COLORADO
Department of Education

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

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2015-16

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 1866   School Name: ACE COMMUNITY CHALLENGE SCHOOL   SPF Year: 3-Year

Section I: Summary Information about the School

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

Executive Summary
How are students performing? Where will school staff be focusing attention?
Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*
1. Performance of students in grades 8-10 on TCAP over the last three years that is well below the district expectations for AECs on the SPF. 2. Growth on TCAP /CMAS in reading, writing, and mathematics that is below district expectations for AECs on the SPF. 3. Growth in academic English for ELL's is declining; this trend needs to be reversed
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.*
1. Insufficient learning time to address the needs of students who often enter the school 2 to 5 years below grade level 2. Classroom instruction that is not sufficiently effective 3. Insufficiently powerful student engagement strategies for a population of very high need students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized 4. Insufficient attention to the academic needs of ELLs
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.*
1. Increase student learning time. 2. Improve the effectiveness of classroom instruction. 3. Improve the effectiveness of services for English Language Learners. 4. Build a classroom culture and school climate that better motivates students to be successful in school including more consistency in behavioral expectations, strategies to address student misbehavior, and creating a culture where college and workforce readiness is understood by students and becomes part of their values. 5. Provide general supports to all students and intensive supports to identified students with a priority on serving those students attending less than 50% of instructional days.

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. For state accountability, historically AECs have had 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; because of the state assessment transition and passage of HB15-1323, 2015 AEC 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 has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	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.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Not serving grades K-3	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).	AEC: Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
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.
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.

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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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Additional Information about the School

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

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

■ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant   ☐ READ Act Requirements   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Eloy Chavez, Executive Director
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	Phone	303-436-9588
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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.
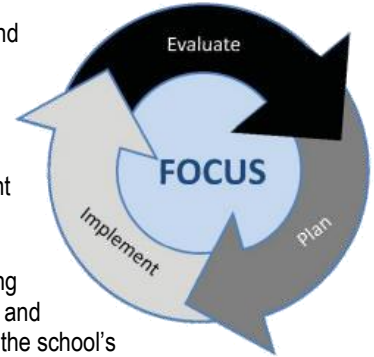
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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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CDE Improvement Planning Template for Schools (Version 7.0 – Template Last Updated: June 9, 2015)   5

Introduction and Summary

Progress towards Meeting District/State Expectations: CCS has not met expectations on the School Performance Framework (SPF) in any subject area in student achievement status for the past three years. Disaggregated results show that performance is somewhat better for females, English proficient students and exited ELLs, and students without disabilities. Even where performance of a group is better, there is no group of meaningful size that meets state expectations. Hence, the school will not be modifying the educational program to address the needs of a particular student group. The focus will be on improvements for the entire school. An analysis of high priority content standards suggests that all need to be emphasized in the instructional program. For student achievement growth on TCAP, the school did not meet SPF standards in reading, writing, or math in any of the past three years. However, in 2013, the trend toward declining growth was reversed and the school made substantial improvements in student growth. While growth did not continue in 2014 in reading and writing, it still remains significantly higher than in 2012. Further, on the MAP test CCS has met the SPF expectations in all three subject areas for growth for the past three years. In 2013 and 2014, CCS met the SPF standards for Student Engagement and Post-Secondary Readiness. For TCAP status, while the school still does not meet performance expectations, results show improvement compared to 2012 in reading and writing.

Progress towards Meeting 2013-2014 UIP Targets: CCS did not meet UIP targets for academic achievement status. For academic achievement growth, the target was met in writing only.

Data Sources: Data sources included the following: 1) disaggregated growth by minority, lunch status, ELL, and special education on School View (three-year view); 2) CDE statistics for dropouts, CSAP, AYP, and student demographics; 3) Denver Public Schools (DPS) SPF for CSAP growth, CSAP status, MAP, transition success, attendance improvement, attendance, and parent and student satisfaction; 4) CCS for student turnover and risk data, MAP growth, credits earned, drug and alcohol use, suspensions and expulsions, and other social-behavioral indicators; and 5) classroom observation, teacher evaluations, and teacher comments in Friday teacher meetings. .

Stakeholder Involvement: Teachers reviewed 2013-2014 data (including the SPF) in September, as well as discussed program strengths and weaknesses. Strategies, interim benchmarks, and outcomes included in the UIP were discussed and opportunities for input were provided. The UIP will be reviewed again with teachers in November and December. Revisions will be made as needed based on the input received. Opportunities were provided for parents to identify program strengths and weaknesses at the September and November monthly meetings that the Executive Director has with parents. UIP strategies will be reviewed with parents in December. The SAC met on October 2 and December 9. Data and UIP improvement strategies were discussed.

Student Demographics

Grade Level, Gender, Free/Reduced Price Lunch, and Ethnicity:

Year	Grade 8	Grade 9	Grade 10	Total	% Male	% Free/Reduced Lunch
2008	3	112	80	196	58%	95%
2009	3	104	96	203	57%	97%
2010	8	96	107	211	56%	92%
2011	15	97	105	220	60%	94%
2012	5	108	104	217	64%	87%
2013	6	67	132	205	55%	95%
2014	7	46	92	145	58%	87%

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Year	Am Indian	Asian	Black	Hispanic	White	Pacific Is	2 or More	Total
2007	1%	0%	3%	95%	1%			100%
2008	1%	1%	1%	97%	1%			100%
2009	1%	1%	1%	95%	2%			100%
2010	1%	0%	1%	92%	4%	1%	1%	100%
2011	1%	0%	7%	86%	4%	1%	1%	100%
2012	1%	1%	6%	89%	1%	1%	1%	100%
2013	1%	0%	4%	91%	2%	0%	2%	100%
2014	1%	0%	3%	90%	5%	0%	2%	100%

English Language Learners and Students with Disabilities:

	2008-2009	2009-2010	2011-2012	2012-2013	2013-2014	2014-2015
Special Education	18%	12%	19%	17%	10%	14%
English Language Learners	14%	17%	25%	26%	47%	53%

The chart below shows the percentage of students at each stage of English language acquisition. Overall data is provided for three years, and detailed information is provided for 2014-2015. The data shows that a large majority of ELLs attending ACE/CCS are in stages L3 through L5. This suggests that their primary need is to improve the quality of their academic English. This means that instruction needs to emphasize comprehension, literacy, reading, and writing.

