

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8086 School Name: SOUTH HIGH SCHOOL SPF Year: 2012 Accountable by: 3 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 th percentile by using 1-year or 3-years of data	R	-	-	72.21%	-	-	36.75%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	14.45%	
		W	-	-	49.57%	-	-	23%	
		S	-	-	50%	-	-	21.48%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	79	-	-	57	
		M	-	-	99	-	-	56	
		W	-	-	96	-	-	58	
ELP	-	-	62	-	-	48			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate 72.3% using a 7 year grad rate</p>	Approaching	<p>Overall Rating for Post Secondary Readiness: Approaching</p>
	<p>Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Approaching	
	<p>Dropout Rate Expectation: At or below State average overall.</p>	3.9%	3.8%	Meets	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	20.1	16.2	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school 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: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) 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	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

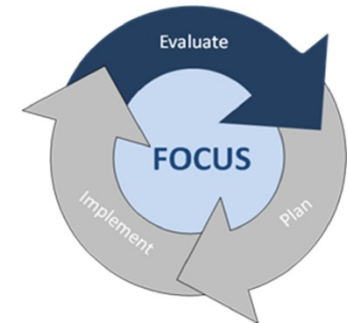
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kristin E. Waters
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	Phone	720.423.6041
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	Mailing Address	1700 E. Louisiana, Denver CO 80210

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: 39% P and A; Advanced 2.5%	R: P and A 37% (+5); A:2% (not met)	<ul style="list-style-type: none"> • Overall lack of intentional progress monitoring • School-wide focus on reading • Inconsistent reading instruction in reading intervention courses • Implementation of ALEKS program in math intervention courses • Creation of ELA exit criteria, Essential Learning Goals for new Edge curriculum, and progress monitoring were not in place until second semester • Systems to monitor ELA student progress toward graduation (enrollment
	M: 14% P and A; Advanced 2.5%	M: P and A: 14% (+2); A: 3% (met)	
Academic Growth	35% or more of ELLs will move up one level.	Percent Moving Up 1 or More Levels: Level 1: 48.8% (met) Level 2: 53.5% (met) Level 3: 25.9% (not met) Level 4: 9.0% (not met)	
Academic Growth Gaps			

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.
Post Secondary Readiness	Graduation rate – 6 year 75% ACT mean - 20	Graduation rate – 72.3% (not met, but did increase from 70.4) ACT – 16 (not met)	<p>in the correct classes at the appropriate time) were not in place;</p> <ul style="list-style-type: none"> • System to transition students to an intensive pathway based on age and English acquisition level was not in place. • ACT prep was inconsistently implemented (challenges with obtaining pre-assessments results and using the computer-based program).

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.

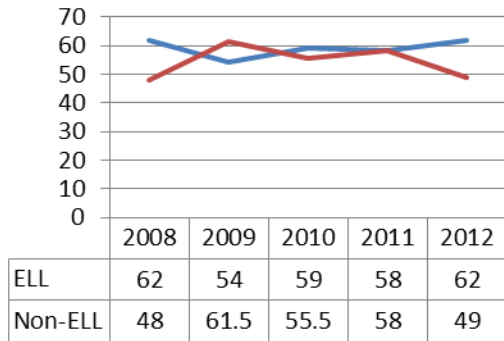
Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
Academic Achievement (Status)	CSAP	2009	2010	2011	2012	For the past four years achievement scores have been relatively stable. We need to increase the percentage of students scoring proficient or advanced in reading, writing, math and science.	<ul style="list-style-type: none"> We may not be differentiating sufficiently so students can reach proficiency and advanced in a timely manner. We have had some proactive systems to support students. We have had some interventions at both the lower levels and for some high achieving students. Prior school improvement initiatives have been directed to all students equally without differentiating based on student data and department goals. This has led to above average growth but has not increased achievement levels. Prior focus on short constructed response did not maximize the connection between reading and writing in the content areas. Previous professional development targeted backward design to identify essential learning goals for one unit. Essential learning goals have been created for some core classes. Teachers may not be systematically monitoring student progress toward essential goals. In prior years' advisement, some students learned test results and set goals. All students have not had the opportunity to analyze their test results and set goals. All students need more academic vocabulary and
	Reading	36	35	32	39		
	Writing	22	20	20	23		
	Math	12	14	12	14		
	Science	19	19	19	22		
	<ul style="list-style-type: none"> All Content Areas: The percentage of students who are proficient or advanced has remained essentially the same from 2009-2012, with a slight increase in reading. CSAP Advanced SPF 2.5: In 2011 the percentage of students scoring advanced = 1.6%; in 2012 = 2.62%. To meet expectations South needs 5% or more students to reach Advanced. Reading SPF 2.1a: In 2011 the percentage of students scoring proficient or advanced = 33% (does not meet standard); in 2012 = 39.63% (approaching standard). To meet expectations, 50% or more students must be prof/adv. Math SPF 1.3b: In 2011, Catch-up Growth = 11%; in 2012 = 10.96%. To meet expectations South needs to move 20% or more students from U→PP or PP→P. 						

	<ul style="list-style-type: none"> • Math SPF 1.4b: In 2011, Keep Up Growth = 49%: in 2012 = 57.29%. To meet expectations South needs to keep 50% or more students at Proficient or Advanced. • Writing SPF 2.1c: The percentage of prof/adv in 2011 = 20%; in the 2012 27.34%. To meet expectations, 40% of students must score prof/adv. • Writing SPF1.3: In 2011, Catch-up Growth = 28%: in 2012 = 27.81%. To meet expectations South needs to move 30% or more students from U→PP or PP→P. • Writing SPF 1.4c: In 2011, Keep Up Growth = 70%: in 2011 = 76.11%. To meet expectations South needs to keep 80% or more students at Proficient or Advanced. • Science SPF 2.1d: The percentage of students scoring prof/adv in 2011 = 19%; in 2012 = 27.34%. To meet expectations, 30% or more of students must score prof/adv. 	<p>systematic instruction in syntax. Although all content teachers are ELA-E certified, they have not had sufficient time to process and apply learning.</p> <ul style="list-style-type: none"> • Teachers have adhered to the Pacing and Planning Guides and have not focused solely on the Essential Learning Goals.
	<ul style="list-style-type: none"> • ELLs: The percentage of English language learners who are proficient or advanced on CSAP is less than 10% in all content areas (Reading 6.72%, Writing 3.78%, Math 2.51%, Science 6.12%) • CELA Overall: In 2010, 35.9% of students moved up a band and 32% in 2011. The SPF target is 35%. <p>Of the students who did not move up a band, 25% stayed beginning (n= 77, ave yrs at level = 2.8), 21% stayed early intermediate (n= 64, ave yrs at level = 2.1), 34% stayed at intermediate (n= 104, av yrs at level = 2.3), 17% stayed at proficient (n= 54, av years at level =2.4)</p> <ul style="list-style-type: none"> • ELL CSAP Math: In 2010 2% of students scored P/A. In 2011, 3%, and in 2012, 2.51%. • CELA SPF 2.6: Percent at level 5 (including exited students), 2011 = 7%; 2012 = 6.11% • CELA 2010: 6% of students with PPF 3 (parent opt out) scored above proficient on CELA compared to 0% of PPF2 (ELA services requested). In 2011 that number increased to 10% of PPF3 compared to 1% of PPF2. 	<p>For the last two years less than 35% of ELLs move up at least one band on CELA. Students stay at each band on average longer than district averages (District: Beginning=2.2 yr, Early Int=2.0 yr, Intermediate=2.2 yr, Proficient =2.5 yr)</p> <ul style="list-style-type: none"> • Teachers may not be sufficiently sheltering instruction or consistently using strategies so ELL students can access grade level standards in content areas. • Students may not be asked to do sufficiently rigorous tasks in the English Language Acquisition classes to reach the next CELA level.
Academic Growth	TCAP Median Growth Percentile	

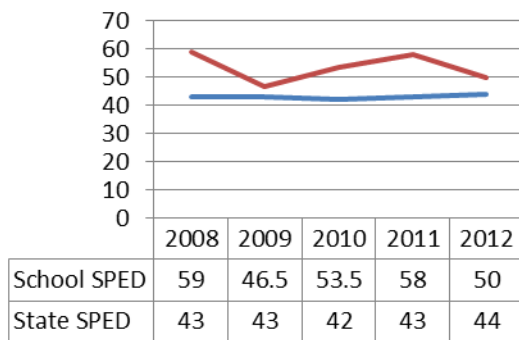
	MGP	2010	2011	2012							
	Reading	58	58	53							
	Writing	56	57	56							
	Math	54	57	61							
	<p>Growth has stayed steady above 50. The school meets expectations for academic growth</p> <p>CELA Median Growth Percentile</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="width: 33%;">2010</td> <td style="width: 33%;">2011</td> <td style="width: 33%;">2012</td> </tr> <tr> <td>49.5</td> <td>47.0</td> <td>46.0</td> </tr> </table> <p>Growth has continued to drop below the 50th percentile.</p>					2010	2011	2012	49.5	47.0	46.0
2010	2011	2012									
49.5	47.0	46.0									

