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

Organization Code: 0880   District Name: Denver County 1   School Code: 3000   School Name: Florence Crittenton High School   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: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			MS	HS	MS	HS	
		R		35.4%		25.40%	
		M		4.4%		2.11%	
		W		14.6%		8.42%	
		S		16.4%		6.45%	
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: Approaching * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	50		54		
		M	50		54		
		W	50		55		
	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%		49.37%		
		M	60%		47.52%		
		LA	60%		51.55%		

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?
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%	65.36%	Overall AEC Rating for Student Engagement: Does Not Meet * 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%	37.93%	
	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%	26.04%	
	Student Satisfaction **Description:** % positive student response rate **Expectation**: % at/above 85%	85%	87.47%	
	Parent Satisfaction **Description:** % positive parent response rate **Expectation**: % at/above 85%	85%	87.26%	

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: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.
		55.4%	21.31%		
	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%	-6.87%		
	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%	20.41%		
	Dropout Rate Change **Description:** Decrease in % of students dropping out **Expectation:** At/Above 4%	At/Above 4%	School's Dropout Rate Change		
		2%	5.20%		

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	15.05
M	14.8	15.37
E	13.7	13.17
S	15.7	15.50

cde

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)	Accredited On Probation (CDE=Turnaround)	For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I [Schoolwide/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.

cde

Comprehensive Review and Selected Grant History			**Additional Information about the School**
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):
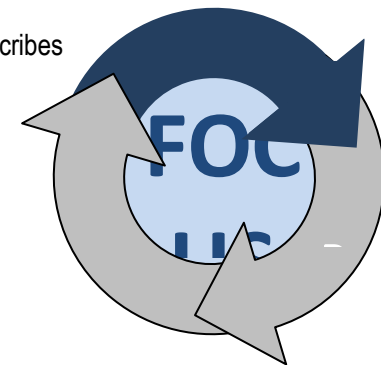
☐ State Accountability   ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Shirley A. Algiene, Principal
	Email	Shirley_Algiene@dpsk12.org
	Phone	303-733-7686
	Mailing Address	96 S. Zuni St., Denver, CO 80223
2	Name and Title	Joy Jensen, School Social Worker
	Email	Joy_jensen@dpsk12.org
	Phone	303-733-7686 x2110
	Mailing Address	96 S. Zuni St., Denver, CO 80223

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading 35%, Math 4%, Writing 14%, Science 16%	(1) **Reading** target not met: we were 25.4% and were below our target by 9.6%. (2) **Math** target not met: we achieved 2.11% and were below our target by 2.29%. (3) **Writing** target not met: we achieved 8.42% and were below our target by 5.58%. (4) ,**Science** target not met: we achieved 6.45% and were below our target by 9.55%. Therefore, we did not reach our targets.	**Academic Achievement** **Reading** -Not all students were scheduled in an appropriate Language Arts class -Reading interventions were not strategically focused and lacked ELA support -Reading interventions were not continued into Spring, 2012 **Math:** -Not all students were scheduled in a Math class -Reallocation of a math teacher to teach PE

cde

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.
			semester 2 **Writing:** - content area teachers need more professional development on writing instruction -we began a school-wide focus on writing, but lacked measureable goals **Science:** -TCAP Science test content differs from District content requirements (students are tested on chemistry and physics who are not required to take these courses)
Academic Growth	Reading MGP 50%, Math MGP 50%, Writing MGP 50%	(1) **Reading** target met: we achieved 51.5% with 1.5% growth (2) **Math** target not met: we achieved 35% and missed our target by 15%. (3) **Writing** target not met:, we achieved 47% and missed our target by 3%.	**Academic Growth** **Reading:** -Since MGP is calculated over a 3 year period, we had experienced a growth trend until last school year -Although we had success for 2 years, we experienced a dip in scores due to a Lack of targeted interventions **Math:** -Systems were not in place to ensure students were scheduled into appropriate level math classes**Writing:** Although we still fell short of our target, we have seen a steady but slow improvement

cde

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.
			over the last 3 years **Reading:** -Not all students were scheduled in an appropriate Language Arts class **Math:** --Not all students were scheduled in a Math class **Writing:** -School wide focus across content areas on Writing Instruction-there is a need to develop intentional incentives to encourage attendance and to perform well on test days
	MAP Growth: Reading 60%, Math 60%, Language Arts 60%	(1) **Reading** target not met: we achieved 49.37% and missed our target by 10.63%. (2) **Math** target not met: we achieved 47.52% and missed our target by 12.48%. (3) **Language arts** target not met we achieved 51.55% and missed our target by 8.45%.	
Student Engagement	Average Daily Attendance 86.2% Attendance Improvement 75% Truancy Rate = < 7.7% Student Satisfaction 85% Parent Satisfaction 85%	(1) **Average daily attendance** target not met: we achieved 65.36% and missed our target by 20.84%. (2) **Attendance improvement** target not met: we achieved 37.93& and missed our target by 37.07%. (3) **Truancy rate** target not met: we achieved 26.04% and missed our target by 18.34%. (4) **Student satisfaction** target met: we achieved 87.47% and exceeded our target by 2.47%. (5) **Parent satisfaction** target met: we achieved 87.26% and exceeded our	**Student Engagement** **Average daily attendance:** -We have revised our attendance policies and procedures -We are looking at transportation issues -We are sharing attendance data with students and staff on a weekly basis -We are providing resources for self empowerment **Attendance improvement:** --Attendance issues were due partially to

