

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **3378**      School Name: **GEORGE WASHINGTON HIGH SCHOOL** Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

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

#### Executive Summary

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

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

After considerable analysis by various stakeholders, the following priority performance challenges were identified as the focus of deeper root cause analysis and development of major improvement strategies. Root causes were verified through qualitative data analysis, school and classroom observations and discussions with teachers, students and parents.

**Academic Achievement:**

The achievement of GWHS's students who qualify for free and reduced lunch (55.6% of students), minority students (62.9% of students) and Special Education students (10.3% of students) is significantly below DPS, state and federal expectations in reading, writing and math.

**Academic Growth:**

Median Growth Percentiles in math and writing are below the DPS "meets" expectation and the state and federal adequate growth expectation.

**Academic Growth Gaps:**

Median Growth Percentiles of students who qualify for free and reduced lunch (55.6% of students) and minority students (62.9% of students) are below the DPS "meets" expectation and significantly below state and federal adequate growth percentiles in math and writing.

**Post-Secondary and Workforce Readiness:**

The percent of GW's students who qualify for free and reduced lunch (55.6% of students) and minority students (62.9% of students) who graduate college and career ready is significantly lower than other groups, as measured by ACT composite scores, AP pass rates, and graduation rates.

##### 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.*

**Academic Achievement:**

A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers

Academic Growth:

A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers

Academic Growth Gaps:

A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers
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Post-Secondary and Workforce Readiness:

A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers

Additionally, we know:

- GW has not established clear benchmarks to determine college and career readiness.
- some GW teachers need support and professional develop creating a rigorous classroom while supporting students who are below grade level in reading, writing and math.
- not all courses are vertically aligned to support college readiness.

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- GW has not systematically provided ACT/AP/college preparation.

**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.*

**Summary of Major Improvement Strategies:**

The Major Improvement Strategies (MIS), as part of our UIP, are grounded in standards implementation and student mastery of those standards. All of the works needing to be done in order to close the achievement gap of our SpED, FRL, ELL and minority students are first and foremost grounded in Standards Implementation. Following our collaboratively designed Professional Learning Plan for 2015-16, Standards will be implemented with fidelity, resulting in meaningful lesson plan design, data driven and differentiated instruction, diligent progress monitoring of student mastery, and consistent observation and feedback, provided to all teachers.

**MIS #1:** Refine and continue to implement the GW Comprehensive Professional Learning Plan for 2015-16 which focuses on building wide Instructional Improvement and the SLO data driven instructional process. These foci's will be reinforced through consistent Observation and Feedback cycles, provided by GW's Admin Team and Instructional Partners, and is grounded in Standards Implementation.

**MIS #2:** GW's cultural focus is to provide effective data driven instructional practices that support and encourage meaningful lesson plan design. This includes differentiated and rigorous instructional tasks based on progress monitoring of students' mastery of content knowledge and skills based standards implementation. We will use the SLO process during collaborative planning to differentiate the diverse needs of GW students.

**MIS #3:** Focus on increasing college and career readiness for all GW students by intentional development of Career Connect Soft Skills, Linking classroom work to relevant workforce behaviors and providing opportunities for college credit and experiences via CLEP, Concurrent enrollment and AP course work.

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

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

## 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?	NA
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.	NA

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### Improvement Plan Information

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

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

### School Contact Information (Additional contacts may be added, if needed)

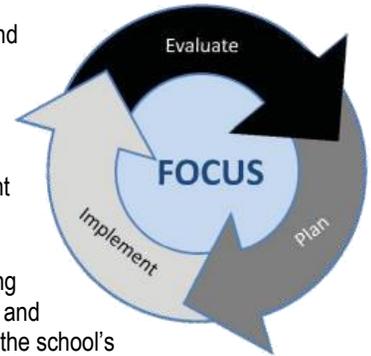
1	Name and Title	Jose Martinez, Principal
	Email	<a href="mailto:Jose_martinez@dpsk12.org">Jose_martinez@dpsk12.org</a>
	Phone	X38655
	Mailing Address	655 S. Monaco Pkwy, Denver, CO 80224
2	Name and Title	Scott Lessard, Succession Principal
	Email	<a href="mailto:scott_lessard@dpsk12.org">scott_lessard@dpsk12.org</a>
	Phone	X38645
	Mailing Address	655 S. Monaco Pkwy, Denver, CO 80224
3	Name and Title	Lorenza Lara, Assistant Principal
	Email	<a href="mailto:Lorenza_lara@dpsk12.org">Lorenza_lara@dpsk12.org</a>
	Phone	X38630
	Mailing Address	655 S. Monaco Pkwy, Denver, CO 80224

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### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p><b>Narrative:</b>  <b>Narrative:</b>  <b>Description of School Setting:</b>                  George Washington High School has been in existence for over 50 years, and we pride ourselves on the diversity of our student population. GW is one of the top choices in Denver and in Colorado for public education. Its goal is to provide its students with an excellent education, while inspiring them to reach their highest potentials. With over 50% of our students selecting to come to GW due</p>				

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to school of choice and various programs within our building, including but not limited to special education, AVID, honors, AP, and IB, we recognize that we have a wide range of diverse learners from various parts of Denver.

GW provides educational opportunity for everyone. GW offers world-class arts classes, including instruction in graphic arts, drawing, painting, ceramics, and sculpture. Leading-edge computer and technology training courses are available in website design, computerized music editing, movie editing, and digital photography, as well as courses in business applications like PowerPoint, Photoshop, and Excel. For the 2015-16 school year, GW started two CTE Pathways: business and biomedical sciences. GW's dedicated faculty provides innovative and specialized academic support courses for students who need some extra help.

Like all large urban high schools, GW also provides a wealth of extracurricular learning opportunities. Among its more than 45 specialized clubs, GW proudly sponsors consistently nationally-ranked competitive speech, math, Model UN, and National History Day teams. Students interested in the performing arts participate in band, orchestra, choir, drama, and dance programs. Our sports program boasts numerous teams guided by experienced and long-term coaches, who challenge our students to succeed on and off the field, and many of our graduates have gone on to play on college and professional teams.

Support for students at GW is extraordinary. From the counsellors who are a bridge to outside resources and opportunities, to peer tutors, community mentoring programs, dedicated teachers, community speakers, and classes designed to consider career and college options, at GW, support comes in many forms.

GW is also a very diverse school. Of our approximately 1,300 students, 70.9% are Minority, 12% are English Language Learners and 57% qualify for free and reduced lunch.

**UIP Planning Process:**

In the summer of 2014, a new interim principal and an additional assistant principal were assigned to lead George Washington High School. This plan is a result of their thoughtful work in collaboration with existing school staff, students, parents, district leadership and community stakeholders. The GW team considered three years of data related to academic performance analyzing CSAP/TCAP data, ACCESS, ACT, Advanced Placement, International Baccalaureate, graduation among other data to determine trends and priority challenges. For the 2014-15 school year, not only did the team analyze the data with the GW staff during the beginning of the year professional development, but also engaged parents, community members, and students through the One George strategic planning process to consider the root causes of the achievement gap that exists with our minority students and students who qualify for free and reduced lunch and plan concrete action steps to improve achievement for all GW students. The implementation of this plan has been regularly monitored through this year, was revised in March and April, and will continue to be monitored by the GW team periodically through the next school year.

**Review of Current Performance:**

The following is George Washington High School's percentage of **total points earned on Denver Public Schools School Performance Framework (SPF)** for the past five years:

	Meets Expectations	Accredited On Watch	Accredited On Watch	Meets Expectations	Meets Expectations
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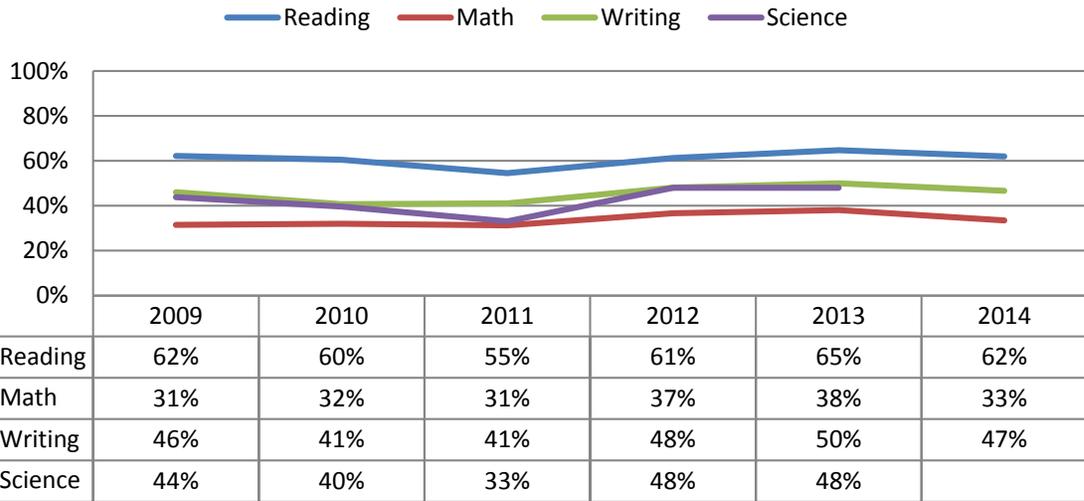
DPS SPF Results	2010	2011	2012	2013	2014
% Points Earned	61.6%	43.9%	48.0%	55.4%	51.3%
Points Earned	157	108	132	139	123
Points Possible	255	246	275	251	240

When we received our SPF results, we were pleased to see that we continue to meet expectations, but realized we have the same major areas we needed to improve upon: growth for our student sub groups, including minority, FRL, ELL and SPED. We were able to increase our overall achievement in TCAP in reading, writing, and science. We were also able to meet two of our three academic growth gaps in the areas of reading and writing. Our departments last year were focused on best practices and research review teams, and we continued to refine our testing system and improve student culture. This year we have collaborative planning built in for all departments, and are taking the initial steps to include backward planning, data teams, and a focus on LEAP to improve teaching and learning in the building.

