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

Organization Code: 0880   District Name: Denver County 1   School Code: 8145   School Name: Summit Academy   SPF Year: 2012

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations		2011-12 School Results		Meets Expectations?
Academic Achievement (Status)	State Required Measure: TCAP/CSAP, Lectura, Escritura **Description**: % P+A in reading, writing, math and science. **HS Expectation:** Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% **MS Expectation:** Reading at/above 21.4%; Math at/above 6.2%; Writing at/above 16.7%; Science at/above 12.1%		% Proficient/Advanced at 60th percentile		School's % Proficient/Advanced		Overall AEC Rating for Academic Achievement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
			MS	HS	MS	HS	
		R		35.4%		16.39%	
		M		4.4%		1.65%	
		W		14.6%		4.92%	
		S		16.4%		6.35%	
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) **Description**: Growth in TCAP/TCAP for reading, writing and math. **Expectation:** Median Student Growth Percentile (MGP) at/above 50.		MGP at/above 50		School's MGP		Overall AEC Rating for Academic Growth: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		R	50		23		
		M	50		37		
		W	50		33		
	MAP Growth **Description**: % who met growth targets in reading, mathematics, and language usage. **Expectation:** At/above 60%.		At/Above 60%		School's % Met Target		
		R	60%		52.78%		
		M	60%		43.90%		
		LA	60%		51.81%		

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance **Description**: Total days attended out of total days possible to attend. **Expectation**: % at/above 86.2%	86.2%	78.38%	Overall AEC Rating for Student Engagement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement **Description:** % of students improving their attendance from prior year **Expectation:** % at/above 75%	75%	33.90%	
	State Required Measure: Truancy Rate **Description:** Total days unexcused absent out of total days possible to attend. **Expectation:** Equal to or less than 7.7%	Equal to or less than 7.7%	17.71%	
	Student Satisfaction **Description:** % positive student response rate **Expectation:** % at/above 85%	85%	94.31%	
	Parent Satisfaction **Description:** % positive parent response rate **Expectation:** % at/above 85%	85%	84.62%	

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

Post Secondary/ Workforce Readiness	State Required Measure: Completion Rate **Description:** % of students completing. **Expectation:** At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	At/above 55.4% of all AECs using 4-year, 5-year, 6-year or 7-year completion rate	School's Completion Rate		Overall AEC Rating for Post Secondary Readiness: **Does Not Meet**
		55.4%	20.00%		
	Completion Rate Change **Description:** Increase in % of students completing **Expectation:** Change At/Above 2% using same year as best-of for prior year	Change At/Above 2% using same year as best-of for prior year	School's Completion Rate Change		* Consult your AEC School Performance Framework for the ratings for each measure.
		2%	(null)		
	State Required Measure: Dropout Rate **Description:** % of students dropping out. **Expectation:** Below 11.4%.	Below 11.4%	School's Dropout Rate		
		Less than 11.4%	19.28%		
	Dropout Rate Change **Description:** Decrease in % of students dropping out **Expectation:** At/Above 4%	At/Above 4%	School's Dropout Rate Change		
		4%	(null)		
	State Required Measure: ACT Average Score by Content Area **Description:** ACT average score in reading, math, English, and science **Expectation:** Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	Reading at/above 15.9; Math at/above 14.8; English at/above 13.7; Science at/above 15.7	ACT Average Score		
		R	15.9	14.56	
		M	14.8	16.10	
		E	13.7	12.70	
		S	15.7	15.05	

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Accountability Status and Requirements for Improvement Plan

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

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

Section II: Improvement Plan Information

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

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

Additional Information about the School

Improvement Plan Information

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

X State Accountability ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG)

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Oscar Joseph III
	Email	Oscar_JosephIII@dpsk12.org
	Phone	720-424-2401
	Mailing Address	3001 S. Federal Bld. Denver, Colorado 80236
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
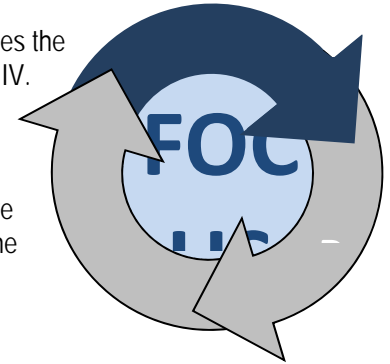
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	In the reading portion of the TCAP our target was 20% P and A	R-Target was not met. Only 22 out of 54 students who took the test were actually counted and our P and A for 2011-2012 was 16.39%	**ACADEMIC ACHIEVEMENT STATUS** A majority of Summit's students enroll significantly behind in reading, math and language ability (Over 4 grade levels average using MAP 2012 Data). Though growth was seen over 2010/11 results, the major improvement strategies are continually being addressed to meet student need.
	In the math portion of the TCAP our target was a 2.5% P and A. In the writing portion of the TCAP, our target was 8% P and A. In the science portion of the TCAP our target was 5.5% P and A	M-Target not met. Only 22 out of 54 students who took the test were actually counted and our P and A for 2011-2012 was 1.65%. W-Target not met Only 22 out of 54 students who took the test were actually counted and our P and A for 2011-2012 was 4.92%. S-Only 22 out of 54 students who took the test were actually counted and our P and A for 2011-2012 was 6.35%. Based on data from 2010, we exceeded our growth target by 0.8%. However, we fell short of the state target by 10%.	
Academic Growth			**ACADEMIC GROWTH** Without prior data, last year we had no idea where our students fell within the MGP. Now that we have this information it is apparent that we need to move our students forward.
	MGP-Last year there was no data and no state targets as we were only in our second year. However, this year the expectation is that our MGP is at 50%.	Last year in Reading, our students were at 23%. In Math they were at 37 and in Writing they were at 33 and did not meet state targets.	
Student Engagement	Last year we set a target attendance rate of 82%. However the state expectation for alternative schools is 86. 2%	Target not met – Our school attendance rate for 2011-2012 was 78.38%. However, at this time last year our attendance rate was at 56%. At this time our attendance rate is at 77%. Although we were 4%-5% from meeting our own target,	**STUDENT ENGAGEMENT** Due to the nature of our population attendance may always be an issue to some degree. Additionally, the design of our program is to serve students who may have previously dropped-out, are parents, working or currently involved in significant personal challenges.
	Last year, we set a target of a 20% increase in our attendance rate. The state expectation for alternative schools is 75%.	We exceeded our target at 33.90%. However, we did not meet the expectations of the state and fell short 41.1%	

