

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8132 School Name: SOUTHWEST EARLY COLLEGE SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	50.3%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	12.12%	
		W	-	-	50.00%	-	-	27.27%	
		S	-	-	50.00%	-	-	24.66%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	53	-	-	55	
		M	-	-	99	-	-	41	
		W	-	-	81	-	-	48	
ELP	-	-	-	-	-	60			

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate Expectation: At 80% or above on the best of 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 78.2% using a 7 year grad rate</p>	Approaching	<p>Overall Rating for Postsecondary & Workforce Readiness: Approaching</p>
	<p>Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework 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 ELLs.	Meets	
	<p>Dropout Rate Expectation: At or below state average overall.</p>	3.6%	3.0%	Meets	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average.</p>	20.0	16.1	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

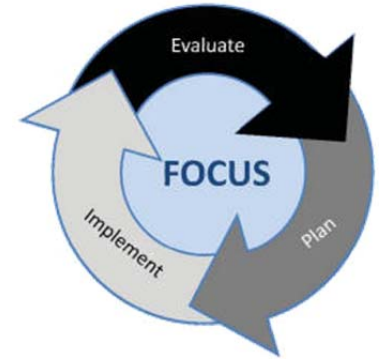
Section II: Improvement Plan Information

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?	No
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Halley Joseph CEO/Principal
	Email	Halley.joseph@swecollege.org
	Phone	303-935-5473
	Mailing Address	3001 S. Federal Blvd. Denver, CO 80236
2	Name and Title	Jim Wonhof
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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 the Unified Improvement Planning Handbook.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>		<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>		<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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Narrative:

Description of School: In order to fully understand the improvement needs of a school, it is important to understand the make-up of a school and the background behind the established mission and vision of the school. Southwest Early College is one of six Early Colleges recognized by the state of Colorado. The Early College High School initiative is a bold approach, based on the principle that academic rigor combined with the opportunity to save time and money, which functions as a powerful motivator for students to work hard and meet serious intellectual challenges. Early College High Schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. Southwest Early College High School has a mission to enroll prepared and under prepared students and give them knowledge, skills and attitudes to be successful in college. Southwest Early College Charter High School is a school that holds the vision that all of our students will earn a minimum of 30 college credits and up to an Associate's degree or 60 transferable credits within 5 years or less. Our re-enrollment rate of 85.51% exceeds those of similar schools.

Student Demographics:

Ethnic/racial representation at Southwest Early College High School includes less than 1% American Indian, Asian, and Black, 92% Hispanic and 3 % White. Our student population excluding those that are White not of Hispanic Origin is 96.59%. Additionally, Southwest Early College High School is referred to as a hard-to-serve school because of such a large percentage of students qualify for free or reduced lunch (FRL); 83.28% of the students are identified FRL. English language learners at Southwest Early College make up approximately 87% of the population with 31.3% identified for English Language Acquisition services. The special education staff serves approximately 6% of the students. Gifted and highly gifted students make up approximately 1% of the student body.

School Satisfaction:

Parent, student, and teacher overall satisfaction with Southwest Early College has continued to improve over the past two years. Currently, we received a rating of "Exceeds" for parent satisfaction. The 2013 School Satisfaction Survey indicated that there is 91% student satisfaction with the school and 80.93% parent satisfaction. Additionally, the response rate has increased as well with 80% of students and 58% of parents responding to the survey an increase of 9% from 2012. .

Process of Data Analysis: The diversity within our School Accountability Committee allowed for reflective conversation and thought centered on student achievement and gaps. The committee is comprised of both females and males, three content area teachers, one administrator, three parents, two students and one community member. Reflective conversation centered on the information gathered from the parent, teacher and student focus group responses, feedback from OSRI, the school's SPF and the school's assessment data. Our goal setting was better done with accurate analytics and a more logical approach utilizing the drill down method on each SPF indicator. After analyzing data and identifying trends, many questions came to mind. Most specifically, what was preventing us from fulfilling our mission and providing a high quality education? We found the answers lie in systemic root causes. Southwest Early College High School is committed to ensuring high expectations, and high quality instruction for every student. As part of a school-wide system to increase academic achievement and growth, we are committing to the addressing the following root causes: 1.) Curriculum and rigor has been implemented inconsistently across classrooms as there has been no system in place for teachers to plan collaboratively. 2.) Teachers have lacked consistent, embedded professional development within content areas. 3.) Pre- assessments were not being used to identify learning gaps across subject areas. 4.) There have been no systems in place to offer interventions to students who are one or more years behind in literacy and numeracy. Aggressive initiatives have been implanted for the 2013-2014 academic school year to address these root causes and increase the academic achievement of our students: 1.) The use of UbD lesson and unit planning and cooperative learning structures will allow for us to develop high rigor and consistency in implementation of curriculum. 2.) Teachers will receive consistent and embedded professional development in UbD, Cooperative learning protocols and Teach Like a Champion research based strategies. 3.) Aligned curriculum to tested academic standards utilizing both pre-assessments and exit tickets. 4.) The block schedule allows the tools of research based instruction to be effectively utilized to meet performance standards and allow for teachers to plan in both grade level and content area teams. 5.) Both literacy and numeracy blocks are built within the schedule to allow for homogeneous, direct instruction to fill in learning gaps.

