

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

Organization Code: 0130 District Name: CHERRY CREEK 5 School Code: 3589 School Name: GRANDVIEW HIGH SCHOOL Official 2014 SPF: 1 Year

Section I: Summary Information about the School

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	-	-	73.33%	-	-	83.72%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	51.41%	
		W	-	-	50%	-	-	72.84%	
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: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	6	-	-	64	
		M	-	-	64	-	-	65	
		W	-	-	20	-	-	57	
ELP	-	-	-	-	-	-			

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: Meets</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 94.9% using a 6 year grad rate</p>	Exceeds	<p>Overall Rating for Postsecondary & Workforce Readiness: Exceeds</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.	Exceeds	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	0.9%	Exceeds	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	20.0	22.7	Exceeds	

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).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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?	No
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?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

Improvement Plan Information

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

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

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

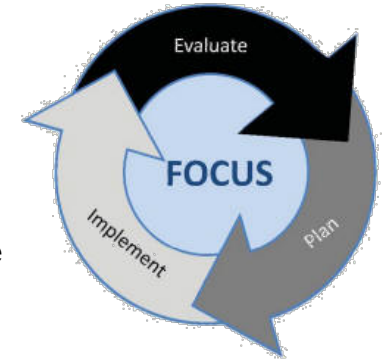
1	Name and Title	Sarah Grobbel, Principal
	Email	sgrobbel@cherrycreekschools.org
	Phone	720-886-6501
	Mailing Address	20500 E. Arapahoe Rd., Aurora, CO 80016
2	Name and Title	Dr. Lisa Sprague, Assistant Principal
	Email	lsprague@cherrycreekschools.org
	Phone	720-886-6636
	Mailing Address	20500 E. Arapahoe Rd., Aurora, CO 80016

School Code: 3589

School Name: GRANDVIEW HIGH SCHOOL

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

<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>
---	---	---	---	---

Principal's Message About the School:

Our staff continues to focus on our dedication "to college and post-secondary readiness and success for every student." Grandview has opened the new academic wing on the west side of the building. We would like to thank the Grandview High School community 3A and 3B supporters for making this possible. The new wing contains a lecture center, 4 science classrooms, 4 world language classrooms, 4 business classrooms, and 2 graphic design classrooms. We are fortunate to have a community that recognizes the need to provide Grandview students with the best academic facilities and resources available. In return, our staff is committed to providing the best education for our students. I am happy to report that for the second year in a row Grandview High School is ranked as the #1 high school in Cherry Creek School District according to both CCSD's Key Performance Indicator Report (KPI) and the Colorado Department of Education's School Performance Framework Report (SPF). Each of these reports looks at status and growth scores for the overall school population as well as special populations of students within the school, the percentage of students meeting college and readiness benchmarks, and the school's graduation rate. We continue to meet or exceed expectations in all of the listed areas. We also celebrated an average 22.7 ACT composite score on last year's state ACT test. Outside of the state mandated testing arena, we gave a record number of Advanced Placement (AP) tests to a record number of students in the spring of 2014. We are celebrating the 998 students that took 1,925 AP tests with an average pass rate of 85%, the highest pass rate in the school's history. We are committed to growing our AP program and providing all students with the opportunity to interact with college-level curriculum while in high school. These statistics are just some of the indicators that we make a difference in the lives of our students.

During the first week back with teachers, we focused on our building goal for 2014-2015. Since Grandview High School's vision is to prepare all students to be college ready, we are focusing on the following goal for the school year:

Grandview High School will increase to 50% the number of 11th grade students meeting or exceeding the college readiness benchmark for all 4 subject-area tests on the Colorado state ACT assessment. In addition, Grandview High School will increase the stated target percent of 11th grade students who meet the college readiness benchmark on each of the following individual ACT subject-area tests:

- a) 85% of students will meet the college readiness benchmark on the English subject-area test (benchmark = 18)
- b) 60% of students will meet the college readiness benchmark on the math subject-area test (benchmark = 22)
- c) 60% of students will meet the college readiness benchmark on the reading subject area test (benchmark = 22)
- d) 60% of students will meet the college readiness benchmark on the science subject-area test (benchmark = 23)

In addition to this work, we will focus on preparing our students for CMAS (12th grade students), PARCC (9th – 11th grade students), and AP testing. This will include recognizing what we do well and continuing to do this work more consistently with students in the classroom. Our seniors officially started the college application process on College Readiness Day on September 23. Although the college application process goes throughout the school year, many college applications are due in the fall months. Our teachers are busy outside class writing letters of recommendation for our seniors and giving feedback on college essays. Thank you to our faculty for helping with this important process. We are also celebrating our seniors who performed well in the National Merit Competition. This year we celebrated 3 National Merit Semi-finalists, 11 National Merit Commended students, 3 National Achievement Recognition Recipients, and 1 National Hispanic Merit Scholar.

