

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

Organization Code: 0880 District Name: Denver Public Schools School Code 2726 School Name: Emily Griffith HS Official 2014 SPF:

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.*

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

The curricula do not support the development of academic language, Close Reading strategies or the format of questions from the ACT for our 53% that are below 9th grade reading level, No standard start and end to semester. Poor attendance effects their credit accumulation, and the lack of an attendance policy, along with difficulties in their lives outside of school, : Many students do not feel they have access to college due to low-performing skills, financial obstacles, and the paperwork involved in applying for college.

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.*

Increase ACT composite from 15.9 to 17, Increase annual yearly credits from 37.5% as stated in the SPF to 50%, Increase the number of college and career readiness opportunities

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 28, 2015	
	January 6, 2016	
	April 6, 2016	

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd 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 http://www.cde.state.co.us/coloradoliteracy/readact/programming .
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	[Plan Type] [Year]	
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 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.

School Code: [xxxx]

School Name: [Name]

<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>

School Code: [xxxx]

School Name: [Name]

Section II: Improvement Plan Information

Additional Information about the School

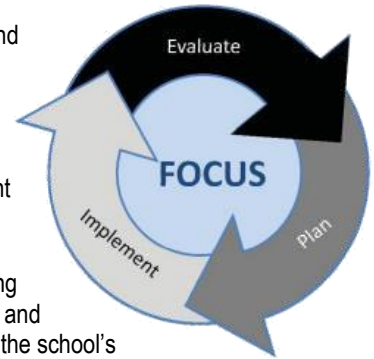
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input 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)		
7	Name and Title	David Daves, Principal
	Email	David_daves@dpsk12.org
	Phone	720-423-4911
	Mailing Address	1860 Lincoln St. Denver, CO 80203 3 rd Floor
2	Name and Title	Kate Greeley, Associate Principal
	Email	Catherine_greeley@dpsk12.org
	Phone	720-423-4912
	Mailing Address	1860 Lincoln St. Denver, CO 80203, 3 rd Floor

School Code: [xxxx]

School Name: [Name]

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>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Narrative: Emily Griffith High School is the oldest alternative school in Denver, once named Emily Griffith Opportunity School. Although we are now referred to as a Multiple Pathways school for students 17-21 years of age, we still hold to the same motto, “A place for all who wish to learn.” EGHS is located in a new facility at 1860 Lincoln St., on the Emily Griffith Technical College campus, in the heart of downtown Denver. We are now located and collaborating with an elementary school, Downtown Denver Expeditionary School (DDes), six floors of DPS support services and Emily Griffith Technical College. On average, about 1000 students enroll throughout the school year, in either the high school diploma or GED program. The majority of our students are seniors, followed by juniors, sophomores, and very few freshman. EGHS has no specific feeder schools as students attend from across the Denver metro area, but primarily from the Denver Public Schools attendance area.

School Code: [xxxx]

School Name: [Name]

EGHS was established in 1986 under CDE Second Chance legislation. As part of the legislation, CDE provided the school with a measure of autonomy regarding funding, administration, and curriculum, allowing the school flexibility to meet the diverse needs of the “at-risk” population. The CDE Second Chance legislation also requires that the school is located in close proximity to vocational, technical or adult education programs. By locating the school on the EGTC campus, EGHS students may select from more than 27 career and technical education classes to meet their graduation requirements while concurrently earning college credit. In addition to concurrent enrollment opportunities, Emily Griffith High School will offer Math and English 092, 050, 055 and 120 courses through the Community College of Denver. Because we are in the heart of the city we are located to numerous public transportation stops.

At EGHS, we have previously relied on a self-paced model, allowing for students to enter at various times throughout the year and work individually on course packets, allowing for one on one instruction from teachers. Throughout the years, as times and students have changed, this model has proven to be limiting in preparing students with the 21st Century skills needed to be successful in the future. Last year was a monumental year for EGHS, as steps were taken to improve curriculum to be more inclusive of these 21st Century demands, while creating a system that is competency-based in order to honor prior knowledge and identify key areas of need for student instruction. EGHS staff will participate in staff development to create valid assessments and use data to target instruction for students, including small group work.

Many EGHS students disengaged from educational settings and institutions. Students report having felt marginalized in their previous traditional school settings. The EGHS staff collaborates to remove the roadblocks and re-engage students by providing on-site supports from community-based services. These include a school psychologist, a social worker, teen parent support groups, and programs with Project PAVE. Our four EGHS counselors communicate regularly with these agencies regarding student progress and needs through the Rtl process.