Academic Achievement Data: Students at Southwest Early College have been scoring below the state and federal expectations in all subject areas. We did receive a "Does Not Meet" rating in this category. We are approaching the expectation in both reading and math. However, data also demonstrates that students continuously enrolled do perform better over time indicating that we are in fact closing the achievement gap. When compared to the district we are favorably comparable in Reading, and fall 12% below in math and 9% below in writing.

Priority Performance Challenges: Our priority challenges include: 1.) The school's overall percentage of those scoring proficient or advanced on TCAP reading has not exceeded 50% in three years, 2.) While both the District and State have had upwards swings, we have declined in the past three years in the subject area of math, and 3.) The district as a whole has had an upward trend in the area of writing. While we did make improvements over the past year, we still are well below the state and district averages.

Major Improvement Strategies: 1.) Teachers will receive consistent and embedded professional development in UbD and Cooperative learning structures/ protocols to look at units, create assessments and utilize data to modify instruction. 2.) Teachers will work in content area teams once a month to vertically align curriculum. 3.) Teachers will implement formative assessments throughout unit and adjust lesson plans accordingly.

Content Area Longitudinal 9th and 10th Combined: Percentage of Proficient & Advanced

	Reading	Math	Writing	Science
2011	43%	15%	20%	28%
2012	43%	13%	23%	21%
2013	51%	13%	28%	25%
2012-2013 Change	8%	0%	5%	4%

Students Continuously Enrolled over 2 years

	2012						2013					
	Total N	U	PP	P	A	PA	U	PP	P	A	PA	Change
Reading	73	10%	49%	41%	0%	41%	10%	44%	45%	1	47%	+6
Math	73	53%	36%	10%	1%	11%	47%	44%	10%	0	10%	-1
Writing	73	8%	67%	23%	1%	25%	5%	68%	25%	1	26%	+1

Growth Data: The ratings for Reading, Mathematics, and Writing are Meets, Approaching and Approaching respectively, and the overall category rating is Approaching. Southwest Early College (SWEC) students received a 55 MGP in Reading compared to the Federal and State expectation of 53. Thereby, exceeding the growth rate. This is not true for math or writing; SWEC fell below the standard of 50 receiving a 41 for math and a 48 for writing. When compared to the District our reading growth exceeds the MGP. Our math and writing fall below the MGP by 12 and 8. However, we far surpass the district in our growth for English language learners by 14 points.

Priority Performance Challenge: Our three priority performance challenges in regards to academic growth indicate the following: 1.) Increase the growth rate of minority students and those qualifying for free and reduced lunch across all subject areas, 2.) Our school has had a persistent low growth for all subgroups for the past two years in math and writing and 3.) Our greatest weakness are those students needing to catch-up. In order to make adequate growth they need to score within the 99 MGP.

Root cause analysis: Our three root causes in regards to academic growth lie in that 1.) Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas and 2.) Response To Intervention (RTI) has not been used as a tool to address learning gaps and 3.) Lack of intervention classes to address learning gaps.

TCAP Median Growth Percentile: Reading

	2009	2010	2011	2012	2013
9 th Grade	40	49.5	57.5	48	63
10 th Grade	42	79.5	57	52	42
Total	41	63	57	50	55

TCAP Median Growth Percentile: Math

	2009	2010	2011	2012	2013
9 th Grade	44	62.5	63.5	44	42
10 th Grade	42	61	37	42	40
Total	43	61	49	44	41

TCAP Median Growth Percentile: Writing

	2009	2010	2011	2012	2013
9 th Grade	57	54	46	42.5	47
10 th Grade	52	60	47	55	52
Total	55	58	47	50.5	48

Academic Growth Gaps: The ratings for Reading, Mathematics and Writing for the subgroup growth are Approaching and have been for the past three years. Due to the majority of our students being the said minority, we choose to focus on the whole as we understand that this is the only way to minimize the achievement gaps. Our white, non-Hispanic population represents 3.5% of the total.

Priority performance challenges: After careful review of the data, we were able to identify three priority performance challenges: 1.) Our school has had a persistent low growth for all subgroups for the past two years, 2.) Our greatest weakness are those students needing to catch-up. In order to make adequate growth they need to score within the 99 MGP, and 3.) Increase the growth rate of minority students and those qualifying for free and reduced lunch across all subject areas.

Root Causes: We have identified two systematic and two programmatic root causes in regards to our academic growth gaps. They are: 1.) Response To Intervention (RTI) has not been used as a tool to address learning gaps. There have been no systems in place to offer interventions to students who are one or more years behind. 2.) Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas. 3.) Pre-assessments have not been available to identify learning gaps across all subject areas.

	Reading	Math	Writing
ELL	- / 49/ 51.5	- / 47/ 33	- / 50.5/ 46.5
FRL	53 / 52/ 54	50 / 38/ 41	44 / 57/ 49
Minority	58 / 50/ 54	49 / 40/ 41	44.5 / 51/ 48

Post-Secondary & Workforce Readiness: We received an “approaching” rating for Graduation rate, a “meets” for Disaggregated Graduation Rate, and a “meets” for Dropout Rate and a “does not meet” for ACT. We were able to decrease our dropout rate by 1.5% and increase our graduation rate by 3.5%. Our mission is to graduate students with a minimum of 30 college credits. We are making gains towards reaching our mission each year. Our two priority performance challenges are the lack of curriculum alignment with

what is being taught and what is being tested on the ACT and that ACT prep has not been adequate nor implemented with fidelity across the years.

