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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 1295   School Name: COLLEGIATE PREPARATORY ACADEMYOfficial 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.

How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
Achievement in ELA and Math is significantly below district and state expectations and is particularly low for English Language Learners (29% of CPA's student body).   Growth in English Language Proficiency has declined for 9th grade and at 40 is significantly below the DPS expectation of 50.   The percent of CPA students who meet ACT college readiness benchmarks (16%) is significantly below DPS and state expectations.   The percent of students who earn a qualifying score on Advanced Placement exams is significantly below DPS and state averages.
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.*
Inconsistent implementation of teacher coaching cycles and observation feedback .   Inconsistent implementation of data driven instructional systems.   Inconsistent professional development systems.   Teachers need more support with English Language acquisition and sheltering strategies.   Inconsistent implementation of effective interventions and supports to support students who struggle.   Teachers need more support developing rigorous tasks that require critical thinking.   Inconsistent implementation of systems to support students in preparing for AP exams.
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: Implement a student-centered data driven instructional and coaching system.   **Major Improvement Strategy #2:** Improve student centered, whole school, multi-tiered student support (MTSS) to enhance culture of high achievement for all CPA students.

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Major Improvement Strategy #3: Implement intentional student centered systems to ensure all CPA students graduate ready for college and career.

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

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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	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school UIP is due to CDE for review on January 15, 2016 and should be submitted through Tracker. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	April 15, 2016	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.

State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
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).	Priority Improvement Plan - Entering Year 1 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Priority Improvement Plan. The plan must be submitted by January 15, 2016 for review. The updated plan must also be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	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 the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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Section II: Improvement Plan Information

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?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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

X State Accreditation   **X** 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	Martha Gustafson, Principal
	Email	Martha_Gustafson@dpsk12.org
	Phone	720-424-0850
	Mailing Address	5290 Kittredge Street, Denver, CO 80239
2	Name and Title	Russell Wooten, Jr., Assistant Principal
	Email	russell_wootenjr@dpsk12.org
	Phone	720.424.0850
	Mailing Address	5290 Kittredge Street, Denver, CO 80239

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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.
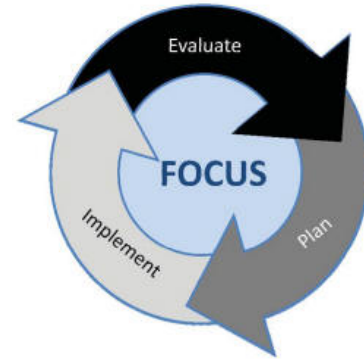
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

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: 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 Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.
Narrative:				

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Our School: Collegiate Prep Academy

Our Mission: Every Student College & Career Ready Everyday

Our Vision: Acceleration with Support

Our Goal: 22 ACT / 1030 SAT Composite

Our Mantra: Engage ~ Inspire ~ Elevate

Data Narrative:

Collegiate Prep Academy (CPA) is a college preparatory, non-charter high school in the Montbello Community of the Far Northeast (FNE) region of Denver Public Schools (DPS). We are currently labeled as a turnaround school by DPS. CPA was opened to replace very low performing schools. During its initial year (2011-2012), CPA served students in 9th grade only and have added a group of 9th grade students each year with the class of 2015 being our first graduating class.

CPA currently serves 410 students. The current school demographics are as follows: 91% Minority (57% Hispanic/Latino, 34% African American), 4% White, 3% Asian and 1% American Indian. A majority of our students (77%) qualify for the free/reduced lunch program. CPA includes 26% English Language Learners and 13% of our students are in Special Education. Collegiate Prep Academy hosts both a Multiple Intensive Center Program and a Multiple Intensive Severe Center Program. Finally, 46% of the population are male and 54% are female.

CPA has State Department of Education status as an Innovation School based in Senate Bill 131. As a part of CPA's innovation plan, students receive additional learning time through an extended year and extended day. CPA provides acceleration with support to every student, every day to promote college and career readiness. Ninth grade students receive a double block of math, one period each of literacy, science, social studies, and elective. They also receive a 45 minute period of intensive math support and 45 minutes of Learning Center Support (intentional tutoring). Upperclassmen receive one or two periods of literacy, one or two periods of math, one period each of science and social studies, one period of ACT Prep and two or three periods of electives. In addition, CPA teachers have an extended year to allow for additional professional development and planning time and the school is supported by an independent education consulting firm, Blueprint Schools who conducts quarterly walkthroughs and consulting with the leadership team based on these school visits.

Process for Data Analysis:

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The CPA School Leadership Team, the Instructional Leadership Team (ILT), the Collaborative School Committee (CSC) with the support of Denver Public Schools network staff analyzed school Performance Framework results, ACCESS data, Post-Secondary and workforce readiness data including ACT, AP and CE results, PARCC and CMAS results, enrollment and choice trends, attendance data, discipline data and data points from the school satisfaction survey. Root causes were discussed and verified with staff, students, parents and DPS academic support staff and subsequently used to inform the unique high school and middle school major improvement strategies and the related actions. The effectiveness and progress of the action steps will be monitored regularly throughout the 2015-16 and 2016-17 school years by the school leadership, CSC, and DPS District Leadership. Ongoing progress monitoring will lead to ongoing adjustments to this plan.
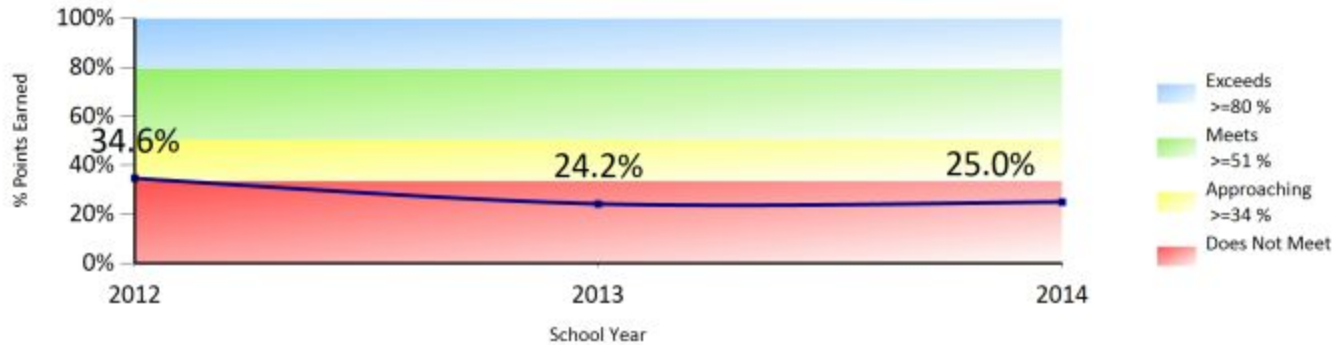
SPF HIstorical Results

	Meets Expectations	Accredited On Watch	Accredited On Priority Watch	No SPF Rating Given
	2012	2013	2014	2015
% Points Earned	60.2%	39.9%	36.8%	
Points Earned	65	57	70	
Points Possible	108	143	190	

CPA's SPF dropped to, "Accredited on Watch" during the 2013 school year and subsequently to "Accredited on Priority Watch" in the 2014 school year. SPF ratings were not provided in 2015; trend analysis indicates achievement in the "Does Not Meet" category with scores as measured by PARCC, ACCESS, ACT and School Satisfaction. CPA is approaching on "Student Progress Over Time" and "Enrollment". CPA "Meets Expectations" in graduation rate and saw an increase from 0% to 6.7% in AP scores. More detailed trend analysis is included below. Root cause analysis of the trend identified several conditions that led to depress student achievement and growth and a lower SPF rating:

● Significant faculty and leadership turnover
● Average daily attendance was lower than district averages
● Lack of data drive intentional systems to support rigorous instruction aligned to CCSS
● Intentional systems for classroom management
● Inadequate MTSS systems to ensure students did not miss instructional opportunities