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	The state expectation for student satisfaction is 85% The state expectation for parent satisfaction is 85%	We have exceeded the state target at 94.31% We missed the state target by 0.4%. Our parent survey came back at 84.62%	
Post Secondary Readiness	Due to a smaller population, over the past two years we have used hard numbers to measure our completion rate. Our targets in: 2010-2011 – 14 program completers 2011-2012 – 22 program completers	We have exceeded our targets two years in a row. With the combination of Diploma Plus and GED students, the following numbers represent program completers: 2010-2011 – 22 program completers 2011-2012 – 30 program completers	**COMPLETION RATE** Since the state still considers a 4-7 year completion rate an accurate measure, we fall at a 20% completion rate as opposed to the state's expectation of 55.4% over the course of 4-7 years making a difference of 35.4% in year three. However, students are completing their diploma and GED programs at a 100% rate since we opened in 2010.
	The state required ACT average score is: Reading: 15.9 Math: 14.8 English:13.7 Science: 15.7 We did not have accurate data as a school for the first year. Therefore we did not set a target for a mean ACT score. Drop out rate – NULL The state needs three years of data to measure drop out rates.	Our ACT average scores by content area were as follows: Reading: 14.56 difference - 1.4% Math: 16.10 difference + 1.3% English: 12.70 difference - 1% Science: 15.05 difference - 0.2%	**ACT** Although our scores fall just below state targets, we feel that one of the challenges for us is our accelerated diploma program. If the student has sophomore credit in the fall and takes the PLAN as a sophomore, he may score a 14. If he moves into junior credit three months later, he must take the actual ACT in the spring skipping the KAPLAN and an opportunity to practice the test once more. It is wonderful to have the opportunity to design a model such as this for students who need it. However, holding these non-traditional models to traditional standards is hurting student progress.

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.
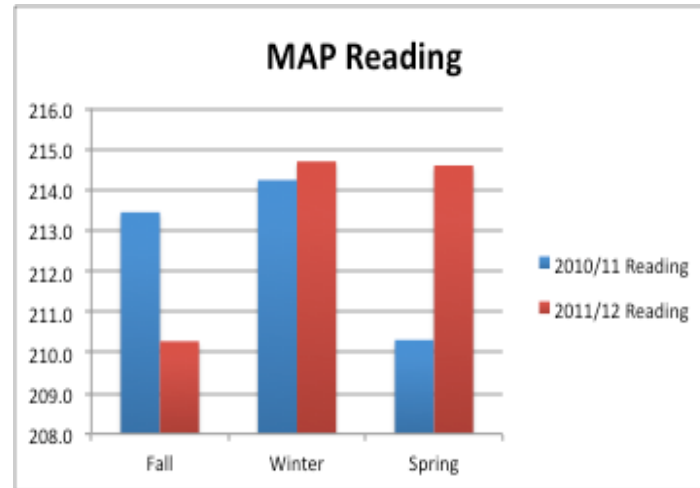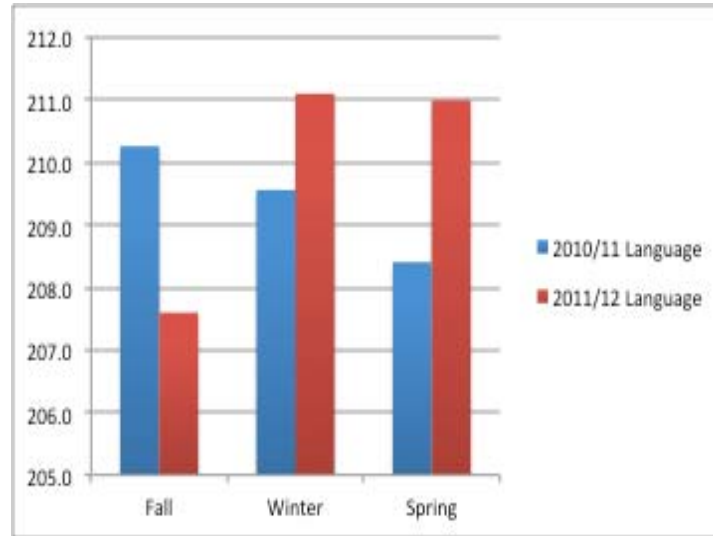
TWO-YEAR GROWTH TRENDS – MAP'S

Table a
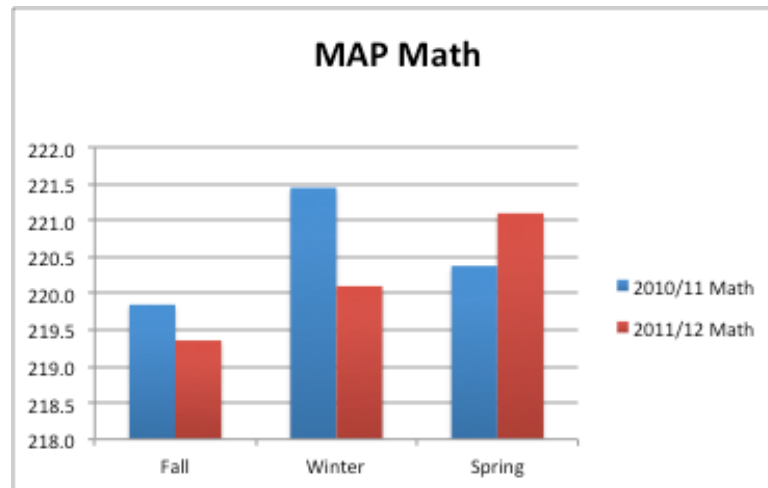
		Fall	Winter	Spring
2010/11	Math	219.8	221.5	220.4
2011/12	Math	219.4	220.1	221.1

Table b

MAP Reading

		Fall	Winter	Spring
2010/11	Reading	213.5	214.2	210.3
2011/12	Reading	210.3	214.7	214.6

Table c

		Fall	Winter	Spring
2010/11	Language	210.3	209.6	208.4
2011/12	Language	207.6	211.1	211.0

The data from 2010 to 2012 tells us that during the year ONE when our population was *old and far(older student, credits far from graduating),* our highest grade level functioning in MATH was at the 6th grade level but started at the 5th grade level demonstrating a year's growth in three months.

During year TWO when our target population was *old and near (older student, near graduation)* and *old and far,* our highest grade level functioning in MATH was also at the 6th grade level but started at the 5th grade level demonstrating a year's growth in three months.
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During year ONE when our population was *old and far,* our highest grade level functioning in READING was at the 6th grade level but started at the 5th grade level demonstrating a year's growth in three months.

During year TWO when our target population was *old and near* and *old and far,* our highest grade level functioning in READING was also at the 6th grade level but started at the 5th grade level demonstrating a year's growth in three months.

During year ONE when our population was *old and far,* our highest grade level functioning in LANGUAGE USAGE was at the 6th grade level but started at the 5th grade level demonstrating a year's growth in three months.

During year TWO when our target population was *old and near* and *old and far,* our highest grade level functioning in LANGUAGE USAGE was also at the 6th grade level but started at the 5th grade level demonstrating a year's growth in three months.

