

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

Organization Code: **0470** District Name: **ST VRAIN VALLEY RE 1J** School Code: **5722** School Name: **MEAD 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%	-	-	75.67%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	41.23%	
		W	-	-	49.57%	-	-	63.06%	
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	-	-	8	-	-	42	
		M	-	-	73	-	-	42	
		W	-	-	29	-	-	50	
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: 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 90% using a 5 year grad rate</p>	Exceeds	<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.	Approaching	
	<p>Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).</p>	3.9%	0.9%	Exceeds	
	<p>Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).</p>	20.1	20.7	Meets	

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 .

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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

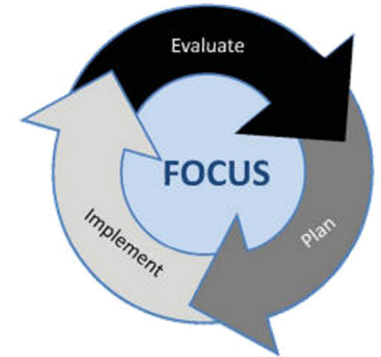
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, 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):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Mr. Steve Payne, Principal
	Email	payne_steven@svvsd.org
	Phone	720-494-3940
	Mailing Address	12750 County Road 7, Longmont, CO 80504
2	Name and Title	Mr. Frank Buck, Assistant Principal
	Email	buck_frank@svvsd.org
	Phone	720-494-3940
	Mailing Address	12750 County Road 7, Longmont, CO 80504

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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>
<p>Narrative: Mead High School opened in 2009 with freshmen and sophomores. Each subsequent year the school added a grade level. The first graduating class was in 2011-2012. The class of 2013 represented the first graduating class to include students who began their high school careers at Mead High School. The school now has 873 students in grades 9 thru 12. The UIP process is a result of data driven dialog involving the entire teaching staff led by school administration, district assessment experts, and department facilitators focused on TCAP data for the past three years and considered academic achievement, growth and growth gaps. Individual departments then met for further analysis as related to their content area. Departmental goals were established in relation to improving priority needs and developing action plans to support this process. Teaching staff then created department growth goals that were focused on Common Core standards as well as preparation for the transition to the CMAS / PARCC assessments.</p> <p>Our strategic plan will include analysis of key data points that will shape our decision making process. Administrators and staff will review all indicators and use them to guide our teaching practices. We will identify specific targets and goals for each department and use assessment data to achieve continuous improvement.</p>				

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<i>Performance Indicators</i>	<i>Rating</i>	<i>% of Points Earned out of Points Eligible²</i>		
Academic Achievement	Meets	75.0%	(11.3 out of 15 points)	
Academic Growth	Approaching	58.3%	(20.4 out of 35 points)	
Academic Growth Gaps	Approaching	55.0%	(8.3 out of 15 points)	
Postsecondary and Workforce Readiness	Meets	81.3%	(28.5 out of 35 points)	
Test Participation³	Meets 95% Participation Rate			
TOTAL		68.5%	(68.5 out of 100 points)	

