

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 0020 District Name: ADAMS 12 FIVE STAR SCHOOLS School Code: 5816 School Name: THORNTON HIGH SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, 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	-	-	72.21%	-	-	49.54%	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	24.25%	
		W	-	-	49.57%	-	-	31.36%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS 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.		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	-	-	43	-	-	44	
		M	-	-	99	-	-	43	
		W	-	-	82	-	-	43	
ELP	-	-	34	-	-	41			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 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 80.3% using a 5 year grad rate</p>	Meets	<p>Overall Rating for Postsecondary & Workforce Readiness: Meets</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 (baseline of 2009-10).</p>	3.9%	3.5%	Meets	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	20.1	17.8	Approaching	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement	The school is approaching or has not met state expectations for attainment on the SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org.
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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS 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?	Colorado Graduation Pathways Grant, The grant was awarded in 2010-2011; Counselor Corps Counselor Grant, the grant was initially awarded in 2011-2012 for three years and then re-awarded in 2014-2015.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	N/A
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.	N/A

Improvement Plan Information

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

State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: Counselor Corps. Counselor Grant (CCC)

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	JohnnyTerrell (Principal)
	Email	Johnny.R.Terrell@adams12.org.
	Phone	720-972-4803
	Mailing Address	9351 N. Washington Thornton, CO. 80602
	Name and Title	Michael Pettersch
	Email	Michael.Pettersch@adams12.org
	Phone	720-972-4805

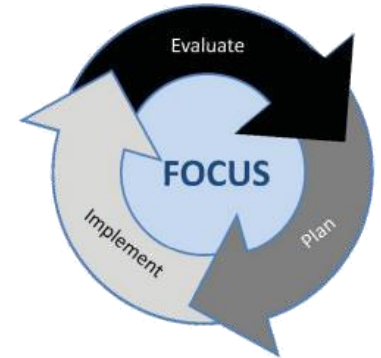
School Code: 5816

School Name: THORNTON HIGH SCHOOL

Mailing Address	9351 N. Washington Thornton, CO. 80602
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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 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 Setting:
Thornton High School (THS) is an urban high school on the southern end of the Adams 12 Five Star school district. THS was built in 1974 and opened its doors in 1975. Thornton is a comprehensive high school serving 1769 students. The school has a positive academic reputation and is home to the fourth oldest International Baccalaureate Program in the state. The Diploma Programme was established at the school in 1992 and became authorized in 1994. In 2002 the Middle Years Programme was brought to THS, the school was authorized in 2004. Thornton High School was recognized among *Newsweek’s* top schools in the U.S. (2009, 2010, and 2013), *Washington Post’s* top schools in the U.S. (2011, 2013, and 2014), and *U.S. News & World Report* top schools in the U.S. (2013). This distinction is given to schools that have a large percentage of students

taking an accelerated course of study via Advanced Placement and International Baccalaureate coursework. In 2012-2013, THS adopted an all-school MYP program model at the 9th grade level that included both the 9th and 10th grades in 2013-2014. The inquiry-based and academically focused “Approaches to Learning,” combined with the integration of core subjects, fine arts, physical education, and the design cycle, has provided capacity for more rigorous and holistic instruction. Thornton High School increased its graduation rate by 8.8% for the 2012-2013 school year, the highest percentage growth of all comprehensive high schools in Adams School District 12, and reduced its dropout rate, exceeding the state expectation by .4%. In 2013-2014 the school successfully increased its graduation rate again to 82.1%, surpassing the state average. In 2013-2014, 64.3% of IB students received the prestigious IB Diploma, guaranteeing them at least 24 college credits earned when they enter Colorado colleges and universities.

Our mission states that we are, “*Totally Committed to High Achievement and Success for ALL.*” Our vision is to be a high performing school that provides a continuum of learning for IB students along the Thornton corridor. Our three cornerstones are: to provide a *viable, authentic curriculum* through *personalization of the learning experience* for every student, in an atmosphere of *democratic decision-making*. Adams 12 invested in the “Thornton Corridor” by determining that all of Thornton High’s elementary feeder schools would seek authorization as IB schools in the Primary Years Programme. Additionally The International School at Thornton Middle was authorized in the 2012-2013 school year. The K-12 IB continuum in Adams School District 12 will culminate at THS with the Middle Years Programme (years four and five) and Diploma Programme. Despite dealing with many of the issues that befall urban schools across the U.S. (i.e. high poverty, strained resources that negatively impact wrap around services, and an increased influx of students needing language supports) the school continues to provide an atmosphere of academic and social excellence.