We also noticed that for the past two years all growth seems to dip in the spring. This could be due to a number of different factors. However, the reason, which appears to be the most evident, is that three assessments are administered during the same window of time, the TCAP, the ACT and the MAP's. There are also authentic assessments, and post assessments for all classes going on during this time as well. Although we offer very nice incentives for students demonstrating the most consistent growth, we believe the students are just tired by this time.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	• A continuous trend among our students is that they come to us so far off grade level it takes at least one year for them to catch up if they are focused and they stay on their path at an accelerated rate. Most students find this challenging because they have never learned the necessary skills to do so. • Summit Academy opened in the fall of 2010. Year one **2010-2011**, 185 student were tested in the math portion of the MAP's exam. Of those students **90.3% were not at grade level.** • At the beginning of year two (**fall of 2011**) 187 students took the math portion of the MAP's exam. **Of those students 89.9% were not at grade level.** • Year three 136 students were tested in the math portion of the MAP's exam. Of those students - 83.9% were not at grade level. • Year ONE 185 students took the reading portion of the MAP's exam. Of those students 76.5% were not at grade level. • Year TWO 187 students took the reading portion of the MAP's exam. Of those students 86% were not at grade level. • Year THREE 133 students took the reading portion of the MAP's. Of those students 77.4% were not at grade level.	<u>PPC #1</u> **2012**-83.9% were not at grade level in math. **2012**-77.4% were not at grade level in reading. *All scores are based on the MAP's exam given during the fall window of every year.*	1. Literacy intervention needed to support demonstrated gaps in K-12 instruction/learning. 2. Establishing a culture, which promotes student self-confidence. 3. Lack of ownership of academic success as measured by discrepancies amid multiple measures. 4. A variety of "off-track" students served every year
	• Another trend that is very prevalent at Summit is that since we opened our doors in 2010, we have served a different population of student every year.		

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	• We began in 2010 with old and far. In 2011 we began with old and far and old and near. In the fall of 2012 we have taken in young and far and old and close including a few true freshmen that did not feel comfortable in a large high school setting. • In the fall of 2012 we met our enrollment goal of 225 students. This is approximately 60 more students than we had last year at this time and the year before. We lease 11,000 sq. ft. from Colorado Heights University and classroom space is at a minimum. Over crowded classroom space takes away from the integrity of our instructional model, which includes an interactive classroom with differentiated instruction and accelerated learning. We have no gym, or auditorium and this year the college is charging us for the use of any such facility. We have no ability to offer the electives that students ask for. During our first year we had no running water and only two bathroom stalls for the males and two for the females. Now that we are at 225 students the learning environment still is not equitable.		
Academic Growth	READING: CSAP-2010-2011 • Increase the percentage of students, grades 9 and 10, scoring proficient or advanced on CSAP by 5%. • Reading-decrease the achievement gap for Black and Hispanic students by at least 5% as compared to non-minority averages district wide.	PPC #2 **2010-2011** Of the 22 students who were counted on the CSAP in 2010-11 18.06% were proficient or advanced. Target was 35.4% **2011-2012** Of the 22 students who were counted on the CSAP in 2011-12	

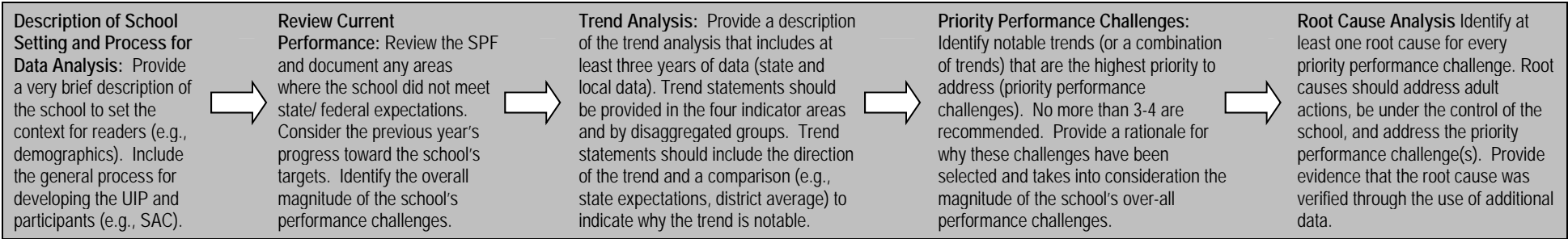|			
		16.39% were proficient or advanced. Target was 35.4%	
	MATH: CSAP-2010-2011 • Increase the percentage of students, grades 9 and 10 scoring proficient or advanced on CSAP by 5%. • Math- Decrease the achievement gap for Black and Hispanic students by at least 5% as compared to non-minority averages district wide. **READING-TCAP-2011-2012** Year two-Reading target was for a 20% in the proficient and advanced range. However we only managed a 16.89% with an MGP of 23. **MATH-TCAP** Year two-Math target was 10% proficient. We managed a 1.65% with an MGP of 37.		1. Students lacked test taking skills and strategies upon entering Summit 2. Limited of writing analyzing and practicing vocabulary 3. Limited academic preparation
Student Engagement	Attendance over the last two years has increased dramatically. From year one to year two attendance increased by 33.90%. In the fall of 2011 our attendance average was at 56%. This fall it is at 77%.	**PPC #3** Implement more staff and scholar community involvement (culturally relevant student engagement)	
	Student satisfaction has always been within the 90th percentile. It is part of the Summit philosophy to create personal connections with all students. That each student has a life coach at school with which to process life choices. Thereby giving us a high satisfaction rate.		
Post Secondary & Workforce Readiness	We only have two years of ACT data. The data demonstrates that math is showing significant improvement from 2011-2012. The other content areas are also showing improvement in that they fell just below	**PPC #4** **Establishing a culture, which promotes student**	

	state requirements as opposed to year one.	**self-confidence. Establishing a culture, which encourages confidence and stamina in test taking skills.** **Lack of ownership of academic success as measured by discrepancies amid multiple measures.**	
	Program completers have increased over the past two years as well. During year one, we had 22 completers between Diploma Plus and GED. During year two, we had 30 completers, exceeding the number of completers targeted both years.		1. Development and clarifications to identify and address all completers. 2. Immediate and accurate response for all students in evaluating credits and other conditions needed to be considered a completer.

Data Narrative for School

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

Data Narrative for School

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

Narrative:

SUMMIT ACADEMY'S MISSION:

To provide our scholars with multiple options to complete their high school credits and introduce them to career/college choices as they prepare to enter a competitive work force. Each scholar will achieve their goals of post-secondary readiness through rigorous academic support programs, state of the art technology and personal attention from trusted adults who will treat each scholar with the respect and dignity they deserve.

SUMMIT ACADEMY opened its doors in the fall of 2010 as a Multiple Pathways Center for the over-aged and under-credited. Our mission was to serve students who are at risk for dropping out and who had actually dropped out within the southwest Denver area. Summit Academy is a 21st century school, with a strong focus on intervention, technology, and innovation. We offer multiple programs for high school students to complete their high school credits, as well as programs for them to engage in internships, concurrent enrollment classes, and other post-secondary readiness. SUMMIT ACADEMY was the first school in the state of Colorado with the Diploma Plus (DP) model; a rigorous academic standards and competency based approach. In addition, we offer each scholar interactive classrooms, intensive intervention, smaller class sizes and one on one instruction for all scholars in all programs. In addition to the Diploma Plus model, we also offer programs in Career Technical Education (CTE), GED, and Credit Recovery. SUMMIT ACADEMY is a school in which the student culture is based on respect, excellence, and high expectations. This culture was intentionally designed to promote self-confidence and generate productive, capable and intelligent young members of the community.

