

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

Organization Code: 3000 District Name: SUMMIT RE-1 School Code: 8378 School Name: SUMMIT HIGH SCHOOL Official 2014 SPF: 1 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	-	-	73.33%	-	-	76.84%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	50.53%	
		W	-	-	50%	-	-	61.32%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	9	-	-	60	
		M	-	-	64	-	-	61	
		W	-	-	38	-	-	60	
ELP	-	-	25	-	-	64			

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</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework-for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework-for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>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</p> <p>92.2% using a 6 year grad rate</p>	Exceeds	Overall Rating for Postsecondary & Workforce Readiness: Meets
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework-for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Meets	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.6%	1.5%	Meets	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.0	21.4	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 .

School Code: [xxxx]

School Name: [Name]

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

School Code: [xxxx]

School Name: [Name]

Additional Information about the School

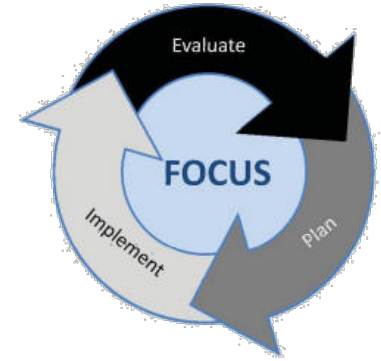
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, 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):		
<input 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	Drew Adkins, School Principal
	Email	AdkinsD@summit.k12.co.us
	Phone	970-368-1101
	Mailing Address	PO Box 7, Frisco CO 80443
2	Name and Title	Tessa Rathjen, School Assistant Principal
	Email	Trathjen@summit.k12.co.us
	Phone	970-368-1145
	Mailing Address	PO Box 7, Frisco CO 80443

School Code: [xxxx]

School Name: [Name]

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>
---	---	---	---	---

Narrative:

Narrative:

Summit High School is located in Summit County, Colorado and serves families in the diverse resort communities of Breckenridge, Dillon, Frisco and Silverthorne. SHS serves a population of 782 students, 32% (254) of which are non-white. Twenty-seven percent (214) of the students at SHS are Hispanic/Latino, 29% (223) qualify for Free and Reduced Meal, 17% (136) are English Language Learners, and 10% (78) of our students are students with disabilities. A continuous improvement cycle is employed at SHS to assure student readiness for post-secondary education, workforce, or employment at a living wage upon graduation. SHS is a full-school Middle Years Program within a full-district Primary Years Program/Middle Years Program/Diploma Program.

Data Analysis Process: To ensure transparency of the academic performance data with the multiple stakeholders, Planning Teams for the analysis of school data were convened, including

School Code: [xxxx]

School Name: [Name]

building leadership, teachers, families, and the DAAC. The Planning Teams reviewed the progress made toward the performance targets set during 2012-2013 and whether or not the targets were met. An analysis was performed of why the targets were met, which included the following process:

- A Gallery Walk – each staff member and department participated in a QR Code data analysis activity and reflected on the contributions that took place in their classrooms and departments that positively affected the academic achievement growth seen in 2013-2014 (performing a root cause analysis for the positive trends seen);
- PBIS and Individual Behavior Plan Analysis – academic achievement of those students that received strategic and intensive behavioral support was analyzed;
- A Depth of Knowledge Analysis of TCAP Items, Including the Bloom’s Taxonomy Crosswalk (reading, writing, and math)-- core and supporting departments analyzed student performance, illustrating the ongoing successes students had due to a realignment of classroom content to state standards and the focused effort to map the sequence of and delivery of units of instruction. Correlation from TCAP to NWEA results was analyzed. Reflection regarding the alteration of instructional classroom practices to meet student needs was also accomplished, and successes were many times attributed to the increased instructional time provided during intervention classes and the decreased disruption and increased efficient use of classroom time due to the implementation of PBIS;
- Individual student, class, and department performance were analyzed; and
- A Sustainability Plan – a focused plan for sustaining the improvements that students experienced in their achievement in Reading, Writing, Math, and Science was initiated, including an analysis of progress made towards performance targets set in the UIP for the 2013-14 school year, wherein current performance was compared to last year’s plan and the effectiveness and merit of continuing the efforts was determined. The goal for SHS is to exceed expectations in all indicators.

The Planning Teams identified positive and/or negative trends for all four performance indicators using three years of data. They then prioritized the performance challenges based on notable trends. A root cause analysis was performed for those challenges on which the school will focus its improvement efforts.

Accountability Status and Performance

Performance targets identified in the 2013-2014 UIP were met. The Planning Team determined that sufficient rigor was employed when setting performance targets (Academic Growth Gap in Writing for SwD and ELL Graduation Rate), as decreasing the academic growth gap between students with disabilities and non-disabled students and increasing the rate of graduation for ELLs are worthy and valuable goals for these highly-affected populations.

Trend Analysis:

Academic Achievement - SHS Overall - % Proficient or Advanced

9th	2011	2012	2013	2014
Reading	71	80.4	79.5	70
Writing	63.7	69.4	68.4	59
Math	49	54.3	51.6	53

10th	2011	2012	2013	2014
Reading	68.9	80.1	79	81
Writing	56.1	59.9	61.5	61
Math	29.4	40.9	47.7	43

Notable trends in overall achievement. The gains seen in 2012 9th Grade Reading and Writing in 9th grade declined approximately 10% in 2014. 9th Grade Math maintained or improved 2%. The 10th grade Math scores over the past four years have increased 18 points; 10th grade reading has improved 12%; Tenth grade Science scores have increased 16%; and 10th Grade Writing has increased 5%. Upward trend is likely due to increased numbers of students in advanced classes and high academic expectations for all.