The following conditions have created a challenge for the school to meet all state requirements:

- \$52 million dollars in budget cuts by the district have impacted staffing, program access and development of the curriculum.
- A large influx of Non-English Proficient and Limited English Proficient students that seems to outpace the level of staffing each year.
- Growing numbers of students on Individualized Education Plans, we have had to increase our staffing in our SSS (specify) Program from one FTE to two FTE.
- More and more students needing social emotional supports, THS consistently administers three times the number of suicide assessments of any other school in our district, this puts quite a strain on academic programming and counseling supports.
- The school has experienced large turnover, there are 73 of 147 new certified and classified employees at the school since 2010-2011.
- Teachers are in the process of integrating new standards and units of study in Math, Social Science, Language Arts, World Language and Science.
- Continued transition from a school-within-a school model to a whole-school IB model required a great deal of material and human resources dedicated to curriculum design. At times this conflicted with implementing highly effective reading, writing, and math strategies.

Note: Despite persistent challenges, we have increased our four year graduation rate to 82.1%, surpassing the state average. Our systems of credit recovery are currently outpacing all other district schools, and our newly implemented early warning system that identifies targeted interventions for “At Risk” students has gained national attention. Students on IEPs have closed growth gaps in both reading and writing over the past three years (increasing MGP by thirteen percentiles in the area of writing).

Process for Data Analysis:

The Leadership Team is tasked with following the process of developing and implementing the UIP. The Leadership Team at Thornton High consists of the principal, a French teacher, two language arts teacher, a social studies teacher, and a science teacher. The development of the UIP also included the School Accountability Committee, IB Parent Group, School Improvement Team, Student Congress members, as well as the whole staff. Each of these groups had the opportunity to analyze the data, identify trends, to highlight priority performance challenges, determine root causes, and establish action plans in the areas of: Academic Achievement, Academic Growth, Growth Gaps, and Post-Secondary Readiness. The principal and leadership team structured time to share findings and solicit feedback from the administration team, department chairs, School Accountability Committee and the whole staff over a three-month period. The whole staff and School Accountability Committee were provided a summary and overview of the

highlights of the leadership team findings; staff, students, and SAC were given an opportunity to provide feedback during the Professional Learning Community time on Wednesday afternoons in November and December of 2014.

Current Performance:

Currently the school has a distinction of “Improvement” in the four major Performance Indicator areas (Achievement, Growth, Growth Gaps, and Post-Secondary Readiness). As a result of its performance the school must provide an Improvement Plan to the Colorado Department of Education by April 2015. While Thornton High has demonstrated the ability to improve student achievement at a higher than average growth percentile, the 2012-2014 data remained static with no overall major increases or decreases in any area. It is important to note that math did see a gradual increase in the area of growth in 2013-2014. Overall the school saw decreases in the areas of achievement, growth, and growth gaps, but an increase in the area of Post-Secondary Readiness. Thornton High School continues to see consistent improvement in the areas of increasing the graduation rate (surpassing the state average) and decreasing its dropout rate.

Academic Achievement:

Current Performance: Using the School Performance Framework, Thornton High School is “Approaching” state expectations in reading, writing, and math. We have continued to transition from a school-within-a school to a whole-school IB model, which requires a great deal of material and human resources dedicated to curriculum design. The school and staff have adopted high yield instructional strategies highlighted in the text *Teach Like a Champion* and enlisted internal instructional coaches to assist with the implementation of those strategies. Additionally each Professional Learning Community has committed to common planning units established by both the Middle Years and Diploma Programmes in the International Baccalaureate. We believe the school will begin to see positive trends in the area of academic achievement by maintaining a focus on common planning, emphasizing MYP Criteria, state standards, and using high yield instructional strategies. We believe that we have the instructional core and mechanisms for collaborative teams in place to address the curricular concerns, our next step is to set clear expectations as it relates to attendance and behavior. Research supports our findings that attendance and behavior are major contributing factors to a lack of achievement for “At Risk” students, 52.64 % of our students are “At Risk”.

Trend Analysis: Relative to state expectations overall achievement scores in the following as: Reading, Writing, and Math have declined from 2012-2014.

Priority Performance Challenge #1: (Academic Achievement)

Thornton High School must increase the number of students reading at the proficient or advanced level in reading by 6.0325 percentage points (%pts) each year, in order to meet the current state expectation within four years. Currently, the percentage of students proficient and advanced in reading at THS is 48.08%, while the state expectation is 72.21%. Over the past three years, we have seen a decrease of 1.92%, producing a three-year average of 49.52%, which is below the state expectation.

