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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 2755   School Name: VENTURE PREP 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.*

- Achievement: ACT scores, specifically in English and Math, and PARCC data indicate that most students do not have content mastery. Additionally, in all domains, our students did not perform as well as charter schools and district schools in Denver.
- Growth Gaps: Based on ACT scores and PARCC data, males are not making the same gains as females and African American students are not making the same gains as other cultural groups.
- Our graduation rate has not exceeded 80%.
- Our dropout rate has also remained flat.

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.*

Techer coaching and evaluation system is not improving instruction at a fast rate. Deeper Analysis:
- "Walk through tool" for teachers' bi-monthly evaluations focuses on inputs (teaching methods and protocols) rather than outputs (student outcomes, engagement, level of rigor in learning, etc).
- Mid-year and end-of-year evaluation tool is different from the "walk-through" tool and does not reflect high expectations for instruction.
- Weekly professional development focuses on inputs rather than outputs.
- 8% of teachers regularly have a lesson plan.
- 3% regularly create unit plans.

Curriculum, Instruction, and Assessment are not closely aligned and do not reflect high expectations. Deeper analysis:
- Expectations for learning in many classes is low.
- Students do not regularly use high level critical thinking skills in classes.

- Major assessments (projects and tests) do not reflect high levels of critical thinking and doing.
- There are no clear expectations or criteria for how teachers design major projects.
- Interim assessments for math and science (Galileo) often do not measure what teachers teach.
- Assessment data is not systematically analyzed so it informs future instruction.
- Student Curriculum plans are not systematically informed by or adjusted for most recent student data.

Organizational systems in the school do not lead to improved learning outcomes. Deeper analysis:
- The school day for 2015-2016 (with the additional elective period) was designed to create credit recovery "safety nets" for our struggling students—not to improve student learning outcomes. Because of this, students lost about one hour a week in each of their core classes and the school needed to pay for additional staffing and materials.
- Online student data collection application (Jupiter) is non-intuitive and does not include valuable tools available on other online data platforms. Because of this, teachers cannot easily report and share qualitative data on students, deans must take extra steps to keep staff updated, teachers don't regularly use data to adjust instruction, and students and parents don't regularly use data to adjust learning behaviors.
- Teacher collaboration is not built into the schedule and occurs only informally because Administration has not created an organizational framework for it.

Staff recruitment and retention is ineffective, leading to high turn-over and loss of highly-effective teachers and few effective teachers joining school. Deeper analysis:
- Majority of leadership team members attribute high turnover to lack of leadership vision, culture of low expectations of students, and coaching model that focuses on all teachers following rigid instructional program (that does not encourage teacher innovation or voice).
- Method of compensating teachers leads to teachers not telling administration if they plan to move to other schools. This leads to last-minute staff resignations, often after most highly qualified teachers who could have been recruited have taken positions elsewhere.

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.*

Improved coaching and evaluation system that leads to improved teacher instruction and more dramatic learning outcomes.
- Phasing in the Danielson Framework for Teaching rubric as a teacher evaluation tool and coaching tool.
- Focusing evaluation and coaching on "Engagement in Learning" (emphasis on critical thinking skills).
- Adding additional hour of PD time in the week (now it is 3.5 hours/week) to dramatically improve teacher practice using the Danielson Framework.
- Introducing staff-wide goals for improving instruction (ex: "All teachers will improve an entire level in 'Engagement in Learning' on the Danielson Framework after 4 weeks of coaching.")
- Focusing on critical thinking and learning outcomes in all observations by phasing in the Danielson Rubric for Teaching for all coaching and observations.
- New expectation that all teachers have a lesson plan at all times.
- Admin visits classrooms more regularly and for shorter increments of time (15 min.)
- Organizing a whole-faculty retreat on Understanding by Design that leads to high levels of critical thinking and doing.

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Aligning Curriculum, Instruction, and Assessment to college-readiness indicators (including the PARCC exams, CMAT exams, ACT, and SAT)
- Designing new interim assessments system that focuses on writing.
- Using the newly-added PD time for collaborative analysis and action planning around student learning data.
- This spring and summer, redesigning the curriculum framework so it incorporates the "Collaborative Innovation Model" (focus on grade-specific themes, major "rites-of-passage" projects, individual choice, etc.)

