

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2014-15

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4494 School Name: Justice High School

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2013-14. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have 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. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results		Meets Expectations?	
		MS	HS	MS	HS		
Academic Achievement (Status)	State Required Measure: TCAP, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science HS Expectation: %P+A in Reading at/above 35.4%; Math at/above 4.4%; Writing at/above 14.6%; Science at/above 16.4% MS Expectation: %P+A in Reading at/above 21.4%; Math at/above 10%; Writing at/above 16.7%; Science at/above 12.1%	R	21.4%	35.4%		15.3%	Overall AEC Rating for Academic Achievement: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	10%	4.4%		1.7%	
		W	16.7%	14.6%		2.5%	
		S	N/A in 2014	N/A in 2014	N/A in 2014	N/A in 2014	

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results		Meets Expectations?
		MS	HS	MS	HS	
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above 50.	R	50		38	Overall AEC Rating for Academic Growth: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	50		36	
		W	50		37	
	Supplemental Measure: MAP Growth Description: % that met growth targets in reading, mathematics, and language usage. Expectation: At/above 60%	R	60%		59.2%	
		M	60%		50.7%	
		LA	60%		57.5%	

School Code: 4494

School Name: Justice High School

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results		Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above 86.2%	86.2%		82.43%	Overall AEC Rating for Student Engagement: Meets * Consult your AEC School Performance Framework for the ratings for each measure.
	Attendance Improvement Description: % of students improving their attendance from prior year Expectation: At/above 75%	75%		61.40%	
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: Equal to or less than 7.7%.	Equal to or less than 7.7%		11.68%	
	Student Satisfaction Description: % positive (agree/strongly agree) student responses Expectation: At/above 85%	85%		90.9%	
	Parent Satisfaction Description: % positive (agree/strongly agree) parent responses Expectation: At/above 80%	80%		91%	

School Code: 4494

School Name: Justice High School

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations		2013-14 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above 55.4% using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%		66.7%	Overall AEC Rating for Postsecondary & Workforce Readiness: Does Not Meet * Consult your AEC School Performance Framework for the ratings for each measure.	
	Completion Rate Change Description: Change in % of students completing from prior year. Expectation: Increase by at least 2% using same year as best-of for prior year.	2%		-11.4%		
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: Less than 11.4%	Less than 11.4%		8.0%		
	Dropout Rate Change Description: Change in % of students dropping out from prior year. Expectation: Decrease by at least 4%	-4%		-3.4%		
	Adequate Yearly Credits Description: % of students earning adequate yearly credits based on # of eligible grading periods and # of expected credits. Expectation: At/above 50%	50%		42.7%		
	State Required Measure: ACT Average Score by Content Area Description: ACT average score in reading, math, English and science. Expectation: Reading at/above 15.9; Math at/above 15.7; English at/above 13.7; Science at/above 15.7	R	15.9			14.64
		M	15.7			15.32
		E	13.7			12.53
		S	15.7			14.72

School Code: 4494

School Name: Justice High School

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	Accredited On Priority Watch	Alternative Education Campus Schools with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. AECs with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. All AECs, regardless of plan type, must submit the plan to CDE on April 15, 2014 for public posting to SchoolView.org. Some programs may also review the UIP for requirements during the January or April submissions (see customized directions below).
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]	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 the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	[Not] awarded a TIG Grant	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 Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	[Not] awarded a current Diagnostic Review and Planning Grant	In addition to the general requirements, school plans must respond to identified quality criteria for the Diagnostic Review and Planning grant. Note the specialized requirements for grantees included in the Quality Criteria document.

School Code: 4494

School Name: Justice High School

<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan..</p>	<p>[Not a] current SIS Grantee</p>	<p>In addition to the general requirements, school plans must respond to identified quality criteria for the SIS grant. Note the specialized requirements for identified schools included in the Quality Criteria document.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>[Not a] CGP Funded School</p>	<p>In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.</p>

