

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **3000** School Name: **Florence Crittenton High School** SPF Year: **3-Years**

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.*

The rationale for selecting our priority performance challenges emerged out of a critical analysis of our SPF. This analysis included an in-depth review of overall and disaggregated TCAP scores, MAP scores, attendance rates, etc.... In addition, our priority performance challenges were guided by district expectations with specific emphasis on strategies to improve academic proficiency, growth, college and career readiness, and student and parent satisfaction. Denver Public Schools is committed to increasing levels of academic achievement and decreasing the need for remediation. In addition, improving attendance, improving graduation rates, and decreasing the dropout rate are district-wide priorities. Our method for addressing these priorities is attacked through a variety of direct and indirect processes.

Our priority performance challenges for 2015-16, as determined by the performance indicators include:

PPC#1 – Achievement: Prior TCAP data from 2012-13 and 2013-14 indicates 9th and 10th grade students“ meet expectations” in Writing, but perform below the District/State targets in Reading and Math. Our challenge is to increase levels of academic achievement and decrease the need for remediation.

PPC#2 – Growth: Academic growth as measured by MAP scores demonstrates consistent growth in all areas reading, math, and language usage. 57% of students have grown in Reading, 60% have grown in Math, and 56% have grown in Language Usage. Overall, we are “Approaching”, but still “Not Meeting” growth targets in reading at 57% and language usage at 57%.

PPC#3 – Student Engagement: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only “Approaching” our Student Engagement targets. The expected attendance rate for Intensive Pathways Schools is 86.5%. The expected truancy rate is less than 11% in order to meet expectations.

PPC#4 – Post-Secondary Readiness: ACT scores show we are “Approaching” targets over the past three years. In 2014-2015, we met our targets in English, Reading, Math, and Science; however, gains are still well below the District average of 18.3 and State average of 20.7.

PPC#5 – Family Engagement: Only 38 out of 145 students have identified a consistent adult to act as their Academic Champion.

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.*

Over the past three years, FCHS has evolved and began to engage in data-driven practices in order to identify areas of strength and areas for improvement. This evolution was not easy as we were confronted with a multitude of areas for improvement. At the same time, this practice has given us the opportunity to make a collective impact that is apparent when comparing our SPF data over several years. As you will see, this practice was instrumental in the identification of root causes. We continue to address areas of challenge for our students. At the same time, we have identified challenges specifically related to OUR practices. These challenges, based on data, now informs the identification of our priority performance challenges and include the following:

PPC #1 (Academic Status)

1. Data and the data inquiry cycle have been under-utilized in order to improve reading, writing, and math achievement and growth our SPF.
2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.

PPC #2 (Academic Growth)

1. Data and the data inquiry cycle have been under-utilized in order to improve reading, writing, and math achievement and growth our SPF.
2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.

PPC #3 (Student Engagement)

1. The school has not clearly communicated expectations, supports, and consequences of non-attendance.
2. The school has not strategically focused on leveraging attendance improvement data.

PPC #4 (Post-Secondary Readiness)

1. The school must strengthen its plan and processes to ensure exposure to a variety of career interests and assist all students in developing individual plans to achieve their post-secondary goals.

PPC #5 (Family Engagement)

1. The school has not clearly communicated to parents/caregivers the importance and need for all students to receive support from their Academic Champion.
2. The school lacks a comprehensive communication plan.

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.*

In order to address the root causes of our priority performances challenges, the following major improvement strategies have been identified and will be implemented throughout the 2015-2016 school year:

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Major Improvement Strategies...

- ◎ **MIS #1:** Implement effective school-wide data-driven strategies with an emphasis on formative assessment and progress-monitoring to improve Reading and Writing within core academic areas.
Addresses PPC #1 and #2
- ◎ **MIS #2:** Implement an effective data-driven instructional system focused on formative assessment strategies and feedback that result in improved Math achievement for all students.
Addresses PPC #1 and #2
- ◎ **MIS #3:** Clearly communicate attendance expectations, supports, and consequences to all students, staff, and parents while leveraging feedback to students with attendance improvement data.
Addresses PPC #3
- ◎ **MIS #4:** Implement a school-wide Post-Secondary Readiness Plan to support a variety of post-secondary college and career interests.
Addresses PPC #4
- ◎ **MIS #5:** Implement a school-wide Family Engagement Plan which will impact student learning beyond the school day.
Addresses PPC #5

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

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Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. For state accountability, historically AECs have had a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness; because of the state assessment transition and passage of HB15-1323, 2015 AEC SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	(TIG, Diagnostic Review and School Improvement Support Grantees) An optional submission for review is available on October 15, 2015 for early feedback. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp .
	January 15, 2016	(Schools on Priority Improvement or Turnaround based on the 2014 SPF) The school UIP is due to CDE for review on January 15, 2016 through Tracker or the UIP online system.
	April 15, 2016	(All Schools) 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 3 rd Grade.	[Not] serving grades K-3	[Customized Directions] 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]	[Customized Directions] Schools with a Priority Improvement or Turnaround plan type based on the 2014 SPF must submit the plan to CDE for review on January 15, 2016. Schools with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. Note the specialized requirements for Turnaround schools are included in the Quality Criteria document.
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/Not Identified as a Title I Focus School]	[Customized Directions] 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.

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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 a] TIG Awardee	[Customized Directions] 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.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	[Not a] Diagnostic Review Grantee	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.
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 an] SIS Grantee	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.
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 Systems Change/Capacity Building School	[Customized Directions] 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.

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
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):

- ☐ 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)

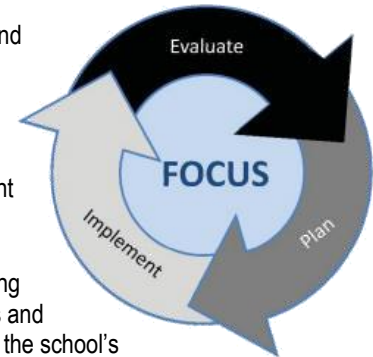
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Section III: Narrative on Data Analysis and Root Cause Identification

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: Florence Crittenton Services (FCS) has been serving the Denver metropolitan area for over a hundred years. In 2012, the voters of the City and County of Denver approved a 6 million dollar bond initiative to expand Florence Crittenton High School. Florence Crittenton High School (FCHS) has a contract with a non-profit agency called Florence Crittenton Services (FCS). Florence Crittenton Services raised 2.2 million through a capital campaign to expand child care services to the students at FCHS. The 2015-2016 school year marks the expansion of services for our students and their children. On August 24, 2015, our new DPS Florence Crittenton High School building and the re-developed of the Florence Crittenton Services buildings opened our doors to an increased number of students and their children. After years of planning, fundraising, and				

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construction, the new facilities are a testament to the value of our public/private partnership that allows us to fulfill our mission to “Educate, Prepare, and Empower Teen Mothers to be Productive Members of the Community”. In addition, through our partnership with Denver Health, we have added a school-based health center that provides medical care to all students and their children. This clinic is the first in the state to provide obstetric and pediatric care to our students and their children. It is our hope that these services will positively impact school attendance and give students and their children the high quality medical care they need to become productive members of the community. Students no longer have to travel off-site for medical and miss several hours/days of instruction.

Currently, 145 students are enrolled at the high school and 110 children are enrolled in the Early Childhood Education Center (ECEC). According to the Colorado Department of Education, 100% of our FCHS students are deemed high risk because they are under 20 years of age and pregnant or parenting. Other characteristics of FCS students recognized by CDE as high-risk behaviors include delinquency, school drop-out, drug or alcohol use by students or their parents, gang involvement, history of child abuse or neglect, parents on parole or probation, and familial history of domestic violence. Teen mothers are one of the most challenged student populations with affective, adjustment, anxiety, and trauma related disorders. They also have limited access to affordable housing, transportation, affordable and adequate child care. In addition, 22% of our population is designated as English Language Learners (ELL). Without proper support, all of these characteristics become a significant challenge for our students in learning and achieving academic growth. In efforts to address this issue, we have continued a school-wide focus on understanding the needs of ELL students and developing strategies to improve literacy and language development. The majority of teachers have achieved the goal of ELA-E certification. New teachers are in the process of completing this certification.

While our students face significant challenges, they also demonstrate great determination and perseverance. Despite limited emotional and financial support, our students make school a priority. Although many of our students were not successful in a traditional high school setting, the idea of having a child provides a new type of motivation to finish school, achieve self-sufficiency, and become role models for their children. In spite of a history of poor school performance, many students make significant improvements with attendance, grades, and behavioral issues. Notably, many of our students have become leaders among their peers and within their families during their years at Florence Crittenton. Students have worked as interns and spoke at fundraisers while simultaneously being high school students and mothers. During the 2013-2014 school year, 28 students participated in a digital story-telling workshop created by a partnership between the Ford Foundation, Youth Tec Health, and Florence Crittenton Services. Stories were designed to draw national attention to the needs of teen parents and to impact legislators to make legislative change. The students at Florence Crittenton have shared their challenges so that lawmakers can put a face to a population often characterized by negative statistics and stereotypes. This school year, seven students are participating in a part-time Americorp Program where they complete volunteer hours and receive a scholarship towards college.