Academic Growth - Math
SHS Overall (State Expectation)

	Median Growth	Adequate Growth	Gap
2011	62%	79%	17%
2012	60%	76%	16%
2013	62%	66%	4%
2014	61%	64%	3%

Notable trend in Median Growth Gap and Adequate Growth Gap: The gap between Median Growth and Adequate Growth has decreased 14% points from 2011 – 2014 to only 3%.

Academic Growth Gaps –
Writing

	Median Growth Percentile	Median Growth Percentile	Gap
	Students w/Disabilities	Overall	
2011	50%	67%	17%
2012	53%	63%	10%
2013	55%	66%	11%
2014	70%	60%	-10%

The Median Growth Percentile in Writing for Students with Disabilities when compared to the Median Growth Percentile for students grew significantly. The gap between the two populations was 17% in 2011, 10% in 2012, and 11% in 2013. In 2014 Students with Disabilities Exceeded the Median Adequate Student Growth Percentile by scoring 70%, and outperformed the overall Median Growth Percentile by 10%. Successes were attributed to provision of interventions in Strategic Writing (increased instructional time and opportunities to provide feedback to students about their writing), provision of increased academic rigor for all students as a result of raised academic expectations through exposure to high level of curriculum, and increased progress monitoring of skills and adjusting instruction based on monitoring. Increased efficient use of instructional time due to the implementation of positive behavioral supports was achieved.

Graduation Rate (2014 rate will be reported out by State in January, 2014) –

	Hispanic	State	Overall	Gap
2010	54.17%	55.5%	82.3%	28.1%
2011	61.36%	60.6%	89.4%	28%
2012	76.09%	62.45%	87.3%	11.2%
2013	84.2%	65.4%	91.8%	7.6%

	ELLs (SPF)	State	Overall	Gap

	pg 3)			
2010	54.8%	49.2%	82.3%	28.1%
2011	51.4%	52.8%	89.4%	38%
2012	67.6%	53.3%	87.3%	19.7%
2013	81.3%	58.5%	91.8%	10.5%

	Minority Students (SPF pg 3)	Overall	Gap
2010	54.5%	82.3%	27.8%
2011	67.9%	89.4%	21.5%
2012	78.6%	87.3%	13.6%
2013	82.6%	91.8%	9.2%

	FRLs (SPF pg 3)	Overall	Gap
2010	59%	82.3%	23.3%
2011	69.1%	89.4%	20.3%
2012	73.4%	87.3%	13.9%
2013	83.3%	91.8%	8.5%

Trending of ELLs' and Minority graduation rate is significant when comparing 2010 - 2013 SHS rates and State rates. SHS rates for this time period included a 26.5% increase in graduation for ELLs compared to State increase of 9.3%. Previous targets were met due to: Pre-Collegiate program, which graduated 100% of the students that were seniors enrolled in Pre-Collegiate last year, was extended to more students (100 students) and expanded as early intervention into Summit Middle School, due to donations from the community; addition of the REACH model which provides targeted interventions to pre-teach and re-teach content; Standards-Based Grading philosophy which clarifies learning objectives and outcomes for both students and teachers; the development of a Family, School, Community Partnering plan; creation of Early Warning System of At-Risk of Dropping Out students and intervening for these students; and deepening Positive Behavior Support school-wide. Behavioral issues were mediated for those students who were identified as students with behavioral issues. Deliberate celebrations of student successes were performed. Resources were targeted to keep at-risk students in school including Reach intervention classes, credit recovery, online learning, standards-based grading, and alternative programming. Teams attributed these improvements to the deeper implementation of PBIS.

Identification of obstacles that served as barriers to the sharing of information with families and the necessary action to overcome those barriers was systemically studied (communication about how to access PowerSchool, scheduling of Student Study Team meetings to accommodate families' schedules, empowering families as equal partners, creating avenues to share information at each tier (RTI, ILPs, YPP, RIDE, credits needed to graduate, etc.) and communicating the reality of the achievement gap, collaborating with El Grupo, BAAC, PTSO to define how to recruit membership in parent organizations to more closely reflect the SHS demographics). Families were provided with RTI brochures when students were referred to an intervention Reach, Student Study Team, or for literacy plans. To increase student engagement, staff was provided professional development in Academic Vocabulary. Lesson Study, which also built staff capacity was completed. TCAP Test Taking Practices in core contents was done.

Priority Performance Challenges:

Performance Challenges were identified by the rating of Meets on the SPF due to the absence of any ratings lower than Meets in addition to the trend analysis highlighting any areas that have seen a recent decline in performance and/or growth. The Performance Challenges were prioritized and founded on the research regarding risk factors that impact academic success. These risk factors include the individual, family, and environmental effects. The Performance Challenges were then reviewed to confirm that they are educationally alterable and within the control of the school and the district. Additionally, the Performance Challenges were used as the building blocks for Major Improvement Strategies to align efforts within the school community during the upcoming school year(s).

