

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: 0130 District Name: [Cherry Creek 5](#) School Code: 1551 School Name: [CHEROKEE TRAIL HIGH SCHOOL](#) Official 2014 SPF: 1-Year

Section I: Summary Information about the School

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Achievement: On the COACT, between 2014 and 2015, we had the lowest percentage of students reaching the benchmark in reading. We have lost 8% from our highest number of students reaching the benchmark.

Achievement: The percentage of students of color reaching the reading benchmark on the COACT has declined by 11% since 2010. The overall trend has fluctuated, but between 2013 and 2015 there was a 10% drop

Workforce Readiness (CO ACT): Over the last three years (2013-15) our COACT Composite score has increased .5 points. Most notably, all scores have risen by at least .2 points, but the science and English scores have both risen a full point.

Workforce Readiness (Graduation): Increase the percentage of all students graduating. The target for Cherokee Trail High School is a graduation rate of 90% for the 2014-2015 school year.

This year we have no growth data that has been reported, therefore we have no performance challenges to report this year.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Achievement

- Lack of adherence to skill-based curriculum
- Lack of deep examination of Colorado Academic standards with focus on skill-based strategies
- Lack of meaningful nonfiction reading skills practice in 9th and 10th grade
- Inconsistent utilization of reading strategies to access complex text.

There is a lack of a building-wide, research-based instructional framework that promotes rigor across content and grade levels, particularly in reading (i.e. WICOR, SMP, backwards design).

Workforce Readiness (ACT):

Intentional use of instructional strategies to teach students to read complex texts and opportunities to write do not occur with fidelity across content and grade levels.

Workforce Readiness (Graduation)

Inadequate process for tracking withdrawn students.

No mentoring program in place to work with possible drop outs.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Implement school-wide initiative utilizing the CER writing model (claims-evidence-reasoning) to assist teachers to develop lessons where students write about complex texts.

Utilize culturally relevant instructional strategies to teach reading.

Create and sustain a learning environment in which every student feels safe, respected as a learner, and connected with adult staff, other students, and the community.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Accountability Status and Requirements for Improvement Plan

| | | |
|--|------------------|--|
| Summary of School Plan Timeline | October 15, 2015 | (TIG, Diagnostic Review and School Improvement Support Grantees) An optional submission for review is available on October 15, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp . |
| | January 15, 2016 | (Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to CDE for review on January 15, 2016 through Tracker or the UIP online system. |
| | April 15, 2016 | (All Schools) The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the 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 . |

| Program | Identification Process | Identification for School | Directions for Completing Improvement Plan |
|--------------------------------------|---|--|--|
| State Accountability | | | |
| READ Act | All schools that serve students in grades Kindergarten through 3 rd Grade. | Not serving grades K-3 | [Customized Directions] Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming . |
| Plan Type Assignment | Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness). | Performance 2015 | [Customized Directions] Schools with a Priority Improvement or Turnaround plan type based on the 2014 SPF must submit the plan to CDE for review on January 15, 2016. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document. |
| 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 | 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. |

| | | | |
|--|--|---|--|
| | disaggregated graduation rate. This is a three-year designation. | | |
| 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 a TIG Awardee | This school does not receive a current TIG award and does not need to meet those additional requirements. |
| Diagnostic Review and Planning Grant | Title I competitive grant that includes a diagnostic review and/or improvement planning support. | Not a Diagnostic Review Grantee | 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 supports 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 Systems Change/Capacity Building School | This school does not receive funding from the CGP Program and does not need to meet these additional program requirements. |

Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

| | | |
|----------------------|--|----|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded? | No |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used. | No |

Improvement Plan Information

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

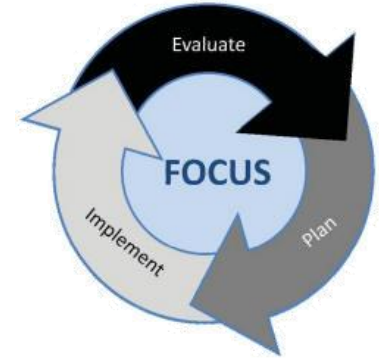
- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review and Planning Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

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

| | | |
|---|-----------------|---|
| 1 | Name and Title | Kim Rauh, Principal |
| | Email | krauh3@cherrycreekschools.org |
| | Phone | 720-886-1900 |
| | Mailing Address | 25901 East Arapahoe Road, Aurora, CO 80016 |
| 2 | Name and Title | Christopher Ness, Assistant Principal |
| | Email | cness2@cherrycreekschools.org |
| | Phone | 720-886-1900 |
| | Mailing Address | 25901 East Arapahoe Road, Aurora, CO 80016 |
| 3 | Name and Title | Molly Robbins (preparer), Instructional Coach |
| | Email | mrobbins6@cherrycreekschools.org |
| | Phone | 720-886-1900 |
| | Mailing Address | 25901 East Arapahoe Road, Aurora, CO 80016 |

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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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., School Accountability Committee).</p> | <p>Review Current Performance: Review recent state 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), if available. 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 strategy(s) is encouraged.</p> |
|---|---|---|---|--|

Principal's Message About the School

I am excited to welcome students, staff and community back to CTHS as we begin our 13th school year. We will welcomed 740 freshmen and are projected to have 2850 student s and 253 faculty and staff members. I am honored to be the principal of such a wonderful high school, and look forward to developing and renewing relationships with students, parents, staff and community members.

