cde

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/16/2014 for 2014-2015

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

Organization Code: 1420 District Name: JEFFERSON COUNTY R-1 School Code: 1864 School Name: COLUMBINE 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 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	72.21%	-	-	76.2%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	47.22%	
		W	-	-	49.57%	-	-	57.95%	
			Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			
			Elem	MS	HS	Elem	MS	HS	
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.	R	-	-	9	-	-	42	Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	66	-	-	51	
		W	-	-	35	-	-	44	
		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	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.	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.	Overall Rating for Growth Gaps: Approaching * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 90.4% using a 5 year grad rate	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	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.	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	
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	3.9%	1.1%	Meets	
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	20.1	21.5	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/uip/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.

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Section II: Improvement Plan Information

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

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?	
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?	
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	

Improvement Plan Information

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

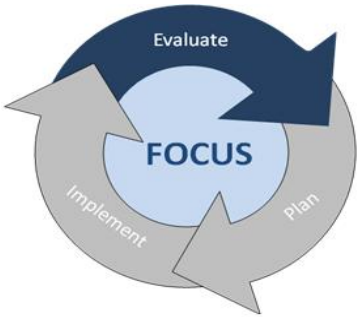
- ☒ State Accreditation
- ☐ Title 1 Focus School
- ☐ Tiered Intervention Grant (TIG)
- ☐ Colorado Graduation Pathways Program (CGP)
- ☐ Diagnostic Review Grant
- ☐ School Improvement Support Grant
- ☐ Other:

School Contact Information (Additional contacts may be added, if needed)	
Name and Title	Dr. KC Somers - Principal
Email	ksomers@jeffco.k12.co.us
Phone	(303) 982-4400
Mailing Address	6201 S. Pierce Street, Littleton, CO 80123

Name and Title	Tige Asnicar - Asst. Principal
Email	tasnicar@jeffco.k12.co.us
Phone	(303) 982-4400
Mailing Address	6201 S. Pierce Street, Littleton, CO 80123

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 use;, 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

Description of School Setting and Process for Data Analysis:	Review Current Performance:	Trend Analysis:	Priority Performance Challenges:	Root Cause Analysis
Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review 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.	Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's over-all performance challenges.	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 improvemente strategies is encouraged.

Narrative:

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

Columbine High School Unified Improvement Plan
Data Narrative
2014/15

Introduction

Columbine High School serves nearly 1,700 students in grades 9-12 and is located in the south area of the Jeffco Public School District. The 2014/15 school year marks the 41st year of the school's lifespan and introduces a new principal for the first time in nearly two decades. Transitions in school leadership allow opportunities for reflection and recommitment to the school's vision, mission, core values and beliefs. The development of the 2014/15 Unified Improvement Plan (UIP) Data Narrative affords an opportunity to review and reflect upon the school's current levels of performance according to multiple measures of student growth and achievement.

School Profile

Geographic Location and Columbine Articulation Area Schools: Columbine's campus is located in an unincorporated suburban area of southern Jefferson County, neighboring Clement Park, just south of the Bowles Avenue and Pierce Street intersection. There are five elementary feeder schools in the Columbine articulation area serving grades K-6: *Columbine Hills Elementary*; *Dutch Creek Elementary*; *Governor's Ranch Elementary*; *Leawood Elementary*; and *Normandy Elementary*; and one primary middle school feeder for students in grades 7-8: *Ken Caryl Middle School*.

Demographic Data: The most official and published demographic school data, from the 2012/13 school year, is available at this Hyperlink. Unofficial, but current demographic data from the 2014/15 school year is shown by *Race/Ethnicity*, *Grade Level*, and *Gender* in Table 1.

Table 1: Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

Columbine High School								
Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	35/39/74	2/0/2	8/11/19	2/3/5	2/0/2	162/141/303	8/7/15	219/201/420
10	49/44/93	0/3/3	5/5/10	3/2/5	0/1/1	175/136/311	18/3/21	250/194/444
11	50/33/83	-	8/8/16	1/4/5	1/0/1	166/147/313	10/3/13	236/195/431
12	35/33/68	1/2/3	7/12/19	4/1/5	-	152/136/288	4/10/14	203/194/397
All Grades	169/149/318	3/5/8	28/36/64	10/10/20	3/1/4	655/560/1215	40/23/63	908/784/1692

Total school enrollment for grades 9-12 has increased by approximately 60 students since the 2011/12 and 2012/13 school years (from 1,632 to 1,692). In terms of *Race/Ethnicity*, 71.8% of the school is white, and 29.2% is considered minority. Male students (53.67%) outnumber female students (46.33%). Based on available data (not shown) approximately 20% of students qualify for free and reduced lunch.