Academic Growth Gaps

TCAP Reading MGP



TCAP Math MGP

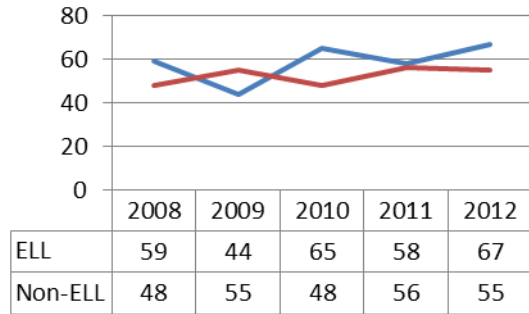


Writing:

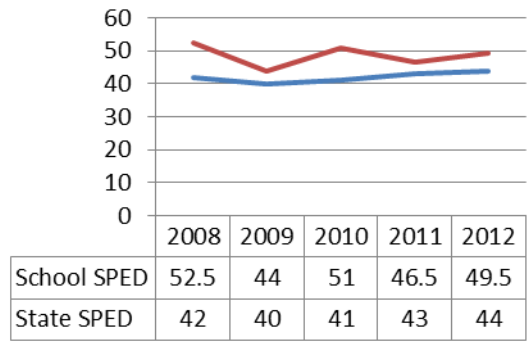
MGP for our ELLs are above 50, but not high enough to catch students up to be college-ready when they leave South HS

- Teachers may not be sufficiently sheltering instruction or consistently using strategies so ELL students can access grade level standards in content areas.
- Students may not be asked to do sufficiently rigorous tasks in the English Language Acquisition classes to reach the next performance level.
- Professional development and school wide initiatives have been generalized for all students leading to overall elevated growth but not a specific focus on individual ELL levels.

TCAP Writing MGP

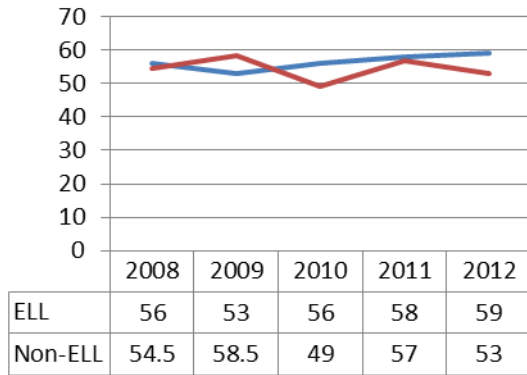


TCAP Writing MGP

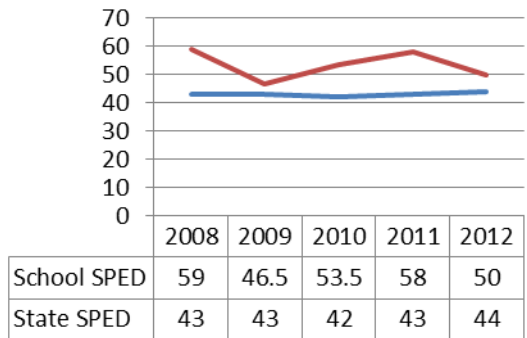


Math:

TCAP Math MGP



TCAP Math MGP



- **ELL trends** – The MGP in reading, writing, and math have stayed above the state target for five years, yet is not high enough to ensure that students are college ready when they leave South HS.
- **Sped** – The MGP have decreased over the last five years, but

	<p>are higher than state averages.</p>	
	<ul style="list-style-type: none"> • Graduation Rate SPF 4.3: (6 yr) 2011: 70.4%, 2012: 72.3%. To meet SPF expectations, South needs to increase the graduation rate to 75%. • On track to Graduate SPF3.2 & 4.5: In 2011 73% of students were on track; in 2012, 70.63% were. To meet expectations 75% need to be on track. If we increase the percentage of students on track by at least 2.5%, we will meet expectations for the on-track change indicator. • Attendance SPF 5.1: In 2011 attendance was 89.3%, in 2012 = 88.59%. To meet expectations attendance must be at least 90%. 	
<p>Post Secondary & Workforce Readiness</p>		<p>Increase on-track to graduate by 2.5%</p> <ul style="list-style-type: none"> • Counselors began tracking on-track to graduate last year and have provided some supports to students, but not all students.

ACT Average	2008	2009	2010	2011	2012
English (18)	14.7	15.9	14.1	14.8	15.3
Math (22)	16.9	17.0	16.5	16.8	16.9
Reading (21)	16.8	17.6	16.4	16.7	15.3
Science (24)	17.2	17.7	16.9	16.9	16.4
Composite	16.5	17.2	16.1	16.4	16

ACT Composite Scores:

	Composite	English	Reading	Math	Science
Overall	16	15.3	15.3	16.9	16.4
White	19	19	19	19	20
Black	14	13	13	15	14
Hispanic	17	16	16	17	16
Asian	14	12	13	17	15
ELL	14	13	13	16	15

- **ACT English SPF 4.1c:** 38% of juniors reached the 18 benchmark (10% increase over 2011). SPF Meets Expectations = 40%
 - **ACT Reading SPF 4.1a:** 22% of juniors reached the 21 benchmark. SPF Meets Expectations = 35%
 - **ACT Math SPF 4.1b:** 15% of juniors reached the 22 benchmark. SPF Meets Expectations = 20%
 - **ACT Science SPF 4.1d:** 9% of juniors reached the 24 benchmark. SPF Meets Approaching = 10-20%
- **AP Test Passing Rate SPF 4.8:** In 2011 the passing rate was 34%; in 2012 = 24%. To meet expectations 50% of exams must be passed.

Three of 13 AP classes are reaching the 50% passing rate

- We have limited scheduled interventions for students who struggle outside of Reading and Algebra 1 Labs
- Credit recovery options are limited to summer school and, during school hours, APEX, which has heavy reading demands for students.

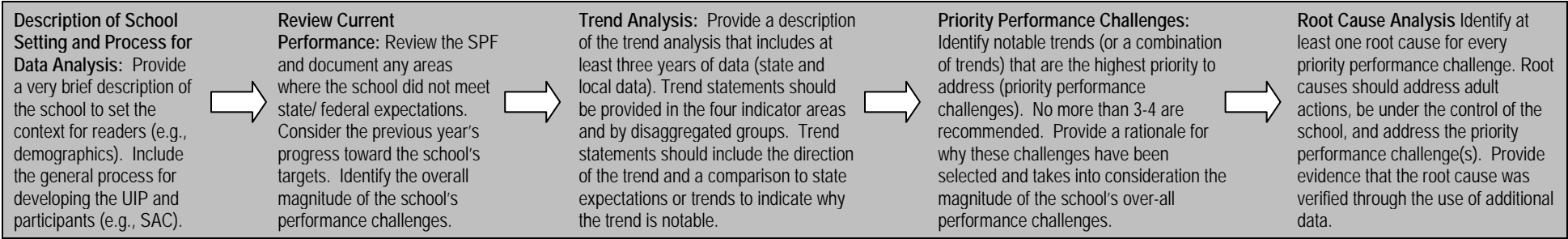
- There has not been a structure for specific progress monitoring toward essential learning goals identified by ACT and AP.
- With the quantity of AP material, teachers are challenged to

		<p>goal.</p> <p>differentiate or re-teach when students struggle or when students have gaps prior to enrollment.</p> <ul style="list-style-type: none">• Lack of systematic proactive supports (study groups, tutoring, etc). for struggling AP students.
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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



Narrative:
Data Narrative
 Denver South High School offers a cross-cultural academic experience that challenges all students to attain the highest levels of academic success. Hailing from through-out Denver and across the globe, South's student body meets in the beautiful Washington Park neighborhood to collaborate and mast the skills needed to excel in college and today's world economy. Academic programs such as Advanced Placement and Honors, AVID, and ELA challenge students in grades 9-12 to reach new levels of individual achievement. From the classroom to athletics and enrichments, the world gathers at Denver South High School to prepare for the future.

Listen to our students talk about Denver South HS!
http://www.youtube.com/watch?v=PpVF5-q5Yw&feature=youtu.be&safety_mode=true&persist_safety_mode=1&safe=active

UIP Planning Process:
 During the 2012-2013 school year, the data and strategies were presented to and reviewed by the CSC, the Instructional Council, the teaching staff, and the PTSA. Feedback is on-going.