At Cherokee Trail High School, we are committed to preparing graduates for college – work – life, and ensuring that students are ready for the many challenges of the post-secondary world. Our goals this year will be to continue our work on improving our student performance data and ensuring inclusive excellence, while helping our students to understand the importance of perseverance through a growth mind set. As a school we will commit to increasing academic rigor in an effort to continue our ACT growth and improved graduation rate. This focus will allow Cherokee Trail to continue its commitment to inclusive excellence in academics, activities and athletics.

Our mission is "to ignite the genius and nurture the goodness within us all." We hope to achieve that mission by planning for a rigorous and supportive academic experience for all students. We have designated "college preparation" as our "default" experience. We guide our curriculum and instruction towards Colorado Academic Standards and College Ready Benchmarks at each grade level. We understand and respect that some students may choose not to attend college, but we strive for college to be a viable option. We believe that students who are ready for college are also better prepared for the military and work.

By the end of the 2014-15 school year, approximately 86% of our senior class had committed to attending a two or four year college or university and nine percent of our seniors committed to career education or the military. We will be striving to move that total number closer to 100% this school year. We encourage all students to take Advanced Placement, International Baccalaureate, and/or Concurrent Enrollment credit classes prior to graduation from high school. We know that successful completion of college level courses is an important indicator of college and career readiness.

We believe that all students can and must learn. As a school, we are committed to Inclusive Excellence for our students. We know that we will not be truly excellent until we can ensure that college preparation and acceptance is the standard for all of our graduates. We are proud of our increasing ACT scores and we can proudly report progress in closing the achievement/opportunity gap between our highest and lowest performing subgroups of students. Every year of high school is precious and we want our students to maximize the many opportunities offered at CT. We believe that each student is special, and we strive to find the best ways to tailor the experience to the individual student.

We encourage our students to get involved in the life of our school and the greater CTHS community. Most of our students are involved in activities and clubs, athletics, volunteer work or leadership. Our students are multitalented and we are committed to helping them become well-rounded citizens. Our ultimate goal is to encourage every student to be involved in at least one extra-curricular activity and athletic.

Since opening in 2003, we have enjoyed an open and evolving partnership with our parent community. We value the diversity of our community and welcome all parents as collaborators, leaders and supporters of our students and school. I encourage you to join the PTCO Manager, a communication tool, for our parents to stay informed on all "things" happening at CT.

We are excited to continue our journey to excellence. It is a pleasure and honor to be the principal of this fine school. I cherish our students and believe in our faculty and staff. Together, we will make it another great year!

We Are CT! Home of the Cougars

Kim Rauh, Principal

INCLUSIVE EXCELLENCE: PERFORMANCE AND GROWTH ACROSS THE CONTENT AREAS AND ACROSS STUDENT SUBGROUPS

ACT Aspire Performance Status: 2015 School Trend

Percent of Students Meeting Readiness Benchmark

| <u>Year</u> | <u>Reading</u> | <u>English</u> | <u>Math</u> | <u>Science</u> |
|-------------------------------------|----------------|----------------|-------------|----------------|
| Fall 2014 | 44% | 71% | 43% | 42% |
| All High Schools District Fall 2014 | 37% | 65% | 30% | 28% |

We do not have state assessment data available this year. However, we do have results for ACT Aspire, which measures student progress on state standards. The ACT Aspire data shows that 26% of ninth grades met all four benchmarks, and 27% of tenth graders met all four benchmarks. Comparing some of the numbers between Aspire and TCAP, proficiency is measured differently on these two assessments. Only 44% of students met the reading benchmark on ACT Aspire in 2015, as compared to 78% of students in 2014 on the TCAP. This suggests that these two assessments are different in how they measure reading proficiency, since, as in previous years, we still achieved a higher percentage of students meeting the proficiency benchmark than the district on average. For this reason, we will make comparisons between how Cherokee Trail performed on Aspire to the district average.

When comparing Cherokee Trail to the district average, one notable development is that we achieved a higher percentage of students meeting the benchmark on ACT Aspire in math than the district average (43% compared to 30%). On TCAP the previous year, we had a slightly lower percentage of students achieving the benchmark than average. Additionally, a larger percentage of Cherokee Trail students met the Aspire benchmarks in each subject area - reading, English, math, and science, than the district average.

The measurement on TCAP and ACT Aspire are different which makes it difficult to make direct comparisons to previous years.