**Academic Achievement Summary:**

DPS SPF: Achievement	Meets	Meets	Meets	Meets	Meets
	2010	2011	2012	2013	2014
% Points Earned	62.5%	65.7%	57.6%	63.6%	64.3%
Points Earned	25	23	19	21	18
Points Possible	40	35	33	33	28

## TCAP Overall Achievement



### TCAP Overall Achievement Trends:

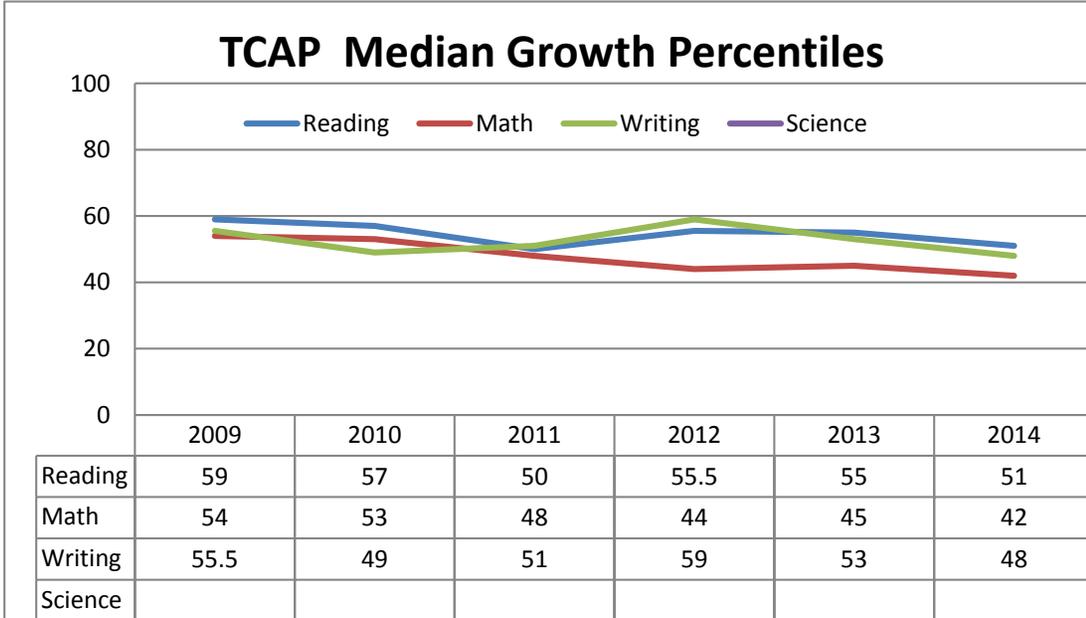
**Reading Trends:** Overall reading achievement at George Washington High School has remained stagnant over the past 5 years and at 62% P/A is above the DPS “meets expectation of 50% P/A yet below the state and federal expectation of 72% P/A. The achievement of students who qualify for Free and Reduced Lunch (46% P/A) and Minority students (47% P/A) is below DPS, state and federal expectations. SpED student achievement (3% P/A) is below the state SpED achievement (21% P/A).

**Math Trends:** Overall math achievement at George Washington High School has increased and then decreased over the past 6 years and at 33% P/A is above the DPS “meets” expectation of 20% P/A and the state and federal expectation of 30.53% P/A. The achievement of students who qualify for Free and Reduced Lunch (13% P/A), and Minority students (14% P/A) is significantly below DPS, state and federal expectations. Only 10% of Black students at GW are proficient or advanced in math. SpED student achievement (0% P/A) is below the state SpED achievement (17% P/A).

**Writing Trends:** Overall writing achievement at George Washington High School has increased and then decreased over the past 6 years and at 47% P/A is above the DPS “meets” expectation of 40% P/A and very near the state and federal expectation of 49.57% P/A. The achievement of students who qualify for Free and Reduced Lunch (27% P/A), English Language Learning (39% P/A) and Minority students (29% P/A) is significantly below DPS, state and federal expectations. SpED student achievement (1% P/A) is below the state SpED achievement (11% P/A).

**Growth and Growth Gaps Summary:**

DPS SPF	Meets	Does Not Meet	Approaching	Approaching	Meets
<b>Overall Growth</b>	2010	2011	2012	2013	2014
% Points Earned	54.8%	32.5%	35.3%	47.1%	51.4%
Points Earned	46	26	30	40	56
Points Possible	84	80	85	85	109



**Growth and Growth Gap Trends:**

**Reading Growth and Growth Gaps:** Overall MGPs in reading have fluctuated over the past five years and at 51 are above the DPS “meets” target of 50% and above the state and federal adequate growth expectation of 14%. MGSs of 9<sup>th</sup> graders are lower than MGPs of 10<sup>th</sup> grade. MGPs in reading of disaggregated groups of students at GW have declined over the past five years. MGPs of students who qualify for FRL(49%) and Minority students (45%) have declined and are below the DPS “meets” expectations, yet are just at or above the state adequate growth expectation (FRL: 51%; Minority 37%). MGPs of English Learning students (53.5%) and SpEd (48%) students have increased over the past five years and are above state and federal expectations.

**Math Growth and Growth Gaps:** Overall MGPs in math have declined over the past 5 years and at 42% are below the DPS “meets” target of 50% and significantly below the state and federal adequate growth expectation of 85%. MGSs of 9<sup>th</sup> graders are lower than MGPs of 10<sup>th</sup> grade. MGPs of each disaggregated group have declined over the past six years. MGPs of students who qualify for free and reduced lunch (37%), minority students (45%) and Special Education students (39%) are significantly below the DPS meets target of 50% and the state and federal adequate growth target of 99%.

**Writing Growth and Growth Gaps:** Overall MGPs in writing have fluctuated over the past five years and at 48% are below the DPS “meets” target of 50% and just above the state and federal adequate growth expectation of 48%. MGSs of 9<sup>th</sup> graders are lower than MGPs of 10<sup>th</sup> grade. MGPs of each disaggregated group have declined over the past five years. MGPs of students who qualify for free and reduced lunch (48%), minority students (45%) and Special Education students (45%) are below the DPS meets target of 50% and state and federal adequate growth targets (FRL: 80%; Minority: 73%; EL 62%).

**Post-Secondary and Workforce Readiness Summary:**

DPS SPF Post-Secondary Growth	Meets	Does Not Meet	Meets	Meets	Does Not Meet
	2010	2011	2012	2013	2014
% Points Earned	60.0%	31.4%	53.7%	57.1%	19.0%
Points Earned	42	22	44	40	8
Points Possible	70	70	82	70	42

DPS SPF Post-Secondary Status	Exceeds	Meets	Meets	Meets	Meets
	2010	2011	2012	2013	2014
% Points Earned	83.0%	68.1%	54.2%	66.0%	71.1%
Points Earned	39	32	32	31	32
Points Possible	47	47	59	47	45

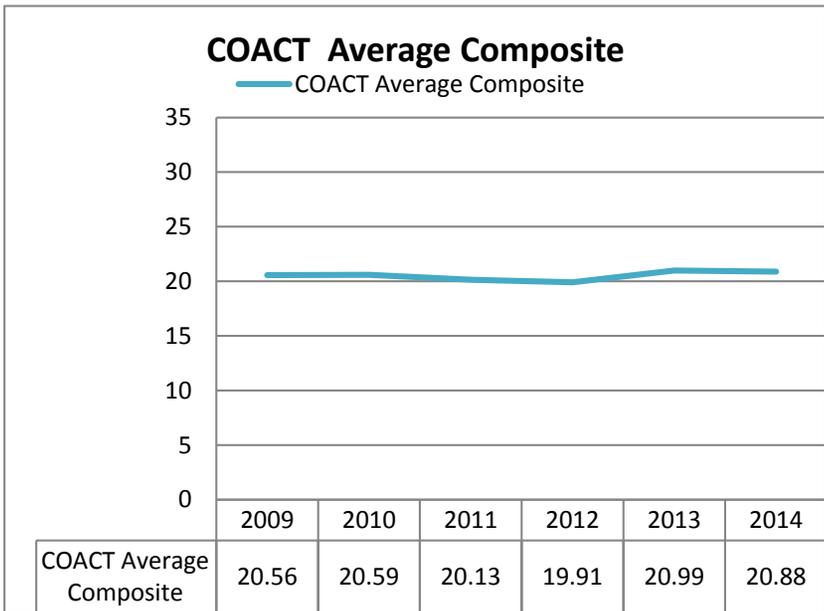
**Graduation Rate (4 year):**

2012	2013	2014

82.3	84.76	81.07
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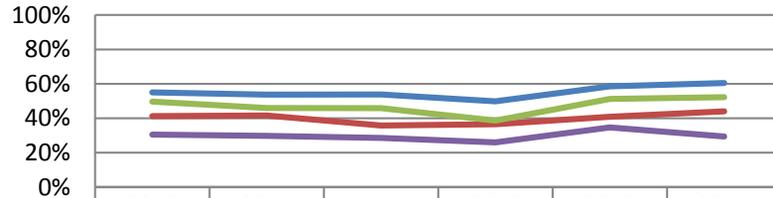
**Dropout Rate:**

2012	2013	2014
3.41%	2.32%	2.10%



### COACT % College Ready

— English — Math — Reading — Science



	2009	2010	2011	2012	2013	2014
English	55%	54%	54%	50%	59%	60%
Math	41%	42%	36%	36%	41%	44%
Reading	50%	46%	46%	39%	51%	52%
Science	31%	30%	29%	26%	35%	29%

#### Advanced Placement:

Year	2010	2011	2012	2013	2014
# of Exams	324	415	450	493	476
% Passed	27%	24%	22%	23%	31%

#### International Baccalaureate:

Year	2010	2011	2012	2013	2014
# of Students in Diploma Programme	94	95	65	59	106
% IB Diplomas Awarded	90%	78%	71%	80%	76%

#### Post-Secondary and Workforce Readiness Trends:

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GW four-year graduation rate for 2014 was 81.07%, down from 84.7% in 2013, a decrease of just over 3%. The dropout rate for 2014 was 2.1%, down from 2.32% in 2013, an improvement of .22%. Advanced Placement pass rate increased by 8% to 31% for 2014. ACT average composite test score of 20.88 exceeds federal and state expectations of 20.1 composite test score. Number of AP classes offered is 16. Number of concurrent courses offered is 8. Number of IB courses is 26. The percentage of IB Diplomas awarded has remained consistent, hovering between 70-80% of total enrollment. IBO reports that pass rates for all IB Diploma Schools have remained consistent, at around 80%, over the last several years.

