received on the parent satisfaction survey was: 2009- 80.99% 2010- 77.48% 2011- 77.63% 2012-91.67%	Questions on the survey where scores decreased dramatically were: -55% I understand the information I receive about ELA services. -49% The ELA services my child/children receive have been helpful to their academic achievement. -46% The amount of homework my child/children receive is appropriate for their grade level.	Our students are 17-21 years old, which leads to less parent involvement. In order to address this concern, we will direct questions to the needs of diverse (i. e. age) student populations. Some questions on the survey focus on things not relevant to our school, such as ELA support and homework assignments, which causes confusion. In order to address this concern we will provide students and parents with information of how we are meeting the needs of our ELA students. Although we do not have an ELA program, we do have an ISA team that supports teachers with data and resources.
Post Secondary & Workforce Readiness	+From the 2007-2011 school year, our students' ACT scores increased in the following subject areas: English: 8% Math: 4%	PPC (3) Our Composite scores over the past 6 years have remained either 15	The EGHS curricula do not provide enough preparation in language usage, mechanics and rhetorical skills, or enough experience with test taking skills. In addition, we must include more rigorous assignments that require students to use 21st Century skills.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Reading: 2% Science: 2%	or 16, still 2 points below the district.	The curricula do not support the development of academic language, Close Reading strategies or the format of questions from the ACT.

Data Narrative for School

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

Data Narrative for School

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

School Description:

Emily Griffith High School is a Multiple Pathways school for students 17-21 years of age. EGHS is located at 1250 Welton St., on the Emily Griffith Technical College campus, in the heart of downtown Denver. On average, about 1000 students enroll throughout the school year, in either the high school or GED program. Typically, most of our students are seniors, followed by juniors, sophomores, and freshman. EGHS has no specific feeder schools as students attend from across the Denver metro area, but primarily from the Denver Public Schools attendance area.

EGHS was established in 1986 under CDE Second Chance legislation. As part of the legislation, CDE provided the school with a measure of autonomy regarding funding, administration, and curriculum, allowing the school flexibility to meet the diverse needs of the "at-risk" population. The CDE Second Chance legislation also requires that the school is located in close proximity to vocational, technical or adult education programs. By locating the school on the EGTC campus, EGHS students may select from more than 27 career and technical education classes to meet their graduation requirements while concurrently earning college credit.

The EGHS open entry, open-exit program allows students to start at multiple times during the school year, progress at their own rate and graduate in one of two ceremonies held throughout the year. The self-paced nature of the program allows for considerable movement in and out of classes and well as in and out of school. Many EGHS students disengaged from educational settings and institutions. Students report having felt marginalized in their previous traditional school settings. The EGHS staff collaborates to remove the roadblocks and re-engage students by providing on-site supports from community-based services. These include a school psychologist, a social worker from Jewish Family services, a Denver Scholarship Foundation Future Center Coordinator, teen parent support groups, and programs with Project PAVE. EGHS counselors communicate regularly with these agencies regarding student progress and needs.

Emily Griffith High School has identified trends in data in order to target strategies that will impact student achievement. Our first step was to analyze data from the Alternative SPF and the pre-populated Unified Improvement Plan. We used this data, along with MAP, TSAP, ACT and Parent Satisfaction Survey results. Staff met in cross-content groups to analyze our progress from the previous year, identifying what worked well and where we need to improve. They amended the strategies and action steps to reflect the conversations and then made suggesting for amendments this year. All content area teachers were involved in creating our UIP. {Expand to include history, philosophy, current practices, procedures, and overall vision}

Current Performance

School Performance Framework

The new alternative School Performance Framework provides a more valid measure of Emily Griffith High School by taking into consideration our alternative population. Overall, we scores "Meets Expectations." More specifically, we scores "Meets" for student progress over time, students achievement level and students engagement. The one area we scored "Approaching" is Post-Secondary Readiness. When looking at the breakdown of measures, you can see that we were meeting in many areas such as ACT Math, English, and Science. We received 3 drop-out recovery bonus points. We scored "Approaching" in ACT Reading and completion rate status, as well as drop out rate change. These are areas of focus in our unified improvement plan this year.