Florence Crittenton High School has traditionally utilized a holistic model focused on academics, parenting, social-emotional skills, and post-secondary readiness. Similar to our model, the Denver 2020 Plan recognizes the importance of supporting the “Whole Child”. Currently, our Student Family Support Program (SFSP), a team of specialized professionals that includes mental health counselors, therapists, social workers, and psychologists, are making concentrated efforts to engage parent/guardian/support partners/young fathers, foster parents, and friends in support of the academic achievement of our students. Each quarter, the SFSP team conducts in-take interviews to identify individual student needs and high-risk students needing intensive interventions in accordance with the Response to Intervention (RTI) model. According to intake interview data, 76% of our students have been suspended from school, 25% of our students come from a two-parent household, 51% say transportation makes it difficult to come to school, and nearly 50% miss school at least once a quarter due to health issues for themselves and/or their children. Trends indicate the majority of students refer to personal or family barriers that prevent them from attending school. As a result of personal and family issues, students identify feeling depressed (some post-partum), lacking motivation, and lacking focus in the classroom. In order to meet these needs, the mental health staff created a framework that identifies specific social-emotional skills necessary to progress through a Stabilization, Engagement, and Preparedness stages. These stages indicate where student demonstrate strengths and what skills they need to work on in order to be successful in today’s world. These skills are taught is through small group work and case management services. When asked what skills students were interested in developing they indicated

the following: 64% “Advocating for myself, my child, and my community”, 47% “Making Positive Health and Wellness Choices, 44% “Prioritizing Education”, and 42% “Developing Positive Pregnancy and Parenting Choices”. For the first quarter, 40 students participated in a small group focused on increasing specific social-emotional skills. Along with SFSP efforts, we have increased the number of family activities, and added other positive interventions that have shown an increase in student engagement. We were also selected by DPS to participate in the Parent Teacher Home Visit Program (PTHV), a program designed to build relationships with families through home visits. A number of community partnerships leveraged by Florence Crittenton Services, help augment service delivery, programming, and linkage and referral. Such partners include United Way Denver, Denver Health, Safe House Denver, Mental Health Center of Denver, and the Denver Children’s Advocacy Center. Along with family issues, students identify transportation as a significant barrier to regular school attendance. In response to this barrier, the school now provides a school bus to pick up students from select targeted areas, and the nonprofit partner recently purchased an additional multi-passenger van to aid transportation efforts. In 2014, 75% of FCHS students relied on public transportation and struggled to get to school. Currently, 46.67% of our students utilize public transportation, 38.33% get a ride, 32.5% drive themselves, and 3.33% use the Phoenix Express school bus.

As FCHS has evolved, we have developed a post-secondary readiness team to lead the implementation of our post-secondary readiness action plan to ensure that all students are college and career ready. Thanks to our continued partnership with Goodwill Industries, all students are exposed to college and career opportunities through our Future Choices classes, field trips to a variety of college campuses, career days, and AVID activities offered during Advisement. In addition, we have added an AVID Coordinator and year -long AVID courses. Students utilize the Naviance system to document plans for college and career-readiness. As we continue to evolve, we are intentional about creating a balance between social/emotional wellness and academic achievements.

Enrollment at FCHS fluctuates regularly. As we are a school of choice, and teen pregnancies are unplanned, gauging the number of students we serve is a struggle at each grading period. Currently, the number of enrolled students ranges from 135-155 students; however, in an average school year, we serve over 240 teen mothers by the year end. Often, a large number of students begin a school year at FCHS but end up moving across town, or dropping out of school due to a myriad of issues (e.g. financial, housing, health, family, etc.). However, many of these students return to FCHS sometime later once they find that other schools lack the targeted wraparound services available to young mothers and their children. Graduating classes for the years of 2012, 2013, and 2014 have steadily increased over the years. We will continue working with DPS administration in exempting students on maternity leave for state assessments and attendance purposes. These accommodations are aligned with Title IX and best practices in working with teen parents. To enroll at FCHS, students and parents must complete an application, transcript, and interview with the principal and SFSP member. The majority of students come to the school credit deficient and with a history of academic failure. In the 2013-2014, we moved from a traditional semester schedule, to a quarter schedule so students can earn more credits within an academic year. Students have an opportunity earn 90 credits within a year. In addition, students can earn 10 credits in a month-long summer school credit recovery session. FCHS is attractive to students because of the on-site Early Childhood Education Center, which in turn significantly impacts their ability to attend school and graduate.

While the number of challenges for our students is evident, the Florence Crittenton community has made notable progress in all areas of our School Performance Framework (SPF). Over the past 3 years, we have made a cultural shift in our raising expectations and approach to instructing teen mothers. For instance, we have created systems to track academic, behavior, social-emotional development, and post-secondary readiness. In other words, we have shifted our focus from attaining a high school diploma to focusing on skill development and preparedness for the college and/or career readiness. Data driven decisions are a basis for building strong school-wide systems that support academic growth and post-secondary readiness. Creating opportunities to think critically, problem-solve, collaborate, utilize academic language, and justify one’s thinking is a major focus for the academic team. Accountability is a theme for the entire Florence Crittenton community. Students understand that the expectation is that they must demonstrate academic growth in order to be successful. FCHS teachers are accountable for student learning and academic growth. Likewise, the administrative team is accountable for ensuring all teachers are teaching and all students are learning.

At the beginning of the 2014-2015 school year, FCHS staff reviewed our most recent SPF data and were made aware of our current status change to “Accredited on Watch”. FCHS staff reviewed available data for the prior year. This data along with our 3 year trend data have informed our priority performance challenges and shifts with our major improvement strategies for the 2015-2016 school year. School leadership is committed to transparency of our data in efforts to encourage a sense of ownership of school successes and challenges. With a clear understanding of this data, we are engaged in a united effort to improve student academic performance. Based on numerous formal and informal conversations among school staff, the School Leadership Team (SLT) has identified how we will strategically utilize our major improvement strategies to address our priority performance challenges. Our SPF results continue to guide the creation and implementation of our current UIP. Although FCHS staff is engaged in this process, we have struggled with obtaining consistent parent and community input. In spite of this issue, we believe in the importance of parent and community involvement and will actively seek new participation for the current UIP process.

As we have reflected on the last three years of FCHS data from our SPF, we have made significant growth across the board. Perhaps one of our greatest celebrations is our academic growth demonstrated on ACT by our Juniors for the 2014-2015 school year. After analyzing our ACT trends, we intentionally focused on building a strong system that prepared our students for taking the ACT exam. We have offered four Saturday ACT practice sessions, created an ACT required course for all Juniors, a month-long boot camp to ensure readiness. MAP data trends show consistent growth and movement towards meeting expectations. Although we are still “not meeting” expectations with regard to our dropout rate, we have made consistent improvements in this area as well and were recognized by DPS for this change. Graduation rate in the past has taken an average of seven years, although now students are taking less than seven years to graduate. Similarly, our overall attendance rates have increased slightly over the past three years and we continue to show growth with the number of students who improve their attendance rates from year to year. Student and parent satisfaction rates exceed DPS district averages. By critically analyzing our data, creating a clear action plan, and sharing this plan with all stakeholders, we have changed the trajectory of FCHS from being “Accredited on Probation” to “Meeting Expectations”. We will continue to engage in the continuous improvement process in order to ensure FCHS student receive an equitable education that allows them and their children to become productive members of the community.

BASED ON 2015-2016 DATA FROM PRINCIPAL PORTAL

- 89% FRL
- 26% ELL
- 5% SpEd

- 93% Minority
- 80% Hispanic/Latina
- 9% Black or African American
- 7% White
- 2% American Indian and Bi-racial

Data from Florence Crittenton High School's Intake Inventories and 1:1 Interviews Fall 2015

- 33% would like assistance with housing and 12% identify housing as a barrier that makes getting to school difficult.
- 8% would like counseling and 38% already have counselors they work with
- 47% of students ride the bus/lightrail
- 64% of students need an RTD pass

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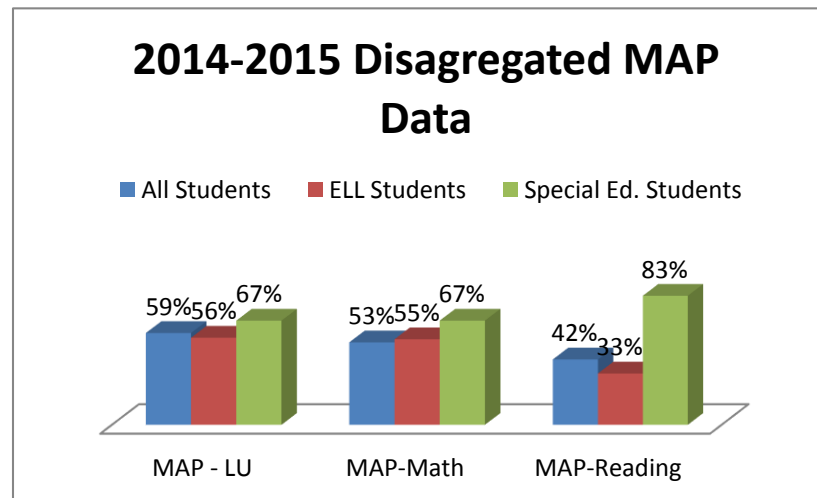
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- 93% of students are from Denver

Review Current Performance:

The 2014-2015 SPF is coming soon. Prior data from the 2013-2014 SPF indicates our school has moved from “Accredited on Probation” to “Accredited on Watch”. In the 2012-2013 school year, our overall score was 32.6% and during the 2013-2014 school year, our overall score increased to 41.49%. FCHS maintained the “approaching” status (stoplight) in two of the four categories, “Growth” and “Student Engagement”. Although we did not meet expectations in the two remaining categories, “Status” and “Post-Secondary Readiness”, we have experienced growth in several of the sub-categories.

- **Status:** PARRC/CMAS data coming soon!
- **Growth:** PARRC/CMAS MGP data coming soon. Received “meets” scores in Math on MAP. Received “approaching” in Reading and Language Usage on MAP growth.