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Academic Achievement (TCAP Trend / PARCC Status)

2012 - 2014 SPF Achievement

2015 CMAS: PARCC Results

		2015 CMAS: PARCC Results							District (DPS) High Schools	
		Collegiate Prep Academy (CPA)								
Test	Total Tested	% Did not yet meet	% Partially met expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching or Above	% Met or Above	% Approaching or Above	% Met or Above
MATH	206	31.6%	41.3%	22.8%	4.4%	0.0%	27.2%	4.4%	50.4%	24.9%
ELA	220	41.4%	25.5%	18.2%	14.1%	0.9%	33.2%	15.0%	57.0%	33.5%

The percent of CPA students scoring "Met or Above" on the 2015 PARCC ELA test was 15.0% which is below the DPS high school average of 33.5% and the state average. Achievement of 9th grade 10.4%), female students (20.9%), male students (5.8%), English Language Learning Students (2.6%) and SpEd students (0%) is lower than other disaggregated groups. The percent of CPA students scoring "Met or Above" on the 2015 PARCC Math test was 4.4% which is below the DPS high school average of 24.9% and the state average. Achievement of 11th grade (0%), female students (5.5%) male students (2.5%) , English Language Learning Students (3.8%) and SpEd students (0%) is lower than other disaggregated groups.

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Priority Challenge for Achievement:

Achievement in ELA and Math is significantly below district and state expectations and is particularly low for English Language Learners (29% of CPA's student body) and Special Education Students.

Root Causes for Priority Challenge:

- DDI systems (assessments, planning based on data, instructional adjustment and reteaching based on data) are being currently implemented.
- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.
- Daily instruction and texts were not always targeted to the rigor of the on grade-level common core standard.
- Tiered interventions to support struggling students have been inconsistently implemented.
- The school has not implemented a strategic attendance improvement system.

Academic Growth and Growth Gaps:

Growth and Growth Gap data is not available from CDE for the 2015 administration of PARCC/CMAS. PARCC/CMAS achievement data was analyzed in depth. Achievement data indicates a gap in the achievement of CPA students who are English Language Learners and qualify for special education services.
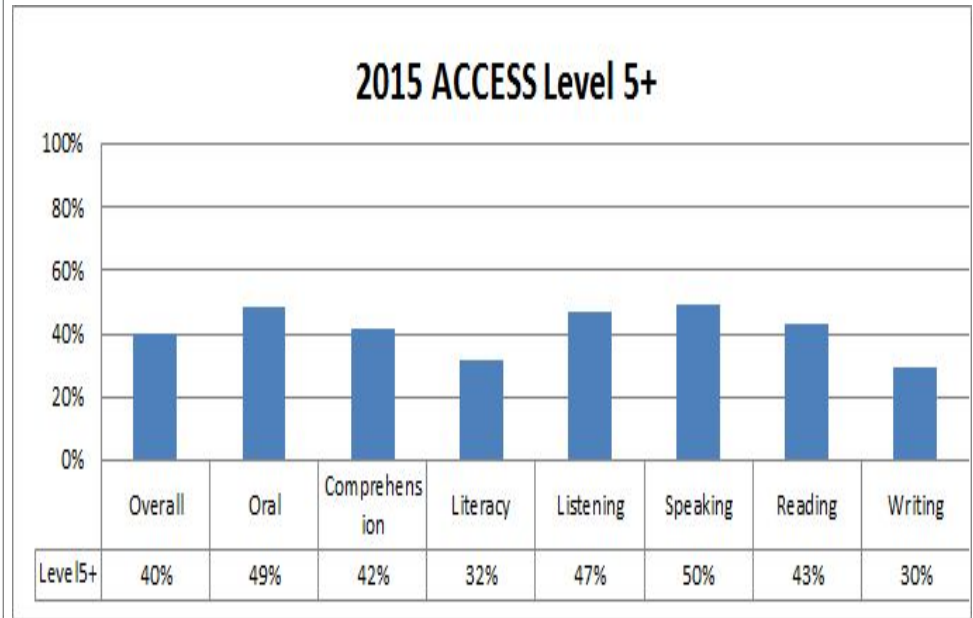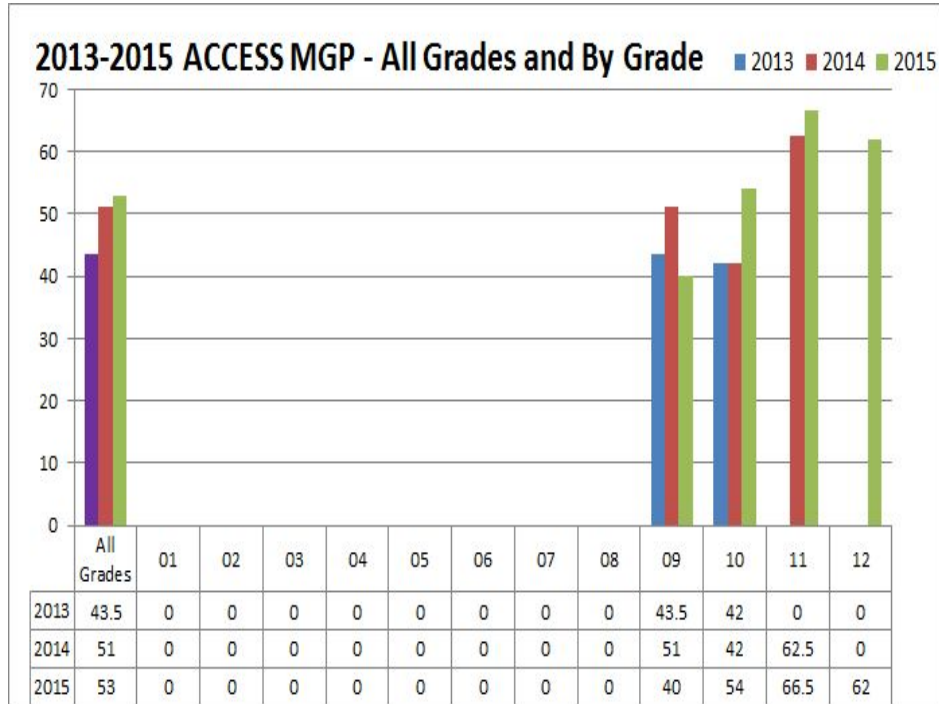
2012-14 SPF Growth:
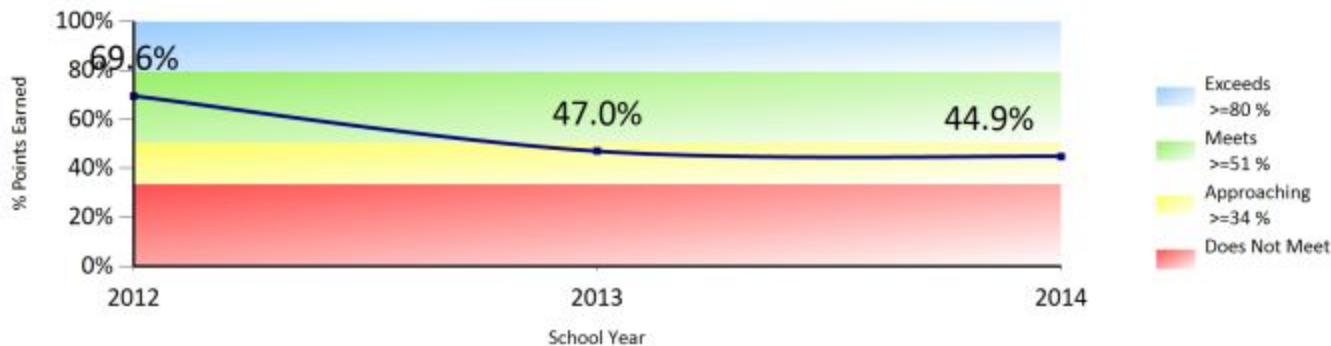
Growth in English Language Proficiency:

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2013-2015 ACCESS MGP - All Grades and By Grade   ■ 2013 ■ 2014 ■ 2015

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	43.5	0	0	0	0	0	0	0	0	43.5	42	0	0
2014	51	0	0	0	0	0	0	0	0	51	42	62.5	0
2015	53	0	0	0	0	0	0	0	0	40	54	66.5	62

2015 ACCESS Level 5+

	Overall	Oral	Comprehension	Literacy	Listening	Speaking	Reading	Writing
Level5+	40%	49%	42%	32%	47%	50%	43%	30%

Priority Challenge for ELP Growth:

Growth in English Language Proficiency has declined for 9th grade and at 40 is significantly below the DPS expectation of 50. Overall ACCESS MGPs have increased over the past three years and at 53 are in the DPS "meets" category; 10th and 11th grade increased but 9th grade decreased.