Process for UIP Development and Data Analysis

UIP development has involved collaborative dialogue among school leadership teams. Department Managers and Instructional Leaders reviewed current data and provided initial reactions which became a working source of potential root causes. The Columbine School Accountability Committee - comprised of parents, staff, and community members – also engaged in discussions about current levels of school performance and root cause analysis. From the dialogue, major themes were noted and summarized. This draft of the Data Narrative will be circulated for additional staff, parent, and community member review and reflection. It is essential to involve all school stakeholders, including student input, in an ongoing process to evaluate, plan, and implement major improvement strategies, action steps, and monitor progress toward school improvement goals and priorities.

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Review Current Performance & Trend Analysis

Current performance data is taken from both 1-year and 3-year School Performance Framework (SPF) reports over a four-year span (2011-14). The following performance indicators will be analyzed:

1. Academic Achievement (pg. 2)
2. Academic Growth (pg. 3)
3. Academic Growth Gaps (pg. 4-6)
4. Post-Secondary and Workforce Readiness (pg. 7)
5. ACT Performance (pg. 7)

1. Academic Achievement

Table 2 shows the percentage of students scoring proficient or advanced on 9th and 10th grade state assessments in the areas of Reading, Math, Writing, and Science. The highlighted green cells represent data points that meet state expectations. Notable trends are summarized in each content area below.

Table 2: 2011-14 Academic Achievement Proficiency Rates

	SPF 1 YEAR REPORTS				SPF 3 YEAR REPORTS			
	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2011	SPF 2012	SPF 2013	SPF 2014
Reading	79.4%	76.2%	77.9%	74.6%	80.0%	78.2%	77.8%	76.2%
Math	51.0%	48.1%	47.8%	45.8%	47.8%	48.6%	49.0%	47.2%
Writing	60.4%	57.4%	59.1%	57.3%	61.3%	59.4%	59.0%	58.0%
Science	61.3%	56.7%	59.3%	---	59.4%	58.7%	59.1%	---

Reading Trends

- 1-year proficiency rates peaked in 2011 and declined by 4.8% (79.4% - 74.6%) from 2011-14.
- 3-year proficiency rates peaked in 2011 and declined by 3.8% (80.0% - 76.2%) from 2011-14.

Math Trends

- 1-year proficiency rates peaked in 2011 and declined by 5.2% (51.0% - 45.8%) from 2011-14.
- 3-year proficiency rates have fluctuated between 49% (high) to 47.2% (low) from 2011-14.

Writing Trends

- 1-year proficiency rates have steadily declined by 3.1% (60.4% - 57.3%) from 2011-14.
- 3-year proficiency rates have steadily declined by 3.3% (61.3% - 58.0%) from 2011-14.

Academic Achievement Trends

While academic achievement proficiency rates consistently meet minimum state expectations, there has been a relative decline in overall performance across all content areas from 2011-14.

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2. Academic Growth

Table 3 shows the overall Median Growth Percentile (MGP) for students in grades 9 and 10 based on assessments in the content areas of Reading, Math and Writing. MGP reflects the median growth score of all 9th and 10th grade students based on individual growth scores. Table 3 includes English Language Proficiency growth data based on growth scores on Colorado English proficiency exams during the years 2012-14. Blue highlighted cells represent an MGP that exceeds the state expectations; green highlighted cells meet state expectations, yellow highlighted cells are approaching state expectations.

Table 3: 2011-14 Median Growth Percentiles (MGP)

	SPF 1 YEAR REPORTS				SPF 3 YEAR REPORTS			
	SPF 2011	**SPF 2012**	**SPF 2013**	**SPF 2014**	**SPF 2011**	**SPF 2012**	**SPF 2013**	**SPF 2014**
Reading	60	44	49	35	55	52	50	42
Math	55	53	51	50	51	51	53	51
Writing	50	50	43	42	48	49	47	44
EL Prof.	---	N<20	N<20	N<20	---	62	60	N<20

Reading Trends

- According to SPF 1-year reports, school-wide MGP in reading peaked in 2011 (MGP of 60), dipped 16 percentile points in 2012 (60-44), increased by 5 percentile points in 2013 (44 to 49) and declined by 14 percentile points (49-35) from 2011-14.
- According to SPF 3-year reports, school-wide MGP in reading has declined from 55 in 2011 to 42 in 2014 (overall decline of 13 percentile points from 2011 to 2014).