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.
		target by 2.26%.	technical problems on Infinite Campus
			-There is a need to provide clarity around policies and procedures with regard to attendance
			-it was a pilot year for students to receive homebound services or schooling in core subjects within their home
			Truancy rate:
			-There is a need to provide intentional encouragement and support to students with a history of academic failure
			-There was a lack of a clear system for monitoring and recording excused vs. unexcused absences and tardies
			Student satisfaction:
			We intentionally and thoughtfully created a high school culture by:
			(a)Student selection of school mascot and colors
			(b)School t-shirts and weekly Phoenix Fridays
			(c)Incentives including earning e-readers and tutoring to earn laptops
			(d)Creation of a student leadership course (Student Council) which planned and carried out the first prom
			Parent satisfaction:

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.
			(a)Expanded student and family support program to focus on community building through parenting support, individual and group counseling, seasonal family festivals
Post-Secondary Readiness	School Completion Rate 55.4% Completion Rate Change 2% Dropout Rate <11.4% Dropout Rate Change 2% ACT composite Score: Reading 15.9, Math 14.8, English 13.7, Science 15.7	Need to devise a met or not met statement **(1) School Completion/Graduation target not met; we missed our target by 1.6% points** **(2) Completion Rate Change** (3) **Dropout Rate** target not met; we missed our target by 6.7% points **(4) Dropout Rate Change** (5) **ACT Composite Score** (reading, math, English, and science) target met; we were 13.0% points above our target	(b)-School- wide PBIS focus with an emphasis on building positive relationships with student and families **Post-Secondary Readiness** **School Completion/Graduation** -We need to differentiate student success strategies for teen mothers **Completion Rate Change** -Last school year the number of students eligible for graduation was much smaller impacting our percentage **Dropout Rate** -Our students need to develop strong connections to adults in the building and find meaning in attending school-Provide opportunities and support for a diverse population **Dropout Rate Change** -students see Florence Crittenton as a viable option for academic and life skills **ACT Composite Score** -for the past 2 school years, juniors have received targeted ACT preparation

cde

cde

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)	Percent (%) Proficient and Advanced on CSAP/TCAP Reading 2010-15%, 2011-41%, 2012-25% Writing 2010-3%, 2011-11%, 2012-15% (Met target) Math 2010-3%, 2011-3%, 2012-0%	PPC 1: Although, 9th and 10th grade scores demonstrate an upward trend in writing the overall scores perform well below the District./State targets concerning reading, writing, and math	-Due to insufficient number of language arts and math classes, not all 9th and 10th grade students were scheduled into grade appropriate courses to develop necessary skills -Students have multi-year gaps in their education resulting in diverse range of needs with limited staff -Students did not receive adequate instruction or support in core courses while on maternity leave due to homebound services operating in its pilot year
Academic Growth	MAP growth • Reading: 46.88% (2010), 57.55% (2011), 49.37% (2012) • Math: 47.4% (2010), 59.325% (2011), 47.52% (2012) • Lang Usage: 44.77% (2010), 62.325%	PPC 2 Academic growth as measured by MAP scores has been inconsistent, showing some minor improvement in	-MAPs tests lacked student engagement due to infrequent use of the data to drive instruction -Insufficient focus on development of academic language, especially with ELL students -Insufficient use of Instructional Best Practices including lack of scaffolding/differentiation in classes

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	(2011), 51.55% (2012)	reading and language usage, but continued struggles to make meaningful gains, especially in math.	-Insufficient use of assessment, progress monitoring and grading practices -Inconsistent communication to parents/families about student progress (grades, behavior, attendance) -Lack of focus on skills and standards Not all students scheduled in core content courses each semester -Students have multi-year gaps in their education resulting in diverse range of needs with limited staff -Lack of student buy-in and confidence affecting performance
Student Engagement	Average Daily Attendance: 68% (2010), 64.01% (2011), 65.36% (2012)Attendance Improvement: no data (2010), 36.84% (2011), 37.93% (2012) Truancy Rate: no data (2012), 26.12% (2011), 26.04% (2012) Student Satisfaction: no data (2010), 92.49% (2011), 87.47 (2012) Parent Satisfaction: no data (2010), 86.12% (2011), 87.26% (2012)	-Low or inconsistent attendance and a high truancy rate continue to be issues resulting in not meeting our Student Engagement targets.	-Students need additional support in completing CCAP process in order to secure reliable child care -School needs to explore more flexible scheduling options in order to meet the needs of working students -Professional development around scaffolding and differentiation is needed, especially for ELL students, due to increased academic rigor that has adversely affected attendance-More timely, frequent, and meaningful use of formative assessment and progress monitoring to increase academic engagement is needed -More consistent and frequent communication to parents/families about student progress (grades, behavior, attendance) is needed
Post Secondary &	Completion Rate Status: 28.56% (2011), 21.31%	- PPC 4	Insufficient time spent on ACT prep

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Workforce Readiness	(2012) Completion Rate Change: -9.26% (2011), -6.87% (2012) Dropout Rate Status: 15.22% (2011), 20.41% (2012) Dropout Rate Change: 3.10% (2011), 5.2% (2012) Composite Scores on ACT 2010-14, 2011-14.5, 2012-15.9 Composite Scores on ACT of 20 or higher 2012 Goal 2% Achieved 15% Reading Scores on ACT 14.4 (2010), 15.7 (2011), 15.2 (2012) Math Scores on ACT15.1 (2010), 15.4 (2011), 15.2 (2012) English Scores on ACT 11.9 (2010), 13.4 (2011), 13.3 (2012) Science Scores on ACT 15.2 (2010), 15.9 (2011), 15.7 (2012)	Although ACT scores have improved slightly in all areas over the past three years, gains are minimal and still well below state averages.	-Insufficient emphasis on important on ACT test/test prep -Teachers not trained in ACT prep -Inconsistent expectations for students -Students average reading level is 215 RIT on MAPS and a 234 RIT is necessary to fully read and comprehend the ACT Emphasize reading strategies across all content areas -Emphasize test-taking strategies

cde

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.