Root Causes for Priority Challenge:

- Inconsistent implementation of teacher coaching cycles and observation feedback specifically targeting sheltering strategies for English Language Learners.
- Inconsistent implementation of data driven instructional systems specifically targeting sheltering strategies for English Language Learners.
- Inconsistent professional development systems specifically targeting sheltering strategies for English Language Learners.

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● Teachers need more support with English Language acquisition and sheltering strategies.
● Inconsistent implementation of effective interventions and supports to support students who struggle.

Post-Secondary Readiness:

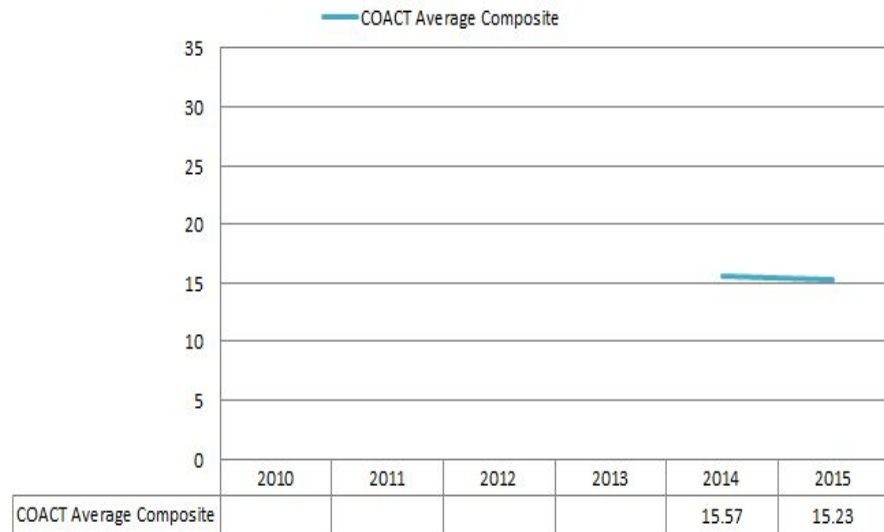**2012-14 SPF Growth:**
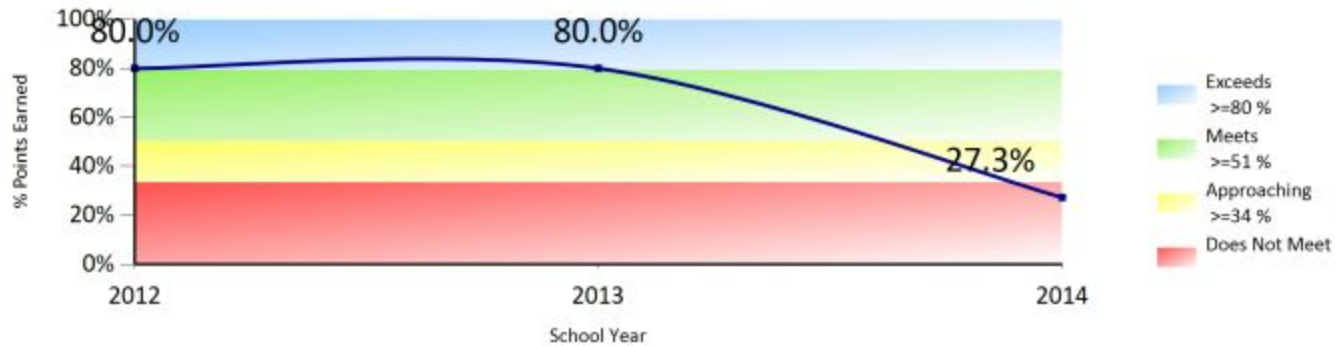
Graduation Trend:

CPA's official graduation and disaggregated graduation rate for the first graduating class has not yet been released.
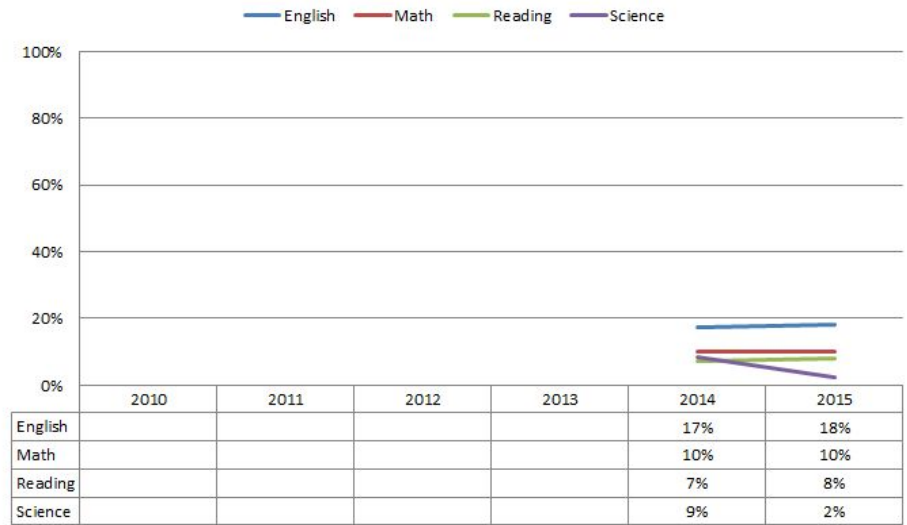
Dropout Rate:

CPA's official drop-out and disaggregated dropout rate has not yet been released.

ACT Historical Performance

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COACT Average Composite

COACT Average Composite	2010	2011	2012	2013	2014	2015
COACT Average Composite					15.57	15.23

COACT % College Ready

	2010	2011	2012	2013	2014	2015
English					17%	18%
Math					10%	10%
Reading					7%	8%
Science					9%	2%

ACT Trends:

ACT Trend: ACT composite scores (15.53) are below the DPS expectation and the state median of 20. The percent of students scoring college ready as measured by ACT college readiness benchmark scores has been stagnant in English, math and reading and declined in science.

Priority Challenge for Post-Secondary Readiness:

The percent of CPA students who meet ACT college readiness benchmarks (16%) is significantly below DPS and state expectations. The percent of students who earn a qualifying score on Advanced Placement exams is significantly below DPS and state averages.

Root Causes for Priority Challenge:

● Inconsistent implementation of teacher coaching cycles and observation feedback specifically targeting rigorous tasks that require critical thinking.
● Inconsistent implementation of data driven instructional systems specifically targeting rigorous tasks that require critical thinking.

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- Inconsistent professional development systems specifically targeting rigorous tasks that require critical thinking.
- Teachers need more support developing rigorous tasks that require critical thinking.
- Inconsistent implementation of effective interventions and supports to support students who struggle with rigorous tasks that require critical thinking.
- Lack of intentional ACT Prep pathways for students.
- Inconsistent implementation of systems to support students in preparing for AP exam.