Emily Griffith High School has identified trends in data in order to target strategies that will impact student achievement. Our first step was to analyze data from the Alternative SPF and the pre-populated Unified Improvement Plan. We used this data, along with MAP, TCAP, ACT, Adequate Yearly Credits and Student and Parent Satisfaction Survey results, and attendance data. The CDE report on remediation has proven to be a significant data point for conversations regarding how we are preparing students to be post-secondary ready. Staff met in cross-content groups to analyze our ACT and AYC progress from the previous year, identifying what worked well and where we need to improve. They amended the strategies and action steps again this year to reflect the trending data. All content area teachers were involved in creating our UIP and tracking the major improvement strategies.

School Performance Framework

The new alternative School Performance Framework provides a more valid measure of Emily Griffith High School by taking into consideration our alternative population. Overall, we scored “Meets Expectations.” More specifically, we scored “Meets” in Academic Growth, “Meets” in Academic Achievement (Status), “Approaching” in Post-Secondary Readiness, and “Approaching” in Student Engagement and satisfaction. When looking at the breakdown of measures, you can see that in TCAP we were rated “Meeting” in Reading, Writing and Math. When digging deeper into our growth data, we can see that we were “Meeting” in MAP Language Usage and Math, but “Approaching” in Reading, falling short just 8.8% points short of the state and federal expectation of 60%. For Post Secondary Readiness, we met ACT expectations in Reading, Math, English, and Science. We were rated “Approaching” in both Completion rate status and change. We rated “Does not Meet” in AYC, and dropout rate status and change. We did receive 3 dropout recovery bonus points. Under Student Engagement, we scored “Exceeds” in student satisfaction, “Meets” on attendance rate, “Does not meet” for attendance improvement, and “Approaching” for the truancy rate. We did not receive any points for Parent Satisfaction due to the low number of responses received.

Status

Our TCAP data reflects a limited indicator of student achievement because the number of students who take the CSAP is minimal. Due to the nature of our program, many of our students have taken the TCAP at the same grade level two years in a row or do not have any data from the previous year, excluding them from the median growth percentile measure. The number of student who score

School Code: [xxxx]

School Name: [Name]

Proficient on TCAP is important and we met expectations in all three tested areas for status.

Growth

As mentioned previously, we have no median growth percentile data based on the nature of our program. We do, however, rely heavily on our Measures of Academic Growth (MAP) scores. We consider this the most valid data on our students because we assess them when they first arrive and then two more times throughout the year. It provides us specific data on student needs that leads teachers in instruction. Our recent MAP growth scores show our students' progress in Math and Language Usage, with Math scores showing 63.25% of growth points and Language Usage at 62.15% of growth points. We met the federal expectations and AEC norms in both of these areas. In Reading, 521.17% of our students showed growth leading us to focus on this for our growth goal. We are still 8.8% short of meeting the federal expectation.

Parent Engagement

During the 2011-2012 school year, the measure for parent engagement was amended due to populations such as Emily Griffith's. Our measure was declared invalid because we did not receive enough responses on the surveys to give a true picture of parent satisfaction. For this reason, we were not able to receive any bonus points. This has been the base for the past three years.

Post Secondary Readiness

In 2013, Emily Griffith student scores for ACT included a composite score of 15.5. In English, we scored an average of 14.49, and increase of .29. In Science 16.09, in Reading 16.07, and increase of .67, and Math 16.33, an increase of .21. We met the state and federal expectations in all subject areas except for Reading, falling short .5%. Our ACT data has increased gradually over the past 5 years, but still below the expectations set for traditional schools, informing us of a need to change college readiness standards in our current coursework. Our action steps below illustrate our commitment to continuing these goals, while changing the instructional delivery method to provide more opportunities for high level thinking activities, complex texts, and student collaboration.

Trend Analysis

Post Secondary Readiness

ACT Subject Areas	2011-2012	2012-2013	2013-14
Reading	15.11	15.4	16.07
Writing	15.89	16.2	16.33
English	13.74	14.2	14.49
Science	15.74	16.3	16.09
Composite	15.4	15.5	15.9

School Code: [xxxx]

School Name: [Name]

It is a concern that although we meet the SPF expectation our composite ACT score over the past six years our students are performing below the state average and expectation of 20. The English portion of the test continues to be an area of concern for our students with the highest average score being 14.49 in the past five years. A root cause for this is the curricula do not provide enough preparation in language usage, mechanics and rhetorical skills, or enough experience with test taking skills. In addition, the curricula do not support the development or the format of questions from the ACT. In general, we need to increase the rigor in our courses to align with the expectations of Common Core Standards and support post-secondary readiness. To address the struggles of our ELA population we have created an ELD, English Language Development course to support their English language acquisition.

