

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3378 School Name: GEORGE WASHINGTON HIGH SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	-	-	73.33%	-	-	68.8%	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	40.11%	
		W	-	-	50%	-	-	54.56%	
		S	-	-	50%	-	-	53.42%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	10	-	-	56	
		M	-	-	78	-	-	45	
		W	-	-	44	-	-	59	
ELP	-	-	69	-	-	40			

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?	
<b>Academic Growth Gaps</b>	<p>Median Student Growth Percentile  <b>Description:</b> Growth for reading, writing and math by disaggregated groups.  <b>Expectation:</b> If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:  <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Post Secondary/ Workforce Readiness</b>	<p>Graduation Rate  <b>Expectation:</b> at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate  <b>87.6%</b> using a <b>5</b> year grad rate</p>	<b>Meets</b>	<p>Overall Rating for Post Secondary Readiness:  <b>Meets</b></p>
	<p>Disaggregated Graduation Rate  <b>Expectation:</b> at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	<b>Meets</b>	
	<p>Dropout Rate  <b>Expectation:</b> At or below State average overall.</p>	<b>3.6%</b>	<b>3.4%</b>	<b>Meets</b>	
	<p>Mean ACT Composite Score  <b>Expectation:</b> At or above State average</p>	<b>20</b>	<b>19.9</b>	<b>Approaching</b>	

Accountability Status and Requirements for Improvement Plan

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

**Section II: Improvement Plan Information**

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

**Additional Information about the School**

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

**Improvement Plan Information**

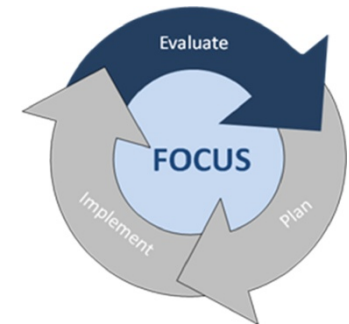
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Micheal Johnson
	Email	Michael_johnson@dpsk12.org
	Phone	720-423-8600
	Mailing Address	655 South Monaco Parkway Denver, CO 80224
2	Name and Title	Andre'a Arnold
	Email	Andre'a_arnold@dpsk12.org
	Phone	720-423-8600
	Mailing Address	655 South Monaco Parkway Denver, CO 80224

**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)			Writing: Writing increased due to focus in PLCs on WICR strategies.
Academic Growth	Reading: Increase MGP to 55 Math: Increase to MGP 53 Writing: Increase MGP to 56	Reading: Increase MGP to 56 Math: Increase to MGP 45 Writing: Increase to MGP 59	Math: Decrease in math due to inconsistency in rigor and instruction at freshman and sophomore levels.  Academic Growth Gap: Students were not properly identified for early intervention until second semester. A separate class was created second semester for 9 <sup>th</sup> grade Intro to Literature intervention.
Academic Growth Gaps	Decrease the gap by 5% for Black and Hispanic students	Reading MGPs: White: 57 Black: 52.5 Hispanic: 56	

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Reading	'11 P and A	'12 P and A																							
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	<p>Math: MGPs: White: 51.5 Black: 39 Hispanic: 46</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Math</td> <td style="width: 15%;">'11 P and A</td> <td style="width: 15%;">'12 P and A</td> </tr> <tr> <td>9 White</td> <td>74</td> <td>72</td> </tr> <tr> <td>9 Black</td> <td>11</td> <td>10</td> </tr> <tr> <td>9 Hispanic</td> <td>27</td> <td>32</td> </tr> <tr> <td>10 White</td> <td>68</td> <td>75</td> </tr> <tr> <td>10 Black</td> <td>12</td> <td>12</td> </tr> <tr> <td>10 Hispanic</td> <td>11</td> <td>22</td> </tr> </table> <p>Writing: MGPs: White: 64 Black: 51 Hispanic: 59</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Writing85</td> <td style="width: 15%;">'11</td> <td style="width: 15%;">'12</td> </tr> </table>	Math	'11 P and A	'12 P and A	9 White	74	72	9 Black	11	10	9 Hispanic	27	32	10 White	68	75	10 Black	12	12	10 Hispanic	11	22	Writing85	'11	'12
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			P and A	P and A	
		9 White	82	85	
		9 Black	24	21	
		9 Hispanic	34	33	
		10 White	72	84	
		10 Black	22	31	
		10 Hispanic	22	40	
Post Secondary Readiness					

**Worksheet #2: Data Analysis**

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading CSAP	2009	2010	2011	2012	11-12 Change	A significant achievement gap exists in reading, writing, math and science between white students and black, Hispanic, ELL, FRL and SPED students whose achievement is below state targets.	<p>Some teachers are not adequately trained in teaching basic skills for struggling readers (reading strategies).</p> <p>Many teachers are not adequately trained in using English Language Learner strategies.</p> <p>Lack of targeted, intentional, and systematic interventions in a timely manner for math (consistent Response to Intervention systems have not been implemented).</p>
	TCAP							
	District % P/A	47%	50%	49%	52%	3%		
	GW % P/A	62%	60%	55%	61%	6%		
	Black			38%	42%	4%		
	Hispanic			50%	55%	5%		
	White			84%	89%	5%		
FRL	48%	47%	41%	44%	3%			



Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
ELL	54%	57%	54%	55%	1%			
	Academic achievement in reading has been flat over the last four years with a slight downward trend with the exception of last year, with 3+ percentage point gains across all categories compared to 2011. However, a significant gap exists among white students and black, Hispanic, FRL.							
	<b>Writing CSAP/T CAP</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>11-12 Increase</b>		
	District % P/A	36%	35%	39%	41%	2%		
	GW % P/A	46%	41%	41%	48%	7%		
	Black			23%	26%	3%		
	Hispanic			30%	37%	7%		
	White			78%	85%	7%		
FRL	27%	21%	24%	28%	4%			
Academic achievement in writing has been flat over the last four years with a slight downward trend with the exception of								

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ELL	61	60	62.5	56	59																												

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Writing	2008	2009	2010	2011	2012																												
Black	42	49	44	46	51																												
Hispanic	46	58.5	47	51	59																												
White	64	62	61	60	64																												
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Math	2008	2009	2010	2011	2012																												
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
Post Secondary & Workforce Readiness	ACT	2008	2009	2010	2011	2012	<p>There is a significant achievement gap between the ACT composite scores of white students when compared to black, Hispanic, and ELL students.</p> <p>AP course passing rates are below national and state averages in all subjects.</p>	<p>ACT test prep was offered to specific groups of students, but no widespread system of ACT test prep was provided for the majority of junior students.</p> <p>We provide open enrollment for AP and value equity and access for all, but proper support systems have not been developed.</p> <p>Students and parents are not fully informed of expectations in AP courses.</p> <p>AP teachers have not been provided with tools and strategies for differentiation in the classroom.</p>
	Composite	20.0	20.6	20.6	20.1	19.9		
	English	18.9	19.7	19.8	19.5	18.9		
	Math	20	20.5	20.6	19.9	20.2		
	Reading	20.5	21.2	21	20.5	19.9		
	Science	20.2	20.4	20.5	20.3	20.1		
	ACT scores have been trending downward slightly for the past 3 years.							
	Race/ Ethnicity	English	Math	Reading	Science			
		2010	2010	2010	2010			
		2011	2011	2011	2011			
	2012	2012	2012	2012				
All	19.8	20.6	21	20.5				
	19.5	19.9	20.5	20.3				
	18.9	20.2	19.9	20.1				



Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	Black	15	17	17	17		16.5
		15	17	16	17		16.5
		15.8	17.7	17.2	17		17
	Hispanic	15	17	17	17		18.1
		18	19	19	20		18.8
		15	17.6	16.7	17.5		16.8
	White	27	26	28	26		26.8
		27	25	26	25		25.7
		26.7	25.8	26.5	26.7		26.6
	ELL	12	15	16	16		
		17	18	18	18		
		16	17	18	18		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	AP	2011 % of 3+	Global Avg of 3+	2012 % of 3+		
	Overall	N=305 Exams=415 3+ =81 26.6%	60.2%	N=310 Exams=450 3+=80 25.8%		
	English Lit	16%	57%	17/52, 33%		
	Human Geo	24%	47%	6/16, 39%		
	Physics	7%	62%	3/10, 30%		
	Psych	40%	66%	10/18, 55%		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes																																
	Spanish	39%	72% / 55%	11/19, 58%																																			
	<p>AP enrollment has continued to increase slightly and test passing rate has continued to decline slightly.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">Asian</th> <th style="width: 10%;">Black</th> <th style="width: 10%;">Hispanic</th> <th style="width: 10%;">White</th> <th style="width: 10%;">Am Ind</th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>Enrolled Sept 2012</td> <td style="text-align: center;">12</td> <td style="text-align: center;">135</td> <td style="text-align: center;">87</td> <td style="text-align: center;">83</td> <td style="text-align: center;">5</td> <td colspan="2"></td> </tr> <tr> <td>Graduated 2012</td> <td style="text-align: center;">10</td> <td style="text-align: center;">120</td> <td style="text-align: center;">71</td> <td style="text-align: center;">73</td> <td style="text-align: center;">4</td> <td colspan="2"></td> </tr> <tr> <td></td> <td style="text-align: center;">83.33%</td> <td style="text-align: center;">88.89%</td> <td style="text-align: center;">81.61%</td> <td style="text-align: center;">87.95%</td> <td style="text-align: center;">80.00%</td> <td colspan="2"></td> </tr> </tbody> </table> <p>Graduation rates are at or above state standards in all categories.</p>								Asian	Black	Hispanic	White	Am Ind			Enrolled Sept 2012	12	135	87	83	5			Graduated 2012	10	120	71	73	4				83.33%	88.89%	81.61%	87.95%	80.00%		
	Asian	Black	Hispanic	White	Am Ind																																		
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**Data Narrative for School**