Major Improvement Strategies:

MIS #1: Implement a student-centered data driven instructional and coaching system
- **DDI:** Implement, monitor and adjust DDI systems resulting in measurable improved student achievement on focused student learning objectives (SLOs).
- **Coaching:** Implement, monitor and adjust coaching cycles with TEC and Differentiated Roles (Teacher Leaders) focused on observation feedback.
- **iPD:** Establish structures and provide individualized professional development (iPD) to support a school wide DDI system.

MIS #2: Improve student centered, whole school, multi-tiered student support (MTSS) to enhance culture of high achievement for all CPA students
- Academic Achievement: Implement systems to support academic success.
- Relationships: Ensure that all students have strong relationships with adults in the building.
- Positive Behavior Support: Direct instruction for students around what behaviors we want to see at CPA.
- Active Supervision: Establish systems of supervision to ensure all students and all student activities are supervised by adults at all times.
- Modeling: establish systems to ensure that adults are partnering with families and modeling for students all of the positive behaviors we want to see in students at CPA.

MIS #3: Implement intentional student centered systems to ensure all CPA students graduate ready for college and career.
- Implement intentional student centered systems to ensure all CPA students graduate ready for college and career.
- Implement senior monitoring system to increase graduation rates by 5%.
- Support seniors in applying to college, FASFA, and scholarships.
- Implement intentional outreach to parents and families to support college-going culture.
- Implement intentional AP Prep Program to increase AP scores.

TURNAROUND STRATEGY (noted in Turnaround Addendum):

Through the Denver Summit Schools Network (DSSN), the Instructional Support Team monitors progress of student and school performance data, suggests adjustments in real-time, and provide an array of support strategies, depending on the capacity and needs of each school. Throughout the improvement process, DPS strives to expand teaching and leadership capacity and extend successes across the system for sustainable improvement.

The CPA UIP is structured to align to the DPS Turnaround Plan with a focus on the Major Improvement Strategies. With the DSSN Network support, we have monthly Continuous Improvement Guide (CIG) conversations; participate in classroom observations, as well as participate monthly in leadership/professional development sessions. The DSSN also provides support partners who regularly visit the school and provide expertise and support focused on literacy, math, English language development, mental health and student culture, professional development and Special Education.

CPA also partners with Blueprint Schools a non-DPS private school improvement consulting organization.

The progress being made toward our UIP action steps is monitored using the DSSN UIP Tracker (noted in benchmark column with appropriate action step). Using the UIP Tracker as a guide, discussion of our progress on implementation, as well as interim achievement data, is the focus of our conversation at our monthly CIGs.

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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.*
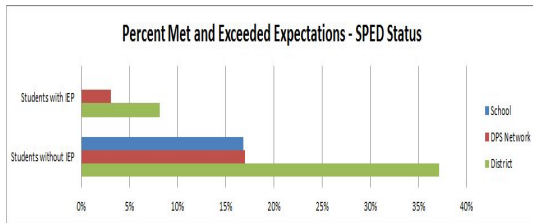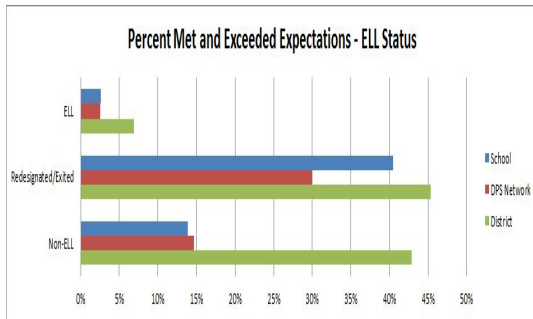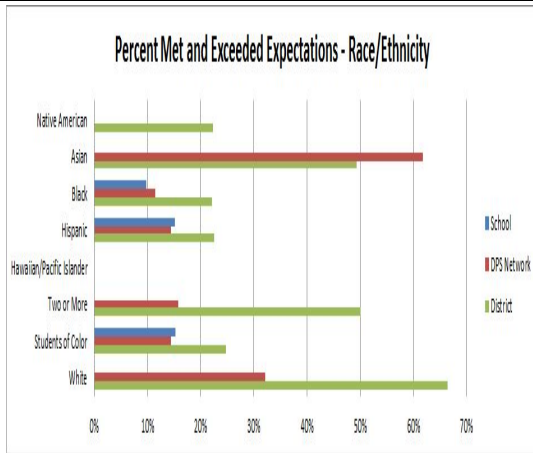
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Targets not established for 2015 but will be identified after analysis of initial 2015 PARCC results.	ELA PARCC: 15% (Meets or Exceeds) Math PARCC: 4.4% (Meets or Exceeds)	Inconsistent implementation of teacher coaching cycles and observation feedback.
Academic Growth	Targets not established for 2015 but will be identified after analysis of initial 2015 PARCC results.	PARCC Growth Data Not Available	Inconsistent implementation of data driven instructional systems. Inconsistent professional development systems.
	ACCESS Target: MGP 65	ACCESS MGP: 53 (+2 but Target Not Met)	Teachers need more support with English Language acquisition and sheltering strategies.
Academic Growth Gaps	Targets not established for 2015 but will be identified after analysis of initial 2015 PARCC results.	PARCC Growth Data Not Available	Inconsistent implementation of effective interventions and supports to support students who struggle.
Postsecondary & Workforce Readiness	Dropout Rate: 1.9	CPA's official drop-out and disaggregated dropout rate has not yet been released.	
	ACT: 22	ACT: 15.23 (slight decrease .34 - Target Not Met)	

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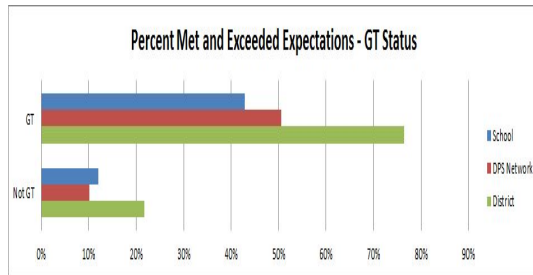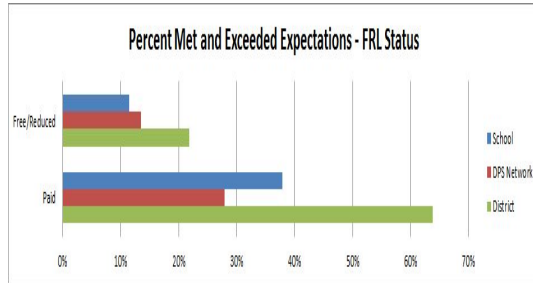Department of Education

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)	**ELA Achievement:**	**Priority Performance Challenge for Achievement:** Achievement in ELA and Math is significantly below district and state expectations and is particularly low for English Language Learners (29% of CPA's student body).	**Root Causes:** Inconsistent implementation of teacher coaching cycles and observation feedback . Inconsistent implementation of data driven instructional systems. Inconsistent professional development systems. Teachers need more support with English Language acquisition and sheltering strategies. Inconsistent implementation of effective interventions and supports to support students who struggle.

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Percent Met and Exceeded Expectations - Race/Ethnicity

Native American
Asian
Black
Hispanic
Hawaiian/Pacific Islander
Two or More
Students of Color
White

Legend: School, DPS Network, District

0% 10% 20% 30% 40% 50% 60% 70%

Percent Met and Exceeded Expectations - ELL Status

ELL
Redesignated/Exited
Non-ELL

Legend: School, DPS Network, District

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%

Percent Met and Exceeded Expectations - SPED Status

Students with IEP
Students without IEP

Legend: School, DPS Network, District

0% 5% 10% 15% 20% 25% 30% 35% 40%

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Percent Met and Exceeded Expectations - FRL Status

Free/Reduced

Paid

- School
- DPS Network
- District

0% 10% 20% 30% 40% 50% 60% 70%

Percent Met and Exceeded Expectations - GT Status

GT

Not GT

- School
- DPS Network
- District

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

The overall percentage of 9-11 students performing meets/exceeds on ELA was 15 % in 2014-15. This is below the district average of 33.5. Ninth graders (10.4) scored the lowest of the three grades; boys (5.8%) scored significantly less than girls (20.9%); ELL students (2.6) scored lower than other disaggregated students and no SPED students scored in the met/exceeds category.

