

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2185** School Name: **DSST: STAPLETON HIGH SCHOOL** Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

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

#### Executive Summary

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

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

DSST: Stapleton High School is a high performing liberal arts high school with a focus on science and math. We have continually posted exceptional growth and proficiency numbers on assessments for FRL and non-FRL students alike, there are still areas for growth within our school if we are to meet our ambitious student achievement goals. We fell a bit short of our lofty performance targets for reading proficiency, as well as reading and writing MGP, but we surpassed our goal for composite ACT scores. We are prioritizing two major changes this year to address this data: intentional interventions for our struggling learners and targeted professional development for our teachers to address their individual areas of growth and our continued shift to Common Core aligned instructional practices. We believe that the root causes of the shortcomings in our student achievement stem from a lack of focus on addressing the needs of our most struggling students and the challenge of specialized development of all of our teachers. Both our network and our school have adopted two major strategic priorities for the 2015-2016 school year to target these concerns and to ensure we are providing the strongest instruction and support possible for our students. We are confident that if we actively address both the academic needs of our struggling subgroups (SPED, ELL, and performance band 1) and the specific development needs of our educators we will see an increase in student achievement results.

##### 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.*

Intervention = ineffective scaffolding and instruction for our target subgroup students

Professional Development = ineffective common core instruction due to inadequate professional development

Use of data= insufficient data availability for school leaders and teachers, lack of training on data analysis and systems for staff

##### 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.*

Prioritized Intervention:

- Intentional evaluation of intervention classes
- Common core aligned intervention curricula and assessments
- Participation on intervention steering committee
- Learner profiles for at-risk students
- Data analysis resources that identify needs of students in the targeted subgroups

Targeted professional development:

- Differentiated professional development offerings
  - PD around Common Core shifts and practices
  - Intentional collaborative time within content areas
- Improved access and use of data

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

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 28, 2015	
	January 6, 2016	
	April 6, 2016	

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Schools serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a> .
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	[Plan Type] [Year]	
<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 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 root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	TIG Awardee	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Diagnostic Review Grantee</p>	<p>Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>SIS Grantee</p>	<p>Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.</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>CGP Systems Change/Capacity Building 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>

## Section II: Improvement Plan Information

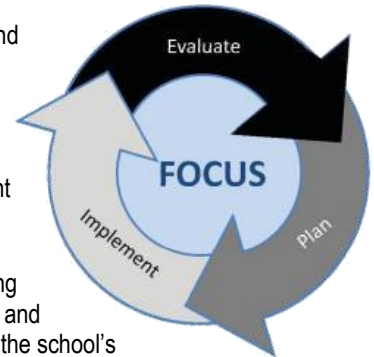
### Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jeff Desserich
	Email	<a href="mailto:Jeff.desserich@scienceandtech.org">Jeff.desserich@scienceandtech.org</a>
	Phone	303-320-5570
	Mailing Address	2000 Valentia Street, Denver, CO 80238
2	Name and Title	Nicole Fulbright, Director of Curriculum & Instruction
	Email	<a href="mailto:Nicole.fulbright@scienceandtech.org">Nicole.fulbright@scienceandtech.org</a>
	Phone	303-524-6386
	Mailing Address	3401 Quebec Street, Suite 7200, Denver, CO 80207

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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.

<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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><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 strategy(s) is encouraged.</p>
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**Narrative:** DSST: Stapleton High School is a high performing liberal arts high school with a focus on science and math. We have continually posted exceptional growth and proficiency numbers on assessments for FRL and non-FRL students alike, there are still areas for growth within our school if we are to meet our ambitious student achievement goals. We fell a bit short of our lofty performance targets for reading proficiency, as well as reading and writing MGP, but we surpassed our goal for composite ACT scores. We are prioritizing two major changes this year to address this data: intentional interventions for our struggling learners and targeted professional development for our teachers to address their individual areas of growth and our continued shift to Common Core aligned instructional practices. We believe that the root causes of the shortcomings in our student achievement stem from a lack of focus on addressing the needs of our most struggling students and the challenge of specialized development of all of our teachers. Both our network and our school have adopted two major strategic priorities for the 2015-2016 school year to target these concerns

and to ensure we are providing the strongest instruction and support possible for our students. We are confident that if we actively address both the academic needs of our struggling subgroups (SPED, ELL, and performance band 1) and the specific development needs of our educators we will see an increase in student achievement results.