Percent of students meeting benchmark on 2015 ACT Aspire Test

| Year | Reading | | English | | Math | | Science | |
|--------------------|-------------------|-------------|-------------------|-------------|-------------------|-------------|-------------------|-------------|
| | Students of Color | White/Asian | Students of Color | White/Asian | Students of Color | White/Asian | Students of Color | White/Asian |
| Fall 2014 | 32% | 50% | 59% | 75% | 23% | 52% | 26% | 48% |
| District Fall 2014 | 28% | 52% | 50% | 79% | 21% | 54% | 21% | 49% |

We do not have state assessment data available this year. However, we do have results from ACT Aspire, which measures student progress on state standards. This year we can compare our ACT Aspire scores to the district averages. In all four areas tested (reading, English, math, and science) our students of color outperformed the district average. Our average gap in our Fall 2014 data is lower than the district average.

Reading:
On the Fall 2014 ACT Aspire reading test, students of color were 4% above the district average. On the Fall 2014 reading ACT Aspire there is an 18% difference in scores between students of color and white students compared to the district difference of 24%.

English:
On the Fall 2014 CTHS English ACT Aspire test there is a 16 % difference between white students and students of color, while at the district level there is a 29%, 9% higher than district average for students of color.

Math:
In math, students of color were 2% higher than the district average. On the CTHS ACT Aspire math test the difference is 29% difference, while the district showed a 33% difference demonstrating a 4% difference between CTHS and the district.

Science:
On the CTHS ACT Aspire science test, there is a 24% difference, while the difference for the district is a 28%. In science, 5% higher than the district average.

Other Student Subgroups: Performance and Growth on ACT Aspire

| ACT Aspire Median Growth Percentiles Students with Disabilities 9th Grade | | | | |
|--|---------|---------|------|---------|
| Year | Reading | English | Math | Science |
| Fall 2014 | 22% | 36% | 24% | 21% |
| All High Schools District Fall 2014 | 7% | 18% | 8% | 6% |

| ACT Aspire Median Growth Percentiles Students with Disabilities 10th Grade | | | | |
|---|---------|---------|------|---------|
| Year | Reading | English | Math | Science |
| Fall 2014 | 20% | 41% | 14% | 21% |
| All High Schools District Fall 2014 | 14% | 32% | 8% | 11% |

Because there is no data this year on the median growth percentile, we are examining the differences between the district and CTHS on ACT Aspire for students with disabilities. At CTHS, our students with disabilities outperform the district averages. Ninth graders exceeded the district levels at higher rates than 10th graders across every subject area.

Reading

- 22% of 9th grade Cherokee Trail met benchmark, for the district only 7% met the same benchmark. This is a difference of 15%.
- 20% of 10th grade Cherokee Trail students met benchmark, for the district the number is 14%. This is a difference of 6%.

English

- 36% of 9th grade students at CTHS met benchmark, while 18% at the district level. This is a difference of 18%.
- 41% of 10th grade students at CTHS met benchmark, while 32% at the district level. This is a difference of 9%

Math

- 24% of 9th grade students at CTHS met benchmark, while 8% at the district level. This is a difference of 16%.
- 14% of 10th grade students at CTHS met benchmark, while 8% at the district level. This is a difference of 6%.

Science

- 21% of 9th grade students at CTHS met benchmark, while 6% at the district level. This is a difference of 15%.
- 21% of 10th grade students at CTHS met benchmark, while 11% at the district level. This is a difference of 10%.

| ACT Aspire 9th Grade Students Meeting Benchmarks English Language Learners | | | | |
|--|----------------|----------------|-------------|----------------|
| Year | Reading | English | Math | Science |
| Fall 2014 | 35% | 56% | 39% | 31% |
| All High Schools District Fall 2014 | 5% | 13% | 7% | 4% |

| ACT Aspire 10th Grade Students Meeting Benchmarks English Language Learners | | | | |
|---|----------------|----------------|-------------|----------------|
| Year | Reading | English | Math | Science |
| Fall 2014 | 32% | 63% | 44% | 34% |
| All High Schools District Fall 2014 | 0% | 9% | 4% | 0% |

Because there is no data this year on the median growth percentile, we are examining the differences between the district and CTHS on ACT Aspire for students who are second language learners. At CTHS, our second language learners outperform the district averages. 10th graders exceeded ninth graders in differences across subject areas.

Reading

- 35% of 9th Grade Cherokee Trail students met benchmark, for the district only 5% met the same benchmark. This is a difference of 30%.
- 32% of 10th grade Cherokee Trail students met benchmark, for the district level the number is 0%. This is a difference of 32%.

English

- 56% of 9th grade students at CTHS met benchmark, while 13% at the district level. This is a difference of 43%.
- 63% of 10th grade students at CTHS met benchmark, while 9% at the district level. This is a difference of 54%

Math

- 39% of 9th grade students at CTHS met benchmark, while 7% at the district level. This is a difference of 32%.
- 44% of 10th grade students at CTHS met benchmark, while 4% at the district level. This is a difference of 40%.