MATH ACHIEVEMENT

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Percent Met and Exceeded Expectations - Grade Level

Percent Met and Exceeded Expectations - Gender

Percent Met and Exceeded Expectations - Race/Ethnicity

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Percent Met and Exceeded Expectations - ELL Status

Percent Met and Exceeded Expectations - SPED Status

Percent Met and Exceeded Expectations - FRL Status

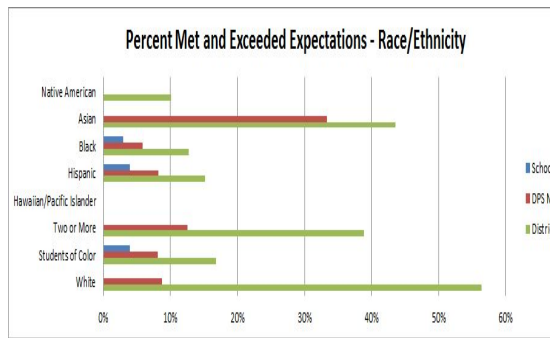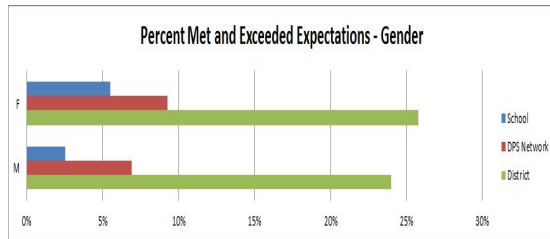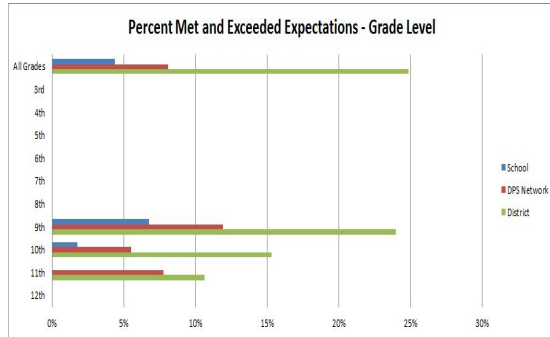School Code: 1295   School Name: COLLEGIATE PREPARATORY ACADEMY

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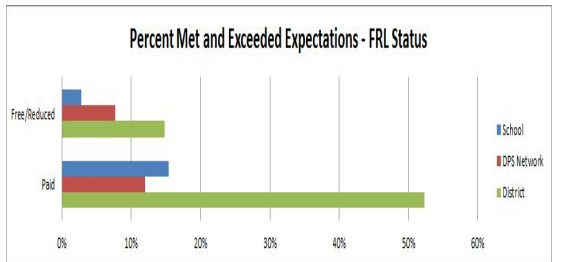|			
	Percent Met and Exceeded Expectations - GT Status GT Not GT 0% 10% 20% 30% 40% 50% 60% 70% ■School ■DPS Network ■District The overall percentage of 9-11 students performing meets/exceeds in MATH was 4.4% in 2014-15. This is below the district average of 24.9% and the state average of X%. Tenth grade (1.8%) and 11th graders (0%) scored the lowest of the three grades; boys (2.5%) scored less than girls (5.5%); no SPED student scored meets/exceeds.		
Academic Growth	*MGPs are not available for 2015 data.*		
	ELP GROWTH:	Growth in English Language Proficiency has declined for 9th grade and at 40 is significantly below the DPS expectation of 50.	**Root Cause:** Inconsistent implementation of teacher coaching cycles and observation feedback specifically targeting sheltering strategies for English Language Learners. Inconsistent implementation of data driven instructional systems specifically targeting sheltering strategies for English Language Learners.

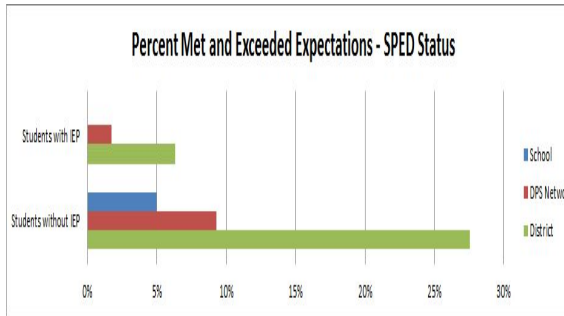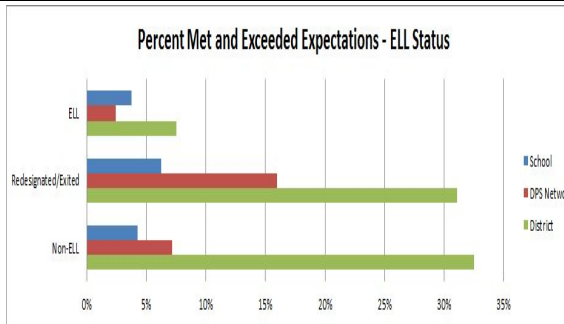School Code: 1295   School Name: COLLEGIATE PREPARATORY ACADEMY

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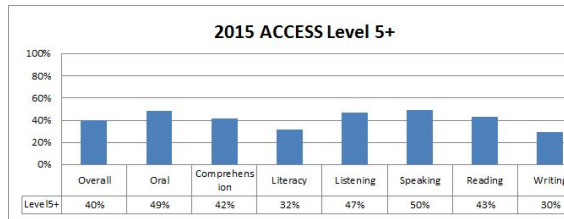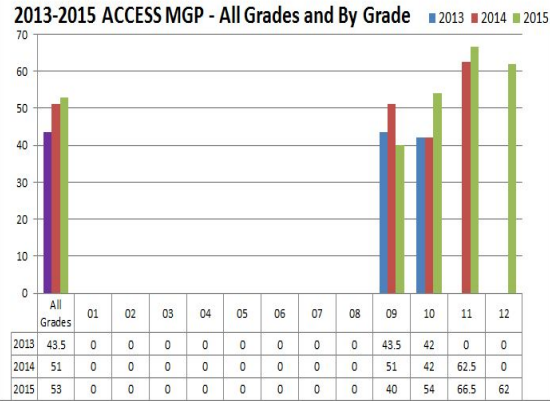
			Inconsistent professional development systems specifically targeting sheltering strategies for English Language Learners. Teachers need more support with English Language acquisition and sheltering strategies. Inconsistent implementation of effective interventions and supports to support students who struggle.

2013-2015 ACCESS MGP - All Grades and By Grade ▪2013 ▪2014 ▪2015

	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	43.5	0	0	0	0	0	0	0	0	43.5	42	0	0
2014	51	0	0	0	0	0	0	0	0	51	42	62.5	0
2015	53	0	0	0	0	0	0	0	0	40	54	66.5	62

2015 ACCESS Level 5+

	Overall	Oral	Comprehension	Literacy	Listening	Speaking	Reading	Writing
Level 5+	40%	49%	42%	32%	47%	50%	43%	30%

Overall ACCESS MGPs have increased over the past three years and at 53 are in the DPS "meets" category; 10th and 11th grade increased but 9th grade decreased.

