COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5844 School Name: CONTEMPORARY LEARNING ACADEMY SPF Year: 3-Year

Section I: Summary Information about the School

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

Executive Summary

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

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

CLA has shown improvement in the areas of MAP scores, attendance and ACT over the past three years. Despite growth however, CLA still falls short of district goals in each of those categories. In addition, CLA students traditionally have not met AYC goals. As these are the primary ways we are able to show growth, we are tackling those areas, ACT, MAPs, Attendance and AYC, as our performance challenges.

PPC#1 – School has consistently not met growth expectations in MAP assessments in grades 9-12. School has lacked a consistent school-wide strategy to communicate scores/gaps to students and to implement interventions to address gaps.

PPC#2- The attendance rate has gone up the past three years. The attendance rate data is below the expected target of 86.2%. Rationale: Lack of onboarding strategies for new students.. Attendance and behavior contracts will be implemented to improve attendance. Home visits will be made by core content teachers, administrators and social workers to increase attendance.

PPC #3- Our ACT scores have risen to 15.2 for reading, 13.8 for English, 16.0 for science and 16.0 for math. The school has implemented a comprehensive ACT preparation strategy with all juniors enrolled in ACT Prep classes as well as ZAPS training. The school has also implemented a college readiness plan for each student using Naviance as well as a school created college readiness portfolio. Students can make changes to their plan as their grade levels change.

PPC #4- School has consistently not met AYC. School has lacked a consistent school wide policy to recover credits. School has implemented a No Fail Friday in which students that are failing classes remain at school after the early release to receive tutoring from teachers. We have also implemented Saturday school for students that are failing classes every week from 8-11 am so that they can receive additional support.

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.*

School is continuing to have these problems primarily due to a lack of consistent attendance on the part of students. This shows up both as ADA attendance and mobility over the course of a student's school career. This creates gaps in data that, coupled with existing students gaps in knowledge of both content and appropriate student behaviors, make it hard to pinpoint student academic needs.

PPC 1

Root Cause: The school has created and begun intentional data discussions between teachers and students regarding student performance on MAP assessments. The school has created an intentional system for using MAP, formative and summative assessment data to inform instruction specifically using the DesCartes information. Teachers will continue to participate in a data inquiry cycle to understand where students are progressing and where there are the academic gaps. Teachers will determine best practice instructional strategies that will best meet the needs of students and implement the strategies so students can make progress. Teachers will participate in professional development in the use of NWEA DesCartes reports to inform instruction aligned to the CCSS and CAS. Teachers will be provided data in a user-friendly format to inform their instruction.

PPC 2,

Root Cause: The school attendance rate is below the district expected target of 86.2%. CLA has developed and implemented an attendance contract for students and parents. Academically, intentional time has been designated to allow students to make up work when they are absent from school including No Fail Friday and Saturday school. This school year, CLA has put in place a weekly attendance meeting to progress monitor students' attendance in all classes. We have secured three interns in student support services (social work and counseling) to support individualized meetings with students around attendance. Home visits will be made by teachers, administrators and social workers to increase attendance. Goodwill will also meet daily with students individually to monitor student attendance and meet with stakeholders to develop strategies to address attendance concerns in an effort to improve student engagement.

PPC 3,

Root Cause: The school has a gap between high school academic performance and Post-Secondary Readiness admission criteria. Teachers will implement a school wide Post-Secondary/College Readiness Plan which will impact 9-12 grade students. Students can make changes to their plan as their grade levels change. The staff is committed to increasing opportunities for students that expose them to multiple post-secondary educational opportunities including colleges, universities, career and technical institutions as well as employability skills training. The school is working to close the academic gap for the students between high school and requirements for enrolling in Post-Secondary programs. The school will offer ACT English and math preparation classes to students in grade 11. Our 11th grade students will have the opportunity to participate in an ACT preparatory training during the same week as state testing. Teachers are working to do a better job explaining why this data is important to students and how students can use this data to their advantage. The school is creating opportunities for students to experience internships and career exploration through career technical classes.

PPC 4,

Root Cause: The school consistently has not produced students who have met AYC. Students were not provided opportunities outside of the regular school day to complete/make-up missing assignments. Systems have been implemented including a school wide policy that all teachers have all assignments posted to their individual websites for students to access. We have also implanted No Fail Friday that is mandatory tutoring in the afternoon after early release for students if they are failing any classes. Additionally, students can attend Saturday school every week for tutoring support. With our trimester credit program, students can earn up to 95 credits per academic year.

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.*

The school is taking the following action steps to address our priority performance challenges. Created a space for intentional data discussions between teachers and students specifically regarding MAP scores and AYC. Instituted a No Fail policy that requires failing students to attend extra tutoring on Fridays and Saturdays. Created a tiered level of intervention for attendance to more equitably address attendance issues and continued to implement a policy of ACT Prep classes and ZAP trainings for ACT eligible students.

MIS 1 - Increase MAP growth proficiency levels in Language Usage, Reading and Math

PPC 1

MIS 2 – Maintain a comprehensive attendance campaign designed to increase student engagement

PPC 2

MIS 3 – Maintain a school wide Post-Secondary/College Readiness Plan.