Science

- 31% of 9th grade students at CTHS met benchmark, while 4% at the district level. This is a difference of 27%.
- 34% of 10th grade students at CTHS met benchmark, while 0% at the district level. This is a difference of 34%

POST-SECONDARY READINESS

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

**Colorado ACT Grade 11
Percent of Students At or Above Benchmark on Colorado ACT: Students with Valid Scores**

| <u>Year</u> | <u>Reading</u> | <u>Math</u> | <u>Science</u> | <u>English</u> | <u>Composite</u> |
|---------------|----------------|-------------|----------------|----------------|------------------|
| 2010 | 49% | 42% | 29% | 72% | 23% |
| 2011 | 46% | 42% | 34% | 67% | 25% |
| 2012 | 47% | 46% | 33% | 70% | 23% |
| 2013 | 50% | 40% | 31% | 67% | 23% |
| 2014 | 40% | 42% | 43% | 69% | 28% |
| 2015 | 42% | 42% | 42% | 71% | 28% |
| DISTRICT 2015 | 46% | 48% | 43% | 70% | 31% |
| STATE 2015 | 37% | 36% | 33% | 58% | 22% |

While consistently above the State average, the general student performance trend in reading, math, science, English and composite since 2010 is flat with isolated years of improvement. There was a 5% increase in students who met benchmark in all four content areas in 2014, while in 2015 it stayed the same at 28%.

Science

In 2014, there was a 12% increase in students meeting benchmark. This gain decreased by 1% in 2015. In 2015, science is 1% below the district average.

Reading

In 2014, there was a 10% drop in students meeting benchmark, while in 2015 there was a 2% increase. In 2015, reading is 4% below the district average.

English

In 2014, there was a 2% increase in students meeting the benchmark, and in 2015 there was another 2% increase. In 2015, CTHS students scored 1% above the district average.

Math

In 2014, there was a 2% increase in students meeting the benchmark, while this percentage held steady in 2015. In 2015, math is 6% below the district average.

**Colorado ACT Grade 11
Percent of Students At or Above Benchmark on Colorado ACT by Race/Ethnicity: Students with Valid Scores**

| Year | Reading | | English | | Math | | Science | |
|---------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|
| | Students of Color | White/ Asian | Students of Color | White/ Asian | Students of Color | White/ Asian | Students of Color | White/ Asian |
| 2010 | 38% | 53% | 54% | 78% | 23% | 49% | 17% | 34% |
| 2011 | 31% | 53% | 53% | 73% | 26% | 50% | 18% | 41% |
| 2012 | 33% | 52% | 58% | 75% | 32% | 51% | 18% | 38% |
| 2013 | 37% | 56% | 51% | 75% | 23% | 49% | 17% | 38% |
| 2014 | 31% | 44% | 62% | 72% | 29% | 47% | 30% | 47% |
| 2015 | 27% | 49% | 60% | 76% | 31% | 47% | 29% | 48% |
| DISTRICT 2015 | 26% | 56% | 51% | 80% | 28% | 58% | 23% | 54% |

Cherokee Trail's Black/Hispanic/Native American students outperformed or equaled the District average in 2014 and 2015 in all content areas. Cherokee Trail's White and Asian students performed below the District average in 2015 in all content areas.

Reading

The percentage of students of color reaching the benchmark in reading has declined since 2010 by 11%. The overall trend has been incremental up and down, but between 2013 and 2015 there was a 10% drop. It is interesting to note that the college ready benchmark increased by one point in 2014. There has been an overall drop in white and Asian students meeting the reading benchmark since 2010, although it is up 5% between 2014 and 2015.

English

The number of students of color who met the English benchmark has increased by 6% since 2010. For white and Asian students who have met the English benchmark, this number has decreased by 2% between 2010 and 2015.

Math

Since 2010, students of color who have reached the mathematics benchmark has increased by 8%. White and Asian students who have reached mathematics benchmarks between 2010 and 2015 has decreased 2%, although no change between 2014 and 2015.

Science

Students of color who have met the science benchmarks has increased by 12% since 2010. Between 2010 and 2015, there has been a 14% increase in white and Asian students who have met the science benchmark

Note: Students of color outperform the district, but dropped in three of four areas. White/Asian students were below the district, but increased in 3 of 4 tests. The gaps are well below the district, but widened in three of four subject areas.

**Colorado ACT Grade 11
Mean Scores on Colorado ACT: Students with Valid Scores**

| <u>Year</u> | <u>Reading</u> | <u>Math</u> | <u>Science</u> | <u>English</u> | <u>Composite</u> |
|---------------|----------------|-------------|----------------|----------------|------------------|
| 2010 | 20.8 | 20.7 | 21.1 | 20.7 | 21.0 |
| 2011 | 20.6 | 20.6 | 21.0 | 20.2 | 20.7 |
| 2012 | 20.4 | 21.0 | 21.5 | 20.6 | 21.0 |
| 2013 | 20.9 | 20.6 | 20.9 | 20.3 | 20.8 |
| 2014 | 21.0 | 20.8 | 21.7 | 20.8 | 21.2 |
| 2015 | 21.2 | 20.8 | 21.9 | 21.3 | 21.3 |
| DISTRICT 2015 | 21.6 | 21.6 | 22 | 21.6 | 21.8 |
| STATE 2015 | 20.2 | 19.4 | 20.5 | 19.4 | 20.1 |

Cherokee Trail consistently performed above the State average for 2015, while performing just below the District average for 2015. Reading, Science, and the composite scores gained a slight increase in 2015, while English had a more substantial increase of .5 points.