Thornton High School must increase its overall attendance rate by 3.74% each year over the next three years to meet the state expectation of 95%.

Root Causes Analysis:

- Specifically focused reading intervention classes have only been in place one semester.
- Low performing students miss an inordinate amount of school due to several factors, including but not limited to: lack of engagement, low academic resiliency and increasing responsibilities out of school.
- THS has not consistently implemented behavioral interventions and needs to research options to solve the issues posed by “At Risk” students in the classroom.
- THS has not consistently implemented academic interventions and needs to research options to address the lack of engagement.

- We have not connected with our minority students and inspired them to attend and excel academically at a level that meets state expectations.

Current Performance: Using the School Performance Framework, Thornton High School is “Approaching” state and federal expectation in reading, writing, and math. Teachers had to integrate new standards and units of study in the core content areas. Success in reading, writing, and math is contingent upon students developing key skills assessed in the areas of literacy and numeracy.

Trend Analysis: Academic Growth scores in the areas of reading and writing have remained relatively static for the past three years. Math scores in math decreased by nine percentiles from 2012 to 2013 and increased by six percentiles from 2013 to 2014.

Priority Performance Challenge #2: (Academic Growth)

The priority performance challenge is to increase growth scores in math, reading, and writing to meet the state expectation of at least the 50 percentile.

Root Cause Analysis:

- We didn’t provide adequate professional development and training for our staff to teach literacy and numeracy across all content areas, therefore staff was not able to implement effective strategies and address reading and math deficits.
- Cohesive planning and pacing in our content area PLCs has not specifically identified best-practices for literacy and numeracy instruction, particularly when gathering and implementing relevant strategies .
- We have not built academic interventions into our schedule for students who struggle in the areas of literacy and numeracy
- Units of study related to literacy exist but are not used effectively because they do not incorporate adequate references to available curriculum materials, common tasks, rubrics, or student exemplars.

Academic Growth Gaps:

Current Performance: Using the School Performance Framework, Thornton High School is “Approaching” state and federal expectation in reading, writing, and English Language Proficiency. Teachers continue to integrate new standards and units of study in all subject areas at the school. Success in closing performance gaps between the general population and recipient groups represented at the school is dependent upon students developing key literacy and numeracy skills highlighted in Common Core and the MYP Criteria.

Trend Analysis: THS has not met the state expectation in closing growth gaps between the general population and the various recipient groups at the school. Performance in the areas of reading, writing, and math have remained relatively static over the past three years. Specifically, students on IEPs and minority students exhibit the largest growth gaps between 2012 and 2014. English Language Learners have made the greatest progress in closing growth gaps in the areas of math and writing.

Priority Performance Challenge #3: (Growth Gaps)

Our general population has not performed at the state level for the past three years. The THS priority performance challenge is to increase the % of minority students “Catching Up” to a level that meets non-minority students in the areas of reading, writing, and math.

Root Cause Analysis:

- There is no common district vision for literacy instruction or a literacy framework outlining key instructional expectations within a quality literacy instructional program.
- Professional development efforts related to literacy have been inconsistent without a unifying vision over the last decade resulting in confusion about the school’s expectations for literacy instruction both in literacy classrooms as well as other content areas
- Units of study related to literacy exist but are not used effectively because they do not incorporate adequate references to available curriculum resources/materials or common tasks, rubrics, or student exemplars
- There is not a common definition or understanding of high impact instructional practices across at the school or district.

- There is a consistent turnover of high quality math teachers.
- New math teachers are currently developing an understanding of the math framework.

Post-Secondary and Workforce Readiness:

Current Performance: Using the School Performance Framework, Thornton High School “Meets” state and federal expectation in the area of post-secondary readiness.

Trend Analysis: From 2012 to 2014, the trend indicates a relative increase in overall graduation rate and decline in the dropout rate, the school continues to outpace all schools in the district in the area of graduating minority students (specifically Latino students). The ACT composite score has been relatively static over the past three years with a slight decline between 2013 and 2014.

Priority Performance Challenge #4: (Post-Secondary and Workforce Readiness)

The graduation rate continues to climb. For the first time in four years the school has met or exceeded state expectation in the areas of increasing the graduation rate and decreasing the dropout rate. The priority performance challenge is to increase the composite ACT score to meet or exceed the state expectation. Thornton High School must increase the composite score by .55 points each year, over three years, to meet the composite state score of 20.