Priority Challenges identified include:

- 9th Grade English language learners will increase achievement in reading from 45th%ile to 60th%ile, as measured by the NWEA Correlation to TCAP
- 9th Grade ELL Achievement Gap in Math will be reduced from 53% to 40% as measured by the NWEA correlation to TCAP; 10th Grade ELL Achievement Gap in Math will be reduced from 36% to 30% as measured by the NWEA correlation to TCAP
- ELLs will maintain their graduation rate of 81.3%, as measured by the 2013 Graduation Rate Reporting System; FRLs will maintain their graduation rate of 83.3%, as measured by the 2013 Graduation Rate Reporting System; Minority Students will maintain their graduation rate of 82.6%, as measured by the 2013 Graduation Rate Reporting System

These challenges are also identified within the District's Strategic Plan. While the Median Graduation Rate Gap for ELLs, FRLs, and Minority Students continues to decrease (with the exception of an increase in the gap during 2011 for ELLs), the Planning Teams determined that the continued emphasis and focus on eliminating the educationally alterable variables was advantageous for these students and for the school. As the proportion of ELLs, FRLs, and Minority Students increases, it's predicted that positive trends in the graduation rate could be lost without focused intervention and could likely keep the school from reaching its overall graduation rate.

Root Cause Analysis of Priority Performance Challenges (causes brainstormed, grouped, narrowed to actionable items and verified w/data):

A root cause analysis of the Achievement for ELLs was performed. Root causes for ELL Reading achievement gap include insufficient differentiation to meet students where they're at and inadequate progress monitoring of skills and the needed adjustment of instruction based on this monitoring. Causes for the Math achievement gap included the lack of real world applications for Algebra and Geometry, lack of blended Alg I and Geometry classes, unfocused depth of knowledge assessments, lack of cross-discipline support of math, insufficient focus of resources and the needed structure to refocus instructional efforts on data (formative assessments) and interventions, lack of a modified math rubric, lack of a designated math resource teacher, and Tier II math intervention classes. **The first major improvement strategy** for Data Team usage corresponds to these root causes and is designed to maximize the use of Standards-Based Grading rubrics and the efforts to inform instruction based on student progress.

A root cause analysis of the Graduation Rate for Minorities, ELLs and Free and Reduced students was completed, speculating that ELL students many times arrive with gaps in their education, in particular Math and English, and their access to the curriculum is hindered by a lack of systematic attempts to provide translation and accommodations in general education classrooms. In addition, these transferring students are not acclimated and familiarized to the International Baccalaureate program or the Standards-Based Grading practices and have not received Classroom Instruction That Works strategies, all of which are an integral part of SHS. Family and work commitments were also speculated to affect graduation rates, including a lack of alternative educational programming opportunities when these risk indicators are identified. Verification of these hypotheses was conducted, using the State's high risk indicators and reconciling these with ELLs that did not graduate over the last four years. Of the ELL students that dropped out, 83% had repeated suspensions. Sixty-seven percent of the students had documented psychiatric or behavioral disorders, and 50% were over the traditional age for grade level and lacked adequate credit hours for grade level.

The third major improvement strategy of deepening implementation of the PBIS model supports these root causes and is designed to increase the school's holding power and increase the connection to school and academics. In addition, the **second major improvement strategy** for improving Cultural Responsiveness and Family, School, and Community Partnering corresponds to the root causes identified for the Performance Challenge of the Graduation Rate for ELLs. The intention of this major improvement strategy is to overcome communication barriers and design effective forms of school-to-home and home-to-school communications about school programs and student progress. In addition, the strategy is meant to integrate resources from the community to strengthen school programs, family practices, and student learning and development.

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)			<p>Data teams provided focus for differentiating instruction and progress monitoring through interventions targeting specific areas of need.</p> <p>Family, School & Community partnerships reduced barriers and improved information sharing. These improvements advanced family involvement at SHS and supported improved graduation rates for ELLs, F&RL's and Minorities.</p>
Academic Growth			
Academic Growth Gaps	Math: IEP – 56%ile	69%ile - MET	
Postsecondary & Workforce Readiness	ELL Graduation Rate – 74%	81.3% - MET	
	Free & Reduced Graduation Rate – 77%	83.3% - MET	
	Minority Graduation Rate – 80%	82.6% - MET	

School Code: [xxxx]

School Name: [Name]