Status

Our CSAP data reflects a limited indicator of student achievement because the number of students who take the CSAP is minimal. Due to the nature of our program, many of our students have taken the CSAP at the same grade level two years in a row or do not have any data from the previous year, excluding them from the median growth percentile measure. The number of student who score Proficient on CSAP is important, but our teachers find it valuable to use MAP scores to support this goal, as the data provides more direction and meets the needs of more students. Our school appreciates the elimination of the AYP measure for alternative schools, as this was one area that did not respect our dropout retrieval program, with almost all students graduating outside their cohort.

Growth

As mentioned previously, we have no median growth percentile data based on the nature of our program. We do, however, rely heavily on our Measures of Academic Growth (MAP) scores. We consider this the most valid data on our students because we assess them when they first arrive and then two more times throughout the year. It provides us specific data on student needs that leads teachers in instruction. Our MAP growth scores show our students' progress in Math and Language Usage, with Math scores showing 68% of growth points and Language Usage at 66% of growth points. We met the federal expectations and AEC norms in both of these areas. In Reading, our students showed 55% of growth points leading us to focus on this for our growth goal. This is an increase of points earned from the previous year at 51% but still 4.02% short of meeting the federal expectation.

Parent Engagement

During the 2011-2012 school year, the measure for parents engagement was amended due to populations such as Emily Griffith's. Our measure was declared invalid because we did not receive enough responses to give a true picture of parent satisfaction.

Post Secondary Readiness

In 2012, Emily Griffith students scored a composite score of 15.5. In English, we scored an average of 14.3, in Science 15.3, in Reading 15.5, and Math 16.4.

Trend Analysis

Status

In examining our CSAP scores over the past three years, the number of students Proficient in Reading ranged from 34-62%. In writing, the percentage of students ranges from 7-24%. Students scored between 10-19% in Science and 0-4% in Math. Clearly, our priority need lies in Math, which is why we chose to focus on this goal. One root cause for low Math scores is that students take classes in our program based on what they need. If a student took a Geometry class three years prior, they are not enrolled in this class at our school. When they take the CSAP, they are not prepared to answer questions Geometry questions and therefore score poorly in this area.

Growth

Last year, 56% of students scored below a RIT score of 221 (8th grade level). In 2009-2010, the percentage of growth points earned in Reading was 59.78%. More specifically, the majority of students scoring below grade level (221 RIT) was in "Applying thinking skills to reading." A root cause for this is this our curricula do not provide enough structured activities that address thinking skills, word attack skills, and strategies for reading informative texts. Teachers must revise and assess curricula to align with the MAP goals identified in DesCartes. We also need to increase rigor in the classroom by increasing the use of complex texts, while also providing targeted intervention to fill in learning gaps.

Parent Engagement

From the 2009-2011 school years, the number of positive responses on our Parent Satisfaction Survey dropped from 81% to 78%. During these years, the responses with the lowest ratings addressed ELA information and homework. One root cause of this factor is that our school is not equipped to support ELA services. Another factor is that our teachers do not assign homework, as it is a self-paced curriculum. Students who want to move through coursework at a fast pace have the option of doing so but it is ultimately up to them if they want to do it. In our 2012 survey, 91.67% of parent surveys showed positive results. We believe this gain was due to the fact that we created a letter outlining the questions and explaining how they relate to our school. In addition, we created two Parent Engagement nights to invite parents and community members to visit our school and learn about the programs. Because our students are 17-21 years old, we have less parent involvement than traditional schools. This continues to be an area of focus for our school, as we know the significance of parental support.

Post Secondary Readiness

From 2007-2012, our composite ACT score increased by one point. We had a 6% increase overall in College Readiness. In English, College Readiness scores increased by 8%, Math at 4%, Reading at 2%, and Science at 2%. Over the past year, our scores increased in English by .9% and Math by .6%. Science scores decreased by .9% and in Reading by .6%. It is a concern that our composite ACT score over the past six years students have scored 15 or 16, which is below the district of 18 and the college readiness benchmark of 20. The English portion of the test continues to be an area of concern for our students with the highest average score being 14.3 in the past five years. A root cause for this is the curricula do not provide enough preparation in language usage, mechanics and rhetorical skills, or enough experience with test taking skills. In addition, the curricula do not support the development or the format of questions from the ACT. In general, we need to increase the rigor in our courses to align with the expectations of Common Core Standards and support post-secondary readiness.