During the 2011-2012 school year, South staff hosted numerous forums for teachers, parents and community members to participate in the data analysis, identification of priority challenges, root cause analysis and development of action steps. First, individuals scoured the School Performance Framework, CSAP data, Annual Measurable Achievement Objectives for ELLs (AMAO), Annual Yearly Progress (AYP) reports, ACT data, AP data, Teacher Median Growth Percentiles, attendance data, data on student involvement in athletics and activities, National Clearinghouse data on college trends, and demographic characteristics available in Infinite Campus. Then a group of teachers and school leaders gathered on a Saturday to analyze data trends and identify challenges and root causes. The Instructional Council (department chairs), the Collaborative School Committee (teachers, parents and community members) will review the UIP and suggest further revisions until consensus is reached that the data narrative tells the "data story." From there the entire faculty had the opportunity to review the UIP several times during the school year and provide regular feedback on the data analysis and major improvement strategies.

South Demographics and Satisfaction Survey:

South's population consists of 315 students from the neighborhood and 1001 students who choice-in. In 2008, South had a high of 387 boundary students (from Denver's southeast Washington Park neighborhood) attending the school. That number has been steadily declining to our current number. There are 766 known students living in South's boundary. Of those, 451 chose schools other than South. The top four choices are East (145 students), Thomas Jefferson (68 students), George Washington (59 students) and Denver School of the Arts (48 students). The ethnic breakdown is 23.5% Black, 32% Hispanic, and 27% White. Seventy-two percent of the students qualify for Free or Reduced Lunch (F/RL), and 45% of the population are identified as English Language Learners (ELLs).

Due to South's status as the magnet school for **English Language Learners** (ELLs), over 600 students who speak 37 languages other than English at home enrolled in the school in the fall of this year. During the school year, 75 -120 newly arrived refugees and immigrants will enroll in grades 9 – 12 (2008: 78, 2009: 91, 2010:117, 2011:74). These students range from having no schooling to continuous schooling. Currently South serves 240 students who have had no schooling, limited school or interrupted schooling. An additional 163 have had mostly continuous schooling. Language proficiency levels for the ELLs range from beginning to advanced with 240 students at beginning/early intermediate level, 170 students at intermediate; 120 students at proficient and 112 students who have "exited" from the ELA program and transitioned to mainstream. Even ELLs students who have reached advanced proficient will need continued support in learning academic English. The research suggests that it takes 4-7 yrs to reach native-like proficiency. At South, 362 of our ELLs have been enrolled in US schools for less than 4 years.

Several of the federal and district classifications used as the basis of the school accreditation ratings become more complex when immigrant and refugee country of origin, arrival date, and language is taken into account. For example:

- The district reference group for gap analysis includes White, Asian and Multi-racial. At South, the white and Asian population includes 64 Nepali speakers, 47 Arabic (some are Black and some are White), 44 Karen, 40 Burmese, 32 Russian, 6 Turkish, 3 Bengali, 3 Mongolian, 2 Filipino, 2 Khmer, 1 Bulgarian, 1 Chinese, 1 Farsi, 1 Thai, 1 Palauan; all who have recently enrolled in US schools and are learning English. Thus, to include these 246 English Language Learners in the same group as our White, Asian and Multi-racial non-English Language Learners creates the impression of a gap between ethnic groups that is primarily about language.
- Similarly, our black group includes 96 French, Arabic, Somali, Tigrinya, Amharic, Swahili, Oromo, and several other tribal language speaking, recently arrived, Africans.

Due to students' age when they arrive in the United States, we have significant numbers of students who reach 21 before they are proficient in English and able to meet graduation requirements. Currently 40 students whose credits range from 9th-12th grade will turn 21 this year, an additional 70 students will turn 21 in the next three years before they have had sufficient time to take the required courses. For those who can stay five, six, or even seven years, they can learn sufficient English, complete required classes and graduate. Tracking the six year graduation rate is crucial for South as many of our students need extended time.

As newly arrived English Language learners are included in the federal reporting ethnic categories, making determinations of proficiency gaps in sub-groups is challenging. The school has requested support from the district to disaggregate the sub-group data by ELL/non-ELL.

Languages spoken at South HS:

English	609	Khmer	5	Indonesian	1
Spanish	225	Turkish	5	Karelian	1
Nepali	79	Mongolian	4	Kinyarwanda	1
Arabic	63	Japanese	3	Krio	1
Burmese	53	Kirundi	3	Lao	1
Karen	39	Korean	3	Luganda	1
Somali	37	Thai	3	Lwo	1
French	28	Bengali	2	Maay	1
Tigrinya	28	Creole	2	Mandinka	1
Russian	26	Flemish	2	Nuer	1

Vietnamese	20	Sidama	2	Palauan	1
Amharic	18	Bosnian	1	Philipino	1
Swahili	18	Bulgarian	1	Portuguese	1
Oromo, West-Central	7	Chinese	1	Pulaar	1
Chinese, Mandarin	6	Farsi, Eastern	1	Rwanda	1
Twi	6	German	1	Serbian	1
		Igbo	1		

On the satisfaction survey, 93% of the students responded that they felt like they were getting a good education at the school which was a 4% increase over 2010. Ninety-five percent of students felt that they knew what they needed to do to learn and make progress in their classes and 90% felt that the time in classes was spent on learning. Seventy percent felt like discipline for students who break rules was consistent and fair while 95% expressed that they felt safe at school. 89% of students felt that teachers treated them with respect and 90% felt that most teachers encourage them to do their best. Almost all students (96%) felt that their families believed education would make them more successful in the future and 90% responded that the school provided them with education about college.

Parents (629 respondents) overall felt satisfied with the school (90%). They concurred that their children felt safe (91%). Over 90% felt that parents were treated with respect and encouraged to be involved in the school. Parents were less satisfied that their children were challenged (78%), and just 68% felt that the school dealt with bullying effectively.

SPF	2010	2011	2012
Enrollment		1359	1313
FRL	71%	72%	74%
ELLs	43%	45%	45%
SPED	11%	9%	9%
Minority Combined	59%	57%	57%

Trend Analysis, Priority Challenges, Root Causes and Verification

Achievement Data: CSAP achievement data has remained relatively stable in all content areas and across all sub groups over the last four years. We chose not to analyze data by ethnicity because our ethnicity does not follow traditional ethnic groupings. Additionally, our team based our breakdown on ELL vs ethnicity or FRL because our students. Less than 2% of students are advanced on CSAP. While students who are proficient and advanced generally stay at those levels, only 49% of math students stay on grade level. On CELA 24% of ELL students reach proficiency, while the DPS School Performance Framework (SPF) expectation is 50%. **Our priority challenge** is to break this trend and increase proficiency in all content areas, including language development. One primary root cause has been the multiple changes in administrative leadership over the past four years. South HS has had three principals in six years, and seen numerous changes in assistant principals during that same time period. We believe a **second root cause** lies in a generalized approach to professional development and multiple, changing, improvement initiatives that have not sufficiently differentiated for students at different points in their development. While PD structural changes were made during the 11-12 school year, many staff reported that

the training sometimes felt dis-connected because of multiple areas of focus and being split into smaller groups. This is **verified** by the school wide teacher choice to pursue differentiation as the topic of professional development. Additionally, 22% of parents felt that coursework was not sufficiently rigorous. A **third root cause** may be that teachers have not identified essential learning goals for each course and tracked student progress toward these goals. During the 11-12 school year, Essential Learning Goals were identified, but there was limited monitoring of student progress in meeting those goals. A **fourth root cause** may be that we have not provided students and parents with sufficient purpose and understanding of the different assessments nor the meaning of their test scores. We feel that if students and parents were more data literate about their standardized assessments, their grade point average (GPA), and their credits and how they relate to college entrance requirements, they may be able to set achievement goals for themselves and take more responsibility for the outcome of the assessments.