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)	<p>SHS Overall - % Proficient or Advanced</p> <table border="1"> <thead> <tr> <th>9th</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80.4</td> <td>79.5</td> <td>70</td> </tr> <tr> <td>Writing</td> <td>69.4</td> <td>68.4</td> <td>59</td> </tr> <tr> <td>Math</td> <td>54.3</td> <td>51.6</td> <td>53</td> </tr> </tbody> </table>	9th	2012	2013	2014	Reading	80.4	79.5	70	Writing	69.4	68.4	59	Math	54.3	51.6	53	9 th Grade English language learners will increase achievement in reading from 45 th ile to 60 th ile, as measured by the NWEA Correlation to TCAP	<p>White Reading achievement is increasing at a rate faster than ELL achievement. Root causes for ELL Reading achievement gap include insufficient differentiation to meet students where they're at and inadequate progress monitoring of skills and the needed adjustment of instruction based on this monitoring.</p> <p>Positives efforts in Reading include that 10th Grade Reading Achievement for all subgroups is stable or improving. Academic supports including IB MYP Planner alignment, differentiation, the SHS PBIS system and RTI system support success in 10th grade.</p>
	9th	2012	2013	2014															
	Reading	80.4	79.5	70															
	Writing	69.4	68.4	59															
Math	54.3	51.6	53																
<table border="1"> <thead> <tr> <th>10th</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80.1</td> <td>79</td> <td>81</td> </tr> <tr> <td>Writing</td> <td>59.9</td> <td>61.5</td> <td>61</td> </tr> <tr> <td>Math</td> <td>40.9</td> <td>47.7</td> <td>43</td> </tr> </tbody> </table>	10th	2012	2013	2014	Reading	80.1	79	81	Writing	59.9	61.5	61	Math	40.9	47.7	43			
10th	2012	2013	2014																
Reading	80.1	79	81																
Writing	59.9	61.5	61																
Math	40.9	47.7	43																
<p>SHS Reading - % Proficient or Advanced</p> <table border="1"> <thead> <tr> <th>9th</th> <th>ELL</th> <th>White</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>42</td> <td>90</td> <td>48</td> </tr> <tr> <td>2013</td> <td>62</td> <td>86</td> <td>24</td> </tr> <tr> <td>2014</td> <td>43</td> <td>86</td> <td>43</td> </tr> </tbody> </table>	9th	ELL	White	GAP	2012	42	90	48	2013	62	86	24	2014	43	86	43			
9th	ELL	White	GAP																
2012	42	90	48																
2013	62	86	24																
2014	43	86	43																
<p>Notable trends: 9th Grade Reading and writing scores fell approx. 9% from 2013-14.; During this time the White subgroup remained the same but the ELL subgroup declined by 19%. The 10th grade Reading, Writing & Math % P&A</p>																			

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
	<p>have increased overall.</p> <p>9th Grade Reading Achievement Gap between ELL and White decreased 50% from 48% to 24% from 2012 to 2013, but widened to 43% from 2013 to 2014.</p> <p>Achievement Gap</p> <table border="1" data-bbox="485 574 957 737"> <thead> <tr> <th>9th Math</th> <th>ELL</th> <th>White</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>14%</td> <td>67%</td> <td>53%</td> </tr> <tr> <td>2013</td> <td>25%</td> <td>63%</td> <td>38%</td> </tr> <tr> <td>2014</td> <td>21%</td> <td>74%</td> <td>53%</td> </tr> </tbody> </table> <table border="1" data-bbox="485 792 957 954"> <thead> <tr> <th>10th Math</th> <th>ELL</th> <th>White</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>6%</td> <td>49%</td> <td>43%</td> </tr> <tr> <td>2013</td> <td>11%</td> <td>59%</td> <td>48%</td> </tr> <tr> <td>2014</td> <td>18%</td> <td>54%</td> <td>36%</td> </tr> </tbody> </table>	9 th Math	ELL	White	GAP	2012	14%	67%	53%	2013	25%	63%	38%	2014	21%	74%	53%	10 th Math	ELL	White	GAP	2012	6%	49%	43%	2013	11%	59%	48%	2014	18%	54%	36%	<p>9th Grade ELL Achievement Gap in Math will be reduced from 53% to 40% as measured by the NWEA correlation to TCAP.</p> <p>10th Grade ELL Achievement Gap in Math will be reduced from 36% to 30% as measured by the NWEA correlation to TCAP.</p>	<p>White achievement is increasing at a rate faster than ELL achievement. Root causes for ELL achievement gap in Math included lack of real world applications for Algebra and Geometry; lack of blended Alg I and Geometry classes; unfocused depth of knowledge assessments, lack of cross-discipline support of math; insufficient focus of resources and the needed structure to refocus instructional efforts on data (formative assessments) and interventions; lack of a modified math rubric; lack of a designated math resource teacher; lack of Tier II math intervention classes; insufficient differentiation to meet students where they're at; and inadequate progress monitoring of skills and the needed adjustment of instruction based on this monitoring.</p> <p>Positive efforts in math included: standards-based assessments, provision of interventions in Math Labs (increased instructional time and opportunities to provide feedback to students about their mathematics), and provision of increased academic rigor for all students as a result of raised academic expectations through exposure to high level of curriculum. Increased efficient use of instructional time due to the implementation of positive behavioral supports was achieved.</p>
9 th Math	ELL	White	GAP																																
2012	14%	67%	53%																																
2013	25%	63%	38%																																
2014	21%	74%	53%																																
10 th Math	ELL	White	GAP																																
2012	6%	49%	43%																																
2013	11%	59%	48%																																
2014	18%	54%	36%																																
Academic Growth	<p>Reading</p> <table border="1" data-bbox="506 1198 1010 1425"> <thead> <tr> <th></th> <th>SHS Overall</th> <th colspan="2">State Expectation</th> </tr> <tr> <th></th> <th>Median Growth</th> <th>Adequate Growth</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>62%</td> <td>15%</td> <td>YES</td> </tr> <tr> <td>2012</td> <td>63%</td> <td>13%</td> <td>YES</td> </tr> <tr> <td>2013</td> <td>61%</td> <td>7%</td> <td>YES</td> </tr> <tr> <td>2014</td> <td>60%</td> <td>9%</td> <td>YES</td> </tr> </tbody> </table>		SHS Overall	State Expectation			Median Growth	Adequate Growth	Met?	2011	62%	15%	YES	2012	63%	13%	YES	2013	61%	7%	YES	2014	60%	9%	YES										
	SHS Overall	State Expectation																																	
	Median Growth	Adequate Growth	Met?																																
2011	62%	15%	YES																																
2012	63%	13%	YES																																
2013	61%	7%	YES																																
2014	60%	9%	YES																																