Scholar Goals:

Our goal for SUMMIT ACADEMY scholars is 100 % completion of our programs. Students enrolled at SUMMIT ACADEMY will get their high school diplomas or GED's and will be college or workforce ready. In addition they will have access to concurrent enrollment with participating colleges and universities. With that said, it is imperative that we continue to push district and state thinking regarding reform. We believe that there would not be a SUMMIT ACADEMY if we did not have to think differently about the way education is delivered. We are creating new definitions for accountability through our Diploma Plus model and through our 12-hour schedule. Specifically, our goal is to accept students from other schools and programs; in and out of the district and provide them with the tools to accomplish their goals of a high school diploma or GED. We plan to out-perform other high schools in DPS, by achieving higher growth rates and levels of proficiency on the MAP's, TCAP, and the ACT, higher retention levels, and greater graduation and college placement rates than students in other high schools. We have promised our scholars that they will be college or career ready. In doing so, we are redefining words such as graduation, grade levels, and support services. We have replaced the words freshman, sophomores, juniors, and seniors with Foundation, Presentation and Plus levels for Diploma Plus so that scholars do not come in as an 18 year old freshman. Instead, they are on the one of the three different levels of Diploma Plus and are identified by the color of polo shirt, which is worn by every scholar (white, gold, or burgundy). We have replaced the word "student" and changed it to "scholar" to promote an atmosphere of success and excellence. We have

implemented an application process as opposed to an enrollment process to ensure the success of the student body as a whole. At Summit, we are not educating the traditional high school learner. We are teaching young adults. Sixty-three percent of our population is over the age of 17, living on their own or with children. We cannot limit them or ourselves to linear thinking. Our hours of operation are based on student need and mastery of the competencies, not on seat time. An example of this is the scholars in the GED program. These scholars have scheduled themselves to be in class at a certain time. However, their life schedules do not always allow them to be in the GED lab at their scheduled time and they may have to come in earlier or later within the day. We will always make those allowances for them, even at the expense of a decreased attendance rate for the day or week. We are currently searching for a different way to monitor their attendance so that we are not showing a higher absentee rate than is accurate. Many of our students, who are on track through Diploma Plus, miss days due to a work schedule, family or child illnesses and other legitimate reasons. Our program is designed to accommodate their absences and allow them to return and pick up where they left off without penalty. We need an accurate monitoring system that will work with our scholars and not against them.

In August of 2011, SUMMIT ACADEMY received INNOVATION STATUS from the district and the state based on our instructional model and our intent to operate "outside the box" by asking newly hired teachers to waive their collective bargaining rights once hired and by continually raising the bar regarding providing an interactive classroom and higher level thinking activities for all scholars. This becomes increasingly more difficult to do as the district and the state continues to measure our growth and success through traditional lenses. An example of this is the state assessment. We are told that an 18 or 19 year old with freshman or sophomore credit must take the TCAP when the student has taken the state assessment in high school at least two or three times. These are strategies that have never worked for these students, which is why they have turned to us. Now we're going to ask them at this age to do this again when we know that their scores will not be counted? Of the 67 students that took the TCAP last year, only 22 were counted. Is this an accurate reflection of a school with 200 students that were not the same 200 students as seven months before? Another example is the ACT. If a student has sophomore credit in the fall and takes the PLAN as a sophomore, he may score a 14. If he moves into junior credit three months later, he must take the actual ACT in the spring skipping the KAPLAN and an opportunity to practice the test once more.

It is wonderful to have the opportunity to design a model such as this for students who need it, and so many do. However, holding these non-traditional models to traditional standards is dwarfing student progress and pushing an innovation school back into traditional molds by not allowing the school to do what it was designed to do.

DELIVERY OF INSTRUCTION
- Small classes not larger than 20 students.
- Differentiated and individual instruction.
- Net book personal computers for each student in all the classes.
- Technology in every classroom: Wireless Internet in all classrooms, projector, document camera, mimeos, or Promethean boards.
- Interactive classrooms focused on engaging students. Some activities require our students to move around every 20 to 25 minutes to a different activity or learning strategy.
- Opportunity to improve every grade; no grades are final for all projects, in that students can improve, re-do, or retake any project to deepen their understanding of the information and improve every grade.
- Instruction is based on competencies, not on bulk data. Teachers focus the instruction on most important standards and cover them more thoroughly. Leaving out the irrelevant time consuming information.
- Formative and authentic assessments are not written quizzes but are projects that demonstrate the student's real learning of the information and its application.
- Tasks that provide students every opportunity to develop higher thinking skills, as well as college study skills.
- School culture that fosters strong relations of students with their peers and teachers, creating strong academic students. A school culture focused on creating students with a strong character, with values and principles that will take them to attaining their life goals.

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SUMMIT ACADEMY INSTRUCTIONAL MODEL
# DIPLOMA PLUS

INTERACTIVE CLASSROOMS

RIGOR

One-on-one instruction

GROUPING

CENTERS-BASED

THINK-PAIR- SHARE

ACTIVITIES-BASED

INTERVENTION

MILIEU-BASED SCAFFOLDING

DOUBLE-DOSING

RTI PROCESS

ACADEMIC INTENSIVE WEDNESDAY

WEEKLY PROGRESS MONITORING

SATURDAY SCHOOL

USE OF TECHNOLOGY

STUDENT USE
TEACHER COMPETENCY

DIPLOMA PLUS ACCOUNTS AND STORAGE USAGE

INTERACTIVE SMARTBOARD USE

NETBOOK USE

AUTHENTIC ASSESSMENTS
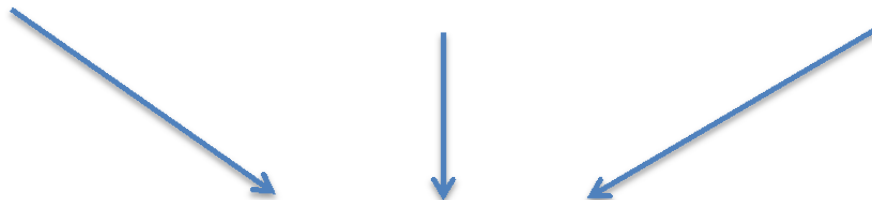
CONTENT/LANGUAGE OBJECTIVES
AGENDA
HOW DATA DRIVES INSTRUCTION
STUDENT TRACKERS
ACADEMIC LANGUAGE
INNOVATION

As an innovation school SUMMIT ACADEMY will be provided the appropriate freedom to control its enrollment, educational program, budget, staff, time, and incentives to ensure that our school becomes one of the most highly effective schools in the nation, in the areas of student achievement, graduation, college and career preparation, and teaching staff provided, we are given the time, resources, and the appropriate measurements for growth.