**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)	R - 70	R - 62	<p>A lack of systems and structures to support and monitor:</p> <ul style="list-style-type: none"> <li>the implementation of teacher support for effective instructional strategies around a focused instructional framework</li> <li>professional development for differentiated instruction for minority students, SPED students, FRL students.</li> <li>classroom application from learned professional development, i.e. ELA-E courses</li> <li>communication and collaboration between IEP case manager and core content teachers</li> </ul> <p>Additionally, we know:</p> <ul style="list-style-type: none"> <li>GW has not established clear benchmarks to determine college and career readiness.</li> <li>Some GW teachers need support and professional develop creating a rigorous classroom while supporting students that are below grade level in reading, writing and math.</li> </ul>
	M - 43	M - 33	
	W - 55	W 47	
	S - 53		
Academic Growth	R - 65	Median Growth Percentiles in math and writing are below the DPS "meets" expectation and the state and federal adequate growth expectation.	
	M - 65		
	W - 65		
	ELP 55		
Academic Growth Gaps	R FRL - 55 Min - 55	R FRL - 46 Min - 47	
	M FRL - 50 Min - 50	M FRL - 13 Min - 14	
	W FRL - 55 Min - 55	W FRL - 27 Min - 29	

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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.
Postsecondary & Workforce Readiness	Graduation Rate - 81	81.07	<ul style="list-style-type: none"> <li>Not all courses are vertically aligned to support college readiness.</li> <li>GW has not systematically provided ACT and college preparation.</li> </ul>
	Mean CO ACT Comp. 20+ = 55% School mean = 22	Overall ACT composite scores have remained relatively stagnant over the past 6 years.  School Mean 20.88	
Other PWR Measures 51 AP pass rates	The percentage of passing scores at 31% in 2014 is below the DPS target of 60%.		

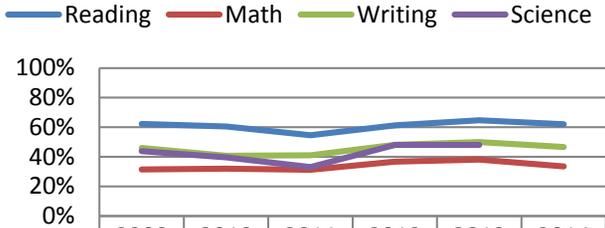
### Worksheet #2: Data Analysis

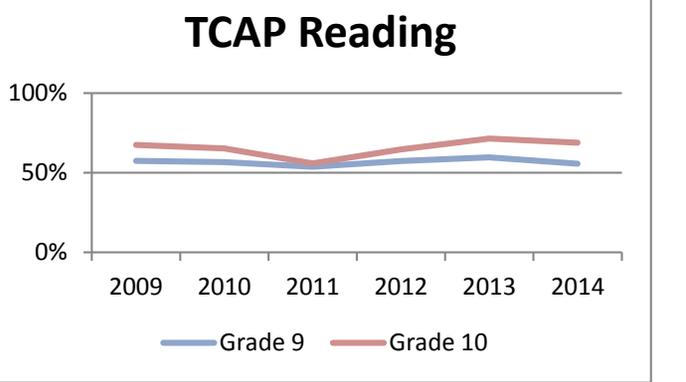
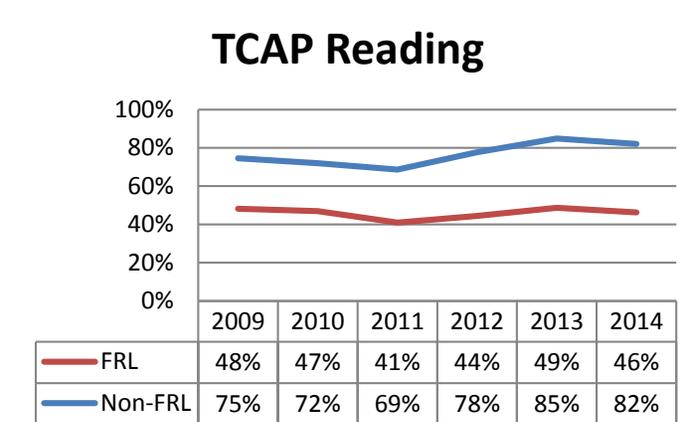
**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years 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.

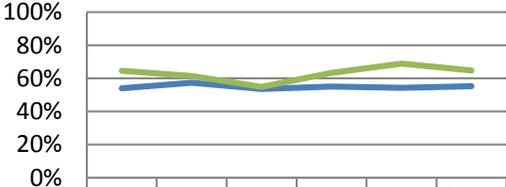
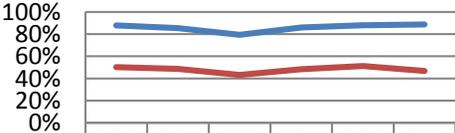
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<b>ACHIEVEMENT (STATUS):</b> <b>Overall:</b>	The achievement of GWHS's students who qualify for free and reduced lunch (55.6% of students), minority students (62.9% of	A lack of systems and structures to support and monitor: <ul style="list-style-type: none"> <li>the implementation of teacher support for effective instructional strategies around a focused instructional framework</li> </ul>

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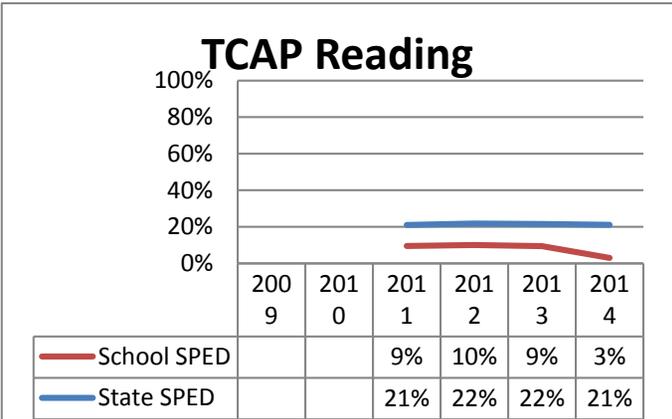
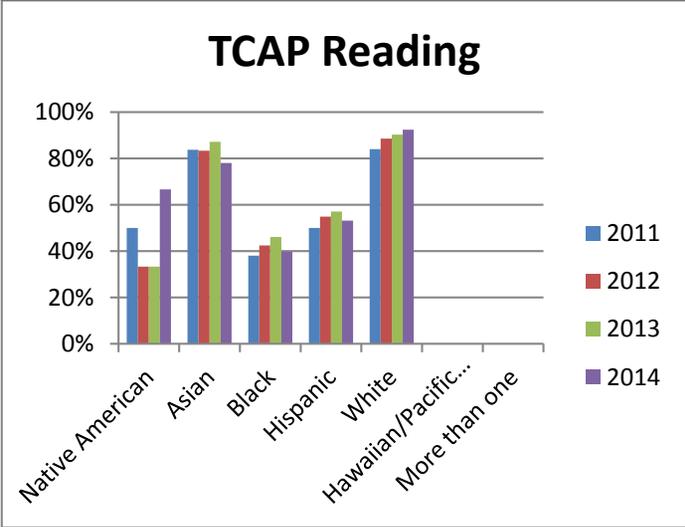
School Name: GEORGE WASHINGTON HIGH SCHOOL

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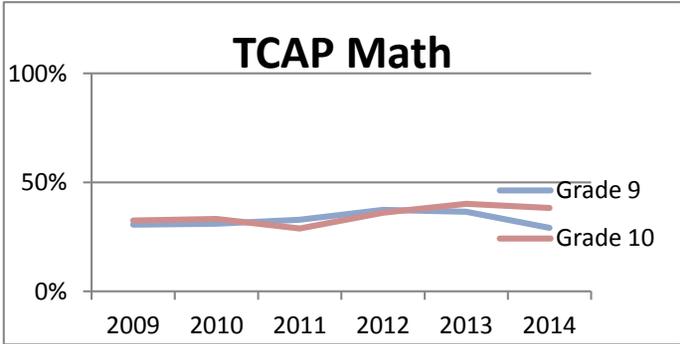
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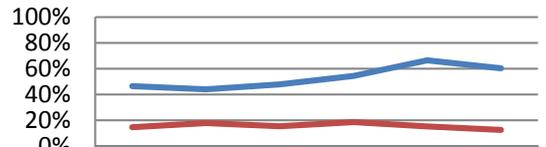
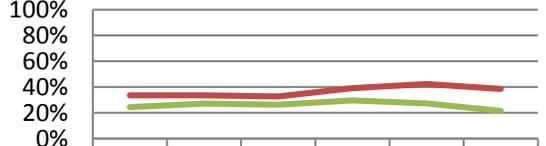
Performance Indicators      Description of Notable Trends (3 years of past state and local data)      Priority Performance Challenges      Root Causes



School Code: 3378

School Name: GEORGE WASHINGTON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p><u>TCAP Reading Trends:</u></p> <p>Overall reading achievement at George Washington High School has remained stagnant over the past 5 years and at 62% P/A is below the state and federal expectation of 72% P/A. The achievement of students who qualify for Free and Reduced Lunch (46% P/A), English Language Learning (55% P/A), Minority students (47% P/A) is significantly below expectations. SpED student achievement (3% P/A) is below the state SpED achievement (21% P/A).</p> <p><b>Math Achievement:</b></p>  <table border="1"> <caption>TCAP Math Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Grade 9 (%)</th> <th>Grade 10 (%)</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>32</td> <td>30</td> </tr> <tr> <td>2010</td> <td>33</td> <td>31</td> </tr> <tr> <td>2011</td> <td>31</td> <td>29</td> </tr> <tr> <td>2012</td> <td>38</td> <td>36</td> </tr> <tr> <td>2013</td> <td>42</td> <td>40</td> </tr> <tr> <td>2014</td> <td>35</td> <td>33</td> </tr> </tbody> </table>	Year	Grade 9 (%)	Grade 10 (%)	2009	32	30	2010	33	31	2011	31	29	2012	38	36	2013	42	40	2014	35	33		
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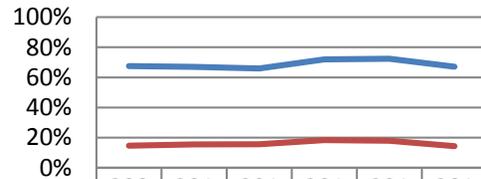
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