School Code: 4494

School Name: Justice High School

Section II: Improvement Plan Information

Additional Information about the School

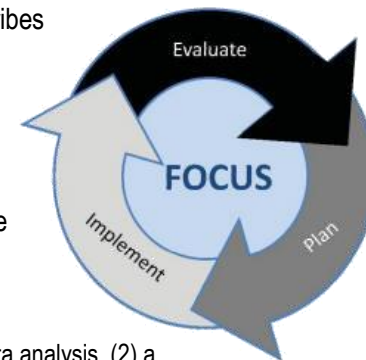
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	21 st Century Grant May 2012
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	Jodi Hogle 2011 Regis University Greg Muller PHD 2014
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Gary Losh Principal
	Email	Gary_losh@dpsk12.org
	Phone	303.480.5610
	Mailing Address	300 E. 9 th Ave Denver, Co 80203
2	Name and Title	Tibor Zahony Assistant Principal
	Email	Tibor_Zahony@dpsk12.org
	Phone	303.480.5610
	Mailing Address	300 E. 9 th Ave Denver, Co 80203

School Code: 4494

School Name: Justice High School

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.



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.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the AEC SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
<p>Narrative: <i>Denver Justice is a small High School with a student population of 110. Our goal is to improve student achievement in reading, writing and Math. We are located in the Capital Hill and serve students from all over the metro Denver area.</i> Denver Justice High School (DJHS) is a Charter School designed to provide year round College Preparatory Education while incorporating Aggression Replacement Training a skills-based curriculum that creates positive change in students. DJHS is unique as it targets at risk students who are chronically truant, expelled, dropouts, or who have been involved in the criminal Justice system. DJHS serves as the truancy and expulsion school Denver Public School District. The students that attend DJHS are considered the most challenging students in the district. When a DJHS student graduates it equates to much more than a high school diploma. It is the transformation from an individual who had no hope dealing with negative habits and few life skills to an individual who can flourish and become successful.</p>				
<p>Identifying our student achievement trends has been a very difficult task given the nature of our student’s mobility. Our TCap scores were below State standards (R15.3, M1.7 W 2.5) attendance was below State standards at 83% and our post-secondary readiness scores were below standards. The ACT scores average was 15.9. When our team</p>				

School Code: 4494

School Name: Justice High School

reviewed the past three years of data we found that when we improved in one area we dropped in another. After many discussions with our team we could see that our scores stayed about the same for the past three years. We proceeded to include the entire staff to involve them in our plan for improvement. Results of our SPF were explained in detail so that the entire school could understand where we are and where we want to be in the next two years. Our first priority is to have the attendance improve. We all agreed that attendance is the most important challenge because it will be difficult to improve on the other areas if the students are not present. We have implemented a plan for daily contact on the absent students. MAP growth is our second selection as this will help up progress monitor each student and drill down to their needs. ACT scores is our third challenge because it will help our students gain access to college and their next steps in life. Root Causes for the priority #1 is lack of attendance monitoring by our entire staff. This was verified through IC and our SPF results. During our discussions around root cause with faculty, it was quite obvious that teaching staff do not feel that they have a clear understanding of school wide academic expectations. Along those same lines, they do not feel they have outlined clear academic expectations for their own students and come to consensus with each other. We talked about the need for conversations around consistent language and expectations in all areas, the need for better communication We analyze Interim data and student work together; however we do not have a focus on specific best practices in the teaching and learning cycle. We have not provided the support teachers have needed to understand proficiency in their content area.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	Our goals were to have R 39%, M 7% W 21% in Tcap.	The following were the results R 15.3% M 1.7% W 2.5%. We improved in two categories and went down in another. We failed to meet our goals for the year.	1. Provide professional development focused on writing and reading. 2. Implement consistent systems for observing teachers and giving feedback more frequently. 3. Provide year two PD to teachers to address effective instructional strategies for English Language learners.
Academic Growth	Median growth in (Tcap) was R50,M50, W50 MAP Growth was R53% M50% and 56% in LA	The following were the results in TCAP R38, M36, and writing was 37%. MAP was 59.2% M 50.7%, LA 57.5% We improved in MAP growth and went down in all areas of TCAP.	
Student Engagement	Attendace goal was 87%, Attendance improvement 76.6%, Truancy rate 7.7% Student Satisfaction 95%	Attendance goal was not met at 82.4, Attendance improvement was 61.4% and not met, Truancy rate 11.68%, Student satisfaction was 90.9%. All these goals were not met but we made good gains in most areas.	
Postsecondary & Workforce Readiness	ACT Scores R15.7,M 15.7, E13.7, S 13.8	Results were as follows: R14.6, M 15.3, E 12.5, S14.7 We had a slight decrease and did not meet our goals except in Science.	

