COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 0010   School Name: ABRAHAM LINCOLN HIGH SCHOOL   Official 2014 SPF: 3-Year

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

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.*
Priority Performance Challenge: is that achievement at Abraham Lincoln High School is significantly below state and federal targets in reading, math and writing.   • ACCESS overall scores dropped from 58 to 53 over a 3-year period (from 2013 to 2015); ACCESS trajectory on-track rate dropped from 66% to 55% (2014 to 2015); ACCESS MGP's of English language learning students (73% of ALHS students) is significantly below state and federal adequate growth targets   • COACT average composite dropped from 15.96 to 14.76 from 2014 to 2015   • Highest failure rates were in math; Algebra Advanced S1 with 41.64%, Algebra 1 S1 with 25.34, and Algebra 1 S2 with 25.07%.
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.*
The root causes identified by school leaders, staff, parents and students are: • Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas.   • Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners.   • Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners.   • Consistent rituals, routines and instructional expectations across classrooms were not consistently implemented.   • Inconsistent communication and planning with students and families about post-secondary options and pathways for students; especially for those off-track or in danger of falling of track in order to decrease drop-out rate and increase graduation rate.
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.*
Major Improvement Strategy #1: Intentional implementation of Effective Data Driven Instructional Systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English and English Language Learners to ensure student success.   **Major Improvement Strategy #2**: Implement systems to ensure that 100% of Abraham Lincoln scholars graduate college and career ready.   **Major Improvement Strategy #3:** Support student achievement and growth of the whole child by implementing intentional systems to support a positive culturally relevant school culture.

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

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 3rd 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).	[Plan Type] [Year]	[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,	[Identified/Not Identified as a Title I Focus School]	[Customized Directions] In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the

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	ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.		achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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	[Customized Directions] In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	[Not a] Diagnostic Review Grantee	Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.
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 an] SIS Grantee	Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.
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	[Customized Directions] In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.

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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?	The Diagnostic Review Grant awarded for the 2015-2016 school year.
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.	Blueprint Partners for the 2015-2016 school year.

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	Larry Irvin, Principal
	Email	Larry_Irvin@dpsk12.org
	Phone	723-423-5000
	Mailing Address	2285 S Federal Blvd, Denver, CO 80219
2	Name and Title	Guadalupe Diaz, Assistant Principal
	Email	Guadalupe_Diaz@dpsk12.org
	Phone	723-423-5000
	Mailing Address	2285 S Federal Blvd, Denver, CO 80219

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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
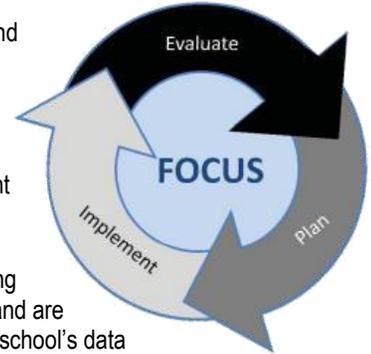
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS CMAS English language arts and math assessments. These assessments measure related, but different content standards 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

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.

Description of School Setting and Process for Data Analysis:	Review Current Performance:	Trend Analysis:	Priority Performance Challenges:	Root Cause Analysis:
Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	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.	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.	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.	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.

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Narrative:

Our Mission/Vision: Our community will collaborate to foster an environment of high expectations that will empower students to become responsible citizens, achieve their goals, and reach their fullest potential for career and college readiness in very class, every day.

Motto: Lincoln Lancers Lifelong Learners

Abraham Lincoln High School, which opened its doors in 1960, is located within an urban working-class neighborhood in southwest Denver, six miles from downtown. Lincoln currently serves 1379 students who are 97% eligible for free or reduced lunch, 73% English Language Learners, 11% Special Education, and 95% Minority. Many of our student's parents were born in other countries and many students will be the first in their families to graduate high school. Lincoln serves a primarily Hispanic student body, as well as students from Sudan, Somalia and Southeast Asia, to name a few. As Lincoln Lancer educators, we take pride in challenging the stereotype by empowering our newcomer and first-generation students to achieve success. We take great pride in providing a high level of service to our students, families and community.

We realize the importance of raising student aspirations and academic performance. We are proud to have raised our on-time graduation rate by 11 percentage points with 78% of our students now departing Lincoln with a diploma and the skills for a successful future. We prepare our students for college and careers through rigorous coursework, including 18 AP Courses, 5 Concurrent Enrollment options, and 5 Career and Technical Education pathways.

Process for Data Analysis: The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed 2013 TCAP proficiency and growth data, and 2014 School Performance Framework data, post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations.

ALHS also participated in a School Quality Review (SQR). Following is the SQR and UIP Crosswalk which shows the following:
- areas of strengths and assets
- findings for underperformance
- the school improvement strategy alignment
- SQR's alignment with ALHS's UIP

Areas of Strengths and Assets

SQR	UIP
Domain 1: Instruction	Domain 1: Instruction
• Leadership and some teachers cited behavior as a strength in the school. Students behaved according to expectations in 58% of classrooms observed. • Observed teacher providing a highly structured learning environment to	• Facilitated monthly meetings with PLC leaders, chairpersons to build leadership capacity • Lincoln data protocol that outlines each step of the data cycle

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support students engaged in a debate with each other about gender roles in a shared text.
- In 34% of classrooms observed, learning goals were posted and teachers provided aligned instruction and modeled step-by-step procedures.

- Systems and structures to produce common assessments with a focus on most commonly assessed standards
- Systems to progress monitor student growth in most commonly assessed CCSS or year-long standards

Domain 2: Opportunities for Students to Learn

- Safe environment to support learning
- Students feel they have at least one adult they can turn to for support
- Procedural rules for emotional support
- Clear process to determine the appropriate English Language acquisition level and progress monitoring
- Decrease in student suspension
- Supports for Sp Ed and ELL students
- Consistent data gathering
- Tier I supports
- Math and English labs for 9th
- Focus on 9th and 10th grade

Domain 2: Opportunities for Student to Learn

- Monthly student celebrations
- Student showcase nights

Domain 3: Educators' Opportunities to Learn

- PD occurs consistently on Thursday afternoons and includes repeated meeting structures such as PLCs interspersed with choice PD opportunities that include sessions led by instructional coaches
- Opportunities for staff to give one another feedback based on peer review, and staff meetings
- PD Calendar is left open to schedule sessions in response to teacher need and based on classroom observation
- PD occurs during common planning time, which happens three out of the five days per week
- Leadership team, teachers, and instructional coaches reported that coaches

Domain 3: Educators' Opportunities to Learn

- School leaders identify four indicators as key look-fors during walkthroughs and observations, and communicate this to teachers; these areas will be emphasized during professional development, feedback and coaching
- Provide at least five professional development workshops for teachers on differentiation with an emphasis on English Language Learners.
- School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning

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meet together every two weeks to go over classroom observation data and plan PD
- PD consistently evaluated via exit tickets and follow-up observations
- Educators collaborate regularly to learn about instruction and to monitor student progress.
- Modifications made to the data protocol to better meet the needs of school based staff in terms of planning

Domain: 4-Leadership and Community
- School leaders are working to ensure that teachers deliver high quality instruction
- School leaders are beginning to provide conditions that support a school-wide data culture
- The school provides opportunities for students to form positive relationships with peers and adults in the school
- The school is working to engage families in support of student learning.

Domain: 4-Leadership and Community

- Intentional implementation of systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English and English Language Learners to ensure student success.
- Implement systems to ensure that 100% of Abraham Lincoln scholars graduate college and career ready.