CO-ACT 11th Grade Cohort

	Total Students	Average Composite	Average English	Average Math	Average Reading	Average Science Reasoning	Fall Free & Reduced Lunch
2008	57	16.11	14.81	16.14	16.3	16.6	64.50%
2009	70	17.9	16.2	17.7	18.6	18.6	77.54%
2010	64	17.5	16.3	18.0	17.4	17.7	82%
2011	58	16.7	14.8	17.9	16.3	17.1	79.0
2012	64	17.3	16.8	17.8	16.8	17.6	79.0
2013	50	16.1	14.4	17.2	15.9	16.4	74%

Five year Trends- Average ACT Scores

Grad Year	Total Tested	English	Mathematics	Reading	Science	Composite
2009	50	16.6	17.8	18	18.3	17.8
2010	70	16.6	18.3	18.9	18.9	18.3
2011	58	17.7	18.9	18.9	19.0	18.8
2012	52	15.4	18.5	16.9	17.5	17.2
2013	63	17	17.9	17.3	17.7	17.5

Graduates and Earned College Credits: 4yr and 5yr Graduates

	2009	2010	2011	2012	2013
# of Graduates	37	62	51	41	56
% graduates earn 30 credits	22%	29%	76%	88%	70%
Average # of credits taken by students			46	53	38
Attending college after graduation			80%	83%	88%

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: 48% of students in grades 9 and 10 will demonstrate proficiency Math: 17% of students in grades 9 and 10 will demonstrate proficiency	Reading: We did meet the target by 2% and increased our overall percentage by 4%. Math: We did not meet our target and missed it by 5%. Additionally, we dropped our percentage by 3%.	Academic Achievement: We were able to meet the target in 3 of the 4 core content areas. Curriculum alignment was moving from CCD college expectancies to the Colorado State Standards in the content areas of reading and writing. The science department was beginning to align their curriculum as well. However, we were still using the CCD developmental education curriculum for math.
	Writing: 25% of students in grades 9 and 10 will demonstrate proficiency Science: 23% of students in grades 9 and 10 will demonstrate proficiency	Writing: We did meet the target by 2% and increased our overall percentage by 4%. Science: We did meet the target by 1.5% and increased our overall percentage by 3.5%	
Academic Growth	Reading: Our students in grades 9 and 10 will receive an MGP of 53 Math: Our students in grades 9 and 10 will receive an MGP of 45	Reading: We did meet the target by an MGP of 2 and increased our overall MGP by 5. Math: We did not meet our target and missed it by an MGP of 4. Additionally, we dropped our MGP by 3.	Academic Growth: We only met our target in the area of Reading. Again, this is due to the alignment of Colorado state standards to our curriculum. The realigning of CCD curriculum to Colorado Standards, did not allow for the same time to be focused on writing as in the past. Last year, we continued to use the CCD developmental education curriculum for math courses.
	Writing: Our students in grades 9 and 10 will receive an MGP of 53	Writing: We did not meet the target by an MGP of 5. Additionally, we dropped our MGP by 3.	
Academic Growth Gaps	Reading: Our ELL students will receive an MGP of 51. Our FRL students will receive an MGP of 52 Our Minority students will receive an MGP of 53	Reading: ELL Growth: We did meet the target by .5%. We increased our overall MGP by 3.5. FRL Growth: We did meet the target by an MGP of 2. We increased our overall MGP by 2. Minority Growth: We did meet the target by an MGP of 1. Additionally, we increased our	Academic Growth Gaps: We only met our target in the area of Reading. Again, this is due to the alignment of Colorado state standards to our curriculum.

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School Name: SOUTHWEST EARLY COLLEGE

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>Math: Our ELL students will receive an MGP of 48. Our FRL students will receive an MGP of 40 Our Minority students will receive an MGP of 42</p> <p>Writing: Our ELL students will receive an MGP of 53. Our FRL students will receive an MGP of 60 Our Minority students will receive an MGP of 54</p>	<p>overall MGP by 4.</p> <p>Math: ELL Growth: We did not meet our target. We missed it by an MGP of 15. FRL Growth: We did meet our target by an MGP of 1 which is an overall increase of 1. Minority: We did not meet our target. We missed it by an MGP of 1.</p> <p>Writing: ELL Growth: We did not meet our target. We missed it by 6. This was a decrease in the overall MGP by 4. FRL Growth: We did not meet our target. We missed it by an MGP of 11. This was a decrease in the overall MGP of 8. Minority: We did not meet our target. We missed it by an MGP of 6. This was a decrease in the overall MGP of 3.</p>	<p>The realigning of CCD curriculum to Colorado Standards, did not allow for the same time to be focused on writing as in the past. Last year, we continued to use the CCD developmental education curriculum for math courses.</p>
<p>Postsecondary & Workforce Readiness</p>	<p>Graduation Rate: Best of: 78% 4 yr: 31.7 5yr. 75.8 6 yr. 76.9 7 yr. 78.2</p> <p>Dropout rate: Less than 5%</p>	<p>Graduation Rate: Best of: We did meet our target.</p> <p>Dropout rate: We did meet our target by 2%. Additionally, we are lower than the federal and state</p>	<p>Postsecondary and Workforce Readiness: The nature of our academic program, students are able to stay for a 5th year to continue taking college classes. Thus, decreasing our 4 year graduation rate.</p> <p>Dropout: We were able to decrease our dropout rate by our consistent effort to verify</p>