Root Causes Analysis:

- Not applicable because we met state standards in this area.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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 = Increase reading achievement by 7.24% points to 57.72%	Reading =No, the school failed to meet the target by 8.18.	<ul style="list-style-type: none"> • There was a high rate of absenteeism at all grade levels. • The faculty struggled to overcome several difficulties, including the introduction of many new staff members, the challenging demographics of our boundary area, and the curricula expectations of learning the new IB/MYP program. • Staff resources (certified, classified, and administration) are heavily impacted by student mental health concerns and factors that make students "At Risk". • Teachers are still developing clear protocols for creating units, incorporating new units of study, analyzing data, and planning for interventions for students who struggle. • We no longer have a building Literacy Coordinator. • Across the board, a lack of
Academic Growth	Reading =The annual performance target for the 2013-2014 school year is 50 MGP (for all recipient groups).	Reading =No, the school failed to meet the target by six percentile points.	
	Math = The annual performance target for the 2013-2014 school year is 50 MGP (for all recipient groups).	Math = No, the school failed to meet the target by seven percentile points.	
Academic Growth Gaps	Math =The target is to improve the median student growth percentile to the 40 percentile, essentially increasing the number of SSS students keeping up.	Math = No, the school failed to meet the target by eight percentiles.	
Postsecondary & Workforce Readiness	Graduation Rate = The annual performance target for the 2013-2014 school year is to 78.4%.	Graduation Rate = Yes, the school met and exceeded the state expectation of 80% with an 80.3% five year graduation rate. It is important to note that the school's four year graduation rate of 82.1% exceeded the target by 3.7%.	

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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>Mean CO. ACT=The annual performance target is to move toward state expectations which varies each year. If we increase composite score by .8 points each year, we anticipate consistently meeting state expectations in two years.</p>	<p>Mean CO. ACT= No, the school failed to meet the target by 2.3 points.</p>	<p>targeted interventions in the area of reading and writing compromised student growth and achievement.</p> <ul style="list-style-type: none"> • An absence of intentionally preparing students, via targeted interventions focused on building key life skills that will prepare students for post-secondary readiness opportunities. • There is perceived community apathy and lack of support for a culture of academic excellence, which manifests itself in poor turnout at events like Back to School Night and Parent Teacher Conferences. • A lack of identity as a staff that we have each other's back and we're all in this thing together.

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)	Year	Subject Name	Percent Proficient Advanced	<p>Thornton High School must increase the number of students reading at the proficient or advanced level in reading by 6.0325 percentage points (%pts) each year, in order to meet the current state expectation within four years. Currently, the percentage of students proficient and advanced in reading at THS is 48.08%, while the state expectation is 72.21%. Over the past three years, we have seen a decrease of 1.92%, producing a three-year average of 49.52%, which is below the state expectation.</p> <p>Thornton High School must increase its overall attendance rate by 3.74% each year over the next three years to meet the state expectation of 95%.</p>	<ul style="list-style-type: none"> Specifically focused reading intervention classes have only been in place one semester. Low performing students miss an inordinate amount of school due to several factors, including but not limited to: lack of engagement, low academic resiliency and increasing responsibilities out of school. THS has not consistently implemented behavioral interventions and needs to research options to solve the issues posed by “At Risk” students in the classroom. THS has not consistently implemented academic interventions and needs to research options to address the lack of engagement. We have not connected with our minority students and inspired them to attend and excel academically at a level that meets state expectations.
	2012	Math	28.15%		
	2013	Math	22.92%		
	2014	Math	21.44%		
	2012	Reading	50%		
	2013	Reading	50.48%		
	2014	Reading	48.08%		
	2012	Writing	32.73%		
	2013	Writing	31.53%		
	2014	Writing	29.72%		
	Year	Attend. 2 nd Sem.	Attend. year		
	2012	84.29%	85.93%		
	2013	83.43%	84.58%		
	2014	82.62%	83.79%		