Content Area	Total	No Score N	No Score %	Entering (L1) N	Entering (L1) %	Emerging (L2) N	Emerging (L2) %	Developing (L3) N	Developing (L3) %	Expanding (L4) N	Expanding (L4) %	Bridging (L5) N	Bridging (L5) %	Reaching (L6) N	Reaching (L6) %
Overall: 2012-2013	**49**	1	2%	2	4%	2	4%	10	20%	19	39%	13	27%	2	4%
Overall: 2013-2014	**69**	2	3%		0%	3	4%	14	20%	34	49%	15	22%	1	1%
Overall: 2014-2015	**55**	1	2%		0%	7	13%	15	27%	22	40%	10	18%		0%
Literacy	55		0%		0%	11	20%	16	29%	19	35%	9	16%		0%
Comprehension	55		0%		0%	13	24%	18	33%	14	25%	8	15%	2	4%
Oral	55	1	2%		0%	2	4%	9	16%	20	36%	17	31%	6	11%
Reading	55		0%	5	9%	13	24%	21	38%	5	9%	8	15%	3	5%
Writing	55		0%	1	2%	6	11%	12	22%	31	56%	5	9%		0%
Speaking	55	1	2%	2	4%	3	5%	7	13%	5	9%	16	29%	21	38%
Listening	55		0%		0%	5	9%	17	31%	21	38%	8	15%	4	7%

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Turnover

Each year ACE/CCS enrolls a large percentage of students who are new to the school.   During the academic year, there is also much student movement as reflected in the turnover percentage (the number of students entering after October 1 divided by the October enrollment). For example, in 2014-2015, turnover was 28%.

Students:	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Turnover	35%	45%	42%	49%	28%	28%

The high mobility rate also reflects that many students move frequently between Denver and Mexico, that a part of the school's population is homeless, and the instability that characterizes the home life of many of the ACE/CCS students. As a result of accepting many new students at the beginning and during the school year, ACE/CCS annually must continually reestablish norms that create a positive, safe school culture.

Academic Achievement Status

TCAP/CMASS Status: Overall, results in the tables below show that academic achievement status is low for the school as a whole and all subgroups, as well as across all high priority content standards. No scores are reported for science in either 2013-2014 or 2014-2015. Beginning in 2014-2015 CMAS replaced TCAP. For 2014-2015 CMAS tests in science were only administered to 8th graders. Only eight students took the science test and aggregate scores are not reported. The CMAS standards report for grade 8 science in 2014-2015 shows that the students were weak in all standards, although this data needs to be interpreted cautiously because of the small sample size. CMASS tests in English Language Arts and Math, like the TCAP before it indicate that achievement is low across all grade levels. As CMASS tests are more challenging than TCAP, it is not surprising that achievement status in 2014-2015 is lower than in previous years. Also, 10th grade results are generally lower than those for 9th graders. A similar pattern was noted for DPS as a whole. Further research will be needed to understand the reason for these score declines.

TCAP / CMAS Status – Whole School									
	2011-2012		2012-2013		2013-2014		2014-2015		
	PP+	P+	PP+	P+	PP+	P+	Expectations		
							Partially Met	Approaching	Met
Reading / ELA	53%	10%	62%	13%	59%	10%	30.4%	9.8%	2.9%
Math	10%	1%	12%	1%	10%	0%	23.6%	1.1%	0%
Writing	64%	3%	79%	2%	74%	4%	NA	NA	NA
Science	7%	1%	15%	3%	NA	NA	NA	NA	NA

TCAP Status by Grade																								
		Reading						Math						Writing						Science				
		Grade 8		Grade 9		Grade 10		Grade 8		Grade 9		Grade 10		Grade 8		Grade 9		Grade 10		Grade 8		Grade 10		
		PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	PP+	P+	
2010-11		NA	NA	67%	10%	64%	10%	NA	NA	16%	3%	14%	0%	NA	NA	70%	0%	70%	4%	NA	NA	7%	0%	
2011-12		48%	18%	55%	8%	52%	8%	12%	3%	4%	0%	13%	0%	73%	12%	61%	0%	61%	1%	9%	3%	6%	0%	

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2012-13	23%	0%	48%	11%	56%	21%	0%	0%	11%	1%	18%	2%	77%	0%	77%	1%	79%	3%	0%	0%	15%	3%
2013-14	NA	NA	66%	11%	58%	11%	NA	NA	9%	0%	12%	0%	NA	NA	91%	7%	66%	3%	NA	NA	NA	NA

Note: *PP+ = partially proficient, proficient, and advanced*; P+ = *proficient* and *advanced;* NA = less than 16 students;

English Language Arts: CMAS Status by Grade

	Grade 8			Grade 9			Grade 10		
	Expectations			Expectations			Expectations		
	Partially Met	Approaching	Met	Partially Met	Approaching	Met	Partially Met	Approaching	Met
2014-2015	NA	NA	NA	35.7%	11.9%	4.8%	28.8%	9.6%	1.9%

Math: CMAS Status by Grade

	Grade 8			Grade 9			Grade 10		
	Expectations			Expectations			Expectations		
	Partially Met	Approaching	Met	Partially Met	Approaching	Met	Partially Met	Approaching	Met
2014-2015	NA	NA	NA	38.9%	2.8%	0%	13.3%	0%	0%

Achievement Gaps – TCAP / CMAS – Percent Proficient and Above

	Reading			Math			Writing			Science		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Am Indian	25%	0	NA	0%	0%	NA	25%	100%	NA	0%	NA	NA
Asian	100%	NA	NA	0%	NA	NA	0%	NA	NA	100%	NA	NA
Black	38%	38%	NA	0%	0%	NA	8%	25%	NA	0%	NA	NA
Hi/ Pacific Islander	0%	0%	NA	0%	0%	NA	0%		NA	NA	NA	NA
Hispanic	11%	9%	NA	1%	0%	NA	1%	3%	NA	2%	NA	NA
Two or More	0%	100%	NA	0%	0%	NA	0%	0%	NA	NA	NA	NA
White	0%	0%	NA	0%	0%	NA	0%	0%	NA	NA	NA	NA
Male	12%	7%	NA	1%	0%	NA	1%	1%	NA	2%	NA	NA
Female	16%	14%	NA	1%	0%	NA	1%	8%	NA	3%	NA	NA
ELL	12%	1%	NA	2%	0%	NA	0%	0%	NA	6%	NA	NA
Exited ELL	11%	30%	NA	0%	0%	NA	5%	6%	NA	0%	NA	NA
Non-ELL	15%	11%	NA	1%	0%	NA	2%	11%	NA	2%	NA	NA
Free/Reduced	12%	10%	NA	1%	0%	NA	2%	4%	NA	3%	NA	NA
Non-Free/Reduced	36%	13%	NA	0%	0%	NA	0%	13%	NA	0%	NA	NA

