

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

Organization Code: 0880

District Name: DENVER COUNTY 1

School Code: 5448

School Name: MANUAL HIGH SCHOOL

Official 2015 SPF: 1 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, PSWR) where the school did not meet federal, state and/or local expectations.*

At Manual High School, we believe our students are capable of achieving at the highest levels. We challenge, nurture, and support all of our students, who work with highly-trained teachers in an innovative, technology-rich environment. Manual students develop an unshakable mindset of achievement that includes high expectations, resiliency, and the ability to think critically and deeply. Manual High School, which opened in 1892 and was one of the first schools to educate women and African Americans, has a rich and impressive history. Today, we are building on its powerful legacy of achievement and are proud of our many graduates who have distinguished themselves in a wide array of fields.

Groundbreaking Innovation

Manual is at the forefront of career and technical education with the launch of MedConnect, one of the district's first biomedical pathways for high school students. This rigorous program ensures students interested in the biomedical field have a clearly-defined path to higher education or a career in the health sector, which is one of the fastest growing industries in Colorado. MedConnect students take courses that align with their interests and enable them to gain real world experience through internships at local hospitals and Kaiser Permanente, which has provided financial support through a multi-year grant.

As one of the first schools in the district to be granted Innovation Status, Manual's classrooms are equipped with 21st Century tools and technology. Just as importantly, Manual has embraced one-to-one computing, which means all students simultaneously have access to a computer. There is no waiting around or scheduling of computer time. One-to-one computing bolsters efficiency and innovation in all our classrooms.

Unmatched Culture for Student Achievement

All of our students are known to the faculty and staff and are nurtured and respected as valued members of the community. Unlike the typical high school with classrooms that are overflowing and often have a shortage of spots in elective classes, Manual has kept class sizes small, with a low student to teacher ratio. In this intimate setting, teachers are able to pinpoint and build on students' strengths, which keeps everyone accountable and helps kids reach their full potential. Manual High School's leadership,

faculty, and staff are committed to creating a clear path for their students to become Denver’s next generation of leaders and change-makers.

Manual High School is located in the Near Northeast, specifically in the Whittier neighborhood. Manual was founded in 1894. We serve students from across the Denver Metro area.

Many of our students come in from the Far Northeast, as well as, from the immediate proximity of Manual High School. We currently serve 288 students. We have 80 (9th graders), 76 (10th graders), 74(11th graders), and 58 (12th graders), according to credits earned.. Our demographic breakdown is below:

Asian or Pacific Islander	American Indian or Alaskan Native	Black	Hispanic	White (not Hispanic)
0.0	0	36%	54%	5%
2 students	3 students	105 students	155 students	16 students

The faculty at Manual High School make a promise to every Manual student that they will have relevant and rigorous opportunities to build skills and knowledge that will allow them to have access to political, financial, and social power in the world. To realize this promise, we must address the root causes that influence our priority performance challenges.

PRIORITY PERFORMANCE CHALLENGE #1

- Current data indicates that Manual students are performing well below the district and state in the areas of English Language Arts (ELA) and math

PRIORITY PERFORMANCE CHALLENGE #2

- Current data indicates that Manual students are performing well below the district and state on ACT college-readiness standards

PRIORITY PERFORMANCE CHALLENGE #3

- Current data indicates that 100 percent of Manual scholars are not post-secondary ready at the time of graduation

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.*

ROOT CAUSE ANALYSIS FOR PERFORMANCE PRIORITY CHALLENGE #1

- Instruction was not formatively aligned to and informed by relevant standards (ACT, CCSS, WIDA, CAS), interim assessments, and, the needs of unique student groups.
- Systems to support unique populations (English Language Learners, SPED, GT), including instructional best practices and progress monitoring, were not consistently implemented.
- Incorporating culturally-relevant, rigorous practices and content into daily instruction was not emphasized.
- Average daily attendance was consistently lower than district averages, so students regularly missed valuable instructional time; effective systems to increase attendance were inconsistently implemented.

ROOT CAUSE ANALYSIS FOR PERFORMANCE PRIORITY CHALLENGE #2

- Progress toward college and career readiness goals has not been systematically communicated to students and families;
- A variety of assessment systems and standards sources (Common Core, ACT, CAS, 21st Century) has resulted in instructional units not aligned to college readiness standards.
- Unit plans, tasks, rubrics, curriculum and student feedback were not aligned to ACT standards.

ROOT CAUSE ANALYSIS FOR PERFORMANCE PRIORITY CHALLENGE #3

- Progress toward college and career readiness goals has not been systematically communicated to students and families;
- Counselor staffing was not sufficient to provide consistent communication to students and families or to provide comprehensive college readiness services to all students;
- The school did not have a consistent system for tracking and making-up credit.
- Prerequisites were not in place for AP enrollment, and not all AP teachers had formal AP training.
- Students were enrolled in AP courses regardless of whether or not they had the prerequisites, skills or desire to be in AP.
- No system existed to create comprehensive and individualized academic plans for all students

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.*

Major Improvement Strategy #1: Implement intentional systems, supports and teaching strategies to accelerate reading improvement in academic achievement

Major Improvement Strategy #2: Implement intentional systems to accelerate student mastery of the ACT College Readiness Standards.

Major Improvement Strategy #3: Implement intentional college readiness systems to ensure that 100% of Manual Scholars graduate post-secondary ready

Major Improvement Strategy #4 Apply for and earn school Innovation status to obtain flexibilities with time, people, and money necessary to think and act creatively to ensure all students are college ready as outlined in MIS 1-3.

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

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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

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Not serving grades K-3	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).	Turnaround Plan - Entering Year 2 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified 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	This school does not receive a current TIG award and does not need to meet those additional requirements.

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

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Section II: Improvement Plan Information

Additional Information about the School

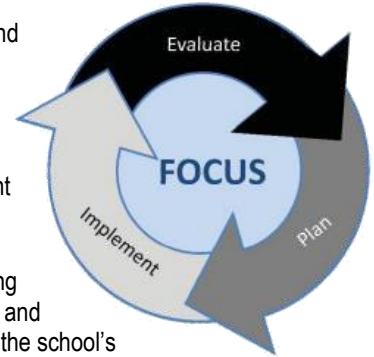
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Nickolas Dawkins , Principal
	Email	nickolas_dawkins@dpsk12.org
	Phone	720-432-6300
	Mailing Address	1700 E. 28th Avenue, Denver, CO 80205
2	Name and Title	Colleen O'Brien, Assistant Principal
	Email	colleen_o'brien@dpsk12.org
	Phone	720-432-6379
	Mailing Address	1700 E. 28th Avenue, Denver, CO 80205

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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>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Data Narrative:
SCHOOL DESCRIPTION: As one of the first Denver schools to educate women and African Americans, Manual High School weaves a rich tapestry of tradition and community. Manual’s alumni include mayors, civic leaders, actors/actresses, business leaders and change agents. Robust partnerships with Friends of Manual alumni association, YMCA, City Year, John Hopkins University, Denver Kids, Denver Scholarship Fund and a host of others offer Manual students opportunities to tap into all that the city of Denver offers.