**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)	ELA-50%	Yes, % Proficient = 73%	ELA and Math proficiency targets were both surpassed.
	Math-50%	Yes, % Proficient = 61%	
Academic Growth			As a network, we are creating a model of professional development that is tailored to individual staff development needs. We need to better develop our teachers to address the literacy needs of their students and to masterfully execute the highest leverage core instructional techniques. Areas for development include Common Core aligned instructional shifts, more targeted use of data, content literacy, sheltered instruction, classroom management and engagement, and differentiation.  We also need to prioritize intervention support for our lower learners to make sure we accelerate their growth toward proficiency.
Academic Growth Gaps			
Postsecondary & Workforce Readiness	24.3 ACT	No, the average ACT score was 24.1	



**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)	No notable trends due to change in state assessment.		
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness	The Composite score is even with last year, and slightly lower (24.6) than in 2013. However, this year was a celebration, given that the number of students taking the test is an all-time high (124), as is the number of FRL students taking the test (63), and the number of FRL students scoring 21+ (48).	Prioritize Intervention support for at-risk subgroups (SPED, ELL, and PB 1)	Lack of intentional support for struggling learners
		Targeted professional development	Inadequately aligned professional development for staff

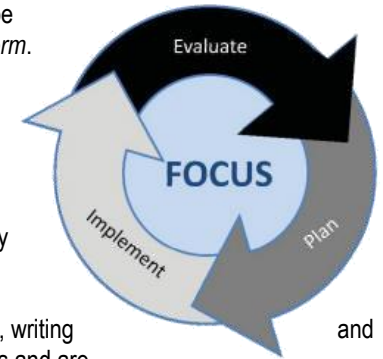
## Section IV: Action Plan(s)

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.



**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures ELA	Prioritized academic intervention support for at-risk subgroups  Targeted professional development	50% Proficient in ELA	50% Proficient in ELA	3 Trimester Finals  Summative assessments aligned to CCSS given every 4-6 weeks	<p>Prioritized Intervention:</p> <ul style="list-style-type: none"> <li>• Intentional evaluation of intervention classes</li> <li>• Common core aligned intervention curricula and assessments</li> <li>• Participation on intervention steering committee</li> <li>• Learner profiles for at-risk students</li> <li>• Data analysis resources that identify needs of students in the targeted subgroups</li> </ul> <p>Targeted professional development:</p> <ul style="list-style-type: none"> <li>• Differentiated professional development</li> </ul>

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							offerings <ul style="list-style-type: none"> <li>• PD around Common Core shifts and practices</li> <li>• Intentional collaborative time within content areas</li> </ul>
		M	Prioritized academic intervention support for at-risk subgroups  Targeted professional development	50% Proficient in Math	50% Proficient in Math	3 Trimester Finals  Summative assessments aligned to CCSS given every 4-6 weeks	See above.
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT		Prioritized academic intervention support for at-risk subgroups	24.3	24.3	3 Trimester Finals  Summative assessments aligned to CCSS given	See above.

		Targeted professional development			every 4-6 weeks	
	Other PWR Measures					

### 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:** Prioritized academic interventions for targeted subgroups  
struggling learners in targeted subgroups (SPED, ELL, performance band 1 students)      **Root Cause(s) Addressed:** Inadequate intentional and targeted support for

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Intentional evaluation of intervention courses <ul style="list-style-type: none"> <li>Teachers who teach an intervention course for students will receive at least one formal observation counting toward their overall teacher career pathway rating in their intervention class. This will ensure that teachers prioritize excellent planning and execution for these students.</li> </ul>	August 2015- June 2016	TBD	Jeff Desserich  Angie Turek  Zak Bissinger  Ingrid Wulczyn  Gayle Bell	n/a	Communication that teachers will be evaluated on their intervention courses, which will be structured like a traditional course.  Observation, feedback, and coaching targeting intervention class planning and execution  Formal evaluation of intervention course effectiveness.	Completed  Ongoing  December 2015
Common Core aligned curricula and assessments for intervention courses <ul style="list-style-type: none"> <li>Intervention teachers are</li> </ul>	August 2015- June	TBD	Ingrid Wulczyn	EngageNY curricula materials (online)	Creation and sharing of curricular resources and exemplars	Complete