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School Name: SOUTHWEST EARLY COLLEGE

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Mean Co ACT composite score: 17.3	<p>expectations as well as the district.</p> <p>Mean CO ACT composite Score: We did not meet our target. We missed it by 1.2.</p>	<p>enrollment when students transfer.</p> <p>CO-ACT: ACT prep was not implemented as it was in prior years.</p>

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)	Students at Southwest Early College have been scoring below the state and federal expectations in all subject areas for the past three years. We did receive a "Does Not Meet" rating in this category. However, data also demonstrates that students continuously enrolled, do perform better over time indicating that we are in fact closing the achievement gap.				Due to the nature of our school being an Early College Charter School, the school has been using the curriculum provided by CCD. Unfortunately, this curriculum has not been aligned to the Colorado State Standards nor has a scope and sequence been created. Therefore, student learning does not match what is being tested.	
		2011	2012	2013	The school's overall percentage of those scoring proficient or advanced on TCAP reading has not exceeded 50% in three years.	Curriculum has been implemented inconsistently across classrooms; there has been no system put into place for teachers to plan collaboratively.
	Reading	43%	46%	50.3%		
	9 th Grade	37%	40%	52%	While both the District and State have had upwards swings, we have declined in the past three years in the subject area of math.	Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas.
	State	66%	67%	67%		
	District	45%	50%	51%		
	10 th Grade	49%	48%	49%		
	State	65%	68%	69%		
	District	49%	52%	57%		
	Math	15%	15%	12%		Currently the only data the school has is TCAP. There has not been common formative or summative assessments across subject areas.
9 th Grade	15%	13%	15%			
State	38%	37%	38%			
District	22%	25%	25%			
10 th Grade	15%	13%	10%			

School Code: 8132

School Name: SOUTHWEST EARLY COLLEGE

Performance Indicators	Description of Notable Trends (3 years of past state and local data)			Priority Performance Challenges	Root Causes																																
	State	32%	33%	33%	The district as a whole has had an upward trend in the area of writing. While we did make improvements over the past year, we still are well below the state and district averages.																																
	District	18%	21%	25%																																	
	Writing	20%	23%	27%																																	
	9 th Grade	16%	24%	31%																																	
	State	53%	51%	54%																																	
	District	31%	34%	38%																																	
	10 th Grade	24%	21%	23%																																	
	State	47%	48%	48%																																	
District	30%	34%	36%																																		
Science	28%	21%	25%																																		
Academic Growth	The ratings for Reading, Mathematics, and Writing are Meets, Approaching and Approaching respectively, and the overall category rating is Approaching.				Due to the nature of our school being an Early College Charter School, the school has been using the curriculum provided by CCD. Unfortunately, this curriculum has not been aligned to the Colorado State Standards.																																
	Due to the majority of our students being the said minority (96.59%), we choose to focus on the whole as we understand that this is the only way to minimize the achievement gaps.			While the school did make adequate growth in Reading, it did not in the other content areas.	Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas.																																
	<table border="1"> <thead> <tr> <th></th> <th colspan="3">Median Growth Percentile</th> </tr> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57</td> <td>50</td> <td>55</td> </tr> <tr> <td>District</td> <td>55</td> <td>54</td> <td>58</td> </tr> <tr> <td>Writing</td> <td>47</td> <td>50.5</td> <td>48</td> </tr> <tr> <td>District</td> <td>54</td> <td>56</td> <td>54</td> </tr> <tr> <td>Math</td> <td>49</td> <td>44</td> <td>41</td> </tr> <tr> <td>District</td> <td>53</td> <td>54</td> <td>51</td> </tr> </tbody> </table>				Median Growth Percentile				2011	2012	2013	Reading	57	50	55	District	55	54	58	Writing	47	50.5	48	District	54	56	54	Math	49	44	41	District	53	54	51	The school's overall median growth percentile has not exceeded 50 for the past two years in the content areas of writing and math. In order for students to make adequate growth	Response To Intervention (RTI) has not been used as a tool to address learning gaps. There has been a lack of intentional intervention courses to address learning gaps.
		Median Growth Percentile																																			
		2011	2012	2013																																	
	Reading	57	50	55																																	
	District	55	54	58																																	
Writing	47	50.5	48																																		
District	54	56	54																																		
Math	49	44	41																																		
District	53	54	51																																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
		they need to yield a 99 in math and an 81 in writing.																
Academic Growth Gaps	<p>The ratings for Reading, Mathematics and Writing for the subgroups growth are Approaching and have been for the past three years. We do meet the expectation for the Access growth indicator.</p> <p>Due to the majority of our students being the said minority, we choose to focus on the whole as we understand that this is the only way to minimize the achievement gaps. Our white, non-Hispanic population represents 3.5% of the total.</p>	<p>Increase the growth rate of minority students and those qualifying for free and reduced lunch across all subject areas.</p>	<p>Response To Intervention (RTI) has not been used as a tool to address learning gaps. There have been no systems in place to offer interventions to students who are one or more years behind.</p> <p>Teachers have not received consistent, embedded professional development within content areas nor in culturally responsive pedagogy.</p>															
	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>49/ 51.5</td> <td>47/ 33</td> <td>50.5/ 46.5</td> </tr> <tr> <td>FRL</td> <td>53 / 52/ 54</td> <td>50/ 38/ 41</td> <td>44/ 57/ 49</td> </tr> <tr> <td>Minority</td> <td>58/ 50/ 54</td> <td>49/ 40/ 41</td> <td>44.5/ 51/ 48</td> </tr> </tbody> </table> <p>Our strength is within the subject area of Reading in which or minority students and those qualified for free and reduced lunch are making adequate growth.</p> <p>This has not been consistent for writing and math. Our growth rate for reading falls within typical growth (50). However, writing and math has been inconsistent for the past three years, demonstrating low-growth.</p>		Reading	Math	Writing	ELL	49/ 51.5	47/ 33	50.5/ 46.5	FRL	53 / 52/ 54	50/ 38/ 41	44/ 57/ 49	Minority	58/ 50/ 54	49/ 40/ 41	44.5/ 51/ 48	<p>Our school has had a persistent low growth for all subgroups for the past two years in the content areas of math and writing.</p> <p>Our greatest weakness are those students needing to catch-up. In order to make adequate growth they need to score within the 99 MGP.</p>
	Reading	Math	Writing															
ELL	49/ 51.5	47/ 33	50.5/ 46.5															
FRL	53 / 52/ 54	50/ 38/ 41	44/ 57/ 49															
Minority	58/ 50/ 54	49/ 40/ 41	44.5/ 51/ 48															
Postsecondary & Workforce Readiness	We received an approaching rating for Graduation rate, a meets rating for our Disaggregated Graduation rate, a meets for our Dropout Rate and	We are consistently scoring below the state and federal	ACT prep has not been adequate nor implemented with fidelity throughout the years.															