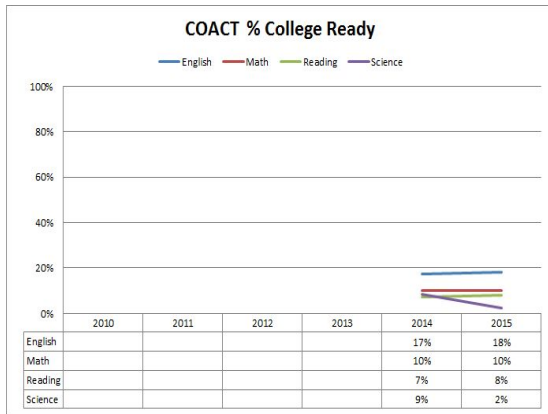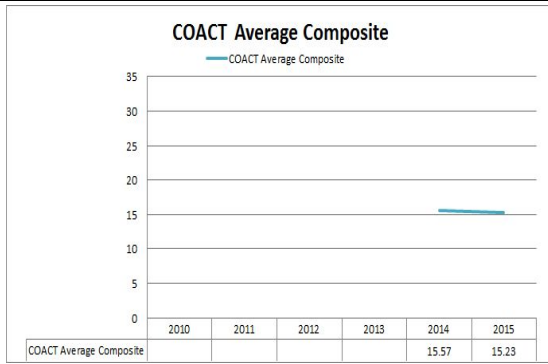| Academic Growth Gaps	*MGPs are not available for 2015 data.*		
Postsecondary & Workforce Readiness	**ACT:**	The percent of CPA students who meet ACT college readiness	**Root Cause:** Inconsistent implementation of teacher coaching cycles and observation feedback

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COACT Average Composite

	2010	2011	2012	2013	2014	2015
COACT Average Composite					15.57	15.23

COACT % College Ready

	2010	2011	2012	2013	2014	2015
English					17%	18%
Math					10%	10%
Reading					7%	8%
Science					9%	2%

ACT Trend: ACT composite scores (15.53) are below the DPS expectation and the state median of 20. The percent of students scoring college ready as measured by ACT college readiness

benchmarks (16%) is significantly below DPS and state expectations.

The percent of students who earn a qualifying score on Advanced Placement exams is significantly below DPS and state averages.

specifically targeting rigorous tasks that require critical thinking.

Inconsistent implementation of data driven instructional systems specifically targeting rigorous tasks that require critical thinking.

Inconsistent professional development systems specifically targeting rigorous tasks that require critical thinking.

Teachers need more support developing rigorous tasks that require critical thinking.

Inconsistent implementation of effective interventions and supports to support students who struggle with rigorous tasks that require critical thinking.

Lack of intentional ACT Prep pathways for students.

Inconsistent implementation of systems to support students in preparing for AP exam .

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	benchmark scores has been stagnant in English, math and reading and declined in science,		
	Dropout Rate:	CPA's official drop-out and disaggregated dropout rate has not yet been released.	
	Graduation Rate/Disaggregated Grad Rate:	CPA's official graduation and disaggregated graduation rate for the first graduating class has not yet been released.	
	AP/CE Pass Rate: 2014:42 students took an AP exam with 0% earning a qualifying score. 2015: 59 students took an AP exam with 6.7% earning a qualifying score. CE Pass Rate:		

Section IV: Action Plan(s)

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

School Target Setting Form
Directions: Complete the worksheet below. Schools are expected to set their own annual targets for 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.
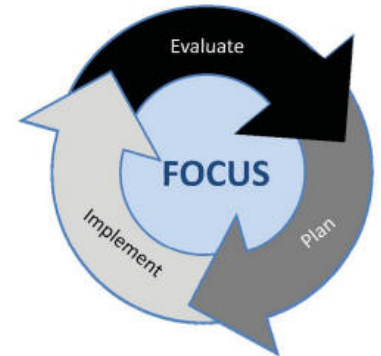
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Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Achievement in ELA is significantly below district and state expectations and is particularly low for English Language Learners (29% of CPAs student body).	30% meets or exceeds	45% meets or exceeds	teachers made weekly assessments SLO Body of Evidence DPS created Unit and End of Course Assessments	MIS #1 MIS #2
		READ	Achievement in reading is significantly below district and state expectations and is particularly low for English Language Learners (29% of CPAs student body).	30% meets or exceeds	45% meets or exceeds		MIS #1 MIS #2
		M	Achievement in Math is significantly below district and state expectations and is particularly low for English Language Learners	19% meets or exceeds	34% meets or exceeds		MIS #1 MIS #2

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			(29% of CPAs student body).				
		S	Achievement in Science is significantly below district and state expectations and is particularly low for English Language Learners (29% of CPAs student body).	19% meets or exceeds	34% meets or exceeds		MIS #1 MIS #2
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA				targets will be set once MGPs are released from the state		MIS #1 MIS #2
		M				targets will be set once MGPs are released from the state		MIS #1 MIS #2
		ELP	Growth in English Language Proficiency at 40 is significantly below the DPS expectation of 50.	ACCESS MGP: 50	MGP: 65		EDGE Progress Monitoring	MIS #1 MIS #2
Academic Growth Gaps	Median Growth Percentile, local measures	ELA				targets will be set once MGPs are released from the state		MIS #1 MIS #2

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		M			targets will be set once MGPs are released from the state		MIS #1 MIS #2
Postsecondary & Workforce Readiness	Graduation Rate						MIS #3
	Disag. Grad Rate						MIS #3
	Dropout Rate						MIS #3
	Mean CO ACT						MIS #3
	Other PWR Measures		The percent of CPA students who meet ACT college readiness benchmarks (16%) is significantly below DPS and state expectations. The percent of students who earn a qualifying score on Advanced Placement exams is significantly below DPS and state averages.	AP Pass Rate: CE Pass Rate:	AP Pass Rate: AP Pass Rate:		MIS #3

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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: Implement a student-centered data driven instructional and coaching system
Root Cause(s) Addressed:

- Inconsistent implementation of teacher coaching cycles and observation feedback .
- Inconsistent implementation of data driven instructional systems.
- Inconsistent professional development systems.
- Teachers need more support with English Language acquisition and sheltering strategies.
- Inconsistent implementation of effective interventions and supports to support students who struggle.
- Teachers need more support developing rigorous tasks that require critical thinking.

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				

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1. DDI: Implement, monitor and adjust DDI systems resulting in measurable improved student achievement on focused student learning objectives (SLOs). a. Train and support Differentiated Roles teacher leaders in effective data team facilitation, as well as data gathering techniques and analysis. b. Establish and sustain weekly data team meetings, using the Relay Student Work protocol to establish gaps in understanding and plan for instruction to address those gaps. c. Provide training to the entire instructional staff on SLO process, progress monitoring, and deadlines. d. Assist instructional staff with determining baseline preparedness for students, writing learning progression rubrics, and creating student data trackers. e. Provide training to the instructional staff on formative and summative assessments.	August-July August-July August-June August-June October-January October	August-July August July August-June August-June October-January- October	TEC, Diana Solis Differentiated Roles - Jason Ray Nick Petersen Bethany Knighten Shakira Abney-Wisdom DSSN Data Partner, Steve Goldstein Math and Literacy Partners, Pam Parella Laura Devanon Principal and Co Principal, Martha Gustafson Russell Wooten	School General Fund Title 1 Funds DPS District Funds DPS Differentiated Roles Grant	a. Differentiated Roles teacher leaders trained in data team facilitation and analysis through weekly meetings and monthly network trainings. b. Data team meetings occurred every week in each department - focus was on student work and instructional moves to address gaps. c. SLO training provided to the entire instructional staff, and all instructional staff presents baseline preparedness levels, learning progression rubrics, and EOY mastery levels of students.. d. TEC and DRs assisted individual staff members, through weekly coaching meetings,	a) Completed b) In progress c) In progress d) Completed e) Completed f) In progress g) In progress h) Completed i) In progress

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f. Conduct large-scale data digs on a quarterly basis for baseline student data and to monitor growth on district assessments, PARCC, CMAS, and ACT tests. g. Establish and maintain side-by side lesson planning systems, centered around student data, during data team meetings, weekly coaching meetings, and early release staff professional learning time. h. Create coaching tracker, LEAP framework tracker, and Will/Skill matrix for instructional staff to establish baseline data and monitor/adjust for teacher growth. i. Monitor SLO student growth on a monthly basis using baseline preparedness levels and learning progression rubrics. j. Freshman team initiative piloted with weekly meetings to discuss individual student data using Stoplight reports,, partnering with the Math fellows, and conducting whole	August October January March August-June August-June August-July August-June	August October January March August-June August-June August-July August-June	Math Fellows Coordinator, Jamie Spears Freshman Team, Katie Grace Bethany Knighten Jen McLeod Brett Segal Ellen Piangerelli		with assessing students' baseline preparedness, designing learning progression rubrics, and creating data trackers. e. Formative and summative assessment training conducted for all instructional staff. f. Large-scale data digs conducted at quarterly Green Days. g. Evidence of side-by-side lesson planning tracked by TEC through DRs working on a weekly basis with individual coachees and content-level teams. h. Coaching tracker utilized to monitor teacher growth/needs. i. SLO student growth monitored during data team meetings with TEC and DRs,

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team, student-led conferences to share data with students and their parents.				and 100% of teachers will complete SLO requirements by EOY conversations..	
				j. Freshman team meetings documented by TEC and Math Fellows Coordinator; student led conferences assisted parents in understanding learning objectives and student progression towards mastery.	