Reading	2009	2010	2011	2012		Writing	2009	2010	2011	2012		Math	2009	2010	2011	2012
% P/A	36%	35%	32%	37%		% P/A	22%	20%	20%	23%		% P/A	12%	14%	12%	14%
• ELL	4%	3%	4%	7%		• ELL	1%	1%	1%	4%		• ELL	1%	2%	3%	3%
• Exited ELL	48%	65%	58%	70%		• Exited ELL	26%	23%	30%	33%		• Exited ELL	16%	17%	18%	23%
• Non-ELL	63%	62%	60%	62%		• Non-ELL	42%	42%	42%	43%		• Non-ELL	22%	25%	23%	24%
• Special Ed	21%	17%	27%	5%		• SpEd	12%	9%	16%	3%		• SpEd	7%	9%	6%	3%
South % Unsat	30%	35%	36%	30%		South % Unsat	29%	29%	26%	22%		South % Unsat	62%	62%	61%	60%
• 9 th gr % P/A	35%	32%	30%	39%		• 9 th grade % P/A	23%	20%	19%	24%		• 9 th grade % P/A	13%	15%	12%	16%
• 10 th gr %P/A	38%	39%	33.5%	35%		• 10 th gr % P/A	22%	21%	21%	25%		• 10 th gr % P/A	12%	14%	12.5%	12%
Continuously Enrolled		33%	34%			Continuously Enrolled		20%	22%			Continuously Enrolled		16%	12%	
Science	2009	2010	2011	2012												
% P/A	19%	19%	19%	24%												
• ELL	0%	1%	2%	6%												

• Exited ELL	16%	23%	31%	33%		
• Non-ELL	40%	36%	36%	41%		
• Special Ed	9%	19%	20%	5%		
South Unsat %	60%	59%	62%	58%		

Academic Growth: Student median growth percentiles have stayed above average for three years. They are currently at the highest point to date and meet state expectations for above average growth. Nevertheless, even with elevated growth percentiles, catching students up to grade level is challenging. The state has indicated that the adequate growth percentile in all content areas is above 90. According to the School Performance Framework, in Math 11% of students catch up; in writing 29%, and in reading 32%. CELA is the marker of growth for language proficiency. While the expectation is that at least 35% of students move up a level each year, 32% of ELLs moved up at band in 2011. The average number of years students stay at each level is higher than district averages. While we meet state expectations for growth, we have identified a **priority challenge:** to increase the percentage of ELLs moving up a level on CELA/ACCESS. We believe the **root cause** is that while we have specified the criteria for each level, we are in the early stages of tracking student progress in a timely fashion. Additionally, many students are unaware of how CELA/ACCESS monitors their language development and may not take the test seriously. While DPS does not have an English competency test for graduation, most colleges have an entrance proficiency test. We believe that if students were more clear about what they need to demonstrate for each level, they would be participate more fully in reaching the learning goals. This root cause is **verified** anecdotally by students who have told counselors that they did not understand their CELA data and how it was used to place them in language development classes. Parents and students need to understand what the CELA data means and how it is used for placement. It is also verified by the ELA faculty who dedicated time last year to develop transition criteria for each level.

Median Growth Percentile (MGP)	2010	2011	2012
Reading	58	58	53
Writing	56	57	56
Math	54	57	61

Academic Growth Gaps data: Currently the MGP for all subgroups is above the 55 state target for high growth with the exception of students with IEPs in reading and writing. The general trend has been to increase and then to decrease. The exceptions are with students with IEPs in math where the MGP increased from 47 to 58 over three years and with boys who have increased in all three content areas for the last three years. In the last three years there has been an emphasis on non-fiction reading which may have supported boys with reading. All teachers focused on short constructed response writing which is evident in the increased growth in writing.

Median Growth Percentile	2010 R/W/M	2011 R/W/M	2012 R/W/M
Free & Reduced Lunch	60/61/54	58/56/60	55/63/56
Students with an Individualized Education Plan (IEP)	41/51/54	52/47/58	55/49.5/50

English Language Learners	59/65/56	58/58/58	62/67/59
Girls	62/59/54	57/56/57	Info not available
Boys	54/53/54	60/58/58	Info not available

Post-Secondary Readiness: South's 6 yr graduation rate increased from 62.9% to 70% last year. Focusing on the 6 yr graduation rate is important at South as almost half of the population needs additional time to learn academic English. ACT 2011 average scores increased slightly over 2010 and the percentage of students meeting or exceeding the college readiness benchmarks increased in Math, Reading, Science. The disaggregated data for our English Language Learners from 2010 (this data is not yet available for 2011) shows that exited ELLs lag slightly behind non-ELLs, while the ELLs who have not yet exited the program are several ACT bands further below. ACT disaggregates data by federal ethnic groups while at South we always need to look at our data through the language lens. The district has helped create reports in the past to support this.

Students have the opportunity to choose between 15 different Advanced Placement courses. In 2010-11, 193 students took 334 AP classes with a passing rate of 34%. English Language, Spanish and Studio Art have passing rates (a score of 3 or higher) over 50%. The other twelve classes have passing rates ranging from 10% to 46%. This year South has increased the number of Human Geography (open to freshmen as well as upper classmen) courses to four and added three additional World History courses. Counselors encourage all juniors and seniors to take at least one college level course before they graduate.

The first **priority challenge** for Post Secondary Readiness is to increase the on-track to graduate rate. It is challenging to monitor actual progress of students who appear off-track due either to taking advanced coursework or to taking English Language development classes. Counselors must calculate credits by hand for each student. The **root cause** is that we have not had systems to monitor on-track to graduate nor have we had sufficient interventions for students prior to failing. Currently the primary means of credit recovery is a) APEX which requires strong reading skills which many of our students do not have, or summer school. Also the tutoring teachers offer is voluntary for students and lacks intentionality. Meetings between parents, counselors, teachers and students are not systematic with regards to courses and credits.

The second **priority challenge** is to increase the passing rate of AP tests. The **root cause** appears to be that teachers have not consistently focused on essential learning goals and monitored student progress toward specific goals and differentiated for students who may need additional support. This is **verified** by the College Board Advanced Placement (AP) Instructional Planning reports and anecdotally by teachers who express the difficulty they experience trying to meet the needs of all their students.

ACT Average Scores	2008	2009	2010	2011	2012
English (18)	14.7	15.9	14.1	14.8	
Math (22)	16.9	17.0	16.5	16.8	
Reading (21)	16.8	17.6	16.4	16.7	
Science (24)	17.2	17.7	16.9	16.9	
Composite	16.5	17.2	16.1	16.4	

March 2013 Update. The Instructional Leadership Team met to update progress at this point in the year. Revisions will continue into April and May as South applies for a Teacher Incentive Fund (TIF) grant to expand teacher leadership and professional growth opportunities centered on increasing student achievement. Additionally, a comprehensive data analysis will occur during the summer upon receipt of Spring 2013 assessment (TCAP, ACCESS, ACT) data.

ACT % of students meeting College Readiness benchmark	2008	2009	2010	2011	2012
English (18)	31%	34%	28%	28%	34%
Math (22)	12%	12%	9%	16%	13%
Reading (21)	22%	28%	22%	23%	19%
Science (24)	8%	11%	8%	10%	8%
All four	5%	9%	5%	7%	23%

March, 2012 Update. Each department met to review the UIP. They added evidence of UIP implementation to the action steps and noted areas where they wanted to continue to work next year. The majority of action steps are “in progress” and not yet to a completion point. The action steps have been modified for the 12-13 school year.

October, 2012 Update: Instructional Council, CSC, PTSA, reviewed and updated the Major Improvement Strategies for 12-13.

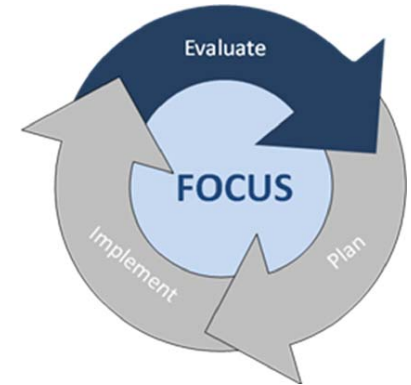
Section IV: Action Plan(s)

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	For the past four years achievement scores have been relatively stable. We need to increase the percentage of students scoring proficient or advanced in reading, writing, math and science.	Students will meet the DPS expectation of 46% P/A. CSAP Advanced = 5%	Students will meet the DPS expectation of 56% CSAP Adv. = 5%	District Interim Course Assessments Scholastic Reading Intervention Teacher Made Assessments EDGE Curricular Assessments	English and Math teachers developed essential learning goals during the 11-12 school year. The focus for 12-13 will be on creating progress monitoring tools for Intro to Lit, American Lit, Algebra, Geometry, juniors for ACT, and AP classes. All teachers will focus on authentic writing in their content area and monitor students' progress; writing will be linked to reading.
		M	For the last two years less than 35% of ELLs move up at least one band on CELA.	Students will meet the DPS expectation of 17% P/A. CSAP Advanced = 5%	Students will meet the DPS expectation of 27% P/A. CSAP Advanced = 5%	District Interim Course Assessments Teacher Made Assessments	
		W	Students stay at each band on average longer than district averages (District: Beginning=2.2 yr, Early Int=2.0 yr, Intermediate=2.2 yr, Proficient =2.5 yr)	Students will meet the DPS expectation of 27% P/A. CSAP Advanced = 5%	Students will meet the DPS expectation of 37% P/A. CSAP Advanced = 5%	District Interim Course Assessments Teacher Made Writing Prompts EDGE Curricular Assessments	
		S		Students will meet the DPS expectation of 26% P/A. CSAP Advanced = 5%	Students will meet the DPS expectation of 36% P/A. CSAP Advanced = 5%	District Interim Course Assessments Teacher Made Assessments	
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R		65 th percentile	75 th percentile	District Interim Course Assessments Scholastic Reading Intervention Teacher Made Assessments	English and Math teachers developed essential learning goals during the 11-12 school year. The focus for 12-13 will be on creating progress
		M		65 th percentile	75 th percentile		
		W		65 th percentile	75 th percentile		