Priority Performance Challenges

PP1: The CSAP Math Content Standards Roster indicated that 90-100% of students were below proficient in every content area: Number Sense and Computational Techniques Algebra, Patterns and Functions, and Geometry and Measurement.

CSAP continues to be a priority challenge for us over the years. As mentioned previously, the majority of our students have taken the CSAP multiple times, causing frustration and resentment in taking the test. Many students do not try on the test because they are so angry. Many students come in with varying Math levels. Due to the nature of the subject, many students need a great deal of intervention before they can move forward in their current courses.

PPC (2)

The percentage of students scoring below a MAP Reading RIT 222 (9th grade level) was 53%.

Reading skills, as assessed by MAP, are a priority challenge because many of our students are still reading below grade level. Because Reading skills are transferred into all other courses, we feel this should be a priority for student success. We want to provide intervention for students who are reading below grade level, while still challenging them with complex texts and preparing them for their next steps after graduation.

PPC (3)

Our ACT Composite scores over the past 6 years have remained either 15 or 16, still 2 points below the district.

We believe this is a priority because we use the ACT college readiness standards as a measure for post-secondary preparation. Our ACT scores have remained flat over the past 5 years, which shows that we need to make some changes in our program. First and foremost, we must increase the rigor in our courses. Previously, in a self-paced curriculum, it was difficult to increase high-level activities that require students to read and comprehend complex texts. In addition, the staff is working towards being consistent in grading practices and holding high expectations for writing.

Root Cause Analysis

School Code: [xxxx]

School Name: [Name]

PP1: The CSAP Math Content Standards Roster indicated that 90-100% of students were below proficient in every content area:

Number Sense and Computational Techniques Algebra, Patterns and Functions, and Geometry and Measurement.

Root cause: Many of our students have gaps in their learning and need intervention that focuses on basic skills. Some students have not taken core Math classes in years and therefore need a review of concepts prior to testing. Students experience a lot of frustration with complex, multi-step problems resulting in incomplete solutions on these types of problems. The current curriculum and instructional methods are not able to provide enough structured experience in the problem solving thought processes necessary for complex problems for students with a grade level knowledge gap of two or more years.

PPC (2)

The percentage of students scoring below a MAP Reading RIT 222 (9th grade level) was 53%.

Reading skills, as assessed by MAP, are a priority challenge because many of our students are still reading below grade level. Because Reading skills are transferred into all other courses, we feel this should be a priority for student success. We want to provide intervention for students who are reading below grade level, while still challenging them with complex texts and preparing them for their next steps after graduation.

Root cause: The curriculum needs revision to include rigorous activities. In addition to providing intervention, we must increase the use of complex texts and teach students word attack skills.

The curriculum in all courses must be revised and improved to include the essential ideas and thinking skills identified in DesCartes and the MAP Goals.

PPC (3)

Our Composite scores over the past 6 years have remained either 15 or 16, still 2 points below the district.

Root cause: The EGHS curricula do not provide enough preparation in language usage, mechanics and rhetorical skills, or enough experience with test taking skills. In addition, we must include more rigorous assignments that require students to use 21st Century skills. Courses do not support the development of academic language, Close Reading strategies or the format of questions from the ACT.

Teachers feel the need to focus on intervention for students with severe learning gaps. This takes away from time spent on high-level activities. Time is a constraint for teachers who are trying to teach intervention and current courses, many of which need revision to include more rigorous activities. Course revision continues to be a priority for our school.

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)	The percentage of students who score Proficient on the TCAP will be 10%.	Unable to determine target due to change of assessment.	Status Math: The goal was met because we Identified TCAP students, created small group instruction to review skills and placed students in intervention classes when necessary.
		Unable to determine target due to change of assessment.	
Academic Growth	The percentage of students who made adequate growth in Reading was 60%.	Unable to determine target due to change of assessment.	Reading Growth: The gal of 60% was not met. We did Implement robust strategies to meet the instructional shifts concerning literacy content for Common Core Standards
		Unable to determine target due to change of assessment.	
Academic Growth Gaps		Unable to determine target due to change of assessment.	Student Engagement: We did set weekly goals for students, used progress to drive attendance, weekly attendance reports, Rtl, and one on counselor communication. This goal was not met because the lack of a system wide process. Some teachers used the weekly attendance trackers, but not all.
		Unable to determine target due to change of assessment.	
Postsecondary & Workforce Readiness			Post Secondary Readiness: We did set weekly goals for students, created data-trackers to monitor student progress, refined our Rtl process and expanded interventions. We did not meet this goal because in changing to the competency based model. In this new model students were more accountable to the CCSS and the increased rigor of the classes.
		Our completion rate for 2013-14 was 51.90%, up .60 from the prior year.	