We hope to achieve our goals by utilizing the following strategies:

- Maintaining our innovation status
- Building a culture of excellence and high expectations for scholars and staff.
- Giving each student a rigorous standards-based curriculum through the Diploma Plus model.
- Increasing the skills of those scholars who are behind in reading and math to a 6th grade level in one year so that the Diploma Plus program is easily accessed and understood.
- Double dosing scholars in a math intervention class as well a grade level math class.
- Double dosing scholars in a reading intervention class as well as a grade level language arts class.
- Based on the Diploma Plus model of mastering competencies through levels 1-5 (Emerging, Capable, Bridging, Proficient, and Advanced), each scholar will maintain an average of 3 (Bridging) as a minimum requirement for all their classes (this is a 75%, or a "C").
- Individual follow up of each scholar's academic, attendance, and behavioral progress through the *"My Pathway to Success"* personal education plan facilitated by all advisement teachers.
- Emphasis on study skills and character building programs, through daily advisement sessions and activities; elective classes and summer classes.
- Allowing extended time for tutoring services, before and after school and on Saturdays. This also includes GED and Credit Recovery support.
- Based on the percentage of our student population, offering GED support and tutorial services in Spanish.

NSTRUCTIONAL CHALLENGES
- Continue to provide the intentional instructional model with the limited space and staff provided
- Continue to measure the academic success and growth of non-traditional learners against traditional norms
- Aligning district and instructional operating systems (IC, Diploma Plus)
- Aligning district departments and student need

BUDGET CHALLENGES
Having the academic and personal needs of our students as our target; these are some of the needs our budget must cover more than once per year.
  - Before after school tutoring
  - Purchasing of scholar uniform shirts
  - Wrap around services such as clothing, gift certificates, and groceries
  - Bus passes for all students that need them, not just for those who qualify
  - Health support services
  - Gang intervention for students who are trying to disconnect themselves
  - Support for teen parents
  - Immediate support for homeless students
  - Technology
  - Supplemental materials
  - Extended schedule
  - Saturday School
  - Summer classes and remediation courses

- o Summer college focus courses
- o Strong extracurricular programs: i.e. arts, sports.
- o Career classes and Internships
- o Assessment workshops
- o Stipends for teachers who take on more than what is required
- o Extra pay for extra time

ATTENDANCE CHALENGES

In an effort to achieve and maintain an 80% attendance rate at Summit we have implemented incentive programs, student attendance contracts, home visits and pick-ups, bus passes and steps of remediation. Due to trend data, our scholars need the first three months to change their habits so they can produce acceptable results. They need an opportunity to absorb themselves into a culture of excellence and receive incentives for developing better attendance habits. Innovation status gives us the flexibility to establish, times, rules and expectations according to our student need, keeping in mind their pace for taking ownership of these changes. It also allows the staff the time and flexibility to establish a culture of excellence, respect and the responsibilities of young adulthood. This year we have the help and support of a community engagement specialist and AmeriCorps. Together, they are targeting our student population whose attendance is in the "yellow", while the student advisors are targeting the students in the "red".

ADMINISTRATIVE CHALLENGES

In the past, the priority was to hire as many highly qualified teachers as possible. However, this left the administrative staff to take on 3-5 jobs each. Although the tasks were being accomplished, they were not being accomplished very effectively. It became apparent that we needed a job for every focus section on the UIP. A fulltime Post-Secondary Readiness Coordinator was hired as well as a full time Counselor. Another Advisor was added to the staff (a total of two) and a .6 psychologist.

FACILITY CHALLENGES

The district leases space for Summit and has done so since we opened our doors in 2010. However, our lease agreement is for 11, 000 sq. ft. There is limited classroom space and for the past two years our small enrollment numbers (140-189) have kept our instructional model intact. This year, the expectation was to push our enrollment up to 250. We asked for more space on another floor of the building and added four more classrooms. We also invited a different population of student to apply, the young and far. We are currently at 228 and the classrooms are overcrowded with no space for the spillover. We have attempted staggered scheduling in the past, but the community is not responsive to it for a multitude of reasons. We believe that the integrity of our instructional model is suffering as a result. Students are not receiving the support they were promised and new teachers cannot be hired because there is no place to put them. Electives and other CTE courses cannot be expanded due to limited space and these are the programs students ask for. During the first year of our lease, students had no running water and only two bathroom stalls for the boys and two for the girls. The college locked the other restrooms on the other floors so that our high school students could not access them. Since those tumultuous first few months, our partnership with CHU has become much better. Mostly in part because of the relationship between the Executive Director of the Board of Trustees at CHU and the Principal of Summit. In the spring of 2012 the Executive Director sponsored two Summit students to accompany him to his home country of Japan with the principal of Summit. A partnership developed and the college and the high school are now working together to help serve the community and the students in it. So far, the college has been instrumental in the following:

- Providing two prepared dormitories for students who find themselves homeless at a moment's notice with the ability to stay for one month free of charge
- Providing a pilot program for our seniors who want to be concurrently enrolled at CHU by allowing them to enroll in one or two business classes free of charge for two months
- Providing attorneys and a venue for our undocumented families during the Deferred Action process
- Continuing to sponsor two students per year on the trip to Japan

This is the last year of our lease agreement with the college. The key to the success of the scholars at SUMMIT ACADEMY is the collaborative effort of all employees and the partnership between Colorado Heights University and Summit Academy. This unique partnership is one like no other the district has experienced. There are positives and negatives to every relationship. However, the negatives impact our student population most heavily. Therefore, we feel that if we are going to continue to be successful, we must be allowed to operate unfettered by outside constraints.

What has recently transpired is a change in the way the college provides added space. Should we need the auditorium, the dining hall, the gym or the dance hall at any time after school hours, (school hours being 8:00 a.m. to 4:00 p.m.) there is an unreasonable charge for usage. These are amenities that other D.P.S. schools have at their disposal. Yet, this population of underserved students is yet again being underserved by no choice of their own. Without the support of a district liaison on campus CHU continues to:

- Boot student vehicles without warning,
- Ticket district dignitaries who unknowingly park in unauthorized areas,
- Ticket teaching staff parked on "the lines" or in the wrong lot without so much as a warning to the administrative team at Summit Academy so that we can use the opportunity to correct the behavior

CHU also serves a very large AmeriCorps program and there are thirty days in the fall and in the spring in which they are living on the campus. During those times, three D.P.S. schools are forced to modify all scheduling to accommodate the schedule of AmeriCorps.

- The auditorium is reserved for the entire time they are on campus and is not available.
- All lunch schedules need to be changed at a moment's notice

Although we would love to have our own facility so that we can accommodate the growing population of students in the southwest area, it appears that there are still many factors that need to fall into place and many departments, which need to understand who we are and what we do. This will happen over time and as we strengthen and clarify our mission, population and appropriate measure of growth.