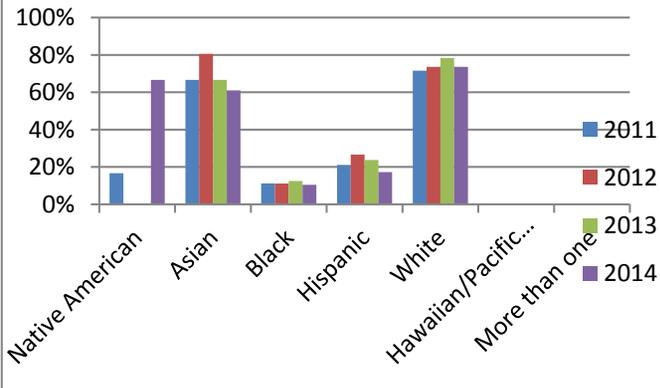
Root Causes

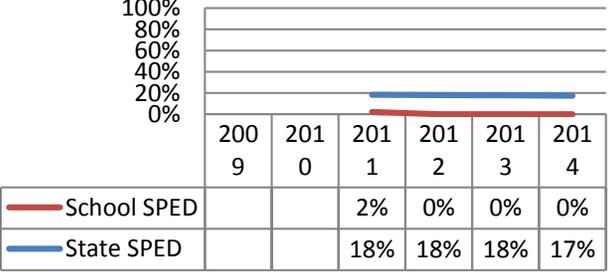
**TCAP Math**

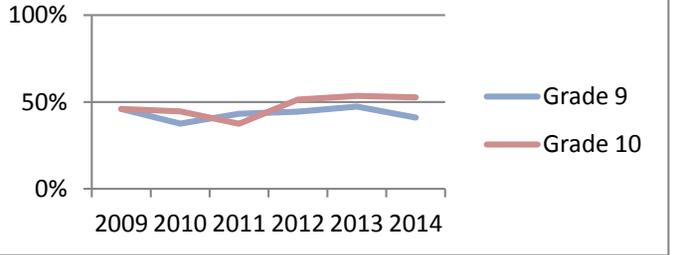
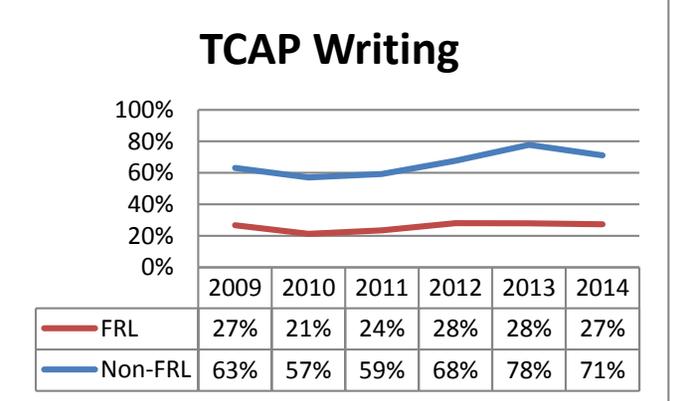


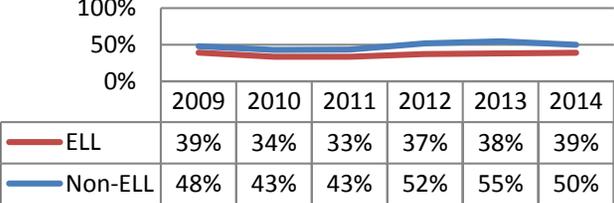
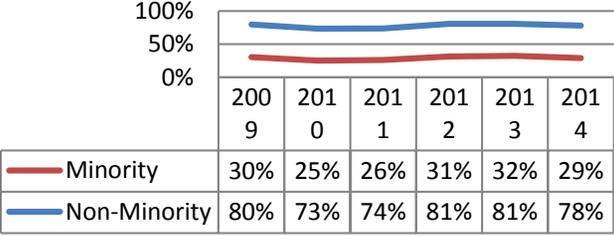
	2009	2010	2011	2012	2013	2014
Minority	15%	16%	16%	18%	18%	14%
Non-Minority	67%	67%	66%	72%	72%	67%

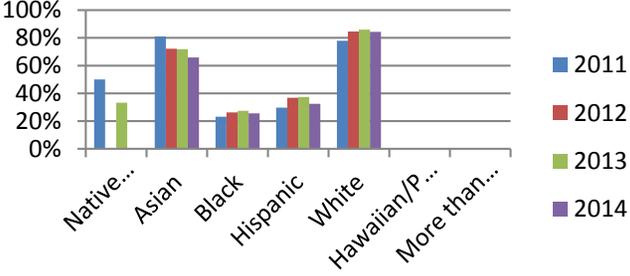
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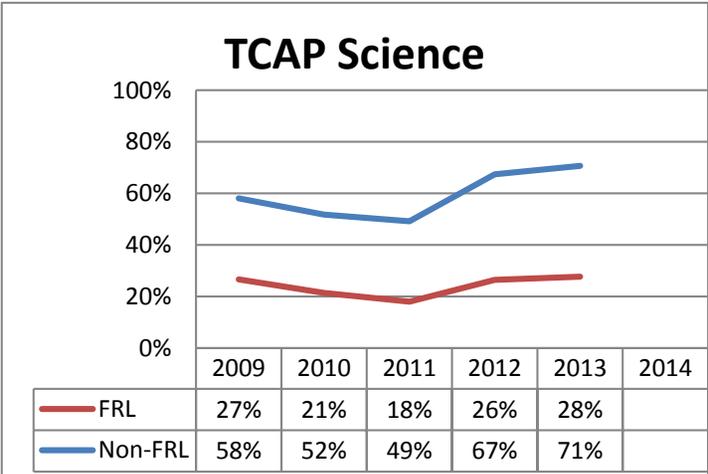
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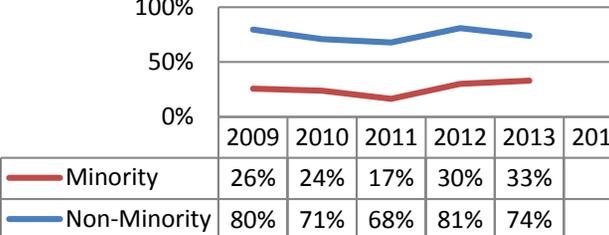
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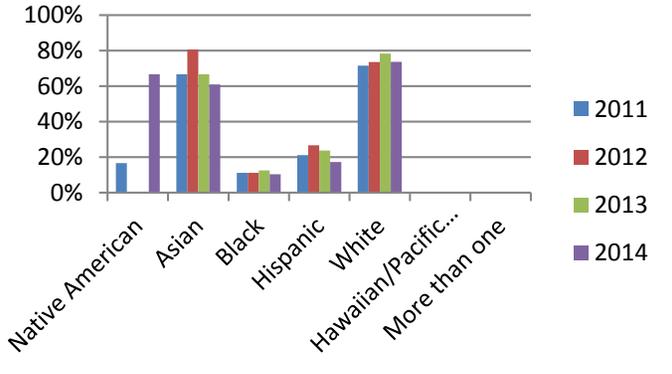
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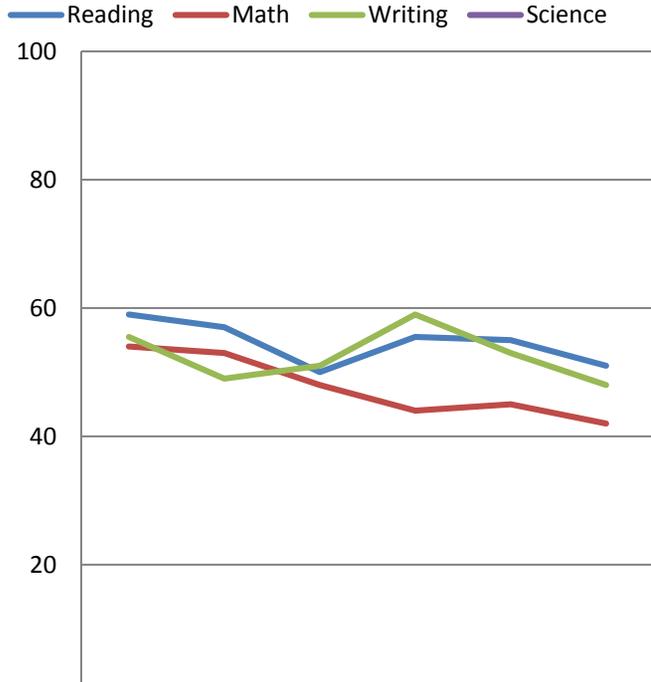
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	<p>(27% P/A), English Language Learning (39% P/A), Minority students (29% P/A) is significantly below DPS, state and federal expectations. 26% of Black students at GW are proficient or advanced in writing. SpED student achievement (1% P/A) is below the state SpED achievement (11% P/A).</p> <p><b>Science Achievement:</b></p> <div data-bbox="348 631 1056 1105">  <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>FRL</td> <td>27%</td> <td>21%</td> <td>18%</td> <td>26%</td> <td>28%</td> <td></td> </tr> <tr> <td>Non-FRL</td> <td>58%</td> <td>52%</td> <td>49%</td> <td>67%</td> <td>71%</td> <td></td> </tr> </tbody> </table> </div>		2009	2010	2011	2012	2013	2014	FRL	27%	21%	18%	26%	28%		Non-FRL	58%	52%	49%	67%	71%			
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Academic Growth	<p><b>Overall Growth:</b></p>	<p>Median Growth Percentiles in math and writing are below the DPS “meets” expectation and the state and federal adequate growth expectation.</p>	<p>A lack of systems and structures to support and monitor:</p> <ul style="list-style-type: none"> <li>the implementation of teacher support for effective instructional strategies around a focused instructional framework</li> <li>professional development for differentiated instruction for minority students, SPED students, FRL students.</li> <li>classroom application from learned professional development, i.e. ELA-E courses</li> </ul>

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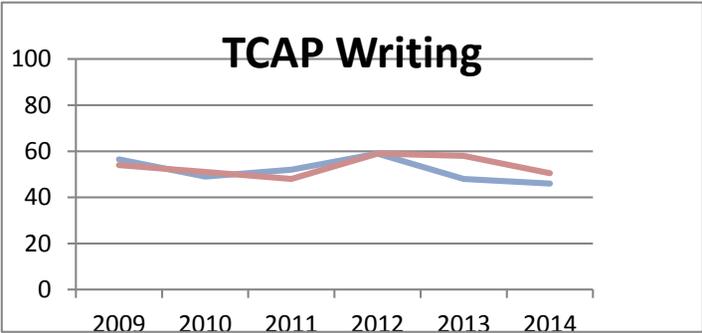
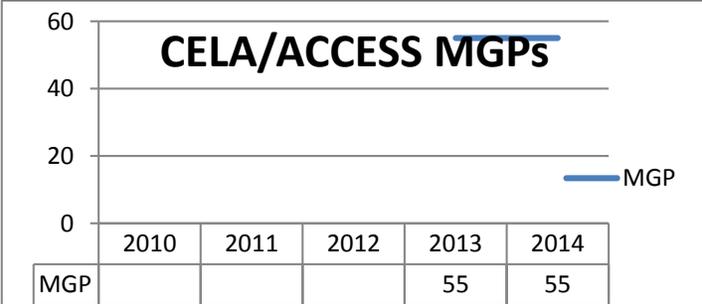
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School Name: GEORGE WASHINGTON HIGH SCHOOL