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2. Coaching: Implement, monitor and adjust coaching cycles with TEC and Diff Roles focused on observation feedback a. Differentiated Roles and TEC complete LEAP certification and calibration training. b. Develop coaching schedule so that every teacher in the building is coached by either the TEC or a Differentiated Role at least once per week. c. Establish coaching cycle model to follow, and design coaching feedback tracker. d. Establish and maintain weekly coaching meetings between TEC and DR's in order to provide targeted support on their coaching skills. e. Provide differentiated weekly observation feedback to teachers that leads to observable teacher growth, student achievement, and student engagement. f. Co-develop and facilitate monthly network DR training to provide targeted support on coaching, facilitation, and leadership.	August-July July August October August-June August-June August-May	August-July July August October August-June August-June August-May	TEC, Diana Solis Differentiated Roles - Jason Ray Nick Petersen Bethany Knighten Shakira Abney-Wisdom Teacher Leader Capacity Partner, Annashay Sutherland DSSN DR Training Vision Team, Annashay Sutherland, Diana Solis, Calarri Cox, Ann Cobb, Gabe DeMola	Differentiated Roles and School Development Team Teacher Leader Grants	a. All leaders complete LEAP certification and participate in LEAP calibration training. b. Teachers are provided weekly coaching and feedback sessions with TEC and/or DRs. c. Coaching cycle model and feedback tracker designed and shared with instructional staff. d. Weekly meetings between DRs and TEC conducted, both whole group and individually. e. TEC and DRs used coaching tracker to provide weekly feedback to teachers and track growth and needs - all teachers focus on the same LEAP indicators based on school focus, and 85% of teachers will grow at	a. Completed b. In progress c. Completed d. In progress e. In progress f. In progress g. In progress h. In progress i. In progress j. In progress k. Completed l. In progress

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g. Design, implement, and maintain a film-centered reflective coaching pilot to promote teacher growth and student achievement and engagement. h. Design, implement, and maintain a co-observation model to promote teacher growth. i. Design, implement and maintain a learning lab model for highly effective teachers to learn from one another with a sister-school. j. Evaluate the effectiveness of coaching at weekly DR meetings, and identify professional learning supports for individual teachers and whole staff. k. Hire Senior Team Leads l. Provide Cognitive Coaching training for Senior Team Leads.	January-June January-June January-May August-July March May-August	August-June August-June August-May August-July March May-August	DPS Personalized Professional Learning Partners, Ben Wilkoff Jessica Raleigh Brandon Petersen Learning Lab Development Team, Chris Colias Colleen O'Brien Diana Solis CPA Leadership Team, Martha Gustafson Russell Wooten Darron Dunson Diana Solis Cognitive Coaching Trainer, Sarah Baird		least one LEAP band in all indicators over the course of this targeted coaching.. f. Monthly network DR training conducted and feedback from participants used to evolve training. g. Film used to coach teachers and students, and to engage the entire staff in conversations about best practices. h. Co-observation among teachers practiced and encouraged. i. Learning lab with Manual High School and CPA created. j. Weekly DR/TEC classroom walkthroughs and monthly analysis of instructional and learning trends used to plan professional	

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					learning for staff and students. k. Senior Team Leads hired. l. STLs are registered for Cognitive Coaching Days 1-4	

3. iPD: Establish structures and provide individualized professional development (iPD) to support a school wide DDI system.
  a. Create and co-facilitate No Nonsense Nurturer PDU class for whole staff.
  b. Design, implement and maintain a learning lab model for highly effective teachers to learn from one another with a sister-school.
  c. Design, implement, and maintain a co-observation model to promote teacher growth.
  d. Establish and maintain weekly coaching meetings between TEC and DR's in order to provide targeted support on their coaching skills.
  e. Monitor weekly observation data reports on teachers and students in order to track
	August-July
	
	August-May
	
	January-May
	
	January-June
	
	August-May
	
	August-May
		August-July
		
		August-May
		
		August-May
		
		August-June
		
		August-May
		
		August-May
			TEC, Diana Solis
			
			NNN PDU Facilitator, Carrie Seawright
			
			Learning Lab Development Team, Chris Colias Colleen O'Brien Diana Solis
			
			DPS Professional Learning Partner, Gabe DeMola
				School General Fund Title 1 Funds	a. No Nonsense Nurturer training conducted for staff who will receive PDU credit.
					b. Learning lab with Manual High School and CPA created.
					c. Co-observation among teachers practiced and encouraged.
					d. Weekly meetings between DRs and TEC conducted, both whole group and individually.
					e. Weekly DR/TEC classroom walkthroughs and monthly analysis of instructional and learning trends used to plan professional
						a. In progress
						b. In progress
						c. In progress
						d. In progress
						e. In progress
						f. Completed
						g. In progress

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| trends and design needs-based professional learning opportunities.
f. Design a system to track the impact of professional learning on student achievement and engagement.
g. Use film-based observations to provide professional learning opportunities for staff and students. | January-May

January-May | August-May

January-May | DPS Personalized Professional Learning Partners,
Ben Wilkoff
Jessica Raleigh
Brandon Petersen

CPA Leadership Team,
Martha Gustafson
Russell Wooten
Darron Dunson
Diana Solis | | learning for staff and students.
f. Tracking system for assessing the impact of professional learning on student achievement and engagement created by TEC and Professional Learning Partner.
g. Film used to coach teachers and students, and to engage the entire staff in conversations about best practices. | |

* 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: Improve student centered, whole school, multi-tiered student support (MTSS) to enhance culture of high achievement for all CPA students
Root Cause(s) Addressed:

● Inconsistent implementation of teacher coaching cycles and observation feedback .

● Inconsistent implementation of data driven instructional systems.

● Inconsistent professional development systems.

● Teachers need more support with English Language acquisition and sheltering strategies.

● Inconsistent implementation of effective interventions and supports to support students who struggle.

● Teachers need more support developing rigorous tasks that require critical thinking.