						EDGE Curricular Assessments	<p>monitoring tools for Intro to Lit, American Lit, Algebra, Geometry, juniors for ACT, and AP classes.</p> <p>All teachers will focus on authentic writing in their content area and monitor students' progress; writing will be linked to reading.</p>
		ELP	CELA median growth percentile is below 50 (below both State and District targets)	65 th percentile	75 th percentile		<p>ELA teachers developed essential learning goals and exit criteria for ELA Newcomers, and Courses Level 1 and Level 2. The focus for 12-13 will be to develop and use progress monitoring tools to evaluate student progress on meeting the goals and exit criteria.</p>
Academic Growth Gaps	Median Student Growth Percentile	R	MGPs for our ELLs are above 50, but not high enough to catch students up to be college-ready when they leave South HS	ELL Reading - 72 th percentile	ELL Reading - 77 th percentile	<p>District Interim Course Assessments</p> <p>Scholastic Reading Intervention</p> <p>Teacher Made Assessments</p> <p>EDGE Curricular Assessments</p>	<p>ELA teachers developed essential learning goals and exit criteria for ELA Newcomers, and Courses Level 1 and Level 2. The focus for 12-13 will be to develop and use progress monitoring tools to evaluate student progress on meeting the goals and exit criteria.</p>
		M		ELL Math – 68 th percentile	ELL Math – 73 rd percentile		
		W		ELL Writing – 77 th percentile	ELL Writing – 83 rd percentile		

<p>Post Secondary & Workforce Readiness</p>	<p>Graduation Rate</p>	<p>Increase on-track to graduate by 2.5%</p>	<p>6 yr. 75%</p>	<p>6 yr. 75%</p>		<p>English, and Math teachers developed essential learning goals during the 11-12 school year. The focus for 12-13 will be on creating progress monitoring tools for Intro to Lit, American Lit, Algebra, Geometry, juniors for ACT, and AP classes.</p> <p>Provide structures and supports to maximize college readiness for all students.</p>
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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: English, and Math teachers developed essential learning goals during the 11-12 school year. The focus for 12-13 will be on creating progress monitoring tools for Intro to Lit, American Lit, Algebra, Geometry, juniors for ACT, and AP classes.

Root Cause(s) Addressed:

- We may not be differentiating sufficiently so students can reach proficiency and advanced in a timely manner. We have limited systems to support students.
- We have been intervening at the lower levels and are just beginning supports for high achieving students.
- Prior school improvement initiatives have been directed to all students equally without differentiating based on student data and department goals. This has led to above average growth but has not increased achievement levels.
- Prior focus on short constructed response did not maximize the connection between reading and writing in the content areas.
- Last year professional development targeted creating essential learning goals, but they may not be clearly articulated for all units. Teachers may not be systematically monitoring student progress toward essential goals.
- All students have not had the opportunity to analyze their test results and set goals.
- Teachers have created Essential Learning Goals, but are just beginning to monitor students' progress in meeting the goals and adjusting instruction accordingly.
- Teachers may not be sufficiently sheltering instruction or consistently using strategies so ELL students can access grade level standards in content areas.

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)
Algebra and Geometry teachers will develop tools to progress monitor ELGs. March 2012 updates: - ELG's with rubrics in Geometry, Advanced Algebra, Pre-Calculus,	October 2012- Ongoing June 2013 Algebra, Geometry, and	Algebra and Geometry teachers	General Fund	Use of ELGs in SGOs Developed 1/13/12 and Fall 2012 Grade book structure Progress monitoring	In progress

<ul style="list-style-type: none"> - Intervention classes for high achieving students - ELL Algebra who are higher achieving, double students up, start a math club for 9th graders, recommend geometry honors and/or double up for Algebra and Geometry 	<p>Algebra 2 teachers will revise ELGs, create assessments, and first unit progress monitoring tools</p>			<p>spreadsheets.</p>	
<p>Intro to Lit and American Lit teachers will develop tools to progress monitor ELGs.</p> <p>March 2012 updates:</p> <ul style="list-style-type: none"> - Each English course developed three ELG's to focus on for the Spring Semester and assessments for author's purpose (American Literature) literary and poetic devices (Intro). - Academic Language focus was based on analysis, synthesis, evaluate, ethos, logos, pathos, claim, reason and evidence. 	<p>October 2012- Ongoing Fall 2013 Collaborative planning, with supervising admin, will take place three days/week to plan and review</p>	<p>Am. Lit. and Intro. Lit. teachers</p>	<p>General Fund</p>	<p>Use of ELGs in SGOs Developed 1/13/12, Fall 2012 Grade book structure Progress monitoring spreadsheets</p>	<p>In progress</p>
<p>Teachers of juniors will develop and use ACT ELGs and progress monitoring tools. Teachers will use TCAP results to target instructional groupings.</p> <p>March 2012 updates:</p> <ul style="list-style-type: none"> - Giving ACT questions and practice questions - Consciously develop for each unit - Algebra 2 with trig book with standardized - Kaplan test (on-line) 	<p>October 2012- Ongoing</p>	<p>Social Studies, Science, English, Math teachers, AVID teachers</p>	<p>General Fund</p>	<p>Daily lesson warm-ups spring semester; Grade book structure; Use of ELGs in SGOs, Fall 2012</p>	<p>In progress</p>
<p>Teachers will apply professional development work on rigor, content-language objectives and differentiation to support students at different levels.</p> <p>March 2012</p> <ul style="list-style-type: none"> - Math: Keep working on differentiation - Aleks for Algebra is very good differentiation - Differentiated Tests/Assignments/Presentations 	<p>August 2012- Ongoing August 2013, teacher leaders to guide implementation</p>	<p>All teachers; AVID teachers to share instructional strategies</p>	<p>General Fund</p>	<p>Varied activities, varied assignments, grade book structure</p>	<p>In progress</p>

<ul style="list-style-type: none"> - Socratic Seminar - Philosophical Chairs - Cornell Notes - Critical Writing/Reading - Jigsaw - Think Pair Share - Gallery Walk - Tutorology - Quickwrites/summaries/reflections - Costa's Levels of Questions 					
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: All teachers will focus on authentic writing in their content area and monitor students' progress; writing will be linked to reading.

Root Cause(s) Addressed:

- Prior school improvement initiatives have been directed to all students equally without differentiating based on student data and department goals. This has led to above average growth but has not increased achievement levels.
- Prior focus on short constructed response did not maximize the connection between reading and writing in the content areas.
- All students need more academic vocabulary and systematic instruction in syntax. Although all content teachers are ELA-E certified, they have not had sufficient time to process and apply learning.
- All students need more academic vocabulary and systematic instruction in syntax. Although all content teachers are ELA-E certified, they have not had sufficient time to process and apply learning.
- Teachers may not be sufficiently sheltering instruction or consistently using strategies so ELL students can access grade level standards in content areas.

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)
All teachers will develop a Student Growth Objective (SGO) related to writing that is connected to reading (core content classes). World Language will focus on simple and complex writing in the target language and translation to English. March 2012: - All teachers have an SGO focused on writing. World Language has students translate simple sentences to English.	October 2012-Ongoing	All content teachers, admin team	General Fund	SGO review March 2013; finalized May 2013	In progress; SGOs will be completed by June 1, 2013 Review necessity of strategy summer 2013
Using a baseline of three different levels of student writing (high, mid and low) teachers will develop differentiated strategies to support students at each level, provide feedback to students and monitor progress toward proficiency. Additionally, teachers will provide specific feedback to learners on their	October 2012-Ongoing	Tech, PE, Special Educators, Social Studies	General Fund	SGO review March 2013; finalized May 2013	In progress Review necessity of strategy summer 2013