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	2	4		Approaching	1029	42	8	Yes
Mathematics	2	4		Approaching	1029	42	73	No
Writing	3	4		Meets	1027	50	29	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
Total	7	12	58.3%	Approaching				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	247	43	26	Yes
Minority Students	3	4		Meets	208	46	19	Yes
Students with Disabilities	2	4		Approaching	96	40	89	No
English Learners	3	4		Meets	81	53	32	Yes
Students needing to catch up	2	4		Approaching	217	41	81	No
Mathematics	10	20	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	246	45	96	No
Minority Students	2	4		Approaching	208	41	93	No
Students with Disabilities	2	4		Approaching	97	41	99	No
English Learners	2	4		Approaching	81	43	99	No
Students needing to catch up	2	4		Approaching	458	49	99	No
Writing	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	245	51	68	No
Minority Students	3	4		Meets	206	50	50	Yes
Students with Disabilities	2	4		Approaching	97	46	99	No
English Learners	2	4		Approaching	80	53	83	No
Students needing to catch up	2	4		Approaching	331	48	91	No
Total	33	60	55%	Approaching				
<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>	
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	306/ 120 /N<16/N<16	85/ 90 /-/-%	80%	
Disaggregated Graduation Rate	2	4	50%	Approaching				
Free/Reduced Lunch Eligible	0.75	1		Meets	96/ 38 /N<16/N<16	72.9/ 86.8 /-/-%	80%	
Minority Students	0.75	1		Meets	61/ 23 /N<16/N<16	78.7/ 87 /-/-%	80%	
Students with Disabilities	0.25	1		Does Not Meet	35 /N<16/N<16/N<16	62.9 /-/-/-%	80%	
English Learners	0.25	1		Does Not Meet	22 /N<16/N<16/N<16	63.6 /-/-/-%	80%	
Dropout Rate	4	4		Exceeds	2155	0.9%	3.9%	
Colorado ACT Composite Score	3	4		Meets	523	20.7	20.1	
Total	13	16	81.3%	Meets				

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	84.2	89.9		
	2013	85.9			
	Aggregated	85	90	N<16	N<16

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	69.2	86.5		
	2013	75.4			
	Aggregated	72.9	86.8	N<16	N<16

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	72	87		
	2013	83.3			
	Aggregated	78.7	87	N<16	N<16

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	62.5			
	Aggregated	62.9	N<16	N<16	N<16

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	N<16	N<16	N<16	N<16
	2011	N<16	N<16	N<16	
	2012	N<16	N<16		
	2013	77.8			
	Aggregated	63.6	N<16	N<16	N<16

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)	N/A		The median growth percentile in math was 42%, which was 15% below our target. Despite not meeting this goal, we realize that our academic achievement meets standards. We do realize, however that our growth percentile is in need of improvement. Our math department realizes that they are not aligned to the district-pacing guides and unit plans. Not enough time is being spent on problem solving.
Academic Growth	Median growth percentile in math will be 57%	Approaching. Median growth percentile in math was 42%	
Academic Growth Gaps	Median growth percentile in reading subgroups: S/D, ELL and students needing catch up (CU) will be 56%	Approaching. S/D= 40%, ELL=53%, students needing CU=41%	Our academic growth gaps in math, reading and writing for ELL, S/D and students needing CU were below our target. There are not enough remedial course offerings targeting the needs of S/D, ELL and students needing CU.
	Median growth percentile in math and writing subgroups: S/D, ELL and students needing catch up (CU) will be 60%	Math: Approaching. S/D= 41%, ELL=43%, students needing CU=49% Writing: Approaching. S/D=46%, ELL=53%, students needing CU=48%	
Postsecondary & Workforce Readiness			There has not been an adequate amount of staff development in teaching strategies for S/D, ELL and students needing CU. Class sizes in mathematics have been excessive.

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)	Reading: 2012=77.19%, 2013=76.38%, 2014=73.67% Writing: 2012=65.31%, 2013=66.32%, 2014=57.97% Math: 2012=42.57%, 2013=42.26%, 2014=39.09%		Reading: Lack of formative assessment to monitor student achievement. Writing: Lack of formative assessment to monitor student achievement. Realignment with district’s unit plans and pacing guides. Math: excessive class sizes. Math course sequence is not aligned with content assessed on TCAP. Lack of formative assessment to monitor student achievement.
Academic Growth	Reading: 2012=45, 2013=44, 2014=41 Writing: 2012=57, 2013=51, 2014=45 Math: 2012=45, 2013=43, 2014=42		Reading: Lack of formative assessment to monitor student achievement. Writing: Lack of formative assessment to monitor student achievement. Math: excessive class sizes. Math course sequence is not aligned with content assessed on TCAP. Lack of formative assessment
Academic Growth Gaps	Reading: 2012=65%, 2013=50%, 2014=50% Writing: 2012=55%, 2013=65%, 2014=55% Math: 2012=50%, 2013=35%, 2014=45%		The lowest level of math is Algebra 1. Not all students are prepared to take Algebra 1.