Finding s for Underperformance

SQR	UIP
Domain 1: Instruction ● Teachers do not frequently provide students with clear learning goals and focused direct instruction ● Timely, frequent, and specific feedback is not provided throughout the learning process to inform improvement efforts. Domain 2: Opportunities for Students to Learn	Domain 1: Instruction ● Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all areas. ● Consistent rituals, routines and instructional expectations across classrooms were not consistently implemented. ● Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented. Domain 2: Opportunities for students to learn

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- Increased in-school suspension
- Inconsistent expectations for academic learning
- Lack of celebration recognizing student academic achievement
- Identify and implement academic & behavioral interventions & supports for struggling and at-risk students
- Commonly understood process for identifying students at-risk
- Support services outside classroom based on referrals for non-Sp Ed and non-ELL
- Commonly understood process to refer students for behavioral support
- Provide students with appropriate supplemental out-of-school academic supports

- Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners
- Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented.

Domain 3: Educators' Opportunities to Learn

- Working to build a safe and trustworthy professional climate.
- Some teachers not really knowing the principal and new administration team
- Distance between leadership team and teachers

Domain 3: Educator's Opportunity to Learn

- Inconsistent implementation of rituals, routines and instructional expectations across classrooms.
- High degree of faculty turnover has led to a lack of consistent short-cycle assessment systems and related progress monitoring

Domain 4: Leadership and Community

- The principal has systems to select teachers; however, there is limited teacher recognition.
- parents reported not receiving information in their home language about important events such as Parent-Teacher conferences

Domain 4: Leadership and Community

- Inconsistent communication and planning with students and families about post-secondary option and pathways.
- Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas.
- Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners.

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School Improvement Alignment Strategy

Current UIP Strategy	To what degree does each UIP strategy address issues raised in the SQR?
Major Improvement Strategy #1 Intentional implementation of systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English, and English Language Learners to ensure student success.	The UIP major improvement strategy #1 is highly addressed in the SQR report. 1. Develop leadership capacity among administrators, PLC leaders, chairpersons, and school leadership team members around data driven instruction implementation of a school-wide data inquiry cycle. 2. PLCs backward plan from a standards-based unit assessment, creating unit and lesson plans aligned to the power CCSS. 3. School leaders and coaches prove regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional process.

SQR's Alignment to ALHS's UIP

Does the SQR suggest new areas of focus to consider in the school's improvement strategy?

The SQR is in alignment with Lincoln's school improvement plan.
 	
 Lincoln
 Major Improvement Strategy #1: Intentional implementation of systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas.
 	
 SQR
 Goal: Instruction is intentional, engaging, or challenging for all students
 Actions:
 ● Norming:
     ○ Norming for look-fors in classroom (completed 5/1/15)
     ○ Provide professional development with modeling (completed 5/14/15)
     ○ Teachers sign-up with school leader and coaches for planning and support (5/15/15)
 ● Monitoring:
     ○ Reflective feedback and visits; Classroom visits with focus (on-going)

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Review of Current Performance:

The following is Abraham Lincoln High School's percentage of total points earned on Denver Public School Performance Framework (SPF) for the past six years. Abraham Lincoln's SPF dropped to orange, "Accredited on Priority Watch".

	Earned Points	Possible Points	% of Points Earned	Stoplight
Accredited On Priority Watch				
Overall	89	240	37.08%	Accredited On Priority Watch
High School				
1. Student Progress Over Time - Growth	49	109	45.0%	Approaching
2. Student Achievement - Status	3	28	10.7%	Does Not Meet
3. Post Secondary Readiness - Growth	10	42	23.8%	Does Not Meet
4. Post Secondary Readiness - Status	17	45	37.8%	Approaching
5. Student Engagement & Satisfaction	2	6	33.3%	Approaching
Center-Based Program Offerings [1]	3	0		3 Bonus Points
6. Enrollment	1	4	25.0%	Does Not Meet
Enrollment Change [1]	0	0		0 Bonus Points
7. Parent Engagement & Satisfaction	4	6	66.7%	Meets
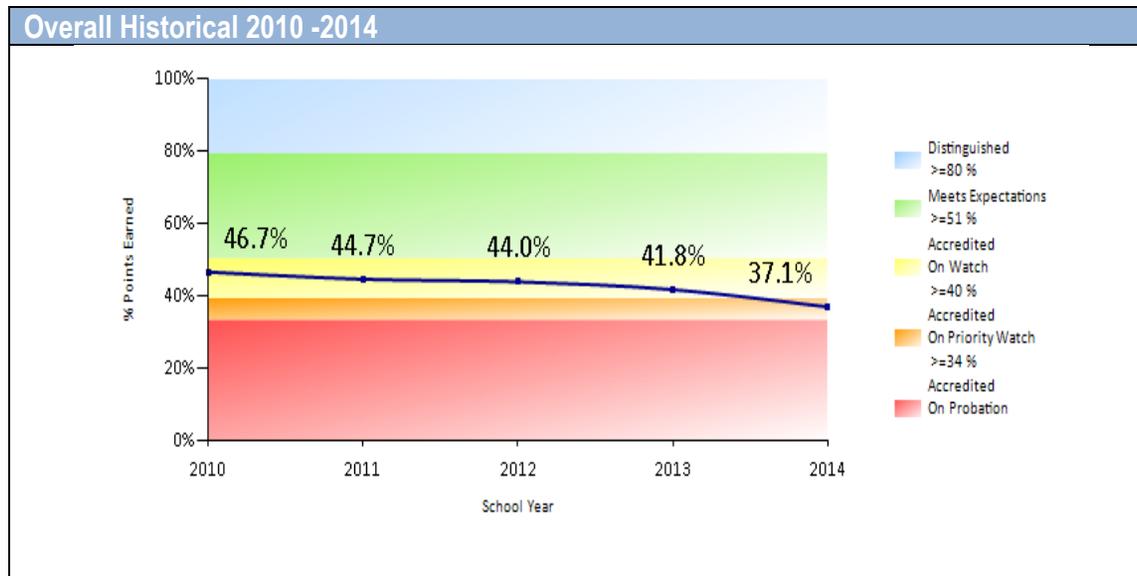
Overall Historical 2010 -2014

Distinguished
>=80 %

Meets Expectations
>=51 %

Accredited
On Watch
>=40 %

Accredited
On Priority Watch
>=34 %

Accredited
On Probation

	Accredited On Watch	Accredited On Watch	Accredited On Watch	Accredited On Watch	Accredited On Priority Watch
	2010	2011	2012	2013	2014
% Points Earned	46.7%	44.7%	44.0%	41.8%	37.1%
Points Earned	119	110	121	105	89
Points Possible	255	246	275	251	240

Trend Analysis

Abraham Lincoln High School's percentage of total points earned on Denver Public School Performance Framework (SPF) has declined each year for the past five years, 2010 - 2014.

Status: Currently, Abraham Lincoln High School's SPF watch status is orange, "Accredited on Priority Watch."
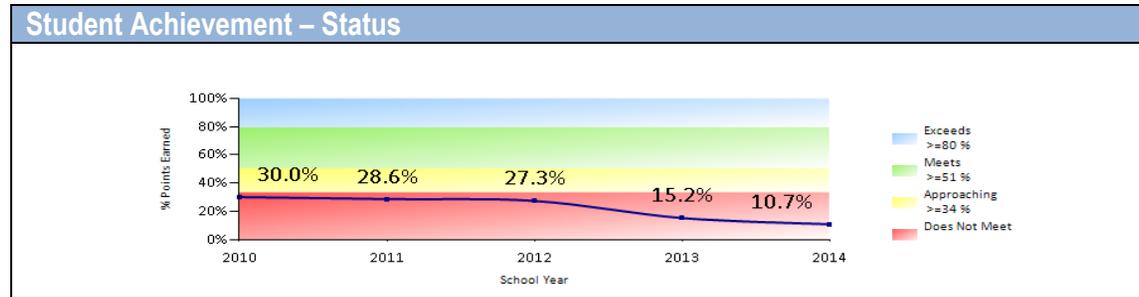
	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
	2010	2011	2012	2013	2014
% Points Earned	30.0%	28.6%	27.3%	15.2%	10.7%
Points Earned	12	10	9	5	3
Points Possible	40	35	33	33	28