Organizational systems in the school improve learning outcomes:
- Starting January 2016, remove the additional elective period so students have more time in core classes and resources are distributed to initiatives listed above
- This spring, find a new online student data collection application (Jupiter) that allows teachers to easily report and share qualitative and quantitative data on students, and act on data that has already been "crunched."
- Starting January 2016, teachers have an extra hour of PD a week (3.5 hours) for collaboration around learning and an extra 30 min. (1 hour total) for collaboration around logistics and student-related issues
- Starting January 2016, admin clarified system for using "personal days," trained office staff in new accountability system, and is developing attendance incentive system.

Effective recruitment and retention system that leads to a high-caliber teaching staff:
- Starting February, teachers will have a new compensation model that ensures they're paid through the summer, even if they plan to move to another school. This way they will tell administration, early on, if they plan to leave, so their position can be filled by a highly qualified teacher.
- During the spring of 2016, the board works with principal to design a new compensation system that incentivizes highly effective instruction.

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

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school 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).	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.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
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)	
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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.
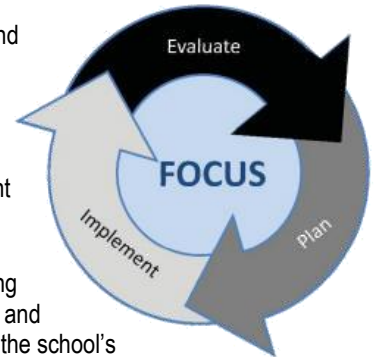
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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: Venture Prep High School is a free, public charter school that currently serves approximately 256 students in grades 9-12. The school is located in the heart of the Park Hill neighborhood in Denver. The school is a Title 1 school with 88%+ FRL, and includes of demographic of approximately 52 Hispanic, 38% African American, and 10% Caucasian. Venture Prep has an ELA population of 35% identified, and a SPED population of 12% identified.

In crafting the High School UIP, the principal worked (and will continue to work) collaboratively with her board of directors and her school leadership team.

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On the 2014 SPF, Venture Prep HS continued to demonstrate strong student growth scores, both on TCAP and ACCESS. Not only did the overall MGP scores surpass the 180 (197) threshold, Venture Prep was a Top-3 high school for academic growth and a recipient of the Center of Excellence award. Below is a snapshot of the Growth data from TCAP, compared to both 2013 and to DPS as a whole.

Looking at the 2015 ACT data, 2015 PARCC, and Charter School Renewal, we have found important trends that inform our goal-setting. These include the following:

- Venture Prep's scores on the 2015 ACT and 2015 PARCC are extremely low in all areas, especially when compared to network schools, Denver charter schools, and district schools.
- There are significant gaps in achievement for men, African American students, and Spec. Ed. Students in the ACT and PARCC

 Root causes for this are the following:

- Lack of strategic teacher coaching and evaluation system that leads to improvements in instruction and, therefore, improvements in learning outcomes.
- Lack of unified approach to CC-aligned curriculum development and implementation so students' content mastery and skills grow dramatically.
- Lack of strategic interim assessment plan that requires collaboration amongst teachers, monitoring and revision of plans in light of data, and goal-setting.

Our goals are as follows:

Area	Metric	2014-15 VP Performance	2014-15 Similar School Performance	SPF Benchmark	2015-16 Target	2016-17 Target
ACCESS Growth	Median Growth Percentile	63	Not an SPF measure	>=50	>=50	>=50
ELA PARCC Growth	Median Growth Percentile	N/A	N/A	>=50	>=50	>=50
ACT-English	% of Students Meeting College Ready Benchmarks	21.7%	27%	40%	Meet or Exceed Similar Schools Performance	40%
ACT-Reading	% of Students Meeting College Ready Benchmarks	10%	18%	35% for Meets; 20% for Approaching	Meet or Exceed Similar Schools Performance	35%

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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, CoAlt/Lectura, Escitura, K-3 Literacy (READ Act), local measures. 5% growth from 13-14	No TCAP	Targets were not met for the following reasons: Most assessments (including interim assessments) were not aligned to the TCAP, nor were they aligned to curriculum. Principal left mid-year, which meant instructional coaching was not consistent (since the VP of Instruction and the VP for Spec. Ed. Took over as administrators.) High turnover rate in teaching staff. Lack of alignment across subjects and grades in key content mastery and skills areas. Lack of systems for catching failing students before senior year. High ISS and OSS rates, especially for males. Lack of coordinated strategies between guidance and deans (RTI). Lack of coordinated strategies among grade team members to ensure rigorous, engaging instruction. Lack of coordinated strategies among grade team members to address RTI-B and RTI-A.
	Proficiency levels in reading will grow 5% from 13-14.	No TCAP	
	Proficiency levels in math will grow 20% from 13-14	No TCAP	
	Proficiency levels in writing will grow 20% from 13-14.	No TCAP	
	Proficiency levels in Science will grow 10% from 13-14.	No TCAP	
Academic Growth	Reading Median Growth Percentile (TCAP & Access), local measures is 65.	No TCAP	
	Math Median Growth Percentile (TCAP & Access), local measures is 65	No TCAP	
	Writing Median Growth Percentile (TCAP & Access), local measures is 65	No TCAP	