Thank you for supporting the work we do at Grandview High School to prepare all students for post-secondary readiness. We are excited about the opportunities we are able to provide to every student at GHS.

Sarah Grobbel
Principal

The following team participated in the data inquiry process in order to identify priority needs, goal focus areas, and root causes:

Stakeholder Involvement:

- Administrator Leadership Team Meetings
- Instructional Leadership Team Meetings
- Department Meetings
 - Recent assessment data analysis
 - Growth data analysis
 - Target student analysis and plan
- Accountability and Improvement Team Meetings

Identify/list ways in which stakeholders were involved in data inquiry for the school

- Administrators examined data as it became available. The Principal worked with the administrative leadership team and the data coordinator to identify trends, strengths, and areas of growth.
- Administrators shared current and previous years' data with the Instructional Leadership Team in August.

- Coordinators and the data coordinator met with teachers in departments in August and September to examine data and make instructional decisions based on group and individual needs.
- Administrators shared data with parents and community members at Accountability, PTCO and PASS meetings.

We examined the following results reports in our analysis:

Reports from CDE:

SPF, School Growth Summary (3-year growth summary); 2013 Graduation Rates and disaggregated Graduation rates (from SPF)

District-generated Reports:

TCAP/CSAP Performance: TCAP/CSAP historical performance summaries and ethnic summaries (5-year summary), disaggregated summaries for student subgroups, standards/sub content area summaries, and assessment frameworks summaries

TCAP/CSAP Growth: TCAP/CSAP growth summaries by grade and by ethnic grouping

College Readiness high school: Explore Grade 9, Plan Grade 10, Colorado ACT all schools summaries, historical performance summaries, distributions across College Readiness Standards by grade and ethnic

Interim Assessment Results: (identify reports)

SCHOOL PERFORMANCE FRAMEWORK (SPF) PLAN ASSIGNMENT AND STATE EXPECTATIONS ON SPF INDICATORS

Overall percent of SPF points earned was 91.9, resulting in the following plan assignment from CDE (Check one):

Performance Plan **Improvement Plan** **Priority Improvement Plan** **Turnaround Plan**

Grandview High School met or exceeded all SPF indicators

An examination of our SPF by content area reveals that Grandview met or exceeded expectations in Reading; specifically, Free/Reduced Lunch Eligible, Minority Students, and English Learners exceeded expectations. Grandview met or exceeded expectations in Math in all areas but one (Students with Disabilities), and Grandview met or exceeded expectations in all groups for Writing; specifically, Free/Reduced Lunch Eligible.

INCLUSIVE EXCELLENCE: PERFORMANCE AND GROWTH ACROSS THE CONTENT AREAS AND BY SUBGROUP

Performance Indicator	Content Area/PWR Sub-indicator	Sub-groups	S12	S13	S14
Academic Achievement	Reading		82.43	83.78	83.72
	Math		48.88	49.53	51.41
	Writing		69.13	74	72.84
	Science		67.12	70.48	

Of notable interest from the table above, our writing results have fluctuated more than reading and math. Reading has remained stable, while math has shown a steady increase over three years. (Results are shown in TCAP percent P/A.)

Performance Indicator	Content Area/PWR Sub-indicator	Sub-groups	S12	S13	S14
Academic Growth	Reading		57	59	64
	Math		63	64	65
	Writing		54	61	57
	English Language Proficiency				

Our academic growth shows fluctuation in writing, while reading and math show increasing trends. (Values reflect TCAP MGP.)