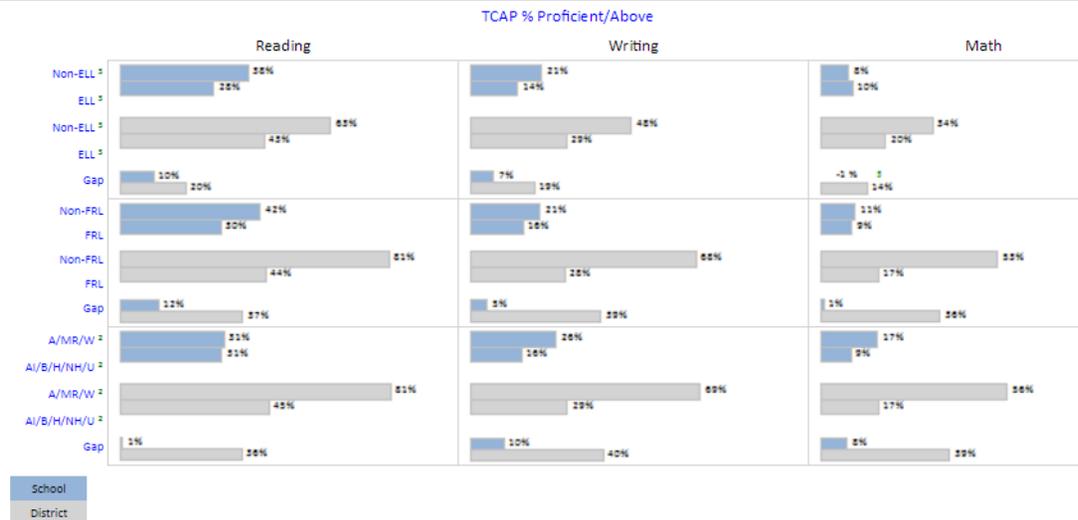School Code: 0010   School Name: Abraham Lincoln High School

Growth: Abraham Lincoln High School's Student Achievement Status has declined each year, 2010 – 2014. Abraham Lincoln High School's Student Progress Over Time – Gorwth measurement, has remained flat since 2010, except for increases in 2012 and 2013.

Student Progress Over Time – Growth

	Approaching	Approaching	Meets	Meets	Approaching
	2010	2011	2012	2013	2014
% Points Earned	45.2%	45.0%	51.8%	50.6%	45.0%
Points Earned	38	36	44	43	49
Points Possible	84	80	85	85	109

Academic Gaps: While gaps continue to exist for students as Abraham Lincoln High School, the instructional efforts to close the gaps in reading, writing, and math for our students who are ELLs, who qualify for FRL, and / or based on students' ethnicity, the gaps are being closed at significantly higher rates as compared to the district. ALHS is closing the achievement gap in ALL areas at rates between 40% - 108% higher than the district.

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TCAP % Proficient/Above

	Reading	Writing	Math
Non-ELL [3]	38% / 28%	21% / 14%	6% / 10%
ELL [3]			
Non-ELL [3]	65% / 45%	48% / 29%	34% / 20%
ELL [3]			
Gap	10% / 20%	7% / 19%	-1% / 14%
Non-FRL	42% / 30%	21% / 16%	11% / 9%
FRL			
Non-FRL	51% / 44%	66% / 28%	55% / 17%
FRL			
Gap	12% / 37%	5% / 53%	1% / 56%
A/MR/W [2]	51% / 31%	26% / 16%	17% / 9%
AI/B/H/NH/U [2]			
A/MR/W [2]	51% / 45%	69% / 29%	56% / 17%
AI/B/H/NH/U [2]			
Gap	1% / 56%	10% / 40%	8% / 53%

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Schools Ranked by Similar School Scores	CMAS ELA							CMAS Math						
	Grade and Test	PARTICIPATION RATE	School Met or Above	District Met or Above	CMAS Percentile	TCAP Percentile Read/Write 2014	%ile Gain or Loss	Grade and Test	PARTICIPATION RATE	School Met or Above	District Met or Above	CMAS Percentile	TCAP Percentile Math 2014	%ile Gain or Loss
Abraham Lincoln High School		**81%**	11%	33%	33rd percentile	33rd percentile	**0**		**78%**	6%	18%	46th percentile	42nd percentile	**4**
	Grade 9	**89%**	10%	38%		29/19		Algebra	**83%**	7%	30%		11%	
	Grade 10	**83%**	14%	37%		31/11		Geometry	**85%**	4%	24%		7%	
	Grade 11	**69%**	8%	40%		na		Algebra II	**64%**	7%	28%		na	

2015 CMAS: PARCC ELA

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School Number	Grade/Test	Total Tested	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		% Approach or above	% Met or above
			#	%	#	%	#	%	#	%	#	%		
450	9th Graders	357	132	37.0%	101	28.3%	87	24.4%	37	10.4%	0	0.0%	34.7%	**10.4%**
450	10th Graders	265	113	42.6%	63	23.8%	52	19.6%	32	12.1%	5	1.9%	33.6%	**14.0%**
450	11th Graders	198	77	38.9%	64	32.3%	42	21.2%	13	6.6%	2	1.0%	28.8%	**7.6%**
450	All Grades	820	322	39.3%	228	27.8%	181	22.1%	82	10.0%	7	0.9%	32.9%	**10.9%**

School Number	Grade/Test	Total Tested	2015 CMAS: PARCC Math											
			Did not yet meet expectations		Partially met expectations		Approached Expectations		Met Expectations		Exceeded Expectations		% Approaching or Above	% Met or Above
			#	%	#	%	#	%	#	%	#	%		
450	9th - All Tests	372	93	25.0%	145	39.0%	107	28.8%	27	7.3%	0	0.0%	36.0%	**7.3%**
450	10th - All Tests	258	73	28.3%	120	46.5%	50	19.4%	15	5.8%	0	0.0%	25.2%	**5.8%**
450	11th - All Tests	122	91	74.6%	28	23.0%	3	2.5%	0	0.0%	0	0.0%	2.5%	**0.0%**
450	All Grades	762	267	35.0%	293	38.5%	160	21.0%	42	5.5%	0	0.0%	26.5%	**5.5%**
450	CMAS Algebra I	278	80	28.8%	111	39.9%	69	24.8%	18	6.5%	0	0.0%	31.3%	**6.5%**
450	CMAS Geometry	322	79	24.5%	152	47.2%	79	24.5%	12	3.7%	0	0.0%	28.3%	**3.7%**
450	CMAS Algebra II	161	107	66.5%	30	18.6%	12	7.5%	12	7.5%	0	0.0%	14.9%	**7.5%**

Post-Secondary Readiness: As of 2014, the current status of post-secondary readiness shows that 37.8% of students are college ready. This has remained relatively flat since 2010, with a minor increase in 2013.

Post Secondary Readiness - Status

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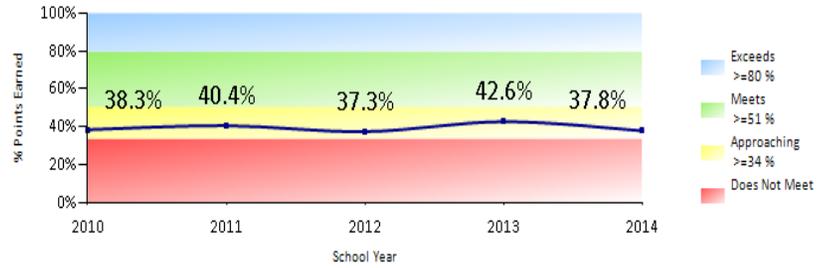
	Approaching	Approaching	Approaching	Approaching	Approaching
	2010	2011	2012	2013	2014
% Points Earned	38.3%	40.4%	37.3%	42.6%	37.8%
Points Earned	18	19	22	20	17
Points Possible	47	47	59	47	45

Priority Performance Challenge: Outcome measures for student achievement at Abraham Lincoln High School is significantly below state and federal targets in reading, math and writing.