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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 Growth Gaps	ELP Median Growth Percentile (TCAP & Access), local measures is 65	No TCAP	
	Reading Median Growth Percentile, local measures is 65.	No TCAP	
	Math Median Growth Percentile, local measures is 65.	No TCAP	
	Writing Median Growth Percentile, local measures 65.	No TCAP	
Postsecondary & Workforce Readiness	Graduation rate is 80%	Not met	
	Dropout Rate is < 3	Not met	
	Median CO ACT is 18	Not met (17.1)	

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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)	PARCC: 22.8% of students met expectations in ELA Assessments compared to 39.1% of charter schools and 33.5% of the district.	Most students are not meeting basic expectations in CC-aligned English standards.	Lack of rigorous instruction requiring critical thinking skills. Lack of clear vision for developing students reading and writing skills strategically across subjects and grades. Lack of writing and reading across content areas. Lack of goal-setting in skills development.
	PARCC: 8.6% of students met expectations in Math Assessments compared to 29.0% of charter schools and 24.9% of district schools.	Nearly all students are not meeting basic expectations in CC-aligned math standards.	Lack of rigorous instruction requiring critical thinking skills. Lack of clear vision for developing students' math skills strategically across subjects and grades. Lack of numeracy instruction across content areas. Lack of goal-setting in skills development.
Academic Growth	N/a	n/a	n/a
	n/a	n/a	n/a
Academic Growth Gaps	ACT: Average test scores for Black students over time compared to all students 2011: 16.5 (Black), 17.3 (all students) 2015: 15.3, 16.6 (all students)	Black students are not performing as well as all other cultural groups on the ACTs.	Lack of staff culture awareness in teaching students of color. Lack of materials and resources reflecting the culture of student body. Lack of buy-in by black students to Venture Prep's program.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	ACT: Males scored, on average, 16.1. Females scored, on average, 17	Females are out-performing their male counterparts on the ACTs	Males received ISS and OSS more often than females, meaning they missed valuable instructional time. Lack of engagement strategies that target males.
	PARCC: Males: 11% met and exceeded expectations on the English Assessment Females: 35% met and exceeded expectations on the English Assessment	Females are out-performing their male counterparts on the ACTs	Males received ISS and OSS more often than females, meaning they missed valuable instructional time. Lack of engagement strategies that target males.
	PARCC: SPED: 2.1% met and exceeded expectations on the English Assessment Non-SPED: 27.8% met and exceeded expectations on the English Assessment	SPED students are struggling in CCLS for English	Lack of systems to ensure SPED students are effectively improving reading and writing skills. Lack of opportunity analyze work products in order to adjust instruction.
	PARCC: 4.3% of Black students met and exceeded expectations compared to 10% of Hispanic students. (21.2% of Black students in charter schools and 12.7% of Black students in district schools met expectations).	Black students are not performing well in math.	Lack of staff culture awareness in teaching students of color. Lack of materials and resources reflecting the culture of student body. Lack of buy-in by black students to Venture Prep's program.
Postsecondary & Workforce Readiness	Graduation rates below 80%	Students are not earning credits at a fast-enough pace	Lack of systems to catch students who begin to fall through the cracks in earlier grades. Lack of credit recovery options for students who fail. Lack of clear vision for graduation action planning