Priority Performance Challenges

PP1: The CSAP Math Content Standards Roster indicated that 90-100% of students were below proficient in every content area:

Number Sense and Computational Techniques Algebra, Patterns and Functions, and Geometry and Measurement.

CSAP continues to be a priority challenge for us over the years. As mentioned previously, the majority of our students have taken the CSAP multiple times, causing frustration and resentment in taking the test. Many students do not try on the test because they are so angry. Many students come in with varying Math levels. Due to the nature of the subject, many students need a great deal of intervention before they can move forward in the current courses.

PPC (2)

The percentage of students scoring below a MAP Reading RIT 221 (8th grade level) was 56%.

Reading skills, as assessed by MAP, are a priority challenge because many of our students are still reading below grade level. Because Reading skills are transferred into all other courses, we feel this should be a priority for student success. We want to provide intervention for students who are reading below grade level, while still challenging them with complex texts and preparing them for their next steps after graduation.

PPC (3)

Our Composite scores over the past 6 years have remained either 15 or 16, still 2 points below the district.

We believe this is a priority because we use the ACT college readiness standards as a measure for post-secondary preparation. Our ACT scores have remained flat over the past 5 years, which shows that we need to make some changes in our teaching. First and foremost, we must increase the rigor in our courses. In a self-paced curriculum, there must be a place for high-level activities that require students to read and comprehend complex texts. In addition, the staff must be consistent in grading practices and holding high expectations for writing.

Root Cause Analysis

PP1: The CSAP Math Content Standards Roster indicated that 90-100% of students were below proficient in every content area:

Number Sense and Computational Techniques Algebra, Patterns and Functions, and Geometry and Measurement.

Root cause: Many of our students have gaps in their learning and need intervention that focuses on basic skills. Some students have not taken core Math classes in years and therefore need a review of concepts prior to testing. Students experience a lot of frustration with complex, multi-step problems resulting in incomplete solutions on these types of problems. The current curriculum and instructional methods are not able to provide enough structured experience in the problem solving thought processes necessary for complex problems for students with a grade level knowledge gap of two or more years.

PPC (2)

The percentage of students scoring below a MAP Reading RIT 221 (8th grade level) was 56%.

Reading skills, as assessed by MAP, are a priority challenge because many of our students are still reading below grade level. Because Reading skills are transferred into all other courses, we feel this should be a priority for student success. We want to provide intervention for students who are reading below grade level, while still challenging them with complex texts and preparing them for their next steps after graduation.

Root cause: The curriculum needs revision to include rigorous activities. In addition to providing intervention, we must increase the use of complex texts and teach students word attack skills.

The course packets that were created based on DPS curriculum must be updated to include the essential ideas and thinking skills identified in DesCartes and the MAP Goals.

PPC (3)

Our Composite scores over the past 6 years have remained either 15 or 16, still 2 points below the district.

Root cause: The EGHS curricula do not provide enough preparation in language usage, mechanics and rhetorical skills, or enough experience with test taking skills. In addition, we must include more rigorous assignments that require students to use 21st Century skills. Courses do not support the development of academic language, Close Reading strategies or the format of questions from the ACT.

Teachers feel the need to focus on intervention for students with severe learning gaps. This takes away from time spent on high-level activities. Time is a constraint for teachers who are trying to teach intervention and current courses, many of which need revision to include more rigorous activities. Course revision continues to be a priority for out school.

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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.