Cherokee Trail: CDE On-Time Graduation Rates by Race/Ethnicity

| | Asian | Native Am. Ind. | Black | White | Hispanic | Multi-racial | All Students |
|----------------------|--------------|------------------------|--------------|--------------|-----------------|---------------------|---------------------|
| 2010 | 86.8% | 100% | 85.9% | 87.6% | 84.3% | n/a | 86.2% |
| 2011 | 88.9% | 100% | 87.5% | 86.6% | 86.1% | 76.9% | 86.7% |
| 2012 | 95.5% | 50% | 85.5% | 89.4% | 82.5% | 86.7% | 88.0% |
| 2013 | 98.2% | 50% | 94.5% | 88.8% | 86.2% | 100% | 90.2% |
| 2014 | 97.1% | 83.3% | 91.8% | 90.2% | 84.4% | 85.7% | 89.6% |
| 2015 | 97.1% | n/a | 84.7% | 88.0% | 93.3% | 86.7% | 89.1% |
| District 2015 | 95.2% | 80.0% | 84.2% | 87.6% | 85.8% | 81.3% | 87.2% |

Cherokee Trail's graduation rates for all races have been consistent over the past 3 years with a notable improvement from 2012 to 2013. Cherokee Trail does not have racial predictability within graduation rates. In 2015, Cherokee Trail High School did not meet the district goal of 90% graduation rate for all students.

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

| Performance Indicators | Targets for 2014-15 school year (Targets set in last year's plan) | Performance in 2014-15? 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) | Increase growth for all students in math as measured by CMAS, with the ultimate goal of increasing the percentage of students who score in the Strong and/or Distinguished Command ranges. | We don't know if we met this goal because we do not have CMAS data from which to draw. While the measure is different, we can compare to the district average. However, based on the fall 2014 ACT Aspire exam, 43% of students met the benchmark in math, 13 percentage points above the district benchmark. While the measure is different, we can compare to the district average. | <ul style="list-style-type: none"> ● Implementation of Standards of Mathematical Practice is in progress, and refinement of curriculum is ongoing. ● Refinement and consistent use of Culturally Relevant Instructional practices provided for success in math. ● Refinement of common assessments occurring in math PLC. ● There is a building-wide focus on use of complex texts. ● Writing strategies need to be tied to reading strategies. ● Core curriculum, instruction and assessment are not aligned with ACT college readiness benchmarks. ● Student Assistance Team tracks graduation progress. ● There is ongoing implementation of ACT preparation and readiness programs still underway. ● School wide implementation of ACT preparation |
| Academic Growth | Increase the Median Growth Percentile in Reading on the CMAS for all students. | Because there is no growth data for school year 2014-15 school year, there is no way to discuss academic growth goals. We will consider growth data when we have more than one year of state test data. | |
| Academic Growth Gaps | Increase the percentage of Black and Hispanic students who score in the Strong and/or Distinguished Command ranges in math as measured by CMAS with the ultimate goal of increasing the percentage of all students who score in the Strong and/or Distinguished Command ranges in math | In the 2015 school year, there is no data on Academic Growth Gaps. | |
| | Increase the percentage of Black and Hispanic students who score in the Strong and/or Distinguished Command ranges in writing as measured by with the ultimate CMAS goal of increasing the percentage of all students who score in the Strong and/or Distinguished Command ranges in writing. | In the 2015 school year, there is no data on Academic Growth Gaps. | |

| | | | |
|--|---|---|--|
| Postsecondary & Workforce Readiness | <p>Increase the mean ACT Composite Score for all students. The target for Cherokee Trail High School is a mean ACT Composite score of 22 for the 2014-2015 school year.</p> | <p>Cherokee Trail's mean ACT Composite Score for all students was 21.3 for the 2014-2015 school year. Cherokee Trail was 0.7 below the target of a mean ACT Composite Score of 22.0</p> | |
| | <p>Increase the percentage of all students graduating. The target for Cherokee Trail High School is a graduation rate of 90% for the 2014-2015 school year.</p> | <p>Cherokee Trail High School had an overall on-time graduation rate of 89.1%</p> | |