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Sped	0%	0%	NA	0%	0%	NA	0%	0%	NA	0%	NA	NA
Non-Sped	15%	11%	NA	1%	0%	NA	2%	5%	NA	3%	NA	NA

TCAP Assessment Framework - Reading			
	Average % of Points Earned		
High Priority Framework	2012	2013	2014
Grade 8			
1.d	47	21	18
1.g	47	33	48
4.a	41	48	45
5.c	31	16	23
6.b	19	37	43
Grade 9			
1.g	47	51	44
4.d	34	31	34
5.c	29	34	45
6.b	19	36	33
6.c	23	28	27
Grade 10			
1.d	30	58	34
1.f	44	53	42
4.a	43	54	36
4.d	36	38	41
5.c	27	38	28

TCAP Assessment Framework - Writing			
	Average % of Points Earned		
High Priority Framework	2012	2013	2014
Grade 8			
2	52	44	43
2.a	45	44	38
2.b	35	38	31
2.d	88	92	100
3.d	48	47	34
Grade 9			
2.a	44	41	47
2.b.2	32	33	35

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	78	87	97
3	78	87	97
3.b	34	37	30
3.c	37	48	48
Grade 10			
2.a	41	50	51
2.b	93	95	95
2.f	35	38	35
3	64	95	96
3.b	46	52	49

TCAP Assessment Framework - Math			
	Average % of Points Earned		
High Priority Framework	**2012**	**2013**	**2014**
Grade 8			
2.1a	12	21	14
2.1b	12	10	24
2.2a	25	15	7
4.5a	14	18	22
5.4a	12	8	2
Grade 9			
2.1a	21	12	11
2.2a	9	10	11
2.4c	1	12	18
3.3a	16	25	24
6.1b	6	4	4
Grade 10			
2.1a	16	11	11
2.2a	2	6	0
2.3b	16	16	15
3.3c	22	26	21
4.2a	6	9	3

Credits Earned: For 2014-2015, 78.3% of classes were successfully completed and 58% were completed with a grade of C or better. For the year prior to enrollment at ACE/CCS 42 percent were successfully completed. Data for the four prior years is as follows: 23%/71%, 20% / 93%, 27% / 87% and 30% / 92%, and 37% / 91%. Overall, this date shows that the school is enrolling students who have failed in school and is helping them make progress toward graduation.

MAP Status: The chart below shows the percentage of CCS students meeting NWEA grade level targets in the fall and spring of each school year. Four years of data is provided. The chart shows that, consistent with TCAP data and academic histories, all but a very small percentage of CCS students enter the school performing below grade level. While achievement status on the MAP shows that an increased percentage of students reach MAP grade level benchmarks at the end of the year compared to the start of the year, the percentage of students demonstrating grade level

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proficiency at year's end is still far too low. The data is consistent with TCAP/CMASS status information (for example, 10.9% in language usage in spring 2013).

MAP: % Meeting 2011 NWEA Grade Level Appropriate Targets								
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
	2011	2012	2012	2013	2013	2014	2014	2015
Reading	0%	4.3%	3.0%	10.9%	7.8%	10.6%	4.9%	11.8%
Math	1.7%	7.8%	2.0%	5.0%	5.0%	7.9%	0%	1%
Language Usage	2.6%	7.8%	5.0%	10.9%	9.3%	10.0%	3.1%	4.1%

Academic Achievement Growth

Colorado Growth Model: A review of the most recent academic growth data shows that in 2013 ACE/CCS reversed a multi-year decline in the MGP in all three subject areas and in reading and writing approached the standard. For 2014, results declined in reading and writing, but continued to improve in math. The school did not meet the standard in any content areas. Results are based on one year's data for students who took the TCAP at ACE/CCS in 2014.   Growth scores for 2014-2015 will not be available until the summer of 2016.

Colorado Growth Model Results – Median Growth Percentiles – All Students			
Reading	Reading	Writing	Mathematics
2009	43	29	45
2010	38	38	49
2011	31	32	35
2012	22	31	13.5
2013	40	43.5	27
2014	34	36	29.5
2015	NA	NA	NA

Disaggregated results for 2013 and 2014 as reported in School View are shown in the table below. Only groups with 16 or more cases are shown. Overall the results show limited differences between groups, suggesting that targeting specific groups rather than the entire school is not warranted. The School View has not been updated with 2014-2015 data.

Colorado Growth Model Results – Median Growth Percentiles						
	Reading		Writing		Mathematics	
	2013	2014	2013	2014	2013	2014
All Students	47	34	55	42	32	16
ELL	55	NA	63	NA	30	NA
Minority	47	34	55	42	32	16
Free/Reduced Price Lunch Eligible	49	33	57	36	34	16
Catch-Up	54	NA	57	NA	32	NA

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MAP Assessment Results: The percentage of students meeting fall to spring academic growth targets developed by the Colorado Department of Education (CDE) is shown in the table below.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	62.2%	72.0%	86.1%	73.3%	61.0%	61.8%
Math	55.0%	63.7%	70.4%	67.3%	44.6%	47.4%
Language Usage	53.2%	69.4%	78.3%	85.1%	56.4%	57.1%

Academic Growth – DPS SPF targets show the percentage of students meeting new DPS growth targets established in 2011-2012. These targets are a variation of the CDE targets and include all students enrolled in a school for at least 40 days. Targets get greater the longer the enrollment period and the lower the pre-test score. Results are reported in the table below and show that DPS SPF benchmark percentages were met in all four years. Data for 2014-2015 is estimated as SPF information has not yet been released.