School Code: [xxxx]

School Name: [Name]

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.

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	<p>+ From the 2010-2011 school year, the percentage of growth points earned was:</p> <p>Language Usage: 2010- 66.03% 2011-67.26% 2012-62.15% 2013 – 60.61%</p> <p>Math: 2010- 68.18% 2011- 64.38% 2012-63.25% 2013 – 60.68%</p> <p>From the 2010-2011 school year, the percentage of growth points earned was:</p> <p>Reading: 2010- 50.68% 2011- 55.98% 2012 - 52.32% 2013 – 51.17%</p>		
Academic Growth Gaps	From the 2009-2013 school year the number of positive response we received on the parent		

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	satisfaction survey was: 2009- 80.99% 2010- 77.48% 2011- 77.63% 2012-91.67% 2013-68.75% 2014 – Not enough responses to be calculated into the SPF.		
Postsecondary & Workforce Readiness	Annual Yearly Credits earned: 2012: 23.94% 2013: 37.50% +From the 2010-2013 school year, our students' ACT scores areas: 2010: Composite: 16.1 English: 14.5 Math: 16.1 Reading: 17.1 Science: 16.3 2011: Composite: 15.8 English: 14.4 Math: 16.3		

School Code: [xxxx]

School Name: [Name]

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Reading: 16.0 Science: 16.2 2012: Composite: 15.4 English: 13.5 Math: 15.8 Reading: 15.3 Science: 16.6 2013: Composite: 15.5 English: 14.3 Math: 16.4 Reading: 15.6 Science: 15.3 2014: Composite: English: 14.49 Math: 16.33 Reading: 16.07 Science: 16.09		

School Code: [xxxx]

School Name: [Name]

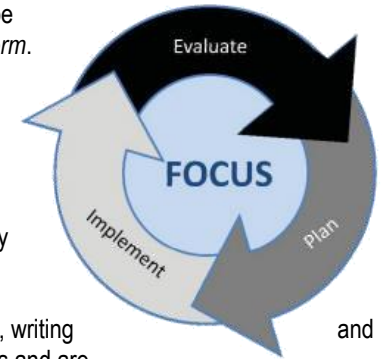
Section IV: Action Plan(s)

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 Code: [xxxx]

School Name: [Name]

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					
		READ	The percentage of students who scored Proficient on the TCAP was 5%.	The percentage of students who score Proficient on the TCAP will be 10%.	The percentage of students who score Proficient on the TCAP will be 15%.	Identify TCAP students, create small group instruction to review skills, place students in intervention classes if necessary	Initiate school-wide instructional strategies designed to improve academic problem-solving skillsets
		M	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	The percentage of students who made adequate growth in Reading was 51.17%.	The percentage of students who made adequate growth in Reading was 60%.	The percentage of students who made adequate growth in Reading was 65%.	MAP scores in Fall, Winter, and Spring, short cycle assessments	Implement robust strategies to meet the instructional shifts concerning literacy content for Common Core Standards
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate	Our completion rate was 51.30%.	Our completion rate will be 56%.	Our completion rate will be 60%.	Set weekly goals for students, create data-trackers to monitor student progress, RtI process, expand intervention	Create College and Career Readiness opportunities for all students.	
	Disag. Grad Rate						
	Dropout Rate	Our dropout rate was 35.39%.	Our dropout rate will be 11%.	Our dropout rate will be 9%	Utilize student outreach coordinator to follow up with students, create incentives for reengagement	Create College and Career Readiness opportunities for all students.	
	Mean CO ACT						
	Other PWR Measures: Adequate Yearly Credits (40)	Our percentage of students earning adequate yearly credits was 37.50%.	Our percentage of students earning adequate yearly credits will be 50%.	Our percentage of students earning adequate yearly credits will be 60%.	Set weekly goals for students, create data-trackers to monitor student progress, RtI process, expand	Create College and Career Readiness opportunities for all students.	