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School Name: **MANUAL HIGH SCHOOL**

Manual High School is located in the Near Northeast, specifically in the Whittier neighborhood. Manual was founded in 1894 and We serve students from across the Denver Metro area. Many of our students come in from the Far Northeast, as well as, from the immediate proximity of Manual High School. We currently serve 296 students. We have 87 (9th graders), 75 (10th graders), 76 (11th graders), and 58 (12th graders), according to credits earned. Our student body is comprised of 127 female students and 169 male students. Our demographic breakdown is below:

Asian or Pacific Islander	American Indian or Alaskan Native	Black	Hispanic	White (not Hispanic)
0.7%	1%	35%	55%	6%
2 students	3 students	105 students	162 students	17 students

This UIP is collaboratively written by the school leadership team, including the Principal, Nick Dawkins; the Data Director, Kelli Lesh; the Assistant Principal, Colleen O’Brien, teacher leaders Hannah Meshenuk, Will Anderson, and Chris Deremer. Additionally, the Manual Council, which consists of stakeholder representatives, has provided input.

CURRENT PERORMANCE:

Grade	PARCC ELA Performance Outcomes											
	Manual High School								Pathways Network		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
All Grades	170	30.0%	31.8%	24.1%	12.9%	1.2%	38.2%	14.1%	35.3%	15.4%	57.0%	33.5%

PARCC ELA TREND ANALYSIS

In ELA, the overall percentage of Manual High School’s 9-12 students performing at the “Met and Above” target was 14.1% in 2014-15. This is below the network performance of 15.4% and the district performance of 33.5% for “Met and Above”.

PARCC MATH Performance Outcomes												
Grade	Manual High School								Pathways		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
All Grades	166	27.7%	47.6%	20.5%	4.2%	0.0%	24.7%	4.2%	21.7%	5.9%	50.4%	24.9%

PARCC MATH TREND ANALYSIS

In Math, the overall percentage of Manual High School's 9-12 students performing at the "Met and Above" target was 4.2% in 2014-15. This is below the network performance of 5.9% and the district performance of 24.9% for "Met and Above".

PRIORITY PERFORMANCE CHALLENGE #1

- Current data indicates that Manual 9th grade students are performing well below the district and state in the areas of English Language Arts (ELA)

ROOT CAUSE ANALYSIS FOR PERFORMANCE PRIORITY CHALLENGE #1

- Instruction was not formatively aligned to and informed by relevant standards (ACT, CCSS, WIDA, CAS), interim assessments, and, the needs of unique student groups.
- Systems to support unique populations (English Language Learners, SPED, GT), including instructional best practices and progress monitoring, were not consistently implemented.
- Incorporating culturally-relevant, rigorous practices and content into daily instruction was not emphasized.
- Average daily attendance was consistently lower than district averages, so students regularly missed valuable instructional time; effective systems to increase attendance were inconsistently implemented.

PRIORITY PERFORMANCE CHALLENGE #2

- Current data indicates that Manual students are performing well below the district and state on ACT college-readiness standards

ROOT CAUSE ANALYSIS FOR PERFORMANCE PRIORITY CHALLENGE #2

- Progress toward college and career readiness goals has not been systematically communicated to students and families;
- A variety of assessment systems and standards sources (Common Core, ACT, CAS, 21st Century) has resulted in instructional units not aligned to college readiness standards.
- Unit plans, tasks, rubrics, curriculum and student feedback were not aligned to ACT standards.

PRIORITY PERFORMANCE CHALLENGE #3

- Current data indicates that 100 percent of Manual scholars are not post-secondary ready at the time of graduation

ROOT CAUSE ANALYSIS FOR PERFORMANCE PRIORITY CHALLENGE #3

- Progress toward college and career readiness goals has not been systematically communicated to students and families;
- Counselor staffing was not sufficient to provide consistent communication to students and families or to provide comprehensive college readiness services to all students;
- The school did not have a consistent system for tracking and making-up credit.
- Prerequisites were not in place for AP enrollment, and not all AP teachers had formal AP training.
- Students were enrolled in AP courses regardless of whether or not they had the prerequisites, skills or desire to be in AP.
- No system existed to create comprehensive and individualized academic plans for all students

ROOT CAUSE RATIONALE & VERIFICATION

Based on the trend data, Manual students are performing below grade-level in English and Math. This data includes PARCC, ACCESS, and Post-Secondary Readiness (see data analysis below).

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 R	2014/15 Status Targets invalid; not aligned to PARCC data	PARCC ELA 9 th : 11% PARCC ELA 10 TH : 17%
	W W	2014/15 Status Targets invalid; not aligned to PARCC data	PARCC ELA 9 th : 11% PARCC ELA 10 TH : 17%
	M M	2014/15 Status Targets invalid; not aligned to PARCC data	PARCC MATH 9 th : 9% PARCC MATH 10 TH : 4%
	S	2014/15 Status Targets invalid; not aligned to PARCC data	CMAS Science 12 th : 10%
Academic Growth	R	2014/15 Growth Targets invalid; not aligned to PARCC data	PARCC Growth Data not available for 2014/15
	M	2014/15 Growth Targets invalid; not aligned to PARCC data	PARCC Growth Data not available for 2014/15
	W	2014/15 Growth Targets invalid; not aligned to PARCC data	PARCC Growth Data not available for 2014/15
	ELP (ACCESS)	>70 percentile	59 percentile
Academic Growth Gaps		2014/15 Growth Targets invalid; not aligned to PARCC data	PARCC Growth Gap Data not available for 2014/15

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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.
			70 Median Growth Percentile for all disaggregated groups	<u>2015 ACCESS MGP by Grade Level:</u> 9 th : 56 10 th : 81 11 th : 52 12 th : 96	While our 10 th and 12 th graders did meet the target, our 9 th and 11 th graders did not meet the target. This data reflects inconsistent implementation of instructional strategies for Manual's ELLs.
Postsecondary & Workforce Readiness			Graduation Rate: At 80% or above	<u>On-time Graduation Rate:</u> 2015 - pending	
			Drop-out Rate <2%	<u>Drop-out Rate:</u> 2015 - pending	
			Composite ACT: 20 or above	16.4	