Academic Growth – DPS SPF Targets			
	Reading	Math	Language Usage
2011-2012	82.5%	85.3%	85.3%
2012-2013	84.6%	85.8%	87.7%
2013-2014	78.0%	73.4%	74.3%
2014-2015	72.5%	67.0%	78.6%

English Language Acquisition

The table below shows the growth of ELLs in acquiring English using two different measures – median growth percentiles and 'on-track percentage.' The data shows that the MGP at ACE/CCS has declined over the past three years. Also, a smaller percentage of students reached their target proficiency level in 2014-2015 than did the previous year. Taken together, this data suggests that the school needs to focus on improving its English language acquisition program.

ACCESS Growth				
	MGP N	MGP	On-track N	% On-track
2012-2013	22	46	NA	NA
2013-2014	41	34	42	45.2%
2014-2015	28	20.5	47	29.8%

Informal Data Sources (academic achievement status and growth): The academic principal regularly observes classes and meets every Friday with all of the teachers and instructional teacher aides. From these meetings and observations, she noted that while teachers express a willingness to differentiate instruction based on academic needs, they do not have the instructional skills to carry this out. Teachers have special difficulty integrating remedial activities (particularly basic skills instruction) within grade level curricula. Teachers also do not have high quality formative assessments that can be used to judge progress. The formative assessments that are used do not consistently link to standards. Teachers are also not consistently using school-wide instructional techniques.

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Post-Secondary Readiness

Dropout Rates: For 2008-2009 through 2013-2014, ACE/CCS had dropout rates of 3.6, 5.4, 2.8, 3.3, 12.4, and 2.7 (estimated) percent, which were far lower than the DPS or State alternative school averages and meet SPF criteria (except for 2012-2013). The estimated dropout rate for 2014-2015 is 3.1%. Official data for this year is not yet available.

Informal Data Sources: The Executive Director and Deputy Director regularly meet with students and families including an extensive intake interview. These meetings and interviews confirm that motivation to succeed in school is limited at least partly because students do not connect school success with how they plan to live independently as adults. Students do not see postsecondary education and careers that require associate or college degrees as viable options. However, based on having emphasized postsecondary education beginning with the 2011-2012 school year, awareness of postsecondary opportunities and how to access them is increasing.

Student Engagement

Student and Parent Satisfaction: CCS student satisfaction for 2014-2015 and the three previous years has been 78, 97, 97, and 99 percent, respectively. Parent satisfaction has been 91, 84, 95, and 98 percent.. The parent response rate was 16 percent in 2014-2015 and 67 percent the previous year. Parent and student satisfaction, exceeded DPS benchmarks in all years with the exception of student satisfaction in 2014-2015. The parent response rate has exceeded expectations in all years except 2014-2015. The inordinate student testing load for this year made it difficult to devote the resources to achieving a higher parent response rate. Further analysis shows that students and parents feel the school is welcoming and respectful and that discipline procedures are fair. Parents are very supportive of the school administration and staff. Students feel that teachers are supportive and report that they can go to teachers when they feel bullied or know that other students are being bullied.

Student Attendance Improvement: For 2011-2012 through 2013-2014, 76.8, 79.1, and 72.4 percent of students improved their attendance at CCS compared to attendance prior to enrollment. This meets the DPS benchmark. 2013-2014 results approach the DPS benchmark and prior years meet the benchmark. Data for 2014-2015 is not yet available.

Student Attendance and Truancy: Truancy rates for 2011-2012 through 2013-2014 were 11.4%, 3.4%, and 6.9%. The dramatic improvement in 2012-2013 reflects new procedures that were instituted as part of the 2011-2012 UIP. CCS met the DPS standard for truancy rates in both 2012-2013 and 2013-2014. Data for 2014-2015 is not yet available. Average daily attendance rate for each of the past five years through 2013-2014 have been as follows: 82%, 81%, 83%, 86%, 82%, and 82%. Beginning in 2011-2021, CCS has approached or met the DPS standard for attendance. Data for 2014-2015 is not yet available.

Informal Data Sources: Based on their observation of classrooms and regular work monitoring halls between class periods, the Executive Director and Deputy Director report that classroom management is a challenge. Specifically, a small number of students seem to be causing much of the disruption in all classrooms. They also noted that discipline is inconsistent within and across classrooms. For example, teachers do not always enforce the 'no cell-phones out during school time' in classes and may allow students to text. At other times phones are taken away when used during class, which is the school policy. At least some of the disruptive behavior appears to be done by students who are the most disengaged from the academic program. Individual student and family meetings suggest that peer and family issues preoccupy many students and that for some a much greater level of support will be needed in order for them to attend school regularly, behave appropriately, and engage academically. The reflection room continues to mitigate some classroom behavior challenges.

Suspensions and Expulsions

Many students who attend ACE/CCS have a history of behavior problems. In fact, in 2014-2015 43 percent of students were suspended or expelled during the school year prior to entering ACE/CCS. Reducing suspensions and expulsions is necessary if the school is to accomplish its goal of increasing pro-social attitudes, skills, and institutional bonding. Evidence that the school has been very successful in this effort is provided by the table below.

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	2009-2010	2010-2011	2011-2012	2012-13	2013-14	2014-2015
In-School Suspensions	92	63	54	60	37	28
Out-of-School Suspensions	31	6	4	8	5	5
Expulsions	0	0	0	0	0	0
Total Enrollment	323	288	329	331	298	220
Out-of-School Suspensions per 100 Students	9.6	2.1	1.2	2.4	1.7	2.2

Drug and Alcohol Usage: ACE/CCS tracks the percentage of students reporting drug and alcohol usage prior to attending the school and again at the end of the academic year. Results are reported in the table below. They show that a high percentage of students use drugs and/or alcohol both before they enroll and during their tenure at ACE/CCS. However, the school's efforts to reduce usage show some success except for marijuana in 2013-2014. This may reflect recent changes in state law.

	No Alcohol Usage Previous Month			No Marijuana Usage Previous Month		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
2008-2009	27.4%	66.6%	39.2%	34.3%	78.4%	44.0%
2009-2010	30.4%	75.8%	45.3%	38.2%	82.5%	44.4%
2010-2011	44.1%	84.2%	40.1%	39.6%	80.2%	40.6%
2011-2012	59.8%	77.9%	18.1%	49.4%	72.0%	22.6%
2012-2013	69.8%	72.1%	2.3%	59.7%	62.8%	3.1%
2013-2014	67.2%	70.5%	3.3%	58.1%	53.2%	-4.9%
2014-2015	47.3%	74.7%	27.4%	42.9%	67.9%	25.0%

School Bonding: In 2009-2010 on a standardized test of school bonding, the extent to which students felt connected to school increased significantly from pre- to post-test. For 2010-2011, 2011-2012, and 2014-2015 on a slightly different school bonding measure, a significant increase from pre- to post-test was also found. For 2012-2013, the increase from pre- to post-test was positive, but not statistically significant.