- **Student Engagement:** “Exceeded” expectations in student satisfaction. “Met” expectations in parent satisfaction and received two bonus points for 10% increase in responses and over 50% response rate. Achieved 67% in the area of attendance improvement, but did not meet target of 75%. Did not meet expectations for attendance rate or truancy rate.
- **Post-Secondary Readiness:** “Met” expectations for all areas of the COACT score. We have not received data for our CDE Completion Rate Change, CDE Completion

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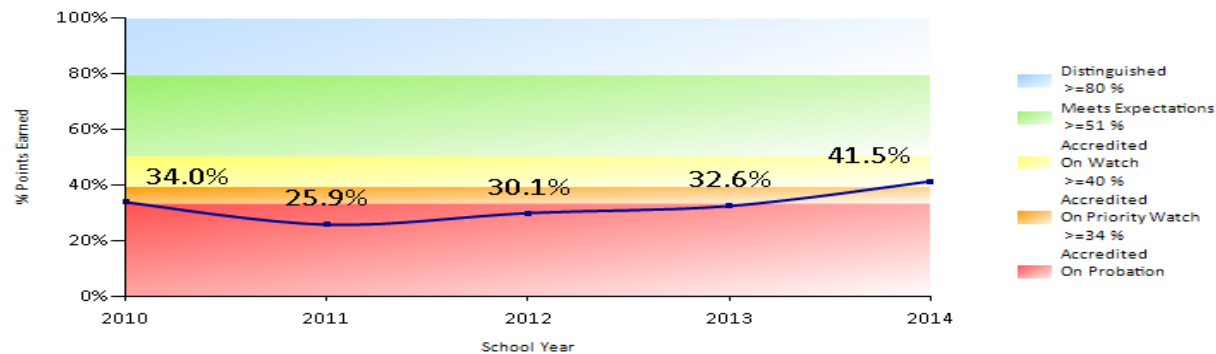
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Rate, CDE Dropout Rate, and the CDE Dropout Change Rate. No official at for Adequate Yearly Credits.

Trend Analysis:

In reviewing the 2013-2014 SPF, we have made significant gains in a variety of areas. In spite of the fact that students come to us significantly behind in all academic areas, the data indicates students are growing academically. Undoubtedly, the need for accelerated progress is paramount and we are finding new ways to engage a challenging population. As an organization, we are moving to a culture of transparency, shared accountability, and a focus on academic growth. Perhaps more than ever before, the entire organization (DPS and Florence Crittenton Services staff), students, and parents are aware of our SPF status and state, district, and school expectations. Throughout the organization, we are using our data to make school-wide systemic improvements to gauge how well we are educating, preparing, and empowering teen mothers. Systemic change has occurred with the way education is delivered and received by our students. Students, parents, staff, community members, and leadership are focused on improving the academic outcomes for all students. In addition, we are also taking specific steps to teach students how to develop a sense of ownership and accountability around individual academic achievements and growth. Through weekly discussions, individual meetings with SFSP staff and teachers, and monthly assemblies, students are informed about their grades and attendance. This has resulted in a student body that is even more focused on learning and beating the statistics which traditionally are associated with the teen parent population.

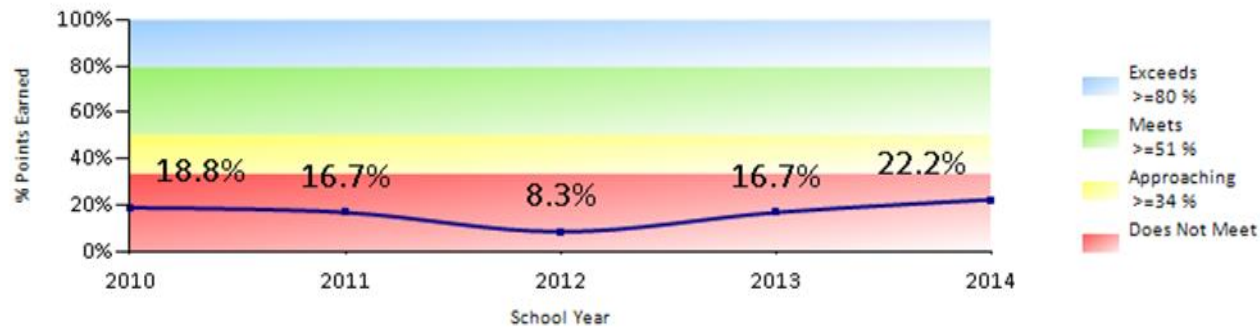
We identified trends by analyzing three years of data including CSAP/TCAP, MAP, ACT, attendance, and the District's School Performance Framework (SPF). Although we have consistently low percentages of students among all subgroups scoring proficient or above in all content areas of CSAP/TCAP and consistently low percentages of students scoring below grade level in all areas measured by MAP, students are making growth according to TCAP and MAP data on our SPF. Our average daily attendance rate has improved from 63% to 68% school wide which is clearly an area where growth is critical. Our SPF rating was accredited on probation for 11-12, and accredited on probation for 12-13. Following the 13-14 school year, we have moved to "Accredited on Watch." We have not received the SPF for the 14-15 school year.



Status:

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CSAP/TCAP Trends

CSAP/TCAP Overall At or Above Proficiency 9 th and 10 th	2012-2013	2013-2014	CSAP/TCAP Overall At or Above Proficiency 9 th and 10 th for ELL	2012-2013	2013-2014
Reading	29.8%	24.4%	Reading	6%	11%
Math	.7%	1.6%	Math	0%	0%
Writing	12%	16.9%	Writing	0%	6%
Science	8.6%	n/a			

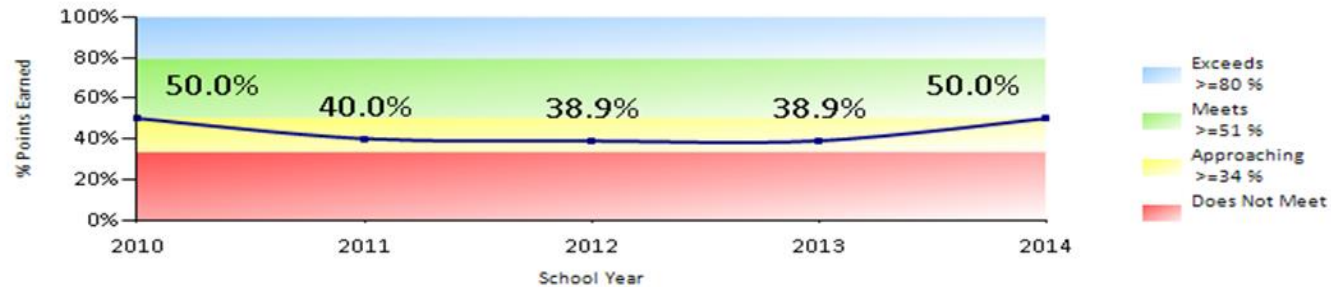
Based on Principal Portal Data

- For the previous 2 years, reading scores for Florence Crittenton have been significantly below state and district proficiency levels. For 2013-14 school year, our students increased by 16% to 33% proficiency rate. ELL students have increased proficiency by 5% which is a significant improvement from the previous 2 years.
- Math continues to be a challenge at our school, however, we moved from .7% proficiency to 1.6% in the 2013-14 school year. No ELL students scored proficient over the past 3 years.
- Writing has shown steady progress, moving to 16.9% over the past three years. We have experienced an upward trend in proficiency for ELL students in writing by 6%.

Growth:

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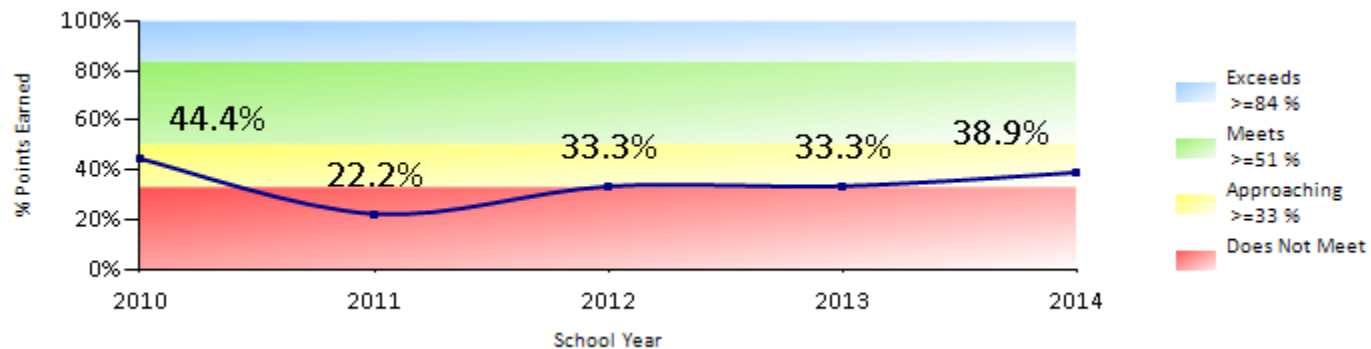


MAP Trends

MAP Growth	2012-2013	2013-2014	2014-2015
Reading	54.61%	61.9%	57%
Math	52.43%	56.7%	60%
Language Usage	58.20%	60.7%	56%

Our growth scores for MAP have shown consistent improvement in all three content areas. As a result, our SPF “approaching” in Reading and writing and “meets” in math.