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	ACT: Average test scores for all students for English 16.4 2011: 16.4 2015: 15.2	Students' scores in English have dropped over the past four years.	Lack of clear vision, priorities and communication to all staff members Not effectively managing change and pace of district initiatives (lack of planning timelines) as they apply to Venture Prep. Lack of accountability structures for the principal and teachers. Lack of training, capacity building, differentiated and sustained support, and appropriate intervention for school leaders and teachers to support students with lower performance Lack of ACT skills integration in curriculum plans. Lack of 4-year alignment of CCLS-aligned skills.
	ACT: Average test scores for all students for Science: 2011: 18.2 2015: 17.1	Students' scores in Science have dropped in the past four years.	Lack of clear vision, priorities and communication to all staff members Not effectively managing change and pace of district initiatives (lack of planning timelines) as they apply to Venture Prep. Lack of accountability structures for the principal and teachers. Lack of training, capacity building, differentiated and sustained support, and appropriate intervention for school leaders and teachers to support students with lower performance Lack of ACT skills integration in curriculum plans. Lack of 4-year alignment of CCLS-aligned skills.
	100% of graduates are accepted into college	Students are applying to numerous colleges	College and Career Coordinator has created systems for ensuring that all students apply and get into college.

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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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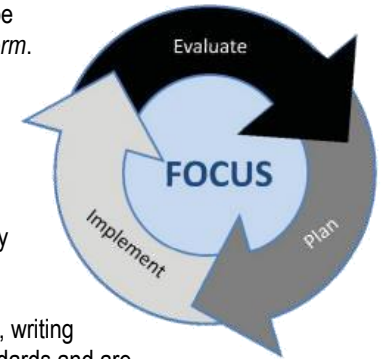
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Students' scores in English have dropped over the past four years.	Median Growth Percentile: >=50	Median Growth Percentile: >=50	Galileo interim assessments. Student work products (analyzed in weekly PD)	Begin phase-in of new teacher evaluation system that focuses on student outputs/outcomes. Phase-in backwards-planning model. Focus PD on intellectual engagement and on writing across the content areas. Added extra hour of PD to teachers' work week. Redesign the school schedule to give more time to core classes.
		READ					
		M	Nearly all students are not meeting basic expectations in CC-aligned math standards.	Median Growth Percentile: >=50	Median Growth Percentile: >=50	Galileo interim assessments. Student work products (analyzed in weekly PD)	Begin phase-in of new teacher evaluation system that focuses on student outputs/outcomes. Phase-in backwards-planning model. Focus PD on intellectual engagement. Provide strategic support via contracted math coach. Added extra hour of PD to teachers' work week.

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						Redesign the school schedule to give more time to core classes
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	ELD students could improve on ACCESS.	Median Growth Percentile: >=50	Median Growth Percentile: >=50	Galileo interim assessments. Student work products (analyzed in weekly PD)	Begin phase-in of new teacher evaluation system that focuses on student outputs/outcomes. Phase-in backwards-planning model. Focus PD on intellectual engagement. Provide strategic support via contracted math coach. Added extra hour of PD to teachers' work week. Redesign the school schedule to give more time to core classes
		M	n/a	n/a	n/a	n/a	n/a
		ELP	n/a	n/a	n/a	n/a	n/a
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Black students are not performing as well as all other cultural groups on the ACTs.	Median Growth Percentile: >=50	Median Growth Percentile: >=50	Baseline ACTs	Integrate culturally-responsive education techniques. Address black males' suspension rates and create alternative support plans.
			Females are out-performing their male counterparts on the ACTs	Median Growth Percentile: >=50	Median Growth Percentile: >=50	Baseline ACTs	Reach out to struggling male students in first weeks to proactively address issues and come up with action pan.

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		SPED students are struggling in CCLS for English PARCC	Median Growth Percentile: >=50	Median Growth Percentile: >=50		Integrate "push in" model more regularly. Have SPED teachers set goals for SPED students.
	M	Black students are not performing well in math PARCC	Median Growth Percentile: >=50	Median Growth Percentile: >=50		Recruit teachers of color. Integrate male empowerment club to provide social-/emotional-support. Integrate cultural sensitivity training into PD.
Postsecondary & Workforce Readiness	Graduation Rate	<80%	82%	85%	n/a	Revise Crew model so it focuses on academic achievement and staying on track to graduation, and developing personal skills. Update College and Career Coordinator's role to include more-strategic graduation support. Introduce new Summer School program where students can recover credits.
	Disag. Grad Rate	Many males are not graduating in 4 years.	Increase male graduation rate by 10%	Increase male graduation rate by 20% (from 2014-2015 levels)	Monthly RTI-A meetings to check on status of students.	Create intensive credit recovery program that is after school and on weekends.
	Dropout Rate	10%	Reduce to 8%	Reduce to 6%	n/a	Revise Crew model so it focuses on academic achievement, staying on track to graduation, and developing personal skills. Update College and Career Coordinator's role to include