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**				
1. Academic Achievement: Implement systems to support academic success. a. MTSS Meeting Time Scheduled for Thursdays during PD b. Establish Student/Teacher Meetings for students who failed Q1-- create contracts	August	August	Deans, Intervention Teacher MTSS team Math Fellows Teachers	General Fund School Development Team Grant	a. Regular meeting times were established and adjusted to meet the needs of all of the stakeholders for the meetings. b. Contracts were developed for targeted students	a. completed b. completred c. completed d. In progress e. In process f. completed

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c. Counselors will meet with students regarding failing courses d. MTSS Team pushes into classrooms to monitor students e. several teachers and math fellows will work in the learning center to progress monitor students f. Reorganization of Learning Center for second semester to all for more personalized progress monitoring for all students					c. Counselors met with students regarding failing courses d. MTSS team members visited targeted students to monitor progress in class e. several teachers and math fellows worked in the learning center f. The Learning Center was reorganized for second semester to provide more personalized progress monitoring	
2. Parent and Community Engagement: Establish systems and structures to support parent and community engagement school wide. a. Establish monthly meetings for parents and community members to interact with school staff b. Establish monthly informal meetings - coffee with the principal, donuts with dads, muffins with moms, etc to build stronger bonds with	August	August	Deans; Admin Counselors	General Fund	.Engagement: Establish systems and structures to support parent and community engagement school wide. d. Established monthly meetings for parents and community members to interact with school staff	a. In progress b. In progress c. In progress

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| | | | | | e. Established monthly informal meetings - coffee with the principal, donuts with dads, muffins with moms, etc to build stronger bonds with parents and community members. | |

parents and community members.

c. Establish ESL classes for parents and community members 2x week

3. Relationships: Ensure that all students have strong relationships with adults in the building. Positive Behavior Support: Direct instruction for students around what behaviors we want to see at CPA a. Work with counseling staff to develop the CPA Way b. PBIS for Uniform and ID in hallways during school hours c. Implement a Puma Points system to recognize and reward positive student behavior d. MTSS Team established and tracked Tier 1, 2, 3 Intervention Students	August	August	Deans, Counselors Admin Restorative Approaches Team	General Fund Title 1 Fund	Establish a Restorative Approaches Team, and train all staff on restorative approaches. Implement advisories and clubs to create authentic relationships between adults and students at CPA a. Posters printed and hung throughout the school delineating the CPA Way b. PBIS for Uniform and ID in hallways during school hours c. Puma Points system rolled out d. MTSS Team established and	a. completed b. In progress c. In progress d. In progress

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						tracked Tier 1, 2, 3 Intervention Students	
4. Active Supervision: Establish systems of supervision to ensure all students and all student activities are supervised by adults at all times. a. supervision schedules of hallways, lunch times, before and after school times b. Find more consistent way to track students, be more consistent with messaging c. Implement a cultural connection day - DNA day - a time for staff and students to build on those relationships with one another.	August	August	Deans, Restorative Approaches Team, Whole staff	General Fund Title 1 Fund No Nonsense Nurturing PDU		Develop a system to ensure that all student activities in and out of school are supported and supervised a. supervision schedules of hallways, lunch times, before and after school times b. Developed contracts with students c. DNA day was a time for staff and students to build on those relationships with one another.	a. Completed b. In progress c. completed
5. Modeling: establish systems to ensure that adults are partnering with families and modeling for students all of the positive behaviors we want to see in students at CPA. a. Review student and parent survey data to illuminate trends in our school culture and climate b. Host monthly parent meetings to increase school	August	August	Community Liaisons Whole staff	General Fund Title 1 Fund		Host Monthly Parent Meetings. Establish Adult ELD classes Provide cultural responsiveness training. e. Review student and parent survey data to illuminate trends in our school culture and climate	a. In Progress b. In progress c. In progress d. completed

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to parent communication and foster relationships c. Establish a newsletter to send home to families on a monthly basis to increase communication with families d. Host ESL classes in the evenings for families to attend to learn English				f. Host monthly parent meetings to increase school to parent communication and foster relationships g. Establish a newsletter to send home to families on a monthly basis to increase communication with families h. Host ESL classes in the evenings for families to attend to learn English	

* 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: Implement intentional student centered systems to ensure all CPA students graduate ready for college and career.

Root Cause(s) Addressed:

- Inconsistent implementation of teacher coaching cycles and observation feedback .
- Inconsistent implementation of data driven instructional systems.
- Inconsistent professional development systems.
- Teachers need more support with English Language acquisition and sheltering strategies.
- Inconsistent implementation of effective interventions and supports to support students who struggle.
- Teachers need more support developing rigorous tasks that require critical thinking.
- Inconsistent implementation of systems to support students in preparing for AP exams.

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				
1. Implement intentional ACT Prep Program to increase ACT scores. a. Determine and train the teachers for the ACT prep class and tutoring sessions b. Provide Princeton Review ACT Practice Assessment for juniors c. Analyze the results d. Enroll students in the class	August - May August September August - May	August - May August September August - May	All staff; ACT Prep Teacher	General Fund	a. Choose and train teachers for the ACT prep class b. Administer Princeton Review ACT Practice Assessment for juniors c. Analyze the results d. Enroll students into the appropriate class e. ACT Prep is being offered during Academic	a. Completed b. Completed c. In Progress d. Completed e. In Progress f. In Progress g. In Progress

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e. Offer ACT Prep during Academic Success and after school f. Implement ACT Prep class during the school day g. Provide students an additional Princeton Review ACT Practice Assessment every quarter. h. Plan weekly in data teams to include ACT readiness standards.	August - May August - May August - May August - May	August - May August - May August - May August - May			Success (Period 00) and after school on Tuesday f. Provide students an additional Princeton Review ACT Practice Assessment 9.22.15; 10.24.15; 2.16.16 & actual exam 4.19.16 g. Weekly data teams to promoting ACT readiness standards.	
2. Implement senior monitoring system to increase graduation rates by 5%. a. Schedule weekly segment meeting with Transition Liaison b. Counselors and/or administration meet individually with students. c. Communicate with parents throughout the entire process and on a regular basis. d. Meet every quarter with students and communicate the outcome of the meeting with parents. e. Collaborate with the Transition Liaison to determine the most	August - May August - May August - May August - May August - May August - May	August - May August - May August - May August - May August - May August - May	Counselors; Admin; Teachers	General Fund	a. Scheduled weekly segment meeting on Tuesdays with the Transition Liaison to monitor the on track to graduate. b. Counselors and/or administration met individually with students. c. Communicate with parents throughout the entire process and on a regular basis. d. Meet every quarter with students and communicate the	a. Completed b. In Progress c. In Progress d. In Progress e. In Progress

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					outcome of the meeting with parents. e. Collaborated with the Transition Liaison to determine the most appropriate school options for students. Work with district partners to establish systemic protocols for students and to determine pathways to success for all students.	
appropriate school options for students.						
3. Support seniors in applying to college, FAFSA and scholarships. a. Work closely with the Denver Scholarship Foundation Liaison to develop a system to track FAFSA completion b. Communicate with parents the requirement of FAFSA application and the progress of the application. c. Offer multiple FAFSA nights	August - May August - May August - May August - May	August - May August - May August - May August - May	Denver Scholarship Foundation; Admin	General Fund DSF Funding	a. Denver Scholarship Foundation Liaison and Counselors have developed a system to track FAFSA completion b. Communicate with parents the requirement of FAFSA application and the progress of the application. c. Offer multiple FAFSA nights (every Thursday night in February 2016)	a. In Progress b. In Progress c. Completed
4. Implement intentional outreach to parents and families to support college going culture.	August - May	August - May	Admin;	General Fund District resources	a. Developed a plan with Family Liaison to	a. In Progress b. In Progress c. In Progress

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a. Create and implement an intentional outreach system for parents and families. b. Communicate college and career opportunities and standards to parents. c. Provide multiple college and career academic standards nights	August - May August - May August - May	August - May August - May August - May	Family Liaison		promote parental outreach. b. Inform parents of college and career readiness standards and opportunities. c. Scheduled and communicated multiple college and career academic standards nights	
5. Implement intentional AP Prep Program to increase AP scores. a. Train AP teachers to promote successful test scores b. Provide multiple training opportunities throughout the year to assist teachers. c. Implement weekly data team meetings with discussion of AP benchmark readiness standards.	August - May August - May August - May August - May	August - May August - May August - May August - May	All staff	General Fund	a. Trained AP teachers to promote successful test scores b. Provided multiple training opportunities throughout the year to assist teachers (6 times throughout the year with collaboration with other AP teachers and coordinators in the district). c. Weekly data team meetings are held with discussions of AP benchmark readiness standards.	a. Completed b. In Progress c. In Progress

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

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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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