THREE-YEAR DEMOGRAPHICS

In year ONE the demographics at Summit Academy included the following:
- 72% were 17+ years and have been out of school for 1-3 years
- Many of our scholars came to us from other districts
- A majority of our scholars are from neighborhood high schools and other DPS high schools
- 90.3% of all scholars had significant gaps in their learning, scoring in the 3rd and 4th grade range on the preliminary MAP's exam
- Due to the transient nature of the community, our population changes from trimester to trimester

In year TWO the demographics at Summit Academy included the following:
- Over 17: 44%
- Hispanic: 85%
- Black: 6%
- White: 9%
- American Indian: 1.2%
- Asian: 1.2%
- Bi-Racial: 1.2
- Free and Reduced Lunch: 53.5%
- ESL: 4%
- Employed: 20%
- Married: 4%
- With children: 7%
- Living independently: 5%

In year THREE the demographics at Summit Academy include the following:
Over 17: 63%
Hispanic: 84.3%
Black: 2%
White: 8.5%
American Indian: .5%
Asian: .5%
Bi-Racial: 3%
FRL: 73%
ESL: 5%
Employed: 22%
Married: 0%
With Children: 12%
Living Independently: 5%

What this data tells us is that despite our recruiting strategies to attract the young and far, we remain very popular with the old and far and the old and near. In my interviews with new students, 92% told me that they had heard about us through a friend or relative who had completed our program or had a friend who attended Summit at one time or another. All 92% were over the age of 17. Summit Academy appears to be a safe haven or second chance for those students who:
Dropped out,
- Were asked to leave their previous schools,
- Have been homeless,
- Whose parents are or were incarcerated,
- Did not feel safe or comfortable in a larger school,
- Are older and wiser than their years due to life's experiences,
- Teen parents and;
- Students who live with mild mental health issues.

When Summit Academy opened its doors in August of 2010, it was clear to all staff members that 80% of what we currently do doing would be considered "innovative". This was based on our title of being the first MULTIPLE PATWAYS CENTER to open in D.P.S. and the District's *Thirteen Principles of the Multiple Pathways Center*:
1. All MPC's should have a competency-based curriculum that allows students to demonstrate mastery and accelerate their learning and earning of credits.
2. All MPC's are to require students to participate in learning during extended hours – both after school and Saturday in very structured activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and soft skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
3. All MPC should require students to earn college credit as a part of their graduation requirements, either through concurrent enrollment or AP courses.
4. All MPC's should connect all students to CTE courses
5. All MPC's should have strong credit recovery programs and GED Plus programs – the Plus emphasizes college and career planning and entry over just earning a GED score. Students understand that the goal isn't just the score but the connection to postsecondary options.
6. All MPC's should provide all students with strong support with college/career planning and have individualized learning plans for all students where students are very clear of their program required for graduation and when they graduate.
7. All MPC's should have the highest expectations for student behavior and academic performance, value student voice, require student buy-in through the signing of a

contract and not compromise on these expectations.

8. All MPC's should have a robust admission process that tries to ensure students are committed to the learning plan developed for them and the extended hours to help ensure they graduate college and career ready.
9. All MPC's should work to develop partnerships with community-based organizations to help provide wrap-around services for students and families as needed.
10. All MPC's should have strong relationships with the other high schools so that we are transitioning students from other schools to MPC's without them first having to dropout or having to be sent away. The lion's share of this work should be done each 2nd semester of each year beginning now so that MPC's are at least 80-5% of capacity by October and at capacity (schools may go slightly over) by December.
11. All MPC's should hire teachers who are committed to the mission of the school and doing what's necessary to uphold the mission, high expectations, develop and contribute to a positive school culture, and build relationships with students and communicate with their parents.
12. All MPC's must have strong tutoring and mentoring programs available to support students throughout the day and after school on day one – beyond – a classroom teacher, counselor, administrator who makes connections with the students beyond the school day and helps to ensure they are receiving the intensive supports MPC's are expected to provide.
13. Teacher to student ratio does not exceed 20:1 in a school of 450 students and 15:1 is preferable in a school of 250.

Being the only school in the state to effectively utilize the Diploma Plus model, as well as offering GED and Credit Recovery throughout the day and evening, and building personal connections to re-engage students, it was obvious to us that what we did was unique and powerful. We knew we were in the business of changing lives. In September of 2010, the staff determined that Summit would develop a committee to oversee the innovation application with the understanding that this would be a research-based effort. As a result of months of collecting and analyzing data, writing and rewriting the innovation plan, we were given innovation status by the state in July of 2011.

STUDENT CULTURE AND ENGAGEMENT

SUMMIT ACADEMY is a school in which the student culture is based on:
   o *High Expectations*
   o *Excellence*
   o *Leadership*
This culture was intentionally designed to promote self-confidence and generate productive, capable and intelligent young members of the community.

GOALS

Our goal at Summit is to re-engage our population by offering the following options for scholars to get their high school credits; Diploma Plus, GED, and Credit Recovery. We also promise each scholar interactive classrooms, differentiated instruction, one-on-one instruction, and a laptop for each scholar so they can access Credit Recovery, Diploma Plus and, GED from home. We allow three different pathways to complete their credits; Accelerated, Regular or Delayed based on each scholar's life schedule and need.

We based our program on the following research-based philosophies and instructional models:

   o *The Diploma Plus model (Accelerated, competency-based approach)*
   o *The RtI Matrix*
   o *The Positive Behavioral Support (PBS) matrix.*

   We also offer CTE programs, which are taught by adjunct staff so that students can receive college credit while still in high school. Scholars can also access more than one

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program to earn credits, and they may receive credits for employment. Currently, we offer before and after school tutoring, extended hours in our GED and Credit Recovery lab and a six-week completion program in the lab during the summer. However, we are hoping to expand our Diploma Plus courses into the evening hours, and to add Honors courses for those scholars who wish to take an accelerated path.

Another goal for Summit Academy scholars is 100 % completion of our programs. The following includes standard design elements of the MPC model:

- A competency-based instructional model (Diploma Plus) that requires students to demonstrate mastery of the standard, allowing them to accelerate grade-level competency and the earning of graduation credits
- No time restrictions for course completion, with a "No-Fail" approach to grading
- Extended day, week and year (year-round school model) that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- Redefined graduation protocol, increasing the standards for graduation by requiring students to demonstrate that they have earned college credit through either concurrent enrollment courses or through Advanced Placement courses
- An "all hands on deck" approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- Human resource practices that ensures the very best teacher is in the classroom everyday
- Elective credits for community service, advisement, enrichment activities, and employment
- Multiple pathways to graduation including GED Plus, where students understand that the goal is not just their score on the test but the connection to postsecondary options
- Robust admission process that ensures students are committed to changing their behavior and successfully attaining their high school diploma or GED by participating in a rigorous learning plan
- Partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed

In expanding our CTE programs, the university has expressed an interest in allowing Summit Academy to utilize more building space to accommodate the need for more career-based instruction, such as; a culinary arts program. We look forward to evolving and offering more opportunities to our scholars through the partnership with Colorado Heights University.

COMMUNITY PARTNERSHIPS:

Currently our community partners include the following:

- Colorado Heights University
- Los Padres Unidos/Servicios de la Raza
- Goodwill Industries
- River Watch
- Harvest Mountain Farms
- GRASP
- Planned Parenthood
- DU Law School

- CU School of Law
- Volunteers of America
- Habitat for Humanity
- Community College of Denver
- Arapahoe Community College
- Emily Griffith Opportunity School
- Metropolitan State College

In year one, Summit met its targets for Performance Indicators in Academic Progress in Math and Reading, Academic Growth in Reading, Student Engagement and Post Secondary Readiness. Another major accomplishment was receiving INNOVATION STATUS from the district and the state due to our unique program structures and our competency based approach. These, along with our MAP's results were our celebrations, which we felt were paramount for a first year school in a HARD-TO-SERVE AREA, with 100% of our student population having been kicked out or having dropped out of their previous high schools. However we knew we had much more work to do.