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					more-strategic graduation support.
Mean CO ACT		Meet or Exceed Similar Schools Performance	40%	ACT baseline assessment	Align curriculum and assessments to ACT-based skills.
					Begin phase-in of new teacher evaluation system that focuses on student outputs/outcomes.
					Phase-in backwards-planning model.
					Focus PD on intellectual engagement.
					Provide strategic support via contracted math coach.
					Added extra hour of PD to teachers' work week.
					Redesign the school schedule to give more time to core classes
Other PWR 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: Introduce "Danielson Framework for Teaching" as new teacher coaching and evaluation tool   **Root Cause(s) Addressed:** Teachers lack basic abilities in planning and preparation for learning, creating and environment of respect and rapport, instruction, professional responsibilities

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				
Introduce "mini observations" where administration visits classrooms for 15 min.	Oct. '15		Principal and teachers	$0.00	Create phase in plan where I alert teachers when I'm coming in and then I "pop in" unannounced	Completed.
Identify area of the rubric that is most critical for leveraging improvement in instruction, based on Charter Renewal visit.	Nov. '15		Principal and teachers	$0.00	Announce area of focus ('Engagement in Learning') to staff.	Completed
Create foundation for effective planning.	Nov. '15		Principal, VP, and teachers	$0.00	All teachers write effective lesson plans aligned to framework.	In progress
Introduce new framework through PD on "Engagement in Learning," one of the criteria.	Jan. '16		Principal and teachers	$325.00 for books. Title 1 funds.	All teachers can accurately evaluate a teacher on "engagement" using the rubric.	In process

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					All teachers improve one level, based on Admin observations, after four weeks of support.	
Align writing initiative to criteria for "Engagement in Learning"	Jan. '16		Principal, all teachers	$0.00	All teachers integrate intellectually engaging activities aligned to writing goals.	Not begun
PD on entire category "Planning and Preparation for Learning"	Feb. '16		Principal, all teachers.	$0.00	All teachers can identify an EQ & an Enduring Understanding.	Not begun
PD on entire category of "Creating an Environment of Respect and Rapport"	Apr. '16		Principal, Dean, all teachers.		All teachers can accurately use the language of the rubric to evaluate other teachers. All teachers can accurately evaluate a teacher on this area.	Not begun
PD on all remaining aspects of Danielson		Aug. '16	Principal, all teachers.	$0.00	All teachers can accurately use the language of the rubric to evaluate other teachers. All teachers can accurately evaluate a teacher on this area. All teachers are evaluated using the Danielson Framework.	Not begun

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

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Major Improvement Strategy #2: Introduce Understanding by Design planning approach and framework. **Root Cause(s) Addressed:** Lack of rigor in daily instruction and in performance-based assessments.

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				
Whole staff retreat to introduce major concepts of Understanding by Design	Feb. '16		Principal, teachers	$7,000	All teachers can plan one unit with the key components of UbD.	Not begun.
All teachers submit one unit plan that follows the UbD model	Feb. '16		Principal, teachers	$0.00	Easy-to-fill template ready to go.	Not begun
Online café/portal for storing staff plans	Feb. '16		Principal, teachers	$1000	Find model portals. Reach out to users of portals. Design portal. Create portal	Not begun
Inter-disciplinary UbD plan is created for each grade	July. '16		Principal, teachers	$0.00		Not begun
UbD feedback and revision cycle is used by teachers to improve instruction.		Sept. '16	Principal, teachers	$0.00		Not begun

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

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Major Improvement Strategy #3: Revise Interim Assessment Cycles   **Root Cause(s) Addressed:** Lack of alignment in instruction to interim assessments, lack of collaboration around learning, lack of strategic planning in grade teams to improve learning outcomes.

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				
Create new assessment inquiry cycle that focuses on CC-aligned writing.	Jun. '15		Principal, teachers	$0.00	Grades determine outcomes for each year Create PD plan to support new assessment "inquiry" cycle. Identify learning tasks and rubrics.	Not begun.
Introduce new cross-grade and subject writing rubrics		Aug. '15	Principal, teachers	$0,00	Find appropriate rubrics for each grade.	Not begun.
Use new online portfolio management application.		Aug. '15	Principal, Tech, teachers	$5000	Find the best online system. Create calendar of uploading data. Create plan for using data.	Not begun.
Integrate writing initiative into teacher coaching and evaluation.		Sept. '15	Erin, leaders, teachers	$0.00		

* 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

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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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