Description of School Setting and Process for Data Analysis:

Florence Crittenton is a high school that educates, prepares, and empowers teen mothers and families to be productive members of the community. Teen mothers are one of the most stressed student populations with affective, adjustment, anxiety, and trauma related disorders (e.g., depression and anxiety as well as both acute and post-traumatic stress symptoms), domestic violence, limited access to transportation, limited access to adequate child-care, discrimination, cultural displacement, oppression, and family system dysfunction. While our students face significant challenges, they also have great determination and strength. Although many of our students were not successful in a traditional high school setting, the idea of having a child provides a new type of motivation to finish school They are inspired by their children to obtain a high school diploma and the skills necessary to become self-sufficient. In spite of a history of poor school performance, many students have made significant improvements with attendance, grades, and past behavioral issues. Notably, many of our students have become leaders during their years at Florence Crittenton. For instance, some have shared their personal stories of struggle and success through work done with our non-profit partner. They have worked as interns and spoke at fundraisers while simultaneously being high school students and mothers. Rize Entertainment produced and filmed a documentary for Discovery Health and Fitness (also airing on TLC) chronicling the challenges and resiliency of twelve Florence Crittenton students. The strength and determination of the students in the documentary also gained our school national attention on Headline News Network's Dr. Drew and Entertainment Tonight's Insider.

Attendance is a significant challenge due to the nature of the population-when students give birth they are typically out of school on maternity leave for six weeks. It is also common for students to miss school to care for their children when they are ill. Students come to FCHS as a school of choice across the Denver Metro area- 61% using the public transportation system to get to school. Those who come on a bus often leave home at an early hour sometimes changing busses 2-3 times in the process, usually with their small child in tow unless they are still pregnant. Because they are often traveling by public transportation or are dependent upon family transportation and come from across the Denver Metro Area and usually with a small child, activities such as tutoring after school are often difficult to carry out. Since many of our students do not have access to affordable childcare, this service allows them to complete their education. Since many of our students come to us over age and under credit, we offer a GED Plus program, work study support, and summer school/credit recovery. In one-to-one intake interviews with counseling staff, a common theme was that they wanted to graduate from high school and be able to financially support their child without assistance. Many of our students are committed to becoming the first in their family to not only graduate from high school, but to pursue post-secondary educational opportunities.

Florence Crittenton High School is operated by a non-profit organization, Florence Crittenton Services. For more than 25 years, Florence Crittenton Services has had a partnership with Denver Public Schools to provide a high-school curriculum for teen moms, with an on-site Early Learning Center for their babies. In addition, the Student and Family Support Program provide various services to address physical and mental health needs of our population. Our focus at the school is to support students in four major areas which include academics, parenting, careers, and social/emotional health. With the development of the Student Family Support Program, we are making a concentrated effort to engage parent/guardian/support partners/young fathers, foster parents, and friends in support of the academic achievement of our students. The goal of the Florence Crittenton high school is to provide students with academic skills leading to a high school diploma, provide preparation for career and college readiness while holistically supporting our students' social/emotional well-being and developing parenting skills.

The development of the UIP has been a three-year process with wide-spread staff input in creating our initial UIP. It was a collaborative process with the school CSC driving development of the plan. The CSC included multiple representatives from the teaching staff (including the school leadership team), our teacher effectiveness coach, student and family support program staff, and school and district administration. The completed document was then reviewed by student and parent representatives to the CSC and presented to the academic and support services staff as a living document to guide our work at the school.

DPS SPF 2011-2012:
- 95.5% FRL (this rate has hovered around 90% for several years)
- 94.2% Minority Combined
- 29% ELL
- 13.5% SpEd

DPS IC October 2011:
- 83% Hispanic/Latina
- 1% Asian
- 10% Black or African American
- 5% White
- 1% Biracial

Data from School's Intake Inventories and 1:1 Interviews Fall 2012
- Students Spanish + English 55%
- Students English only: 45%
- Transportation: 61% take RTD, 31% dropped off or walk, and 8% drive

Review Current Performance:

According to the 2011-2012 SPF, our school performance was below expectations. FCHS did not meet expectations (stoplight) in any of the four categories; however, in Student Progress Over Time, we are approaching expectations. Our school is making progress towards expectations with multiple "approaching" and several "meeting" scores in sub categories. For example, within Student Progress Over Time, we met the median growth percentile for reading, and received an "approaching" rating in CSAP proficient in math category. In the Post-Secondary Readiness category, we received "approaching" scores in four categories: CO ACT reading, math, English, and science. In Student Engagement, we met the stoplight for student and parent satisfaction.

Our ratings leave much room for growth. Within category one, Student Progress Over Time we are approaching, but have not met, the majority of our targets, leaving room for continued progress in

MGP math and writing, and MAP growth in reading, math, and writing. Category two, Student Achievement Level, also requires extensive improvements in CSAP/TCAP proficiency in all areas—reading, writing, math, and science. Overall, within Post-Secondary Readiness,, we do not meet and need to move all ACT score areas from approaching to meeting. In completion rate and drop-out rate status we do not meet targets. This is very consistent with the teen mom population, finishing behind schedule due to maternity leave and child care issues, and the national data on teen parent drop-out rates. In our final category, Student Engagement, attendance improvement, attendance rate, and truancy rate need the most movement in order to meet our targets.