Math Trends

- According to SPF 1-year reports, school-wide MGP in math peaked in 2011 and steadily declined from 55 MGP to 50 MGP from 2011-14.
- According to SPF 3-year reports, school-wide MGP in math has remained steady at 51 MGP.

Writing Trends

- According to SPF 1-year reports, school-wide MGP in writing has declined 8 percentile points from 50 MGP in 2011 and 2012, to 43 in 2013 and 42 in 2014.
- According to SPF 3-year reports, school-wide MGP in writing has shown a slight increase (from 48 in 2011 to 49 in 2012) and then declined to 47 MGP in 2013 and 44 MGP in 2014.

Academic Growth Trend Summary

Academic growth has shown a gradual decline in reading, math, and writing which reflects a school-wide status of "Approaching" in all content areas on the 2014 SPF. A recent and dramatic drop in Reading growth scores is a priority performance concern.

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3. Academic Growth Gaps

Table 4 shows Median Growth Percentile (MGP) scores by student sub-groups from 2011 to 2014. Sub-groups of students include students who qualify for free and reduced meals (low-income); students who are non-white, and belong to one of six different minority groups (see Demographic Data section on pg. 1); students identified with disabilities (IEP); students identified as English Language Learners (ELL); and students who score below proficient based on prior year's performance on state assessments. Blue highlighted cells represent an MGP that exceeds the state expectations; green highlighted cells meet state expectations, yellow highlighted cells are approaching state expectations; and red highlighted cells do not meet minimum state expectations.

Table 4: 2011-14 Academic Growth Gaps

		SPF 1 YEAR REPORTS				SPF 3 YEAR REPORTS			
		SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2011	SPF 2012	SPF 2013	SPF 2014
Reading sub-groups	**Low-income**	54	38	48	33	50	47	48	38
	Minority	59	46	49	33	56	53	52	41
	IEP	58	44	49	30	47	50	50	40
	ELL	67	51	55	50	62	61	58	51
	Catch-up	58	42	46	37	53	50	48	39
Math sub-groups	**Low-income**	49	48	48	52	48	46	48	50
	Minority	54	56	43	52	51	54	52	52
	IEP	48	58	51	51	48	50	52	52
	ELL	44	67	62	54	52	62	62	61
	Catch-up	53	53	55	53	51	51	54	53
Writing sub-groups	**Low-income**	43	50	41	39	43	45	44	43
	Minority	48	48	42	38	47	48	47	43
	IEP	55	40	38	31	40	46	45	35
	ELL	56	65	41	57	50	59	52	52
	Catch-up	52	49	41	43	48	50	47	44

Low Income Sub-group Trends

- Significant decline in 1-year Reading MGP from 2011 (54 MGP) to 2014 (33 MGP); overall rating has moved from Meets to Approaching.
- Significant decline in 3-year Reading MGP from 2011 (50 MGP) to 2014 (38 MGP); overall rating has moved from Meets to Approaching.
- Slight increase in 1-year Math MGP from 2011 (49 MGP) to 2014 (52 MGP), overall rating has remained Approaching.
- Slight increase in 3-year Math MGP from 2011 (48 MG9) to 2014 (50 MGP), overall rating has remained Approaching.
- Decrease in 1-year Writing MGP from 2011 (43 MGP) to 2014 (39 MGP), overall rating has moved from Approaching to Does Not Meet.
- 3-year Writing MGP is steady from 2011 (43 MGP) to 2014 (43 MGP); overall rating has remained Approaching.

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Minority Sub-group Trends

- Significant decline in 1-year Reading MGP from 2011 (59 MGP) to 2014 (33 MGP); rating has moved from Meets to Approaching.
- Significant decline in 3-year Reading MGP from 2011 (56 MGP) to 2014 (41 MGP); rating has moved from Meets to Approaching.
- Slight decrease in 1-year Math MGP from 2011 (54 MGP) to 2014 (52 MGP); overall rating has remained Approaching.
- Slight increase in 3-year Math MGP from 2011 (51 MGP) to 2014 (52 MGP); overall rating has remained Approaching.
- Significant decline in 1-year Writing MGP from 2011 (48 MGP) to 2014 (38 MGP); rating has moved from Meets to Does Not Meet.
- Slight decrease in 3-year Writing MGP from 2011 (47 MGP) to 2014 (43 MGP); overall rating has remained Approaching.