School Code: 4494

School Name: Justice High School

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 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. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. 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)	<p>Our TCAP data shows In 2011-2012, 14.05% of our students were proficient or advanced in Reading, 1.65% in Math, 6.56% in Writing and 2.33% in Science. In 2012-2013, 15.6% of our students were proficient or advanced in Reading, 0.8% in Math, 2.3% in Writing and 3.5% in Science. In 2013-2014 we showed a slight drop in Reading 15.3%, We made a gain in Math to 1.7% and in writing we made a slight gain.</p>	<p>All areas of the TCAP performance continue to be a challenge. We remain below state standards in all areas of TCAP.</p>	<p>Teachers, support staff and administration need to do a better job of preparing students for TCAP. Helping students understand the importance of TCAP is paramount to garnishing a more appropriate level of effort on the tests themselves. We attempted to hire another math teacher again this year to augment our math program but had no qualified applicants.</p>
Academic Growth	<p>. In 2012, 66% of our students met the growth target in Reading, 49% in Math and 58% in Language Usage. All of these were above district targets met. In 2013, 51% of our students met the growth target in Reading, 43% in Math and 54% in Language Usage. In 2013-2014 we showed a gain in all three areas of MAP with the following being the results R59.2%, M50.7%, and LA 57.5%.</p>	<p>While State and Federal expectations are that 60% of students meet their targets in Reading, Math and Language Usage, 57.5% of our students reached their goal in Reading, 59.2% in Math and 57.5% in Language Usage.</p>	<p>Teachers need to better prepare our student population for taking the MAP test. Higher level Math instruction needs to take place as well as more time spent on grammar and usage in language Arts classes.</p>

School Code: 4494

School Name: Justice High School

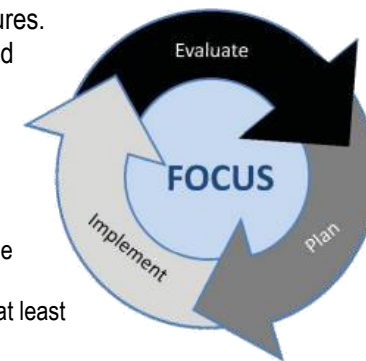
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Student Engagement	Our attendance rate was showing good improvement until last year. In 2011-2012, our attendance rate was 83.26. In 2012-2013, our attendance rate was 86%. In 2013-2014 our rate fell to 82.43%	We had a major challenge in the 2013-2014 school year. We moved to four different buildings in one calendar year.	Our attendance rate has improved - which is a testament to our communication with parents and students to improve attendance rates.
Postsecondary & Workforce Readiness	In 2012 our composite ACT score was 14.5 and in 2013 it was 13.9. In 2014 our score was 14.6.	Our ACT Composite score went up 07%. We need to improve our composite ACT scores.	In 2013-2014 we implemented an ACT tutoring course, held every Wednesday, that we hoped would help our students be better prepared for the ACT exam. Prior to this, our preparation for the Reading portion of the exam has not been a primary focus. We have implemented after school tutoring twice per week to improve reading in general and Reading scores on the ACT, specifically. We also are having math tutoring twice per week.

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 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 (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Code: 4494