Worksheet #2: Data Analysis

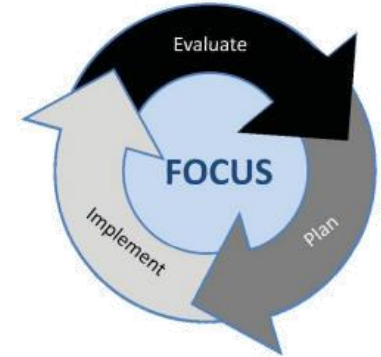
| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|-------------------------------------|--|---|---|
| Academic Achievement (Status) | On the COACT, between 2014 and 2015, we had the lowest percentage of students reaching the benchmark in reading. We have lost 8% from our highest number of students reaching the benchmark. | Increase the percentage of students who are meeting the Colorado ACT benchmark for reading. | <ul style="list-style-type: none"> • Lack of deep examination of Colorado Academic standards with focus on skill-based strategies • Lack of meaningful nonfiction reading skills practice in 9th and 10th grade (including timed readings). • Inconsistent utilization of reading strategies to access complex text. • There is a lack adherence to a building-wide, research-based instructional framework that promotes rigor across content and grade levels, particularly in reading (i.e. WICOR, SMP, backwards design). |
| Academic Achievement (Status) | The percentage of students of color reaching the reading benchmark on the COACT has declined by 11% since 2010. The overall trend has fluctuated, but between 2013 and 2015 there was a 10% drop | Increase the percentage of students of color who are meeting the Colorado ACT benchmark for reading. | <ul style="list-style-type: none"> • Lack of deep examination of Colorado Academic standards with focus on skill-based strategies • Lack of meaningful nonfiction reading skills practice in 9th and 10th grade (including timed readings). • There is a lack of adherence to a building-wide, research-based instructional framework that promotes rigor across content and grade levels, particularly in reading (i.e. WICOR, SMP, backwards design). |
| Postsecondary & Workforce Readiness | Over the last three years (2013-15) our COACT Composite score has increased .5 points. Most notably, all scores have risen by at least .2 points, but the science and English scores have both risen a full point. | Cherokee Trail's mean ACT Composite Score for all students was 21.4 for the 2014-2015 school year. Cherokee Trail was 0.6 below the target of a mean ACT Composite Score of 22.0. | <ul style="list-style-type: none"> • Lack of fidelity in use of instructional strategies to teach students to read complex texts and opportunities to write do not occur consistently across content and grade levels. • Lack of fidelity in use of CER writing model to incorporate reading and writing into classroom instruction across disciplines. |

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|------------------------|---|--|--|
| | <p>Increase the percentage of all students graduating. The target for Cherokee Trail High School is a graduation rate of 90% for the 2014-2015 school year.</p> | <p>Cherokee Trail High School had an overall on-time graduation rate of 89.1%.</p> | <ul style="list-style-type: none"> ● Inadequate process for tracking withdrawn students. ● It can be difficult to make appointments with counselors. ● No mentoring program in place to work with possible drop outs. ● No early high school intervention to redirect failing students. ● Difficult for students to get in meet directly with counselor without appointments. |

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*.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned 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 on TCAP is not 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 this school 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 state assessment transition guidance document 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 2015-16 | Major Improvement Strategy |
|-------------------------------|--|-----|---|---|---|---|--|
| | | | | 2015-16 | 2016-17 | | |
| Academic Achievement (Status) | CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures | ELA | Increase the percentage of students who are meeting the Colorado ACT benchmark for reading. | 2015-16 Increase students reaching COACT college readiness benchmark in reading to 47%, a 5% increase on the CO ACT (e.g. increase % of student reaching college readiness benchmark by 5%) | 2016-17 Increase students reaching college readiness benchmark in reading to 52% on the COACT (increase by another 3-5%). | <u>Grade 9/10</u> ACT Aspire, once per year, and 49% of students meeting the reading benchmark. <u>Grade 11</u> ACT, once per year, and 47% of students meeting the reading benchmark. | Implement school wide initiative to assist teachers to develop lessons where students write about complex texts they have read using the CER (claim, evidence, reasoning) model. |

| Performance Indicators | Measures/ Metrics | | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2015-16 | Major Improvement Strategy |
|-------------------------------------|-------------------|-----|--|---|---|---|---|
| | | | | 2015-16 | 2016-17 | | |
| | | ELA | Increase the percentage of students of color who are meeting the Colorado ACT benchmark for reading. | 2015-16 Increase students of color reaching the college readiness benchmark in reading to 32% a 5% increase on the CO ACT (e.g. increase % of students of color reaching benchmark by 5%) | 2016-17 Increase students of color reaching the college readiness benchmark in reading to 37% on the CO ACT (increase by another 4-8%). | <u>Grade 9/10</u> ACT Aspire, once per year, and 37% of students of color meet reading benchmark, an increase of 5%. <u>Grade 11</u> CO ACT, once per year, and 32% of students of color meet reading benchmark. | Utilize culturally relevant instructional strategies to teach reading skills. Implement school wide initiative to assist teachers to develop lessons where students write about complex texts they have read using the CER (claim, evidence, reasoning) model. |
| Postsecondary & Workforce Readiness | Graduation Rate | | Increase the percentage of all students graduating. | The target for Cherokee Trail High School is a graduation rate of 90% for the 2015-16 school year. | The target for Cherokee Trail High School is a graduation rate of 90% for the 2016-17 school year. | Data gathered during Student Assistance Team meetings, formative goals set by counselors, Trail Boss Program Data. | Progress monitor and provide systemic support systems for students in relation to progress towards graduation. |
| | Mean CO ACT | | Increase the mean ACT Composite Score for all students. | The target for Cherokee Trail High School is a mean composite score of 22 for the 2015-16 school year. | The target for Cherokee Trail High School is a mean ACT Composite score of 22 for the 2016-17 school year. | ACT Aspire, ACT, teacher generated formative assessments. | Align curriculum, instruction, and assessment focus to reflect college readiness standards and benchmarks as assessed by the ACT (SAT). |

Action Planning Form for 2015-16 and 2016-17

Major Improvement Strategy #1: Implement school wide initiative to assist teachers to develop lessons where students write argumentatively about complex texts they have read using the CER (claim, evidence, reasoning) model.