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>Notable trend: SHS has MET state expectations for Adequate Growth for the past 4 years.</p>																										
	<p>Math</p> <table border="1"> <thead> <tr> <th></th> <th>SHS Overall</th> <th colspan="2">State Expectation</th> </tr> <tr> <th></th> <th>Median Growth</th> <th>Adequate Growth</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>62%</td> <td>79%</td> <td>NO</td> </tr> <tr> <td>2012</td> <td>60%</td> <td>76%</td> <td>NO</td> </tr> <tr> <td>2013</td> <td>62%</td> <td>66%</td> <td>NO</td> </tr> <tr> <td>2014</td> <td>61%</td> <td>38%</td> <td>NO</td> </tr> </tbody> </table>				SHS Overall	State Expectation			Median Growth	Adequate Growth	Gap	2011	62%	79%	NO	2012	60%	76%	NO	2013	62%	66%	NO	2014	61%	38%	NO
				SHS Overall	State Expectation																						
				Median Growth	Adequate Growth	Gap																					
2011	62%	79%	NO																								
2012	60%	76%	NO																								
2013	62%	66%	NO																								
2014	61%	38%	NO																								
<p>Notable trend: SHS has NOT MET state expectations for Adequate Growth for the past 4 years</p>																											
<p>Writing</p> <table border="1"> <thead> <tr> <th></th> <th>SHS Overall</th> <th colspan="2">State Expectation</th> </tr> <tr> <th></th> <th>Median Growth</th> <th>Adequate Growth</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>62%</td> <td>46%</td> <td>YES</td> </tr> <tr> <td>2012</td> <td>60%</td> <td>41%</td> <td>YES</td> </tr> <tr> <td>2013</td> <td>62%</td> <td>35%</td> <td>YES</td> </tr> <tr> <td>2014</td> <td>61%</td> <td>38%</td> <td>YES</td> </tr> </tbody> </table> <p>SHS has MET state expectations for Adequate Growth for the past 4 years</p>		SHS Overall	State Expectation			Median Growth	Adequate Growth	Met?	2011	62%	46%	YES	2012	60%	41%	YES	2013	62%	35%	YES	2014	61%	38%	YES			
	SHS Overall	State Expectation																									
	Median Growth	Adequate Growth	Met?																								
2011	62%	46%	YES																								
2012	60%	41%	YES																								
2013	62%	35%	YES																								
2014	61%	38%	YES																								

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
Academic Growth Gaps	<p>Math</p> <table border="1" data-bbox="493 391 1031 586"> <thead> <tr> <th></th> <th>Median Growth %ile</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>63%</td> <td>MEETS</td> </tr> <tr> <td>2013</td> <td>58%</td> <td>MEETS</td> </tr> <tr> <td>2014</td> <td>58%</td> <td>MEETS</td> </tr> </tbody> </table> <p>The ELL subgroup Median Student Growth Percentile was 58%, receiving a Meets expectations for the third year in a row.</p>		Median Growth %ile	Rating	2012	63%	MEETS	2013	58%	MEETS	2014	58%	MEETS																										
	Median Growth %ile	Rating																																					
2012	63%	MEETS																																					
2013	58%	MEETS																																					
2014	58%	MEETS																																					
Postsecondary & Workforce Readiness	<p>Graduation Rate (2013 rate will be reported out by State in January, 2014)</p> <table border="1" data-bbox="485 764 1035 989"> <thead> <tr> <th></th> <th>Minority Students (SPF pg 3)</th> <th>Overall</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>67.9%</td> <td>89.4%</td> <td>21.5%</td> </tr> <tr> <td>2012</td> <td>78.6%</td> <td>87.3%</td> <td>13.6%</td> </tr> <tr> <td>2013</td> <td>82.6%</td> <td>91.8%</td> <td>9.2%</td> </tr> </tbody> </table> <p>Trending of Minority graduation rate is significant when comparing 2011-13 SHS minority rates and SHS overall rates. The SHS Minority rate gap for this time period has decreased from 21.5% to 9.2%.</p> <table border="1" data-bbox="485 1219 1035 1411"> <thead> <tr> <th></th> <th>ELLs (SPF pg 3)</th> <th>State</th> <th>Overall</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>51.4%</td> <td>52.8%</td> <td>89.4%</td> <td>38%</td> </tr> <tr> <td>2012</td> <td>67.6%</td> <td>53.3%</td> <td>87.3%</td> <td>19.7%</td> </tr> <tr> <td>2013</td> <td>81.3%</td> <td>58.5%</td> <td>91.8%</td> <td>10.5%</td> </tr> </tbody> </table>		Minority Students (SPF pg 3)	Overall	Gap	2011	67.9%	89.4%	21.5%	2012	78.6%	87.3%	13.6%	2013	82.6%	91.8%	9.2%		ELLs (SPF pg 3)	State	Overall	Gap	2011	51.4%	52.8%	89.4%	38%	2012	67.6%	53.3%	87.3%	19.7%	2013	81.3%	58.5%	91.8%	10.5%	<p>ELLs will maintain their graduation rate of 81.3%, as measured by the 2013 Graduation Rate Reporting System</p> <p>FRLs will maintain their graduation rate of 83.3%, as measured by the 2013 Graduation Rate Reporting System</p> <p>Minority Students will maintain their graduation rate of 82.6%, as measured by the</p>	<p>Root Causes for Performance Challenges in Minority, ELL, and FRL Graduation Rate include:</p> <ul style="list-style-type: none"> • Insufficient Academic Vocabulary instruction, • Partial proficiency in addressing cultural differences, • Lack of IB/SBG orientation for new students, • Lack of modified math rubric, and • Inadequate On-the-Job experiences. <p>Previous targets were met due to:</p> <ul style="list-style-type: none"> • Pre-Collegiate program, which graduated 100% of the students that were seniors enrolled in Pre-Collegiate last year, was extended to more students (100 students) and expanded as early intervention into Summit Middle School, due to donations from the community, • Development of a Family, School, Community Partnering plan • Creation of Early Warning System of At-Risk of Dropping Out students and intervening for these students • Deepening Positive Behavior Support school-wide (behavioral issues were mediated for those students who
	Minority Students (SPF pg 3)	Overall	Gap																																				
2011	67.9%	89.4%	21.5%																																				
2012	78.6%	87.3%	13.6%																																				
2013	82.6%	91.8%	9.2%																																				
	ELLs (SPF pg 3)	State	Overall	Gap																																			
2011	51.4%	52.8%	89.4%	38%																																			
2012	67.6%	53.3%	87.3%	19.7%																																			
2013	81.3%	58.5%	91.8%	10.5%																																			