School Code: [xxxx]

School Name: [Name]

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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 ACT composite from 15.9 to 17 **Root Cause(s) Addressed:** The curricula do not support the development of academic language, Close Reading strategies or the format of questions from the ACT for our 53% that are below 9th grade reading 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)
 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				
Share overall school data with school staff quarterly; standardized tests, attendance,	April 2015	April 2016	Assistant Principal	DPS principal Portal, SchoolNet, Prezi Presentation	Review MAP assessment data for growth.	In Progress
Data Analysis and instructional planning on Fridays at 9am https://docs.google.com/a/emilygriffith.edu/spreadsheets/d/1pPVVtO83TI-VILAC4XInx5iqEmJO0CxHFjR9Vrh29Ns/edit?usp=sharing	May 2015	May 2016	Teacher Leaders	Create assignments, plan and lead lessons, create a system for assessing problem solving skills	Professional learning community will be focused on rigor and ACT standards.	In Progress
Sharing of data and resources with students for buy-in, partnerships and relationships	May 2015	May 2016		Create pre-assessments using new standards and visual trackers.	One on one discussions with 11th grade students about their scores and resources provided to practice.	In Progress
Analyze ACT practice results to offer ACT prep courses to a designated	November 2014	November 2015	Assistant Principal	Utilize data cycle, create data-driven lessons, evaluate progress, end of course	Friday ACT prep days scheduled for second semester. Test taking	In Progress

School Code: [xxxx]

School Name: [Name]

group. Cut scores TBD				assessments	strategies day. Increase practice scores by 2 pts by ACT in April.	
Increase rigor of lessons and academic language	May 2015	May 2015	Teaching staff, TEC, admin	Substitute pay for peer observations, Teacher effectiveness coach	Leap I.2 Average	In progress

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

Major Improvement Strategy #2: _ Increase annual yearly credits from 37.5% as stated in the SPF to 50% **Root Cause(s) Addressed:** No standard start and end to semester. Poor attendance effects their credit accumulation, and the lack of an attendance policy, along with difficulties in their lives outside of school.

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				
Monthly tracking of student progress	December 2014, May 2015	December 2015, May 2016	Teaching staff, counselors	Tracking software, data cycle	Teachers use department data time once a month to track progress of all students.	In Progress
Beginning the planning process for transition to trimesters	June 2015	August 2015	Administration, registrar,	Support of instructional superintendent and traditional high schools.	Plan in place for transition from rolling enrollment to trimesters.	In Progress
Plan for change to competency based program	June 2015	August 2015	All staff	DPS extended partners supports, Use Boston Day and Night Academy competency framework to create 15-16 implementation plan	Roadmaps and pre-assessments in place by March 2015 for an August administration.	In Progress
Refine the RTI process to support those struggling most to make academic progress.	On Going	On Going	Social Worker, Counselors	District supports	By mid-year have a process that involves community partners and DPS resources	In Progress
Group Off-Track Meetings with counselors or administration.	November 2014, April 2015	November 2015, April 2016	Administration, counselors	Space for group meetings, incentives for those making progress.	60% of students on track for semester credit completion in Nov.	In progress

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

School Code: [xxxx]

School Name: [Name]

Major Improvement Strategy #3: Increase the number of college and career readiness opportunities **Root Cause(s) Addressed:** Many students do not feel they have access to college due to low-performing skills, financial obstacles, and the paperwork involved in applying for college.

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				
Schoolwide Accuplacer administration (counselors trained as proctors) dates and schedules TBD	October-December 2014	October-December 2015	Counselors	EGTC testing facility, testing fees to College Board, EGTC proctor.	By December 2014 all juniors, seniors and GED students will have an Accuplacer score.	In progress
Create in house internship program for GED students and art internships for diploma students.	October 2014 – June 2015	August 2015 – June 2016	Counselors, Goodwill Partner and Assistant Principal	DPS employees, EGTC employees	30 students participating in an in-building internship second semester.	In Progress
Increase number of students participating in CTE courses and EGTC and CCD from 42 to 75.	August 2014- May 2015	August 2015- May 2016	Counselors	\$150,000 for CTE classes and supplies (e.g. books, materials, etc.). CCD, Metro and EGTC partnership	Hold CE presentation of new student orientations Enroll 75 students in CE	In progress
Host FASFA afternoons and nights	October-May	October-May	Counselor and CCD representative	Monthly workshops on Fridays	Create schedule for workshops, arrange for space, communicate with students, target students who have not completed the FASFA	In progress
Create Future Center atmosphere in the student lounge.	November 2014-	August 2015-	Assistant Principal,	Offer information to college opportunities. Schedule	By December 2014 100% of students have easy access	In progress

School Code: [xxxx]

School Name: [Name]

	June 2015	June 2016	counselor, DPS office of OCCR	colleges to visit and have computers available for the Common app.	to college materials.	
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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.

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.*

School Code: [xxxx]

School Name: [Name]