Performance Indicator	Content Area/PWR	Sub-indicator	Sub-groups	S12	S13	S14
Academic Growth Gaps	Reading		Free/Reduced Lunch Eligible	60	58	65
			Minority Students	60	61	66
			Students w/Disabilities	65	58	63
			English Learners	69	72	69
			Students needing to catch up	60	59	61
	Math		Free/Reduced Lunch Eligible	55	55	62
			Minority Students	64	61	63
			Students w/Disabilities	61	58	50
			English Learners	60	64	74
			Students needing to catch up	60	58	61
	Writing		Free/Reduced Lunch Eligible	56	61	62
			Minority Students	58	61	58
			Students w/Disabilities	58	60	64
			English Learners	55	68	56
			Students needing to catch up	62	67	63

The one area on the entire SPF where Grandview High School shows “approaching” is in math for Students with Disabilities. Many of these subcategories show a “sawtooth” effect over the past three years. (Values reflect TCAP MGP.)

Excellence & Equity: Ethnic Group %PA Trends Over Time

	Reading		Writing		Math		Science	
	Am Ind, BI, Hsp	Wh, Asn	Am Ind, BI, Hsp	Wh, Asn	Am Ind, BI, Hsp	Wh, Asn	Am Ind, BI, Hsp	Wh, Asn
SY: 2011	68%	82%	52%	73%	25%	50%	44%	66%
SY: 2012	73%	85%	56%	73%	30%	55%	47%	72%
SY: 2013	77%	86%	63%	78%	33%	56%	54%	76%
SY: 2014	79%	86%	63%	77%	36%	58%		

The table above shows Grandview High School's TCAP %PA, for our students of color. The scores are increasing over time in math for White/Asian students as well as Students of Color, yet the gap persists. The gap in reading, writing, and math has gotten smaller; however, our %PA for White/Asian students has remained fairly stable. The gaps are as follows (SY 2011, R – 14, W – 21, M – 25; SY 2012, R – 12, W – 17, M – 25; SY 2013, R – 9, W – 15, M – 23; SY 2014, R – 7, W – 14, M – 22).

Excellence & Equity: Ethnic Group MGP Trends Over Time

	Reading	Reading	Writing	Writing	Math	Math
	Amlnd, Bl, Hsp	Asn, Wh	Amlnd, Bl, Hsp	Asn, Wh	Amlnd, Bl, Hsp	Asn, Wh
S11-S12	59	56	57	54	64	63
S12-S13	60	59	61	61	55	68
S13-S14	62	65	61	55	60	67

Reading growth is increasing for both White/Asian and Students of Color. Writing growth shows stability for our Students of Color but a “sawtooth” effect for our White/Asian students. Math growth shows fluctuation for both groups in alternating directions.

COLLEGE AND POST-SECONDARY PREPAREDNESS AND SUCCESS

Performance Indicator	Content Area/PWR	Sub-indicator	Sub-groups	S12	S13	S14
Postsecondary and Workforce Readiness	Graduation Rate			91.2	94	94.9
	Disaggregated Graduation Rate		Free/Reduced Lunch Eligible	81.4	87.6	91.9
			Minority Students	88.9	94.4	95.2
			Students with Disabilities	84.3	90.4	96.2
			English Learners	88	91.3	95.2
Dropout Rate			1.5	1.3	0.9	
CO ACT Composite Score			22.2	22.9	22.7	

The data above shows an increase in every category in College and Post-Secondary Preparedness and Success except a slight drop from S13 in ACT composite.

The State holds districts accountable for an overall average Composite score on the Colorado ACT. In Cherry Creek, we also hold schools accountable for the percent of students who meet or exceed special content-area benchmark scores on the Colorado ACT. These benchmarks are the minimum scores needed on ACT subject area tests to indicate about a 75% chance of earning a grade of C or higher, and about a 50% chance of earning of grade of B or higher in a freshman-level college course in that content area. ACT Benchmarks are available on all tests aligned with the ACT scale (Explore, Plan, and ACT).

Colorado ACT Grade 11

Percent of Students At or Above Benchmark on Colorado ACT: Students with Valid Scores

<u>Year</u>	<u>Reading</u>	<u>English</u>	<u>Math</u>	<u>Science</u>
2010	59%	78%	53%	41%
2011	60%	76%	54%	43%
2012	54%	78%	52%	41%
2013	64%	79%	55%	45%
2014	55%	79%	55%	52%

The table above shows students who met or exceeded benchmarks in the ACT in the four different subject areas. Students scored the same in English and math as the students the year before. Science showed an increase, but reading shows the more notable decrease of 9 percentage points.