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

**Data Narrative for School**

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

**Description of School Setting and Process for Data Analysis:**

George Washington High School has been in existence for over 50 years, and we pride ourselves on the diversity of our student population. US News recently ranked GW 12<sup>th</sup> among all Colorado high schools, and we consistently rank among the top 100 high schools in the United States. GW is one of the top choices in Denver and in Colorado for public education. Its goal is to provide its students with an excellent education, while inspiring them to reach their highest potentials. Consistently ranked in the top 100 high schools in America, GW has an international reputation for excellence. With over 50% of our students selecting to come to GW due to school of choice and various programs within our building, including but not limited to special education, AVID, honors, AP, and IB, we recognize that we have a wide range of diverse learners from various parts of Denver.

GW provides educational opportunity for everyone. GW offers world-class arts classes, including instruction in graphic arts, drawing, painting, ceramics, and sculpture. Leading-edge computer and technology training courses are available in website design, computerized music editing, movie editing, and digital photography, as well as courses in business applications like PowerPoint, Photoshop, and Excel. GW's dedicated faculty provides innovative and specialized academic support courses for students who need some extra help.

Like all large urban high schools, GW also provides a wealth of extracurricular learning opportunities. Among its more than 45 specialized clubs, GW proudly sponsors consistently nationally-ranked competitive speech, math, Model UN, and National History Day teams. Students interested in the performing arts participate in band, orchestra, choir, drama, and dance programs. Our sports program boasts numerous teams guided by experienced and long-term coaches,

who challenge our students to succeed on and off the field, and many of our graduates have gone on to play on college and professional teams.

Support for students at GW is extraordinary. From the counsellors, who are a bridge to outside resources and opportunities, to peer tutors, community mentoring programs, dedicated teachers, community speakers, and classes designed to consider career and college options, at GW, support comes in many forms.

GW is also a very diverse school. 31% of our student population is Hispanic, 27% white, and 32% African American. Our English language learner population is at 8.6%, and our SPED population is 9.9%. Over 54% of our students qualify for free or reduced lunch.

#### **UIP Planning Process:**

With the assistance of district staff, our SLT and ILT, we considered five years of data related to academic performance trends based upon what has been done at GWHS to address our students' needs. Because we recognized a need to educate our staff, we used the CSAP/TCAP data to determine our achievement trends for the percentage of students who scored unsatisfactory, partially proficient and proficient/advanced in reading, writing, math, and science and paid specific attention to the academic growth of our students. Our analysis led to the realization that as a school we had only talked about the achievement gap, but did not necessarily put together a plan of action to intentionally address this issue. For the 2012-13 school year, not only did we analyze the data with our staff during our beginning of the year professional development, but we also asked the entire staff to consider the root causes of the achievement gaps between our black, Hispanic, and white students, especially in the area of math. Also, through the new visioning process for GW, we are soliciting input for our root causes from parents, community members, and students. This system for incorporating input from parents, students and the broader community will be put into place for the 2013-2014 school year. In early April we reviewed our major improvement strategies and action steps to evaluate our progress on our plan. The revision process illuminated areas of focus for next year and the continuation of action steps into the next school year. This process included members of the administrative team and our school improvement partner.

#### **Review Current Performance:**

When we received our SPF results, we also took this question to our ILT and pointed out the major areas we needed to improve upon: growth for our student sub groups, including minority, FRL, ELL and SPED. In addition, our catch-up growth for students was at does not meet for math, reading and writing. Realizing that we have talked about issues of race and equity in the past, but failed to implement and sustain adequate solutions, we began a school-wide plan of action based upon strategies and data achieved through TCAP scores and District interims. We were able to increase our overall achievement in TCAP in reading, writing, and science. We were also able to meet two of our three academic growth gaps in the areas of reading and writing. Our Professional Learning Communities last year

were focused on WICR strategies, and we significantly improved the testing system and student culture for TCAP last year as compared with the year before.

**Trend Analysis:**

Our 5-year results show declining or stagnant growth in all CSAP/TCAP areas with the exception of last year, which shows a 6+ point gain in all areas and a 14 point increase in science. After examining root causes from our staff, we have to ask the question of how much reducing our no-scores on the TCAP improved our scores and growth for last year, and how much impact did having a substitute math teacher in freshman level math classes for the majority of the year have on our math data. Also, we must ask if the focus on blended learning in science utilizing appropriate digital resources raised our science scores by 14 points. Academic achievement in reading has been flat over the last four years with a slight downward trend with the exception of last year, with 3+ percentage point gains across all categories compared to 2011. However, a significant gap exists among white students and black, Hispanic, FRL.