- ACCESS overall scores dropped from 58 to 53 over a 3-year period (from 2013 to 2015); ACCESS overall on-track rate dropped from 66% to 55%, from 2014 to 2015
- COACT average composite dropped from 15.96 to 14.76 from 2014 to 2015; COACT reading dropped from 7% to 5%, from 2014 to 2015.
- Highest failure rates were in math; Algebra Advanced S1 with 41.64%, Algebra 1 S1 with 25.34, and Algebra 1 S2 with 25.07%.

COACT % College Ready						
	2010	2011	2012	2013	2014	2015
English	11%	15%	23%	21%	20%	10%
Math	4%	9%	12%	11%	15%	6%
Reading	7%	7%	14%	8%	7%	5%

COACT Average Composite						
	2010	2011	2012	2013	2014	2015
Overall	14.47	14.92	15.43	15.61	15.96	14.76
English					14.4	12.6
Math					17.1	16.1

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Science	2%	3%	3%	7%	6%	3%	Reading					15.7	14.5

ACCESS TEST (ELLs)

	2013- 14	2014-15
Trigger point (5 or 6)	38%	32%
Percent on Track	66%	55%
MGPs	57%	53%

ACCESS MGP

	2013	2014	2015
All Grades	58	57.5	53
9th	56.5	59	54
10th	67	63.5	49
11th	59	51	55
12th	50	50	52

ACCESS On-Track Rate

	2014	2015
All Grades	66%	55%
9th	81%	73%
10th	66%	54%
11th	53%	41%

College Ready Pass Rates

	2013- 14	2014-15
AP	23%	19.60%
CE (non-remed)	66%	69%
CU Succeeds	74%	75%
* Remedial	57%	65%

College Enrollment Rate After Graduation - Fall Enrollment

2011-12	2012-13	2013-14
25%	32%	39%

On Time Graduation Rate

2012-13	2013-14	2014-15
67.00%	75.50%	

Root Cause Analysis: the drop identified several conditions that led to depressed student achievement and growth as identified by school leaders, staff, parents and students are:

- Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas.
- Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners.
- Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners.
- Consistent rituals, routines and instructional expectations across classrooms were not consistently implemented.
- Inconsistent communication and planning with students and families about post-secondary options and pathways for students; especially for those off-track or in danger of falling of track in order to decrease drop-out rate and increase graduation rate.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 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)	To be determined once data is available	To be reviewed once data is available	• Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas.
Academic Growth	To be determined once data is available	To be reviewed once data is available	• Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners.
Academic Growth Gaps	To be determined once data is available	To be reviewed once data is available	• Intentional systems to support culturally responsive teaching were not consistently implemented.
Postsecondary & Workforce Readiness	To be determined once data is available	To be reviewed once data is available	• Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners. • Consistent rituals, routines and instructional expectations across classrooms were not consistently implemented. • Inconsistent communication and planning with students and families about post-secondary options and pathways for students; especially for those off-track or in danger of falling of track in order to decrease drop-out rate and increase graduation rate.

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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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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)	**Academic Achievement:** ACCESS overall scores dropped from 58 to 53 over a 3-year period (from 2013 to 2015); ACCESS overall on-track rate dropped from 66% to 55% (2014 to 2015) **Reading Trend:** COACT % College Ready has steadily dropped over a 4-year period. **Math Trend:** COACT % College Ready has dropped significantly from 15% to 6% between 2014 and 2015. **Writing Trend:**	Achievement of ALHS students is significantly below state and federal expectations in reading, math and writing.	• Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas. • Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners. • Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners. • Inconsistent communication and planning with students and families about post-secondary options and pathways for students; especially for those off-track or in danger of falling of track in order to decrease drop-out rate and increase graduation rate.
Academic Growth	**Academic Growth:** COACT average composite dropped from 15.96 to 14.76 from 2014 to 2015	Achievement of ALHS students is significantly below state and federal expectations in reading, math and writing.	• Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas. • Academic rigor has not been consistently implemented throughout every grade and subject area, especially for ELL • Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners.

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**Academic Growth:** The overall ACCESS MGP has steadily dropped over a 3-year period.	MGP's of English language learning students (73% of ALHS students) is significantly below state and federal adequate growth targets.	• Inconsistent implementation of ELL differentiation strategies. Inconsistent implementation of special education strategies • Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners.
Postsecondary & Workforce Readiness	**PWR:** Pass rates in CE (non-remedial) and CU Succeeds have increased from 2014 – 2015. The college enrollment rate after graduation (Fall enrollment) as steadily increased over a 3-year period; 25% in 2012, 32% in 2013 and 39% in 2014. The on-time graduation rate increased from 67% in 2013 to 75% in 2014.	The percentage of students who are classified as College Ready according to the ACT college readiness benchmarks is below state, federal and district expectations.	• Using data-driven instruction to guide explicit rigorous differentiated instruction was not consistently implemented across all content areas. • Academic rigor has not been consistently implemented throughout every grade and subject area, especially for English Language Learners. • Systems to intentionally progress monitor students' mastery of learning targets were not consistently implemented, especially for English Language Learners. • Inconsistent communication and planning with students and families about post-secondary options and pathways for students; especially for those off-track or in danger of falling of track in order to decrease drop-out rate and increase graduation rate.

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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 the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were 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 transitioned from reading, writing and math TCAP assessments to CMAS CMAS 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.

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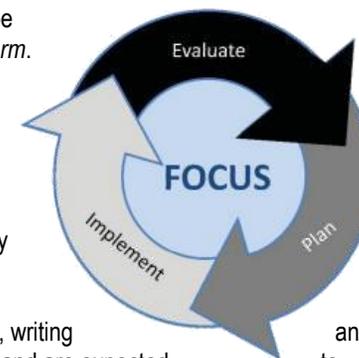
School Target Setting Form

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/CMAS, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Achievement of ALHS students is significantly below state and federal expectations in reading, math and writing. (Target may change depending on Spring 2015 CMAS test results.)	CMAS Math/ELA proficient or above: 36% in reading.	CMAS Math/ELA proficient or above: 41% in reading.	1) DPS and teacher interim assessments are analyzed on a 6-week cycle. 2) WIDA Access are analyzed once a year. 3) CMAS results are analyzed once a year. 4) ACT scores are analyzed once a year.	MIS #1: Intentional implementation of Effective Data Driven Instructional Systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English and English Language Learners to ensure student success.
		READ		CMAS Math/ELA proficient or above: 16% in math.	CMAS Math/ELA proficiency: 21% in math.		
		M		CMAS Math/ELA proficient or above: 21% in writing.	CMAS Math/ELA proficient or above: 26% in writing.		
		S		CMAS Science/Social Studies proficient or above: 20% in science.	CMAS Science/Social Studies proficient or above: 25% in science.		
Academic Growth	Median Growth Percentile, TCAP, CMAS/CMAS, ACCESS, local measures	ELA	The MGPs in Math are below the DPS "meets" target of 50 and significantly below state and federal adequate growth target of 99. (Target may change depending on Spring 2015 CMAS test results.)	>50 Median Growth Percentile	>70 Median Growth Percentile	1) DPS and teacher interim assessments are analyzed on a 6-week cycle. 2) WIDA Access are analyzed once a year. 3) CMAS results are analyzed once a year. 4) ACT scores are analyzed once a year.	MIS #1: Intentional implementation of Effective Data Driven Instructional Systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English and English Language Learners to ensure student success.
		M		>50 Median Growth Percentile	>70 Median Growth Percentile		
		ELP		>50 Median Growth Percentile	>70 Median Growth Percentile		