In reviewing the 2011-2012 SPF, despite minor gains, the overall magnitude of our challenges is daunting. Reading, writing, math, language, and science skills must improve significantly and students must show growth, despite the low skill levels students bring to our school. We must find new ways to engage a challenging population to move attendance rates in a positive direction and attempt to overcome the challenges traditionally associated with teen parents (low attendance and drop-out rates).

Trend Analysis:

We identified trends by analyzing three years of data including CSAP/TCAP, MAP, ACT, attendance, and the District's School Performance Framework (SPF). We have consistently low percentages of students among all subgroups scoring proficient or above in all content areas of CSAP/TCAP, consistently high number of students who score below grade level in all areas measured by MAP, and consistently low composite score for ACT. Over the past two years, our average daily attendance rates have stayed at the 65% level school wide. Our SPF rating was accredited on priority watch for 09-10, accredited on probation for 10-11, and accredited on probation for 11-12.

CSAP/TCAP Trends

CSAP Overall At or Above Proficiency 9th and 10th	2010	2011	2012
Reading	15%	41%	25%
Math	3%	3%	0%
Writing	3%	11%	15%
Science	0%	17%	6%

(a) Reading scores have shown inconsistency over the past three years, but an overall trend of growth (from 15% to 25% with a spike to 41% in 2011).
(b) Math continues to be a challenge at our school with decline in proficiency rates in 2012 from a consistently low 3% in 2010 and 2011 to our current 0% proficiency rate.
(c) Writing has showed slow but steady progress, moving 12% over the past three years.
(d) Science has shown growth, although inconsistent, over the past three years with a high of 17% in 2011. 2012 showed a dip to 6%, but that is still an increase over three years from 0% in 2010.

Compared to the district, which has slowly but consistently showed progress in reading, math, science, and writing proficiency, our school has detoured from this same trajectory (with the exception of writing) with poor TCAP performance in 2012 (2011 was a good year for our school showing growth in all areas except math which stayed constant). Our proficiency rates in all areas are significantly lower than both district and state averages.

MAP Trends

MAP Growth	2009-2010	2010-2011	2011-2012
Reading	42.5%	46.88%	49.37%
Math	41.28%	47.4%	47.52%
Language Usage	41.77%	44.77%	51.55%

Our growth scores for MAP have shown improvement in all three content areas. As a result, our SPF reflected "approaching" scores in all these areas. There is still much room for growth in getting students to grade level (the majority score below grade level proficiency), and as our map growth scores indicate, we are making slow but steady progress towards these goals and targets.

Attendance Trends

Attendance(ADA)Infinite Campus	2007-08	2008-09	2009-10	2010-11	2011-2012
9th	69%	68%	65%	60%	56%
10th	72%	70%	65%	68%	66%
11th	74%	74%	68%	60%	70%
12th	76%	81%	79%	77%	72%
Overall	73%	73%	68%	65%	65%

Where our overall average daily attendance rate has decreased slightly over the past three years (68% to 65%), according to the 2011-2012 SPF, we actually saw a slight improvement in attendance improvement (36.84% to 37.93%, and improvement of 1.09%) and attendance rate (64.01% to 65.36% an improvement of 1.35%). Our attendance rates show more positive trends for 11th and 12th graders, and while we struggle with all our lower classmen (9th and 10th grades students), we particularly struggle with freshmen attendance and retention. Our target is an attendance rate of at least 86% for all grade levels and is noticeably short of our target.

ACT Trends

Composite Scores ACT	2009-2010	2010-2011	2011-2012
	14	14	15.9

Our target for 2011-2012 was a composite score of 17, which we missed by 1.1 point. Traditionally we have very low composite scores for ACT, but have improved over the past three years from 14 to 15.9. However, we are still below the district composite of 18 (district target of 20) and the state average composite of 20.6.

cde

Priority Performance Challenges:

Our priority performance challenges as determined by the performance indicators include:

1) Although, 9th and 10th grade scores demonstrate an upward trend in writing the overall scores perform well below the District./State targets concerning reading, writing, and math.

2) Academic growth as measured by MAP scores has been inconsistent, showing some minor improvement in reading and language usage, but continued struggles to make meaningful gains, especially in math.

3) Low or inconsistent attendance and a high truancy rate continue to be issues resulting in not meeting our Student Engagement targets.

4) Although ACT scores have improved slightly in all areas over the past three years, gains are minimal and still well below state averages.

Root Cause Analysis:

To address the above priority performance challenges, we have identified the following root causes of our priority needs. These root causes are explained under the three major improvement strategies that will address them and work towards meeting our priority performance challenges. Root causes are not exclusive to the category or strategy under which they are listed, but tend to overlap and impact other strategies.

Major Improvement Strategy 1: Maximize Instructional Time, will address the following root causes:

Ineffective use of instructional time. We know that in order to address the significant challenges our students face, we must ensure that they have access to quality, engaging instruction and that instructional time is protected and used to the greatest advantage. Historically, there has been inconsistency in effective use of instructional time, both from an administrative perspective (multiple classroom interruptions with announcements) and teacher's perspective (lack of effective use of instructional bell to bell teaching strategies and pacing of instruction). We also changed our schedule in January of 2012 to a block schedule from a traditional daily period schedule; this has provided for improved use of instructional time (allowing for checking for understanding and re-teaching), however, teachers were not trained properly and supported in the shift from 50 to 80 minute blocks of instructional time.