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>a does not meet for ACT. Improvement has been made in both our graduation rate and our dropout rate.</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Graduation Rate</td> <td>70.2</td> <td>78.2%</td> <td>78.2%</td> </tr> <tr> <td>Dropout Rate</td> <td>4.2</td> <td>4.6</td> <td>3.0</td> </tr> <tr> <td>ACT Composite scores</td> <td>16.7</td> <td>17.3</td> <td>16.1</td> </tr> </tbody> </table>		2011	2012	2013	Graduation Rate	70.2	78.2%	78.2%	Dropout Rate	4.2	4.6	3.0	ACT Composite scores	16.7	17.3	16.1	<p>expectations for our mean Colorado ACT composite score.</p>	
		2011	2012	2013															
Graduation Rate	70.2	78.2%	78.2%																
Dropout Rate	4.2	4.6	3.0																
ACT Composite scores	16.7	17.3	16.1																
<p>Our mission is to graduate students with a minimum of 30 college credits. We are making gains towards reaching our mission each year:</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Earning 30 + college credits:</td> <td>76%</td> <td>88%</td> <td>70%</td> </tr> <tr> <td>Average # of credits taken by student</td> <td>46</td> <td>53</td> <td>38</td> </tr> <tr> <td>Attending college after graduation:</td> <td>80%</td> <td>83%</td> <td>88%</td> </tr> </tbody> </table>		2011	2012	2013	Earning 30 + college credits:	76%	88%	70%	Average # of credits taken by student	46	53	38	Attending college after graduation:	80%	83%	88%	<p>Many of our students do not come to our school for the Early College experience. Our greatest challenge is motivating them to want to take college classes and put forth the effort.</p>	<p>Students choose our school because of siblings, friends or they do not want to go to the bigger high schools. Many times they do not understand the Early College Model and do not have the desire to attend post-secondary education.</p> <p>Upon choosing our school, parents are encouraged to attend an open house, and schedule a meeting with the administration to discuss our program and its benefits so that parents are making an informed decision. Approximately, 50% of families are doing this.</p>	
	2011	2012	2013																
Earning 30 + college credits:	76%	88%	70%																
Average # of credits taken by student	46	53	38																
Attending college after graduation:	80%	83%	88%																