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.*

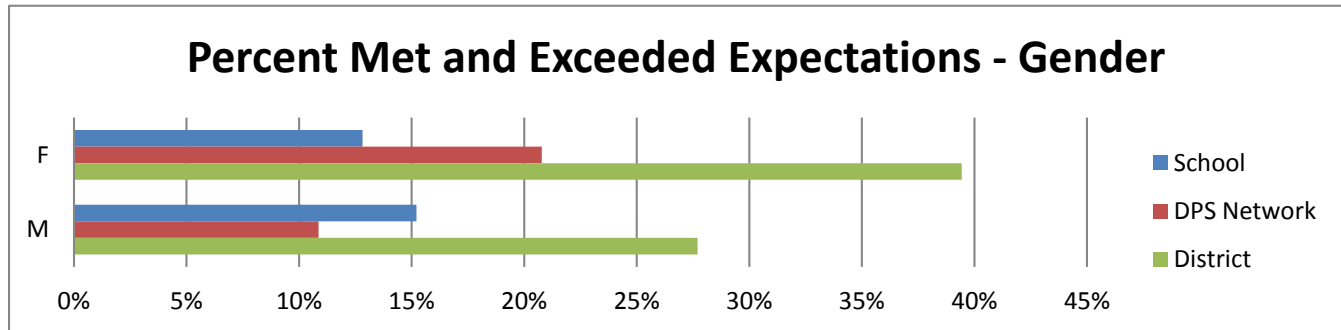
Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement 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 not available for PARCC tested content areas – Trend data included for: ELP ACCESS test, READ Act, and Post-Secondary Readiness)	Priority Performance Challenges	Root Causes																												
Academic Achievement (Status)	<p>PARCC ELA STATUS</p> <p>Percent Met and Exceeded Expectations - Grade Level</p> <table border="1"> <caption>Approximate data from the chart</caption> <thead> <tr> <th>Grade Level</th> <th>School (%)</th> <th>DPS Network (%)</th> <th>District (%)</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>14</td> <td>15</td> <td>34</td> </tr> <tr> <td>4th</td> <td>14</td> <td>15</td> <td>34</td> </tr> <tr> <td>6th</td> <td>14</td> <td>15</td> <td>34</td> </tr> <tr> <td>8th</td> <td>11</td> <td>17</td> <td>34</td> </tr> <tr> <td>10th</td> <td>17</td> <td>18</td> <td>31</td> </tr> <tr> <td>12th</td> <td>14</td> <td>15</td> <td>36</td> </tr> </tbody> </table>	Grade Level	School (%)	DPS Network (%)	District (%)	All Grades	14	15	34	4th	14	15	34	6th	14	15	34	8th	11	17	34	10th	17	18	31	12th	14	15	36	<p>Current data indicates that Manual students are performing well below the district and state in the areas of English Language Arts (ELA) and math</p>	<p>Instruction was not formatively aligned to and informed by relevant standards (ACT, CCSS, WIDA, CAS), interim assessments, and the needs of unique student groups.</p> <p>Systems to support unique populations (English Language</p>
Grade Level	School (%)	DPS Network (%)	District (%)																												
All Grades	14	15	34																												
4th	14	15	34																												
6th	14	15	34																												
8th	11	17	34																												
10th	17	18	31																												
12th	14	15	36																												

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Grade	ELA PARCC Performance Outcomes									
	Manual High School								District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
All Grades	170	30.0%	31.8%	24.1%	12.9%	1.2%	38.2%	14.1%	57.0%	33.5%
9th	46	39.1%	30.4%	19.6%	10.9%	0.0%	30.4%	10.9%	56.5%	34.3%
10th	72	30.6%	38.9%	13.9%	13.9%	2.8%	30.6%	16.7%	50.9%	31.0%
11th	52	21.2%	23.1%	42.3%	13.5%	0.0%	55.8%	13.5%	59.1%	35.6%
12th										



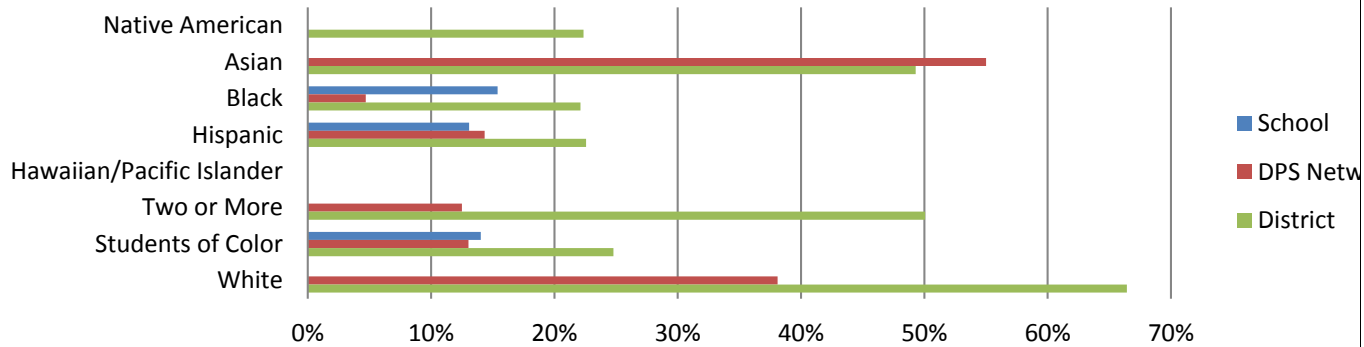
Learners, (SPED, GT), including instructional best practices and progress monitoring, were not consistently implemented.

Incorporating culturally-relevant, rigorous practices and content into daily instruction was not emphasized.

Average daily attendance was consistently lower than district averages, so students regularly missed valuable instructional time; effective systems to

Gender	Manual High School							District		
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
F	78	21.8%	33.3%	32.1%	10.3%	2.6%	44.9%	12.8%	64.1%	39.4%
M	92	37.0%	30.4%	17.4%	15.2%	0.0%	32.6%	15.2%	50.0%	27.7%

Percent Met and Exceeded Expectations - Race/Ethnicity



Race/Ethnicity	Manual High School							District		
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
Native American	*								46.5%	22.4%
Asian	*								69.1%	49.3%

increase attendance were inconsistently implemented.

Black	52	30.8%	40.4%	13.5%	13.5%	1.9%	28.8%	15.4%	46.2%	22.1%
Hispanic	107	29.9%	29.0%	28.0%	12.1%	0.9%	41.1%	13.1%	48.2%	22.6%
Hawaiian/ Pacific Islander										
Two or More	*								72.5%	50.1%
Students of Color	164	29.9%	31.7%	24.4%	12.8%	1.2%	38.4%	14.0%	49.8%	24.8%
White	*								84.2%	66.4%

PARCC ELA STATUS TREND ANALYSIS:

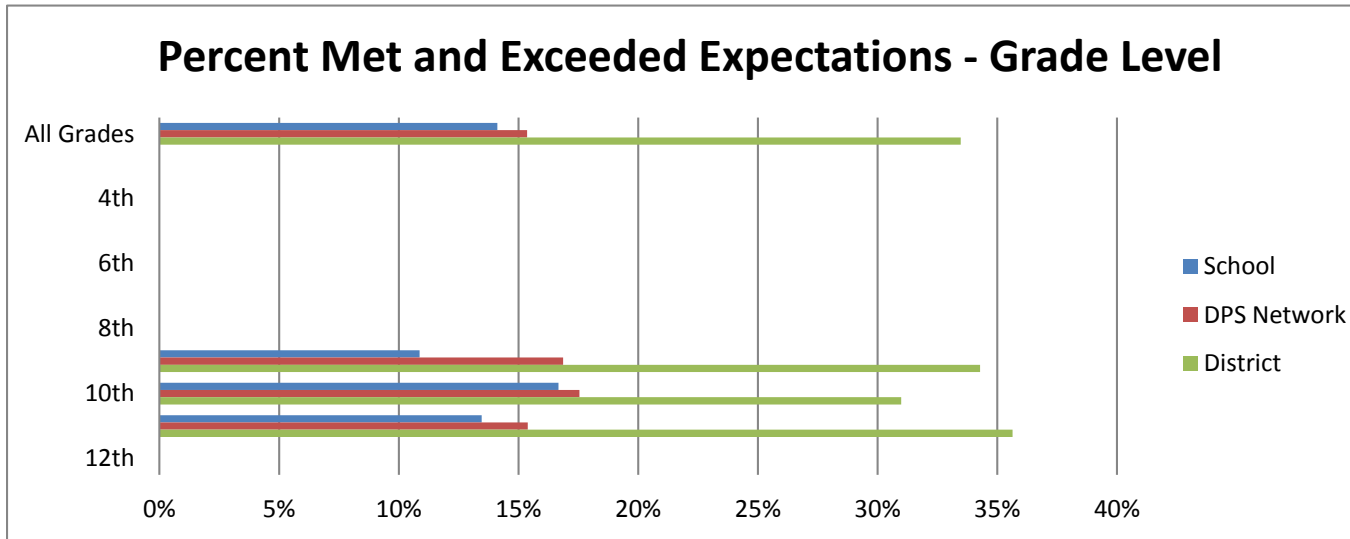
According to the 2015 PARCC data, achievement in English Language Arts is significantly below district and state averages for all student groups. While the PARCC test is newly implemented, data from previous years aligns with 2015 PARCC data showing significantly low achievement in literacy.

Instruction has not been formatively aligned to and informed by relevant standards (ACT, CCSS, WIDA, CAS), interim assessments, and the needs of unique student groups.

Administrative and faculty turnover has led to a lack of consistent progress monitoring systems and structures;

Intentional

PARCC MATH STATUS



Grade	PARCC MATH Performance Outcomes									
	Manual High School								District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approach ed Expectations	% Met Expectations	% Exceeded Expectations	%Approach ing and Above	%Met and Above	%Approach ing and Above	%Met and Above
All Grades	166	27.7%	47.6%	20.5%	4.2%	0.0%	24.7%	4.2%	50.4%	24.9%
9th	47	25.5%	46.8%	19.1%	8.5%	0.0%	27.7%	8.5%	51.5%	24.0%
10th	70	15.7%	50.0%	30.0%	4.3%	0.0%	34.3%	4.3%	39.8%	15.3%
11th	46	45.7%	45.7%	8.7%	0.0%	0.0%	8.7%	0.0%	24.5%	10.6%
12th	*								3.9%	0.6%

systems were not in place to support classroom management and support students with chronic behavior challenges;

Average daily attendance was consistently lower than district averages, so students regularly missed valuable instructional time;

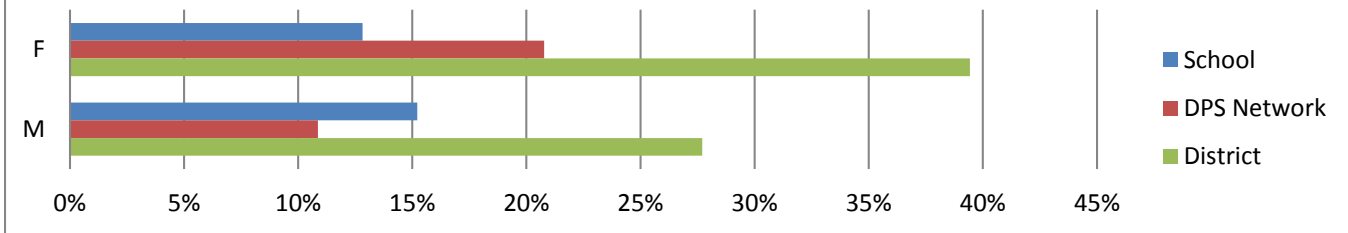
Academic rigor has not been consistently implemented throughout every grade level and subject area;

Teachers have

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Percent Met and Exceeded Expectations - Gender

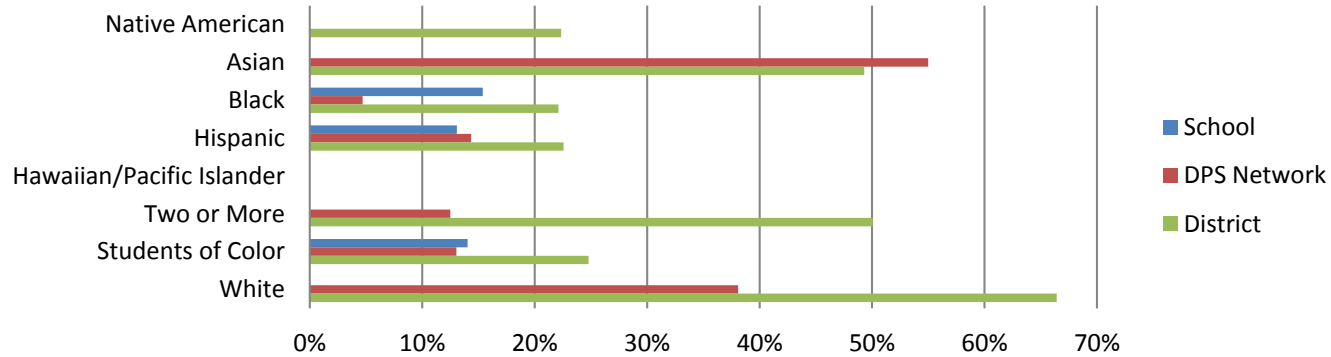


Gender	Test Take n	Manual High School							District	
		% Did not yet meet expectations	% Partially Met Expectations	% Approach ed Expectati ons	% Met Expectati ons	% Exceeded Expectati ons	%Approach ing and Above	%Met and Above	%Approach ing and Above	%Met and Above
F	74	17.6%	55.4%	24.3%	2.7%	0.0%	27.0%	2.7%	52.6%	25.8%
M	92	35.9%	41.3%	17.4%	5.4%	0.0%	22.8%	5.4%	48.2%	24.0%

not received sufficient support in implementing culturally responsive instruction;

Systems to support unique populations (English Language Learners, SPED, GT) including instructional best practices and progress monitoring have not been consistently implemented.