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Academic Growth Gaps	Median Growth Percentile, local measures	ELA	MGP's of English language learning students (73% of ALHS students) is significantly below state and federal adequate growth targets. (Target may change depending on Spring 2015 CMAS test results.)	50 Median Growth Percentile for all disaggregated groups	70 Median Growth Percentile for all disaggregated groups	1) DPS and teacher interim assessments are analyzed on a 6-week cycle. 2) WIDA Access are analyzed once a year. 3) CMAS results are analyzed once a year. 4) ACT scores are analyzed once a year.	MIS #1: Intentional implementation of Effective Data Driven Instructional Systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English and English Language Learners to ensure student success. MIS #3: Support student achievement and growth of the whole child by implementing intentional systems to support a positive culturally relevant school culture
		M		50 Median Growth Percentile for all disaggregated groups	70 Median Growth Percentile for all disaggregated groups		
Postsecondary & Workforce Readiness	Graduation Rate		The percentage of students who are classified as College Ready according to the ACT college readiness benchmarks is below state, federal and district expectations.	The percentage of students graduating on-time within 4yr to 7yr will increase to 82%.	The percentage of students graduating on-time within 4yr to 7yr will increase to 86%.	1) D/F reports are analyzed weekly and action plans are created for individual students 2) On track to graduate reports are analyzed at all grade levels to determine the gatekeeper course twice a year 3) Analysis of disaggregated credit recovery program completion rate data of all	MIS #2: Implement systems to ensure that 100% of Abraham Lincoln scholars graduate college and career ready. MIS #3: Support student achievement and growth of the whole child by implementing intentional systems to support a positive culturally relevant school culture
	Disag. Grad Rate						
	Dropout Rate			The dropout rate will decrease by 10% annually.	The dropout rate will decrease by 10% annually.		
	Mean CO ACT			COACT Average will increase to a composite score of 15.5.	COACT Average will increase to a composite score of 16.3.		

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			Pass rates in CE/CU will increase by 5% from previous year.	Pass rates in CE/CU will increase by 5% from previous year.	enrolled students 4) All 11th graders will participated in three practice ACT exams.	
	Other PWR Measures					

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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: Intentional implementation of Effective Data Driven Instructional Systems to progress monitor rigorous based instruction, differentiation and students' mastery of learning targets consistently across all content areas with an emphasis on math, English and English Language Learners to ensure student success.

Root Cause(s) Addressed: A) Need to strengthen systems to progress monitor 9th – 12th grade on-track (weekly) in order to decrease the drop-out rate and increase the graduation rate. B) Need to strengthen a system and school culture to provide supports and interventions for students who are off-track (or in danger of falling off track) in order to decrease the drop-out rate and increase the graduation rate.

_____

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					
Establish structures to support implementation of an effective school-wide DDI system	August 2015	Revisited 2016	Admin Team Data Assessment Partner DPS DDI Partner	Local budget DPS central budget	• By September: Diff Roles receive 8 hours PD on rolling our DDI structures • By October: One PLC will begin piloting a common student data tracker • By December: PLC leaders prepared to roll	• DDI Leadership Team designated • Master School includes daily common plan time for PLC • Admin observe PLCs and provide actionable feedback at least twice a month • Content specific	In progress

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					out student data tracker school-wide • By January: All PLCs use common school-wide tracker • By May: Teacher can effectively communicate the impact of student data tracker on student achievement during EOY conversations	assessment strategy that identifies year-long student learning objectives (SLO) and formative assessments articulated • Observation and feedback cycles calendar created that mirrors DDI system to hold teachers accountable for adjusting instruction Assessment Vision and Strategy	
Identify the formative practices, and processes to effectively implement a school-wide DDI system	August 2015	August 2016	DDI Lead Differentiated Roles Team Leads DPS DDI and FA Partner Network Content Partners	DPS Scope and Sequence Documents (district funds) DPS SLO system and PL resources (district funds) DPS LEAP system PL resources (district funds) DPS PL Professional Development Budget: Title 1 Funds	• Monthly DDI Calendar with 6 week cycles. • September: SLO baseline data completed • November: Evidence that data trackers and SLO data are informing reteaching through a reduction in D/F scores. • March: Student can explain the importance of PARRC during classroom visits and articulate their growth as measured on their student data tracker • May: Teacher can demonstrate student growth through a BOE	• PLCs backward plan from a standards-based unit assessment, creating unit and lesson plans aligned to the power CCSS • Monthly content specific DDI schedule created • Consistent protocols developed • Diff Roles Teachers and PLC Leaders trained monthly to facilitate data conversations • Teachers trained DDI • School Leaders and Diff Roles Teachers trained on observation feedback protocols and	In progress

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					LEAP with a focus on I.2 and I.8. • Teachers trained on school system to provide feedback (including LEAP) • ACT Prep for all 11th graders	
Ensure DDI processes support student mastery of learning objectives (SLOs) focused on DPS priority CCSS	August. 2015 - May 2016	August 2016 - May 2017	Teachers School Leader DDI Facilitators TEC	Professional Development Budget Title 1 Funds DPS SLO System DPS LEAP System DR/Teacher Leadership Grant	• 4 SLO Trainings provided • Body of Evidence collected twice • Progress toward mastery of SLO's monitored 4 times by school leaders • 85% of students meet SLO	• SLO Training provided to staff on blue/green days • Rigor and plans to collect body of evidence for SLO analyzed by school leader and revised if necessary. • Blue/Green Days utilized for Body of Evidence Collection and analysis for instructional next steps • Progress toward mastery of SLO's monitored by school leader (data conversations, mid-year conversation)	In progress
Implement, monitor and adjust DDI system resulting in improved student achievement			Teachers Data Culture Team Diff Roles Data Partner Network SLO Support Partner Network	Local Budget Professional Development Budget Title 1 Funds DPS LEAP System DR/Teacher Leadership Grant	• Facilitated data meetings occur weekly to create action plans to adjust instruction • Diff Roles Teachers meet weekly to calibrate and improve effectiveness of action plans • Two full and 3 – 4 partial observations with feedback aligned to DDI action steps (as a part of comprehensive observation feedback plan) performed • Leaders calibrate on observation feedback and	

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		Content Partners Instructional Superintendent Professional Development Budget (Title 1)		LEAP scoring once a month. • Average LEAP scores for I.2 Rigor (school-wide focus) will be analyzed twice a year for continuous improvement. • School professional learning (PD, coaching, other teacher support systems) reflects needs identified DDI action plans and classroom observations • Complete end of year analysis to inform adjustments to DDI plan for 2016-17 by May 2016. • Analyze end of year summative assessment results to inform adjustments and plans for 2016-17. • ISA Team and PLCs develop and implement a year-long plan for monitoring English language leaners' progress on the WIDA standards and their progression through language proficiency levels. • Implement standards-based grading practices to reduce English language learners' growth gap and school-wide failure rates.	

* 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.

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Major Improvement Strategy #2: Implement systems to ensure that 100% of Abraham Lincoln scholars graduate ready for success in college and career.

Root Cause(s) Addressed: Need to improve communication and planning with students and families about post-secondary options and pathways, and engage students and families in the planning of a 4-year sequence of courses and post-secondary readiness experiences (visits to 4-year colleges, 2-year colleges, technical schools, armed services; job shadowing; career mentoring; CE, AP; ACT preparation; FAFSA, COF, Scholarships; supports for undocumented students; college application essays; service projects; resume writing). These actions would also foster a career and college-going culture.