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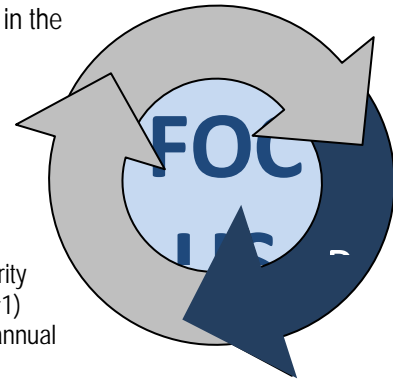
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R	N/A	N/A	N/A	N/A	N/A
		M	The percentage of students who scored proficient or above on Math TCAP was 0%.	The percentage of students who score proficient or above on Math TCAP will be 10%.	The percentage of students who score proficient or above on Math TCAP will be 15%.	Predictive MAP assessment (administered in Aug., Jan., May) We will create an IC report that monitors an ongoing list of 9th and 10th graders who attend orientations. The report will be shared with teachers electronically and disseminated in data team meetings. Teacher leaders will lead PD sessions on accessing MAP data. 2012 CSAP assessment Teacher leaders will obtain CSAP reports for current students. They will share reports with data teams on Fridays. Teachers will use data reports to drive instruction in classes and for course revision.	Strategy #1: Initiate school-wide instructional strategies designed to improve academic problem-solving skillsets

		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
	Optional Supplemental Measure(s)						
Academic Growth	Median Student Growth Percentile (TCAP)	R	N/A	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A	N/A
	Optional Supplemental Measure(s)		The percentage of student growth points earned on the SPF in Reading was 55.98%.	The percentage of student growth points earned on the SPF in Reading will be 60%.	The percentage of student growth points earned on the SPF in Reading will be 70%.	MAP Survey without goals (progress monitor 1 time between other MAP tests) Close Reading pre/post assessments All staff will create a common assessment and administer it on October 17, 2012. New students will take the pre-assessment in orientations. Staff will work in PLCs to create mini-lessons that address students' needs. They will use pre-assessment data to drive instruction.	Implement robust strategies to meet the instructional shifts concerning literacy content for Common Core Standards
Student Engagement	Attendance Rate		Last year, our attendance rate was 89.17%.	The average daily attendance will be 90%.	The average daily attendance will be 95%.	Weekly and monthly attendance reports from Infinite Campus,	

					Attendance report that includes prior school percentage. Please provide statement of how information will be disseminated among staff and teachers	
	Truancy Rate	Our truancy rate is 7.7%.	Our truancy rate will be 7%.	Our truancy rate will be 6%.	N/A	
	Optional Supplemental Measure(s)					
Post Secondary & Workforce Readiness	Completion Rate	Our completion rate is 50.57%.	Our completion rate will be 56%.	Our completion rate will be 60%.	Seniors on progress reports, goal setting with students, PEP plan same	Counselors will work with students on PEP, monitor progress in classes, and teachers will do goal-setting with students
	Dropout Rate	Our dropout rate is 22.12%.	Our dropout rate will be 4%.	Our dropout rate will be 2%.	Provide interventions for students through RtI, work with transition team to retain students,	Revise RtI process, communicate with transition team
	Mean ACT Composite Score	Our mean ACT Composite score is 15.5.	Our mean ACT Composite score will be 18.	Our mean ACT Composite score will be 20.	Kaplan test, PLAN, teacher made pre/post assessment on Close Reading same	: Execute intentional ACT support strategies to improve the following academic content areas: (1) Reading, (2) Math, (3) English, and (4) Science

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	Optional Supplemental Measure(s)					

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: Initiate school-wide instructional strategies designed to improve academic problem-solving skillsets **Root Cause(s) Addressed:** Many of our students have gaps in their learning and need intervention that focuses on basic skills. Many students come in below grade level and are often Math phobic.