School Commitment and Engagement: On a standardized test of school commitment and engagement, positive and significant changes from pre- to post-test were found in all years beginning in 2009-2010.

School Climate: School climate is highly correlated with student success. A positive climate provides the foundation for the social and academic gains that the school strives to make with all students. For 2010-2011 through 2014-2015, positive and statistically significant increases from pre- to post-test were found in school climate. For 2013-2014, change was positive, but did not reach statistical significance.

Bullying: For 2010-2011 through 2012-2013 and for 2014-2015, significant decreases from pre- to post-test were found for bullying attitudes and behavior. For 2013-2014, the mean change in bullying attitudes and behaviors was positive but not significant.

Self-Esteem,: Significant increases were found from pre- to post-test in 2010-2011 2011-2012, and 2012-2013 For 2013-2014 and 2014-2015, mean changes were in the right direction but the results did not reach statistical significance.

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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)	TCAP Reading – 15% proficient or advanced		Data is not available.
	TCAP Math – 2% proficient or advanced		
	TCAP Writing – 5% proficient or advanced		
Academic Growth	TCAP Reading MGP - 42		
	TCAP Math MGP - 45		
	TCAP Writing MGP - 35		
Student Engagement			
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**From 2014-2015 UIP**: The percentage of students scoring P/A has remained about the same in all three subject areas. In no case did the school meet the standards identified earlier in the plan. For example, in reading the percent P/A was 11%, which is below the district standard for AECs of 35.4%; in math, fewer than 1% scored P/A, which is below the district standard for AECs of 14.6%; in writing only 2.4% scored P/A, which is below the district standard for AECs of 14.6%; Positively, the percent of students scoring partially proficient or higher in reading and writing increased from 2012 to 2014. In math, the percentage remained unchanged. Disaggregated results show that performance is below the standard for all groups, **2015-2016**: A review of MAP data for the fall shows that student performance in reading, math, and language usage is similar to fall test data for prior years, confirming CCS's focus on academic achievement status	Performance of students in grades 8-10 on TCAP over the last three years that is well below the district expectations for AECs on the SPF	6. Insufficient learning time to address the needs of students who often enter the school 2 to 5 years below grade level 7. Classroom instruction that is not sufficiently effective 8. Insufficiently powerful student engagement strategies for a population of very high need students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized 9. Insufficient attention to the academic needs of ELLs
Academic Growth	**From 2014-2015 UIP**: Median growth percentiles on the TCAP in reading, writing and mathematics have	Growth on TCAP /CMAS in reading, writing, and	

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| | been below the 50th percentile, which is the district standard for AECs, for the last three years. Median growth rates in reading declined through 2012. In the following year, growth began improving: from 22 to 40 in reading, 31 to 43.5 in writing, and 13.5 to 27 in math. These growth percentiles are based on district SPF inclusion criteria. For 2014, results continued to improve in math. In reading and writing, growth declined but continues to be significantly higher than in 2012.

Analysis of disaggregated groups using state data and inclusion criteria did not suggest that interventions be targeted at specific groups. Rather, interventions need to be targeted at the entire school. For example, in reading the overall median was 47 with a range from 47 to 55. For math, the overall median was 32 with a range from 30 to 34. For writing, the overall median was 55 with a range from 55 to 63. Disaggregated results for 2014 are not yet available

2015-2016: Informal analysis of 2014-2015 MAP growth using SPF growth criteria, shows that the percentage of students meeting district targets is about the same or slightly lower than the results reported for 2013-2014; This suggests that the school will still need to focus on accelerating the academic growth of students in all three content areas.

ACCESS growth has declined over three years from 46 to 34 to 20.5 for 2014-2015; the percentage of students reaching levels 5 and 6 is much higher in speaking and oral subtests, which suggests that the students have acquired sufficient English to function in the community, | mathematics that is below district expectations for AECs on the SPF

Growth in academic English for ELL's is declining; this trend needs to be reversed. | |

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	but still remain very deficient in academic English		
Student Engagement			
Postsecondary & Workforce Readiness			

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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.

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.

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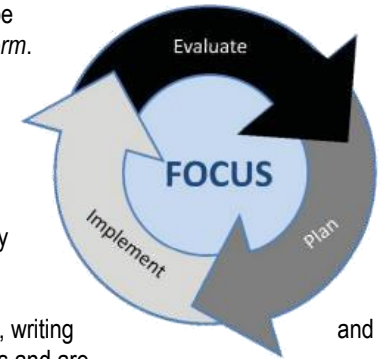
School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS Status in Reading, Language, and Match	Increase student achievement in reading, math, and writing from its low level			Teacher-created, common formative assessments based on new state content standards, including common scoring rubric. Fall, mid-year, and spring MAP tests	1. Increase student learning time. 2. Improve the effectiveness of classroom instruction. 3. Improve the effectiveness of services for English Language Learners. 4. Build a classroom culture and school climate that better motivates students to be successful in school including more consistency in behavioral expectations, strategies to address student misbehavior, and creating a culture where college and workforce readiness is understood by students and becomes part of their values. 5. Provide general supports to all students and intensive supports to identified students with a priority on serving those students attending less than 50% of instructional days

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					Same as above	Same as above
Academic Growth	MGPs in Reading, Math, and Language ACCESS Growth	Increase student growth rates in reading, language, and math Increase growth rate of ELLs in acquiring English				
Student Engagement	Attendance Rate					
	Truancy Rate					
	Supplemental Measures					
Postsecondary & Workforce Readiness	Completion Rate					
	Dropout Rate					
	Mean CO ACT					
	Supplemental Measures					

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Increase student learning time. Research Support: Redd, Zakia; Boccanfuso, Christopher; Walker, Karen; Princiotta, Daniel; Knewstub, Dylan; Moore, Kristin. Expanding Time for Learning Both inside and outside the Classroom: A Review of the Evidence Base. Child Trends. 2012. Evans, William; Bechtel, David. Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success. Laboratory for Student Success. 1997. **Root Cause(s) Addressed**: 1) Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning; 2) Insufficient learning time to address the needs of students who often enter the school 2 to 5 years below grade level