School Name: Justice High School

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, Lectura, Escritura	R	15.3%	43%	45%	Map testing each 9 weeks. Students will show a gain of 3 RIT point by May 2015.	Common core instruction; after school tutoring; peer tutoring
		M	1.7%	10%	12%	Map testing each 9 weeks. Students will show a gain of 3 RIT point by May 2015.	Common core instruction; after school tutoring; peer tutoring
		W	2.5%	25%	27%	Map testing each 9 weeks. Students will show a gain of 3 RIT point by May 2015.	Common core instruction; after school tutoring; peer tutoring
		S					
Academic Growth	Median Growth Percentile (TCAP)	R	38%	50%	52%	Individualized reading goals in Language Arts classes Professional Development	Focus on common core instruction, Tutoring
		M	36%	50%	52%	Individualized math goals in Math classes Professional Development	Focus on common core instruction, Tutoring
		W	37%	50%	52%	Individualized reading goals in Language Arts classes Professional Development	Focus on common core instruction, Tutoring
	MAP Growth	R	59.2%	60%	60%	Map testing each 9 weeks	Focus on common core instruction, Tutoring
		M	50.7%	60%	60%	Map testing each 9 weeks	Focus on common core instruction, Tutoring
		LA	57.5%	60%	60%	Map testing each 9 weeks	Focus on common core instruction, Tutoring
Student Engagement	Attendance Rate		82.43%	86%	88%	By August 23, 2014 Daily Attendance on IC and calls home when students are absent or tardy.	Calls to home by 9:30a.m., Home visits after 3 days absent.
	Attendance Improvement		61.4%	70%	75%	Daily Attendance on By August 23, 2014 Daily Attendance on IC and calls home when students are absent or tardy. IC and calls home when students are absent or tardy.	Calls to home by 9:30a.m., Home visits after 3 days absent.
	Truancy Rate		11.68%	7.7%	7.5%	Daily Attendance on IC and calls By August 23, 2014 Daily Attendance on IC and calls home when students are	Calls to home by 9:30a.m., Home visits after 3 days absent and truancy filings when all measures

School Code: 4494

School Name: Justice High School

					absent or tardy.	have been exhausted.	
	Student Satisfaction	90.9%	91%	92%	Consistent communication from the school to the home to keep everyone updated and aware of changes is paramount to our success.	Calls to home by 9:30a.m., Home visits after 3 days absent. Parent empowerment 5 times per year starting in August 2014.	
	Parent Satisfaction	N/A					
Postsecondary & Workforce Readiness	Completion Rate	66.7%	70%	72%	Continue our success with students completing school.	Continue our success with students completing school.	
	Completion Rate Change	-11.4	2%	3%	Retaining students for their senior year.	Retaining students for their senior year.	
	Dropout Rate	8%	7%	7%	Daily Attendance on IC and calls home when students are absent or tardy.	Home visits and adequate plans for students pursuing a GED.	
	Dropout Rate Change	-3.4%	-4%	-4%			
	Adequate Yearly Credits	42.7%	50%	55%	After school tutoring.	After school tutoring.	
	ACT Average Score	R	14.64	15.9	16	Weekly ACT tutoring and practice examination classes.	With 21 st Century Grant money, we now have an ACT tutor assisting students on a weekly basis.
		M	15.32	15.7	16	Weekly ACT tutoring and practice examination classes.	With 21 st Century Grant money, we now have an ACT tutor assisting students on a weekly basis.
		E	12.53	13.7	14	Weekly ACT tutoring and practice examination classes.	With 21 st Century Grant money, we now have an ACT tutor assisting students on a weekly basis.
		S	14.72	15.7	16	Weekly ACT tutoring and practice examination classes.	With 21 st Century Grant money, we now have an ACT tutor assisting students on a weekly basis.

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps 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: : Professional growth in how to properly use and analyze data from MAP tests for classroom instruction and curriculum development. This will increase teachers capacity to use the data. **Root Cause(s) Addressed:** : In 2013-2014 we implemented an ACT tutoring course, held every Wednesday, that we hoped would help our students be better prepared for the ACT exam and increase their RIT scores on the MAP test. Prior to this, our preparation for the Reading portion of the exam has not

School Code: 4494

School Name: Justice High School

been a primary focus. We have implemented after school tutoring twice per week to improve reading in general and Reading scores on the ACT, specifically. We also are having math tutoring twice per week.

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)
 Colorado Graduation Pathways Program (CGP)
 Diagnostic Review Grant
 School Improvement Support Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Detailed literacy requirements and academic support. PD will start Nov 2014 biweekly.	9-01-2014		All Staff	Title 2 \$4000.00	All teachers will have 16 hours PD related to literacy including ELA by Feb 2015.	In progress
ELA Training in 16, two-hour sessions for year 2 professional development to better address language fluency in our student population.	10-20-2014/ 2-10-2015		All teacher and administrators	Title 2 \$4000.00	All teachers will have 16 hours PD related to ELA literacy by Feb 2015.	In Progress
Stars Program is a mentoring program to help students gain self-worth and become better decision makers.	9-01-2014		Teachers	No Cost	Weekly starting Oct 2014	In Progress

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

Major Improvement Strategy #2: Improve attendance rates and decrease disruptive student behaviors by improving staff to household communication **Root Cause(s) Addressed:** Many of our students have formed a habit of disruption and poor attendance. Lack of staff communication with student households allows disruptive behavior to continue.