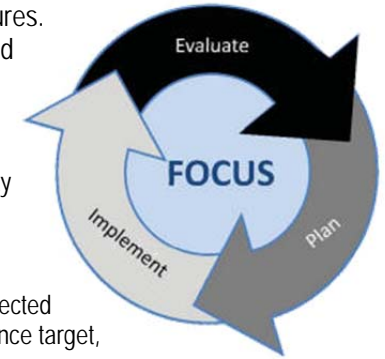
Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then 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; 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 2013-14	Major Improvement Strategy
			2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAP A, Lectura, Escritura	R Approaching: The school's overall percentage of those scoring proficient or advanced on TCAP has not exceeded 50% in three years.	Students in grades 9 and 10 will demonstrate 52% proficiency evidenced by TCAP.	Students in grades 9 and 10 will demonstrate 54% proficiency evidenced by TCAP	Teachers will turn in their Unit plans on a monthly basis and will be reviewed for depth of knowledge with administration. Upon completion of a unit, teachers will assess student progress towards the Colorado Academic Standards via standards tracking sheets in which 80% of the students must attain 70% mastery within each standard.	Teachers will receive UbD professional development to look at units, create assessments, and utilize data to modify instruction. Additionally, all teachers will incorporate cooperative learning protocols, and research-based learning strategies. Teachers will work in content area teams once a month to align curriculum both vertically and horizontally.
		M Approaching: While the district and state have had upward swings, we have declined in the past three years in the subject area of math.	Students in grades 9 and 10 will demonstrate 15% proficiency evidenced by TCAP.	Students in grades 9 and 10 will demonstrate 18% proficiency evidenced by TCAP.	Teachers will turn in their Unit plans on a monthly basis and will be reviewed for depth of knowledge with administration Upon completion of a unit teachers will assess student progress towards the Colorado Academic Standards via standards tracking sheets in which 80% of students must attain 70% mastery within each standard.	Teachers will implement both formative and summative assessments throughout unit and adjust lesson plans accordingly. Teachers will work in content area teams once a month to align curriculum both vertically and horizontally.

		W	Does Not Meet: The district as a whole has had an upward trend in the area of writing. While we did make improvements over the past year, we still are well below the state and district averages.	Students in grades 9 and 10 will demonstrate 30% proficiency evidenced by TCAP.	Students in grades 9 and 10 will demonstrate 34% proficiency evidenced by TCAP.		Teachers will receive UbD professional development to look at units, create assessments, and look at data to modify instruction. Additionally, all teachers will incorporate cooperative learning protocols, and research-based learning strategies. Teachers will work in content area teams once a month to align curriculum both vertically and horizontally.
		S	Approaching:	NA	NA	NA	Teachers will receive UbD professional development to look at units, create assessments, and look at data to modify instruction. Additionally, all teachers will incorporate cooperative learning protocols, and research-based learning strategies. Teachers will work in content area teams once a month to align curriculum both vertically and horizontally.
Academic Growth	Median Growth Percentile	R	Meets: While the school did make adequate growth in	Students in grades 9 and 10 will demonstrate an MGP of 58.	Students in grades 9 and 10 will demonstrate an MGP of 60.	Upon completion of a unit, teachers will assess student progress towards	Teachers will engage in data meetings during monthly PD to analyze

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School Name: **SOUTHWEST EARLY COLLEGE**

	(TCAP/CSA P & ACCESS)		Reading, it did not in the other content areas.			the Colorado Academic Standards via standards tracking sheets. Teachers will use this data to drive their lessons and planning. Teachers will progress monitor students on a weekly basis throughout the RTI process.	data and address high priority frameworks. Students will receive homogeneous, direct-instruction in tiered literacy intervention classes as well as small group instruction.
		M	Approaching: The school's overall median growth percentile has not exceeded 50 for the past three years in the content area of math. In order for students to make adequate growth they need to yield a 99 in math.	Students in grades 9 and 10 will demonstrate an MGP of 44.	Students in grades 9 and 10 will demonstrate an MGP of 47.	Upon completion of a unit, teachers will assess student progress towards the Colorado Academic Standards via standards tracking sheets. Teachers will use this data to drive their lessons and planning. Teachers will progress monitor students on a weekly basis throughout the RTI process.	Teachers will engage in data meetings during monthly PD to analyze data and address high priority frameworks. Students will receive homogeneous, direct-instruction in tiered mathematics intervention classes as well as small group instruction.
		W	Approaching: The school's overall median growth percentile has not exceeded 50 for the past three years in the content area of writing. In order for students to make adequate growth they need to yield an 81 in writing.	Students in grades 9 and 10 will demonstrate an MGP of 50.	Students in grades 9 and 10 will demonstrate an MGP of 52.	Upon completion of a unit, teachers will assess student progress towards the Colorado Academic Standards via standards tracking sheets. Teachers will use this data to drive their lessons and planning. Teachers will progress monitor students on a weekly basis throughout the RTI process.	Teachers will engage in data meetings during monthly PD to analyze data and address high priority frameworks. Students will receive homogeneous, direct-instruction in tiered literacy intervention classes.