<p>progress.</p> <p>March 2012:</p> <ul style="list-style-type: none"> - Social Studies is using RAP (Restate Answer Proof). - Social Studies and Science have each created a writing rubric for their departments. - In electives, teachers are focusing their highest levels on artistry, their mid levels on organization, and their low levels on increased oral support. They are using transition words, sentence stems, and Step Up to Writing Tools. 					
<p>Teachers will apply the professional development focus on rigor and differentiation to support student writing at different levels.</p> <p>March 2012:</p> <ul style="list-style-type: none"> - Rewrite writing prompts from Social Studies books to make accessible to all students. - PE working on paraphrasing, use of note taking. 	August 2012- Ongoing	All teachers	General Fund, Title II	SGOs finalized May 2013	<p>In progress</p> <p>Review necessity of strategy summer 2013</p>
<p>All teachers will create daily content language objectives that provide students frequent opportunities to use academic language in speaking and writing.</p>	October 2012 – on-going	All teachers	General Fund	LEAP Framework average scores	<p>In progress</p> <p>Review necessity of strategy summer 2013</p>
<p>March 2012:</p> <ul style="list-style-type: none"> - Teachers in all content areas will teach on average 8-10 academic vocabulary words each week that students will use in their writing. - Students are answering essential questions using unit vocabulary. - Elective classes are teaching 8-10 vocab words and using comprehensible input to support retention of words. 	October 2011- Ongoing	JROTC, Tech, World Language	General Fund	SGO review March 2012; finalized May 2012	<p>Not continued 2012-2013</p>

<p>Teachers in all content areas will use reading strategies to increase students' volume of reading. Students will respond to reading in writing.</p> <p>March 2012:</p> <ul style="list-style-type: none"> - Two outside the text readings are assigned in Social Studies, specifically in AP classes. Students respond in writing to both outside readings. 	<p>October 2012- Ongoing</p>	<p>JROTC, PE, Social Studies (RAP); AVID teachers</p>	<p>General Fund</p>		<p>In progress</p> <p>Review necessity of strategy summer 2013</p>
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Major Improvement Strategy #3: ELA teachers developed essential learning goals and exit criteria for ELA Newcomers, and Courses Level 1 and Level 2. The focus for 12-13 will be to develop and use progress monitoring tools to evaluate student progress on meeting the goals and exit criteria.

Root Cause(s) Addressed:

- Prior school improvement initiatives have been directed to all students equally without differentiating based on student data and department goals. This has led to above average growth but has not increased achievement levels.
- Prior focus on short constructed response did not maximize the connection between reading and writing in the content areas.
- Last year professional development targeted backward design to identify essential learning goals for one unit. Essential learning goals may not be clearly articulated for all units. Teachers may not be systematically monitoring student progress toward essential goals.
- All students need more academic vocabulary and systematic instruction in syntax. Although all content teachers are ELA-E certified, they have not had sufficient time to process and apply learning.
- All students need more academic vocabulary and systematic instruction in syntax. Although all content teachers are ELA-E certified, they have not had sufficient time to process and apply learning.
- Teachers may not be sufficiently sheltering instruction or consistently using strategies so ELL students can access grade level standards in content areas.
- Students may not be asked to do sufficiently rigorous tasks in the English Language Acquisition classes to reach the next CELA level.
- There has not been a systematic approach to reading instruction for ELLs. Professional development on reading was started 2008-2009 but not sustained.
- There has not been a systematic approach toward understanding, and implementing the transition criteria (essential learning goals) for each CELA level.
- There have not been systematic interventions or increased time for English classes
- Professional development and school wide initiatives have been generalized for all students leading to overall elevated growth but not a specific focus on individual ELL levels.

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)
Newcomer and ELA Level 1 and 2 teachers will create exit criteria for each level. March 2012 update: - Teachers have written ELGs for each level and identified 3-4 "must be able to dos" Next step:	October-December 2012	All ELA teachers, Jen Hanson	General Fund	Creation of exit criteria	Completed Fall 2012

develop a formal transition process using the criteria.					
ELA teachers and students will monitor students' progress toward meeting level exit criteria.	December 2012 – ongoing	All ELA teachers, Jen Hanson	General Fund	Student exit data	In progress Review progress in June, 2013; revise as necessary
<p>ELA teachers will use SRI/Edge reading gains/Imagine learning reports to progress monitor reading comprehension.</p> <p>March 2012:</p> <ul style="list-style-type: none"> Teachers gave SRI twice during first semester and used the results to adjust student placement. Second semester Intro/American/World will continue to use SRI while level 1 & 2 will administer the Edge reading gains 	August 2012- Ongoing	All ELA teachers, Deb McGinty	General Fund	Review CELA scores; course passing rate	<p>In progress; teachers will recommend 13-14 student placement in April 2013</p> <p>Review progress in June, 2013; revise as necessary</p>
<p>Teachers will use the transition criteria and a body of evidence (assessment data, and classwork) to transition students.</p> <p>March 2012:</p> <ul style="list-style-type: none"> Transition criteria is being developed but has not yet been used in a formal transition process. At semester, students were moved into Intro to Lit (S1 and/or 2) based on SRI and age. We developed the graduation planning tool to include ELA classes. Counselors met with students to make sure students understand graduation requirements; 	Spring 2012- ongoing	All ELA teachers, Jen Hanson	General Fund	Transition meetings on the calendar; Semester 2 Intro classes.	<p>In progress; teachers will recommend 13-14 student placement in April 2013</p> <p>Review progress in June, 2013; revise as necessary</p>
<p>Summer school will be offered to extend the school year for ELA students at Newcomer, level 1 and level 2.</p> <p>March 2013</p>	June, 2012 June 2013	ELA teachers, TBD	General Fund, grant funding, Title III funds TBD	Imagine Learning GLE or Edge Reading gains at the end of summer school.	<p>In progress</p> <p>Review progress in June, 2013; revise</p>

Summer school will be offered to extend the school year for ELA students at Newcomer, level 1 and level 2. March 2012 addition: - Summer school will be offered to extend the school year for ELA students at Newcomer, level 1 and level 2.					as necessary
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Major Improvement Strategy #4: Post-secondary Readiness: Provide structures and supports to maximize college readiness for all students.

Root Cause(s) Addressed:

- There has not been a formal evaluation of the AP classes which are not getting the 50% passing rate.
- There has not been a structure for specific progress monitoring toward essential learning goals identified by ACT and AP.
- With the quantity of AP material, teachers are challenged to differentiate or re-teach when students struggle.
- Lack of systematic proactive supports (study groups, tutoring, etc). for struggling AP students.

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)
See College Readiness Plan for additional action steps	August 2012, on-going	All staff	College Readines Grant, General Fund	As established in the plan	In progress Review on-going

Major Improvement Strategy #5: Ensure that all teachers are “highly qualified”, per No Child Left Behind guidelines, upon hire. Ensure that all teachers receive regular, on-going, professional development to meet the needs of our diverse student population.

Root Cause(s) Addressed:

- Prior school improvement initiatives have been directed to all teachers equally without differentiating based on student data and department goals. This has led to above average growth but has not increased achievement levels.
- Prior focus on short constructed response did not maximize the connection between reading and writing in the content areas.
- Last year professional development targeted backward design to identify essential learning goals for one unit. Essential learning goals may not be clearly articulated for all units. Teachers may not be systematically monitoring student progress toward essential goals.
- Teachers have adhered to the Pacing and Planning Guides and have not focused on the Essential Learning Goals.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Establish hiring priorities based on initial enrollment and budgetary projections.	January 2013	Principal, CSC, Personnel Committee	General Fund	Final 12-14 budget	In progress
Recruit and hire "highly qualified" teachers.	January 2013, ongoing	Principal, Personnel Committee	General Fund, Title 1 Funds	Final 13-14 staffing plan	In progress
Provide regular, ongoing, differentiated professional development so teachers can meet the diverse needs of South HS students.	August 2013- Ongoing	Leadership team	General Fund, Title II Funds	Review of agendas	In progress

Section V: Appendices

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

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

Section V: Optional Addendum

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, some schools may meet some of the requirements in earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 6)	See Data Narrative, Section III, page 11
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 6) and Section IV. Action Plan (p. 8)	See Data Narrative, Section III, page 11 See Major Improvement Strategies #1, #2, and #3, pages 20-25.
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 8)	See Major Improvement Strategies #1, #2, and #3, pages 20-25.
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 8)	See Major Improvement Strategy #4, page 26.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How is the high quality professional development based on student and staff needs?		Section IV: Action Plan (p. 8) and Section III: Data Narrative (p. 6)	See Data Narrative Section II and Major Improvement Strategies #1, #2, #3, and #4, pages 20-26.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 8)	N/A
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 8)	Data Narrative Section VI; Major Improvement Strategies #1, #2, and #3, pages 20-26.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 8), Resource Column	Major Improvement Strategies #1, #2, #3, and #4, pages 20-26; Resource Columns

SCHOOL – PARENT- STUDENT COMPACT

The **Denver South High School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during school year **2012-2013**

School Responsibilities

Denver South High School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
All students will receive a rigorous and supportive education. All teachers will meet weekly during common planning to effectively plan their instruction based on formative assessments. The goal is to prepare all students to succeed in a four year college or university.
2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:
Parent-teacher conferences will be held in October during semester 1 and in February during semester 2.
3. **Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:
Teachers will update grades in Infinite Campus every week; in addition, every four weeks a report card is mailed home to each family.
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this with the teacher directly or with their child’s guidance counselor.
5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:
All parents can contact Parent and Community Liaison Karen Duell to volunteer at South High School.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Participate in parent/teacher conferences, parent meetings, and other school functions as I am able.
4. Participating, as appropriate, in decisions relating to my children’s education.
5. Promoting positive use of my child’s extracurricular time.
6. Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
7. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

1. Be on time in all of my classes.
2. Attend school at least 95% of the time.
3. Do my homework every day and ask for help when I need it.