Students with Disabilities (IEP) Sub-group Trends

- Significant decline in 1-year Reading MGP from 2011 (58 MGP) to 2014 (30 MGP); overall rating has moved from Meets to Does Not Meet.
- Decline in 3-year Reading MGP from 2011 (47 MGP) to 2014 (40 MGP); overall rating has remained Approaching.
- Increase in 1-year Math MGP from 2011 (48 MGP) to 2014 (51 MGP); overall rating has remained Approaching.
- Increase in 3-year Math MGP from 2011 (48 MGP) to 2014 (52 MGP); overall rating has remained Approaching.
- Significant decline in 1-year Writing MGP from 2011 (55 MGP) to 2014 (31 MGP); overall rating has moved from Meets to Does Not Meet.
- Significant decline in 3-year Writing MGP from 2011 (40 MGP) to 2014 (35 MGP); overall rating has moved from Approaching to Does Not Meet.

English Language Learner (ELL) Sub-group Trends

- Significant decline in 1-year Reading MGP from 2011 (67 MGP) to 2014 (50 MGP); overall rating has moved from Exceeds to Meets.
- Significant decline in 3-year Reading MGP from 2011 (62 MGP) to 2014 (51 MGP); overall rating has moved from Exceeds to Meets.
- Increase in 1-year Math MGP from 2011 (44 MGP) to 2014 (54 MGP); overall rating has remained Approaching.
- Increase in 3-year Math MGP from 2011 (52 MGP) to 2014 (61 MGP); overall rating has improved from Approaching to Meets.
- Steady 1-year Writing MGP from 2011 (56 MGP) to 2014 (57 MGP); overall rating has remained Meets.
- Steady 3-year Writing MGP from 2011 (50 MGP) to 2014 (52 MGP); overall rating has remained Approaching.

Catch-up Sub-group Trends

- Significant decline in 1-year Reading MGP from 2011 (58 MGP) to 2014 (37 MGP); rating has moved from Meets to Does Not Meet.

- Significant decline in 3-year Reading MGP from 2011 (53 MGP) to 2014 (39 MGP); rating has moved from Meets to Does Not Meet.
- Steady 1-year Math MGP from 2011 (53 MGP) to 2014 (53 MGP); overall rating has remained Approaching.
- Slight increase in 3-year Math MGP from 2011 (51 MGP) to 2014 (53 MGP); overall rating has remained Approaching.
- Significant decline in 1-year Writing MGP from 2011 (52 MGP) to 2014 (43 MGP); overall rating has remained Approaching.
- Slight decrease in MGP from 2011 (48 MGP) to 2014 (44 MGP); overall rating has remained Approaching.

Academic Growth Trend Analysis

- Several areas of academic growth gaps have shown a significant or gradual decline with respect to all sub-groups.
- With the exception of most ELL sub-group ratings, multiple student sub-groups currently show overall ratings of Approaching and Does Not Meet.

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4. Post-Secondary and Workforce Readiness

Table 5 shows recent graduation rates according to various sub-groups of students: students who qualify for free and reduced meals (low-income); students who are non-white, and belong to one of six different minority groups (see Demographic Data section on pg. 1); and students identified with disabilities (IEP). Blue highlighted cells represent an MGP that exceeds the state expectations; green highlighted cells meet state expectations, and yellow highlighted cells are approaching state expectations.

Table 5: Post-secondary and Workforce Readiness

	SPF 1 YEAR REPORTS				SPF 3 YEAR REPORTS			
	SPF 2011	SPF 2012	SPF 2013	SPF 2014	SPF 2011	SPF 2012	SPF 2013	SPF 2014
Grad Rates								
4 year	83.1%	86.8%	88.9%	87.8%	83.4	83.8%	85.4%	86.7%
5 year	86.8%	88.5%	***91.4%***	91.4%	86.8	87.7%	***88.7%***	***90.4%***
6 year	88.3%	87.8%	89.0%	***91.9%***	87.3	88.1%	88.4%	90.4%
7 year	86.2%	***88.6%****	88.1%	89.7%	86.2	***88.6%***	88.1%	89.7%
Low-income								
4 year		73.4%	***79.6%***	80.4%		69.;3%	71.4%	77.0%
5 year	---	75.4%	79.4%	***84.2%***		71.7%	***72.3%***	***80.4%***
6 year		62.3%	72.3%	80.9%	---	70.8%	67.8%	76.7%
7 year		***81.4%***	63.8%	76.9%		***81.4%***	63.8%	76.9%
Minority								
4 year		85.5%	88.8%	87.0%		78.9%	82.2%	84.8%
5 year	---	***88.6%***	***91.5%***	90.6%		83.5%	***86.2%***	90.3%
6 year		78.6%	88.6%	***91.5%***	---	81.6%	84.4%	90.1%
7 year		84.5%	78.9%	91.1%		***84.5%***	78.9%	***91.1%***
IEP								
4 year		60.0%	75.6%	65.5%		64.9%	68.5%	69.9%
5 year	----	***81.3%***	74.1%	***83.8%***		71.0%	73.7%	80.2%
6 year		72.5%	***81.3%***	74.1%	---	***72.5%***	***76.4%***	78.0%
7 year		72.4%	73.8%	81.3%		72.4%	73.8%	***81.3%***
Dropout Rate	1.7%	1.0%	1.0%	1.4%	1.6%	1.3%	1.3%	1.1%
CO ACT Composite	21.2	21.6	21.3	21.5	21.0	21.3	21.4	21.5