School Code: 5816

School Name: THORNTON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Growth	<table border="1"> <thead> <tr> <th>Year</th> <th>Subject Name</th> <th>Median Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>Math</td> <td>48</td> </tr> <tr> <td>2013</td> <td>Math</td> <td>37</td> </tr> <tr> <td>2014</td> <td>Math</td> <td>43</td> </tr> <tr> <td>2012</td> <td>Reading</td> <td>44</td> </tr> <tr> <td>2013</td> <td>Reading</td> <td>44</td> </tr> <tr> <td>2014</td> <td>Reading</td> <td>44</td> </tr> <tr> <td>2012</td> <td>Writing</td> <td>42</td> </tr> <tr> <td>2013</td> <td>Writing</td> <td>44</td> </tr> <tr> <td>2014</td> <td>Writing</td> <td>42</td> </tr> </tbody> </table>	Year	Subject Name	Median Growth Percentile	2012	Math	48	2013	Math	37	2014	Math	43	2012	Reading	44	2013	Reading	44	2014	Reading	44	2012	Writing	42	2013	Writing	44	2014	Writing	42	<p>The priority performance challenge is to increase growth scores in math, reading, and writing to meet the state expectation of at least the 50 percentile</p>	<ul style="list-style-type: none"> We didn't provide adequate professional development and training for our staff to teach literacy and numeracy across all content areas, therefore staff was not able to implement effective strategies and address reading and math deficits. Cohesive planning and pacing in our content area PLCs has not specifically identified best-practices for literacy and numeracy instruction, particularly when gathering and implementing relevant strategies . We have not built academic interventions into our schedule for students who struggle in the areas of literacy and numeracy Units of study related to literacy exist but are not used effectively because they do not incorporate adequate references to available curriculum materials, common tasks, rubrics, or student exemplars.
Year	Subject Name	Median Growth Percentile																															
2012	Math	48																															
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Academic Growth Gaps	<p>Reading Performance (Academic Growth Gaps)</p> <table border="1"> <thead> <tr> <th>Rec. Group</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>State</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	Rec. Group	2012	2013	2014	State	50	50	50	<p>Our general population has not performed at the state level for the past three years. The THS priority performance challenge is to</p>	<ul style="list-style-type: none"> There is no common district vision for literacy instruction or a literacy framework outlining key instructional expectations within a quality literacy instructional program. 																						
Rec. Group	2012	2013	2014																														
State	50	50	50																														

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School Name: THORNTON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	General Pop.	44	44	44	increase the % of minority students "Catching Up" to a level that meets non-minority students in the areas of reading, writing, and math.	<ul style="list-style-type: none"> Professional development efforts related to literacy have been inconsistent without a unifying vision over the last decade resulting in confusion about the school's expectations for literacy instruction both in literacy classrooms as well as other content areas Units of study related to literacy exist but are not used effectively because they do not incorporate adequate references to available curriculum resources/materials or common tasks, rubrics, or student exemplars There is not a common definition or understanding of high impact instructional practices across at the school or district. There is a consistent turnover of high quality math teachers. New math teachers are currently developing an understanding of the math framework.
	Free/Reduced	44	42	46		
	Minority	46	44	45		
	IEP	39	48	38		
	ELL	49	47	43		
	Reading % Performance ("Catching Up")					
	Rec. Group	2012	2013	2014		
	Minority	18.2	16.5	19.5		
	Non-minority	18.0	27.8	28.4		
	Math					
	Rec. Group	2012	2013	2014		
	State	50	50	50		
	General Pop.	48	37	43		
	Free/Reduced	48	35	42		
	Minority	48	35	43		
IEP	36	35	32			
ELL	49	36	44			
Math % Performance ("Catching Up")						
Rec.	2012	2013	2014			

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes																												
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Postsecondary & Workforce Readiness	Graduation Rates <table border="1"> <thead> <tr> <th>Rec.</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Rec.	2012	2013	2014					The graduation rate continues to climb. For the first time in four years the school has met or	<ul style="list-style-type: none"> Not applicable because THS met state standards in this area. 																				
Rec.	2012	2013	2014																															

Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
	Group				<p>exceeded state expectation in the areas of increasing the graduation rate and decreasing the dropout rate. The priority performance challenge is to increase the composite ACT score to meet or exceed the state expectation. Thornton High School must increase the composite score by .55 points each year, over four years, to meet the composite state score of 20.</p>	
	TOTAL 4yr/5yr/6yr /7yr	68.9/76.9 / 76/6/79.2 %	77.7/79.8/ 78.6/76.7%	82.1/84.5/81.1/79%		
	Free/Reduced Lunch	67/75.8/ 68.1/71.8 %	72.8/76.4/ 74.8/67.9%	78.5/82.6/78.3/75.5%		
	Minority	68.5/76/ 76/77%	76.8/80.1/ 78.1/76.3%	81.5/84.8/82/78.7%		
	IEP	39.5/71.1 / 60/72.7%	66.7/64.5/ 71.1/57.1%	73.2/77.1/62.5/71.1%		
	ELL	62.9/80.2 / 77/78.8%	75.9/72.6/ 82.9/78%	68.9/85.6/76.6/83.6%		
	ACT Scores					
	Year	2012	2013	2014		
	State Exp.	20	20	20		
	School Composite Score	18.0	17.8	17.8		
Dropout Rates						
Year	2012	2013	2014			
State Exp.	3.6%	3.6%	3.6%			
Dropout %	3.7%	3.2%	3.6%			