EXPLORE

English Scores:

# Tested:	621
Mean Score*:	17.7
Natl Mean Score:	15.7
Benchmark:	14
% Meet or Exceed Benchmark*:	79%
Natl % >= Benchmark:	67%

*District or Filtered selection, Natl results not altered by filters

Math Scores:

# Tested:	621
Mean Score*:	17.4
Natl Mean Score:	16.3
Benchmark:	18
% Meet or Exceed Benchmark*:	47%
Natl % >= Benchmark:	33%

Reading Scores:

# Tested:	621
Mean Score*:	16.7
Natl Mean Score:	15.4
Benchmark:	17
% Meet or Exceed Benchmark*:	48%
Natl % >= Benchmark:	45%

Science Scores:

# Tested:	621
Mean Score*:	18.4
Natl Mean Score:	17.1
Benchmark:	19
% Meet or Exceed Benchmark*:	48%
Natl % >= Benchmark:	21%

The percent of students meeting or exceeding the benchmark in each subject on the EXPLORE is higher than the national benchmark.

PLAN

English Scores:

# Tested:	575
Mean Score*:	20.1
Natl Mean Score:	16.2
Benchmark:	15
% Meet or Exceed Benchmark*:	89%
Natl % >= Benchmark:	64%

*District or Filtered selection, Natl results not altered by filters

Math Scores:

# Tested:	575
Mean Score*:	20.3
Natl Mean Score:	17.6
Benchmark:	19
% Meet or Exceed Benchmark*:	54%
Natl % >= Benchmark:	36%

Reading Scores:

# Tested:	575
Mean Score*:	19.0
Natl Mean Score:	16.7
Benchmark:	18
% Meet or Exceed Benchmark*:	55%
Natl % >= Benchmark:	40%

Science Scores:

# Tested:	575
Mean Score*:	21.2
Natl Mean Score:	17.8
Benchmark:	20
% Meet or Exceed Benchmark*:	55%
Natl % >= Benchmark:	28%

The percent of students meeting or exceeding the benchmark in each subject on the PLAN is higher than the national benchmark.

Data Access System: HS CO ACT - Hist
Results include any student with a composite score.

COACT 5 year Performance - Charts to complete the UIP - Report results reflect only students who received a Composite Score
5 year COACT Performance by Ethnic Grouping

Filters Used: GVH

	Reading	English	Math	Science
S10	59%	78%	53%	41%
S11	60%	76%	54%	43%
S12	54%	78%	52%	41%
S13	64%	79%	55%	45%
S14	55%	79%	55%	52%

	Reading		English		Math		Science	
	Black/Hisp/Nat Arr	White/Asn	Black/Hisp/Nat Arr	White/Asn	Black/Hisp/Nat Arr	White/Asn	Black/Hisp/Nat Arr	White/Asn
S10	42%	63%	59%	82%	34%	58%	22%	45%
S11	42%	66%	57%	83%	36%	61%	24%	49%
S12	45%	58%	69%	82%	40%	57%	30%	46%
S13	47%	69%	66%	83%	35%	61%	19%	54%
S14	40%	60%	65%	85%	38%	61%	39%	57%

Most areas show and increase or stability with the exception of ACT reading.

PRIORITY PERFORMANCE CHALLENGES AND ROOT CAUSE ANALYSES

	Priority Performance Challenges <i>Bulleed achievement areas to develop into goals.</i>	Root Causes <i>Bulleed causes for the noted priority performance challenges. Root causes describe factors under our control that can be addressed with Major Improvement Strategies.</i>
1.	Our challenge is in state assessment math growth for Students with Disabilities.	<ul style="list-style-type: none"> We lack the Pre-Algebra curriculum to meet the wide variety of needs of our students who are below grade level. [Curriculum & Instruction] We incorrectly placed students in Algebra Everyday (behavior, work completion instead of skill level); therefore, those students were in a less rigorous class. The larger class size impacted the instruction of the students who were correctly placed. [Infrastructure & Operations]
2.	Our challenge has been to stabilize state assessment growth in writing.	<ul style="list-style-type: none"> While we have had consistent professional development in teaching reading, we lack that consistency in the professional development in teaching writing. [Capacity of Personnel] We did not provide a cross-curricular rubric to assess writing. [Infrastructure & Operations]
3.	Our challenge as a school goal has been to stabilize/increase ACT percent of students at or above the benchmark for all subjects.	<ul style="list-style-type: none"> We did not target and adjust specific instruction based on our ACT scores. [Curriculum & Instruction] We did not provide students enough practice time specific to ACT testing conditions. [Infrastructure & Operations]

What was your process for prioritizing (include a brief description of the process and stakeholders involved):

A draft of the UIP with data was provided to the following groups: Administrative Leadership Team, Student Services Team (Deans, Psychologist, Counselors, and Special Ed.), Instructional Leadership Team (department coordinators), and the Accountability and Improvement Team (parents and community members). Each group was guided through the UIP to familiarize members with the format and the data included in the report. Members were paired up to analyze the data and determine the priority performance challenges and root causes that were most important. Data was compiled by the administration and brought back to the groups. Group members came to consensus on priority performance challenges and root causes.