Academic achievement in writing has been flat over the last four years with a slight downward trend with the exception of last year, with 3+ percentage point gains across all categories compared to 2011. Notable that our black students were at a 3% increase compared to Hispanic and white students at a 7% increase.

Academic achievement in math has been flat over the last four years with a slight downward trend with the exception of last year, with 2+ percentage point gains across all categories compared to 2011. Black students had a 0% increase. Academic achievement in science has had a downward trend with the exception of last year, with 8+ percentage point gains across all categories compared to 2011.

Reading	% Unsatisfactory	% Partially Proficient	% Proficient or Above	Writing	% Unsatisfactory	% Partially Proficient	% Proficient or Above
2008	14	24	59	2008	10	44	43
2009	10	25	62	2009	6	46	46
2010	9	28	60	2010	6	50	41
2011	9	27	55	2011	5	45	41
2012	8	24	61	2012	6	39	48

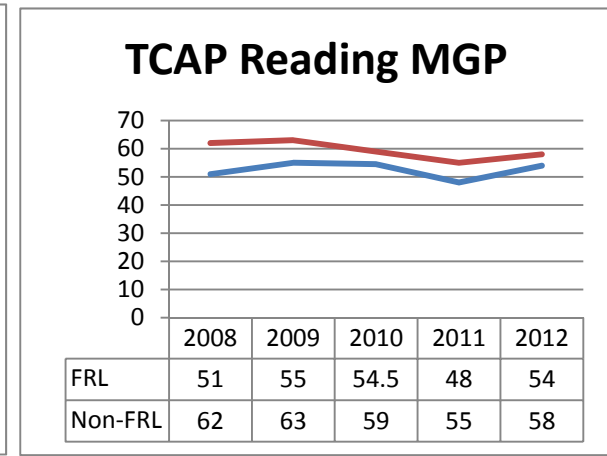
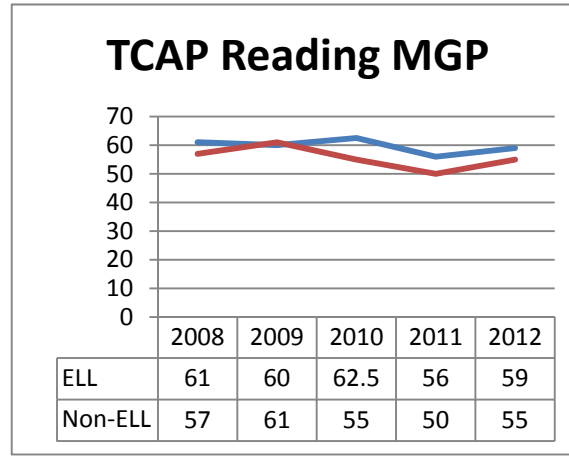
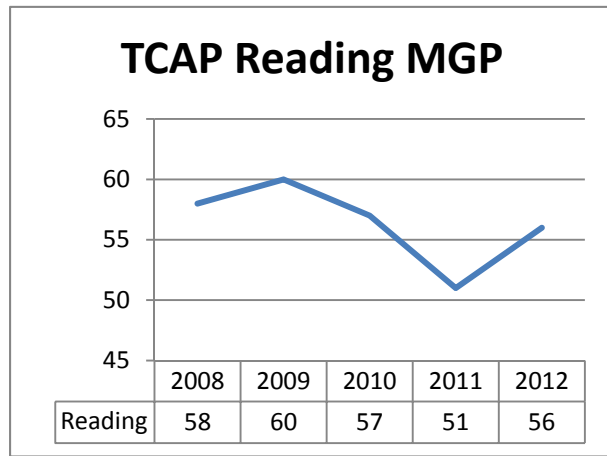
Math	% Unsatisfactory	% Partially Proficient	% Proficient or Above	Science	% Unsatisfactory	% Partially Proficient	% Proficient or Above
2008	40	23	35	2008	41	15	42

2009	42	25	32	2009	38	18	44
2010	42	24	32	2010	35	23	40
2011	36	25	31	2011	36	21	33
2012	37	25	37	2012	28	22	48

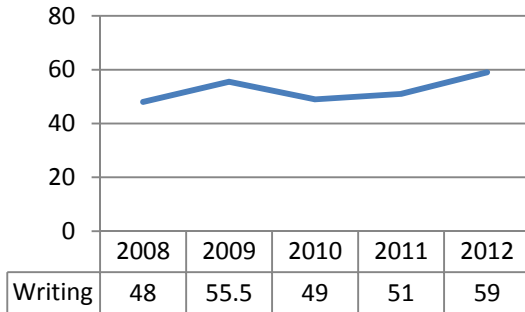
**Growth Summary:**

In looking at the data in a holistic fashion, our students' performance demonstrated stagnant or decreased growth overall; however, gains were made in every area except for math in 2012. When the data is disaggregated, we can see that we are increasing in the number of our traditionally hard to serve subgroups scoring unsatisfactory/partially proficient. Academic growth has been on a downward trend in reading with the exception of an increase of 5 points for 2012.