Grad/Drop-out rates (Disaggregated)

- Graduation rates for all students are consistently meeting and exceeding state expectations.
- There was a significant increase in low-income sub-group graduation rates from 2013-2014
- 2014 minority student sub-group graduation rates exceeded state expectations
- 2014 IEP student sub-group graduation rates met state expectations

ACT Performance (Composite scores)

- 1-year ACT performance has remained steady (high of 21.6 composite score in 2011) to 21.5 composite score in 2014
- 3-year ACT performance has remained steady (high of 21.5 composite score in 2014) and a low of 21.0 in 2011.

Columbine High School Unified Improvement Plan
Data Narrative
2014/15

Previous Year's Progress toward School Targets set in 2013-14 UIP

- ***For our Educator Effectiveness School Goal: Increase MGP for all students from 51 to 55 in Math.***
  - Actual Performance: Math MGP for all students was 50 (therefore, we missed the target by 5 percentile points).
- ***Increase MGP for all students from 43 to 45 in Writing.***
  - Actual Performance: Writing MGP for all students decreased from 43 to 42 (therefore, we missed the target by 3 percentile points).
- ***Increase the MGP for students needing to catch up from 46 to 48 in Reading.***
  - Actual Performance: MGP for catch-up student sub-group decreased from 46 to 37 (therefore, we missed the target by 11 percentile points).
- ***Increase the MGP for students needing to catch up from 55 to 57 in Math.***
  - Actual Performance: MGP for catch-up student sub-group decreased from 55 to 53 (therefore, we missed the target by 4 points).
- ***Increase the MGP for students needing to catch up from 41 to 43 in Writing.***
  - Actual Performance: MGP for catch-up student sub-group increased from 41 to 43 (therefore, we made this school target).

Priority Performance Challenges

A significant decline in reading and writing growth and achievement as a school-wide trend reflects a lack of consistency in overall student performance. Using 2011 as a benchmark of relative high growth and achievement (with the exception of math), the downward trends in the data reflect gaps in student skill development and the consistent application of academic skills within reading and writing. Interestingly, while math has been more of a focus with respect to school-wide improvement in previous versions of the UIP, overall growth and achievement in math has remained relatively steady from 2011-14. Comparatively, reading and writing scores have shown significant decline. As Colorado moves to more coherent, focused, and rigorous assessments aligned with Colorado Academic Standards, this transition provides an opportunity to address priority performance challenges through the lens of increased rigor and demand on the acquisition, application, and transfer of skills.

Root Cause Analysis

- A unified instructional framework which promotes and ensures research-based instructional practices is not consistently established or implemented.
- Collaboration among instructional staff is infrequent and does not systemically address student growth gaps.

Major Improvement Strategy Preview

- Collaboratively develop a unified instructional framework that is research-based and clarifies appropriate expectations for curriculum alignment, instructional practices, assessment, and use of data on student learning.
- Develop structures and processes which will increase the frequency and enhance the purpose of instructional staff collaboration.

Performance Indicators	Measure	Metric	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.
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Reading			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Math			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Writing			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Reading			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Math	**For our Educator Effectiveness School Goal:** Columbine High School will work towards meeting the school's School Performance Framework (SPF) TCAP growth expectations in Math for 2013-14. **Increase MGP for all students from 51 to 55 in Math**	2013-14 overall math MGP for all students was 50 (therefore, we missed the target by 5 percentile points).	Despite efforts to improve student growth through last year's major improvement strategies, improving overall levels of student engagement and the level of questioning and thinking used by the teacher and the student in the classroom continue to be areas of instructional emphasis.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	**Increase MGP for all students from 43 to 45 in Writing**	2013-14 Writing MGP for all students decreased from 43 to 42 (therefore, we missed the target by 3 percentile points).	Despite efforts to improve student growth through last year's major improvement strategies, improving overall levels of student engagement and the level of questioning and thinking used by the teacher and the student in the classroom continue to be areas of instructional emphasis.

Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	**Increase the MGP for students needing to catch up from 46 to 48 in Reading**	2013-14 MGP in Reading for catch-up student sub-group decreased from 46 to 37 (therefore, we missed the target by 11 percentile points).	Despite efforts to improve student growth through last year's major improvement strategies, improving overall levels of student engagement and the level of questioning and thinking used by the teacher and the student in the classroom continue to be areas of instructional emphasis.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Math	**Increase the MGP for students needing to catch up from 55 to 57 in Math**	2013-14 MGP in Math for catch-up student sub-group decreased from 55 to 53 (therefore, we missed the target by 4 points).	Despite efforts to improve student growth through last year's major improvement strategies, improving overall levels of student engagement and the level of questioning and thinking used by the teacher and the student in the classroom continue to be areas of instructional emphasis.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	**Increase the MGP for students needing to catch up from 41 to 43 in Writing**	2013-14 MGP in Writing for catch-up student sub-group increased from 41 to 43 (therefore, we made this school target).	Despite the attainment of the MGP target, the small growth still reflects an opportunity to improve overall levels of student engagement, and the level of questioning and thinking used by the teacher and the student in the classroom as continuous areas of instructional emphasis.
Post Secondary Readiness	Graduation Rate	NA			
Post Secondary Readiness	Disaggregated Grad Rate	NA			
Post Secondary Readiness	Dropout Rate	NA			
Post Secondary Readiness	Mean CO ACT	NA			
Post Secondary Readiness	Other PWR Measures	NA			

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 3-4); 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	Measure	Metric	Description of NotableTrends (3 years of past data)	Priority Performance Challenges	Root Cause
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Reading			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Math			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Writing			
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	• According to SPF 1-year reports, school-wide MGP in reading peaked in 2011 (MGP of 60), dipped 16 percentile points in 2012 (60-44), increased by 5 percentile points in 2013 (44 to 49) and declined by 14 percentile points (49-35) from 2011-14. • According to SPF 3-year reports, school-wide MGP in reading has declined from 55 in 2011 to 42 in 2014 (overall decline of 13 percentile points from 2011 to 2014). *2014 SPF Rating is Approaching*	A significant decline in reading growth performance is noted between 2013-2014.	A unified instructional framework which promotes and ensures research-based instructional practices is not consistently established or implemented.

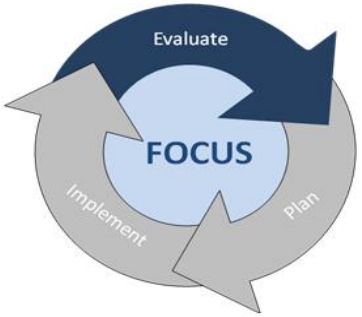
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Math	• According to SPF 1-year reports, school-wide MGP in math peaked in 2011 and steadily declined from 55 MGP to 50 MGP from 2011-14. • According to SPF 3-year reports, school-wide MGP in math has remained steady at 51 MGP. *2014 SPF Rating is Approaching*	Math growth has remained steady but is consistently approaching state expectations between 2011-14.	A unified instructional framework which promotes and ensures research-based instructional practices is not consistently established or implemented.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	• According to SPF 1-year reports, school-wide MGP in writing has declined 8 percentile points from 50 MGP in 2011 and 2012, to 43 in 2013 and 42 in 2014. • According to SPF 3-year reports, school-wide MGP in writing has shown a slight increase (from 48 in 2011 to 49 in 2012) and then declined to 47 MGP in 2013 and 44 MGP in 2014. ***2014 SPF Rating is Approaching***	A significant decline in writing growth performance is noted between 2013-14.	A unified instructional framework which promotes and ensures research-based instructional practices is not consistently established or implemented.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP			
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Reading	**For Low-Income, Minority, IEP, and Catch-up student sub-groups** • Significant decline in 1-year and 3-year Reading MGP from 2011-13 to 2014 *2014 SPF Ratings are Approaching/Does Not Meet*	After consistently meeting reading growth state expectations for most student sub-groups between 2011-13, in 2014, the SPF rating is approaching state expectations. In 2014, catch-up student sub-group growth is not meeting state expectations.	Collaboration among instructional staff is infrequent and does not systemically address student growth gaps.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Math	**For Low-Income, Minority, IEP, and Catch-up student sub-groups** • 1-year and 3-year Math MGP from 2011-14 has remained steady. *2014 SPF Ratings are Approaching*	Math growth for student sub-groups has remained steady but is consistently approaching state expectations between 2011-14.	Collaboration among instructional staff is infrequent and does not systemically address student growth gaps.

Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	Writing	**For Low-Income, Minority, IEP, and Catch-up student sub-groups** • Significant decline in 1-year and 3-year Writing MGP from 2011-2013 to 2014 ***2014 SPF Ratings are Approaching/Does Not Meet***	Writing growth for most student sub-groups is consistently approaching state expectations between 2011-14. IEP student sub-group growth in 2014 is not meeting state expectations.	Collaboration among instructional staff is infrequent and does not systemically address student growth gaps.
Post Secondary Readiness	Graduation Rate	NA			
Post Secondary Readiness	Completion Rate	NA			
Post Secondary Readiness	Disaggregated Grad Rate	NA			
Post Secondary Readiness	Dropout Rate	NA			
Post Secondary Readiness	Mean CO ACT	NA			
Post Secondary Readiness	Other PWR Measures	NA			

Section IV: Action Plan(s)

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

School Target Setting Form



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

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

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 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 dos not yet know if student growth percentiles and sesetting is still expected to occur in the UIP process during this transition period. However, some modification 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 Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	R					
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	M					

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	W					
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura, K-3 literacy (READ Act), local measures	S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	A significant decline in reading growth performance is noted between 2013-2014.	Unable to set a 2014-15 target in growth or growth gaps based on new, baseline assessments.	2015-16 targets will be based on 2014-15 assessment results.	Common assessments aligned with Colorado Academic Standards will be developed and utilized by collaborative content teams during spring semester 2015.	* Develop structures and processes which will increase the frequency and enhance systemic process of instructional staff collaboration.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	M	Math growth has remained steady but is consistently approaching state expectations between 2011-14.	Unable to set a 2014-15 target in growth or growth gaps based on new, baseline assessments.	2015-16 targets will be based on 2014-15 assessment results.	Common unit tests as part of Big Ideas resource pilot (in Algebra I, II, and Geometry).	* Develop structures and processes which will increase the frequency and enhance systemic process of instructional staff collaboration.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	W	A significant decline in writing growth performance is noted between 2013-14.	Unable to set a 2014-15 target in growth or growth gaps based on new, baseline assessments.	2015-16 targets will be based on 2014-15 assessment results.	Common assessments aligned with Colorado Academic Standards will be developed and utilized by collaborative content teams during spring semester 2015.	* Develop structures and processes which will increase the frequency and enhance systemic process of instructional staff collaboration.
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	ELP					

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2014-15	Annual Target 2015-16	Interim Measures	Major Improvement Strategies
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	R	After consistently meeting reading growth state expectations for most student sub-groups between 2011-13, in 2014, the SPF rating is approaching state expectations. In 2014, catch-up student sub-group growth is not meeting state expectations.	Unable to set a 2014-15 target in growth or growth gaps based on new, baseline assessments.	2015-16 targets will be based on 2014-15 assessment results.	Common assessments aligned with Colorado Academic Standards will be developed and utilized by collaborative content teams during spring semester 2015.	* Collaboratively develop a unified instructional framework that is research-based and clarifies appropriate expectations for curriculum alignment, instructional practices, assessment, and use of data on student learning.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	M	Math growth for student sub-groups has remained steady but is consistently approaching state expectations between 2011-14.	Unable to set a 2014-15 target in growth or growth gaps based on new, baseline assessments.	2015-16 targets will be based on 2014-15 assessment results.	Common unit tests as part of Big Ideas resource pilot (in Algebra I, II, and Geometry).	* Collaboratively develop a unified instructional framework that is research-based and clarifies appropriate expectations for curriculum alignment, instructional practices, assessment, and use of data on student learning.
Academic Growth Gaps	Median Growth Percentile (TCAP & ACCESS), local measures	W	Writing growth for most student sub-groups is consistently approaching state expectations between 2011-14. IEP student sub-group growth in 2014 is not meeting state expectations.	Unable to set a 2014-15 target in growth or growth gaps based on new, baseline assessments.	2015-16 targets will be based on 2014-15 assessment results.	Common assessments aligned with Colorado Academic Standards will be developed and utilized by collaborative content teams during spring semester 2015.	* Collaboratively develop a unified instructional framework that is research-based and clarifies appropriate expectations for curriculum alignment, instructional practices, assessment, and use of data on student learning.
Post Secondary Readiness	Graduation Rate	NA					
Post Secondary Readiness	Disaggregated Grad Rate	NA					
Post Secondary Readiness	Dropout Rate	NA					
Post Secondary Readiness	Mean CO ACT	NA					
Post Secondary Readiness	Other PWR Measures	NA					

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 thatn 3 to 5 major improvement strategies.