Percent Met and Exceeded Expectations - Race/Ethnicity



Race/Ethnicity	Manual High School								District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
Native American	*								35.9%	10.1%
Asian	*								68.2%	43.5%
Black	49	32.7%	53.1%	12.2%	2.0%	0.0%	14.3%	2.0%	35.8%	12.7%
Hispanic	108	26.9%	46.3%	21.3%	5.6%	0.0%	26.9%	5.6%	42.2%	15.2%
Hawaiian/Pacific Islander										

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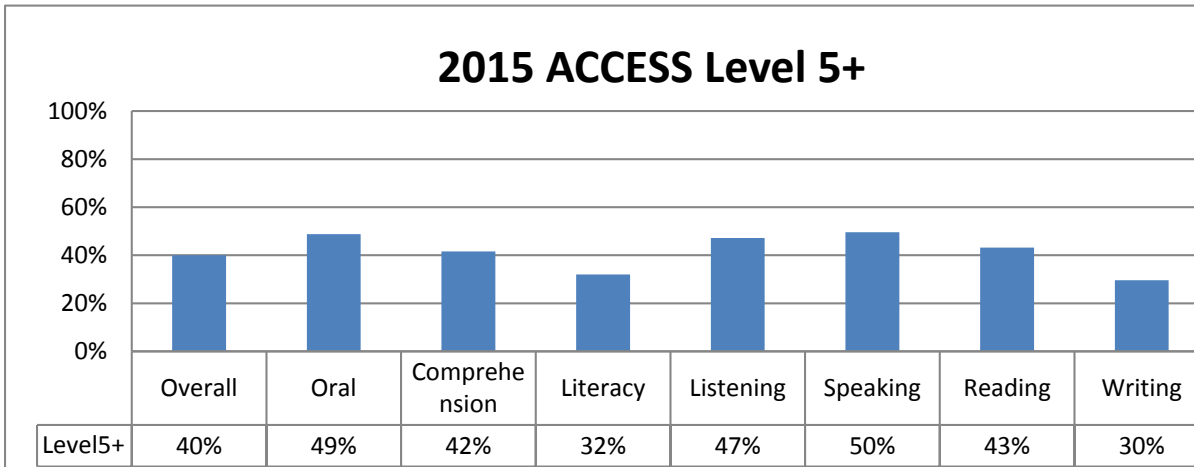
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Two or More										
Students of Color	161	28.0%	47.8%	19.9%	4.3%	0.0%	24.2%	4.3%	43.0%	16.8%
White	*								79.3%	56.4%

PARCC MATH STATUS TREND ANALYSIS:

According to the 2015 PARCC data, achievement in mathematics is significantly below district and state averages for all student groups. While the PARCC test is newly implemented, data from previous years aligns with 2015 PARCC data showing significantly low achievement in math.

ELP ACCESS STATUS



ELP Status by Grade-level

Grade	Year	Tested Domain	# of Students tested	# of Students scoring 5+	% of Students scoring 5+
09	2015	Overall	25	13	52%
10	2015	Overall	21	8	38%
11	2015	Overall	10	5	50%
12	2015	Overall	5	1	20%

ELP STATUS TREND ANALYSIS:

In 2015, Manual ELLs in 9th and 11th grade showed at least 50% scoring 5+ in Overall English Language Proficiency. This meets the DPS benchmark of 50%. However, Manual's 10th and 12th graders are still below the district benchmark, scoring 38% and 20%, respectively.

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Academic Growth	<p>Growth trends not available, pending year-over-year PARCC data</p> <p>ACCESS ENGLISH LANGUAGE PROFICIENCY (ELP) MEDIAN GROWTH:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 30%;"># of Students Tested</th> <th style="width: 50%;">Median Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td style="text-align: center;">52</td> <td style="text-align: center;">19.5</td> </tr> <tr> <td>2014</td> <td style="text-align: center;">30</td> <td style="text-align: center;">29</td> </tr> <tr> <td>2015</td> <td style="text-align: center;">33</td> <td style="text-align: center;">59</td> </tr> </tbody> </table> <p>ELP MGP TREND ANALYSIS:</p> <p>MGPs of Manual’s English Language Learners has shown a steady increase over the past three years; the 2015 MGP exceeds the DPS “meets” expectation of 50 and the federal adequate growth expectation of 28.</p>	Year	# of Students Tested	Median Growth Percentile	2013	52	19.5	2014	30	29	2015	33	59	
Year	# of Students Tested	Median Growth Percentile												
2013	52	19.5												
2014	30	29												
2015	33	59												

Academic Growth Gaps	<p>Academic Growth Gaps not available, pending year-over-year PARCC data</p> <p>ENGLISH LANGUAGE PROFICIENCY (ELP) MEDIAN GROWTH GAPS by YEAR and GRADE-LEVEL:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Year & Grade</th> <th style="text-align: right;">ACCESS Year-over-Year Performance by Grade-level</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">2013</td> </tr> <tr> <td>09</td> <td style="text-align: right;">12.%</td> </tr> <tr> <td>10</td> <td style="text-align: right;">17%</td> </tr> <tr> <td>11</td> <td style="text-align: right;">13%</td> </tr> <tr> <td>12</td> <td style="text-align: right;">13%</td> </tr> <tr> <td colspan="2" style="text-align: center;">2014</td> </tr> <tr> <td>09</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>10</td> <td style="text-align: right;">54%</td> </tr> <tr> <td>11</td> <td style="text-align: right;">13%</td> </tr> <tr> <td>12</td> <td style="text-align: right;">67%</td> </tr> <tr> <td colspan="2" style="text-align: center;">2015</td> </tr> <tr> <td>09</td> <td style="text-align: right;">52%</td> </tr> </tbody> </table>	Year & Grade	ACCESS Year-over-Year Performance by Grade-level	2013		09	12.%	10	17%	11	13%	12	13%	2014		09	20%	10	54%	11	13%	12	67%	2015		09	52%	<p>Current data indicates that Manual students are performing well below the district and state in the areas of English Language Arts (ELA) and math</p>
Year & Grade	ACCESS Year-over-Year Performance by Grade-level																											
2013																												
09	12.%																											
10	17%																											
11	13%																											
12	13%																											
2014																												
09	20%																											
10	54%																											
11	13%																											
12	67%																											
2015																												
09	52%																											

	10	24%	
	11	50%	
	12	20%	

Graduation Rate:
On-time Graduation Rate:

2010/2011 – 68%
 2011/2012 – 75.6%
 2012/2013 – 62.1%
 2013/2014 – 57.1%
 2015 - pending

Graduation Trend Analysis: Manual HS's graduation rates are well below expectations and on the decline since the 2011/2012 school year.

Drop-out Rate:

2010/2011 – 3.0%
 2011/2012 – 1.3%
 2012/2013 – 3.0%
 2013/2014 – 5.5%
 2015 – pending

Dropout Rate Trend Analysis: Manual HS's dropout rate in 2014 was 5.5%. No dropout rate is available for 2015.

Advanced Placement Passing Rates:

2013	
Took	% Passed
133	1%
2014	
Took	% Passed
245	1%
2015	
Took	% Passed
81	6%

AP Trend Analysis :

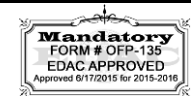
While the total number of Advanced Placement tests taken in 2015 decreased, the pass rate increased from 1% in 2013 and 2014, to 6% in 2015. This slight incline is due to an increased number of students who took and passed the AP Spanish and AP Biology tests.