Verification of Root Cause:

Constructive brainstorming and conversations over the past three months that took place in meetings included the following staff:

- Administrative Leadership Team
- Instructional Leadership Team
- Accountability Team
- Teachers in individual departments

Evidence used to verify root causes:

- Previous semester data, both unit and semester exams (formative and summative assessments)
- 13-14 RAD data viewed at the beginning of the 14-15 school year

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

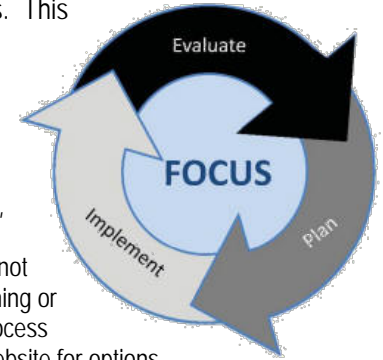
Performance Indicators		Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
CCSD Inclusive Excellence	Academic Achievement (Status)	Increase overall reading performance to 85% P/A on TCAP.	Grandview had 84% P/A on TCAP on overall reading performance. It did not meet the target by 1 percentage point.	Grandview came close to meeting the 2013-2014 target.
	Academic Achievement Gaps (Status)	Increase writing performance for students of color to 66% P/A on TCAP. Increase math performance for students of color to 40% P/A on TCAP.	Grandview had 63% P/A on TCAP minority writing performance. It did not meet the target by 3 percentage points. Grandview had 36% P/A on TCAP math performance. It did not meet the target by 4 percentage points.	Grandview came close to meeting the 2013-2014 target; however, we did not decrease. We scored 63% P/A for two consecutive years. Grandview did not meet the target; however, we showed an increase of 3 percentage points.
College and Postsecondary Preparedness and Success	Postsecondary and Workforce Readiness	Increase ACT reading performance to 70% college ready.	Grandview had 55% meet the ACT Benchmark. It did not meet the goal by 15 percentage points.	This target was missed. Although, the benchmark increased by one percentage point, Grandview still showed instability in this subject by dropping 9 percentage points.
		Increase ACT science performance for students of color to 25% college ready.	Grandview had 39% meet the ACT Benchmark. It exceeded the goal by 14 percentage points.	Grandview made strong gains in this category and exceeded the target.

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

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 Growth	Median Growth Percentile (TCAP & ACCESS), local measures	W	Our challenge has been to stabilize state assessment growth in writing. (Tableau, SPF, Academic Growth, Writing)	58% MGP	58% MGP	Develop a cross-curricular rubric and train teachers in use. Upload common assessments as data.	Implement teaching of writing strategies into school-wide professional development.
Academic Growth Gaps	Median Growth Percentile, local measures	M	Our challenge is in state assessment math growth for Students with Disabilities. (Tableau, SPF, Academic Growth Gaps, Math)	54% MGP	58% MGP	Provide more detailed identification of students below grade level placed in Algebra Everyday or Foundations. Create smaller class sizes. PARCC testing, common assessments, and semester exams will be the measure.	Provide effective differentiation for students below grade level in Algebra. Students with the greatest need will have access to greater individual attention.
Postsecondary & Workforce Readiness	Other PWR Measures		Our challenge as a school goal has been to stabilize/increase ACT percent of students at or above the benchmark for all subjects. (BObj, Colorado ACT Grade 11, % students at or above Benchmark).	R – 56% E – 80% M – 56% S – 53% % students at or above Benchmark.	R – 58% E – 81% M – 57% S – 54% % students at or above Benchmark.	9-11 grade students took Aspire or practice ACT, and results will be distributed as soon as they are available.	Teachers will provide more opportunities for ACT practice with content and under ACT testing conditions.