Student Engagement:



Attendance Trends [The attendance target is 86.2%]

Attendance(ADA)Infinite Campus	2012-2013	2013-2014	2014-2016
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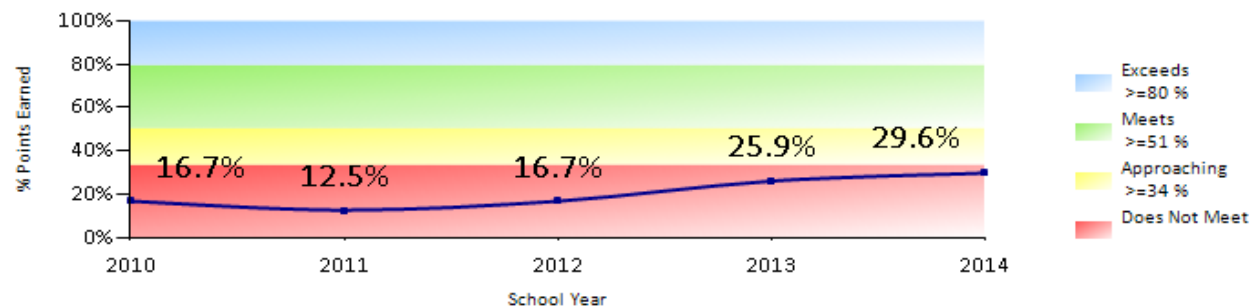
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9 th	51%	61%	67%
10 th	62%	68%	67%
11 th	66%	72%	71%
12 th	72%	72%	82%
Overall	63%	69%	72%

Our overall average daily attendance rate has increased slightly over the past three years (63%, to 69%). Our target is an attendance rate of at least 86% for all grade levels and is noticeably short of our target.

Post-Secondary Readiness:



ACT Trends	2012-2013	2013-2014	2014-2015
English	14.3	13.2	15.2
Mathematics	16.3	15.4	17.1
Reading	15.5	14.6	17.5
Science	16.0	15.8	17.5
Composite	15.7	14.7	17.1

Our target for 2014-2015 was a composite score of 17, which we met. Traditionally we have low composite scores for ACT, but have improved over the past three years. However, we are still below the District composite of 18 and the state average composite of 20.6.

Priority Performance Challenges:

The rationale for selecting our priority performance challenges emerged out of a critical analysis of our SPF. This analysis included an in-depth review of overall and disaggregated TCAP scores, MAP scores, attendance rates, etc.... In addition, our priority performance challenges were guided by District expectations with specific emphasis on strategies to improve academic proficiency, growth, college and career readiness, and student and parent satisfaction. The District is committed to increasing levels of academic achievement and decreasing the need for remediation. In addition, improving attendance, improving graduation rates, and decreasing the dropout rate are district-wide priorities. Our method for addressing these priorities is attacked through a variety of direct and indirect processes.

Our priority performance challenges for 2015-16, as determined by the performance indicators include:

PPC#1 – Achievement: Prior TCAP data from 2012-13 and 2013-14 indicates 9th and 10th grade students“ meet expectations” in Writing, but perform below the District/State targets concerning Reading and Math. Our challenge is to increase levels of academic achievement and decrease the need for remediation.

PPC#2 – Growth: Academic growth as measured by MAP scores demonstrates consistent growth in all areas. 57% of students have grown in Reading, 60% have grown in Math, and 56% have grown in Language Usage. Overall, we are “Approaching”, but still “Not Meeting” growth targets in Reading and Language Usage.

PPC#3 – Student Engagement: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only “Approaching” our Student Engagement targets.

PPC#4 – Post-Secondary Readiness: ACT scores show we are “Approaching” targets over the past three years; however, gains are still well below District/State averages.

PPC#5 – Family Engagement: Only 38 out of 145 students have identified a consistent adult to act as their Academic Champion.

Root Cause Analysis:

To address the above priority performance challenges, we have identified the following root causes of our priority needs. Root causes are not exclusive to the category or strategy under which they are listed, but tend to overlap and impact other strategies.

The following root cause verifies PPC#1 (Academic Status)

1. Data and the data inquiry cycle have been under-utilized in order to improve reading, writing, and math achievement and growth on our SPF.
2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.

As FCHS strives to improve our practice and create high academic expectations for all students, we have begun the process of shifting to a data-driven practice. We believe this shift is significantly impacting our Status and Growth categories on the SPF. Historically, as an organization, we have developed an understanding of the unique needs of our population and provided a safe haven to address these issues. Perhaps to a greater extent than ever before, we are utilizing data to reflect, strategize, and create new action steps leading to our improved outcomes. We are accountable for our data organizationally and as individuals in order to ensure all of our students increase their levels of academic achievement. Throughout the 2014-2015 school year, all school staff continued to participate in an second year of ELA classes focused on understanding ELL student needs and learning new strategies to best engage this population. Strategies taught have positively impacted our ELL population as well as our entire student body. As we refine our school-wide instructional practices, we will focus on data-driven instruction and utilizing formative assessments to give students meaningful feedback. MIS#1 and MIS#2 were created to

address our need for data driven practices and using formative assessment feedback to impact all students.

The following root cause verifies PPC#2: (Academic Growth)

1. Data and the data inquiry cycle have been under-utilized in order to improve reading, writing, and math achievement and growth on our SPF.
2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.

As FCHS strives to improve our practice and create high academic expectations for all students, we have begun the process of shifting to a data-driven practice. We believe this shift is significantly impacting our Status and Growth categories on the SPF. Historically, as an organization, we have developed an understanding of the unique needs of our population and provided a safe haven to address these issues. Perhaps to a greater extent than ever before, we are utilizing data to reflect, strategize, and create new action steps leading to our improved outcomes. We are accountable for our data organizationally and as individuals in order to ensure all of our students increase their levels of academic achievement. Throughout the 2014-2015 school year, all school staff continued to participate in an second year of ELA classes focused on understanding ELL student needs and learning new strategies to best engage this population. Strategies taught have positively impacted our ELL population as well as our entire student body. As we refine our school-wide instructional practices, we will focus on data-driven instruction and utilizing formative assessments to give students meaningful feedback. MIS#1 and MIS#2 were created to address our need for data driven practices and using formative assessment feedback to impact all students.

The following root cause verifies PPC#3: (Student Engagement)

1. The school has not clearly communicated expectations, supports, and consequences of non-attendance.
2. The school has not strategically focused on leveraging attendance improvement data.

In effort to address the root causes of PPC#3, FCHS has created a new attendance policy focused on clear expectations, supports, and consequences to be implemented during the second Quarter. Administration is meeting with each grade level during Advisement to clearly communicate our new policy and expectations. In addition, the Attendance Action Team has shifted focus from impacting the overall school-wide attendance rate to impacting our attendance improvement rate. As we work to improve attendance, we are using our data in a way that allows us to strategically focus on students who are very close to showing attendance improvement in comparison with their attendance rate from last year. Moving to a culture of high expectations, responsibility, and accountability related to attendance is a major focus of our work and we will continue to refine progress monitoring systems related to attendance.

The following root cause verifies PPC#4: (Post-Secondary Readiness)

1. The school must strengthen its plan and processes to ensure exposure to a variety of career interests and assist all students in developing individual plans to achieve their post-secondary goals.

By focusing on improving ACT scores, students have begun to understand how performance on this standardized test influences their post-secondary plans. For many of our students, their belief in themselves either pushes them forward or inhibits them from continuing to work towards their individual goals. In order to align with District goals, targets, and priorities, Florence Crittenton High School has intentionally focused on ACT strategies because we believe creating opportunities for success will result in future post-secondary success. We believe that the best dropout prevention is a focus on creating opportunities for incremental successes. In addition, teaching students the value of improving ACT scores in relation to post-secondary readiness is critical to their overall success in life. As we implement our Post-Secondary Readiness Plan, we are teaching students how to connect the dots around each of their individual career interests. As we build on student success, we explore numerous post-secondary options. A major contribution of Goodwill

Industries and Florence Crittenton Services is the organization of Career Day which will be offered 2 times a school year. This event has allowed students to learn about a variety of careers, network, and develop their own career aspirations. In addition, through the Future Choices classes, students have heard from guest speakers, visited various colleges, worked on their resumes, developed interviewing skills, and began building their own career goals. MIS#4 was identified as a way to address the root causes of PPC#4.

The following root cause verifies PPC#5: (Family Engagement)

- 1) The school has not clearly communicated to parents/caregivers the importance and need for all students to receive support from an Academic Champion.

Florence Crittenton High School and Florence Crittenton Services work collaboratively and seamlessly to engage family members within the educational process. We believe this improvement strategy will greatly impact our students and give them the opportunity to excel academically. 38 out of 145 students had adults sign a contract indicating they were willing to act as an Academic Champion for the 2015-2016 school year. It is our expectation that ALL students are able to identify a caring adult who is willing to act as their "Academic Champion" even if this means they identify an adult from the FCHS community.

Verification of Root Cause

Historic and current root causes have been further verified through monthly CIG visits from the Instructional Superintendent; weekly leadership team meetings with Florence Crittenton Services CEO, bi-monthly SLT meetings, review of student transcripts, weekly submission of teachers' lesson plans and feedback, Thursday Tutorial data, monthly Student Intervention Team (SIT) meetings; monthly data team meetings; anecdotal data from conversations with staff and students; student work samples; increased collaboration time for teachers to discuss students, course curriculum, formative/summative classroom assessments; independent data collected through focus groups done by Florence Crittenton Services; pre and post-tests of student social-emotional needs done in advisement classes, student intake interviews; and informal interactions and conversations with individual students.