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)
	2015-16	2016-17				
Provide a high-quality, after-school 21st Century Community Learning Center Program; program to include opportunities for financial literacy, credit recovery, employment skill building, new and enriched STEM curriculum, and remediation where needed for current classes	Begin implementation in 8/2015	Begin implementation in 8/2016	Deputy Director, CCLC Director, Grant Evaluator	21st CCLC Grant - $143,153	Hire staff by July; Review reports of student attendance and progress in curriculum on a monthly basis beginning in 9/2015	
Increase 21st CCLC attendance through incenting program teachers to maintain a high level of enrollment and attendance	Begin implementation in 8/2015	Begin implementation in 8/2016	Deputy Director, CCLC Director, Grant Evaluator	21st CCLC Grant - $143,153	Monitor attendance and enrollment monthly	
Hire teacher aides and ensure that they are consistently assigned to classrooms	9/2015	9/2016	Exec Director, Academic Principal	General Fund - $51,973 Mill Levy - $1,000	Hire additional teacher aides by July 1 Develop a schedule whereby	

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	Timeline		Key Personnel	Resources	Implementation Benchmarks	Status of Action Step
					teacher aides are assigned to classrooms throughout the school day	
Hiring additional teaching staff	9/2015	9/2016	Exec Director, Academic Principal	General Fund - $20,888 Mill Levy - $1,000	Staff in place by July 1	
Evaluate the effectiveness of the expanded learning time efforts through analyzing changes in key indicators and soliciting input from parents and teachers	Summer 2015	Summer 2016	Executive Director, external consultant	General Fund - $2,550	Observation at least monthly of each expanded learning time activity; End-of-year evaluation of attendance and test results by August following program year	

* 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:   Improve the effectiveness of classroom instruction. Research Support: <u>Classroom instruction that works: Research-based strategies for increasing student achievement.</u> Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Alexandria, VA: ASCD. A Teacher's Guide to Differentiating Instruction. The Center for Comprehensive School Reform and Improvement. **Root Cause(s) addressed:** Inconsistent use of school-wide instructional techniques

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)
	2015-16	2015-16				
Administer MAP tests at beginning middle and end of the school year.	10/5 - 11/20; 1/25 – 2/19; 5/2 – 6/3		Academic Principal, Data Manager	No additional cost	Review at end of each time period to ensure that 100 percent of students are tested	
Principal meets with each teacher individually to review how the MAP fall and mid-year test data is being used to differentiate instruction	Begin 9/2015	Begin 9/2016	Academic Principal	None	Review each quarter of the number of meetings held	

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Ensure that teachers use instructional materials aligned with the DPS curriculum	Begin August 2015	Begin August 2016	Academic Principal	General Fund - $27,600 Mill Levy - $13,210	Monthly walk-throughs by the Academic Principal to monitor compliance	
Use monthly classroom walk-throughs by the principal for every teacher with written and verbal follow-up to monitor school-wide instructional practices including: posting objectives, modifying instruction to meet the needs of English language learners, differentiating instruction, teaching bell-to-bell, embedding skills instruction in grade level curriculum, and lesson warm-up/wrap-up. Use student and staff data from walk-throughs in designing the Friday staff development program	Begin 8/2015	Begin 8/2016	Deputy Director, Academic Principal	No additional cost	Monitoring of completed visits and written follow-up by the Deputy Director monthly	
Differentiate classroom instruction based on need using formative assessments and observation data to determine student academic needs, ensuring the most at-risk students are well-served.	8/2015	8/2016	Academic Principal	Title I - $22,130 additional teaching staff General Fund - $51,973 for teacher aides Mill Levy - $1,000 for teacher aides	Individual meetings with principal and teachers to review test results and implications for instruction. Use walk-throughs to monitor implementation of differentiated instruction monthly with reports back to management team.	
Offer a high-quality professional development program one hour each Friday and on six professional development days during the school year. This is in addition to follow-up after walk-through observations and time working with teachers as part of the induction program. Program emphasizes classroom assessments, behavior management, and effective instruction for ELL's. Use classroom walk-throughs to inform program content as well as feedback on PD from participating staff members	7/2015	7/2016	Academic Principal	Title I – Instructional Specialist, $ 23,860 Title II – Instructional Specialist, $6,815 Title III – Instructional Specialist, $3,996	Monitor that staff development does take place each Friday, review staff feedback and make changes as needed	

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Implement, in accordance with the CDE timeline, the State model teacher evaluation system to include academic growth as a 50% of the overall evaluation, informal observations monthly, and formal observations quarterly with post-observation conferences to discuss findings	9/2015	9/2016	Deputy Director, Academic Principal	No additional cost	Review progress quarterly. New teacher evaluation system in place by August	
Provide teachers with coaching emphasizing instructional techniques to support high quality classroom instruction.	8/2015	8/2016	Academic Principal, Instructional Specialist	Title I – Instructional Specialist, $ 23,860 Title II – Instructional Specialist, $6,815 Title III – Instructional Specialist, $3,996	Monitor visits to each teacher's classrooms;	
Review teacher lesson plans weekly to ensure that they are sufficiently detailed, include a language objective (as well as a content objective) and reflect backward planning	8/2015	8/2016	Academic Principal	No additional cost	Monthly reports by Academic Principal to Deputy Director regarding lesson plan quality including provisions for emphasizing higher order reasoning	
Evaluate effectiveness of strategy through teacher feedback, changes in student achievement status and growth, teacher retention, and feedback from parents and teachers	May 2015	May 2016	Exec Director, External Consultant	General Fund, $2550	Analysis and review of data by August	

Major Improvement Strategy #3   Improve the effectiveness of services for English Language Learners: <u>Classroom instruction that works: Research-based strategies for increasing student achievement.</u> Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Alexandria, VA: ASCD. A Teacher's Guide to Differentiating Instruction. The Center for Comprehensive School Reform and Improvement.   Margarita Calderón, Robert Slavin, and Marta Sánchez (2011)**,** <u>Effective Instruction for English Learners</u>; **Root Cause(s) addressed:** Insufficient attention to the instructional needs of English Language Learners.