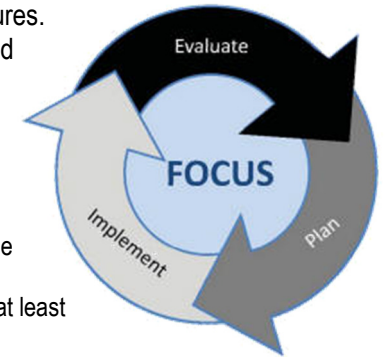
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	ACT Composite: 2012=20.4, 2013=20.9, 2014=20.7	Encouraging all juniors to participate in ACT prep activities. More teachers included in ACT prep activities.	<ul style="list-style-type: none"> • Not enough time spent on ACT prep with juniors. • Preparing students for the ACT has not been a school wide initiative. • Lack of systems in place that focus on ACT preparation and performance.
	Graduation Rate: 2012:N/A, 2013=84.2%, 2014=85.9%	Maintaining accurate recordkeeping on withdrawn students.	<ul style="list-style-type: none"> • Lack of accurate recordkeeping for students leaving Mead High School. • Previous school practice did not allow students to repeat failed classes needed for graduation. • Lack of programs focused on helping students who are struggling and failing. • Lack of systems in place that focus on helping students who are struggling and failing. • Leadership turnover rate since the opening of school (4 principals in six years).

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	N/A	N/A	N/A	N/A	
		M	N/A	N/A	N/A	N/A	
		W	N/A	N/A	N/A	N/A	
		S	N/A	N/A	N/A	N/A	
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	N/A	N/A	N/A	N/A	
		M	To reach at least the 50 th percentile as compared to other high schools in Colorado with the similar demographics.	To reach at least the 50 th percentile as compared to other high schools in Colorado with the similar demographics.	To define growth on the new PARCC and CMAS assessments	Practice PARCC and CMAS tests in Math. Teachers aligned flow and sequence of the math curriculum to district curriculum maps.	Introduction of Study Hall classes with Academic Peer Tutors to intervene and provide guidance for those students struggling in classes. It also encourages study skills and the ability to work in small study groups. After school math credit recovery program for students who failed the first semester of their current math class. 9 th hour math tutoring available for students that are significantly behind in their math class.
		W	N/A	N/A	N/A	N/A	N/A
		ELP	N/A	N/A	N/A	N/A	N/A

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Academic Growth Gaps	Median Growth Percentile, local measures	R	To improve the Academic Growth Gaps of ELL, Special Education and Catch Up students.	To define growth on the new PARCC and CMAS assessments as compared to other high schools in Colorado with the similar demographics.	To define growth on the new PARCC and CMAS assessments as compared to other high schools in Colorado with the similar demographics.	Practice PARCC and CMAS tests in Reading. Teachers aligned flow and sequence of the reading curriculum to district curriculum maps.	Provided targeted intervention in Reading and Writing for student's with IEP's. SIOP professional development training for teachers. Introduction of Study Hall classes with Academic Peer Tutors to intervene and provide guidance for those students struggling in classes. It also encourages study skills and the ability to work in small study groups. Targeted Literacy classes. Teach Like A Champion teaching strategies
		M	To improve the Academic Growth Gaps of ELL, Special Education, minority, F/R and Catch Up students.	To define growth on the new PARCC and CMAS assessments as compared to other high schools in Colorado with the similar demographics.	To define growth on the new PARCC and CMAS assessments as compared to other high schools in Colorado with the similar demographics.	Practice PARCC and CMAS tests in Math. Teachers aligned flow and sequence of the math curriculum to district curriculum maps.	Created Algebra 1, Geometry and Algebra 2 extension classes for struggling students. Co-teaching in targeted math classes for special education students. Introduction of Study Hall classes with Academic