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Current data indicates that Manual students are performing well below the district and state on ACT college-readiness standards

Current data indicates that 100 percent of Manual scholars are not post-secondary ready at the time of graduation



Progress toward college and career readiness goals has not been

systematically communicated to students and families

A variety of assessment systems and standards sources (Common Core, ACT, CAS, 21st Century) has resulted in instructional units not aligned to college readiness standards.

Unit plans, tasks, rubrics, curriculum and student feedback were not aligned to ACT standards.

Postsecondary & Workforce Readiness

Postsecondary & Workforce Readiness

	2011	2012	2013	2014	2015
Composite	17	16	15	16.1	16.4
English	15	17.6	16.4	15.2	14.8
Math	16.2	15.3	15.5	16.5	16.7
Reading	16.2	15.3	15.5	16.3	15.6
Science	17.9	16.0	15.6	16.1	17.8

ACT TREND ANALYSIS:

Manual High School students showed a Composite increase on ACT College Readiness assessment in 2015, as well as an increase Math and Science. However, there was a decrease in college readiness in the areas of English and Reading.



Counselor staffing was not sufficient to provide consistent communication to students and families or to provide comprehensive college readiness services to all students;

The school did not have a consistent system for tracking and making-up credit.

Prerequisites were not in place for AP enrollment, and not all AP teachers had formal AP training.

Students were enrolled in AP courses regardless of whether or not they had the prerequisites, skills or desire to be in AP.

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No system
existed to
create
comprehensive
and
individualized
academic
plans for all
students

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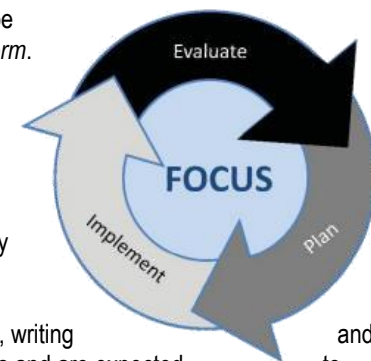
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



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School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets			Major Improvement Strategy	
			2015-16	2016-17	Interim Measures for 2015-16		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	PARCC data indicates that 10.9% of 9 th grade students met or exceeded expectations in English Language Arts (ELA)	20% of 9 th graders will meet or exceed expectations	30% of 9 th graders will meet or exceed expectations	Using ACT Aspire Interim Assessment in October, December, and May, teachers will review data within two weeks during PLC data teams in order to analyze trends and gaps, then plan for necessary instructional shifts for the remainder of the quarter.	Implement intentional systems, supports and teaching strategies to accelerate reading improvement in academic achievement
		READ					
		M					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Interim data indicates that 20% of 9 th grade students are proficient or advanced in Reading	Over the course of the academic year, 30% of 9 th grade students will be proficient or advanced in reading	Over the course of the academic year, 40% of 9 th grade students will be proficient or advanced in reading	Using ACT Aspire Assessment in October, December, and May, teachers will review data within two weeks during PLC data teams in order to analyze trends and gaps, then plan for necessary instructional shifts for the remainder of the quarter.	Implement intentional systems, supports and teaching strategies to accelerate reading improvement in academic achievement
		M					
		ELP					

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Academic Growth Gaps	Median Growth Percentile, local measures	ELA	After reviewing Interim data for 2014/2015, we discovered that 90% of African American Males are not meeting or exceeding expectations	20% of African American Males will reach or exceed their reading goal as set and measured by SRI	30% of African American Males will reach or exceed their reading goal as set and measured by SRI	Using SRI Assessment in October, December, and May, teachers will review data within two weeks during PLC data teams in order to analyze trends and gaps, then plan for necessary instructional shifts for the remainder of the quarter.	Implement intentional systems, supports and teaching strategies to accelerate reading improvement in academic achievement
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Dropout Rate						
	Mean CO ACT		ACT data for 2014/2015 showed that Manual 11 th grade average scoring in Reading is 15.6	Average ACT score in Reading will improve to an 18.	Average ACT score in Reading will improve to a 20.	Using ACT Aspire Assessment in October, December, and May, teachers will review data within two weeks during PLC data teams in order to analyze trends and gaps, then plan for necessary instructional shifts for the remainder of the quarter.	Implement intentional systems to accelerate student mastery of the ACT College Readiness Standards
Other PSWR Measures							

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Implement intentional systems, supports and teaching strategies to accelerate reading achievement, especially among unique populations (ELLs, SPED)

Root Cause(s) Addressed:

- Instruction was not formatively aligned to and informed by relevant standards (ACT, CCSS, WIDA, CAS), interim assessments, and, the needs of unique student groups.
- Systems to support unique populations (English Language Learners, SPED, GT), including instructional best practices and progress monitoring, were not consistently implemented.
- Incorporating culturally-relevant, rigorous practices and content into daily instruction was not emphasized.
- Average daily attendance was consistently lower than district averages, so students regularly missed valuable instructional time; effective systems to increase attendance were inconsistently implemented.

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, progress, not begun)
	2015-16	2016-17				
Engage all teachers in professional learning and coaching with reading strategies and pedagogy to ensure 20% of everyday in every class. Teacher Learning Targets for PL include •I provide ongoing practice for students to cite evidence to support literal and inferential conclusions in speaking and writing.	X	X	Colleen O'Brien, Chris Colias, Kristen Moreland, Teacher	General budget	Create professional learning plan focused on reading Align coaching and evaluation systems to reading focus	Completed Complete

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<ul style="list-style-type: none"> •I explicitly model my thinking as a reader and writer for my students. •I utilize research-based strategies to help my students build and use academic vocabulary. 			<p>Leaders, Leadership Team</p>		<p>Create and implement PLC/Innovation data cycle that combines PD, looking at student work, and adjusting practice to meet student needs in reading.</p> <p>Monitor impact of PD on student growth and achievement by analyzing Aspire testing data. October, December, March, May</p> <p>Monitor impact of PD on student growth and achievement by analyzing SRI data September and January to track student growth in reading</p>	<p>Ongoing</p> <p>In progress</p> <p>In progress January</p>
<p>Support teachers with One-one-One Coaching to ensure teachers are implementing reading practice in classroom</p>	<p>X</p>	<p>X</p>	<p>Colleen O'Brien, Chris Colias, Kristen Moreland, Teacher Leaders, Leadership Team</p>	<p>General Budget Teacher Effectiveness Coach, John's Hopkins coach, Compact Blue Coach</p>	<p>Align coaching and evaluation systems to reading focus</p> <p>Align Innovation Cycle (PLC) to teacher coaching</p> <p>Collect data from teachers on satisfaction and impact of coaching sessions</p>	<p>In progress</p> <p>In progress</p> <p>Completed and in progress October and January</p>