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
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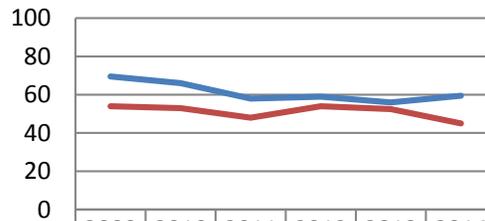
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

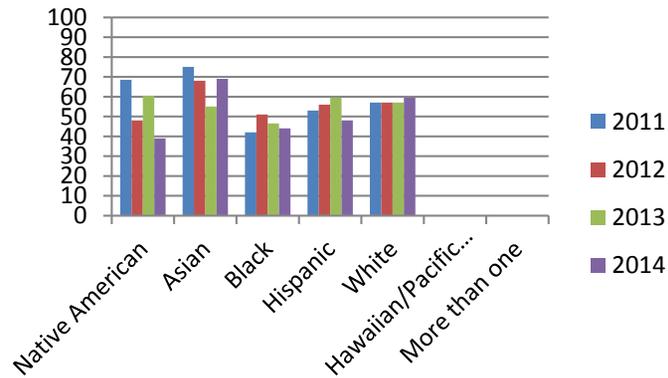
Root Causes

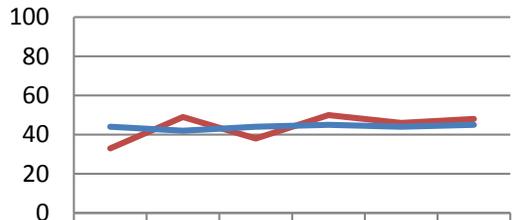
**TCAP Reading**



	2009	2010	2011	2012	2013	2014
Minority	54	53	48	54	52.5	45
Non-Minority	69.5	66	58	59	56	59.5

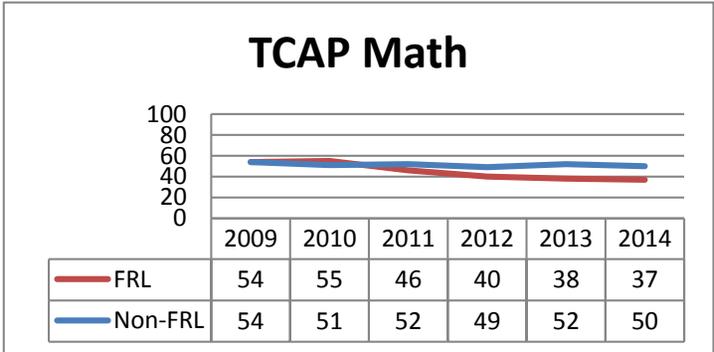
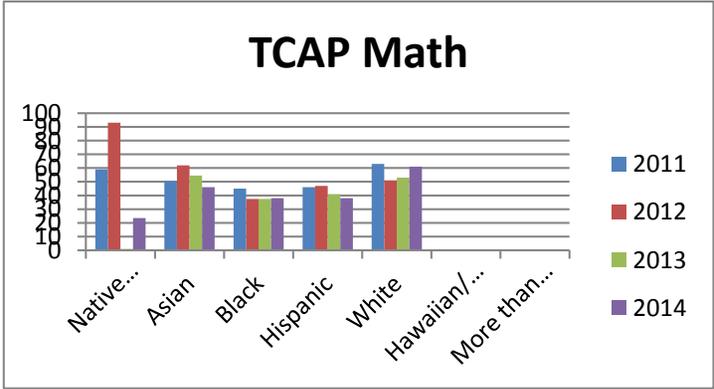
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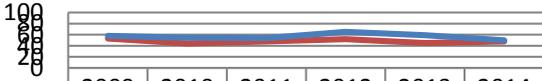


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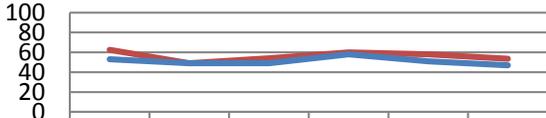
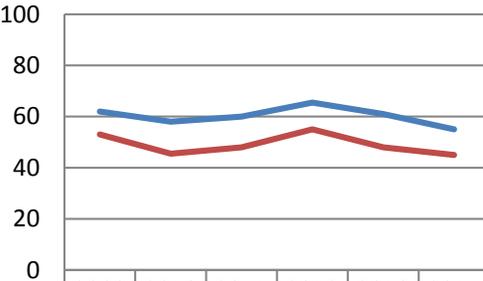
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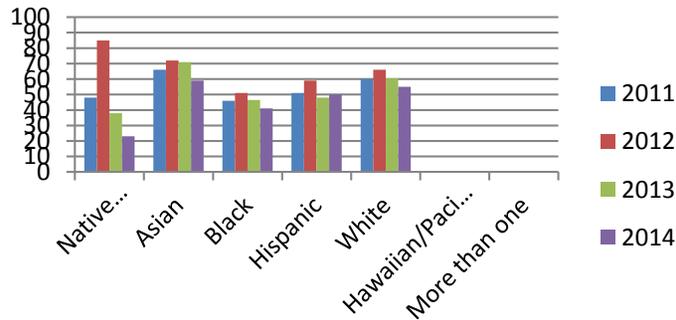
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

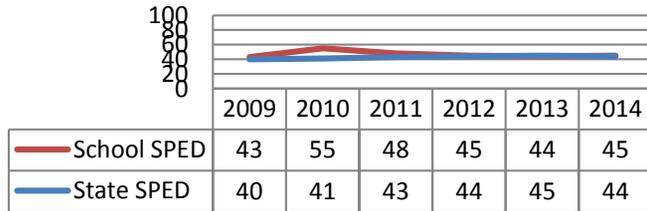
Priority Performance Challenges

Root Causes

**TCAP Writing**



**TCAP Writing**



**Writing Growth Gap Trends:**

MGP of each disaggregated group have declined over the past six years. MGPs of students who qualify for free and reduced lunch (48%), minority students (45%) and Special Education students (45%) are below the DPS meets target of 50% and state and federal adequate growth targets (FRL: 80%; Minority: 73%; EL 62%).

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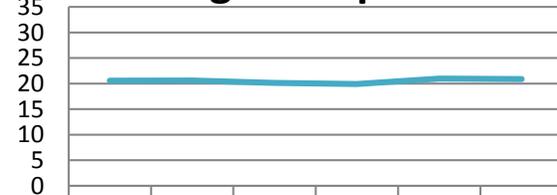
School Name: GEORGE WASHINGTON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes														
Postsecondary & Workforce Readiness	<p><b>Graduation Rate (4 year):</b></p> <table border="1" data-bbox="348 464 919 566"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>82.3</td> <td>84.76</td> <td>81.07</td> </tr> </tbody> </table> <p><b>Graduation Trend:</b> Graduation Trend: GW HS's graduation rate increased then decreased over the past three years and meets DPS, state and federal expectations.</p> <p><b>Dropout Rate:</b></p> <table border="1" data-bbox="348 849 779 951"> <thead> <tr> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>3.41%</td> <td>2.32%</td> <td>2.10%</td> </tr> </tbody> </table> <p><b>Dropout Trend:</b> GW's dropout rate has declined over the past three years and meets DPS, state and federal expectations.</p>		2012	2013	2014	Overall	82.3	84.76	81.07	2012	2013	2014	3.41%	2.32%	2.10%	<p>The percent of GW's students who qualify for free and reduced lunch (55.6% of students) and minority students (62.9% of students) who graduate college and career ready is significantly lower than other groups, as measured by ACT composite scores, AP pass rates, and graduation rates.</p>	<p>A lack of systems and structures to support and monitor:</p> <ul style="list-style-type: none"> <li>the implementation of teacher support for effective instructional strategies around a focused instructional framework</li> <li>professional development for differentiated instruction for minority students, SPED students, FRL students.</li> <li>classroom application from learned professional development, i.e. ELA-E courses</li> <li>communication and collaboration between IEP case manager and core content teachers.</li> </ul> <p>Additionally, we know:</p> <ul style="list-style-type: none"> <li>GW has not established clear benchmarks to determine college and career readiness.</li> <li>Some GW teachers need support and professional develop creating a rigorous classroom while supporting students that are below grade level in reading, writing and math.</li> <li>Not all courses are vertically aligned to support college readiness.</li> <li>GW has not systematically provided ACT/AP/college preparation.</li> </ul>
	2012	2013	2014														
Overall	82.3	84.76	81.07														
2012	2013	2014															
3.41%	2.32%	2.10%															

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School Name: GEORGE WASHINGTON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
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Performance Indicators

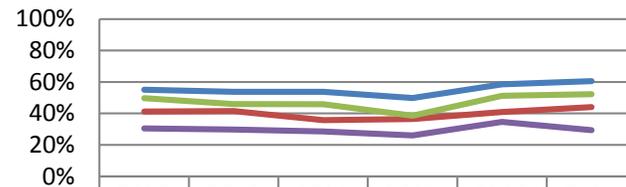
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

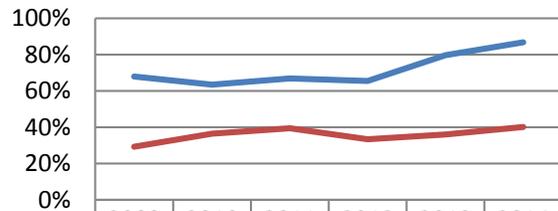
### COACT % College Ready

English Math Reading Science



	2009	2010	2011	2012	2013	2014
English	55%	54%	54%	50%	59%	60%
Math	41%	42%	36%	36%	41%	44%
Reading	50%	46%	46%	39%	51%	52%
Science	31%	30%	29%	26%	35%	29%

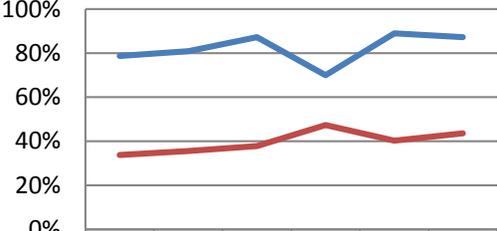
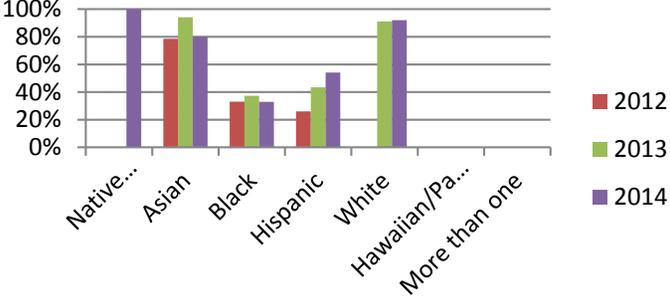
### COACT English