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 2014-15	Timeline 2015-16	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks		Status of Action Step* (e.g., completed, in progress, not begun)
College and Career Readiness Systems & Academic Systems							
Increase the number of students enrolled in AP//CE/CTE by 5% • Align course offerings to create clear pathways leading to AP/ICE/CTE Courses • Systematic identification using all available data (CMAS, Princeton review, ACT, grades) to increase number of students in AP & CE courses with an intentional focus of students in school's opportunity gap group. • Implement recruitment system to reach out to potential AP/CE/CTE students with a particular focus on our school's opportunity gap • Increase participation in AAA109 in	Spring 2014 – Summer 2015 On-going		School Leader School Counselors CTE Director Parent Liaison	General Funds Legacy Grant CCE Funds	Number of Courses Offered 2013-14: • 20 AP • 4 CE • 0 CTE 2014-15 • 16 AP • 8 CE • 9 CTE 2015-16 • 14 AP • 8 CE • 9 CTE	Evaluation of Course Pathways Completed Creation of Course Pathway Marketing Materials Completed Intentional outreach to students of color: parent phone calls; student panel; teacher outreach	In Progress

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10th grade.							
Implement Intentional Student Supports to increase AP/CE/CTE qualifying scores by 5% • Implement tutoring program for students that need extra support in both on and off campus courses. • Implement Professional Learning and DDI system (assessment plan including practice tests and feedback cycle) to support teachers in monitoring student progress and making instructional adjustments to ensure more student succeed).	August 2014, On-going	Evaluate the effectiveness of action step and make adjustments for fall 2015	All content teachers, admin team	Legacy Grant General Funds CCE Funds	Baseline: AP qualifying scores (3,4,5) 2013-14: 23% 2014-15: 19.6% 2014-15 +5% = Goal: 24.6% Baseline: CE passing scores (C or better) 2013-14: 70% 2014-15: 72% 2014-15 +5% = Goal: 77%	Tutoring program implemented; evaluation of participation and effectiveness evaluated each term with adjustments for each term Teachers attend AP/CTE training. Assessment System and Observation Feedback Cycles Implemented every 4 – 6 weeks.	In Progress
Increase graduation rates and decrease dropout rates. • Implement system to monitor OTG status for each student, weekly monitoring of D/F report, grade level teams meet with students to monitor progress. • Assign students to support programs for extra help. • Referral to RtI for Tier II services • Transition students to Multiple Pathways based on best fit	August 2014, On-going	Evaluate the effectiveness of action step and make adjustments for fall 2015	Teachers, Counselors, admin team.	SEI Grant plus General Funds	Current OTG: 9th Grade: NA (will be updated at semester) 10th Grade: 69% 11th: Grade: 57% 12th Grade: 70% Grad Rate: 2015: TBD 2016 Target: TBD Dropout Rate: 2015: TBD 2016 Target: TBD	Point person for each grade level identified Data lead identified Teachers trained in expectations around posting grades (evidence of compliance and adjustments) RtI Committee Members, schedule and protocols identified System for interventions (tutoring, mentoring, credit recovery etc. in place) Transition Process Identified Evaluation and Adjustment of Systems in Place Senior On –Track Monitoring System	In Progress

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						Implemented	
Implement intentional systems to increase ACT scores for all students. • Provide professional development to teachers on College Readiness alignment to CCSS • Include ACT style questions in classroom experiences for students. • Utilize data to create targeted ACT Prep cohorts (AD to provide specific program for students eligible for athletic scholarships; 30+ Club, cusp students, First Generation students, etc.) • Implement intentional system of support for students in opportunity gap group • Monitor Progress of all systems and analyze data to evaluate effectiveness of programs to adjust for next year.	PD begins August 2015 adjusted and monitored throughout year ACT Cohorts identified by September, program administered throughout year Evaluation analysis, summer 2016	PD begins August 2016 adjusted and monitored throughout year ACT Cohorts identified by September, program administered throughout year Evaluation analysis, summer 2017	CCR Coordinator Content teachers Athletic Director DPS OCCR Support Partners	School Funds SEI Grant	Baseline ACT composite 2014: 16 2015: 14.8 Target 2016 (5%) = 15.5	• Implementation of College Readiness Standards (CRS) in all 11th grade courses • Targeted ACT Groups created • Targeted ACT Curriculum and Action Plan Created; ACT style practice exams administered and indicate improvement • Evaluation conducted; adjusted CCR plan (MIS #3) created	
Implement system to support seniors with college applications, submitting FAFSA and applying for scholarships	Ongoing 2015-16	Ongoing 2016-17	CCR Coordinator Counselors DSF Coordinator DPS OCCR Support Partner	School funds SEI Grant	College Applications: 2015: 780 2016 Target: 819 FAFSAs submitted: 2015: 197 2016 Target: 207 Accepted to college 2013-14: 93% (based 255 on time graduates) 2014-15: 71.2% (This is based on the 317 seniors who graduated	• 4 Senior Brown Bag lunches facilitated by counselors or admin held • 100% of college essays completed • FASFA night x/2 plus FASFA Fridays held • Scholarship workshops 2x/year	

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					in June) 2015-16 Target: 95% (of on time graduates)
					
					Scholarships $ Received:
					    2015: $2,442,368
					    2016: $2,750,000		

College and Career Going Culture							
Implement effective system to engage students in preparing for college and career choices • Engage students in understanding their data story and preparedness for college and create plans to achieve goals • Implement effective, grade level appropriate system, to ensure all students complete I-CAPs • Includes content on preparing for college and career in 9th Grade Academy • Include CCR content in grade level meetings • Ensure all students have at least one college visit a year • Implement intention support and outreach for students in opportunity gap group	Ongoing	Ongoing	CCR Coordinator Counselors DSF Coordinator DPS OCCR Partners Teachers	General Funds SEI Grant Colorado CC Grant	Baseline ICAP Completion: 2015: 2016 Target: College Visit Target: 9th Grade: 1 per semester 10th Grade: 1 per semester 11th Grade: 2 per semester 12th Grade: 2 per semester	• CCR College Readiness BOE reports created • PD held with teachers to facilitate BOE conversations • BOE conversations held • Grade level ICAP sessions scheduled • Register for 9th Grade College Fair; College Visit Days •For 9th and 10th grade there will be one grade level trip per semester. Additional, small group trips will also be scheduled.	
Engage Families in Preparing Students for College and Career • Include College Readiness as a part of all parent communications • Host grade level appropriate sessions with parents throughout the year	Ongoing 2015-16	Ongoing 2015-16	Principal Leadership Team Parent and Family Liaison PTSO	School Budget SIE Grant	• School website and brochures reviewed and edited to include CCR statements • 2 College Fairs Held • Senior College Application. FAFSA and Application Nights Held (Goal of 75% participation)		

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			DPS FACE Team		• Home visits conducted • Opportunity Group Outreach benchmarks (insert school specific, ie. Spanish Translators, Traditional Hispanic College Day, Parent to Parent Mentoring sessions, etc)	
• Engage parents of seniors in sessions to support college applications, FAFSA submission and scholarship applications • Implement intentional outreach to parents in our schools opportunity gap group						
Work collaboratively with community partners to ensure student achievement and success • Establish clear goals for each program • Use data to identify appropriate students for each partner • Conduce monthly meetings to monitor progress • Evaluate effectiveness of each partnership, make adjustments for 2016-17	August 2015, On-going	Ongoing 2016-17	Leadership Team DSF Coordinator Counselors	General Funds DSF Budget	• Goal statements and indicators of success identified for each partner created • Students identified for each program • Monthly meetings conducted, evidence toward indicators of success identified or adjustments made • Evaluation conducted	
Reinforce and celebrate college and career readiness throughout the school: • College banners throughout school • College shirt Fridays • College Acceptances posted and publically celebrated • Scholarship Dollars publically posted and celebrated	Ongoing	Ongoing	Leadership Team DSF Coordinator Counselors	General Funds CCC Grant DSF Budget	• Banners posted • Teachers trained on purpose of college Fridays • System to post acceptances and scholarships developed • Effectiveness evaluated adjustments made for 2016-17	

* 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.