Action Planning Form for 2014-15 and 2015-16

Major Improvement Strategy #1: Provide effective differentiation for students below grade level in Algebra. Students with the greatest need will have access to greater individual attention.

Root Cause(s) Addressed:

- We lack the Pre-Algebra curriculum to meet the wide variety of needs of our students who are below grade level. [Curriculum & Instruction]
- We incorrectly placed students in Algebra Everyday (behavior, work completion instead of skill level); therefore, those students were in a less rigorous class. The larger class size impacted the instruction of the students who were correctly placed. [Infrastructure & Operations]

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 (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Correctly identifying students for Algebra Everyday	6/14 – 8/14	4/15 – 8/15	Math and SAS coordinators	Local: Time to meet during PLC's or during planning periods.	Periodic review of students placed in classes	In progress
PLC guided work for Algebra Everyday	8/14 – 6/15	8/15 – 6/16	Algebra Everyday teachers	Local: Time to meet during PLC's or during planning periods. Technology: creating groups resources on Schoology.	Unit and semester common assessments	In progress
Differentiation of curriculum – 2 different levels of Algebra Everyday	8/14 – 6/15	8/15 – 6/16	Teachers	Local: Time to meet during PLC's or during planning periods. Technology: creating groups resources on Schoology.	Unit and semester common assessments	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 #2: Implement teaching of writing strategies into school-wide professional development.

Root Cause(s) Addressed:

- While we have had consistent professional development in teaching reading, we lack that consistency in the professional development in teaching writing. [Capacity of Personnel]
- We did not provide a cross-curricular rubric to assess writing. [Infrastructure & Operations]

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 (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Develop a cross-curricular rubric	4/14 – 2/15		English teachers	Local: substitute teachers for table grading, conference room for 3 days. Technology: uploading of exemplars of student work.	English Department table grading; Social Studies table grading	In progress
Share, train, and implement cross-curricular rubric	2/15 – 6/15	8/15 – 5/16	All certified staff	Local: time during planning periods.	Staff development (PLS) using student work examination exemplars	In progress
Professional Development	2/15 – 6/15	8/15 – 5/16	All certified staff	Local: time during planning periods and non-contact days. Collect staff attendance after meeting to ensure 100% attendance.	Staff development: teaching writing within the content area	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: Teachers will provide more opportunities for ACT practice with content and under ACT testing conditions.

Root Cause(s) Addressed:

- We did not target and adjust specific instruction based on our ACT scores. [Curriculum & Instruction]
- We did not provide students enough practice time specific to ACT testing conditions. [Infrastructure & Operations]

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 (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Increase ACT specific instruction	8/14 – 4/15	8/15 – 4/16	All certified staff	Local: During PLC time and non-contact days; class time for instruction to students	Method Test Prep	In progress
Increase amount of time practicing under ACT testing conditions (using ACT prompts and time constraints)	8/14 – 4/15	8/15 – 4/16	All certified staff	Local: class time for instruction to students; use of Naviance.	Method Test Prep; ACT practice tests	In progress
Professional Development	8/14 – 4/15	8/15 – 4/16	All certified staff	Local: time during planning periods and non-contact days. Collect staff attendance after meeting to ensure 100% attendance.	Staff development: teaching writing within the content area	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 #4: Create/sustain supportive learning environments in which students feel safe, respected and connected with the school community

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15 2015-16				
Closely monitor attendance through the use of PowerSchool	6/14 – 6/15	Deans	Local: Deans use PowerSchool daily	Attendance data	In progress
Consistently communicate and enforce district discipline policies and procedures.	6/14 – 6/15	Deans	Local: Forms and information are found on the Intranet and maintained by the safety team and the webmaster	Discipline data and logs	In progress
Hold regular school safety and intervention meetings (GIST) and safety drills.	6/14 – 6/15	Safety Team, SROs	Local: Personnel meets monthly, and safety drills happen monthly during the school day	Meeting agendas Safety drills Table-top scenarios	In progress
Train all students and staff in bully-proofing.	6/14 – 6/15	School Climate Team, No Place for Hate	Local: during PLC's and non-contact days for staff; in classes and during class meetings for students	Professional Learning Sessions	In progress
Administer School Climate, Safety, and Wellness Survey, and evaluate and discuss the data.	6/14 – 6/15	Safety Team	Local: Chromebooks in classes during the school day to randomly selected classes of students; data will be evaluated during safety team meeting in the spring	School Climate Survey	In progress