After analyzing specific MAP's, Acuity and CSAP data from last year, it was determined that our focus for the 2011-2012 school year needed to be on academic language. Our students have demonstrated that they do not possess the skills to interpret questions on formal assessments. For example: if the question stated, "Please label, complete, explain or describe…" most of our students struggled with the way the question was asked. This was evident on the first Acuity exam in the fall of 2010. The data showed that 100% of our students did not understand the questions related to the main idea. As a staff, we knew that was not accurate. As we began to dig deeper into our data, we realized that although they understood the concept of the main idea as it concurs with their classroom assignments, there was a discrepancy between random questions and questions that were relevant to assigned readings. Since our focus was on math concepts last year, we decided to spend the last trimester in preparation of our academic language focus for the 2011-2012 school year. Another item in the analysis was the fact that our Diploma Plus model emphasizes the frequent use of technology such as promethean boards and netbooks. This is due to all the work that is submitted electronically into each student's online Diploma Plus account and portfolio. It is seldom that students are required to manually put pen to paper. It was then that we decided to challenge our students to manually write first and second drafts before typing their final draft on their netbooks. This was just one of many strategies we have employed. However, even with the academic focus in another area last year, our 10th graders still showed consistent growth in Language Arts on all three Acuity exams, which tells us that perhaps the constructed responses and the hand written first and second drafts in Language Arts were helpful for our population of students. It was this data, which led us to believe that the hiring of a Language Arts Interventionist would benefit our students. The emphasis would be in writing, as we also believe that if students can write well, they will speak well, and in the interpretation of academic language on formal assessments.

At the beginning of last year, we had a professional development session in which each teacher was asked to answer the following two questions, 1) Please list two root causes as to why our data shows that our students do not score well on standardized or college assessments. 2) List two immediate strategies we can use to resolve this issue in an effort see growth on all assessments.

Although there were several responses, the staff ultimately agreed on the following root causes:

ROOT CAUSES
- Limited use of writing, analyzing and practicing vocabulary
- Limited standardized test taking strategies
- Limited academic preparation for standardized assessments during the school year

VERIFICATION OF ROOT CAUSES
All staff review of Data from Acuity, CSAP, MAP's, Pre and Post Tests, and ACT, also our three year trend data provides evidence concerning verification of root causes such

as limited use and understanding of academic language, major grade level gaps in reading and writing upon entering Summit Academy, no relevant connection to standardized assessments, (students saw no purpose until their data was explained to them).

The strategies that were chosen to resolve this issue were:
- Hire a Language Arts Interventionist with an emphasis in writing
- Implement two periods of Technical Writing with ELL/Sp. Ed. and Language Arts support
- All teachers require handwritten warm-ups for each class
- 35 minutes of reading per day from a list of "ethnic-friendly" books
- Academic Intensive Wednesdays to receive individualized instruction from interventionists and teachers
- Literacy across the curriculum-all teachers expect quality written assignments from all students
- Workshops for the AccuPlacer, the ACT and the CSAP with ELL/Sp. Ed. And Language Arts support
- Continued targeted academic/classroom instruction
- Practice writing prompts
- Implement a six-week, New Student orientation class with an emphasis on study skills, test taking strategies and writing strategies

This year, during our annual working retreat, we decided on our major improvement strategies for this year. They are:
1. *Continue with the execution of a school-wide focus on academic language designed to improve vocabulary practice, writing and analysis.*
2. *Continue to execute school-wide strategies to improve standardized test-taking skill-sets for all students in all core content areas (M, R, W, S-ACT and TCAP)*
3. *Implement more staff and scholar community involvement (culturally relevant student engagement)*
4. *Deliberate and focused attention to innovation (i.e. student high expectations, rigor, relationships)*

The root causes for the last two major strategies (these are two new strategies moving forward) are: *Implement more staff and scholar community involvement.*

1. Student attendance and participation continues to be a struggle at Summit

2. To further develop and maintain a culture of excellence for our scholars, staff needs to promote *genuine* academic and community engagement

3. In the past, staff has not taken ownership for being part of the community and did not understand the impact traditional attitudes had on our student population.

Deliberate and focused attention to innovation
1. We need to reach a variety of students with a variety of methods
2. We need to hold each other accountable for the consistency of those methods and teach to student need
3. Innovation and a competency based approach mean nothing unless we can produce results

Section IV: Action Plan(s)

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

School Target Setting Form

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

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

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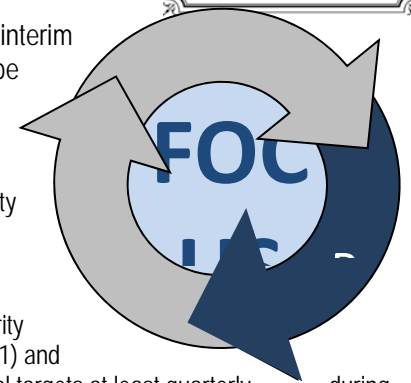
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	R	Currently our TCAP scores only measure 22 of 54 students and only 16.89% are proficient.	26.7%	35.4%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems(Data Wall).	Strategies 1 and 2
		M	Currently our TCAP scores only measure 22 of 54 students and only 1.65% are proficient.	2.0%	4.4%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems(Data Wall).	Strategies 1 and 2
		W	Currently our TCAP scores only measure 22 of 54 students and only 4.92% are proficient.	10.0%	14.6%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in	Strategies 1 and 2

						Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth{Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems(Data Wall).	
		S	Currently our TCAP scores only measure 22 of 54 students and only 6.35% are proficient.	10.8%	14.6%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems (Data Wall).	Strategies 1 and 2
	Optional Supplemental Measure(s)		MAP's Exam	60%	60%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems (Data Wall).	Strategies 1 and 2
Academic Growth	Median Student Growth	R	23 Average student is over 3-5	50%	50%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3	Strategies 1 and 2

Percentile (TCAP)		years below grade level as assessed in MAP's			assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems (Data Wall).	
	M	37 Average student is over 3-5 years below grade level as assessed in MAP's	50%	50%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems(Data Wall).	Strategies 1 and 2
	W	33 Average student is over 3-5 years below grade level as assessed in MAP's	50%	50%	Measures of Academic Progress (MAP) -Students test in a minimum of 2 of 3 assessment administration windows (Fall, Winter & Spring). Student growth in Reading, Math and Language Usage will be targeted at 25-50% increase over NWEA projected growth Teachers and staff will have access to all student MAP data via online resources and displayed data tracking systems (Data Wall).	Strategies 1 and 2