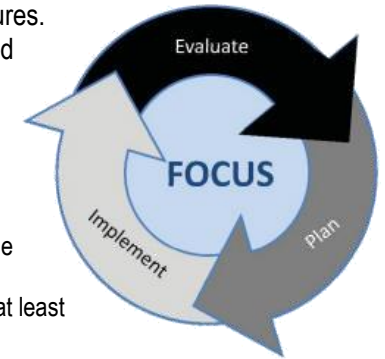
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

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. 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy		
			2014-15	2015-16				
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Thornton High School must increase the number of students reading at the proficient or advanced level in reading by 6.0325 percentage points (%pts) each year, in order to meet the current state expectation within four years. Currently, the percentage of students proficient and advanced in reading at THS is 48.08%, while the state expectation is 72.21%. Over the past three years, we have seen a decrease of 1.92%, producing a three-year average of 49.52%, which is below the state expectation.	Increase reading achievement by 7.55% points to 57.09%	Increase reading achievement by 5.04% points to 62.13%%	Fall/Spring MAP Reading and Language Usage assessments (the metric is the student RIT score) Quarterly review of MYP/IB unit planners via PLC leaders and supporting administrator. Content area teachers assess reading proficiency via summative assessments administered throughout the year. (The metric is that 57.09% of students will demonstrate proficiency, which is the target goal.)	Provide specifically focused reading interventions and increase engagement by clearly defining attendance, academic, and behavioral expectations for "At Risk" students in our boundary area.	
		M						
		W						
		S						
Academic Growth	Median Growth Percentile (TCAP &	R						
		M	Math scores went down notably from 2011-2013. Writing and reading scores were relatively static	The annual performance target in 2014-	The annual performance target in 2015-2016 is 50	Fall/Spring MAP math assessments (the metric	Place a high priority on developing literacy and numeracy skills by using	

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	ACCESS), local measures		from 2011 to 2013. We feel it is vitally important to maintain our current focus in the area of literacy (specifically consistently addressing the Common Core State Standards in the area of literacy and focusing on the comprehension of non-fiction text) to achieve growth gains in reading and writing. Additionally, we'd like to focus on developing numeracy skills (specifically working with a Public Education and Business Consortium coach to unpack the standards of mathematical practice and provide struggling students more opportunity for skill development via math repeater courses) to address the consistent drop in MGP math scores.	2015 is 50 MGP (for all subgroups).	MGP (for all subgroups).	is the student RIT score) Interim common Math Assessment administered to all students through extensions. (The metric will be 60% of ELL students will pass the summative assessment)	specifically focused strategies that all content areas and cores can access.
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M	Our challenge is increasing math scores to a level that meets state expectations. All recipient groups must increase performance in the area of math by 10 to 15 percentiles to "keep up" with their peers across the state. Thornton High School must decrease growth gaps between the general population and recipient groups in the area of math by 5 percentiles each year, in order to meet the current state	The annual performance target for the 2014-2015 school year is 50 MGP (for all subgroups).	The annual performance target for the 2015-2016 school year is 50 MGP (for all subgroups).	Fall/Winter/Spring MAP math assessments (the metric is the student RIT score). SSS students are tested three times a year versus two times a year the general student population is tested.	We will clearly define what students need to know and be able to do, by implementing a common framework (i.e. Literacy Design Collaborative and Standards for Mathematical Practice) for literacy and numeracy instruction that addresses the Colorado Content State Standards and

			expectation within four years. Percentile scores in reading and writing meet or exceed state expectations for recipient groups, except in the area of math where students on IEPs struggle. Students on IEPs must increase performance by at least 20 to 25 percentiles to move toward acceptable levels for annual yearly progress. This means that the students on IEPs must decrease growth gaps by 8.33 percentiles each year to meet the current state expectation within four years.				unique needs of our various recipient groups.
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT	The graduation rate continues to climb for the first time in four years the school has met or exceeded state expectation in the areas of increasing the graduation rate and decreasing the dropout rate. The priority performance is to increase the composite ACT score to meet or exceed the state expectation. Thornton High School must increase the composite score by .77 points, each year, over three years to meet the composite trend score of 20.1 at the state level.	The annual performance target is to move toward state expectations which vary each year. If we increase composite score by .77 points each year we anticipate consistently meeting state expectations in	The annual performance target is to move toward state expectations which vary each year. If we increase composite score by .77 points each year we anticipate consistently meeting state expectations in one year.	Practice ACT test in November (metric is the composite score), THS juniors will score at least a 17 composite score.		