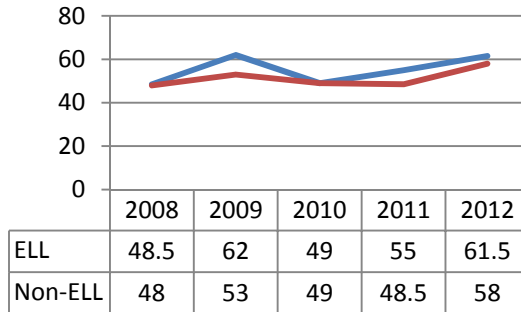
Writing has fluctuated for the past three years with an 8 point increase for 2012. Math has continued on a downward trajectory since 2009 and has decreased 10 points as of 2012. MGPs of disaggregated groups have fluctuated over the last five years with the exception of our white students who have continued to decline from 2009. 2012 results are above state targets in all categories. MGPs in Writing of Hispanic students and black students have increased over the past 5 years but are still lower than white students. 2012 results are above state targets with the exception of black students. MGPs in math have declined over the past 5 years in all disaggregated groups and MGPs of black and Hispanic students is significantly lower than white students. 2012 results are below state targets in all categories. CELA MGPs increased, remained stagnant, then decreased from 2009-2012 and are below state targets.



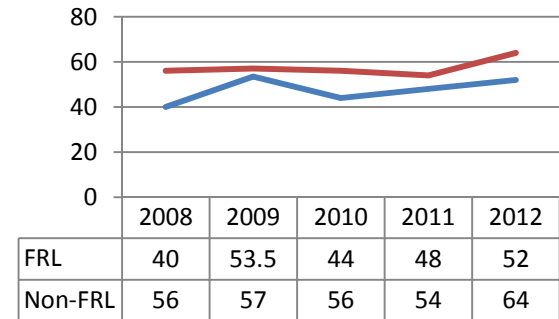
### TCAP Writing MGP



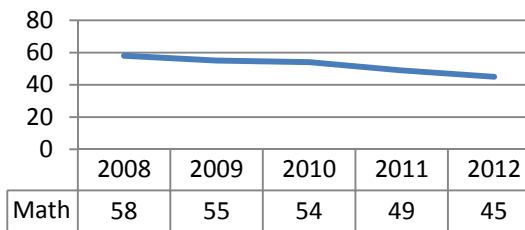
### TCAP Writing MGP



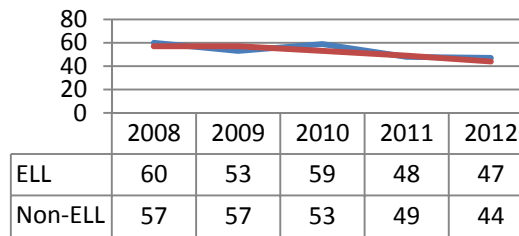
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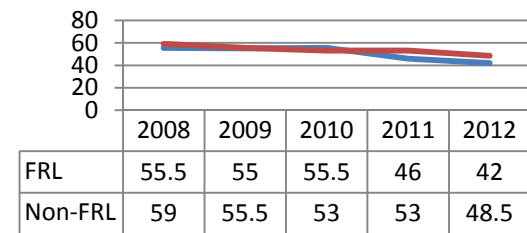
### TCAP Math MGP