Major Improvement Strategy:

Develop structures and processes which will increase the frequency and enhance systemic process of instructional staff collaboration.

Root Cause(s) Addressed:

Collaboration among instructional staff is infrequent and does not systemically address student growth gaps.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☒ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014 -2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
Examine current collaboration practices among instructional staff based on available evidence (agendas, norms, notes from meetings, action plans, lesson plans, student achievement/growth data) and instructional staff dialogue.	Fall 2014	To be determined	All departments under guidance of: - Admin Liaison - Dept. Manager - Instructional Leaders	Time allocated during: - Admin. meetings - DM/IL meetings - Staff meetings	Gather, organize, and analyze data during various meetings and identify strengths and opportunities for growth.	In progress
Compare and contrast current collaborative practices with evidence-based models (e.g. PLC's).	Winter - Spring 2015	To be determined	All instructional staff	Time allocated during PD days.	Completion and analysis of self-assessment rubrics to further clarify current reality in relation to potential.	Not begun

Explore, evaluate, and use collaborative decision making processes to recommend and approve a new master schedule to increase frequency of staff collaboration.	Fall 2014 - Spring 2015	Evaluate outcomes in 2015-16	Leadership Advisory Team; School Accountability Committee	Meeting and planning time (generally outside the school day).	Draft Schedules Decision making among staff and key stakeholders.	In progress
Communicate the purpose of the changes to increase community understanding and support of the value of more frequent collaboration time among instructional staff.	Spring 2015	Evaluate outcomes in 2015-16	Admin Team and Department Leadership	Resources in place to roll out new schedule	Formal communication of new master schedule.	Not begun

Major Improvement Strategy:

Collaboratively develop a unified instructional framework that is research-based and clarifies appropriate expectations for curriculum alignment, instructional practices, assessment, and use of data on student learning.

Root Cause(s) Addressed:

Develop structures and processes which will increase the frequency and enhance the purpose of instructional staff collaboration.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

☒ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program (CGP) ☐ Diagnostic Review Grant ☒ School Improvement Support Grant

☐ Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2014 -2015)	Timeline (2015-2016)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step
Provide a copy of Visible Learning for Teachers by John Hattie - conduct monthly book study and engage in discussions via Schoology.	Fall 2014 - Phase I roll-out Monthly book studies thru 2015	To be determined	All instructional staff	Purchase 100 copies of Hattie's Visible Learning with local resources = $4,000.	Schedule monthly book studies; rotate facilitators; development of Schoology online discussion forum.	Complete - books have been purchased and distributed to instructional staff. In Progress - Monthly book studies and Schoology discussion board.
Utilize Hattie's core attribute checklist (Appendix A) and other exercises to self-assess presence of "Visible Learning Inside" the school.	Winter - Spring 2015	To be determined	All Departments and Instructional Staff	Allocation of time during PD days and department meetings.	Completion of exercises and individual/collaborative reflections on checklist.	Not begun
Utilize Peer Observation Collaboration Initiative (POCI) as a resource for teachers to build capacity toward a greater understanding of student engagement.	Fall 2014 - Phase I	To be determined	Instructional Leaders & Voluntary teachers (16)	Coaching consultant contract - $3,000 iPD Grant - $2,500	Participating teachers will engage in co-planning, co-observation, and co-reflection cycle. Growth in process will be reflected through structured professional development and dialogue opportunities.	In progress
Leverage Instructional Rounds to support departmental focus on one of six key indicators chosen by departments.	Rounds: 1 - Sep 2 - Jan 3 - Feb	To be determined	Instructional Rounds Team	Time to conduct Instructional Rounds	Data processed and synthesized from rounds.	In progress
Calibrate evaluation process among all administrators to enhance a shared understanding and implementation of the teacher rubric.	Aug 2014 - May 2015	Aug 2015 - May 2016	Admin Team	Admin observations of multiple classes	Conduct monthly "mini-rounds" to calibrate admin observations.	In progress