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			two years.			
	Other PWR Measures					

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 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: Provide specifically focused reading interventions and increase engagement by clearly defining attendance, academic, and behavioral expectations for “At Risk” students in our boundary area.

Root Cause(s) Addressed:

- Specifically focused reading intervention classes have only been in place one semester.
- Low performing students miss an inordinate amount of school due to several factors, including but not limited to: lack of engagement, low academic resiliency and increasing responsibilities out of school.
- THS has not consistently implemented behavioral interventions and needs to research options to solve the issues posed by “At Risk” students in the classroom.
- THS has not consistently implemented academic interventions and needs to research options to address the lack of engagement.
- We have not connected with our minority students and inspired them to attend and excel academically at a level that meets state expectations.

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: _____

<u>Description of Action Steps to Implement the Major Improvement Strategy</u>	<u>Timeline</u>		<u>Key Personnel*</u>	<u>Resources</u> (Amount and Source: federal, state, and/or local)	<u>Implementation Benchmarks</u>	<u>Status of Action Step*</u> (e.g., completed, in progress, not begun)
	<u>2014-15</u>	<u>2015-16</u>				
Place struggling readers in a specifically focused reading intervention class (Accelerated Reading).	First and second semester	First and second semester	Language Arts teachers, lead counselor, and Assistant Principal of Curriculum and Instruction.	Provide additional reading support for struggling 9 th and 10 th grade readers (via more Accelerated Reading sections).	At least .6 FTE represented in the master schedule by May 2015.	In Progress
Analyze data from staff generated survey concerning specific student behavior issues. Research and implement action steps to address behavior issues.	Second semester	First and second semester	Leadership Team	N/A	Survey created and sent to staff via Google Drive in of 2014 January @ least 70% participation)	Not Begun

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Creation of explicit behavior expectations via “look like sound like posters” that highlight the IB learner profiles and address behavioral issues at THS. Posters will emphasize IB learner profiles and highlight expectations in every area of the school.	Second semester	First and second semester	Whole Staff/Leadership Team, and ad team	\$250 for posters	Template sent to Print Services and class meetings to review in the spring of 2015.	Not Begun
Create grade level attendance teams to track the attendance of students who fall between 91% and 87% attendance and implement strategies to encourage them to attend.	Second Semester	First and second semester	THS administration	\$1,000 total for four teachers (\$250 apiece) who serve on the team.	Standing meetings with attendance teams and administrators report out progress via weekly ad team meetings.	In progress
Each department will offer positive incentives to encourage students to attend at a rate of 90%.	---	First and second semester	Department Chairs	None	Submit incentive proposals to supervising administrator prior to September 15th.	Not begun
We will intentionally reach out to our Latino Community by hosting a Cinco de Mayo Celebration and invite local leaders in the Latino Community to participate.	Second semester	Second semester	Administration, and leadership team.	\$1,000 for guest speaker	Program agenda that highlights a keynote leader in the Latino Community	Not begun
Staff book study, “Teaching With Poverty in Mind.”	Second semester	First and second semester	Administration and whole staff	\$2500 for text- Culture Responsive Pedagogy or \$1500 for Rtl Intervention chart.	Purchase of materials	Not begun

Major Improvement Strategy #2: Place a high priority on developing literacy and numeracy skills by using specifically focused strategies that all content areas and cores can access.

Root Cause(s) Addressed:

- We didn't provide adequate professional development and training for our staff to teach literacy and numeracy across all content areas, therefore staff was not able to implement effective strategies and address reading and math deficits.
- Cohesive planning and pacing in our content area PLCs has not specifically identified best-practices for literacy and numeracy instruction, particularly when gathering and implementing relevant strategies .
- We have not built academic interventions into our schedule for students who struggle in the areas of literacy and numeracy
- Units of study related to literacy exist but are not used effectively because they do not incorporate adequate references to available curriculum materials, common tasks, rubrics, or student exemplars.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources <small>(Amount and Source: federal, state, and/or local)</small>	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Addressing reading and writing in the content area via the Colorado Content State Standards for literacy. The THS administration and district coaches will assist PLC leaders unpack literacy standards.	Second semester	First and second semester	PLC Leaders, THS administration, district coaches.	\$500 for materials and \$2176 to pay PLC leaders.	Professional Development agendas and meeting minutes address literacy strategies.	Not begun
Contract with Professional Education and Business Coalition to provide focused Professional Development and coaching for math teachers (focus of the work is on integrating the Standards for Mathematical Practice).	First and second semester	First and second semester	PEBC consultant, math teachers, and THS administration	\$12,500 contract with PEBC	PD schedule that includes PEBC support.	In progress
Language objectives used that specifically highlight the following	Second Semester	First and second	ESL coordinator,	N/A	Unit Planners highlight key verbs. Classroom	Not begun