School Code: [xxxx]

School Name: [Name]

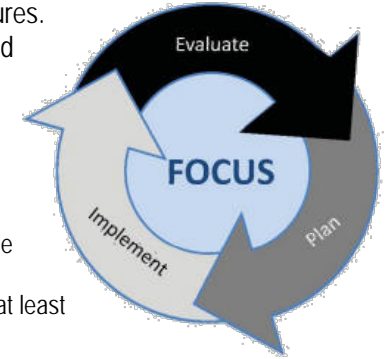
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>Trending of ELLs' graduation rate is significant when comparing 2011-13 SHS rates and State rates. SHS rates for this time period included a 26.5% increase in graduation for ELLs compared to State increase of 9.3%.</p> <table border="1" data-bbox="485 505 1037 695"> <thead> <tr> <th></th> <th>FRLs (SPF pg 3)</th> <th>Overall</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>69.1%</td> <td>89.4%</td> <td>20.3%</td> </tr> <tr> <td>2012</td> <td>73.4%</td> <td>87.3%</td> <td>13.9%</td> </tr> <tr> <td>2013</td> <td>83.3%</td> <td>91.8%</td> <td>8.5%</td> </tr> </tbody> </table> <p>Trending F&R's graduation rate is significant. SHS rates for this time period included a 14.2% increase in graduation for F&R's along with a 11.8% reduction in the F&R Graduation Gap.</p>		FRLs (SPF pg 3)	Overall	Gap	2011	69.1%	89.4%	20.3%	2012	73.4%	87.3%	13.9%	2013	83.3%	91.8%	8.5%	<p>2013 Graduation Rate Reporting System</p>	<p>were identified as students with behavioral issues and deliberate celebrations of student successes were performed)</p> <ul style="list-style-type: none"> Resources were targeted to keep at-risk students in school, including Reach intervention classes, credit recovery, summer school, online learning, standards-based grading, and alternative programming Identification of obstacles that served as barriers to the sharing of information with families and the necessary action to overcome those barriers was systemically studied (communication about how to access PowerSchool, scheduling of Student Study Team meetings to accommodate families' schedules, empowering families as equal partners, creating avenues to share information at each tier (RTI, ILPs, YPP, RIDE, credits needed to graduate, etc.)) Communicating the reality of the achievement gap, collaborating with El Grupo, BAAC, PTSO to define how to recruit membership in parent organizations to more closely reflect the SHS demographics <p>The following efforts were made to increase engagement of students, but additional work needs to be accomplished:</p> <ul style="list-style-type: none"> To expand staff capacity to engage students with curriculum, Academic Vocabulary professional development was delivered Lesson Study, which increased the capacity of staff, was completed TCAP Test Taking Practices in core contents occurred
	FRLs (SPF pg 3)	Overall	Gap																
2011	69.1%	89.4%	20.3%																
2012	73.4%	87.3%	13.9%																
2013	83.3%	91.8%	8.5%																