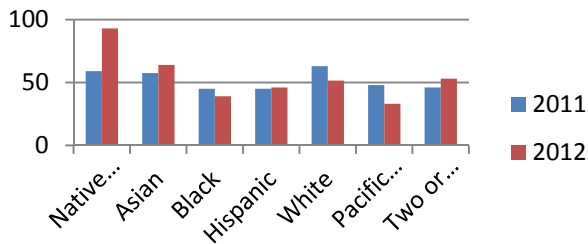
### TCAP Math MGP



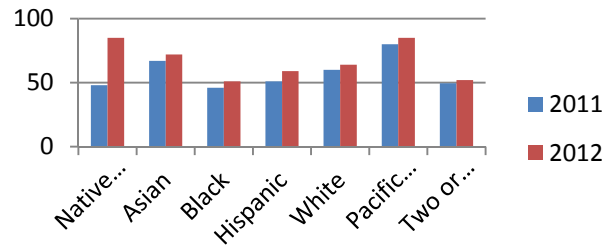
### TCAP Math MGP



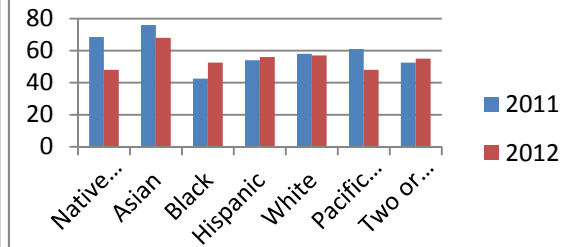
### TCAP Math MGP



### TCAP Writing MGP



### TCAP Reading MGP





### Post Secondary Readiness Data:

In 2011, 48% of our eligible students were deemed at or above proficiency on the ACT. In 2012, this percentage dropped to 44%, indicating a 4 point decline. The drop in the English subscore from 19.5 to 18.9 was a factor in this drop, and this was seen in the average composite score drop by 2 points in our Hispanic and Asian students. Our graduation rate exceeds the state average and our dropout rate is below the state average. Our ACT scores are also above the state average and have been climbing steadily with the exception of 2012, which dropped 2 tenths of a point. In line with TCAP scores, large gaps exist among the scoring of demographic groups, especially among African American and Hispanic students.

Average ACT Scores by Race/Ethnicity 2011		2012
Overall	20.1	19.9
White (not Hispanic)	25	26.6
Black (not Hispanic)	16.5	17
Hispanic	18.8	16.8

### Priority Performance Challenges and Root Causes:

Our first **priority challenge** is in the area of achievement. A significant achievement gap exists in reading, writing, math and science between white students and black, Hispanic, ELL, FRL and SPED students whose achievement is below state targets. Our analysis led us to identify three **root causes**: some teachers are not adequately trained in teaching basic skills for struggling readers (reading strategies), many teachers are not adequately trained in using English Language Learner strategies, and our school has a lack of targeted, intentional, and systematic interventions in a timely manner for math (consistent Response to Intervention systems have not been implemented). These root causes were **verified** by the staff during our beginning of year data review and during our School Leadership Team meetings.

Our second **priority challenge** is in the area of academic growth. Median growth percentiles in math have declined over the past five years and are below state adequate median growth percentiles. We identified two **root causes** for the decline in MGPs for math: the decrease in math is due to inconsistency in rigor and instruction at freshman and sophomore levels, and there has been inconsistent placement in math classes and interventions based on incoming skills.

Our third **priority challenge** is in the area of academic growth gaps. Median growth percentiles in writing and math of black students are significantly lower than white students. This was revealed in our beginning of year data analysis and was a cause of great concern to our staff. We realized the urgency with which we need to address this issue and identified the following two **root causes** that were **verified** through conversations with students, staff members, SLT members and root cause note cards that were distributed during the beginning of year meetings. Systems of academic support for our minority students are inconsistent or do not exist, and teachers have not been provided professional development in culturally responsive education.

Our fourth **priority challenge** is two-fold and is in the area of post-secondary readiness. There is a significant achievement gap between the ACT composite scores of white students when compared to black, Hispanic, and ELL students and our AP course passing rates are below national and state averages in all subjects. Our **root causes** identified include the realization that ACT test prep was offered to specific groups of students, but no widespread system of ACT test prep was provided for the majority of junior students. For AP test scores, we provide open enrollment for AP and value equity and access for all, but proper support systems have not been developed. Also, students and parents are not fully informed of expectations in AP courses and AP teachers have not been provided with tools and strategies for differentiation in the classroom.

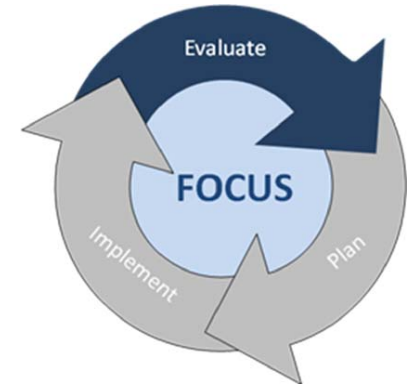
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R A significant achievement gap exists in reading between white students and black, Hispanic, ELL, FRL and SPED students whose achievement is below state targets.	64% P/A	69% P/A	District assessments, SRI, teacher made assessments, data tracker	Using common planning time to create baseline assessments regarding targeted students to decrease achievement gaps. Analyze data and lesson planning to address next steps for instruction based on progress monitoring Math and English teachers will get training on ELGs to help progress monitor students growth towards meeting standards
		M Reduce achievement gap between white and other subgroups with a specific focus on Math due to the 63% gap between white and black students and the 47% gap between white and Hispanic students.	38% P/A	39% P/A		

							teachers will get training on ELGs to help progress monitor students growth towards meeting standards
		W	Academic achievement in writing has been flat over the last four years with a slight downward trend with the exception of last year, with 3+ percentage point gains across all categories compared to 2011. Notable that our black students were at a 3% increase compared to Hispanic and white students at a 7% increase.	50% P/A	52% P/A	District assessments, teacher made assessments, data tracker	Using common planning time to create baseline assessments regarding targeted students to decrease achievement gaps. Analyze data and lesson planning to address next steps for instruction based on progress monitoring Math and English teachers will get training on ELGs to help progress monitor students growth towards meeting standards
		S	Academic achievement in science has had a downward trend with the exception of last year, with 8+ percentage point gains across all categories compared to 2011.	50% P/A	52% P/A	District assessments, teacher made assessments, data tracker	Using common planning time to create baseline assessments regarding targeted students to decrease achievement gaps. Analyze data and lesson planning to address next steps for instruction based on progress monitoring

Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		Increase MGP from 56 to 61	66	District interim assessments	Establish Rtl and ISA team to identify and support struggling and ELL students.
		M	Median growth percentiles in math have declined over the past five years and are below state adequate median growth percentiles.	Increase MGP from 45 to 50.	55	District interim assessments	Expand existing data tracker for OTG to include Rtl and ISA data, also credit recovery tracking and math support classes
		W		Increase MGP from 59 to 64.	69	District interim assessments	Using Freshman Cohort to test and refine Rtl system for school wide implementation.
		ELP		Increase MGP from 40 to 45	50	Access assessments	ISA team
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	Median growth percentiles in writing and math of black students are significantly lower than white students.	Increase MGP for black students from 39 to 45	50	District interim assessments, Rtl and ISA data tracker	All strategies in #1, #2, and #3
		W	Median growth percentiles in writing and math of black students are significantly lower than white students.	Increase MGP for black students from 51 to 56 Increase MGP for Hispanic students from 59 to 64	61 69	District interim assessments, Rtl and ISA data tracker	All strategies in #1, #2, and #3

Post Secondary & Workforce Readiness	Graduation Rate	CDE Meets	85%	88%	Counselor OTG report	
	Disaggregated Grad Rate	CDE Meets			Counselor OTG report	
	Dropout Rate	CDE Meets	3%	2%	Counselor OTG report	
	Mean ACT	<p>Percentage of students making a 20 on ACT has declined from 48% to 44% over the last year.</p> <p>There is a significant achievement gap between the composite scores of white students when compared to black, Hispanic, and ELL students.</p>	21	22	Kaplan ACT and PLAN data, PSAT	<p>Purchase ACT test prep materials (print and electronic media) for use in classrooms and computer labs, develop ACT test prep schedule to be used in classes and after school (possible addition on ACT test prep class period 8 for juniors), and target test prep for juniors using pre-ACT scores.</p>

**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:** Create a system of teacher collaboration that focuses on student achievement and instructional strategies aligned to the LEAP framework.

**Root Cause(s) Addressed:** PLC groups from last year were focused mainly on adult learning with no accountability for student outcomes. Also, this is the first year of LEAP for our school, and considerable time and effort is needed for our staff to review the framework and use as a guide for improved instructional strategies.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Identify teacher's Professional Growth Plans (PGPs) and create small adult learning groups of 4-6 with similar areas of focus.	September 2012	Administration, TEC, TLAs	PLC Time	Creation of master list of PLC group focus, member names, and meeting locations	Completed
Create collaboration time for PLC and common planning groups.	Year long	Administration, TEC, TLAs		Schedule of collaborative time.	Completed
Create master schedule to allow for common planning and PLC groups to take place during the school day.	Spring 2013	Scheduler		All departments have a common planning period that is utilized for planning and professional learning communities.	In progress
Create and implement protocols and accountability measures for PLC and common planning groups.	2012-2014	Administration, TECs, TLAs		Protocols developed and accountability system developed and utilized by all groups.	In progress



Provide teachers with post observation feedback through LEAP pilot.	2012-2014	Administration, peer observers.		Observation forms.	In progress
Provide professional development session(s) focused on specific indicators in the LEAP framework.	2012-2014	Administration, TEC, TLAs, Peer Observers	District Professional Development Opportunities	Using LEAP framework scores on areas of focus to track improvement in teaching strategies.	Completed
Create a plan for professional learning for Culturally Responsive education.	Spring 2013 to be implemented in 2013-2014	Administration, TEC, TLAs	District Professional Development Opportunities	Creation of plan	In progress

\* 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:** Implement effective processes/systems to ensure that all students are on track to graduate with decreased remediation rates in college.