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verbs- reading, writing, speaking, and listening.		semester	Instructional Coaches, and administration.		walkthroughs reveal that 80% of staff post said language objectives by the fall of 2015.	
Provide academic interventions for students who struggle in the areas of literacy and numeracy during "Extensions". Academic Extensions will take place three weeks each month.	Second Semester	First and second semester	Whole staff	N/A	An Extensions calendar that highlights three weeks of academic interventions.	Not begun
IB/MYP unit planners completed by each PLC team and posted to common, digitally-accessible site for staff to use. Unit Planners will explicitly outline literacy strategies determined by professional learning communities. Quarterly formal review of IB/MYP unit planners by THS administrators and PLC leaders.	Each quarter (every nine weeks)	Each quarter (every nine weeks)	Whole staff, PLC leaders, and administration	None	IB/MYP Unit planners posted in Google Drive folders by the spring semester of the 2014-2015 school year. Each teacher will be able to identify at least <i>one course</i> taught that has unit planners Administration will review unit planners with PLC leaders each quarter.	In progress
Non-evaluative walkthroughs that assess how well we are implementing key literacy/numeracy strategies.	First and second semester	First and second semester	Staff, district personnel, students, and community members.	\$4,000 release time for personnel.	Walkthrough template posted on Google Drive. Feedback and observations provided to staff after walkthroughs.	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: We will clearly define what students need to know and be able to do, by implementing a common framework (i.e. Literacy Design Collaborative and Standards for Mathematical Practice) for literacy and numeracy instruction that addresses the Colorado Content State Standards and unique needs of our various recipient groups.

Root Cause(s) Addressed:

- There is no common district vision for literacy instruction or a literacy framework outlining key instructional expectations within a quality literacy instructional program.
- Professional development efforts related to literacy have been inconsistent without a unifying vision over the last decade resulting in confusion about the school's expectations for literacy instruction both in literacy classrooms as well as other content areas
- Units of study related to literacy exist but are not used effectively because they do not incorporate adequate references to available curriculum resources/materials or common tasks, rubrics, or student exemplars
- There is not a common definition or understanding of high impact instructional practices across at the school or district.
- There is a consistent turnover of high quality math teachers.
- New math teachers are currently developing an understanding of the math framework.

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)
 Diagnostic Review Grant
 School Improvement Support Grant
 Colorado Graduation Pathways Program (CGP)
 Other: _____

<u>Description of Action Steps to Implement the Major Improvement Strategy</u>	<u>Timeline</u>		<u>Key Personnel*</u>	<u>Resources</u> (Amount and Source: federal, state, and/or local)	<u>Implementation Benchmarks</u>	<u>Status of Action Step*</u> (e.g., completed, in progress, not begun)
	<u>2014-15</u>	<u>2015-16</u>				
Continue using "Teach Like a Champion" as an anchor reference for high yield instructional strategies	First and Second Semester	First and second semester	Administration, Instructional Coaches, and Whole Staff	\$300 to replenish materials	Purchase of 10 additional text. Professional Development and New Teacher Orientation agenda highlights the review, discussion, and implementation of common instructional practices in the text.	In Progress
Professional Development that supports PLC leaders in unpacking Literacy state standards and the MYP Criteria.	First semester	First and second semester	PLC leaders, C& I	\$1500 release time for all PLC leaders first and second semester	Line item in 2015-16 budget that sets aside \$1500 for PLC leaders to unpack standards and MYP Criteria.	Not begun
Provide release time for PLCs to define	Second	First and	THS	\$15000 release time for each	Line item in 2015-16 budget	Not begun

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programmatic expectations for Literacy and math at THS (CCSS Literacy and Standards for mathematical practice).	semester	second semester	administration and whole staff	department to unpack literacy and numeracy standards.	that sets aside \$15000 for PLC time to unpack standards and review MYP Criteria.	
Monthly new teacher orientation meeting that provides support for new teachers.	First and second semester	First and second semester	Administration and new teachers	None	New Teacher Orientation meeting agenda that highlight (TLC and staff handbook info).	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.

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)
- Title I Schools Operating a Schoolwide Program (Optional)