

**Colorado's Unified Improvement Plan for Alternative Education Campuses for 2014-15**

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **1748** School Name: **Colorado High School Charter**

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school's performance on the federal and state accountability measures in 2013-14. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results		Meets Expectations?	
		MS	HS	MS	HS		
<b>Academic Achievement (Status)</b>	State Required Measure: TCAP, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>HS Expectation:</b> %P+A in Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% <b>MS Expectation:</b> %P+A in Reading at/above 21.4%; Math at/above 10%; Writing at/above 16.7%; Science at/above 12.1%	R	21.4%	35.4%		14.8%	Overall AEC Rating for Academic Achievement: <b>Does Not Meet</b>  * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	10%	4.4%		0.0%	
		W	16.7%	14.6%		7.4%	
		S	N/A in 2014	N/A in 2014	N/A in 2014	N/A in 2014	

### Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results		Meets Expectations?
		MS	HS	MS	HS	
<b>Academic Growth</b>	<b>State Required Measure: Median Student Growth Percentile (MGP)</b> <b>Description:</b> Growth in TCAP for reading, writing and math. <b>Expectation:</b> Median Student Growth Percentile (MGP) at/above 50.	R	50			Overall AEC Rating for Academic Growth: <b>Meets</b>  * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	50			
		W	50			
	<b>Supplemental Measure: MAP Growth</b> <b>Description:</b> % that met growth targets in reading, mathematics, and language usage. <b>Expectation:</b> At/above 60%	R	60%		67.6%	
		M	60%		62.4%	
		LA	60%		71.7%	

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### Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?
<b>Student Engagement</b>	State Required Measure: Average Daily Attendance <b>Description:</b> Total days attended out of total days possible to attend. <b>Expectation:</b> At/above 86.2%	86.2%	85.50%	Overall AEC Rating for Student Engagement: <b>Approaching</b>  * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement <b>Description:</b> % of students improving their attendance from prior year <b>Expectation:</b> At/above 75%	75%	43.75%	
	State Required Measure: Truancy Rate <b>Description:</b> Total days unexcused absent out of total days possible to attend. <b>Expectation:</b> Equal to or less than 7.7%.	Equal to or less than 7.7%	12.11%	
	Student Satisfaction <b>Description:</b> % positive (agree/strongly agree) student responses <b>Expectation:</b> At/above 85%	85%	92.6%	
	Parent Satisfaction <b>Description:</b> % positive (agree/strongly agree) parent responses <b>Expectation:</b> At/above 80%	80%	85.9%	

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### Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate <b>Description:</b> % of students completing. <b>Expectation:</b> At/above 55.4% using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%		42.9%	Overall AEC Rating for Postsecondary & Workforce Readiness: <b>Does Not Meet</b>  * Consult your AEC School Performance Framework for the ratings for each measure.	
	Completion Rate Change <b>Description:</b> Change in % of students completing from prior year. <b>Expectation:</b> Increase by at least 2% using same year as best-of for prior year.	2%		1.7%		
	State Required Measure: Dropout Rate <b>Description:</b> % of students dropping out. <b>Expectation:</b> Less than 11.4%	Less than 11.4%		17.4%		
	Dropout Rate Change <b>Description:</b> Change in % of students dropping out from prior year. <b>Expectation:</b> Decrease by at least 4%	-4%		2.4%		
	Adequate Yearly Credits <b>Description:</b> % of students earning adequate yearly credits based on # of eligible grading periods and # of expected credits. <b>Expectation:</b> At/above 50%	50%		34.2%		
	State Required Measure: ACT Average Score by Content Area <b>Description:</b> ACT average score in reading, math, English and science. <b>Expectation:</b> Reading at/above 15.9; Math at/above 15.7; English at/above 13.7; Science at/above 15.7	R	15.9			14.38
		M	15.7			15.21
E		13.7		12.19		
S		15.7		14.29		

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### Accountability Status and Requirements for Improvement Plan

<b>Summary of School Plan Timeline</b>	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	Accredited On Priority Watch	Alternative Education Campus Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. AECs with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. All AECs, regardless of plan type, must submit the plan to CDE on April 15, 2014 for public posting to SchoolView.org. Some programs may also review the UIP for requirements during the January or April submissions (see customized directions below).
<b>ESEA and Grant Accountability</b>			
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/Not 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.
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	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, and Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	[Not] awarded a current Diagnostic Review and Planning Grant	In addition to the general requirements, school plans must respond to identified quality criteria for the Diagnostic Review and Planning grant. Note the specialized requirements for grantees included in the Quality Criteria document.