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)
 Colorado Graduation Pathways Program (CGP)
 Diagnostic Review Grant
 School Improvement Support Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Teachers will call homes every Friday to report on student progress or academic concerns. Call logs will be given to administration to be made aware of teacher/parent contact.	8-19-2014	5-22-2015	All staff	No Cost	Weekly	In Progress
Staff will call homes by 9:30 AM daily to inquire on tardiness or possible absenteeism.	8-19-2015	5-22-2015	All staff	No Cost	Weekly	In Progress
Parent Empowerment 6 times per year. We have the parents come to the school and give short lessons on topics that may help their student engage in school. It also helps the parents develop a comfort level with staff for open communication.	9-12-2014	5-22-2015	All Staff	Title 1 \$5000.00	Each 9 weeks	In Progress
Time allotted during each Tuesday meeting to discuss calls home to households and progress being made with each individual case.	8-19-2014	5-22-2014	All staff	No Cost	Weekly	In Progress

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

Major Improvement Strategy #3: _ Improving our ACT composite average scores seems to be a problem. Increase a system for consistent academic intervention. Improve all test scores.

Root Cause(s) Addressed: After-school tutoring on the ACT helps students

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)
 Colorado Graduation Pathways Program (CGP)
 Diagnostic Review Grant
 School Improvement Support Grant
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Tutoring each day after school	8-19-2014	5-20-2015	Teachers/Tutors	21 st Century Grant Pay rate of \$20.00 per hour	Weekly	In Progress
Students preparing for the ACT in the spring as well increasing MAP scores. This will take place daily after school.	8-19-2014	5-20-2015	Teachers/Tutors	21 st Century Grant Pay rate of \$20.00 per hour	Bi-Weekly	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.

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 Schools Operating a Schoolwide Program (Optional)

School Code: 4494

School Name: Justice High School

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p><i>Narrative Page 8 , Action plan pages 14-19.</i> ELA Training in 16, two-hour sessions for year 2 professional development to better address language fluency in our student population. Detailed literacy requirements and academic support. PD will start Nov 2014 biweekly.</p>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	<p><i>Page 15</i> Professional growth in how to properly use and analyze data from MAP tests for classroom instruction and curriculum development. This will increase teacher's capacity to use the data. ELA training for all staff members to help bridge the gap for our students.</p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Student's needs are identified through MAP and TCAP test results and classroom materials. We provide time for the teachers to drill down through the student data and analyze their instructional methods to determine what changes need to be made in their classroom instruction. We provide PD sessions so that teachers can make the necessary adjustments. Page 8</p>
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>We hold five meetings per year to crunch the data with the parents and plan what future instruction can be implemented to make gains. Page 8</p>

School Code: 4494

School Name: Justice High School

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Page 8 and 15 We have not had an issue with retention of our staff in the six years that we have been in existence. We hire staff that is only highly qualified in their teaching area. All staff must pass the place exam and have a BA at a minimum to be considered for employment. The hiring process is intense with each applicant going through a paper screening. All applicants must be observed while teaching and come with an excellent recommendation from their previous employer.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Page 8 and 15 We provide time for all teachers to be trained in data analysis and the ability to drill down to the core of the student's needs. PD is provided to come up with fresh ideas for the teachers.</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>Page 15 Each student is given the MAP test three times per year so that we can progress monitor and make adjustments according to their needs.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<p>Page 15 Our 5 meetings per year with the families of our students will help them become more aware of their students' needs and will help build a stronger communication system between staff and parents. Giving the parents a better understanding of the importance of these test results will help all involved.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	<p>N/A</p>
<p>Coordination with Other Services:</p> <p>How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	<p><i>Section Iv, action plan Pages 14-18 in the resource column.</i></p>