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

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

☐ 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)
Obtain a list of students near proficiency or near satisfactory. Please revisit all action steps	Monthly starting in November (new students arrive each month)	*David Daves Jackie Coppola	Schoolnet CSAP report	Obtain data reports, analyze data, narrow focus, identify students, create plan for improvement (monthly)	
Obtain and use clear, focused CSAP and MAP data to drive instruction for current students.	Nov-March	*David Daves Jackie Coppola Steve Weiss Ralph Rodriguez Samantha Short Kenny Goldman	CSAP data reports MAP reports CSAP framework PLC department work time	Evaluate CSAP framework, analyze MAP data, create lessons, amend coursework, progress monitor with teacher-made assessments	

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		Vikky Timm			
Incorporate CSAP pacing and planning guide into courses. This will include more CSAP-like problems, including targeted vocabulary.	Nov-May	*Ralph Rodriguez Steve Weiss Samantha Short Kenny Goldman Vikky Timm	PLC department work time devoted to this work	Create mini-lessons, lead	
Debrief with students after test to see what instruction they felt worked and did not.	March-April	*Ralph Rodriguez Steve Weiss Samantha Short Kenny Goldman Vikky Timm	Time for conferences	Schedule of meetings with students	

* 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).

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Major Improvement Strategy #2: Implement robust strategies to meet the instructional shifts concerning literacy content for Common Core Standards using the standards and practice model

Root Cause(s) Addressed: The course curricula need further revision to focus on MAP goals. We need to integrate mini-lessons into the classroom in order to guide students through the process of reading complex texts.

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

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

☐ 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)
Use MAP data and Des Cartes to focus on specific reading skills and concepts in directed lessons.	Nov-May November 30, 2013 Every 3rd Friday of each month	All teachers David Daves *Jackie Coppola *Carla Mosher	MAP data reports Des Cartes PLC data teams time	Guided teacher PD on MAP data access, Department work time using Des Carte, teacher made assessments November 30, 2012 December 21, 2012 January 25, 2013	
Teach Close Reading strategies and word attack skills to decipher complex texts.	Nov-May	All teachers *Nancy Menz	Teacher created assessments Close Reading PD Pathways to the Common Core	Pretest, mini-lessons, post test	
Teach academic terminology to improve word meaning	Dec-May	All teachers *Nancy Menz	Content specific academic vocabulary lists PLC time	Departments create list of words, plan and implement lessons, measure growth using	

				teacher made assessments.	
Continued Pilot of Reading Intervention Program	Aug-May	Annie Bachman	$ for Reading teacher, curriculum books, and consulting	MAP pre and post assessments, progress monitoring through Jump Start	

Major Improvement Strategy #3: Execute intentional ACT support strategies to improve the following academic content areas: (1) Reading, (2) Math, (3) English, and (4) Science

Root Cause(s) Addressed: Last year, many students were constantly fighting to earn credits to get out of doing test preparation and taking the ACT. Our curricula need further revision to include more high level thinking activities, academic language development, or specific test taking strategies or format questions on the ACT.

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

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

☐ 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)
Teach Close Reading strategies and word attack skills to decipher complex texts.	Nov-May mini-lessons 2x/ week	*Nancy Menz All content area teachers	Teacher created assessments Close Reading PD Pathways to the Common Core	Pretest, mini-lessons, post test 10/17/12-pre-test mini-lessons 2x/ week PD 1st Friday of each month	
Counselors and administrators will use PLAN/ Kaplan data to conference with students one on one.	November-December	*Carla Mosher Mary Yeager *Jackie Coppola Joe Mascarenas Ralph Rodriguez	PLAN data reports Kaplan data reports	Collect PLAN data, create schedule of conferences	
Teachers will use PLAN/ Kaplan data to inform mini-lessons or individual instruction with students.	Nov-April	All teachers *Carla Mosher	PLAN data reports Kaplan data reports Obtain ACT practice material, PLC data team	Identify goals for content areas, create mini-lessons	

			time for planning		
Continue to prep students who are taking the make-up test.	Jan-April	All teachers, SAL, counselors, administration	List of students who are taking the make-up test, time to work with students Possible substitute coverage @ $120/ day	Generate list of students, create plan for prep before make-up date	
Refine ACT student incentive program and testing requirements. Promote incentives and enthusiasm of test, with appropriate follow-through.	Jan-April	All teachers, Counseling department, CSC, SAL	Incentive money/ gift cards	Analyze budget to determine incentive money, advertise incentives to students	

Major Improvement Strategy #4: Implement a school-wide parent and/or community engagement initiative
Root Cause(s) Addressed: xxxxx

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

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

☐ 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)

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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)