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<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan..</p>	<p>[Not a] current SIS Grantee</p>	<p>In addition to the general requirements, school plans must respond to identified quality criteria for the SIS grant. Note the specialized requirements for identified schools included in the Quality Criteria document.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>[Not a] CGP Funded School</p>	<p>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.</p>

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## Section II: Improvement Plan Information

### Additional Information about the School

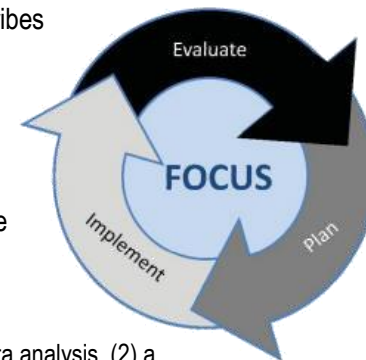
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	Yes 2014-15 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.	Denver Public School's OSRI
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply): <input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Clark Callahan
	Email	<a href="mailto:ccallahan@chscharter.org">ccallahan@chscharter.org</a>
	Phone	(303)-892-8475
	Mailing Address	1175 Osage Street Denver, CO 80204
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.



#### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

#### Data Narrative for School

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> Review the AEC SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
<p><b>Narrative:</b></p> <p>Colorado High School Charter (CHSC) serves students who have not found success in traditional educational settings. 85% of our students live at or below the poverty line and come to CHSC 3-4 grade levels behind in Math and Reading. Colorado High School Charter provides a smaller and more supportive academic, social, and emotional environment that seeks to celebrate and emphasize young people's strengths while working to build their skills in the areas where they struggle. We partner with Colorado Youth for a Change to provide every young person we work with a Student Advocate that works with our youth to remove barriers inside and outside of school that would prevent the young person from being successful inside of school. In 2013 the Colorado High School Charter Board hired a new Principal to change the school's academic and overall performance. The school leader was given four goals for the 2013-14 school year: 60% of students reach their expected growth on MAPS, less than 17% drop out rate, 86.2% attendance rate, and for 100% of students to be accepted into a post-secondary opportunity of their choice.</p> <p>Colorado High School Charter achieved its highest performance in five years during the 2013-14 school year. For the first time in school history 80% of students reached their target growth in</p>				

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Reading, Math and Language Usage as measured on MAPS. Infinite Campus reported the school's attendance at 86.22% and the SPF reported it at 85.5% both numbers reflect a 3-4% increase from the previous year and again was the highest in school history. 100% of graduating seniors were accepted into a post-secondary opportunity of their choice. The dropout rate reported on the 2013-14 SPF is 17%, reflecting the rate for the 2012-13 school year and the preliminary numbers for the 2013-14 school year are around 12%. Students improved their ACT scores in Reading, Science, and Math.

Colorado High School Charter's Board, Administration, and Staff have reviewed the 2013-14 data and have celebrated the school's success while identifying three key areas of continued growth and improvement. Our first area of focus is Academic Achievement as defined by three key indicators: MAPS Growth, ACT scores, and PARCC. In the past the school has failed to adequately address the significant deficiencies that students come to CHSC with. For the 2014-15 school year we have doubled the amount of time that students are spending in Math and English. Each day students will take two Math classes and we have split English into two class periods, Composition and Literature. We have also added a Literature Specialists/ Instructional Coach that is working to incorporate Literacy across the curriculum. The second area we will focus on is Student Engagement defined by three major indicators: Attendance, Truancy, and Drop-out Rate. Historically, the school has lacked the necessary academic and social/emotional support to engage young people who have jaded attitudes towards school. In the 2014-15 school year we will continue to hone our Student Advocate practice and approach; by analyzing student data and focusing the advocate's time and resources in the most effective and efficient ways possible. Additionally we are working to enhance our post-secondary and job readiness and success. For the past three years 100% of CHSC's seniors have been accepted into the post-secondary option of their choice. We want to raise the bar and are now tracking our students through the first year of their post-secondary option. Colorado Youth for Change partners with us in providing our graduating seniors with a post-secondary advocate that works with students to remove the barriers inside and outside of school that would prevent students from being successful in their post-secondary opportunity. We are confident that through this three pronged approach we will continue to see historical student achievement gains and reach the next level on our SPF next year.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)			We were excited to see the school's significant gains in the area of MAPS, attendance, and drop-out rate. We contribute that to the additional time being spent in English and Math each day and the addition of our Student Advocates.
Academic Growth	60% of students reach their growth target on MAPS	Yes, 80% of students reached their growth goal on MAPS.	
Student Engagement	Attendance rate of 86%	Yes/No According to IC our attendance rate was 86.22% and according to the SPF it was 85.5%.	
Postsecondary & Workforce Readiness	Dropout rate below 17%	The drop-out rate on our 2014 SPF was 17% but the actual drop-out rate for the 2013-14 school year is projected at below 12%.	