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	9 th Grade English language learners will increase achievement in reading from 45 th ile to 60 th ile, as measured by the NWEA Correlation to TCAP	9 th grade ELL: 60% P/A as measured by the NWEA Correlation to TCAP		NWEA in Fall & Spring; iReady monthly; common formative assessments by unit scored with rubrics aligned to CCSS; Standards-Based Grading review quarterly	Data Teams will review the performance of SHS students and identify, encircle and intervene for high-risk students with highly qualified teachers. Improve Cultural Responsiveness to further support achievement and graduation of at-risk students Further Implement PBIS model to improve student behavior to better provide programming, instruction and assessment that meets their needs
		M	9 th Grade ELL Achievement Gap in Math will be reduced from 53% to 40% as measured by the NWEA Correlation to TCAP 10 th Grade ELL Achievement Gap in Math will be reduced from 36% to 30% as measured by the NWEA Correlation to TCAP	9 th Grade ELL Math Achievement Gap: 40% as measured by the NWEA Correlation to TCAP 10 th Grade ELL Math Achievement Gap: 30% as measured by the NWEA Correlation to TCAP		NWEA in Fall & Spring; iReady monthly; common formative assessments by unit scored with rubrics aligned to CCSS; Standards-Based Grading review quarterly	Data Teams will review the performance of SHS students and identify, encircle and intervene for high-risk students with highly qualified teachers. Improve Cultural Responsiveness to further support achievement and graduation of at-risk students Further Implement PBIS model to improve student behavior to better provide programming, instruction and assessment that meets their needs
		W					
		S					
		Academic	Median	R			

School Code: [xxxx]

School Name: [Name]

Growth	Growth Percentile (TCAP & ACCESS), local measures	M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate		Maintain or Improve ELL, Minority and F&R Graduation Rate ELLs will maintain their graduation rate of 81.3%, as measured by the 2013 Graduation Rate Reporting System FRLs will maintain their graduation rate of 83.3%, as measured by the 2013 Graduation Rate Reporting System Minority Students will maintain their graduation rate of 82.6%, as measured by the 2013 Graduation Rate Reporting System		NWEA in Fall, Winter, Spring; iReady monthly; common formative assessments by unit scored with rubrics aligned to CCSS; Standards-Based Grading review quarterly		Data Teams will review the performance of SHS students and identify, encircle and intervene for high-risk students with highly qualified teachers. Improve Cultural Responsiveness to further support achievement and graduation of at-risk students Further Implement PBIS model to improve student behavior to better provide programming, instruction and assessment that meets their needs.
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

School Code: [xxxx]

School Name: [Name]

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: Data Teams to increase Reading Achievement and Math Achievement: Identify and intervene for high-risk students with highly qualified teachers through:

- Co-Teaching
- Math Intervention Teacher/ELA Coach
- Across curriculum Reading & Math support
- Standards-based grading rubrics that do not rely on language bias
- Flexible programming to account for dynamic needs of students (guided practice during tutoring and Reach classes)

Root Cause(s) Addressed: Lack of real world applications for English, Algebra and Geometry; lack of blended Alg I and Geometry classes; unfocused depth of knowledge assessments; lack of disaggregation of formative assessment data at the standards level; lack of disaggregation of formative assessment data by ELL v. White; lack of cross-discipline support of math; insufficient focus of resources and the needed structure to refocus instructional efforts on data (formative assessments) and interventions; lack of a modified math rubric, lack of a designated math resource teacher and Tier II math intervention classes.

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		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				
Co-Teaching	Ongoing		SHS Staff	Staffing	District Co-Teach Training	In progress
Academic Vocabulary (roots—Greek/Latin, affixes) as identified by PARCC Performance Frameworks/Rubrics; Create word walls and use IB MYP Command Terms	Ongoing		English Dept		Training	Ongoing
Direct instruction in cross-curriculum academic language of math, problem solving process, ability to transfer real	Ongoing		SHS Staff		Departmental Goal Plans and Course	Ongoing

School Code: [xxxx]

School Name: [Name]

world problems to numeric symbols and mathematical processes to solve, and building resilience to solving math problems; CPM Math – scope and sequence					Unit Plans	
Expansion of Pre-Collegiate Program	Ongoing		Molly Griffith	District/Grant Funding	Pre-Collegiate enrollment	In progress
Credit Recovery classes performed by highly qualified content teachers	Ongoing			.17	Reported number of credits recovered per semester	Ongoing
Everyday Math: model of Algebra/Geometry blended delivery model (acts as a bridge between Algebra and Geometry/Algebra 2)						
iReady Progress Monitoring for Literacy development: Pilot	2014-15					
Homework Club and Summer School for Math and English; Summer Math Camp to support advanced concepts and fill in gaps	Annual		Drew Adkins Doug Blake	Community Grants	Student Intervention Lists Reported number of credits recovered per semester	Ongoing
Documenting interventions for at-risk students, including Student Study Teams and Reach recommendations at intensive level; Googledoc /RTI Plan for Reach Recommendation (testing pre-conceived notions about students and math and intervention/inclusion)	Nov		Counseling and all teachers		Completed Rtl plans; Googledoc /RTI Plan for Reach Recommendation (testing pre-conceived notions about students and math and in/out monitoring)	Ongoing
Set-up Rtl Department and Specialists Teams to provide structure for implementation of Data Teams	October		Tessa Rathjen		2x/month monitoring of progress (filter SBG/IB Criterion and provide feedback to department); NWEA	In progress
Assessment practices in SBG classrooms training (SBG	End-of-year		Drew Adkins;	Need Exemplars of	Specific and Focused	In progress

School Code: [xxxx]

School Name: [Name]

rubrics and modified rubrics), assessment calendar, increase DOK expectation of assessments to reflect real world application. Continue creation of pre-assessments for early identification and intervention needs (using NWEA/TCAP predictive data)			Tessa Rathjen; Dough Blake; Robin Omera	specific tasks	Rubrics	9 th grade – done 10 th grade – some MYP rubrics in use currently
NWEA goal setting sessions with students (math and reading), using RIT to identify interventions needed for circular instruction	End-of-semester		Tessa Rathjen		Goal setting sheets	In progress
Consistent disaggregation of assessment data by standards and by ELL v. White to monitor achievement gaps	Ongoing		Drew Adkins; Tessa Rathjen; All Teachers			In Progress

Major Improvement Strategy #2: Improve Cultural Responsiveness and Family, School and Community Partnering to further support achievement and graduation of at-risk students.