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)	(1) Reading 35.4% (2) Math 4.4% (3) Writing 14.6% (4) Science N/A in 2014	(1) Reading (2) Math (3) Writing	No PARCC/CMAS data available at this time.
Academic Growth	TCAP MGP: (1) Reading 50 (2) Math 50 (3) Language Arts 50	According to our 2013-14 data: (1) Reading target not met: we achieved 49 and missed our target by 1. (2) Math target not met: we achieved 29.5 and missed our target by 20.5. (3) Language Arts target met: we achieved 66 and exceeded our target by 16.	No PARCC/CMAS data available at this time.
	MAP Growth: (1) Reading 60% (2) Math 60% (3) Language Usage 60%	(1) Reading target not met: we achieved 57% and missed our target by 3%. (2) Math target met: we achieved 60% and met our target. (3) Language usage target not met: we achieved 56% and missed our target	MAP Growth: (1) Reading: lack of systematic way to measure and track reading progress. We need to progress monitor on a daily and weekly basis. (2) Math: -Data from MAP's testing was utilized in

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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.
		by 4%.	<p>order to determine skill deficits</p> <ul style="list-style-type: none"> -Intensive weekly math intervention time with pre and post-test data analysis -ACT practice tests focused on math allowed students to see progress -emphasis on the importance of tests and how it benefits the students <p>(3) Language arts:</p> <ul style="list-style-type: none"> -we need to strengthen our systems of assessment and feedback -we must increase the use of the data inquiry cycle and identify gaps for individual students
Student Engagement	<p>Average Daily Attendance 86.2%</p> <p>Attendance Improvement 75%</p> <p>Truancy Rate = < 7.7%</p> <p>Student Satisfaction 85%</p> <p>Parent Satisfaction 85%</p>	<p>(1) Average daily attendance target not met: we achieved 69.7% and missed our target by 16.5%.</p> <p>(2) Attendance improvement target not met: we achieved 67%% & and missed our target by 8%.</p> <p>(3) Truancy rate: DATA Unavailable</p> <p>(4) Student satisfaction target met: we achieved 94% and exceeded our target by 9%.</p> <p>(5) Parent satisfaction target met: we achieved 86% and exceeded our target by 1%. (We also received a bonus point for a response rate above 75%.)</p>	<p>Student Engagement</p> <p>(1) Average daily attendance:</p> <ul style="list-style-type: none"> -Even though we fell short of our target, we improved by 2.12%. We improved because we developed and implemented clearer expectations and systems around attendance. -Improved because we intentionally collaborated with ECE on their child's attendance -Creation of Study Skills class allowed students to re-engage after maternity leave -we did not strategically focus on those students who have improved <p>(2) Attendance Improvement:</p> <ul style="list-style-type: none"> -Even though we missed our target, we had an improvement of 14.89% due to transparency of data with attendance team and students

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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.
			-Creation of the School Leave Exemption Code (3) Truancy Rate: -Intentional school-wide focus on calling in if you are absent. (4) Student Satisfaction: -Well organized around expectations and the value of student feedback -Students feel supported by their teachers (5) Parent Satisfaction: -Although we met our target, we have not analyzed specific areas related to the data
Postsecondary & Workforce Readiness	(1) School Completion Rate 55.4% (2) Completion Rate Change 2% (3) Dropout Rate <11.4% (4) Dropout Rate Change -4% (5) ACT composite Score: Reading 15.9, Math 15.7, English 13.7, Science 15.7 (6) Adequate Yearly Credits 50%	(1) School Completion/Graduation Rate data unavailable (2) Completion Rate data unavailable (3) Dropout Rate data unavailable (4) Dropout Rate Change data unavailable (5) ACT Composite Score: a. Reading- target met: we achieved 17.5 and exceeded our target by 1.6%. b. Math- target met: we achieved 17.1 and exceeded our target by 1.4%. c. English- target met: we achieved 15.2% and exceeded our target by 1.5%. d. Science- target not met: we achieved 17.5 and exceeded our target by 1.8%. (6) Adequate Yearly Credits: data coming soon.	Postsecondary & Workforce Readiness (1) School Completion Rate: (2) Completion Rate Change: (3) Dropout Rate: (4) Dropout Rate Change: (5) ACT Scores: -Targets met in Reading, Math, English, and Science. All staff and students know the importance of ACT for career and college readiness -Intentional focus on ACT Preparation and development of systems to support school-wide focus -we developed a plan to teach students how to take a standardized test and utilize test-taking strategies - 2 teachers attended and participated in an ACT training -students spent 4 Saturdays with ACT

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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.
			<p>practice tests -two weeks of ACT Boot Camp</p> <p>(6) Adequate Yearly Credits:</p>

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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)	Percent (%) Proficient and Advanced on CSAP/TCAP Reading 29.8% (2013), 24.4% (2014), data coming soon (2015) Writing 12.0% (2013), 16.9% (2014), data coming soon (2015) Math 0% 0.7% (2013), 1.6% (2014), data coming soon (2015) Percent (%) Proficient and Advanced on CSAP/TCAP for ELL students Reading 6% (2013), 11% (2014) Writing 0% (2013), 6% (2014) Math 0% (2013), 0% (2014)	PPC #1: Prior TCAP data from 2012-13 and 2013-14 indicates 9 th and 10 th grade students “meet expectations” in writing, but perform below the District/State targets concerning Reading and Math. Our challenge is to increase levels of academic achievement and decrease the need for remediation.	1. Data and the data inquiry cycle have been under-utilized in order to improve reading, writing, and math achievement and growth our SPF. 2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.
Academic Growth	Median Student Growth Percentile (MGP) <ul style="list-style-type: none"> Reading: 54 (2012), 55 (2013) Math: 54 (2012), 29 (2013) Writing: 55 (2012), 55.5 (2013) 	PPC #2: Academic growth as measured by MAP scores demonstrates consistent growth in all	1. Data and the data inquiry cycle have been under-utilized in order to improve reading, writing, and math achievement and growth our SPF. 2. Insufficient training for teachers in utilizing formative assessments to track student progress over time

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		areas. Met growth expectations in math, but experienced a slight decline in reading and language usage.	and provide specific feedback.
	MAP growth <ul style="list-style-type: none"> Reading: 54.61% (2013), 61.9% (2014), 57% (2015) Math: 52.43% (2013), 56.7% (2014), 60% (2015) Lang Usage: 58.20% (2013), 60.7% (2014), 56% (2015) 	PPC #2: Academic growth as measured by MAP scores demonstrates consistent growth in all areas. Met growth expectations in math, but experienced a slight decline in Reading and Language Usage.	<ol style="list-style-type: none"> 1. Data and the data inquiry cycle have been under-utilized. 2. Insufficient training in utilizing formative assessments to track student progress over time.
Student Engagement	Average Daily Attendance: 61.68% (2013), 67.58% (2014), 69.7% (2015) Attendance Improvement: 47.27% (2013), 52.11% (2014), 67% (2015) Truancy Rate: 22.48% (2013), 16.31% (2014), no data (2015) Student Satisfaction: 93.37% (2013), 94.4% (2014), 94% (2015) Parent Satisfaction: 91.09% (2013), 89.6% (2014), 86% (2015)	PPC #3: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only "Approaching" our Student Engagement targets.	<ol style="list-style-type: none"> 1. The school has not clearly communicated expectations, supports, and consequences of non-attendance. 2. The school has not strategically focused on leveraging attendance improvement data.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Postsecondary & Workforce Readiness	<p>Completion Rate Status: 21.31% (2012), 25.40% (2013), 31.6% (2014), data coming soon (2015) Completion Rate Change: -9.26% (2011), -6.87% (2012), 3.69% (2013), 2% (2014), data coming soon (2015)</p> <p>Dropout Rate Status: 15.22% (2011), 20.41% (2012), 20.18% (2013), 29.1% (2014), data coming soon (2015) Dropout Rate Change: 3.10% (2011), 5.2% (2012), -0.23% (2013), 8.9% (2014), data coming soon (2015)</p> <p>Reading Scores on ACT 15.1 (2013), 15.51 (2014), 17.5 (2015) Math Scores on ACT 15.6 (2013), 15.65 (2014), 17.1 (2015) English Scores on ACT 13.7 (2013), 13.86 (2014), 15.2 (2015) Science Scores on ACT 15.6 (2013), 15.44 (2014), 17.5 (2015)</p>	<p>PPC #4: Post-Secondary Readiness: ACT scores show we are "Approaching" targets over the past three years; however, we are still well below District/State averages.</p>	<ol style="list-style-type: none"> 1. The school must strengthen its plan and processes to ensure exposure to a variety of career interests and assist all students in developing individual plans to achieve their post-secondary goals.

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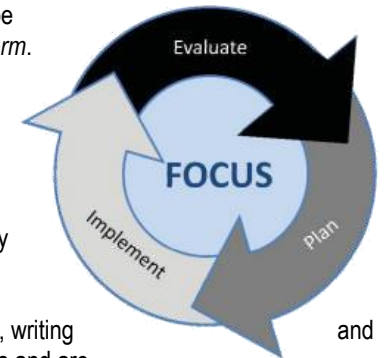
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



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School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), Supplemental Measures	ELA				MIS #1: Implement effective school-wide data-driven strategies with an emphasis on formative assessment and progress-monitoring to improve Reading and Writing within core academic areas.
		READ	PPC #1: Prior TCAP data from 2012-13 and 2013-14 indicates 9th and 10th grade students "meet expectations" in Writing, but perform below the District/State targets concerning Reading and Math. Our challenge is to increase levels of academic achievement and decrease the need for remediation.			
		M	PPC #1: Prior TCAP data from 2012-13 and 2013-14 indicates 9th and 10th grade students "meet expectations" in Writing, but perform below the District./State targets concerning Reading and Math. Our challenge is to			MIS #2: Implement an effective data-driven instructional system focused on formative assessment strategies and feedback that result in improved Math achievement for all students.