	2009	2010	2011	2012	2013	2014
FRL	29%	36%	39%	33%	36%	40%
Non-FRL	68%	63%	67%	65%	80%	87%

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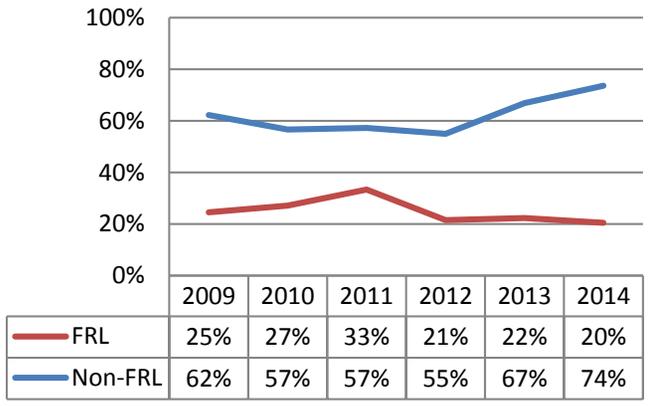
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
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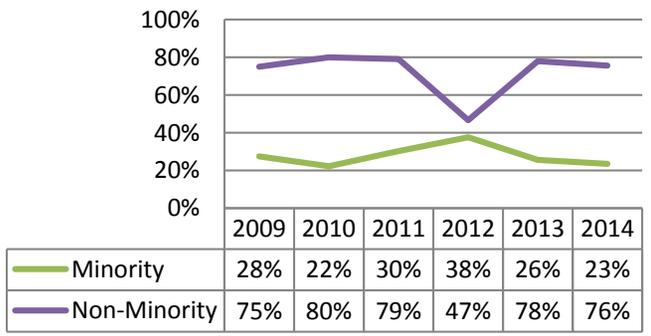
School Name: GEORGE WASHINGTON HIGH SCHOOL

**Performance Indicators**      **Description of Notable Trends (3 years of past state and local data)**      **Priority Performance Challenges**      **Root Causes**

**COACT Reading**



**COACT Reading**



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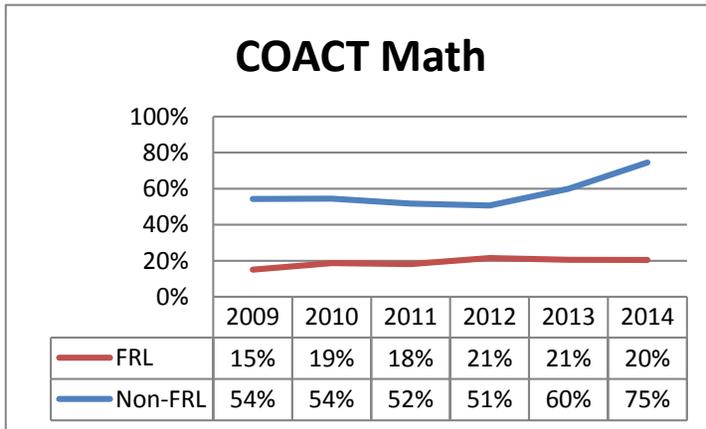
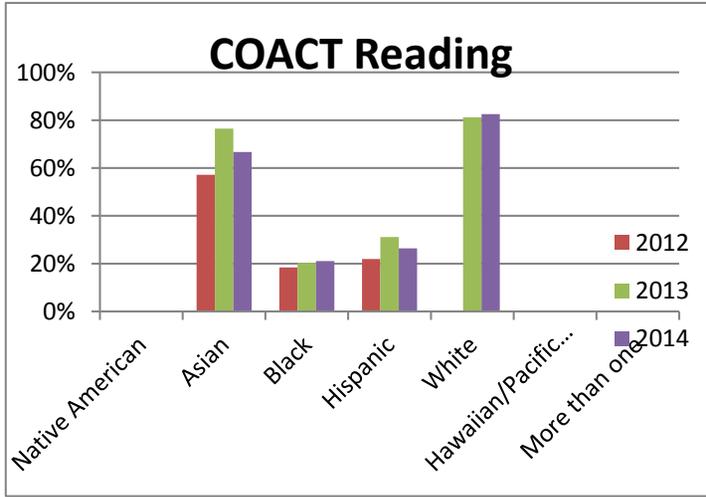
School Name: GEORGE WASHINGTON HIGH SCHOOL

Performance Indicators

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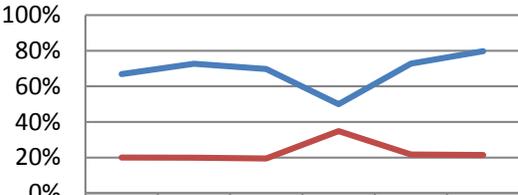
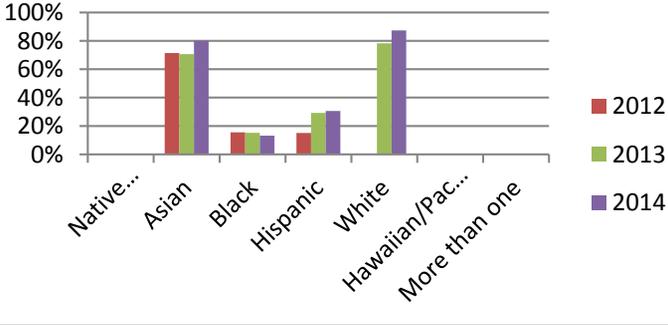
Priority Performance Challenges

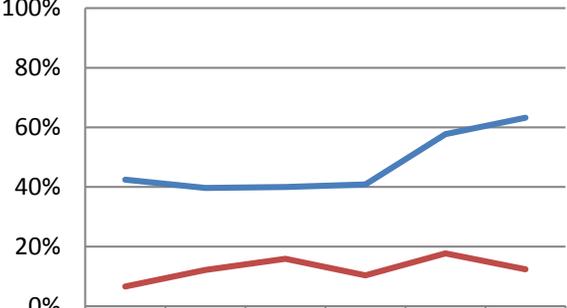
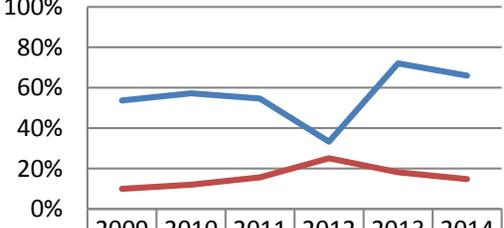
Root Causes



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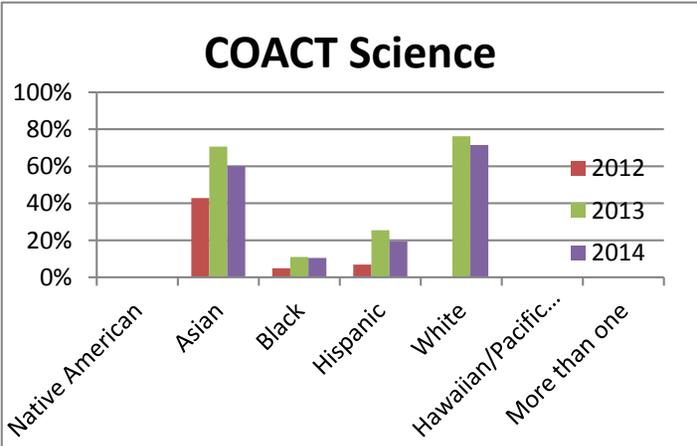
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																										
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p style="text-align: center;"><b>COACT Science</b></p>  <p><b>ACT Trends:</b>          Overall ACT composite scores have remained relatively stagnant over the past 6 years. <b>Students who qualify for free and reduced lunch and minority students' scores on all sub content areas are significantly lower than other groups.</b></p> <p><b>Advanced Placement:</b></p> <table border="1" data-bbox="348 1138 1062 1357"> <thead> <tr> <th>Year</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td># of Exams</td> <td>324</td> <td>415</td> <td>450</td> <td>493</td> <td>476</td> </tr> <tr> <td>% Passed</td> <td>27%</td> <td>24%</td> <td>22%</td> <td>23%</td> <td>31%</td> </tr> </tbody> </table>	Year	2010	2011	2012	2013	2014	# of Exams	324	415	450	493	476	% Passed	27%	24%	22%	23%	31%		
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	<p><b>AP Trends:</b> For the past five years the number of AP exams taken and the percentage of exams receiving a qualifying score of 3, 4, or 5 have both increased. The percentage of passing scores at 31% in 2014 is below the DPS target of 60%.</p> <table border="1" data-bbox="348 597 858 1057"> <thead> <tr> <th colspan="4">AP Pass rates 2015</th> </tr> <tr> <th>AP Tests</th> <th>Number Taken</th> <th>Number Passed</th> <th>Percent Passed</th> </tr> </thead> <tbody> <tr> <td>Arts</td> <td>13</td> <td>3</td> <td>23%</td> </tr> <tr> <td>English</td> <td>126</td> <td>22</td> <td>17.50%</td> </tr> <tr> <td>Language</td> <td>13</td> <td>11</td> <td>84.60%</td> </tr> <tr> <td>Social Stu</td> <td>105</td> <td>51</td> <td>48.60%</td> </tr> <tr> <td>STEM</td> <td>87</td> <td>18</td> <td>20.70%</td> </tr> <tr> <td>ALL</td> <td>344</td> <td>105</td> <td></td> </tr> </tbody> </table> <p><b>International Baccalaureate:</b></p> <table border="1" data-bbox="348 1192 1064 1424"> <thead> <tr> <th>Year</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td># of Students in Diploma Programme</td> <td>94</td> <td>95</td> <td>65</td> <td>59</td> <td>106</td> </tr> </tbody> </table>	AP Pass rates 2015				AP Tests	Number Taken	Number Passed	Percent Passed	Arts	13	3	23%	English	126	22	17.50%	Language	13	11	84.60%	Social Stu	105	51	48.60%	STEM	87	18	20.70%	ALL	344	105		Year	2010	2011	2012	2013	2014	# of Students in Diploma Programme	94	95	65	59	106		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes
	<b>% IB Diplomas Awarded</b>	90	78	71	80	76	
<p><b>International Baccalaureate Trends:</b></p> <p>The percentage of IB Diplomas awarded has remained consistent over the last five years, hovering between 70-80% of total enrollment. IBO reports that pass rates for all IB Diploma schools have remained consistent, at around 80%, over the last several years.</p>							