Major Improvement Strategy 2: Focus on Academic Growth in core content areas (math, reading, writing, and science), will address the following root causes:

Scheduling. Because of the gaps our students have with their academic history, the interruption caused by giving birth, and the scheduling limitations of a small staff (10 teachers), schedules sometimes impact access to skill or grade level instruction in the following ways; not all students are scheduled in the appropriate grade level course, not all students have all core content courses each semester (last year many students were not in the appropriate language arts class for their TCAP grade level tests and many students were not scheduled in any math classes), what students need isn't always offered or only offered in limited numbers.

Time for collaboration. We have not had sufficient professional collaboration related to academic achievement using data to focus on the intervention and learning cycles for our students. We need to determine what we want students to learn, how we know if they learned it, and what we will do if they don't. Although we have a PLC system in place, it has not yet become a true PLC culture where individual student progress as measured by data is at the heart of discussion and instruction.

Major Improvement Strategy 3: Targeted Instruction and Progress Monitoring, will address the following root causes

Focus on data. Florence Crittenton also has not had a practice of focusing on individual academic growth and using data to drive instruction. Classroom instruction has lacked appropriate scaffolding and differentiation as a result. There were no data teams during the 2011-2012 school year and data was only used sporadically and ineffectively in PLC groups. Best practices such as scaffolding/differentiation in classes, effective use of assessments, progress monitoring, checking for understanding have been inconsistent, and communications to parents/families about student

cde

progress have also been inconsistent.

Monthly PLC time: During this time, academic staff are analyzing and interpreting a variety of academic data in order to drive our instruction.

Consistency in implementation with fidelity of District curriculum and appropriate interventions. Some of the teachers have not used/implemented the district curriculum consistently. In some cases this is because they have not been trained in the district curriculum. There has also been a general lack of focused/targeted use of interventions being implemented with fidelity. Teachers and departments have not identified the 20 essential learning goals/targets for individual subjects and there is no plan to address when and how to re-teach essential skillsets or provide appropriate interventions. Furthermore, FCHS did not continue the reading intervention program from semester one of 2011-2012 into semester two, and there was no targeted intervention for math, relying instead on voluntary tutoring afterschool with the incentive of earning a laptop with completion of the program. There was only limited participation and completion of the math tutoring program.

ACT prep. Although ACT scores have improved slightly in all areas over the past three years, gains are minimal and still well below state averages . We have not had sufficient focus on preparing students for the ACT including appropriate progress monitoring of ACT prep with specific goals and targets to meet. Although an ACT prep class was implemented in Spring of 2012, the intervention came late (spring instead of fall) and teachers had no training in how to deliver ACT prep activities. Also, no work has been done to align ACT standards with the various curriculums taught in the school and progress monitor towards those standards.

PBIS Framework:

Verification of Root Cause

Along with analysis of current data and past three year data trends, many of our root causes were also independently identified three years ago. The initial UIP identifying and addressing many of these root causes was heavily influenced by support we received through a 2-year Title 1 School Improvement Grant that was awarded during the 2009-2010 school year (the school was eligible for the grant because AYP was not met). A School Support Team contracted through CDE visited in January 2010, creating a report, which heavily influenced, and continues to influence, our three-year UIP.

Recommended actions from the SST included: **Theme 1**, Academics: provide professional development with coaching support in management of instructional time, use of research-based instructional strategies, use of data, and use of technology, and information literacy; **Theme 2**, Learning Environment: continue with holistic services, explore new ways to engage families, create a professional development plan using a model such as the PLC model; **Theme 3**, Organizational Effectiveness: create a vision, establish clear expectations, establish formal walkthrough and feedback process, study and implement the PLC model, consider schedule changes to increase instructional time, protect instructional time.

Although we were making progress towards addressing these root causes and priority needs, as an administration and staff we moved away from focusing on the root causes (and the UIP) during the 2011-2012 school year. As a result, some gains made were lost and other challenges and root causes initially identified have gone unaddressed. Therefore, many of the root causes identified by our CDE school support team are still valid. Another factor to consider as we address our priority performance challenges is the issue of leadership turnover; we have had three principals in the last three years. Leadership turnover affects all systems, priorities, policies, and procedures as we continue to improve academic performance and outcomes.
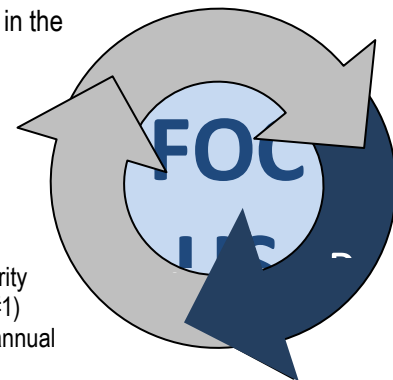
Section IV: Action Plan(s)

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.

- Every student will have scheduled Math and English class
- Professional Learning Communities (PLC) will focus on Reading, Writing
- Will focus on Academic Language
- All teachers will take the ELL 101
- Will have an ELL para-professional who will work with our ELL students
- YourTeacher.Com will assist in our Math instruction which will help when students come late in the school year or from maternity leave
- SMI-Math Inventory for progress monitoring our Math students
- Advisement three times a week on College/Career Readiness and social/emotional growth
- Each semester students will do course selection in their advisement class
- Every senior will take the Accuplacer
- Every senior will take AAA 109 class pending space in their schedule
- Student led conferences spring semester, 2013
- Advisement will have an agenda