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			increase levels of academic achievement and decrease the need for remediation.				
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures	ELA		Expected MGP is 60%	An attainable target MGP is 65% based on district targets.	Measures Of Academic Progress (MAP) September 2015, February 2016, and April 2016. MAP scores are disseminated to the staff September 2015, February 2016, and May 2016. ACT data given to staff in August 2015. Staff will review pre and post interim assessment data with students in October 2015, November 2015, January 2016, February 2016, April 2016, and May 2016.	MIS #1: Implement effective school-wide data-driven strategies with an emphasis on formative assessment and progress-monitoring to improve Reading and Writing within core academic areas. MIS #2: Implement an effective data-driven instructional system focused on formative assessment strategies and feedback that result in improved Math achievement for all students.
		M	PPC #2: Academic growth as measured by MAP scores demonstrates consistent growth in all areas. We are meeting expectations in math, but approaching in	Expected MGP is 60%	An attainable target MGP is 65% based on district targets.	Measures Of Academic Progress (MAP) September 2015, February 2016, and April 2016. MAP scores are disseminated to the staff September 2015, January 2016, and May 2016. ACT data given to staff in August 2015. Staff will review pre	MIS #1: Implement effective school-wide data-driven strategies with an emphasis on formative assessment and progress-monitoring to improve Reading and Writing within core academic areas. MIS #2: Implement an

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			reading and writing.			and post interim assessment data with students in October 2015, November 2015, January 2016, February 2016, April 2016, and May 2016.	effective data-driven instructional system focused on formative assessment strategies and feedback that result in improved Math achievement for all students.
		ELP		Expected MGP is 60%	An attainable target MGP is 65% based on district targets.	Measures Of Academic Progress (MAP) September 2015, February 2016, and April 2016. MAP scores are disseminated to the staff September 2015, January 2016, and May 2016. ACT data given to staff in August 2015. Staff will review pre and post interim assessment data with students in October 2015, November 2015, January 2016, February 2016, April 2016, and May 2016.	MIS #1: Implement effective school-wide data-driven strategies with an emphasis on formative assessment and progress-monitoring to improve Reading and Writing within core academic areas. MIS #2: Implement an effective data-driven instructional system focused on formative assessment strategies and feedback that result in improved Math achievement for all students.
Student Engagement	Attendance Rate		PPC#3: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only "Approaching" our Student Engagement	Expected target is 86.2%.	An attainable attendance target is 91.2% based on district targets.	Weekly attendance data is disseminated to all school staff and shared with students on Mondays in Advisement.	MIS #3: Clearly communicate attendance expectations, supports, and consequences to all students, staff, and parents while leveraging feedback to students with attendance improvement data.

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		targets.				
	Truancy Rate	PPC#3: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only "Approaching" our Student Engagement targets.	Expected district target is equal to or less than 7.7% based on district targets.	An attainable truancy rate target is equal to or less than 7.7% based on district targets.	Students are required to get absences excused prior to leaving from Thursday Tutorial. Attendance by Reason reports	MIS #3: Clearly communicate attendance expectations, supports, and consequences to all students, staff, and parents while leveraging feedback to students with attendance improvement data.
	Supplemental Measures					
Postsecondary & Workforce Readiness	Completion Rate	PPC#3: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only "Approaching" our Student Engagement targets.	Expected target is 55.4%	An attainable completion rate target is 60.4%.	*Weekly progress eligibility grades, Parent-Teacher Conferences, D and F calls home weekly	MIS #3: Clearly communicate attendance expectations, supports, and consequences to all students, staff, and parents while leveraging feedback to students with attendance improvement data.
	Dropout Rate	PPC#3: Low or inconsistent attendance and a high truancy rate continue to be issues resulting in only "Approaching" our Student	Expected target is less than 11.4%.	An attainable dropout target rate for 2015-16 is less than 11.4%.	*Frequent visits and meetings with DPS Transitions and CO Youth for a Change	MIS #3: Clearly communicate attendance expectations, supports, and consequences to all students, staff, and parents while leveraging feedback to students with attendance improvement

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		Engagement targets.				data.
	Mean CO ACT	PPC #4: ACT scores show we are “Approaching” targets over the past three years; however, we are still well below District/State averages.	Reading - District target is 15.9. Math – District target is 15.7. English – District target is 13.7. Science – District target is 15.7.	Reading - An attainable ACT reading target for 2015-16 is 17. Math – An attainable ACT math target for 2015-16 is 18. English – An attainable ACT English target for 2015-16 is 15. Science – An attainable ACT Science target for 2015-16 is 17.	*Pre-test practice test for ACT. This is done during Advisement in preparation. *Students will be given the opportunity to participate in the Princeton Review Course (4 Saturdays)	MIS #4: Implement a school-wide Post-Secondary Readiness Plan to support a variety of post-secondary college and career interests.
	Supplemental Measures					

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Implement effective data driven instructional strategies school-wide with an emphasis on formative assessment and progress monitoring to improve Reading and Writing within core academic areas.

Root Cause(s) Addressed:

1. Data and the data inquiry cycle have been under-utilized to improve reading, writing, and math achievement and growth on our SPF.
2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.

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				
Language Arts Team will collaborate on creation, implementation, and tracking of data on individual Student Learning Objectives (SLO) focused on argumentative writing.	October 2015- June 2016	October 2016- June 2017	Dr. A, Joy, Betty, Lit. Team members	Continued training on Mastery Connect tracker	Language usage MAP data, baseline preparedness rubric and post-test data	In progress
Language Arts Team will collaborate on tracking of data in Mastery Connect on focused on non-fiction informational text.	October 2014- June 2015	October 2015- June 2016	Betty, Lit. Team members	Continued training on Mastery Connect tracker	Testing will occur 2 times per quarter during weeks 1 and 4.	In progress
Increase use of non-fiction informational text to improve reading skills using Upfront, Science Scope, and Newsela.	October 2014- June 2015	October 2015- June 2016	Brandy, Ginia, Rebeca, Amelia, Tami,	Upfront, Science Scope, and Newsela Mastery Connect Tracker	Monthly data on Mastery Connect Tracker	In progress

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			Joanna			
Implement reading assessments in Language Arts core classes with the outcome of 60% of students will achieve academic growth on MAP's testing.	October 2014-June 2015	August 2015-June 2016	Betty Inhelder, Brandy Chance, Ginia Coors, Amelia Campos, Rebeca Carr	General Fund	Usage of MAPS data points (September, January, and April RIT scores) and Interim teacher-made assessments (4 and 9 weeks). 2014-2015 TCAP results.	In progress
Update or create syllabi for each class taught as needed	October 2014-June 2015	August 2015-June 2016	Dr. Algine & teachers	CCSS Intensive Pathways Course Syllabus Template (Dr. J) Templates provided by the school district and examples from other schools	100% of teachers will turn in syllabi by first month of each quarter if it is a new course taught.	In progress
Florence Crittenton Principal, AA, and TEC will review lesson plans weekly in order to provide individual feedback to teachers regarding the essential components of a lesson plan.	June 2015-May 2016	June 2016-May 2017	Dr. Algine, Joy Jensen, Betty Inhelder	General Fund	Lesson plans sent electronically on a weekly basis and recorded on a weekly spreadsheet.	In progress
Submit weekly lesson plans with highlighted ELA strategies and incorporated 21 st Century Learning Skills	September 2014-June 2015	September 2014-June 2015	Dr. A and teachers	www.planbook.com District planning and pacing guides	100% of teachers will turn in weekly lesson plans	In progress
Utilize LEAP framework aligned to I.4 Academic Language	September 2014-April 2015	September 2015-April 2016	Dr. A, Joy Jensen, Peer Observers, and Betty Inhelder	LEAP framework and standards toolkit	Observation Reports on SchoolNet Peer Visit Reports	In progress
Florence Crittenton Principal will work with departments to implement the data inquiry cycle.	September 2015-May	September 2016-May	Dr. Algine, Joy Jensen	General Fund	Pre-assessments are given within the first week of classes each quarter and the post	In progress

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	2016	2017			assessment is given during the last week of each quarter.	
Continue twice a month language/literacy team meetings for collaboration and data inquiry cycle focused on CCSS reading and writing standards including PD on reading comprehension strategies	August 2014-May 2015	August 2015-May 2016	TEC, language arts, science, social studies teachers	CCSS Rubric for Argumentative Essay Writing Driven by Data (book) DPS toolkit	Agendas and meeting minutes	In progress
Post daily CLO's aligned to CCSS	August 2014-May 2015	August 2015-May 2016	Dr. A, Betty Inhelder, Joy	CCSS, 1:1 targeted CLO conversations	LEAP Observation Walk-through summaries	In progress
Monthly teacher collaboration meetings (last Thursday of every month) to collaborate on school-wide teaching and instructional issues	September 2014-May 2015	September 2015-May 2016	Elizabeth, Ginia, Brandy, and Joanna		Meetings scheduled for Tuesdays Agenda and next steps report submitted to Principal	In progress
Peer visits once a quarter with feedback on Academic Language	Quarterly	Quarterly	DPS Teachers		100% of teachers will submit a copy of peer visit feedback	In progress
Florence Crittenton Principal will analyze pass/fail rates by class and teacher.	June 2014 May 2015	June 2015 May 2016	Dr. Algiene, Pat Millmore	General Fund	Pass/Fail Rate Tracker	In progress
Florence Crittenton Principal will survey teachers on professional development needs.	September 2015	September 2016	Dr. Algiene, Betty, Joy Jensen	General Fund	Development of survey	Not begun
Principal will provide support to teachers on strategies to increase students' use of academic language.	October 2015	TBD	Dr. Algiene	General Fund	Sign-in Sheet Feedback	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.