School

Parent(s)

Student

Date

Date

Date

ADDENDUM

Purpose of the College and Career Readiness Planning Document

- The purpose of this inventory is to help individual schools assess their progress in the creation of a college and career readiness culture. Accurately completing the inventory will provide you with a visual detailing significant progress as well as areas of potential improvement (if any). The Office of College and Career Readiness is prepared to assist and support you in the implementation of a comprehensive College and Career Readiness Plan for your school.

Connections to UIP and SPF

Performance Indicators	Measures/Metrics	Federal and State Expectations		School Results		Meet Expectations
Post-Secondary Readiness	Graduation Rate	80% or above		70.4		Approaching
	Dropout Rate Expectation: At or Below State Average	1 year	3 years	1 year	3 years	Meets
		5.09%	5.74%	2.8	4.1	
	Mean ACT Composite Score	1 year	3 years	1 year	3 years	
		19	20	16.4	16.0	Approaching

Connections to UIP and SPF cont...

Major Improvement Strategy # 1: College and Career Readiness English, Math and AP teachers will develop essential learning goals and progress monitoring tools for Intro to Lit, American Lit, Algebra, Geometry, juniors for ACT, and AP classes

Major Improvement Strategy # 2: All teachers will focus on authentic paragraph writing in their content area and monitor the progress of students at high, medium, and low levels. In core content areas, writing will be linked to reading.

Major Improvement Strategy # 3: ELA teachers will develop essential learning goals and progress monitoring tools for ELA Newcomers, and Courses Level 1 and Level 2.

School's Measureable Goals for:

Section 1: Academic Systems Increase CE enrollment by at least 3.5%, Increase 3+ scores by at least 3.5%, All departments will begin vertical alignment using backward planning using ACT College Readiness Standards and the requirements of AP courses, All students will have pretest scores, will be able to interpret their results, and will outline next steps and goals to increase college and career preparedness. Parents will be contacted during Student PM time, planning or tutoring time.

Section 2: College and Career Culture School newspaper – Information will be disseminated to all parties using the School newspaper - Gargoyle, School news show - Rebel Report, weekly email message from Family Liaison – Karen Duell, PTSA monthly meetings and school website. At least 1 meeting per semester with OCCR team to monitor and revise College readiness plan, Have at least 2 AP teachers in attendance for all AP network meetings.

Section 3: Social Capital with College and Career Planning 100% of students complete PEP plans on Naviance, 100% of seniors will complete at least 1 college application by the end of first semester, At least 2 data points per week in all AP classes. Data presented at Administration meetings for ACT progress, AP, CE and CTE enrollment and student progress data each semester.

Does Not Meet	Body of evidence or documentation not provided.
Approaching	Requires additional clarification and documentation.
Meets	Provides clear and complete evidence or documentation.
Exceeds	Body of evidence or documentation illustrates a thoroughly developed plan.

Section 1: Academic Systems

Elements Of College and Career Readiness					SPF Indicator	Body of Evidence or Documentation (Examples)	Guiding Question	Action step(s)	One Measureable Goal for each Element	SEI Budget (If available)
	Does Not Meet	Approaching	Meets	Exceeds						
1.1 The school provides and implements rigorous curriculum that is focused, coherent, appropriately challenging and that prepares students for college-level work.					3.4- 3.5 4.6 3.5 3.5 3.5 3.5 3.5	<ul style="list-style-type: none"> ○ AA/ACP Status/ Growth ○ AP Status/ Growth ○ AVID ○ Career and Technical Education ○ Concurrent Enrollment <ul style="list-style-type: none"> ➤ Successful Course Completion ○ On-Track to Graduate – Status/ Growth ○ 090 (remedial) courses offered for English & Math ○ Summer School opportunities <p>Key: SPF Requirement DPS/PSR Priority Graduation Requirement & State Law</p>	How are curricula vertically articulated and aligned to ensure that students are college and career ready before graduation?	School requires all students to take at least one AP or CE course prior to graduation. (includes CEC and EGTC)	Increase AP and CE enrollment by at least 3.5%	AVID Tutors: 12/.day for 160 days \$11,779 White boards \$19 X 10 = \$190
								Develop a tutoring program for our CE students that need extra support in both on and off campus courses (includes 090 & AVID)	100% of students in 090 will Accuplace up one course level.	23 teachers for 8 months = 6259.68 4 teachers for 20

								<p>Instruct AP teachers on how to access the instructional planning tool through AP central</p> <p>AP vertical teaming for backwards design to support our goal of increasing 3+ scores.</p> <p>AP teachers to give shortened practice tests during class time and longer, full length practice tests on Saturdays, especially in March and April before the AP exams in May. (incentive dollars give for scores of 3-5, to reduce cost of AP test)</p> <p>Increase efforts to ensure that students fully understand their responsibility as college students through Junior and Senior counselors.</p> <p>School provides ACT tutoring based on Kaplan/Naviance for Juniors. ACT.</p>	<p>Increase AP 3+ scores by at least 3.5%</p> <p>Meet the goals set by the Colorado Legacy grant in the areas of Math, Language Arts and Science</p> <p>Counselors will meet with each student 4 times/year</p> <p>Increase the average ACT composite score by .50 every year.</p>	<p>weeks = \$3,232 23 teachers x (2009 released exams, 20007 released exam, 2007 Lit Teachers guide, 2007 Language Teachers guide,@25.00) = 1150 1 copy Vertical teams guide x 23 teachers = \$690 23 teachers X \$25.00 Teachers Guides= \$575 Course Descriptions 23 x \$15 = \$345 Vocabulary workshop 8 levels x \$18 = \$144 23 staff x Argument \$36.50 =</p>
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										<p>\$839.50 Reading for Writers \$52.75 x 30 = \$1,550.00</p>
3,										
1.2 The school assessment measures are used to intentionally inform students and parents about their level of college preparedness .					1.6 – 4.1d	<ul style="list-style-type: none"> ○ System developed for interpretation of test scores and student needs with students and parents regarding exams such as: <ul style="list-style-type: none"> ➤ Accuplacer ➤ ACT/PLAN/EXPLORE Scores Status/Growth ➤ Benchmarks ➤ GPAs – Status/Growth ➤ Interim Assessments ➤ Pre-AP ➤ TCAP/CSAP – Status/Growth ○ Parent check-in with intentional communication 	How are you using this information to inform students and their parents of the student’s progress towards becoming college and/or	<p>Students will prepare for ACT through Kaplan/Naviance software, College in Colorado</p> <p>Students will participate in Lunch ACT prep 2013</p> <p>Use of PLAN/PSAT test data for identification of AP students and ACT prep</p>	<p>100% of Juniors participate</p> <p>100% of all core subject areas provide ACT/AP related warm up twice a week.</p> <p>Increase to levels P/A TCAP</p>	<p>2 teachers x 32 weeks = \$2586</p>

						career ready?	Use of Accuplacer scores, Reading/Writing and Math benchmark assessment collaboratively scored and analyzed and reflected upon for instructional modifications during common planning Retest Accuplacer for CE classes students	Reading 45%, Math 20% and Writing 30% in 2012 and 2013 Increase the % CELA students moving from Levels 1 and 2 moving 1 or two levels per year to 85% and 20% of students moving into advanced in 2013.	
1.3 The school teaches self-management skills and academic behaviors and expects students to use them.				Student Progress	<ul style="list-style-type: none"> ○ AVID Strategies ○ Advisory Periods ○ Guidance Lessons (PEPs) <ul style="list-style-type: none"> ➤ Goal setting ➤ Organizational skills ➤ Organize and participate in study groups ➤ Persistence with difficult tasks ➤ Planners, Binders, Interactive Notebooks, etc. ➤ Reading Skills ➤ Study skills ➤ Test-taking skills ➤ Time-management skills 	How are you teaching these skills to all students?	<p>Avid Conference plus Professional development for all teachers in AVID strategies</p> <p>AVID strategies incorporated in every classroom. School offers at least one section of AVID at each grade level</p> <p>Counselors will work with all students to complete Personal Education Plans (meet with students 4x/year)</p> <p>Pre-AP class for AP Spanish</p>	<p>All teachers trained in AVID strategies</p> <p>100% of all students with completed PEP</p> <p>Increase enrollment AP Spanish by increasing pre-AP student count</p>	<p>Path training 4 teachers x \$430 = \$1720.00</p> <p>35 x \$120 = \$4200</p>