<p>Create Reading Mentor program to provide reading mentor for all students below grade level in reading mentor by the 16-17 year.</p>	<p>X</p>	<p>X</p>	<p>Colleen O'Brien Julie Malek</p>	<p>General Budget Reading partner coordinator A-Z grant Seeking other grants to increase amount of complex text.</p>	<p>Create vision for reading partner plan, hire coordinator Pilot mentors in one class by December on Thursday Create and administer student satisfaction survey Create and administer mentor satisfaction survey Student growth on ACT Aspire and SRI Apply for grants to increase the amount of complex texts available for students. Create a complex text site for teacher use</p>	<p>Completed Completed Not begun Not begun In progress In progress Complete</p>
<p>Create and lead Professional Development Unit (PDU) on reading strategies. Strategies focus on text-based accountable talk that supports all students, especially ELA and Special Needs students.</p>	<p>X</p>	<p>X</p>	<p>Chris Colias, Cheri Wright</p>	<p>District Budget District PDU Resources</p>	<p>Create reading and vocabulary building PDU and begin in December Lead and facilitate seven meetings with student work and video in Spring</p>	<p>Complete In progress</p>
<p>Create and support teachers with a school wide Student Learning Objective (SLO) on reading Ensure all teachers use ACT reading rubric to collect data in PLCs to show growth on ACT/Aspire</p>	<p>X</p>	<p>X</p>	<p>Colleen O'Brien, Kelli Lesh, Nick Dawkins, Doug Clinkscates, Cheri Wright,</p>	<p>District Budget District SLO support</p>	<p>Create and lead Green Day PD Create and facilitate weekly PLC cycle connected to reading SLO</p>	<p>Complete In progress</p>

			Cortney Duritsa	Green Days PLC time		
Create and implement a gender based reading intervention course.	x	x	Nick Dawkins, LeGina Layman, Colleen O'Brien, Kelli Lesh,	FTE affordance	Create gender based reading interventions Use data to select students for course Coach teacher on best practices in reading	Completed Completed On going
Support English teachers to create and monitor student READ ACT plans- Support English teachers to write and implement READ Plans for students reading significantly below grade-level	X	X	Kelli Lesh and English Teachers	General Budget Title 1 Budget Green Day	Develop Read Act Plans and communicate to all students on a plan	Completed
Support teachers to improve reading outcomes for ELA students	x	x	Cheri Wright, Chris Colias, Kelli Lesh, Colleen O'Brien	General Budget Title 1 Budget	Create systems to assess and progress monitor ELLs academic achievement and growth Support teachers to identify levels for students and plan units and lessons to meet student needs Plan and implement second semester PD tied to WIDA reading, writing, speaking, listening	In progress, September, October, November January Spring
Engage Community members in problem solving and support to increase student achievement in reading	x	x	O'Brien, Kelli Lesh, Nick Dawkins, Doug Clinkscales, Cheri Wright, Cortney Duritsa	General budget	Elicit ideas and support from Committees in Common Ground Process specifically the Academic Programs Action Team	October February
Increase student access to a variety of text through One to one Chrome Books	x	x	Nick Dawkins	Friends of Manual	Provide, train, and monitor student access to chrome books on i-licence program	Start in September

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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: Implement intentional systems to accelerate student mastery of the ACT College Readiness Standards

Root Cause(s) Addressed:

- Progress toward college and career readiness goals has not been systematically communicated to students and families;
- A variety of assessment systems and standards sources (Common Core, ACT, CAS, 21st Century) has resulted in instructional units not aligned to college readiness standards.
- Unit plans, tasks, rubrics, curriculum and student feedback were not aligned to ACT standards.

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				
Purchase and implement ACT Aspire Testing system as a tool to measure student progress on the ACT standards	X	X	Nick Dawkins Colleen O'Brien Kelli Lesh	None	Purchase system August Attend training August-September Administer exams to all students October interim/baseline December summative March interim May summative	Complete Ongoing Complete Complete Pending Pending
Support teachers to analyze and utilize ACT Aspire reports to plan units and to adjust instruction	X	X	Kelli Lesh, Colleen O'Brien,	None	Lead professional learning to help teachers plan units with ACT data	Completed

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			Kristen Moreland, Chris Colias, Nick Dawkins, Doug Clinkscales, Cheri Wright, Cortney Duritsa		Lead whole school PL to help teachers analyze Aspire data and adjust practice Support teachers in this work though monthly in PLC time, green days, one-one-one coaching	November In progress
Provide weekly support through PLCs, one-on-one coaching, and after-school support sessions So help teachers to plan both at the lesson and unit level with ACT standards. Support to help teachers adjust instruction based on ACT/Aspire results	X	X	Nick Dawkins Colleen O'Brien, Kelli Lesh, Doug Clinkscales, Cheri Wright, Cortney Duritsa	None	Schedule and progress monitor weekly in PLC time, green days, one-one-one coaching, after school planning support, pre-school week	Some in progress/ some complete
Facilitate 9-12 Content Team Articulation in course standards, reading and writing rubrics based on ACT standards. Teachers build rigorous tasks aligned to standards.	X	X	Colleen O'Brien, Cheri Wright	Sub days, professional learning pay	Articulation planning English Articulation planning Social Studies Articulation planning Science Articulation planning Math	Complete Complete Pending Pending
Share Aspire data results with students	x	x	Teachers and leadership team		Create trackers and protocol for teacher meetings with students on ACT Aspire results Individual conferences with Prep For Success students	Complete Complete

					following first round of ACT Aspire Interims Leadership Team conference with all students on Achievement data including ACT Aspire	Ongoing
Increase student pass rate on AP tests by organizing an AP teacher PLC that looks at data, plans strategy, creates experiences for students, and participates in training.	x	x	Colleen O'Brien, AP teachers	Lunch meetings-food Grants for AP training	Host Bi Monthly strategy meetings Ensure all teachers are re-trained in appropriate AP teacher training sessions Review of teacher syllabus Purchase Fast Track AP books for each class Plan and implement monthly student lunches to increase student confidence in pass rates for ACT	Ongoing Complete January Complete In progress
Engage math teachers in Compact Blue Math Labs to align lesson to standards and to incorporate Standards for Mathematical Practice. Teachers in labs analyze student work and classroom practice to calibrate and improve rigor in thinking, task, and lessons in their classrooms.	X	X	Colleen O'Brien, Math Coach Megan Howard, Math Teachers	Compact Blue funding through Imaginarium	Participate in October Lab Participate in December Lab Participate in three more labs in the Spring	Complete Complete Pending

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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 #3: Implement systems and structures that ensure all Manual scholars are post-secondary ready at the time of graduation

Root Cause(s) Addressed:

- Progress toward college and career readiness goals has not been systematically communicated to students and families;
- Counselor staffing was not sufficient to provide consistent communication to students and families or to provide comprehensive college readiness services to all students;
- The school did not have a consistent system for tracking and making-up credit.
- Prerequisites were not in place for AP enrollment, and not all AP teachers had formal AP training.
- Students were enrolled in AP courses regardless of whether or not they had the prerequisites, skills or desire to be in AP.
- No system existed to create comprehensive and individualized academic plans for all 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)
 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				
Implement biannual one-on-one meetings with college readiness coordinators.	Initial role out and data tracking.	Continuation and honing of system.	Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush	n/a	August – Planning, Structure Creation September – Implementation for all Seniors October – Implementation for all Juniors November – Implementation for all	In progress