Root Cause(s) Addressed: Root Causes for Performance Challenges in Minority, ELL, and FRL Graduation Rate include:

- Insufficient Academic Vocabulary instruction,
- Partial proficiency in addressing cultural differences,
- Lack of IB/SBG orientation for new students,
- Lack of modified math rubric, and
- Inadequate On-the-Job experiences.

ELL students many times arrive with gaps in their education, in particular Math and English, and their access to the curriculum is hindered by a lack of systematic attempts to provide translation and accommodations in general education classrooms. In addition, these transferring students are not acclimated and familiarized to the International Baccalaureate program or the Standards-Based Grading practices and have not received Classroom Instruction That Works strategies, all of which are an integral part of SHS. Family and work commitments affect graduation rates, including a lack of alternative educational programming opportunities when these risk indicators are identified.

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: _____

School Code: [xxxx]

School Name: [Name]

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				
Cultural Proficiency (PBIS, Attendance)	Quarterly		Tessa Rathjen; Larry Kuntz		SWIS data analysis, SSTs	Ongoing
Documenting interventions for at-risk students, including Student Study Teams and Reach recommendations; development of RTI plans including family meetings	Ongoing		Counseling and all teachers		Completed Rtl plans	Ongoing
Conexiones outreach communication regarding achievement gap, needed credits to graduate, and how to access PowerSchool (information on community activities that link to learning skills, including summer programs for students (i.e. Pre-Collegiate trip to CU))	Quarterly		Tessa Rathjen	\$500 - local	El Grupo Agendas and Meeting Minutes	In Progress
Financing college information meetings through Counseling Department: College Info Night, Local Scholarship workshop, Financial Planning Breakouts	Ongoing		Counseling		P/T Conference Breakout	Ongoing
Recruit membership in parent organizations	Ongoing		Drew Adkins		BAAC/PTSO Membership	Ongoing
Community Services Outreach and Communication Plan (information about community health, cultural, social support programs), including integration through partnerships involving school, civic, counseling, cultural, health, recreation, and other agencies and businesses. <ul style="list-style-type: none"> • Healthy Futures • Youth/Parent Engagement • FIRC 	Monthly		Dan Eberle, Laura ?, Robin Albert, Drew Adkins, Tessa Rathjen	Healthy Futures Grant	Monthly Agendas and Meetings Minutes	Ongoing
Call outs in native language to improve communication between school and home	Ongoing		Tessa Rathjen		Call outs	Ongoing
Expansion of Behavioral Health Program	End of year		Lucy Adams; Mindy Regner	.83FTE	At Risk Graduates	In Progress

School Code: [xxxx]

School Name: [Name]

Cultural Proficiency/Responsiveness Training	End-of-year		ELD; Sara Gacnik		Needs Assessment Report and Professional Development	In progress
--	-------------	--	------------------	--	--	-------------

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Further Implement student-led PBIS model to improve student behavior to better provide programming, instruction and assessment that meets their needs

Root Cause(s) Addressed: Barriers to the sharing of information with families of ELL students and the necessary action to overcome those barriers (communication about how to access PowerSchool, scheduling of Student Study Team meetings to accommodate families' schedules, empowering families as equal partners, creating avenues to share information at each tier (RTI, YPP, RIDE, credits needed to graduate, etc.)) and

- communicating the reality of the achievement gap, collaborating with El Grupo, BAAC, PTSO to define how to recruit membership in parent organizations to more closely reflect the SHS demographics).

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				
Cultural Proficiency (PBIS, Attendance)	Quarterly		Tessa Rathjen		SWIS data analysis, SSTs	Ongoing
Conexiones communication regarding achievement gap, graduation requirements, and how to access parent support tools and software (information on community activities that link to learning skills, including summer programs for students (i.e. Pre-Collegiate trip to CU))	Quarterly		Tessa Rathjen	\$500 - local	Conexiones Agendas and Meeting Minutes	In Progress
Highlight student successes "I am Summit" campaign	Ongoing		Drew Adkins; Mindy Regner; HFI Committee	Community Grant	Quarterly Advertisements	Ongoing
Recruit membership in parent organizations	Ongoing		Drew Adkins		BAAC/PTSO Membership	Ongoing
Community Services Outreach and Communication Plan	Monthly		Dan Eberle;	Healthy Futures	Monthly Agendas and	Ongoing

School Code: [xxxx]

School Name: [Name]

(information about community health, cultural, social support programs), including integration through partnerships involving school, civic, counseling, cultural, health, recreation, and other agencies and businesses. <ul style="list-style-type: none"> • Healthy Futures • Youth/Parent Engagement • FIRC • School Based Health Clinic 			Robin Albert; Drew Adkins; Tessa Rathjen	Grant	Meetings Minutes	
Call Out in native language to improve communication between school and home	Ongoing		Tessa Rathjen		Call Outs	Ongoing
Expansion of Behavioral Health Program	Ongoing		Mindy Regner; Lucy Adams			Ongoing

* 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)