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Major Improvement Strategy #2: Implement an Effective Data Driven Instructional System focused on formative assessment strategies that result in improved Math achievement for all students.

Root Cause(s) Addressed:

1. Data and the data inquiry cycle have been under-utilized to improve reading, writing, and math achievement and growth on our SPF.
2. Insufficient training for teachers in utilizing formative assessments to track student progress over time and provide specific feedback.

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				
Establish structures to support implementation of an effective school-wide DDI system	August 2015	Revisited 2016	Leadership Team (ex: Principal, AP, TEC), School Data Partner	Local budget DPS central budget	<ul style="list-style-type: none"> • Vision Statement created • Department Chair • Master School Calendar created that includes time departmental meeting time • Content specific assessment strategy that identifies year-long student learning objectives (SLO) and formative assessments articulated • Observation and feedback cycles calendar 	In progress
Administer three MAPS testing	September	September	Elizabeth	MAP Rit scores	Usage of MAPS data points	In progress

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sessions for all students (September, January, and April) Identify student academic gaps and provide appropriate interventions to improve math content skills	2015-June 2016	2016-June 2017	Braxton and entire math team		(September, January, and April RIT scores) and Interim Assessments (4 and 9 weeks)	
Utilize Algebra & Geometry Lab classes to support students who need more time or more instruction than is available in the regular classes (differentiation)	August 2015-June 2016	August 2016-June 2017	Dr. A, Pat Millmore, SPED teacher, math teachers	Master Schedule	Track Pass/Fail rates for Math Lab classes monthly -Weekly check-ins on Algebra readiness based on teacher made assessment	In progress
Implement daily Math Intervention in all math classes during focus lesson driven by MAP's data.	August 2015-June 2016	August 2016-June 2017	Elizabeth Braxton & Math Teachers	Google docs spreadsheet	Weekly pre and post-data, MAP growth data, weekly lesson plans	In progress
Peer Visits and TEC will give feedback on observed formative assessment strategies, differentiation, and student engagement on a weekly basis	September 2015-June 2016	September 2016-June 2017	TEC (Betty Inhelder), Peer Visits & LEAP Observers	LEAP Framework Handbook	Observation reports	In progress
Math Para will provide daily individual and small group support within Algebra 1 and Geometry classes	August 2015-June 2016	September 2016-June 2017	Math Para, Betty Inhelder, Joy Jensen & Dr. Algiene	General Fund	Anecdotal notes from Para on individual/small group progress. Track grades of students who work with para. Periodic observations and review of the Master calendar	In progress
Submit updated syllabi for each class taught	October 2015-June 2016	August 2016-June 2017	Dr. Algiene & teachers	CCSS Intensive Pathways Course Syllabus Template (Dr. J) Templates provided by the school district and examples from other schools	100% of teachers will turn in syllabi by first month of each quarter	In progress

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Florence Crittenton Principal, AA, and TEC will review lesson plans weekly in order to provide individual feedback to teachers regarding the essential components of a lesson plan.	June 2015-May 2016	June 2016-May 2017	Dr. Algiene, Joy Jensen, Betty Inhelder	General Fund	Lesson plans sent electronically on a weekly basis and recorded on a weekly spreadsheet.	In progress
Submit weekly lesson plans with identified formative assessment measures, ELA support strategies, 21 st Century learning components	August 2015-June 2016	August 2016-June 2017	Dr. A, Betty, teacher leaders, and teachers	www.planbook.com District planning and pacing guides	100% of teachers will turn in weekly lesson plans	In progress
Florence Crittenton Principal will work with departments to implement the data inquiry cycle.	September 2014-May 2015	September 2015-May 2016	Dr. Algiene, Joy Jensen	General Fund	Pre-assessments are given within the first week of classes each quarter and the post assessment is given during the last week of each quarter.	In progress
Meet twice a month as a math department to analyze data and adjust instructional practices/interventions.	August 2014-June 2015	August 2015-June 2016	Dr. A, Betty Inhelder, Joy Jensen, School Data Partner, Math Team	General Funds	Department meeting minutes and reports	In progress
Continue training on student short-cycle assessments and utilizing data to drive instructional practices (exhibited through SLO's)	August 2015-June 2016	August 2016-June 2017	Dr. A, Joy, Betty Inhelder	General Funds	Sign-in sheets, lesson plans, and teacher feedback	In progress
Peer visits once a quarter with feedback on Academic Language	Quarterly		DPS Teachers		100% of teachers will submit a copy of peer visit feedback	In progress
Florence Crittenton Principal will analyze pass/fail rates by class and teacher.	June 2015 May 2016	June 2016 May 2017	Dr. Algiene, Pat Millmore	General Fund	Pass/Fail Rate Tracker	In progress
Florence Crittenton Principal will survey teachers on professional	September 2015	September 2016	Dr. Algiene, Betty, Joy	General Fund	Development of survey	Not begun

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development needs.			Jensen			
Principal will provide support to teachers on strategies to increase students' use of academic language.	October 2015	TBD	Dr. Algiene	General Fund	Sign-in Sheet Feedback	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.

Major Improvement Strategy #3: Clearly communicate attendance expectations, supports, and consequences to all students, staff, and parents while leveraging feedback to students with attendance improvement data.

Root Cause(s) Addressed:

1. The school has not clearly communicated expectations, supports, and consequences of non-attendance.
2. The school has not strategically focused on leveraging attendance improvement data.

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 an attendance policy with clear expectations, supports, and consequences and communicate this to all staff and students.	October 20, 2015		Dr. A. Joy, Pat, Advisement Teachers	General Fund	DRAFT Policy created	In progress
Share attendance improvement data on a weekly basis with all students during Advisement.	October 2015- June 2016	August 2016- June 2017	Academic Advisors & SFSP Advisors	Time during Advisement	Individual, grade level, and school-wide attendance rate	In progress
Provide case management services to all students by grade level	August 2015- June 2016	August 2016- June 2017	Desta & SFSP Team	FCS and DPS counseling positions	Monthly analysis of case management data	In progress
Build relationships with students through small groups focused on social-emotional growth and development	August 2015- June 2016	August 2016- June 2017	Desta & SFSP Team	FCS and DPS counseling positions	Monthly analysis of small group data and correlation to improved attendance	In progress
A minimum of 3 phone calls and 1 home visit prior to dropping a student.	August 2015- June	August 2016- June	SFSP staff, Teachers, Admin. staff	General Fund	AA will verify in IC on a monthly basis.	In progress

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	2016	2017				
Execute Daily phone calls to students and parents for each period absence	August 2015- June 2015	August 2015- June 2016	SFSP staff & Attendance Para	General Fund	Bi-weekly check-ins with the Attendance Team analyzing school-wide data and individual attendance reports	In progress
Student who have 3 absences and cannot be reached by phone will receive a home visit in order to identify reasons for absences and identify solutions.	August 2015- June 2016	August 2016- June 2017	SFSP Team	DPS and FCS counseling positions	AA will verify in IC on a monthly basis	In progress
Identify an Academic Champion for all students during the 2015-16 school year.	August 2015- June 2016	August 2016- June 2017	FEC Coordinator & Youth Advocate	FCS General Fund	Contracts completed	In progress
Hosting face-to-face or conference calls with students and Academic Champion quarterly regarding absences and grades for students who fall below 70%.	August 2014- June 2015	August 2015- June 2016	Advisors, SFSP staff, Interns	General Fund	Logging student and parent conferences in IC	In progress
Complete Attendance Contracts with students and Academic Champion for all students who fall below an attendance rate of 70%	August 2014- June 2015	August 2015- June 2016	SFSP staff, Advisement Teams, Attendance Team	General Fund	Completed Attendance contracts and review of attendance rates weekly	In progress
Implement tracking interventions on Conference/Attendance Intervention tabs IC	August 2014- June 2015	August 2015- June 2016	SFSP staff, Attendance Team	General Fund	Utilize monthly attendance rates to monitor weekly strategies	In progress
Attendance Action Team meets 1 st and 3 rd Wednesdays of each month to discuss Tier 3 students and implementation of interventions (Informed by Segment data and	August 2014- June 2015	August 2015- June 2016	Attendance ActionTeam, DPS Transitions, CO Youth for	General Fund	Attendance Report which includes the number of students who re-engage in school or successfully transition to another program	In progress

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school-wide/grade level attendance data)			a Change		(to be tracked quarterly). Attendance Meeting Minutes	
Provide school-wide Incentives – *Baby Bucks (students can retrieve diapers, baby supplies) every 2 weeks for a 90% attendance rate *CPR2 tickets (given in recognition for positive behavior) for being on time to class *Invitation to Florence Crittenton Annual Luncheon *Quarterly Attendance Recognition Potluck/Celebration	August 2014- June 2015	August 2015- June 2016	Attendance Team, FC Services staff, SFSP Team	Florence Crittenton Services donors	Attendance Reports and weekly academic progress reports	In progress
Posted Student Attendance rates – (Individual, grade level, and overall cumulative rates) posted monthly, discussed in Advisement, and at monthly Assemblies	August 2015- June 2016	August 2016- June 2017	Trudy & Joy	General Fund	Attendance Summary Reports and weekly check-in sheets	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.

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Major Improvement Strategy #4: Implement a school-wide Post-Secondary Readiness Plan to support a variety of post-secondary college and career interests
Root Cause(s) Addressed:

1. The school must strengthen its plan and processes to ensure exposure to a variety of career interests and assist all students in developing individual plans to achieve their post-secondary goals.