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Major Improvement Strategy #3: Support student achievement and growth of the whole child by implementing intentional systems to support a positive culturally relevant school culture. **Support systems and structures to provide confidence that student can access post-secondary options through student data tracking.**

Root Cause(s) Addressed: Need to improve communication and planning with students and families about post-secondary options and pathways, and engage students and families in the planning of a 4-year sequence of courses and post-secondary readiness experiences (visits to 4-year colleges, 2-year colleges, technical schools, armed services; job shadowing; career mentoring; CE, AP; ACT preparation; FAFSA, COF, Scholarships; supports for undocumented students; college application essays; service projects; resume writing). These actions would also foster a career and college-going culture.

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 2015-2016	Timeline 2015-16	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks		Status of Action Step* (e.g., completed, in progress, not begun)
Student Culture							
Implement common school-wide classroom expectations to support college opportunities support a focus on learning Establish systems for students to monitor their own progress Implement self-monitoring systems to student's perseverance and experience Goals • Establish, support teachers and monitor the implementation of common classroom expectations • Implement school-wide positive behavior support and discipline procedures • Implement consistent attendance and tardy policies	August 2015 Ongoing	August 2016 Ongoing	Principal Leadership Team DR Team Leads TEC	Local budget PD budget Title 1 DR Grant DPS LEAP Team	LEAP: LE 1-4 and I.3 Rating: 2015: LE.1: 5.13; LE 2: 5.2; LE.3: 5.3; LE.4: 5.2; I.3: 4.9 2015-16: 1st Obs Window: 11/30/15; 2nd Obs Window: 02/29/16; End of Year: 05/15/16 OSS Rate: 2015: 4% 2016 Target: 3.5% Attendance: 2015: 85% 2016 Target: 90%	• Establish common classroom expectations (entry procedures, HW, bathroom, exit, etc.) • Conduct PD to train teachers on PD • Teachers submit plans • Provide observation feedback and ongoing PD and coaching support to teachers • Evaluate LEAP scores and adjust strategy	In Progress

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Provide an additional English Language Development course for eligible students utilizing the EDGE curriculum	Ongoing	Ongoing	ISA Team		Four to six week progress tracking using unit assessments	• ISA Team will support in placing students in correct level & making recommendations for changes based on growth.	In progress
Off Work-Based Learning opportunities	August 2015	Revisit	Career Connect Pathways Director, FACE Coordinator	Youth Career Connect Grant	• 90 9th graders participate in a job shadow • 14 10th graders complete the mentoring program • 20 11th graders complete job readiness training and apply for internships	• 9th graders participate in Job Shadows • 10th graders participate in mentoring • 11th graders participate in internships	

Focus on the full range of opportunities offered by a comprehensive high school. Focus on whole child by increasing student satisfaction and engagement at school by:
 • Supporting 9th Grade Success
   o Intentional Selection and Support of 9th Grade Teachers
   o Outreach and home visits to 9th grade homes
   o 9th Grade Academy
   o 9th Grade Mentoring (link crew)
 • Increase the percent of students engaged in sports and activities
 • Implement intentional outreach and support to students in our opportunity gap group (school specific)
	August 2015
	
	 Ongoing
		August 2015
		
		 Ongoing
			Principal Athletics and Activity AP SBOE Teachers	Local Budget PD Budget Title 1 SEI Grant	Student Satisfaction: 2015 %: 84% positive 2016 Target: 89% positive	• 9th Grade Teachers Selected, 9th Grade Academy Lead Selected
						 • Home Visits Conducted as determined necessary
						 • Link Crew Trained
						 •Feedback Survey from 9th Grade Academy Indicated Positive evaluation
							In Progress

Instructional leaders monitor instruction for ELL best practices and engage teachers in feedback conversations related to best practices	September 2015	Ongoing	Instructional Leaders		Monthly walkthrough and routine LEAP observations	• Instructional leaders and ISA Team meet monthly.	

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Parent and Community							
Implement an Intentional and Culturally Responsive Parent Engagement Strategy: • Home Visitation Program • Effective and Ongoing Communication in all appropriate languages • Effective ELAPAC • Clear Expectations for Teacher to Parent Communications • Parent Teacher Conferences Held • Culturally Relevant Parent Outreach Plan Implemented (dinners, celebrations, awards, etc) • Ongoing evaluation feedback and adjustment	ongoing	ongoing	Principal Family Liaison Communication Director DPS FACE Team	Local Budget PD Budget Title 1 DPS FACE Budget PTSO Budget Translation Budget	Parent Satisfaction Survey: 2015: 79% overall positive 2016 Target: 84% overall positive	• Teacher PD on parent communications held • IC Logs reviewed monthly by admin • Evidence of Participation and Feedback • Monthly newsletter	In Progress
Call homes weekly to support positive engagement with the school community	September 2015	Ongoing	FACE and AmeriCorps Partner		• 2% increase in attendance of students tracked • 50 calls per week • Weekly check-ins	• AmeriCorps members will identify YCC students with attendance between 75 and 85%.	
Parent Engagement Training		February – April 2016	Gear-Up and FACE partners		• 14 parents will complete a 6-week training • Parents will identify 2 – 3 areas of growth and present an action plan by April 2016	• Identify parents interested in becoming parent leaders • Provide parents the opportunity to have voice in school decisions • Build stronger relationships with parent & community	
Staff Culture							
Implement a Year Long Plan to Build and Sustain a Positive School Culture that includes: • New Teacher Induction and support plan • Staff Communication Plan	August 2015 Ongoing	August 2016 Ongoing			Collaborated Scores: 2015: 63% 2016 Target: 67%	• New Teacher Induction & Support Plan Created • New Teacher Mentors Selected	

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• Effective collaborative decision making procedures • Intentional planned staff recognition • Ongoing feedback and adjustment					• New Teachers receive weekly feedback and coaching • Monthly staff recognition and FUN implemented.	
All teachers are required to be ELA-E qualified. New teachers will be given one school-year to become qualified. • DPS Language Acquisition and cultural understanding • DPS Literacy Development for ELL's • DPS transitioning strategies	August 2015	Ongoing	Admin and teachers		• Oct: 1st Course completed • Dec: 2nd Course completed • Mar: 3rd Course completed	

* 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 Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	• See Data Narrative pages • See Data Analysis (Worksheet #2)
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	• See Major Improvement Strategies #1 and #2
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Professional development is designed to respond to current priority performance challenges: • Academic Achievement & Growth: achievement at Abraham Lincoln High School is significantly below state and federal targets in reading, math and writing. • Academic Growth Gap: MGP's of English language learning students (73% of ALHS students) is significantly below state and federal adequate growth targets. • The percentage of students who are classified as College Ready according to the ACT college readiness benchmarks is below state, federal and district expectations. • See Data Analysis (Worksheet #2) Professional Development: • Develop leadership capacity among school administrators, PLC leaders, Chairpersons, and School Leadership Team members around data driven instruction implementation of a school-wide data inquiry cycle. • PLCs develop and implement a year-long plan for monitoring English language leaners' progress on the WIDA standards and their progression through language proficiency levels. • Implement standards-based grading practices to reduce English language learners' growth gap and school-