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<p>designing curriculum maps, lesson plans, and assessments that provide appropriate scaffolding and skill building around prioritized CCSS</p> <ul style="list-style-type: none"> <li>Ultimately, exemplar lesson plans and resources will be developed (identified based on data) for future sharing.</li> </ul>	2016		<p>Gayle Bell</p> <p>Susan Barrett</p> <p>Lizzie Melia</p> <p>Intervention teachers</p>		<p>Professional development for teachers to design CCSS aligned lessons leveraging existing resources</p> <p>Evaluation and feedback on curricular and lesson plans</p>	<p>Complete</p> <p>Ongoing</p>
<p>Intervention steering committee</p> <ul style="list-style-type: none"> <li>We will collaborate with a group of administrators from other campuses and our network office to improve instruction for our targeted subgroups.</li> </ul>	August 2015- June 2016	TBD	<p>Ingrid Wulczyn</p> <p>Gayle Bell</p>	n/a	<p>Monthly meetings to look at student data, share best practices, and evaluate efficacy of strategic priority</p>	Ongoing
<p>Learner profiles for students in targeted subgroups</p> <ul style="list-style-type: none"> <li>Individual students will be evaluated to create a one-page document that summarizes cognitive strengths and weaknesses to help teachers support students using best instructional practices.</li> </ul>	TBD	TBD	<p>Ingrid Wulczyn</p> <p>Gayle Bell</p> <p>School psychologist</p>	Knippenberg, Patterson, & Associates contracted work (funded by Lumicore grant)	<p>Early stage development of tools and protocol to identify and support specific learning needs in individual students</p>	In progress
<p>Data analysis tools that identify needs of students in the targeted subgroups</p> <ul style="list-style-type: none"> <li>We will utilize our online assessment and data analysis platforms to closely analyze</li> </ul>	August 2015- June 2016	TBD	<p>Jake Firman</p> <p>Angie Turek</p> <p>Zak Bissinger</p>	n/a	<p>Standard-level data analysis of student progress by targeted subgroup</p> <p>Additional reports that analyze</p>	<p>Ongoing</p> <p>Not begun</p>

the needs and progress of our struggling learners.				performance of students in targeted subgroups	
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\* 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:** Targeted professional development for teachers individual staff development needs

**Root Cause(s) Addressed:** Professional development inadequately aligned to

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Differentiated professional development offerings <ul style="list-style-type: none"> <li>We are working to move away from one-size-fits-all, whole staff professional development to regularly offering sessions that target individual teacher growth areas and content needs.</li> <li>Our coaching and evaluation structures will include individualized priority setting and development in those areas.</li> </ul>	August 2015-June 2016	TBD	Jeff Desserich  Angie Turek  Zak Bissinger  Jeff Osborne/ Elizabeth Stamburger	n/a	Teachers attend 3 whole-network differentiated PD days.  Each teacher will have an instructional coach with observations (minimum of biweekly) and feedback and/or practice sessions to develop in personalized need areas.  Informal and short observations to identify areas of development on the teacher effectiveness rubrics at least 3 times per year (fall, winter, and spring)	In progress  In progress  In progress
Development around Common Core shifts and instructional practices <ul style="list-style-type: none"> <li>Network leaders and department chairs within our school will provide professional</li> </ul>	August 2015-June 2016	TBD	Susan Barrett  Lizzie Melia	n/a	Initial development around standards and prioritized instructional shifts in math and ELA content areas (August)	Complete

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<p>development to support teachers in planning and execution of highly rigorous Common Core aligned lessons that push student critical thinking while providing scaffolding to support students to meet the bar of excellence.</p>					<p>Additional network and internally led development sessions designed based on need/data</p>	<p>Ongoing</p>
<p>Intentional collaborative time within content teams</p> <ul style="list-style-type: none"> <li>Our teachers will have opportunities to share/learn from other teachers in their content throughout the network and on our campus.</li> </ul>	<p>August 2015- June 2016</p>	<p>TBD</p>	<p>Susan Barrett  Lizzie Melia  Jeff Osborne/ Elizabeth Stamburger</p>	<p>n/a</p>	<p>Network content teams will meet 5 times throughout the course of the school year to collaborate on content specific strategies for improving student achievement.</p> <p>Monthly department meetings for teachers within our school</p>	<p>Ongoing</p> <p>Ongoing</p>

\* 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:** Improved access and use of data achievement

**Root Cause(s) Addressed:** More effective use of student data to improve student

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Build out of our data warehouse	August 2015- June 2016	TBD	Jake Firman	n/a	Data warehouse operational by September 1, 2015	Completed
New analysis of existing data utilizing statistical significance testing	August 2015- June 2016	TBD	Steve Coit Joe Cicchese	n/a	Trimester data analysis by performance bands for use to improve teacher instruction	Ongoing – by trimester
Data trainings for school leaders	August 2015- June 2016	TBD	Steve Coit	n/a	Three teacher data analysis days (professional development)	Ongoing

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

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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