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	Optional Supplemental Measure(s)					
Student Engagement	Attendance Rate	78.36%	86.2%	86.2%	Daily, weekly and monthly attendance rates are monitored by Deans and support staff. Weekly Rti meetings conducted to identify and implement interventions. Monthly attendance rates and changes are displayed on Data Wall.	Strategies 3 and 4
	Truancy Rate	17.71%	Equal or less than 7.7%	Equal or less than 7.7%	Daily, weekly and monthly attendance rates are monitored by Deans and support staff. Weekly Rti meetings conducted to identify and implement interventions. Monthly attendance rates and changes are displayed on Data Wall.	Strategies 3 and 4
	Optional Supplemental Measure(s)					
Post Secondary & Workforce Readiness	Completion Rate	100% (Although the state requires 4-7 years of data to accurately measure our completion rate-we are in year three and at this time the state only grants us a 20% completion rate)	55.4%	55.4%	Weekly Progress Grade monitoring and information presented in Rti weekly meetings with appropriate interventions identified, implemented and monitored.	Strategies 3 and 4

	Dropout Rate	null	Less than 4%	Less than 4%	Weekly Progress Grade & attendance monitoring and information presented in Rti weekly meetings with appropriate interventions identified, implemented and monitored.	Strategy 3
	Mean ACT Composite Score	Increase student performance in English subcategory of ACT from 13.1 to 14.0. This would result in an increase in overall composite score.	Target for SY 2012-13 is 16 with measurable increase in English category.	Target for this school year 2013-14 is 16.6 with measureable increases in English and Reading. This would be equal to the District.	Identify and enroll scholars into ACT workshops in second trimester. Scholars take ACT Plan and ACT Kaplan for practice. Students are identified and scheduled into Winter ACT Prep classes and Spring ACT workshops.	Strategies 1 and 2 Individualized tutoring focusing on specific subjects like chemistry, algebra and English.
	Optional Supplemental Measure(s)					

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: *Continue with the Implementation of a school-wide focus on academic language designed to improve vocabulary practice, writing and analysis* **Root Cause(s) Addressed:** *Limited use of writing, analyzing and practicing vocabulary*

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

X 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

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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)
• Hire a ELL/Language Arts Interventionist • Hire a language arts para educator	10/11-present	Principal-Lead Language Arts Interventionist ELL Interventionist	1.0-FTE from school budget	Weekly progress and eligibility reporting Diploma Plus authentic assessment data Language Arts Interventionists (2) End of trimester report from every teacher	Implemented-ongoing Implemented-ongoing Due dates: 11-16-12 03-01-13 05-28-13
• Each new applicant will complete a writing prompt designed by the language arts department. Each applicant must answer the prompt in a three-paragraph essay (results will be share with all content instructors)	08/13-05/14	Principal-Lead Language Arts Interventionist Reviewed in 2nd interview by principal	1 full time from school budget School budget	Weekly progress and eligibility reporting Language Arts Interventionists and ELL Interventionist End of trimester report from every teacher	Implemented/hired In progress
I • Implement two periods of Technical Writing with ELL/Sp. Ed. and Language Arts support. The interventionists will also implement 2 periods of technical writing per day for 9th and 10th graders.	08/13-05/14	AP-Lead All teaching staff and interventionists Five teachers to be trained	4 FTE plus para-pro support from school budget Curriculum, training and supplies from school budget	Diploma Plus authentic assessment data Data from pre and post tests Number of students completing AVID class	Implemented-ongoing Due date 11/30 End of Trimester reporting

	08/13-05/14	Writing interventionist-Lead Post-Secondary Readiness Coordinator Counselor	2 periods per day for targeted students Dedicated 4-6 weeks before each assessment	Student performance on authentic assessments Percentage of students passing 5 or more classes at the end of every trimester	In progress/ongoing Weekly monitoring
• ACT/TCAP Assessment workshops designed to help interpret assessment questions and write responses. • Saturday School					

* 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: *.Continue to execute school-wide strategies to improve standardized test-taking skill-sets for all students in all core content areas (M, R, W, S-ACT and TCAP)*

Root Cause(s) Addressed: *Limited standardized test- taking strategies*

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

X 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)
• 4-6 week Workshops for the ACT and the TCAP with ELL/Sp. Ed. and Language Arts support	February 2014	All certificated staff Principal-lead	Practice materials Scheduled time from instructional day From school budget	ACT Prep class scheduled and rostered beg. 11-26-13 Ending March 1, 2014 ACT Workshop – one week before test – March 2014	
• Literacy across the curriculum-*all* teachers expect quality written assignments from all students	Aug. 2013-June 2014	All teaching staff Principal-lead Writing Interventionist-support	Scheduled collaborative planning time Professional development Department meetings	Number of students in designated advisement activities (proof reading)	
• Record daily academic language, content objectives, common core/state standard, and skill-set	Aug. 2013-June 2014	All teaching staff Principal/AP Lead/co	Scheduled collaborative planning time • Professional development • Department meetings	Number of students receiving bridging or higher on the writing prompt Student progress on Fall-winter MAP's exams	
• Interdisciplinary Mapping	Aug. 2013-June 2014	All teaching staff Principal/AP Lead/co	• Scheduled collaborative planning time • Professional development	Peer observation Video Taped Classes Video Taped Feedback sessions Pass/Fail	

			• PDU's-Diploma Plus • Department meetings	End of trimester report	

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Major Improvement Strategy #3: *Implement more staff and scholar community involvement (culturally relevant student engagement)*

Root Cause(s) Addressed: 1. Student attendance and participation continues to be a struggle at Summit. 2. To further develop and maintain a culture of excellence for our scholars, staff needs to promote *genuine* academic and community engagement. 3. In the past, staff has not taken ownership for being a part of a community and did not understand the impact traditional attitudes had on our student population.

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

X 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)
Implement school-wide student engagement initiatives	Aug. 2013-June 2014	• Social Worker • Community Engagement Specialist • Community Liaison • 2 AmeriCorps Personnel	District funded	Percentage of students in the "yellow" improving attendance each trimester Percentage of parents involved in school sponsored events	I
Summit staff and student scholars involvement in community service once per month as opposed to once per trimester	Aug. 2013-June 2014	• Social Worker • Community Engagement Specialist • Community Liaison • 2 AmeriCorps Personnel	District Funded	Percentage of students choosing one adult as "life-coach" (research shows that when there is a significant adult in the life of a student, academic performance increases) Percentage of students increasing attendance and participation in leadership Percentage of students with internship opportunities within the community by the spring of 2013 Percentage of staff teaching to culturally responsive needs	

Major Strategy #4: *Continue to execute deliberate and focused attention to innovation (i.e. high student expectations, rigor, relationships, culturally relevant student engagement)*

Root Causes:

1. The need to reach a variety of students with a variety of methods has not decreased in language arts.
2. The gap between scaffolding and rigor is still too wide in language arts due to lack of creativity and too much teaching to adult-need rather than student-need.
3. We need to hold each other accountable for the consistency of those methods and teach to student need.
4. Innovation and a competency-based approach mean nothing unless we produce results

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)
Teacher directed evaluation process	August 2013-June-2014	All teaching staff Diploma Plus Coach Administrators	• LEAP Evaluation Framework	Teacher observed Video observations Video feedback sessions Teacher self-reflection Student survey MPC appropriate	

Instructional Model • GED Plus Program • Career Technical Education Program-CTE	August 2010-June-2013	All teaching staff Diploma Plus Coach Administrators	District and school funded	• Increased graduation rate • Increased attendance • Increased academic performance • Increased student engagement	

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)