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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 and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

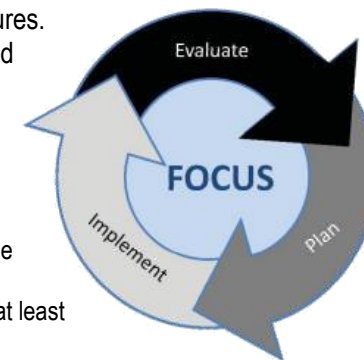
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)			
Academic Growth	The 2013-14 school year was our best year in the school's history for MAPS growth. On average 80% of students met their adequate yearly progress.		
Student Engagement	Our attendance has increased 3-4 percentage points over the past three years with our best rate coming last year at 85.5%.		
Postsecondary & Workforce Readiness	Last year the school earned its highest composite score in school history on the ACT.		

## Section IV: Action Plan(s)

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

### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



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

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### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, Lectura, Escritura	R		N/A	N/A		
		M		N/A	N/A		
		W		N/A	N/A		
		S		N/A	N/A		
Academic Growth	Median Growth Percentile (TCAP)	R		N/A	N/A		
		M		N/A	N/A		
		W		N/A	N/A		
	MAP Growth	R	(12-13) 58; (13-14)	80%	85%	90% on track at mid-year testing	Double the amount of instructional time in Math and English.
		M	(12-13) 54; (13-14)	80%	85%	90% on track at mid-year testing	Double the amount of instructional time in Math and English.
		LA	(12-13) 59; (13-14)	80%	85%	90% on track at mid-year testing	Double the amount of instructional time in Math and English.
Student Engagement	Attendance Rate	(12-13) 82.1; (13-14) 85.5	86.2%	86.5%	Weekly data analysis in IC	Student Advocates and Attendance Team will review attendance data on a weekly basis and create concrete intervention strategies.	
	Attendance Improvement	(12-13) 54; (13-14) 43	55%	60%	Weekly data analysis in IC	Student Advocates and Attendance Team will review attendance data on a weekly basis and create concrete intervention strategies.	
	Truancy Rate	(12-13) 14; (13-14) 12	10%	7%	Weekly data analysis in IC	Student Advocates and Attendance Team will review Attendance data on a weekly basis and create concrete intervention strategies.	
	Student Satisfaction	(12-13) 90; (13-14) 92	93%	94%	Mid-year survey		
	Parent Satisfaction	(12-13) 83; (13-14) 85	87%	90%	Mid-year survey	Increase the number of family nights and ongoing communication.	
Postsecondary & Workforce	Completion Rate	(12-13) 38; (13-14) 42	45%	48%	Weekly student of concern meetings to identify students who are not being successful	Teacher, Advocate, and Administration Teams that implement interventions to improve credit accumulation.	