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	To individually progress monitor students and provide appropriate interventions and support in reading, math, and specific interventions for our large number of ELL students.	35.4%	40.4%	*MAP (RIT growth scores) given Sept., Jan., and May *SRI given Sept., Jan., and May *Course Assessments as prescribed by district curriculum given in August/September, December, and May Map data disaggregated by data team and presented and analyzed once monthly at PLC	*Maximize instructional time Targeted Instruction and Progress Monitoring
		M	To individually progress monitor students and provide appropriate interventions and support in reading, math, and specific interventions for our large number of ELL students.	4.4%	9.4%	*MAP (RIT growth scores) given Sept., Jan., and May *Unit Assessment as prescribed by the district curriculum	Targeted Instruction and Progress Monitoring
		W	To individually progress monitor students and provide appropriate interventions and	14.6%	19.6%	*MAP (RIT growth scores) given Sept., Jan., and May	Targeted Instruction and Progress Monitoring

CDE Improvement Planning Template for Schools (Version 3.2 -- Last updated: July 9, 2012)

cde

			support in reading, math, and specific interventions for our large number of ELL students.				
		S	To individually progress monitor students and provide appropriate interventions and support in reading, math, and specific interventions for our large number of ELL students.	16.4%	21.4%	*MAP (RIT growth scores) given Sept., Jan., and May	Targeted Instruction and Progress Monitoring
	Optional Supplemental Measure(s)						
Academic Growth	Median Student Growth Percentile (TCAP)	R	To individually progress monitor students and provide appropriate interventions and support in reading, math, and specific interventions for our large number of ELL students.	65	70	Close reading, MAP SRI	Focus on Academic Growth in core content areas (math, reading, writing, and science
		M	To individually progress monitor students and provide appropriate interventions and support in reading, math, and specific interventions for our large number of ELL students.	65	70	SMI, District Bench Mark Test	Focus on Academic Growth
		W	To individually progress monitor students and provide appropriate interventions and support in reading, math, and specific interventions for our large number of ELL students.	65	70	Post-Secondary , essay, close reading	Focus on Academic Growth
	Optional Supplemental Measure(s)						
Student Engagemen	Attendance Rate		To learn how to consistently scaffold and support all	75%	80%	Weekly Attendance Meeting , Individual	Maximize instructional

cde

t		students in order to achieve higher academic expectations.			conferences with students that have attendance problems.	time
	Truancy Rate	To learn how to consistently scaffold and support all students in order to achieve higher academic expectations.	Equal to or less than 7.7%	2.7%	Working with transition team weekly	Maximize instructional time
	Optional Supplemental Measure(s)					
Post-Secondary & Workforce Readiness	Completion Rate	To emphasize reading strategies across all content areas and emphasize test-taking strategies.	55.5%	60.5%	Student –led conferences, dropout rate, (FEC) Family Engagement Activities may include: Parents Day, Fall Festival, Attendance Mediation Workshop, Grandparents Breakfast	Targeted Instruction and Progress Monitoring
	Dropout Rate	To develop strategies around how to increase student performance buy-in/engagement on standardized tests.	Less than 11.4%	Less than 6.4%		Maximize instructional time How does this strategy encourage student to stay in school?
	Mean ACT Composite Score	To emphasize reading strategies across all content areas and emphasize test-taking strategies.	Reading 17.9 Math 16.8 English 16.1 Science 17.3		Pre-Test, practice test for ACT. This is done during advisement in preparation.	Maximize instructional time by reviewing and practicing in advisement three times a week. Math and English will be done in small groups to prepare to take the ACT.
	Optional Supplemental Measure(s)					

cde

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: Maximize Instructional Time. **Root Cause(s) Addressed:** Ineffective use of instructional time. We know that in order to address the significant challenges our students face, we must ensure that they have access to quality, engaging instruction and that instructional time is protected and used to the greatest advantage. Historically, there has been inconsistency in effective use of instructional time, both from an administrative perspective (multiple classroom interruptions with announcements) and teacher's perspective (lack of effective use of instructional bell to bell teaching strategies and pacing of instruction). We also changed our schedule in January of 2012 to a block schedule from a traditional daily period schedule; this has provided for improved use of instructional time (allowing for checking for understanding and re-teaching); however, teachers were not trained properly and supported in the shift from 50 to 80 minute blocks of instructional time.

_____

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

☐ School Plan under State Accountability requirements ☐ Title I School wide 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)
Best practice strategies will be identified by SLT and implemented by academic staff with fidelity in all classrooms	2012-2013	Principal, TEC, SLT, and Academic Staff TEC and PLC teacher leader responsible(Betty and Brandy)	SLT time to meet and select strategies PLC time needed monthly to reflect and progress monitor implementation of strategies Peer observation time and substitute pay to observe peer implementation of selected and targeted	Strategies selected at SLT meeting December 2012 PDU study began January 2013, with thrice monthly meetings to be documented by PLC	In Progress

CDE Improvement Planning Template for Schools (Version 3.2 -- Last updated: July 9, 2012)

				strategies	meeting logs	
					Classroom peer observations April-May 2013	
					PDU completed May 2013	
Continued training on creating objectives and checking for understanding	2012-2013	Principal, TEC, and Academic Staff TEC and PLC teacher leader (Betty and Brandy)	PLC scheduled meeting time designated for professional development on pacing and planning		Teacher selection of LEAP indicators for areas of focus, to support this goal, September 2012	Complete. LEAP areas of emphasis chosen, September 2012
						In Progress Semester 2 professional development and PLC calendar developed for this topic January 2013
						PDU including this topic to be completed May 2013
					Teacher evaluations by principal and outside observers on bell to bell instruction.	In progress. First round of teacher and LEAP observer