Root Cause(s) Addressed:

- Inconsistent utilization of reading strategies to access complex text.
- Lack of meaningful nonfiction reading skills practice in 9th and 10th grade.
- There is a lack of a building-wide, research-based instructional framework being put into practice that promotes rigor across content and grade levels, particularly in reading (i.e. WICOR, SMP, backwards design).

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
 READ Act Requirements
 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) |
|--|--------------------------|--------------------------|---|---|--|--|
| | 2015-16 | 2016-17 | | | | |
| Professional development in using a common rubric to score writing in order to track how students are understanding their reading. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team, Staff Development Team, Teachers in building | Time to work on plan. Staff development team. | <ul style="list-style-type: none"> ● September training in scoring on rubric ● November training on changes in rubric based on staff feedback ● November training on using rubric using online grading tools to provide feedback. | In progress |
| Professional development to use reading as a conduit to write argumentatively. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team, Staff Development Team | Staff Development Team Time during school day to plan Time during work week to train and implement Rubric creation by staff development team Planning time from teacher to train in November February work day Time during PLCs to work with content area teachers to implement rubric and readings | <ul style="list-style-type: none"> ● July: rubric creation by staff development team ● August: staff development about using CER to help students write as a connection to reading and critical thinking and to develop common language among the staff. ● September: staff development about using rubric to help students write about reading. ● Ongoing staff development with content area teachers on linking reading to student writing. | In progress |

| 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) |
|--|--------------------------|--------------------------|---|--|--|--|
| | 2015-16 | 2016-17 | | | | |
| Professional development to show staff how mathematics uses the CER framework to demonstrate mathematical comprehension. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team, Staff Development Team, Teachers in Building | Time to plan with staff development team. Time to meet with mathematics teachers and coordinator. | <ul style="list-style-type: none"> August training to show teachers how this might be used in all classes including and especially math. September training to norm teachers in scoring math problems using the rubric. November training to show changes in rubric per advice from math and science teachers. February training to continue norming teachers. | In progress |
| Use of school-wide CER rubric to allow teachers to understand how students are writing about, and thus understanding their reading. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team, Staff Development Team, Teachers in building | Time for staff development team to plan implementation. Time to implement. | <ul style="list-style-type: none"> September training in scoring on rubric November training on changes in rubric based on staff feedback November training on using rubric using online grading tools to provide feedback. | In progress |
| Implementation of school-wide goals to improve ACT reading scores. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team, Staff Development Team, Teachers in building | N/A | <ul style="list-style-type: none"> August: teachers create school-wide goal (ACT reading, writing, or math) December: teachers report progress on school-wide goal May: teachers report progress on school-wide goal | In progress |
| School wide use of nonfiction reading is increased. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team, Staff Development Team, Teachers in building | Leadership Team Staff Development Team Teachers in building | <ul style="list-style-type: none"> Ongoing: teachers meet in collaborative teams to agree on texts used in content classes. Ongoing: school wide goal on ACT reading, writing or math with focus in content area classes and electives on nonfiction reading. More use of online tools such as NewsELA. | In progress. |
| Science department has implemented timed readings to assist students in creating strategies for reading complex texts in timed reading situations. | August 2015 to June 2016 | August 2016 to June 2017 | Science Department | Science coordinator and department | <ul style="list-style-type: none"> Periodic use of timed science readings. Discussions of readings results during PLC meetings. | In progress |

Major Improvement Strategy #2: Utilize culturally relevant instructional strategies to target reading skills instruction.

Root Cause(s) Addressed:

- Lack of culturally relevant strategies used on a consistent basis with particular focus on reading skills instruction
- There is a lack of a building-wide, research-based instructional framework that promotes rigor across content and grade levels, particularly in reading (i.e. WICOR, SMP, backwards design).
- Lack of deep examination of Colorado Academic standards with focus on skill-based strategies
- Lack of meaningful nonfiction reading skills practice in 9th and 10th grade.

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
 READ Act Requirements
 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) |
|--|--------------------------|--------------------------|---|---|---|--|
| | 2015-16 | 2016-17 | | | | |
| Ongoing focus building-wide on culturally relevant teaching strategies through school equity teams (book study, CARE team, PASS team). | August 2015 to June 2016 | August 2016 to June 2017 | All staff: Leadership team CARE Team Equity book groups PASS Team | Equity Book Study Groups \$??? <i>Creating Opportunities to Learn</i> CARE Team \$625 <i>How to Teach Students Who Don't Look Like You</i> PASS Team Student Forums Equity Badge offered to staff Time for groups to meet once a month | Monthly meetings for each of the equity groups in our school. | In progress |
| Implementation of WICOR strategies to support reading. | August 2015 to June 2016 | August 2016 to June 2017 | All staff | AVID resources AVID teachers | Ongoing development of WICOR strategies in classrooms. | In progress |