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	Timeline	Key	Resources	Implementation Benchmarks	Status of Action Step* (e.g.,

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the Major Improvement Strategy	2015-16	2015-16	Personnel*	(Amount and Source: federal, state, and/or local)		completed, in progress, not begun)
Ensure that all teachers meet DPS ELA Program requirements to be qualified to teacher ELLs	Beginning 7/2015	Beginning 7/2016	Instructional Specialist	Title III – Instructional Specialist, $3,996	Monitor training provided and ensure that all teachers participate	
Ensure that all teachers meet DPS ELA Program requirements to be qualified to teacher ELLs	Beginning 7/2015	Beginning 7/2016	Instructional Specialist	Title III – Instructional Specialist, $3,996	Monitor training provided and ensure that all teachers participate	
Focus small group instruction for ELLs on bridging gaps in student understanding, providing scaffolding to make core classroom instruction *more comprehensible, greater emphasis on writing, and collaboration* with classroom teachers to ensure effective support for ELLs	7/2015	7/2016	Academic Principal	Title III – Instructional Specialist, $3,996	Monitor staff development to ensure adequate time is given to helping teachers understand the needs of ELLs	
Set aside time during data team meetings to focus specifically on tracking the progress of ELLs in both content areas and acquisition of English	Begin 9/2015	Begin 9/2016	Academic Principal	No additional cost	Monitor data team meetings to ensure time is being set aside	
Increase rapport with ELLs by having the ELD teacher	Begin 9/15	Begin 9/16	Academic Principal, ELD teacher	ELPA - $20,888 for additional teacher General Fund - $46,903 for counselor Mill Levy - $1,000 for counselor	Interviews completed by 11/1/2015	
For ELD classes, group students according to language level so that instruction can by better tailored to students' instructional needs	Begin 9/15	Begin 9/16	Academic Principal, ELD teacher	No additional cost	Student schedules in place by 10/2015 showing amount of instruction for ELLs in English language development	
Provide two one-hour ELD blocks daily for students at levels 1-3 in order to accelerate the pace at which they acquire English	Begin 9/15	Begin 9/16	Academic Principal, ELD teacher	No additional cost	Student schedules in place by 10/2015 showing amount of instruction for ELLs in English language development	
Require ELD and content area teachers to plan collaboratively to ensure that content instruction is comprehensible to ELLs and	Begin 9/15	Begin 9/16	Academic Principal	No additional cost	Teacher schedules showing collaborative planning time	

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that the ELD teacher can support content area instruction						
Hold CH-ISA team meetings at least four times per year in order to ensure appropriate placement of ELLs	Begin 10/2015		Deputy Director, Academic Principal	No additional cost	Two ISA team meetings completed by Feb 1 and 4 meetings completed by end of 2015-2016 school year	
Ensure that the EPAC meets at least four times per year and that during these meetings strategies for supporting students are presented to parents as well as providing an opportunity for parents to ask questions and voice concerns	Begin 10/2015		Deputy Director, Academic Principal	No additional cost	Two EPAC meetings by Feb 1 and four meetings completed by the end of 2015-2016.	
Increase the amount of data included in the body of evidence used to make placement decisions for ELLs and include more staff in the decision making process	Begin 10/2015		Deputy Director, Academic Principal	No additional cost	Monitoring of evidence used at ISA team meetings by deputy director and number of staff participating	

Major Improvement Strategy #4: Build a classroom culture and school climate that better motivates students to be successful in school including more consistency in behavioral expectations, strategies to address student misbehavior, and creating a culture where college and workforce readiness is understood by students and becomes part of their values. Research Support: Bryan Goodwin. Changing the Odds: What Matters Most for Student Achievement. McRel. Cecilia Pierce. Importance of Classroom Climate for At-Risk Learners. The Journal of Educational Research, Volume 88, Issue 1, 1994. George L. Wimberly; Richard J. Noeth. COLLEGE READINESS BEGINS IN MIDDLE SCHOOL. ACT Policy Report, 2005. Root Cause(s) Addressed: 3. Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized.

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)
	2015-16	2016-17				
Limit enrollment to 150 or fewer students	Begin 9/2015	Begin 9/2016	Executive Director	$332,955 (reduced general fund revenues due to decreased enrollment)		
Discuss SPF and UIP with teacher, SAC,	9/2015	9/2016	Executive	Title I - $746 for refreshments	Agendas for Nov and Dec	

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and parents including all improvement strategies and make revisions or add new strategies based on input; use DPS SPF template when reviewing results with staff	(teachers) 11/2015 and 12/2015 parent meetings with principal	(teachers) 11/2016 and 12/2016 parent meetings with principal	Director, Deputy Director	at parent meetings	parent meetings Include SPF and UIP discussion at Friday staff meetings and at management meetings; revisions as needed made to UIP	
Implement a parent education program to increase the effectiveness of parents in supporting their children's achievement and increasing the number of students participating in postsecondary education	Beginning in September 2015	Beginning in September 2016	Executive Director, Deputy Director	21st Century Grant - $10,655 to compensate school transition specialist for attending meetings; Title I - $746 for refreshments at parent meetings	Monitor staff and parent attendance at meetings; seek feedback from parents about effectiveness	
Ensure that all teachers use a daily introductory activity with students to set a context for instruction and to establish a classroom climate conducive to learning	Beginning 7/2015	Beginning 7/2016	Academic principal	None	Observation by academic principal to ensure 100% compliance	
Hire additional teaching staff and teacher aides and reduce teacher planning time to 75 minutes per day in order to reduce classroom management problems	7/2015	7/2016	Executive Director, Academic Principal	Title I - $22,130 additional teaching staff General Fund - $51,973 for teacher aides Mill Levy - $1,000 for teacher aides	Observation of classroom behavior by Executive Director, Deputy Director, and Academic Principal	
Staff a reflection room as a place to send students when they are disruptive in class	Open on first day of school	Open on first day of school	Deputy Director, Academic Principal	General Fund - $46,903 for counselor Mill Levy - $1,000 for counselor	Staffing in place by July, monthly monitoring for excessive and/or inappropriate use	
Require teachers to input course grades weekly into pupil data base to identify students in need of additional interventions; require, where possible, teacher issuing the failing grades to assist with intervention plans	Start in September 2015	Start in September 2016	Academic Principal	No additional cost	Weekly monitoring to ensure that grades are entered; Deputy Director to ensure that student intervention plans are developed	
Participate in the Journey Through Our Heritage Program at Metro State University	Ongoing starting in 10/2015	Ongoing starting in 10/2016	School Counselors, Deputy Director	Mill Levy Program Subsidy - $10,000	Activity plan by October; monitor activity completion monthly; meet quarterly with	