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		• wide failure rates.
		• PLCs backward plan from a standards-based unit assessment, creating unit and lesson plans aligned to the power CCSS.
		• School leaders identify four indicators (I.2, I.4, I.6, I.8) as key look-fors during walkthroughs and observations, and communicate this to teachers; these areas will be emphasized during professional development, feedback and coaching.
		• As evidenced by school leaders' and coaches' observations, targeted and differentiated professional development will be provided as needed on I.2, I.4, I.6, and I.8.
		• School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional progress.
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	• Monthly student celebrations (attendance, Honor Roll, etc.) • Project-based showcase where student demonstrate projects twice a semester; math night, science night, etc. • Community assemblies to communicate and plan 4-year sequence of course and work based learning experiences that lead to post-secondary options. • The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed TCAP proficiency and growth data, School Performance framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations. • CSC regularly reviews budget, course selection, teacher hiring needs, and progress towards UIP goals • Educate parents and students by publishing grading policy and using conferences or parent events to discuss • Implement student led conferences
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	• Personnel committee involved in hiring process; review of resumes, interviews and demo lessons • Admin attend job fairs in and out of Colorado • Market and recruit for CTE pathways • Hire CTE certified and concurrent enrollment eligible teachers • Develop leadership capacity among school administrators, PLC leaders, Chairpersons, and School Leadership Team members around data driven instruction implementation of a school-wide data inquiry cycle. • Differentiated Roles positions in all areas for 2016/17 school year. • School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional progress.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	• The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed TCAP proficiency and growth data, School Performance framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations. • Develop leadership capacity among school administrators, PLC leaders, Chairpersons, and School Leadership

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		Team members around data driven instruction implementation of a school-wide data inquiry cycle. • PLCs develop and implement a year-long plan for monitoring English language leaners' progress on the WIDA standards and their progression through language proficiency levels. • PLCs backward plan from a standards-based unit assessment, creating unit and lesson plans aligned to the power CCSS. • School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional progress. • Use of common formative assessments, created by PLC leaders as well as DPs as part of our Data Inquiry Cycle process: Assess & Analyze, Plan, Instruct, Evaluate and Reflect & Adjust • School wide common practices for data tracking for all students and classrooms.
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	• Strengthen the systems to progress monitor 9th – 12th grade on-track (weekly) in order to decrease the drop-out rate and increase the graduation rate. • Strengthen the system and school culture to provide supports and interventions for students who are off-track or in danger of falling off track) in order to decrease the drop-out rate and increase the graduation rate. • Improve communication and planning with students and families about post-secondary options and pathways, and engage students and families in the planning of a 4-year sequence of courses and post-secondary readiness experiences (visits to 4-year colleges, 2-year colleges, technical schools, armed services; job shadowing; career mentoring; CE, AP; ACT preparation; FAFSA, COF, Scholarships; supports for undocumented students; college application essays; service projects; resume writing). These actions would also foster a career and college-going culture.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	• Monthly student celebrations (attendance, Honor Roll, etc.) • Project-based showcase where student demonstrate projects twice a semester; math night, science night, etc. • Community assemblies to communicate and plan 4-year sequence of course and work based learning experiences that lead to post-secondary options. • The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed TCAP proficiency and growth data, School Performance framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations. • CSC regularly reviews budget, teacher hiring needs, and progress towards UIP goals • Educate parents and students by publishing grading policy and using conferences or parent events to discuss
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	• N/A

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Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	

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For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	• See Data Narrative pages 5 -11 • See Data Analysis (Worksheet #2) pages 13 – 33
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	• See Major Improvement Strategies #1 and #2 pages 38 – 45
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Professional development is designed to respond to current priority performance challenges: • Academic Achievement & Growth: achievement at Abraham Lincoln High School is significantly below state and federal targets in reading, math and writing. • Academic Growth Gap: MGP's of English language learning students (73% of ALHS students) is significantly below state and federal adequate growth targets. • Inconsistent implementation of ELL differentiation best practices and language supports. • Inconsistent implementation of math teaching strategies across 9th and 10th grade, with inconsistent implementation of ELL differentiation strategies. • See Data Analysis (Worksheet #2) pages 13 – 33 Professional Development: • Develop leadership capacity among school administrators, PLC leaders, Chairpersons, and School Leadership Team members around data driven instruction implementation of a school-wide data inquiry cycle. • PLCs develop and implement a year-long plan for monitoring English language leaners' progress on the WIDA standards and their progression through language proficiency levels. • Implement standards-based grading practices to reduce English language learners' growth gap and school-wide failure rates. • PLCs backward plan from a standards-based unit assessment, creating unit and lesson plans aligned to the power CCSS.

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		• School leaders identify four indicators (I.2, I.4, I.6, I.8) as key look-fors during walkthroughs and observations, and communicate this to teachers; these areas will be emphasized during professional development, feedback and coaching. • Provide at least five professional development workshops for teachers on differentiation (I.6), with an emphasis on English Language Learners. • As evidenced by school leaders' and coaches' observations, targeted and differentiated professional development will be provided as needed on I.2, I.4, I.6, and I.8. • School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional progress.
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	• Monthly student celebrations (attendance, Honor Roll, etc.) • Project-based showcase where student demonstrate projects twice a semester; math night, science night, etc. • Community assemblies to communicate and plan 4-year sequence of course and work based learning experiences that lead to post-secondary options. • The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed TCAP proficiency and growth data, School Performance framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations. • CSC regularly reviews budget, course selection, teacher hiring needs, and progress towards UIP goals • Educate parents and students by publishing grading policy and using conferences or parent events to discuss
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	• Personnel committee involved in hiring process; review of resumes, interviews and demo lessons • Admin attend job fairs in and out of Colorado • Market and recruit for CTE pathways • Hire CTE certified and concurrent enrollment eligible teachers • Develop leadership capacity among school administrators, PLC leaders, Chairpersons, and School Leadership Team members around data driven instruction implementation of a school-wide data inquiry cycle. • Pilot Differentiated Roles positions in English and math for the 2015-2016 school year. • School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional progress.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	• The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed TCAP proficiency and growth data, School Performance framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations. • Develop leadership capacity among school administrators, PLC leaders, Chairpersons, and School Leadership Team members around data driven instruction implementation of a school-wide data inquiry cycle. • PLCs develop and implement a year-long plan for monitoring English language leaners' progress on the WIDA

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		standards and their progression through language proficiency levels.
		• PLCs backward plan from a standards-based unit assessment, creating unit and lesson plans aligned to the power CCSS. • School leaders and coaches provide regular feedback to teachers, with an emphasis on identifying one next instructional step that will have the greatest benefit on student learning, and that can be done within the week, and then follow up with a walkthrough to monitor instructional progress. • Use of common formative assessments, created by PLC leaders as well as DPs as part of our Data Inquiry Cycle process: Assess & Analyze, Plan, Instruct, Evaluate and Reflect & Adjust
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	• Need to strengthen systems to progress monitor 9th – 12th grade on-track (weekly) in order to decrease the drop-out rate and increase the graduation rate. • Need to strengthen a system and school culture to provide supports and interventions for students who are off-track or in danger of falling off track) in order to decrease the drop-out rate and increase the graduation rate. • Need to improve communication and planning with students and families about post-secondary options and pathways, and engage students and families in the planning of a 4-year sequence of courses and post-secondary readiness experiences (visits to 4-year colleges, 2-year colleges, technical schools, armed services; job shadowing; career mentoring; CE, AP; ACT preparation; FAFSA, COF, Scholarships; supports for undocumented students; college application essays; service projects; resume writing). These actions would also foster a career and college-going culture.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	• Monthly student celebrations (attendance, Honor Roll, etc.) • Project-based showcase where student demonstrate projects twice a semester; math night, science night, etc. • Community assemblies to communicate and plan 4-year sequence of course and work based learning experiences that lead to post-secondary options. • The Abraham Lincoln High School Leadership Team, the Collaborative School Committee (CSC), Department Chairpersons and Professional Learning Community (PLC) Leaders reviewed TCAP proficiency and growth data, School Performance framework data, Post-secondary and workforce readiness data, enrollment and choice trends, attendance data, discipline data and data point from the school satisfaction survey. Root causes were identified through data analysis, staff input and through classroom and school culture observations. • CSC regularly reviews budget, course selection, teacher hiring needs, and progress towards UIP goals • Educate parents and students by publishing grading policy and using conferences or parent events to discuss
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	• N/A
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	• See pages 38 – 45

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