| 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) |
|---|--------------------------|--------------------------|---|---|---|--|
| | 2015-16 | 2016-17 | | | | |
| Implementation of school-wide initiative on CER writing to support thinking and processing reading. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team Staff Development Team Teachers | Staff Development Team Time during school day to plan Time during work week to train and implement Rubric creation by staff development team Planning time from teacher to train in November February work day Time during PLCs to work with content area teachers to implement rubric and readings | August: training to implement school-wide discussion of student work through the use of CER Rubric November: training to continue to discuss student reading and writing according to the rubric February: training around examining student work using rubric to develop common language | In progress |
| Implementation of sophomore intervention class and addition of sophomore AVID section. | August 2015 to June 2016 | August 2016 to June 2017 | Teachers and Sections to offer courses. | Staff to teach added sections. Book: | | In progress |
| Addition of "Counselor on Call" to provide more students with access to counselors for questions/problems that arise. | August 2015 to June 2016 | August 2016 to June 2017 | Counselors | Counselors offer time in the counseling office to talk with students as needed. | Track the number of students who utilize this time. | In progress |

Major Improvement Strategy #3: Create and sustain a learning environment in which every student feels safe, respected as a learner, and connected with adult staff, other students, and the community.

Root Cause(s) Addressed:

- The curriculum at Cherokee Trail High School does not include teaching students strategies on positive bystander behaviors and appropriate internet citizenship;
- Lack of supports and strategies for LGBTQ students and students with special needs related to bullying;
- Lack of support, education, and strategies for athletes and activities participants related to bullying;
- Lack of education and strategies for females related to relational aggression in adolescence;
- Lack of a systemic process to connect students to adults in the building in order to provide social, emotional or academic support;
- Some teachers are not prepared to handle bullying situations in their classroom or hallways.

| 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) |
|---|--------------------------|--------------------------|---|--|---|--|
| | 2015-16 | 2016-17 | | | | |
| Maintain a Bully Proofing 2.0 Team. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team and Counselors | Safe Schools Mini Grant \$1500 | Quarterly Meetings Participation in Bully Proofing Round-tables sponsored by District Counseling visits freshman social studies classes to discuss stereotyping. Climate, Wellness and Safety Survey | In progress |
| Building Technology Department will educate students and staff about online citizenship and strategies to prevent and cope with cyber bullying. | August 2015 to June 2016 | August 2016 to June 2017 | Technology Coordinator Teachers | Common Sense Media Time to train health, gov/econ, and English 12 teachers on lessons Classroom time | Climate, Wellness and Safety Survey Pre and post Formative assessments at end of units | In progress |
| Implement Student Action Task Force: anti-bullying lesson into Freshmen Seminar, and in all athletics, clubs, and activities in the school. | August 2015 to June 2016 | August 2016 to June 2017 | Student Action Task Force: 13 teachers 24 junior and senior students chosen because they are representative of the student body (Students of Color, LGBT, different academic groups). | Part of the \$1500 Safe Schools grant. | Initial 8 hour training Beginning year team building kickoff Midyear one hour training One outside outreach at a middle school Survey of cadets (Student members of Student Action Task Force) Climate, Wellness and Safety Survey | In progress |

| 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) |
|---|--------------------------|--------------------------|---|--|--|--|
| | 2015-16 | 2016-17 | | | | |
| Implementation of Smart Girl Program with a specific focus on anti-bullying strategies and strategies to prevent relational aggression between females. | August 2015 to June 2016 | August 2016 to June 2017 | Activities Director and Counselors | \$500 PTCO grant | Quarterly Meetings for students | In progress |
| The Wellness and Fitness Department will focus on bullying and hazing prevention for all students in all Health classes and various other Wellness and Fitness classes. | August 2015 to June 2016 | August 2016 to June 2017 | Athletic Director Wellness Fitness Coordinator, Health Teachers | Time in classes | Lesson plans delivered in wellness and fitness classes. Pre and post surveys Climate, Wellness, and Safety Survey | In progress |
| Implementation of Common Sense Media Digital Citizenship. | August 2015 to June 2016 | August 2016 to June 2017 | Technology Coordinator Wellness Fitness Coordinator Health teachers Leadership Team Social studies teachers English teachers | Common Sense Media Time to train health, gov/econ, and English 12 teachers on lessons Classroom time | CCT training every Wednesday Classroom Instruction | In progress |
| Implementation of Student Forums for students of color to build a deeper connection to school. | August 2015 to June 2016 | August 2016 to June 2017 | Leadership Team Ten teachers 80 students (20 each from each representative racial group in our school. | Time to gather students three times a year. Funding for subs for teachers who facilitate. | Group meets three times a year. Discussion of: race, identity, how to create a sense of connection to the school community. Use the four agreements to ground discussions. | In progress |
| Implementation of Gay Straight Alliance to build a deeper connection to school. | August 2015 to June 2016 | August 2016 to June 2017 | Teacher and EOP to facilitate group. 30 students and growing. | fundraising ~\$250 a year. | Meetings once a week. Day of silence once a year. Mental health talks four times a year. Attend district diversity conference each year. Facilitate community building with other schools. Attend school events together (plays, games, etc). | In progress. |