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				
Hire an AVID Coordinator to teach AVID class and provide professional development for all staff on college and career readiness strategies	August 2015	N/A	Dr. A, Hiring committee	General Fund	Position filled AVID PD scheduled	Completed In progress
Offer the AVID elective class to prepare students for college and careers	August 2015-June 2016	August 2016-June 2017	Dr. A, Pat Millmore, Abby Templeton-Greene	General Fund	Pass/fail rates Student feedback	In progress
Provide Advisement teachers with weekly AVID activities to implement during Advisement	August 2015-June 2016	August 2016-June 2017	Abby Templeton-Greene & Joanna Vincenti	General Fund	Completion of AVID activities Advisement satisfaction survey administered quarterly	In progress
Create an O92 college English class for Seniors	August 2015-January 2016	August 2016-January 2017	Pat Millmore, Brandy Chance	Books – Ask Brandy	Class Roster, CCD application, grades	In progress
Continue offering Future Choices class	August 2015-June	August 2016-June	Pat Millmore and Tanaka	Goodwill Industries	Class Roster and grades	In progress

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	2016	2017	Shipp			
80% of students will complete Naviance requirements	August 2015-May 2016	August 2016-May 2017	Dr. A and Joanna Vincenti	General Fund	Monthly Naviance Report	In progress
All Juniors and Seniors will complete college essays in Naviance	January 2015-May 2016	January 2016-May 2017	Joanna Vincenti, 11 th Advisement teachers	General Fund	100% of completed student essays entered in Naviance by end of school year	Not begun
Provide monthly presentations by guest speakers to Seniors during Advisement to increase exposure to a variety of post-secondary options	August 2014-May 2015	August 2015-May 2016	Tanaka Shipp & Counseling Intern	Goodwill Industries	Sign-in sheets and feedback from surveys	Not begun
Students in the Future Choices 2 class will participate in a community service project to enrich their resumes	Quarter 2 (October-January 2015) and Quarter 4 (March-June 2016)	August 2016-May 2017	Ms. Tanaka Shipp	General Fund	Sign-in sheets and feedback from class presentation	Not begun
Create a Fall and Spring all school Career Day to expose all students to a variety of careers	September 2015 and April 2016	September 2016 and April 2017	Abby Templeton-Greene, Tanaka Shipp, Sheila Mahoney	Florence Crittenton Services and Goodwill Industries	Student Feedback Surveys, Flyers	September 17 th , 2015 completed Spring Session is April 14 th , 2016
9 th , 10 th , and 12 th graders will attend Auraria Campus college visit	TBD – Spring 2016	April 2017	Pat Millmore, Abby Templeton-Greene	DPS bus transportation	Student Feedback Survey	
Provided College First and concurrent enrollment information session to 11 th and 12 th graders	TBD	TBD	Pat Millmore	DPS Ascent Coordinator	Completed student surveys	

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Future Choices students will participate in mock job interviews	Quarterly	Quarterly	Tanaka Shipp	Goodwill Industries volunteers	Reflection exit ticket	Not begun
Test and tour to interested 10 th , 11 th , and 12 th graders Emily Griffith Technical College	TBD	TBD	Pat Millmore	General Fund	Attendance sign-in sheet	
College Ap Days: Provide 2 day opportunity for Seniors to apply for 3 colleges and to work on college essays. Students may gain immediate acceptance	December 2015	TBD	Pat Millmore, Joanna Vincenti & Sofia (Office of CCR)	Purchase breakfast for 10 college admissions representatives	Flyer and posters, number of students accepted to college	In progress
Seniors will visit Red Rocks Community College	September 25, 2015	September 2016	Joanna Vincenti & Pat Millmore, Red Rocks personnel	DPS transportation	Sign-in sheet and student survey	Completed
All Juniors will participate in Saturday half-day sessions focused on ACT preparation	December 12, 2015, January 30, 2016, February 20, 2015, March 19, 2016, April 16, 2016	TBD	Dr. A, Joy, Rebecca, Carr, Joanna Vincenti	Extra pay for teachers and FCS daycare services	Sign-in sheets ACT practice test scores	Not begun
Continue requiring all Juniors to participate in ACT Prep class to improve ACT scores	January - March 2016	January-March 2017	Dr. Algiene, Pat Millmore, Alison Beck, Rebeca Carr	Purchase of Princeton Review ACT Preparation Program and training for teachers	Master Schedule, class roster, final grades, practice ACT scores, COACT scores	In progress
All Juniors will participate in a mandatory ACT Boot Camp during Advisement	April 4 th , 2016-April 18 th , 2016	April 2017	Rebecca Carr & Alison Beck	Advisement Time	Sign-in Sheets	Not begun
All juniors will take the Accuplacer .	November 2015	TBD	Pat Millmore, Joanna	Transportation and Accuplacer training for select	Accuplacer student results	Not begun

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	and/or February 2016		Vincenti	staff		
Provide financial aid information session to Seniors.	September 2015	February 2016	Tanika Shipp, Pat Millmore, DSF	DSF	Sign-in sheets	Not begun
All eligible Seniors will complete the FAFSA application.	February 25 th , 2016	February 2017	Joanna Vincenti, Tanaka Shipp, Pat Millmore, DSF	Denver Scholarship Foundation and computers	Number of students who complete FAFSA	Not begun
Offer FAFSA pre-sessions and follow-up support for students.	February - March 2016	February-March 2017	Tanaka Shipp, Pat Millmore, DSF	Denver Scholarship Foundation and computers	Number of students who complete FAFSA	Not begun
9 th graders will actively participate in the DPS 9 th grader High School Expo at Auraria Campus	March 2016	TBD	Pat Millmore, 9 th grader Advisors	Transportation, chaperones, substitute teachers	Field trip roster	Not begun
Provide an information session on the FCS Summer Bridge program for Seniors	April 2016	April 2017	Cruz Pedraza-Ruiz, Lesley Del Rio	FCS staff and food costs, incentives, and staff	Sign-in sheet and survey	Not begun
All 9 th , 10 th , and 12 th graders will actively participate in a EGTC tour of 3 campuses	April 2016	TBD	Pat Millmore, Tanaka Shipp	Transportation, lunch for students	Field trip roster	Not begun
Implement the Summer Bridge Program (support around transitioning to college)	June 2015-July 2016	June 2016-July 2016	Cruz Pedraza-Ruiz, Lesley Del Rio	Funding from FCS	Sign-in sheets, increased number of participants	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 #5: Implement a school-wide Family Engagement Plan which will impact student learning beyond the school day.

Root Cause(s) Addressed:

- 1) The school has not clearly communicated to parents/caregivers the importance and need for all students to receive support from their Academic Champion.
- 2) The school lacks a comprehensive communication plan.

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				
Develop a school-wide plan to engage an Academic Champion (video, sign contract, attend grade level parent night, and volunteer for one event)	July 2015	TBD	Moriah,	FEC Budget	# of parents who have viewed the video Signed Contracts Sign in sheet for grade level parent nights Parent Volunteer Tracker	In progress
Analyze Parent Satisfaction data to inform strategies that will increase family engagement and communication	August 2015 – October 2015	August 2016- October 2017	Desta, Joy, Dr. A, Moriah	General Fund	Analysis will be completed by October 30, 2015	Not begun
Conduct face to face meetings: 1. Family Cultural Night/Senior Parent Night 2. Fall Festival/9 th & 10 th Grade Parent Night 3. Thanksgiving Lunch 4. Holiday Party	September 15, 2015 October 21, 2015 November 20, 2015 December 16,	TBD	Moriah, Pat, Joy, Dr. A	FCS – FEC Budget DPS – General Fund	*Monthly announcements in Advisement *Flyer Dissemination *Announced in Quarterly Newsletter *Sign-in Sheets for each event *FEC Tracker	Completed

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5. Financial Symposium 6. Talent Show/Junior Parent Night 7. Town Hall Meeting 8. Valentine's Day Party 9. Academic Champion Recognition Night 10. Field Day 11. Mother's Day Tea 12. ELC Graduation 13. Father's Day Picnic	2015 January 5, 2016 January 20, 2016 January 26, 2016 Feb. 10, 2016 March 23, 2016 April 27, 2016 May 11, 2016 May 18, 2016 June 16, 2016					
FCS and DPS staff who volunteer will receive training for Parent Teacher Home Visit Program	October 19, 2015	August 2016	Joy, Dr. A, Suzanne	DPS PTHV Funds and Donors for FCS	Sign-in Sheet for training	Not begun
PTHV participants will conduct 3-5 home visits this school year.	October 2015-June 2016	August 2016-June 2017	PTHV participants	FCS donor and DPS PTHV funds	PTHV documentation	Not begun
Grade level Advisors will have students sign-up for Parent Teacher conferences during Advisement. Advisors will also make phone calls to encourage parents to attend parent-teacher conferences	November 2, 2015	TBD	Dr. A, Joy, Grade Level Advisors	Advisement time, schedule, and flyers	Parent Sign-in sheet	Not begun
Promote family literacy and early readiness to learn through the Raising-a-Reader program (i.e., book exchange, literacy trainings, coordination with local library for issuing library cards and promoting summer reading programs); and secure funding for program.	Program delivered from September 2016-June 2016 pretest conducted in Sep, posttest		Parent Education Specialist, Early Learning Center Assistant Director,	ECEC staff time, FCS staff time, institutional funding	Teen mothers whose children attend the Early Learning Center participate (i.e., $\geq 75\%$) in the program, and pre-to-post testing results show an average ≥ 7 minute increase in the amount of	In progress

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	conducted in June		FCS Development & Mktg team		time the parent spent reading daily to the child.	
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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.*

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