Section 2: College and Career Culture

Elements Of College and Career Readiness	Does Not Meet	Approaching	Meets	Exceeds	SPF Indicator	Body of Evidence or Documentation (Examples)	Guiding Questions	Action Steps	One Measureable Goal for each Element	SEI Budget (If available)
2.1 The school communicates progress toward college and career readiness goals.					7.1	<ul style="list-style-type: none"> ○ Monthly progress updates to parents, students, and staff with readiness goals <ul style="list-style-type: none"> ➤ Visuals detailing progress toward goals 	<p>How do you ensure your families receive this information?</p> <p>How do you recognize progress towards post-secondary preparedness?</p>	School newspaper – Gargoyle, School news show - Rebel Report, weekly email message from Family Liaison – Karen Duell, PTSA monthly meetings and school website ELA PAC, Back to school nights, PTC	100% of these products will contain updates weekly	School cost
2.2 The school develops and coordinates intentional partnerships for college and career readiness.					5.1,5.2 5.1, 5.2	<ul style="list-style-type: none"> ○ Internal Partnerships <ul style="list-style-type: none"> ➤ Vertical transition support ➤ Peer to peer mentoring/tutoring ➤ Club and event preview day/week ➤ Adult mentoring programs ○ External Partnership <ul style="list-style-type: none"> ➤ Regional based community events ➤ Internship programs ➤ Adult mentoring programs ➤ Business Sponsorship 	<p>Do you intentionally collaborate with district entities to meet College and Career Readiness goals?</p>	<p>Attend all OCCR PD sessions and work collaboratively to increase Post Secondary Readiness</p> <p>Implement peer study groups and tutoring for AP and traditional classes, allotted times for tutoring of all students</p> <p>Clearly communicate expectations for teacher participation in AP network meetings.</p>	<p>Attendance record</p> <p>Student sign in sheets</p> <p>AP meeting during "Green Days"</p>	<p>School cost</p> <p>School cost</p> <p>School cost</p> <p>School cost</p>

							<p>Collaboration and coordinate around AVID.</p> <p>Club preview day</p> <p>Mentoring partnerships through CTE connections (includes Academy of FinanceAAAA)</p> <p>Good Will, Future Center and DU tutoring and internships</p>	<p>AVID and SIT meetings with Principal</p> <p>Sign up sheets</p> <p>50% increase in partnerships</p> <p>Record review</p>	<p>\$2,000 membership</p> <p>See above</p>
2.3 The school shows a commitment to providing professional development around PEPs emphasizing College and Career Readiness.				5.1,5.2	<ul style="list-style-type: none"> o PEP workshops for faculty and staff o Faculty training around district programs (i.e. Naviance, College in Colorado) 	<p>What is the nature of your PD?</p> <p>How are you informing your staff of College and Career Readiness (Faculty meetings, emails, etc.)</p>	<p>PD will include: Common vision agreement.</p> <p>High Impact Instructional Moves.</p> <p>Counselor provided PD during green days.</p> <p>Counselor PEP Naviance, College in Colorado and supports PD during opening "Green Days"</p>	<p>PD plan and schedule</p>	<p>School cost</p> <p>School cost</p> <p>School cost</p>

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Section 3: Social Capital with College & Career Planning

Elements Of College and Career Readiness	Performance Level			SPF Indicator	Body of Evidence or Documentation (Examples)	Guiding Question(s)	Action step(s)	SEI Budget (If available)	
	Does Not Meet	Approaching	Meets						Exceeds
3.1 The school provides students with opportunities to complete PEPs.					<ul style="list-style-type: none"> ➤ Exploration of college and careers ➤ Effective implementation of all components of PEP curriculum <ul style="list-style-type: none"> ○ Academic planning ○ Goal setting ○ Career exploration ○ Postsecondary and financial planning 	When and how do you provide opportunities for students to engage in PEP activities?	Each Quarter one core subject will provide access for students to meet with teachers and counselors to complete PEP activities, overview to be presented during “Green Days” by the counselors	<p>Included in the assessment/ activities calendar on the school website</p> <p>100% of students will complete all four components of their PEP</p>	School cost

<p>3.2 The school shows a commitment to developing a comprehensive school counseling program.</p>					<p>5.1 5.2, 7.1 5.1, 5.2</p>	<ul style="list-style-type: none"> ○ Student to counselor ratio ○ Intentional program development based on DPS counseling department review form ○ Regular department meetings with administration and other pre-collegiate programs 	<p>How are your building administrators actively supporting the counselors in developing a comprehensive school counseling program?</p>	<p>Monthly meetings with administrator and counseling department to address issues and concerns.</p> <p>Increased communication between counseling dept, future center and college partners.</p> <p>Align grade level activities to progressively prepare students to navigate in educational institutions including college.</p> <p>Post the counseling department calendar of events on the Counselor Wiki</p>	<p>Four meetings monthly</p> <p>At least once per month the counseling dept meetings will include the future center and college partners.</p> <p>Quarterly teacher counselor student groups meet</p> <p>Link on the school website</p>	<p>School cost</p> <p>School cost</p> <p>See above</p> <p>School cost</p>
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<p>3.3 The school engages students, families, and the community in the college and career readiness process.</p>				<p>7.1, 7.2</p>	<ul style="list-style-type: none"> ○ Examples of engagement such as: <ul style="list-style-type: none"> ➤ Parent information sessions ➤ Career and college visits ➤ Financial aid information nights ➤ Parent, students and school staff understand the role of the college and career readiness coordinator ➤ Availability of translators for parents during community events ➤ Variety of co-curricular and extra-curricular activities available to all students 	<p>How does your school engage students & their families with intentionality?</p>	<p>Financial Aid workshops</p> <p>Host an AP parent night in September for new students to the program. We will also have parent nights in April and May to familiarize parents with the expectations of AP classes, how they can prepare students for college, and how students can earn college credit hours if they score 3s, 4s, or 5s on AP tests.</p> <p>Future Center to continue to invite colleges to visit the school and for students to visit colleges.</p>	<p>Notice of meetings in all communication forms: Rebel Report, Gargoyle, weekly emails and website</p> <p>Sign-in sheets</p>	<p>School cost</p>
<p>3.4 The school develops a comprehensive approach to partnering with pre-collegiate programs.</p>				<p>4.3, 4.5 4.6</p>	<ul style="list-style-type: none"> ○ Regular department meetings with administration, counselors and other pre-collegiate programs ○ Coordinated events that enhance college and career readiness for students and families ○ Pre-collegiate programs provide quarterly updates. 	<p>How does your school engage pre-collegiate programs with intentionality?</p>	<p>College visits and information posted in the school, online, in the Gargoyle, and in the Rebel Report</p> <p>During quarterly counselor student contact times - increase efforts to ensure that all students fully understand their</p>	<p>Increase in the number of PEP aligned college visits</p> <p>PEP plans</p>	<p>3 colleges x \$110 = \$330 plus CCCS x \$220 = total \$550</p>

							responsibility as students and how it continues to college			
							Develop relationship with Community College of Denver and CU Succeed, and we will renew our relationship with the University of Colorado Denver and fully participate in their Pre-Collegiate program.	Increased number of participants in these programs		
							Develop a tutoring program for our CE students that need extra support in both on and off campus courses.	Sign in sheets		
3.5 The school systematically collects and analyzes college and career related data.						<ul style="list-style-type: none"> ○ All Students: <ul style="list-style-type: none"> ➤ Search for Scholarships ➤ Apply to at least one Post Secondary Institution ➤ Complete ALL PEP requirements ➤ Complete FAFSA ○ Scholarships awarded <ul style="list-style-type: none"> ➤ # of students ➤ Total \$/school ○ NSCH College Enrollment ○ CE <ul style="list-style-type: none"> ➤ Enrollment ➤ Grades ○ AP <ul style="list-style-type: none"> ➤ Enrollment ➤ Test Scores 	How are you reviewing and using data to improve your College and Career Readiness programs?	<p>Monthly meetings with our Future Center Coordinator, Postsecondary Readiness Coordinator and all counselors helps maintain our focus toward college readiness</p> <p>FASFA parent nights</p> <p>Scholarship workshops</p> <p>Senior college application</p>	<p>Data will be shared at the monthly meeting prior to sharing with the rest of the school.</p> <p>Sign in sheets</p>	

							<p>competition which will continue through December. This will be communicated to seniors via the Future Center, counselors, Rebel Report and the Gargoyle. Individuals will receive t-shirts</p> <p>When 100% of Seniors have completed a college application at the end of the first semester, a luncheon will be provided</p>	<p>100% of seniors will complete at least 1 college application by the end of first semester.</p>	
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