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					students and staff to get feedback about program effectiveness	
Have CCS transition specialist work with students and parents to plan effective transitions back to neighborhood schools	Beginning in 10/2015	Beginning in 10/2016	Deputy Director	21st Century Grant - $10,655 for transition specialist	Monitor attendance and activities of transition specialist to ensure effectiveness	
Use resource specialists to counsel with students who are having difficulty getting motivated to succeed academically	Beginning in 8/2015	Beginning in 8/2016	Executive Director, Deputy Director	General Fund - $223,600 for resource specialists	Review students counseled weekly; review effectiveness of counseling monthly at management meetings	
Ensure that the 5 P's are used as the basis for creating a positive classroom culture and that school rules are consistently enforced in classrooms by discussing management expectations with teachers prior to the beginning of the school year	7/2015	7/2016	Exec Director, Deputy Director, Academic Principal,	No additional cost	Regular observation beginning September by management team, standing management team agenda item where discipline is discussed, monitoring of use of reflection room and student suspensions,	
Evaluate effectiveness of strategy through 1) classroom observation by administrators and external consultants; 2) teacher and parent feedback about classroom climate; 3) pre- and post-surveys of parents regarding the effectiveness of the support that they provide for their children's school success; 4) student satisfaction surveys, and 4) pre- and post-tests of student social-behavioral changes	Fall 2015 and Spring 2016 observations and assessments	Fall 2016 and Spring 2017 observations and assessments	Executive Director, external consultant	General Fund - $2550	Classroom observation at least monthly; meetings with teachers at least quarterly, pretests completed no later than October, post-tests by May; analysis by July	
Offer a weekly breakfast on Fridays in order to provide an opportunity for parents to meet with counselors	9/2015	9/2016	Deputy Director	General Fund - $46,903 for counselor Mill Levy - $1,000 for counselor	Ongoing monitoring by Deputy Director of attendance at meetings and parent response	

Major Improvement Strategy #5   Provide general supports to all students and intensive supports to identified students with a priority on serving those students attending less than 50% of instructional days. Research Support: Henderson, Anne T., Ed.; Berla, Nancy, Ed.   New Generation of Evidence: The Family is Critical to Student Achievement.. National Committee for Citizens in Education, Washington, DC, 1994. Judith Martinez.   PARENTAL INVOLVEMENT: KEY TO STUDENT ACHIEVEMENT. National Center for School

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Engagement at THE COLORADO FOUNDATION FOR FAMILIES AND CHILDREN, 2004. Ruby Larson. Teacher-Student Relationships and Student Achievement. University of Nebraska at Omaha, 2011. Margaret C. Wang; Genev a D. Haertel. Teacher Relationships. A digest of research from the Laboratory for Student Success No. 309, 1995. **Root Cause(s) Addressed:** 3. Insufficiently powerful student engagement strategies for a population of very high needs students with multiple barriers to learning so that they are motivated to put forth more effort and so that classroom management problems are minimized

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)
	2015-16	2016-17				
Use resource specialists and counselors to counsel with students who are having difficulty attending	Ongoing beginning in 8/2015	Ongoing beginning in 8/2016	Executive Director and Deputy Director	General Fund - $223,600 for resource specialists	Review students counseled weekly; review effectiveness of counseling monthly at management meetings	
Follow-up with students and families as needed to get notes for excused absences	Ongoing beginning in7/2015	Ongoing beginning in7/2016	Data Manager, Deputy Director, Attendance Clerk	No additional cost	Assign staff responsible for following up in July; review progress at weekly management meetings	
Timely create intervention plans for students by having a specific timeline for follow-up; students identified as failing during one week must have an intervention by Friday of the following week if they are still failing	11/2015	11/2016	Academic Principal, Deputy Director	No additional cost	Quarterly monitoring of course grades and intervention plans by deputy director	
Establish a weekly attendance meeting to identify students in need of additional support because of non-attendance	Ongoing beginning in7/2015	Ongoing beginning in7/2016	Deputy Director	No additional cost	Weekly meetings begin by August	
Identify and provide for the needs of non-attenders including individual and family counseling, referral to outside agencies, attendance contracts, and providing extra	Ongoing beginning in7/2015	Ongoing beginning in7/2016	Deputy Director	General Fund - $46,903 for counselor Mill Levy - $1,000 for counselor	Establish an agenda item at the weekly attendance meeting to review follow-up and effectiveness	

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work to make up credits						
Reward students on a daily basis for being to school on-time, completing classroom work, and behaving appropriately	Ongoing beginning in 7/2015	Ongoing beginning in 7/2016	Executive Director and Deputy Director	General Fund - Estimated $500	Develop plan, including timelines, for implementation of incentive plan	
Ongoing parent and student meetings with executive director to discuss student needs, progress, and school wide issues – refreshments	monthly during school year starting in September	monthly during school year starting in September	Executive Director, Deputy Director	General Fund - $600	Number of parents attending; feedback from parents about helpfulness	
Peace in the Community events that bring all parents and students together to celebrate school successes and emphasize the importance of post-secondary education.	Once each semester during the school year	Once each semester during the school year	Deputy Director, resource specialists, counselors	General Fund - $3,750 for meals for parents and students	Number of parents and students attending; feedback from participants about helpfulness	
Evaluate effectiveness of strategy through ongoing review of attendance data, end-of-year data for student attendance, and input from parents in focus groups conducted twice annually	Fall 2015, mid-year, and Spring 2015 observations and assessments	Fall 2016, mid-year, and Spring 2016 observations and assessments	Executive Director, external consultants	General Fund - $2000 for evaluation consultant 21st CCLC Grant - $6028	Review of attendance data monthly and end of year report from external evaluator	
Provide a homeroom time at the end of the school day where students can receive and do makeup work	8/2015	8/2016	Executive Director, Deputy Director	No additional cost	Schedule in place by July	

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COLORADO
Department of Education

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

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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