---

cde

					observations begun
Classroom time management for instruction	Monthly visits with Inst. Supt., Peer Observations September 10-May 2012	Principal	Administrative time to walkthrough and follow-up by having monthly CIG (Continuous Improvement Guide) visits and completing 5 hours a week in class room observations	Regular formal and informal classroom visits including formal observations	In progress Monthly visits by instructional team (CIG's) complete for September-April 2013. Informal classroom observations ongoing.
Selection of school wide LEAP focus aligned with maximizing instructional time with targeted checks for understanding	2012-2013 school year	SLT and principal as primary responsible parties	PDU study for strategies on checks for understanding to implement in classrooms SLT to determine checking for understanding strategies to be observed in all classrooms January 2013	Individual teacher observations for initial indicator score fall semester 2012 Selected strategies presented to staff at PLC January 2013 Second observation on indicator to measure growth, Spring semester 2013	Completed selection of LEAP indicator, September 2012 Classroom observations of checks for understanding ongoing (in progress) by principal and outside LEAP observers

* 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: Focus on Academic Growth in core content areas (math, reading, writing, and science) **Root Cause(s) Addressed:**

Scheduling. Because of the gaps our students have with their academic history, the interruption caused by giving birth, and the scheduling limitations of a small staff (10 teachers), schedules sometimes impact access to skill or grade level instruction in the following ways; not all students are scheduled in the appropriate grade level course, not all students have all core content courses each semester (last year many students were not in the appropriate language arts class for their TCAP grade level tests and many students were not scheduled in any math classes), what students need isn't always offered or only offered in limited numbers.

Time for collaboration. We have not had sufficient professional collaboration related to academic achievement using data to focus on the intervention and learning cycles for our students. We need to determine what we want students to learn, how we know if they learned it, and what we will do if they don't. Although we have a PLC system in place, it has not yet become a true PLC culture where individual student progress as measured by data is at the heart of discussion and instruction.

_____

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

☐ School Plan under State Accountability requirements ☐ Title I School wide 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)
Improve testing environment for TCAP	2012-2013	Principal, SAL Joanna Vincenti	Test Administration Training including accommodations for Special Education and ELL students -Florence Crittenton Van for student pickup -Student Incentives -Strategic placement of staff and students -Waivers granted by DPS for students on maternity	Attended trainings on TCAP testing January/February 2013 training attendance for SAL and accountable/appropriate testing staff Staff training on TCAP administration February 2013	Completed Ethics training for TCAP completed in October. District trainings for TCAP for SALS and administrators in February 2013

				leave	Begin transition to classroom testing environments two weeks before TCAP testing (2/2013)	
Embed test prep strategies for TCAP and ACT test preparation into content classes and grade specific advisements	2012-2013	Academic staff, ELA paraprofessional, and SAL Lead: TEC Teacher Effective Coach	ACT preparation materials; *Barron's: The Leader in Test Preparation ACT* Cost is $20 each for 24 student a total of $480 Staff training for TCAP preparation to be implemented in 9th and 10th grade advisement	TCAP preparation calendar and materials distributed to 9th and 10th grade advisement teachers 11/2012 Language Arts department attended district ACT English test preparation training, 11/2012 ACT test preparation books to be ordered 12/2012 ACT English test preparation embedded into language arts classes, Spring semester beginning January 2013 ACT preparation calendar to be completed for semester 2 December 2012	In progress TCAP practice items and calendar distributed 11/2012—complete ACT English test preparation training, complete 11/2012 Complete. Books ordered 12/2012 ACT English test embedded preparation to begin 1/2013 In progress: ACT test taking strategies for junior advisement ,

				ACT test taking strategies and practice testing to begin January 2013	calendar to be completed 4/2013
					ACT test prep in junior advisement to begin January 2013
Student course selection for each semester (2013-2014 Quarters)	October and February-April	Principal, Academic Counselor, Advisors Principal and Academic Counselor are to finalize the course selection.	Full-time Academic Counselor, Advisement Time, credit checks, course plan in Naviance Created a Course Catalog in February and March 2013 Conducted a needs assessment, developed a plan to meet students' needs by moving from semesters to quarters, and offering a credit recovery summer school session	Students will have accurate schedules reflecting graduation requirements, September 2012	Complete.
				Student transcript evaluations reviewed with students in advisement, October 2012	Complete
				Students completed spring semester course selection requests October 2012	Complete
				Students will complete course plan in Naviance Spring 2013	In progress, to be finished Spring 2013
				Students will complete course selection for Fall 2013 in April 2013	In progress. To be completed

				based on completion of graduation requirements completed and in progress	April 2013
Utilize reading strategies to increase comprehension of complex text (Close Reading)	2012-2013	Language Arts Teacher Lead, Tessa Academic staff, TEC, ELA Para	Staff training on evaluating complex text and Close Reading strategies Meeting time to assess pre and post Close reading tests Meeting time to evaluate student work with implementation of Close Reading in the content area classrooms	Staff training at PLC in evaluating complex texts 3 Pre-tests and 3 Post-tests on student comprehension before and after implementing Close reading strategies Staff PD on Close Reading Grading will be completed by 5/2013	Complete 10/2012 Complete 10/2012 In progress, training to be complete 1/2013 Post-test not done. To be completed Spring 2013
Added an ELA Paraprofessional for academic support	2012-2013	Principal and ELA Para	Individual and small group work in core classes, help administer MAPS, ACCESS, and TCAP assessments	Mini PEP plan with ELL students and progress monitor students	Began October 2012 This will be assessed three times a year by using MAPS
All teachers complete ELL 101	August 2012	All academic staff	time	School net	completed
Switch to individually paced instruction through yourteacher.com and APEX for all Math	2012-2013	Math Team Michael Melosh is	APEX, yourteacher.com, SMI, Khan Academy,	Benchmark test, TCAP, ACT, SMI, MAPS	In progress