**Root Cause(s) Addressed:** Administrative turnover has resulted in a lack of integrated systems to help students who are behind in basic skills, especially in math. RTI model was unsuccessful last year and was not implemented schoolwide.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Leadership will develop a systems map for the school that defines group roles and responsibilities for ensuring students are on track.	Year long	Administration, TEC		Powerpoint that can be shared with staff that outlines systems.	Completed
Create off track Algebra 1 and Algebra 2 class in master schedule to ensure mastery of skills for students who failed 1 <sup>st</sup> semester.	Year long	Scheduler, counselors, math teacher		Class created and students enrolled.	Completed
Increase offerings for 090 courses to address college remediation rate.	September 2013	Scheduler, counselors, academic dean	CEC funding for post secondary readiness.	Placed on choice sheets and next year's master schedule, administered accuplacer to current juniors below college benchmarks based on practice ACT test.	Completed
Establish Instructional Services Advisory teams to identify and support struggling and ELL students.	September 2012	Administration, cohort teachers, RTI and ISA coordinators, TEC, TLAs, scheduler	General Fund ISA stipend	Team members identified and meeting schedule set, and establish roles and responsibilities.	Completed
Pilot test an RTI system with the Freshman Cohort Group.	1 <sup>st</sup> semester, continuation into 2013-14	English dept. chair, TEC, TLAs, RTI coordinator	General Fund A-Z grant	Creation of academic and behavior agreements for students. Data tracker for cohort	Completed

				students w/interventions.	
Conduct a comprehensive review of our credit recovery and on track to graduate systems to refine and improve outcomes for students.	Spring 2013-Fall 2014.	Admin team, counselors, APEX staff member		Streamlined and accessible on track to graduate database, increase in students who are on track in Fall 2014.	In progress

**Major Improvement Strategy #3:** Increase participation in AP and preparedness for AP and ACT exams to increase overall college readiness.

**Root Cause(s) Addressed:** Gains in AP enrollment have not been consistent with AP teacher training and capacity level for rigor and differentiation.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Apply for Colorado Legacy Grant to support teacher training in AP courses and differentiation strategies, funding for PD and test fees.	September 2012	College Readiness Coordinator, AP teachers, TEC, administration	General Fund Legacy Grant Funds	Submission of Legacy grant and advancement to 2 <sup>nd</sup> round	Complete
Provide before school, lunch, and after school tutoring for AP students on a weekly basis.	Year long	AP teachers, CRC	General Fund SEI grant	Schedule of tutoring sessions and increased attendance numbers for sessions, analyze tutoring participation and AP exam results for effectiveness.	In progress
Additional AP course offerings to increase student access to AP courses.	September 2013	Schedulers, counselors		Placed on choice sheets and next year's master schedule	Completed
Purchase ACT test prep materials (print and electronic media) for use in classrooms and computer labs, develop ACT test prep and after school and target test prep for juniors using pre-ACT scores.	2 <sup>nd</sup> semester	Counselors, tutors, credit recovery teachers, Future center advisor, Goodwill CTE teacher.	SEI Grant	Develop schedule of ACT test prep classes and use Kaplan ACT On-Demand to progress monitor student test prep time.	Completed
Provide professional development opportunities for AP and ACT trainings.	2 <sup>nd</sup> semester	District support personnel, counselors, Legacy	SEI grant, Title II	Sent 3 teachers to Legacy trainings for differentiation in AP	Completed

		Grant personnel		classes, secondary humanities director provided professional development to English and social studies departments regarding ACT skills and test strategies.	
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**Major Improvement Strategy #4:** Improve parent and community engagement through a comprehensive communication strategy.

**Root Cause(s) Addressed:** Communication to parents and the community has been inconsistent. Previous engagement plans have been attempted but were unsuccessful due to inconsistent or ineffective communication to parents/community members.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Develop and Implement systems to facilitate consistent and strategic external and internal communications with students, teachers, parents, and community members.	2012-2013	Community Liaison		Develop weekly newsletter for teachers and staff to receive timely school updates from admin.	Completed
				Develop Monthly newsletter for parents and community members to receive regular school-wide updates and	Completed

				<p>encourage opportunities to engage in school activities.</p> <p>Develop and implement policies and practices to ensure timely, engaging, a quality controlled messages to parents and other key stakeholders. This includes IC messages, text messaging, social media, and print media strategies.</p>	Completed
Rebrand George Washington High School through the development of positive messages that facilitate a sense of school pride and unity among key stakeholders (students, parents, and teachers), while highlighting school's positive attributes.	2012-2013	Community Liaison		<p>Develop strategic communications plan that reengages students, families, and community members.</p> <p>Implement social media strategies to engage students.</p> <p>Improve website to ensure streamlined communications.</p> <p>Develop new marketing materials, to include informational brochures, banners, Chum, etc.</p>	<p>In Progress</p> <p>In Progress</p> <p>In Progress</p> <p>In Progress</p>
Engage key stakeholder in supporting school progress through a long-term visioning and action	2012-2014	Community Liaison		Weekend retreat to gain stakeholder buy-in and	Complete

committee process.		Administration		<p>develop next steps.</p> <p>Action Committees meet regularly to develop actions that support administration in ensuring the success of all students.</p> <p>Each committee develops goals and follows through with actions that support administration in improving engagement and student success.</p> <p>Community Liaison develops system to manage progress, activities, and assists in maintaining committee momentum.</p>	<p>Complete</p> <p>Completed</p> <p>In Progress</p>
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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)