							<p>Peer Tutors to intervene and provide guidance for those students struggling in classes. It also encourages study skills and the ability to work in small study groups.</p> <p>After school math credit recovery program for students who failed the first semester of their current math class.</p> <p>9th hour math tutoring available for students that are significantly behind in their math class.</p>
		W	<p>To improve the Academic Growth Gaps of ELL, Special Education, minority, F/R and Catch Up students.</p>	<p>To define growth on the new PARCC and CMAS assessments as compared to other high schools in Colorado with the similar demographics.</p>	<p>To define growth on the new PARCC and CMAS assessments as compared to other high schools in Colorado with the similar demographics.</p>	<p>Practice PARCC and CMAS tests in Writing.</p> <p>Teachers aligned flow and sequence of the writing curriculum to district curriculum maps.</p>	<p>Provided targeted intervention in Reading and Writing for student's with IEP's.</p> <p>Introduction of Study Hall classes with Academic Peer Tutors to intervene and provide guidance for those students struggling in classes. It also encourages study skills and the ability to work in small study groups.</p> <p>SIOP professional development training for teachers.</p>

							Targeted Literacy classes. Teach Like A Champion teaching strategies
Postsecondary & Workforce Readiness	Graduation Rate	Maintaining accurate recordkeeping on withdrawn students. Not intervening with students soon enough. Previous school practice did not allow students to repeat failed classes.	Graduation Rate: 2012:N/A, 2013=84.2%, 2014=85.9%	Graduation Rate: 90%	Changed school practice to allow students to repeat failed classes to meet graduation requirements. Communication to families regarding summer school and E-credit Recovery. All 9th and 10 th grade students will complete an Individual Career and Academic Plan each year.	Introduction of Study Hall classes with Academic Peer Tutors to intervene and provide guidance for those students struggling in classes. It also encourages study skills and the ability to work in small study groups. After school math credit recovery program for students who failed the first semester of their current math class. 9 th hour math tutoring available for students that are significantly behind in their math class.	
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT	Encouraging all juniors to participate in ACT prep activities. More teachers included in	Average Composite ACT for Juniors = 21.0	Average Composite ACT for Juniors > 21.0	Practice ACT administered to all juniors. Score interpretation in English	After school ACT Prep program for 5 weeks. Use of Schmoop online test prep for Math, English and	

School Code: 5722

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		ACT prep activities.			classes.	Science.
	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: Define and create school wide systems for student academic success and growth.

Root Cause(s) Addressed: See post-secondary graduation rate and academic growth root causes.

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				
English remediation classes for grades 9 & 10	N/A	Fall 2015	English teachers	School FTE	N/A	Action step will begin in 15-16 school year
Catch up courses for seniors	N/A	Fall 2015	Core teachers	School FTE	N/A	Action step will begin in 15-16 school year
Students can re-take failed core classes in order to meet graduation requirements	N/A	Fall 2015	Core teachers	School FTE	N/A	Action step will begin in 15-16 school year
Continue to refine our MTSS process	Current		All teachers	School FTE and professional development	N/A	Ongoing
Create formative progress monitoring for all reading, writing and math courses,		Fall 2015	All teachers	School FTE	System put in place that provides timely assessment data to monitor student learning.	Action step will begin in 15-16 school year

* 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: Define and create school wide systems for student academic success on the ACT **Root Cause(s) Addressed:** Lack of systems in place that focus on ACT preparation and performance.

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				
School-wide ACT initiative		Fall 2015	All teachers	School funding	Regular meetings with all staff	
After school ACT Prep program for 5 weeks. Use of Schmoop online test prep for Math, English and Science.	Current			\$1500 – district funds	Regular meetings with ACT committee. Monitoring of in class participation.	
Practice ACT administered to all juniors. Score interpretation in English classes.	Current			Free – Sylvan Learning Center	1 st semester score interpretation provided to all teachers and the students who took the practice ACT.	
Create school-wide classroom systems that focus on ACT preparation and performance.		Fall 2015		School funding	Faculty collaboration regarding data analysis to identify root causes. Staff consensus on school-wide systems approach. Administrative walk-throughs for accountability.	

* 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: _____ Root Cause(s) Addressed: _____

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				

* 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)