School Code: 8132

School Name: SOUTHWEST EARLY COLLEGE

		ELP	Approaching: While we did receive an MGP of 60 this has not been consistent.	Students in grades 9 and 10 will demonstrate an MGP of 62.	Students in grades 9 and 10 will demonstrate an MGP of 64.	Upon completion of a unit, teachers will assess student progress towards the Colorado Academic Standards via standards tracking sheets. Teachers will use this data to drive their lessons and planning. Teachers will progress monitor students on a weekly basis throughout the RTI process.	Teachers will engage in data meetings during monthly PD to analyze data and address high priority frameworks. Students will receive homogeneous, direct-instruction in tiered literacy intervention classes as well as small group instruction in core content classes.
Academic Growth Gaps	Median Growth Percentile	R	Approaching: The school did make adequate growth in Reading, When compared to similar schools our MGP is lower (61).	Our students designated for ELL will receive an MGP of 65. Our students who qualify for FRL will receive an MGP of 56. Our minority students will receive an MGP of 56.	Our students designated for ELL will receive an MGP of 68. Our students who qualify for FRL will receive an MGP of 58. Our minority students will receive an MGP of 56.	-Annual identification of home language through Home language questionnaire completed by each parent -Teacher observation of students English language proficiency against WIDA's ELD standards. -WAPT will be given within 30 days of entering the district -ACCESS will be given in January	Teachers will incorporate Sheltered Instruction on a daily basis in their classrooms as these are research-based strategies to assist all students. Students will participate in cooperative learning protocols, and receive differentiated instruction. All teachers will be trained and receive coaching and feedback on the implementation of the ELA trainer workshops.
		M	Approaching: The school's overall median growth percentile has not exceeded 50 for the	Our students designated for ELL will receive an MGP of 35. Our students who	Our students pre-designated for ELL will receive an MGP of 37. Our students who	All students be given a pre-assessment in Math upon entering our school. A Plan of study will be created based on placement	Teachers will incorporate Sheltered instruction on a daily basis in their classrooms as these are research-based strategies

School Code: 8132

School Name: SOUTHWEST EARLY COLLEGE

			<p>past three years.</p> <p>Increase the growth rate of minority students and those qualifying for free and reduced lunch across all subject areas.</p> <p>Our school has had a persistent low growth for all subgroups for the past two years in the content areas of math and writing. When compared to similar schools our MGP is lower (52)</p>	<p>qualify for FRL will receive an MGP of 43.</p> <p>Our minority students will receive an MGP of 43.</p>	<p>qualify for FRL will receive an MGP of 45.</p> <p>Our minority students will receive an MGP of 45.</p>	<p>results.</p> <p>Teachers will progress monitor students on a bi-weekly basis throughout the RTI process.</p>	<p>to assist all students.</p> <p>All teachers will be trained and receive coaching and feedback on the implementation of the ELA trainer workshops.</p>
		W	<p>Our school has had a persistent low growth for all subgroups for the past two years in the content area of writing.</p> <p>Approaching: The district as a whole has had an upward trend in the area of writing. While we did make improvements over the past year, we still have an MGP lower than similar schools</p>	<p>Our students designated for ELL will receive an MGP of 48.</p> <p>Our students who qualify for FRL will receive an MGP of 51.</p> <p>Our minority students will receive an MGP of 50.</p>	<p>Our students designated for ELL will receive an MGP of 50.</p> <p>Our students who qualify for FRL will receive an MGP of 53.</p> <p>Our minority students will receive an MGP of 52.</p>	<p>Teachers will progress monitor students on a bi-weekly basis throughout the RTI process.</p> <p>Students will participate in a writing prompt exercised once a month in all content areas. Data will be used to guide writing instruction.</p>	<p>Teachers will incorporate Sheltered Instruction on a daily basis in their classrooms as these are research-based strategies to assist all students.</p> <p>Students will participate in cooperative learning protocols, and receive differentiated instruction.</p> <p>All teachers will be trained and receive coaching and feedback on the implementation of the ELA</p>

		(54).				trainer workshops.
Postsecondary & Workforce Readiness	Graduation Rate	Approaching: Students will continue to develop their H.S. plan. Students will track their progress towards graduation. Eligible students will be allowed to stay for a 5 th year to continue their post- secondary pursuits at either CCD or Emily Griffith Technical College.	Our goal is to increase our 4 yr. and 5 yr graduation rates as well as our best of. 4 yr. 50% 5yr. 75% 6 yr. 80%	Our goal is to increase our 4 yr. and 5 yr graduation rates as well as our best of. 4 yr. 50% 5yr. 80% 6 yr. 85%	Monthly benchmarks for students to have met in their PEP.	During advisory all students will create a PEP to plan out their course of study.
	Disaggregated Grad Rate	Meets: We will continue to have students develop their H.S. plan. Students will track their progress towards graduation. 4 Yr. Graduation Rate: Race/ Ethnicity B: 40% H: 32.6% W: 66.7% 2+ 66.7% Disaggregated group Disability: 20% Title 1: 43.1% ELL: 20% GT: 47.1	4 yr. 5yr. B 45% 50% H 40% 50% W 70% 75% 2+ 70% 75% Disaggregated grouping: Disability 5% 30% ELL 25% 30% GT 50% 60% Econ 40% 45%	4 yr. 5yr. B 50% 55% H 45% 55% W 75% 80% 2+ 75% 80% Disaggregated grouping: Disability 30% 35% ELL 30% 35% GT 55% 65% Econ 45% 50%	Students will participate in credit checks and create a HS plan for graduation. All students will create individual career and academic plans.	Students will be able to access Emily Griffith Technical College to fulfill HS requirements. This is in addition to our relationship with the Community College of Denver.