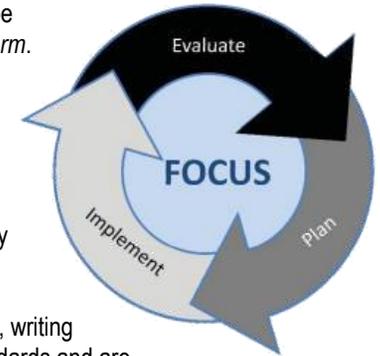
## Section IV: Action Plan(s)

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

### School Target Setting Form

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

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



### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	74 Targets will be re-evaluated post CMAS testing	74 Targets will be re-evaluated post CMAS testing	<ul style="list-style-type: none"> <li>DPS Interim Assessments</li> <li>DPS Unit Assessments</li> <li>Teacher and Dept created assessments through the DDI cycle.</li> </ul>	<p><b>MIS #1:</b> Refine and continue to implement the GW Comprehensive Professional Learning Plan for 2015-16 which focuses on building wide Instructional Improvement and the SLO data driven instructional process. These foci's will be reinforced through consistent Observation and Feedback cycles, provided by GW's Admin Team and Instructional Partners, and is grounded in Standards Implementation.</p> <p><b>MIS #2:</b> GW's cultural focus is to provide effective data driven instructional practices that support and encourage meaningful lesson plan design. This includes differentiated and rigorous instructional tasks based on progress monitoring of students' mastery of content knowledge and skills based standards</p>
		READ	47 Targets will be re-evaluated post CMAS testing	47 Targets will be re-evaluated post CMAS testing		
		M	57 Targets will be re-evaluated post CMAS testing	57 Targets will be re-evaluated post CMAS testing		

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							implementation. We will use the SLO process during collaborative planning to differentiate the diverse needs of GW students.
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Median Growth Percentiles in math and writing are below the DPS "meets" expectation and the state and federal adequate growth expectation.	65	65	DPS Interim Assessments DPS Unit Assessments Teacher and Dept created assessments through the DDI cycle.	<p><b>MIS #1:</b> Refine and continue to implement the GW Comprehensive Professional Learning Plan for 2015-16 which focuses on building wide Instructional Improvement and the SLO data driven instructional process. These foci's will be reinforced through consistent Observation and Feedback cycles, provided by GW's Admin Team and Instructional Partners, and is grounded in Standards Implementation.</p> <p><b>MIS #2:</b> GW's cultural focus is to provide effective data driven instructional practices that support and encourage meaningful lesson plan design. This includes differentiated and rigorous instructional tasks based on progress monitoring of</p>
		M		65 Median Growth Percentile for all disaggregated groups Targets will be reevaluated post CMAS testing	65 Median Growth Percentile for all disaggregated groups Targets will be reevaluated post CMAS testing		
		ELP		55 Median Growth Percentile for all disaggregated groups Targets will be reevaluated post CMAS testing	65 Median Growth Percentile for all disaggregated groups Targets will be reevaluated post CMAS testing		

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						students' mastery of content knowledge and skills based standards implementation. We will use the SLO process during collaborative planning to differentiate the diverse needs of GW students.
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Median Growth Percentiles of students who qualify for free and reduced lunch (55.6% of students), minority students (62.9% of students) are below the DPS "meets" expectation and significantly below state and federal adequate growth percentiles in math and writing.	FRL – 55 Min – 55		DPS Interim Assessments DPS Unit Assessments Teacher and Dept created assessments through the DDI cycle.
		M				

						instructional tasks based on progress monitoring of students' mastery of content knowledge and skills based standards implementation. We will use the SLO process during collaborative planning to differentiate the diverse needs of GW students.
Postsecondary & Workforce Readiness	Graduation Rate	The percent of GW's students who qualify for free and reduced lunch (55.6% of students) and minority students (62.9% of students) who graduate college and career ready is significantly lower than other groups.	86		DPS Interim Assessments Princeton Review DPS Unit Assessments Teacher and Dept created assessments through the DDI cycle.	<b>MIS #3:</b> Focus on increasing college and career readiness for all GW students by intentional development of Career Connect Soft Skills, Linking classroom work to relevant workforce behaviors and providing opportunities for college credit and experiences via CLEP, Concurrent enrollment and AP course work.
	Disag. Grad Rate					
	Dropout Rate					
	Mean CO ACT		Comp. 20+ = 55% School mean = 22			
	Other PWR Measures	Additionally, we know that the SPF Graduation rate is 81.07%. In order to meet SPF goals, GW needs to graduate students at 83%. AP pass rate was 31%. In order to meet SPF goals, GW needs to have over a 50% pass rate. GW would like to see the ACT average score go from 20.88 to 21.75	51% AP pass rates  CLEP Assessment 6 semester hours = 14= <b>84 credits</b> 9 semester hours = 42= <b>378 credits</b> <b>School Total: 462 credits</b>			

### 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:** Refine and continue to implement the GW Comprehensive Professional Learning Plan for 2015-16 which focuses on building wide Instructional Improvement and the SLO data driven instructional process. These foci's will be reinforced through consistent Observation and Feedback cycles, provided by GW's Admin Team and Instructional Partners, and is grounded in Standards Implementation.

**Root Cause(s) Addressed:** A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers

**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				
Provide professional development to teachers focused on standards implementation via DPS's <i>Student Learning Objective</i> (SLO) Process	District Summer PD, 2015 Fall, 2015-2016 Spring 2015-2016	Fall 2016 & Spring 2017	Assistant Principal, DEAN of Instruction, DPS Curriculum Coordinators	Local budget	<ul style="list-style-type: none"> <li>• SLO PD provided</li> <li>• Feedback provided to each teacher regarding Phase 1</li> <li>• Phase 2 Introduced</li> <li>• Phase 2 Completed</li> <li>• Phase 3 Introduced</li> <li>• Phase 3 Completed</li> </ul>	Completed, September 2014 Completed, October 2014  Completed, November, 2014 Completed, January, 2015 Completed, April, 2015

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<p>2016-2017 Professional Development Plan</p> <p><b>School-wide PL</b> – All teachers receive the same training on the designated literacy skill.</p> <p><b>Department/Content Team</b> –Whole departments and/or content teams work together to design lessons around the new literacy skill and plan for its implementation.</p> <p><b>Interdisciplinary Team</b> –Those departments and/or content teams who implemented the literacy skill will share student work and the entire interdisciplinary team will engage in data analysis of the student work.</p> <p><b>Facilitation</b> – EVERY team will be facilitated by an Admin who supports that department, a Senior/Team Lead from that department or team, or a Team Specialist from that department or team. Interdisciplinary teams will be assigned and stay together for the duration of our work time (SY).</p> <p><b>PDU Opportunity</b> – The participation in and implementation of the components of this Professional Learning Plan will be</p>					<ul style="list-style-type: none"> <li>SLO &amp; DDI Reflection/Schoolwide SLO PDU</li> </ul>	<p>Not Begun Fall 2016 &amp; Spring 2017</p>
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<p>considered a School-wide PDU. The first 3 Thursdays of each month will be the <b>Study</b> and</p> <p><b>Demonstration</b> portions of the PDU. The <b>Reflection</b> will take place during our morning PD on May 11 and 18, 2017.</p>						
<p>Engage teachers in a book study focusing on the book, <u><i>A Framework for Understanding Poverty</i></u> by Ruby Payne</p>	<p>District Summer PD, 2014</p>		<p>Assistant Principal, TEC, DPS Curriculum Coordinators</p>	<p>Purchase book for each teacher, General Fund</p>	<ul style="list-style-type: none"> <li>• Schedule bi-weekly professional development book study</li> <li>• Completion of Reflection by each teacher</li> <li>• Completion of a protocol to evaluate a daily lesson with a “poverty lens” by each Department</li> </ul>	<p>Completed, Fall 2014</p>
<p>Evaluate the strengths and weaknesses surfaced in LEAP data to develop a comprehensive Professional Development Plan for 2015 – 16.</p>	<p>Spring 2016</p>	<p>Fall 2016 &amp; Spring 2017</p>	<p>Leadership Team, Network Data and School Improvement Partner, SLT/Dept. Chairs</p>		<p>2015-2016</p> <ul style="list-style-type: none"> <li>• Complete an analysis of LEAP and other observation feedback data to identify strengths and needs</li> <li>• Complete a calendar and plan for summer and fall professional development</li> </ul>	<p>Completed Spring 2016</p>

<p>Implement a consistent Observation and Feedback cycle, using a classroom visit protocol and teacher tracker</p> <p>2016-2017</p> <ul style="list-style-type: none"> <li>DDI/SLO process to improve the rigor of instruction and differentiated structures.</li> </ul>	<p>LEAP observation weekly cycle. Incl. Training leadership team, DRs, TEC and teachers in Observation Feedback expectations</p>	<p>Principal, Assistant Principals, TEC, DRs</p>		<p>2015-2016</p> <ul style="list-style-type: none"> <li>Implement Observation and Feedback, Spring 2015</li> <li>Use classroom visit protocol, Spring 2015</li> <li>Create and use teacher tracker, Fall 2015</li> </ul> <p>2016-2017</p> <ul style="list-style-type: none"> <li>Implement Observation and Feedback using rigorous instruction rubric and Blooms levels of questioning protocol.</li> </ul>	<p>In Progress Spring 2016</p> <p>Fall 2016 &amp; Spring 2017</p>
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** GW's cultural focus is to provide effective data driven instructional practices that support and encourage meaningful lesson plan design. This includes differentiated and rigorous instructional tasks based on progress monitoring of students' mastery of content knowledge and skills based standards implementation. We will use the SLO process during collaborative planning to differentiate the diverse needs of GW students.