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<b>Readiness</b>	Completion Rate Change		(12-13) 4; (13-14) 1.6	4%	4%	Weekly student of concern meetings to identify students who are not being successful	Teacher, Advocate, and Administration Teams that implement interventions to improve credit accumulation.
	Dropout Rate		(12-13) 15; (13-14) 17	12%	11%	Student Advocates will work with any student on their caseload who needs a different educational environment to transition them as quickly as possible.	Student Advocates will work with any student on their caseload who needs a different educational environment to transition them as quickly as possible.
	Dropout Rate Change		(12-13) -14; (13-14) 2.3	-5%	-2%	Student Advocates will work with any student on their caseload who needs a different educational environment to transition them as quickly as possible	Student Advocates will work with any student on their caseload who needs a different educational environment to transition them as quickly as possible.
	Adequate Yearly Credits		(12-13) 97; (13-14) 34	50%	60%	Weekly student of concern meetings to identify students who are not being successful	Teacher, Advocate, and Administration Teams that implement interventions to improve credit accumulation.
	ACT Average Score	R	(12-13) 14.3; (13-14) 14.6	15.0	15.5	Mid-year prep test	Double the amount of instructional time in Math and English.
		M	(12-13) 15.1; (13-14) 15.3	15.5	16.0	Mid-year prep test	Double the amount of instructional time in Math and English.
		E	(12-13) 12.6; (13-14) 12.5	13.0	13.5	Mid-year prep test	Double the amount of instructional time in Math and English.
		S	(12-13) 13.5; (13-14) 14.5	15	15.5	Mid-year prep test	Curriculum realignment.

### Action Planning Form for 2014-15 and 2015-16

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Double the amount of time each student spend in Math and English classes

**Root Cause(s) Addressed:** Lack of instructional time to make up the 3-4 grade levels that students need

**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)     
  Colorado Graduation Pathways Program (CGP)  
 Diagnostic Review Grant     
  School Improvement Support Grant     
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Hire a "Highly Qualified" Composition Teacher	Make hire		Principal	Mil levy \$50,000	Biweekly check-ins and quarterly evaluations	Completed
Split English into Composition and Literature	9/15		Literacy Specialist	N/A	Completed	Completed
Adjust scheduling to ensure all students will have a double period of Math and English everyday	9/15		Principal and Guidance Counselor	N/A	Completed	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.

**Major Improvement Strategy #2:** Incorporate Blended Learning and Test Preparation software into the curriculum

**Root Cause(s) Addressed:** Extremely High differentiation needs (Students who are 5-6 grade levels apart are in the same class)

**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)  
  Colorado Graduation Pathways Program (CGP)  
 Diagnostic Review Grant  
  School Improvement Support Grant  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Purchase Edgenuity software	9/15		Principal	\$15,000 Mil Levy	Asses the effectiveness of the software through students' performance on interim and summative assessments	Completed
Purchase additional laptop carts	9/15		Principal	\$10,000Mil Levy		Completed
Train the staff on the software	9/15		Principal			Completed
Create strategy around implementation	9/20		Principal and teachers			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.



**Major Improvement Strategy #3:** Increase Student Engagement and Supportive services

**Root Cause(s) Addressed:** Connecting what students are learning to outside of school interest and ambitions; providing academic and social/emotional support to 9<sup>th</sup> grade students and those who are pursuing post-secondary opportunities

**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)     
  Colorado Graduation Pathways Program (CGP)  
 Diagnostic Review Grant     
  School Improvement Support Grant     
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Hire an Internship and Concurrent Enrollment Coordinator	9/15		Principal	\$50,000		Completed
Hire a 9 <sup>th</sup> grade Student Advocate	9/15		Principal	\$40,000		Completed
Hire a Post-Secondary Student Advocate	9/15		Principal	\$40,000		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 Schools Operating a Schoolwide Program (Optional)

## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

School Code: 1748

School Name: Colorado High School Charter

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)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i>  <i>Pages 1-4</i></p>
<p>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?</p>	<p>Section IV: Action Plan</p>	<p><i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.</i>  <i>Pages 15-17</i></p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Weekly teacher observations and feedback is used in developing rigorous and relevant professional development.  Student data is analyzed every six weeks and is also used to inform and design relevant professional development.</p>
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The school's administration meet with parents every six weeks to elicit feedback and impact programing.</p>

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)
<p>Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>All teachers go through a rigorous interview process that includes sample lessons and feedback. All teachers are also put through a background check.</p>
<p>Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>All teachers are involved in PLCs that analyze data that informs future instruction. Teacher's also observe their colleagues on a monthly basis.</p>
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Student data is reviewed on a monthly basis and modifications in instruction are made immediately.</p>
<p>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?</p>	<p>Section IV: Action Plan</p>	<p>We will add a parent to our school Board.</p>
<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>N/A</p>
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>  <i>Page 9</i></p>