		Econ: 33.3%				
	Dropout Rate	Meets: We will continue to verify attendance when students transfer.	Our goal is stay below the federal and state average. Less than 3%	Our goal is stay below the federal and state average. Less than 3%	As students transfer, follow through with verification forms. Exit Interviews Social worker to follow up with phone calls and home visits.	Continue to verify enrollment of transfer students. A partnership with Emily Griffith Technical College was formed in the summer of 2013.
	Mean CO ACT	Does not meet: We are consistently scoring below the state and federal expectations for our mean Colorado ACT composite score. This past year our overall score decreased by 1 point.	Composite score of 17.	Composite score of 18.	Advisors will use practice ACT tests/ questions. All 11 th grade students will complete a practice test workbook.	During ICAP classes, teachers will introduce students to test taking strategies, and familiarizing students with the structure of the ACT test. In addition students will participate in practice ACT tests.

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Teachers will receive consistent and embedded professional development in UbD to look at units, create assessments and utilize data to modify instruction as well as Cooperative learning protocols to engage students in their own learning. This will allow us to develop high rigor and consistency in implementation of

curriculum. **Root Cause(s) Addressed:** 1.) Curriculum and rigor has been implemented inconsistently across classrooms. 2.) Teachers have lacked consistent, embedded professional development within content areas. 3.) Aligned curriculum to tested academic standards utilizing both pre- and post-assessments.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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)
	2013-14	2014-15				
Order curriculum for UbD, Cooperative learning structures	July 2013		Administration	\$1,000 from Mill Levy funding	Order	Completed
Schedule/ Conduct PD for UbD and Cooperative learning structures during training week	July 2013	June 2014	Leadership team	\$0	Meet with leadership team to create schedule. Train staff Follow-up with staff for continued training	In progress
Teachers to create and implement UbD lesson/ Unit plans.	July 2013	June 2014	Teachers	\$0	During training week in August teachers will work together to create unit plans. Teachers will meet monthly to review	In progress
Teachers will receive peer to peer observation and feedback as well as quarterly feedback from administration.	July 2013	June 2014	Administration	\$2000 for guest teachers to come out of Professional Development budget.	Training in August, peer review in October, administration review in November. Plans for December.	In progress

Major Improvement Strategy #2: Both literacy and numeracy blocks are built within the schedule to allow for homogeneous, direct instruction to fill in learning gaps.

Root Cause(s) Addressed: 1.) There have been no systems in place to offer interventions to students who are one or more years behind in literacy and numeracy. 2.) Teachers have lacked the ability to plan horizontally and vertically.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Other: _____

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)
	2013-14	2014-15				
Create block schedule for the 2013-2014 school year.	July 13		Administration	\$0	Create two variations of block schedules for 300 students and 325 students	Completed
Hire both a literacy and numeracy intervention teachers	July 13		Administration and hiring team	Mill levy money awarded for instruction. \$80,0000	Post positions on the League of Charter Schools, DPS website and Teachers-to-Teachers	Completed
Pre-assessments given to all students performing PP or U on TCAP	Sept. 13		Teachers	Common pre-assessments	Teachers to create common pre-assessments during PD prior to the start of school.	Completed
Student schedules to reflect the homogenous grouping for both literacy and numeracy classes.	Sept. 13		Administration	Infinite campus to create schedules and group lists from teachers.	Once group lists received, add literacy and numeracy class to schedule.	Completed
Intervention curriculum for literacy and numeracy classes.	Sept. 13	Nov. 13	Leadership team	Mill Levy money for books. \$10,000	Leadership team to research intervention programs.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: The block schedule allows the tools of research based instruction to be effectively utilized to meet performance standards.

Root Cause(s) Addressed: 1.) Both literacy and numeracy blocks are built within the schedule to allow for homogeneous, direct instruction to fill in learning gaps. 2.) Block schedule allows for both core content classes to be aligned to the Colorado state standards, as well as the ability to offer college classes.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
- Other: _____

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)
	2013-14	2014-15				
Create a block schedule for the 2013-2014 school year to include common planning.	July 13		Administration	\$0	1. Look at sample block schedules. 2. Create the schedule. 3. Ensure that it works with the majority of students needed courses.	Completed
All incoming 9 th and 10 th grade students to be placed in Common Core aligned H.S courses.	July, 13	Oct., 13	Administration	\$0	Create schedule in Infinite Campus. Place students into correct classes based on their transcript.	Completed
All incoming 11 th and 12 th graders to take the Accuplacer at CCD for proper course schedule.	July, 13	Oct., 13	Administration College Advisor	Student completion of Accuplacer workbooks to avoid \$10 fee.	1. As students enroll provide the workbook. 2. Students bring in completed workbook and a testing ticket is created. 3. Student goes to CCD to take Accuplacer. Results given to school. Student schedule created.	Completed
Teachers to work in grade level and core content teams once a month	Aug, 13	June 13	Teachers	PD in UbD, Cooperative learning, and Teach Like A Champion research based strategies. \$2,500 on resources to come from Mill Levy funding.	Create a year-long professional development plan to include ongoing, embedded assessment.	In progress

Teachers to be trained in SIOP strategies through the Train the trainer model.	Aug, 13	June, 13	Trainer Teachers Administration	Monthly PD to focus on the 5 modules of the ELA training module. \$2,000.00 for the Trainer \$2,0000 for the correlating books.	Create and implement the time line.	In progress
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)