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					<p>Sophomores</p> <p>December – Implementation for all Freshmen</p> <p>January-March – second round of one-on-one meetings</p> <p>April/May – Analysis of data, adjustments for Year 2</p>	
Create individualized student academic plans, focusing on post-secondary goals.	Creation of system, initial role out during one-on-one meetings	Continuation and honing of system.	Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush	n/a	<p>August – Planning, Structure Creation</p> <p>September – Implementation for all Seniors</p> <p>October – Implementation for all Juniors</p> <p>November – Implementation for all Sophomores</p> <p>December – Implementation for all Freshmen</p> <p>January-March – second</p>	In progress

					round of one-on-one meetings April/May – Analysis of data, adjustments for Year 2	
Create and implement yearlong ICAP activities to push students to explore college and career options.	Evaluation of previous efforts; creation of year long plan and implementation	Re-evaluation of system and implementation.	Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush, Diana Madriz (DSF), Manual teachers	n/a	August – Planning September – Planning with focus on One-on-One meetings October-December – Roll out to staff January-May – Implementation through advisory classes May – Evaluation, plan for Year 2 adjustments	In progress
Mentorship program with former Manual graduates for seniors; program will support seniors throughout their first year of college/career.	Design phase: contact former students and create plan.	Full implementation and rollout	Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush		January – Planning, Community Outreach February – Beta test with small group of students March – Student feedback April/May – Planning for Year 2	In progress

<p>Redesign credit recovery options to support off-track-to-graduate students in recovering needed courses.</p>	<p>Creation of system and rollout</p>	<p>Adjustments to system, continue to implement</p>	<p>Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush, Manual teachers</p>		<p>August – Assessment of current offerings</p> <p>September – Planning and implementation of program</p> <p>October-December – Semester 1 implementation</p> <p>December – Assessment of Success, Adjustments planned for Semester 2</p> <p>January-May – Implementation</p> <p>May – Assessment of Success, Planning for Year 2</p>	<p>In progress</p>
<p>Academic Probation: Students are held to mandatory tutoring if they are failing two or more classes.</p>	<p>Creation and rollout of system</p>	<p>Adjustments per Year 1 data and rollout</p>	<p>Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush</p>	<p>MSUD tutors, City Year Americorps members</p>	<p>August-September – Planning</p> <p>October-December – Implementation</p> <p>December – Analysis of Semester 1 and Plans for adjustments</p> <p>January – Rollout Semester 2</p>	<p>In progress</p>

					January-May – Semester 2 Academic Tutoring	
Engage Community members in problem solving and support to increase student achievement	x	x	O'Brien, Kelli Lesh, Nick Dawkins, Doug Clinkscates, Cheri Wright, Cortney Duritsa	General budget	Elicit ideas and support from Committees in Common Ground Process specifically the Academic Programs Action Team	October February
Create and Implement a staff Adopt a Senior program to provide students one on one support to complete graduation and college application requirements	x	x	Cortney Duritsa Lockhart, Kendrick Friendly, Britni Mushrush	General budget	Provide all students in building one on one support to complete graduation and college application requirements.	January

* 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 #4 Apply for and earn school Innovation status to obtain flexibilities with time, people, and money necessary to think and act creatively to ensure all students are college ready as outlined in MIS 1-3.

Root Cause(s) Addressed:

- Teachers need more time: school Accountability clock and our dedication to student success, now, requires an accelerated pace of teacher and student learning
- Students need more time: students need extended learning time to continue and to catch up to ensure they are college
- School leaders need flexibilities with time, people, and money to think and act creatively to ensure all students are college ready.

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				
Review and analyze past Innovation Plans, data, staff to determine areas of focus for our new Innovation Plan.	Review current state of student, staff learning and culture.	Implement and progress monitor plan based on data measures in target setting section.	Leadership Team and Manual Counsel (CSC-staff committee)	n/a	August – September Review current state October – Meet with consultants, district officials, and Manual Council Counsel (made up of staff) for input.	Completed Completed
Write innovation plan designed to accelerate student learning, student culture, teacher learning, and staff culture.	Write plan	Use plan as a reflection tool for our work our first year.	Cortney Duritsa Lockhart, Nick Dawkins, Leadership Team	n/a	October – Write plan, continue to get input from stakeholders.	Completed
Gather formal feedback from all	Invite Manual	Continue to	Cortney	n/aplan	November	Completed

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stakeholders.	Counsel, community members, district team, and teachers to give input on plan.	analyze and progress monitor stakeholder perceptions of the Innovation plan and it's elements	Duritsa Lockhart, Nick Dawkins			
Present plan and call for all staff to vote on approval	Earn approval For Innovation plan from staff and district.	Implement approved plan	District Officials and Leadership Team.		November	Completed

* 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.*

Turnaround Addendum Form

Required For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround

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strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> _____ <input checked="" type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. <input checked="" type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. <input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____ <input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school. <input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. <input type="checkbox"/> School Closure. <input type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

**Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*

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	Recommended	Description of Requirement or Crosswalk of Description in
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Program Requirements	Location in UIP	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>	Section III: Data Narrative and Section IV: Action Plan	See Data Narrative (pages 8-11); and Data Analysis, pages 14-48.
<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>	Section IV: Action Plan	See Data Narrative (pages 8-11), Major Improvement Strategy #1 (pages 32-35) and Major Improvement Strategy #2 (pages 37-40).
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	Section III: Data Narrative and Section IV: Action Plan	See Data Narrative (pages 8-11); and Major Improvement Strategy #1 (pages 32-35) and Major Improvement Strategy #2, (pages 37-40).
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	Section III: Data Narrative and Section IV: Action Plan	See Major Improvement Strategy #1 (pages 32-35), Major Improvement Strategy #3 (pages 40-45) , Major Improvement Strategy #4 (pages 46-47).

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: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	Section III: Data Narrative and Section IV: Action Plan	See Data Narrative, pages 8-11; and Major Improvement Strategy #4 (pages 46-47).
<p>Data Analysis:</p>	Section III: Data	See Data Narrative, pages 8-11; Major Improvement Strategy #1 (pages 32-35) and Major Improvement Strategy #2

<p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Narrative and Section IV: Action Plan</p>	<p>(pages 37-40).</p>
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	<p>See Data Narrative, pages 8-11; and Major Improvement Strategies, (pages 32-47).</p>
<p>Parent Involvement: 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>See Data Narrative, pages 8-11; and Major Improvement Strategy #3 (pages 40-45) and Major Improvement Strategy #4 (pages 46-47).</p>
<p>Transition Plan: 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: 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>See Major Improvement Strategy #1, #2, #3, #4 (pages 32-47).</p>