**Root Cause(s) Addressed:** A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers

**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: \_\_\_\_\_

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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				
Teachers will work collaboratively to develop and analyze common assessments aligned to standards and to identify and make instructional adjustments to ensure students reach objectives.	District Summer PD, 2015 Fall 2015-2016 Spring 2015-2016	Fall 2016 & Spring 2017	TEC, Assistant Principals, Department Chairs		2015-2016 <ul style="list-style-type: none"> <li>Analysis of semester 1 Course Assessments: Jan 2015</li> </ul> 2016-2017 <ul style="list-style-type: none"> <li>DDI protocol introduced</li> <li>DDI protocol implemented</li> <li>DDI practiced weekly by all departments to support their SLO</li> </ul>	Spring 2016 Completed.  Fall 2016 Fall 2016 & Spring 2017
Roles Pilot for 2015-16. DRs will support the DDI process and the observation and feedback cycle.  Phase II 2016-2017 Continue with the DRs role to support teachers using the DDI process of evaluation and teacher support through the observation and feedback cycle.  New Roles Pilot - 3 Senior Team Leads  There will also be 10-13 Team Specialists, teachers who will lead	Introduced in 2014-2015 & Implemented in 2015-2016	Fall 2016 & Spring 2017	Assistant Principal, TEC, DPS Curriculum Coordinators		2015-2016 <ul style="list-style-type: none"> <li>Plan developed</li> <li>Plan approved by SLT</li> <li>Plan submitted to district</li> <li>Plan approved by district</li> </ul> 2016-2017  Phase II Revisions of DR plan Approval of plan by SLT & District  Implementation of the new roles.	Initial implementation completed Spring 2015 & Fall 2016  Completed Spring 2016  Not Begun Fall 2016 & Spring 2017

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collaboration within their respective departments.						
<p>2015-2016 As part of the Professional Learning Plan, include purposeful lesson plan design as part of CPT that includes instructional adjustments identified during DDI.</p> <p>2016-2017 Professional learning plan includes purposeful rigorous and differentiated lesson plans.</p> <p>DDI process will be used as part of the ongoing PD to evaluate students' needs, rigor and supports structures.</p>	Spring 2016	Fall 2016 & Spring 2017	Leadership team, TEC, DRs, & DPS Curriculum Coordinators		<ul style="list-style-type: none"> <li>• Determine lesson plan design template in which to engage staff</li> <li>• Implement new lesson plan design</li> <li>• Align instructional framework (rigorous tasks, differentiation, DDI) with lesson plan design</li> <li>• Use DDI protocol to support SLO</li> </ul>	<p>Completed 2015-2016</p> <p>Not Begun Fall 2016 &amp; Spring 2017</p> <p>Not Begun Fall 2016 &amp; Spring 2017</p> <p>Not Begun Fall 2016 &amp; Spring 2017</p>

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

**Major Improvement Strategy #3:** Focus on increasing college and career readiness for all GW students by intentional development of Career Connect Soft Skills, Linking classroom work to relevant workforce behaviors and providing opportunities for college credit and experiences via CLEP, Concurrent enrollment and AP course work.

**Root Cause(s) Addressed:** A lack of systems and structures to support and monitor:

- the implementation of teacher support for effective instructional strategies around a focused instructional framework
- professional development for differentiated instruction for minority students, SPED students, FRL students.
- classroom application from learned professional development, i.e. ELA-E courses
- communication and collaboration between IEP case manager and core content teachers

Additionally, we know:

- GW has not established clear benchmarks to determine college readiness.
- Some GW teachers need support and professional develop creating a rigorous classroom while supporting students who are below grade level in reading, writing and math.
- Not all courses are vertically aligned to support college readiness.
- GW has not systematically provided ACT/AP/college preparation.

**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				
<b>AP/CE/CTE course offerings</b> <ul style="list-style-type: none"> <li>• Increase number of students taking CE/CTE courses</li> <li>• Additional CE course offerings to increase student access to college level course work.</li> </ul> 2016-2017 <ul style="list-style-type: none"> <li>• Include a new AP course offering: AP computer science</li> </ul>	March 2016-August 2016 Year long	Fall 2016 & Spring 2017	Teachers, counselors, administration	General funds, Legacy Grant, SEI funds	2015 AP goal: 460 (+10%) 2015 CE goal: 90 (+10%) Courses added in IC based off of projection work with data partner	In progress 2016 & 2017

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<ul style="list-style-type: none"> <li>Counselors and core teachers review PLAN and pre-ACT data with students, copies of assessment results available to parents through mail or pick-up, explanation of scores during conference nights.</li> </ul> <p>2016-2017</p> <p><b>PSAT &amp; SAT Prep and Alignment</b></p> <ul style="list-style-type: none"> <li>Provide Pre-ACT practice in 9<sup>th</sup> and 10<sup>th</sup> grade English and math classes</li> <li>PSAT &amp; SAT online study tools through Naviance and Princeton Review for juniors</li> <li>PSAT &amp; SAT prep class built into schedule based on PLAN scores and using Princeton Review materials.</li> <li>PSAT &amp; SAT Saturday study sessions and workshops using Princeton review materials.</li> </ul>					<p>PLAN scores reviewed with all sophomores and pre-ACT/ Accuplacer with juniors, ACT/ Accuplacer scores with seniors for CE class placement</p> <p>2016-2017</p> <p>PSAT &amp; SAT prep class built into Master schedule for full year</p> <p>Counselor schedule for Saturday sessions</p> <p>Teacher Leader led PD to support college readiness</p> <p>Increase of PSAT &amp; SAT composite score from 21 to 22.</p>	<p>Completed 2016</p> <p>Not Begun Fall 2016- Spring 2017</p>
<p><b>Refine and improve On Track to Graduate (OTG) systems and graduation rates</b></p> <ul style="list-style-type: none"> <li>Google Doc OTG tracker with conference notes for each student and assigned mentor</li> <li>Updated status every three weeks during 2<sup>nd</sup> semester on OTG using targeted data</li> </ul>	Year long	Fall 2016 & Spring 2017	Admin team, deans, counselors, attendance team, Edgenuity teacher, core content teachers	General Fund SEI Grant Credit Recovery Grant	<p>APEX Credit reports for student completion rates</p> <p>Increased OTG rate</p> <p>Increased graduation rate: 81% to 90%</p> <p>Decreased dropout rate: 2.1% to 1.8%</p>	In progress 2016-2017

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<ul style="list-style-type: none"> <li>D/F report sent to all staff members and phone calls home by staff, counselors, and robocall message</li> <li>APEX/Credit Recovery built into schoolday</li> <li>APEX/Credit Recovery offered after school</li> <li>APEX/Credit Recovery offered on Saturdays</li> <li>2016-2017</li> <li>Continue Credit recovery offerings during the school day, after school, and Saturdays using the new Edgenuity program</li> </ul>					<ul style="list-style-type: none"> <li>APEX/Credit Recovery built into schoolday</li> <li>APEX/Credit Recovery offered after school</li> <li>APEX/Credit Recovery offered on Saturdays</li> <li>APEX/Credit Recovery Summer School</li> <li>Edgenuity/credit recovery offerings</li> </ul>	<p>Completed 2015-2016</p> <p>Summer 2016</p> <p>Fall 2016 &amp; Spring 2017</p>
<p><b>Aligned internal staff (counselors, faculty, CTE resource specialists, tutors)</b></p> <ul style="list-style-type: none"> <li>Monthly meetings with dept. chairs, CTE teachers, administrators and counseling department to address issues and concerns.</li> </ul>	Year long	Fall 2016 & Spring 2017	Counselors, dept. chairs, admin.		Alignment with staff as evidenced by common goals, openness for classroom visits, increased effectiveness of OTG monitoring and graduation rates.	In progress 2016 & 2017
<p><b>Application, scholarship and FAFSA support</b></p> <ul style="list-style-type: none"> <li>Counselors and Future Center host parent information nights for juniors and seniors to communicate assessment scores, college, scholarship, financial aid and CE information.</li> <li>Continue to offer multiple opportunities throughout the year to offer students and parents</li> </ul>	Year long	Fall 2016 & Spring 2017	Counselors, future center		<p>Increased parent/family presence for conference and "class of" nights</p> <p>Increased parent participation in FAFSA workshops</p> <p>Continue to increase parent participation in FAFSA workshops.</p>	<p>Completed Spring 2016</p> <p>Fall 2016 &amp; Spring 2017</p>

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information and support regarding assessment scores, college choices, scholarships, financial aid, and CE information					Provide student supports with college applications.  Increase parent/family presence for conference and "class of" nights.	Fall 2016 & Spring 2017  Fall 2016 & Spring 2017
<b>Naviance</b> Sessions for freshman and activities for team building and collaboration during college readiness day.  2016-2017 Cont. with sessions for freshman and activities for team building and collaboration during college readiness day and Advisement classes.	Sept 24, 2015	Fall 2016 & Spring 2017	Counselors	General fund SEI funds	Freshman participation in College readiness day	In Progress Spring 2016  Not begun – Fall 2016 & Spring 2017
<b>Accuplacer</b> <ul style="list-style-type: none"> <li>Increase number of students and target specific students for Accuplacer testing using College Readiness planning spreadsheet</li> </ul>	Spring 2016		Data partners, counseling department, CCD college partners, PSR partners	SEI and General funds	Increase number of students correctly enrolled in 050, 055, and 092 classes	In progress 2016
<b>Dedicated times throughout the year for all students to work on PEPs</b> <ul style="list-style-type: none"> <li>Counselors have scheduled time into core classes for the 2015-16 school year to allow students to complete PEPs</li> <li>Lab access in counseling suites and Future Center for</li> </ul>	Year long	Fall 2016 & Spring 2017	Counselors, core teachers, Future Center staff		Meet goals for PEP completion rate (RAMP certification)	Completed Spring 2016

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<p>all students to work on PEPs before and after school.</p> <ul style="list-style-type: none"> <li>• New scheduling system that requires completed PEP before requesting a schedule change</li> <li>• Include PEP workshops in college readiness day activities, workshops for seniors in the afternoon during this day and for juniors and seniors during and after TCAP examinations</li> </ul> <p>2016-2017</p> <ul style="list-style-type: none"> <li>• Counselors have scheduled time into core classes for the 2015-16 school year to allow students to complete Naviance</li> <li>• Lab access in counseling suites and Future Center for all students to work on Naviance before and after school.</li> <li>• New scheduling system that requires completed Naviance before requesting a schedule change</li> <li>• Include Naviance workshops in college readiness day activities, workshops for seniors in the afternoon during this day and for juniors and seniors during and after PSAT &amp; SAT examinations</li> </ul>						<p>Not Begun Spring 2016 &amp; Fall 2017</p>
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<p><b>Brown Bag lunches for juniors and seniors</b></p> <ul style="list-style-type: none"> <li>Adopting DSA model of small group brown bag lunches to go over requirements for graduation, next steps, scholarship and financial aid opportunities.</li> </ul> <p>2016-2017</p> <ul style="list-style-type: none"> <li>Continue brown bag lunches to go over requirements for graduation, next steps, scholarship and financial aid opportunities.</li> </ul>	Fall 2015	Fall 2016 & Spring 2017	Counselors	SEI funds	First year, will establish baseline for participation, goal is 100%.	<p>Completed Spring 2016</p> <p>Fall 2016 &amp; Spring 2017</p>
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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.*