		the math Chairperson	Teacher Tube, Algebralab.com Small group and Individual tutoring	Math assessments are given when the student has completed a unit. Administering benchmarks. Progress monitoring the success of this switch by the students individual exam scores that demonstrate an 80% or better.	
instruction					
Math Team Expansion	2012-2013	Additional Math Intervention Teacher and Math Teacher same	Schedule restructuring based on analysis of student needs versus classes currently offered	Move of 1 teacher back to math team for part time teaching assignment of three classes. Hiring of new higher level math teacher due to a retirement	Complete August 2012 Complete December 2012
Weekly meetings of math team/department to monitor progress of new math programs and individual student progress	2012-2013	Principal, Math teachers, TEC Lead: Mike Melosh, math teacher leader	Common planning time built into schedule for fall semester	Weekly meetings on Mondays, Tuesdays, or Thursdays	In progress. Meeting weekly during common planning time period 4 (semester 1)

College and Career Readiness alignment with Advisement to meet grade level requirements and our school-wide SGO.	2012-2013	Post-Secondary Specialist and Academic Counselor Joanna Vincenti and Clark Bencomo (advisement academic coordinators)	Planned activities in Advisement that correlate to required Naviance and College in Colorado Assignments. There is no cost for these activities.	October 2012: 9th and 10th graders write personal essays. 11th and 12th graders write scholarship essays, first drafts. Spring 2013: Course Plans (transcript evaluation and future schedule plan) complete. Course selection April 2013.	In progress: Grade level advisements meeting essay writing requirements and career surveys Course plans in Naviance to be completed Spring April2013
Use MAP Scores, ACCESS scores , SMI and SRI to assign student to school wide academic interventions	2012-2013	Academic Team, Interventionist, Academic Counselor	Test scores and time to evaluate	The following data has been used to determine the intervention needs of the individual student by MAPS, SMI, SRI and the availability of staff support for ELA and other student needs.	In progress

cde

Major Improvement Strategy #3: __Targeted Instruction and Progress Monitoring **Root Cause(s) Addressed:** *Focus on data.* Florence Crittenton also has not had a practice of focusing on individual academic growth and using data to drive instruction. Classroom instruction has lacked appropriate scaffolding and differentiation as a result. There were no data teams during the 2011-2012 school year and data was only used sporadically and ineffectively in PLC groups.   Best practices such as scaffolding/differentiation in classes, effective use of assessments, progress monitoring, checking for understanding have been inconsistent, and communications to parents/families about student progress have also been inconsistent.

Monthly PLC time: During this time, academic staff are analyzing and interpreting a variety of academic data in order to drive our instruction.

Consistency in implementation with fidelity of District curriculum and appropriate interventions. Some of the teachers have not used/implemented the district curriculum consistently. In some cases this is because they have not been trained in the district curriculum. There has also been a general lack of focused/targeted use of interventions being implemented with fidelity. Teachers and departments have not identified the 20 essential learning goals/targets for individual subjects and there is no plan to address when and how to re-teach essential skillsets or provide appropriate interventions. Furthermore, FCHS did not continue the reading intervention program from semester one of 2011-2012 into semester two, and there was no targeted intervention for math, relying instead on voluntary tutoring afterschool with the incentive of earning a laptop with completion of the program. There was only limited participation and completion of the math tutoring program.

ACT prep. Although ACT scores have improved slightly in all areas over the past three years, gains are minimal and still well below state averages . We have not had sufficient focus on preparing students for the ACT including appropriate progress monitoring of ACT prep with specific goals and targets to meet. Although an ACT prep class was implemented in Spring of 2012, the intervention came late (spring instead of fall) and teachers had no training in how to deliver ACT prep activities. Also, no work has been done to align ACT standards with the various curriculums taught in the school and progress monitor towards those standards.

_____

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

☐ School Plan under State Accountability requirements   ☐ Title I School wide 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)
Create Data team (re-establish)	Fall 2012	Interventionist, SpEd teacher, ELA personnel, SAL, Teacher Leader Lead: Jeremy Collins	Time to meet	Data team meets Bi-weekly on Mondays after school. Committee members consist of: Intervention Educator, Regular Educator , Special	In progress: Data team has been created

cde

				Education, Principal	
Teachers attend NWEA day long intensive on reading and using MAPS data	September 2012	Data team same		Share out and teach other teachers at PLC 10/2012	Completed, 10/2012 Team reported out at PLC 10/3/2012
Incorporate data focused meetings into our existing PLC structure (based on analyzing student work) 3rd Wednesday of the month	2012-2013 school year	All academic staff, principal, TEC same	Time to meet, training on data analysis and use	3rd Wednesday PLC meeting of the month is reserved for data analysis and discussion on how it can drive instruction	In Progress. Third Wednesday of October data meeting complete. Meetings scheduled for January, February, March, April, and May
Improve reading comprehension through strategy of close reading of increasingly complex texts	2012-2013 school year	All academic teaching staff, TEC Betty and Tessa	Training time for teachers in Close reading strategy and identification of complex texts; school wide pre and post-test on complex reading; and regular implementation in academic classroom; time to analyze student work	Pre and post-test data; student work samples from application to texts in all subject area classrooms Close pretest given in advisement October 2012 Close pretest graded at PLC November 2012	Ongoing Complete Complete

				Close reading implemented in content classrooms January 2013	Completed
				Close post-test given April 2013	To be completed
				Close post-test graded April 2013	To be completed
				Analysis and reflection on Close reading and student work samples in content classrooms presented May 2013	To be completed

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