PPC 3

MIS 4 – Implement No Fail Friday policy to ensure AYC

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	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/uip/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/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	AEC: Turnaround Plan - Entering Year 4 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.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	**Shawne Anderson**
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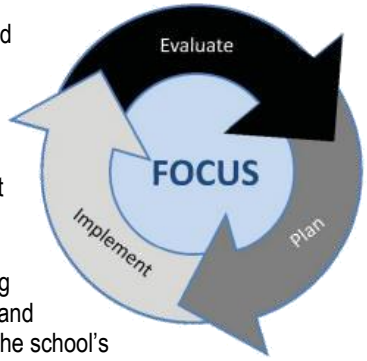
Section III: Narrative on Data Analysis and Root Cause Identification



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

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

Data Narrative for School

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

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	**Review Current Performance:** Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

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Narrative:
CLA is a Multiple Pathways school that serves the greater Denver Metropolitan area. In this 2015-16 school year, CLA begins its second year in the Capitol Hill neighborhood in Central Denver.

CLA is the oldest of the Multiple Pathways schools, predating the Multiple Pathways diploma system, a 4-year old program still under development by the district. Our school targets high-school students who may be credit-deficient (based on their age), and for whom a more traditional school framework has not been particularly effective. Students enroll at CLA for a wide variety of reasons, but in general, students choose CLA as an alternative scholastic model after experiencing academic and sometimes social difficulties during their time in other schools. Oftentimes, and as a result of the aforementioned academic and social difficulties, these students have become credit-deficient in their high-school careers, and there can be important skill-gaps that have resulted in tandem. Students come to CLA with the goal of finding a program that will meet them at their level and help them succeed at the highest. CLA's program supports these students in their success in a variety of ways: small class sizes ensure greater one-on-one support from staff; an emphasis on hands-on learning from our highly qualified teachers gives a sense of real-world importance to learning; and an accelerated program allows students to earn up to 90 credits in a single academic year. In addition to our class size, curriculum, and accelerated program, No Fail Fridays and Saturday School provide students with opportunities outside of the designated school day to complete work and bring up grades, and thanks support from our IT department, student have 24-hour access to assignments and classwork via teacher websites. These resources provide the kind of environment that our students need to excel given their diverse and often trying histories.

Teachers at CLA engage in intentional data discussions with colleagues during biweekly data meetings to keep abreast of student performance trends, in addition to weekly "cohort time" which provides a platform for teachers to share this data with our students. The school has created an intentional system for using MAP, formative and summative assessment data to inform instruction and to give feedback to students. Teachers participate in a data inquiry cycle (through data meetings with colleagues, students, and though professional development) to understand where students are progressing and where there are the academic gaps. CLA's teachers investigate best-practice instructional strategies based on these activities in an effort to make our school experience relevant to students' real-time needs.

School attendance is of concern at CLA given that our rate has fallen below district targets in previous years (see: Review of Current Performance – Student Engagement). CLA implements a variety of tools to help support students' attendance including attendance contracts for students and parents and weekly attendance progress monitoring. School counseling and social work interns support students attendance through individualized meetings, and teachers, administrators, and social workers make home visits to increase student attendance. In an effort to ensure that lack of attendance does not prevent students from keeping up in academics, CLA also provides opportunities for absent students to complete work outside of normal school hours (No Fail Friday, Saturday School).

It is important to consider that given CLA's long and varied history, and coupled with CLA's recent move, that this is a time of flux and change for the school. In 2013-14, CLA added a middle school (6-8) to the existing High School, making CLA a 6-12 Multiple Pathway. Our middle school is meant to help the type of students that are on a path that might lead them to academic and/or social difficulties in high school. The aim of the middle school program is to help these students by providing many of the same supports that our high school program provides, including smaller class sizes and an emphasis on behaving for success in an academic environment.

Review Current Performance

Academic Achievement (Status):

For the 2015 CMAS: PARCC ELA, 18.6% of students tested (N=70) received a score of Approaching Expectations or higher, while 4.3% received a score which Met or Exceeded Expectations. For the 2015 CMAS: PARCC Math, 9.3% of students tested (N=75) received a score of Approaching Expectations or higher, while 1.3% received a score which Met or Exceeded Expectations. On last year's UIP data was related to the TCAP test, for which CLA did not meet High School expectations of 35.4% for reading. We scored 25.7% and missed the target by 9.7%. We scored 3.9% for math and missed the target of 4.4% by 0.5%. We scored 9.2% on writing and missed the target of 14.6% by 5.4%. We scored 7.4% on science and missed the target of 16.4% by 9%.

Academic Growth:

Median Growth Percentile for CMAS was not provided by the state.

MAP growth: It should be noted that CLA met last year's expectations in the reading and math MAP growth category for the 2014-15 academic year, but that the scores, when averaged with the scores over the past three years, leave CLA's average at still below that target. CLA expectations were set at or above 60% for reading, math and language arts, but this year those targets have been increased to 90%. Scores for reading were 62.0%, beating last year's target by 2%, but falling 28% short of this year's target. (Three year average is approx. 57%, or 33% short of the target.). Scores for Math were 63.0%, beating last year's target by 3%, but falling 27% short of this year's target. (Three year average is approx. 50%, or 40% short of the target.) Scores for Language were 50.0%, falling 40% short of this year's target. (Three year average is approx. 56%, or 34% short of the target.)

ACT Average Score by Content: District Target: Reading 15.9, the actual score was 15.2; the target was not met; we missed the target by .7. District Target: Math 15.7, the actual score was 16; target met by 0.3. District Target: English 13.7, the actual score was 13.9; the target was met by 0.2. District Target: Science 15.7, the actual score was 15.9, the target was met; we met the target by .2.

CLA is showing moderate academic growth, although due to the lack of state data, this assessment is limited. The scores for the 2014-15 academic year do meet many of the district expectations, at least in MAPs growth and ACT scores. In ACT, CLA is shown to be slightly above the district average. Some of this growth may be due to the school-wide writing strategy that was seen to be having a small impact from the data in last year's UIP.

Student Engagement:

Average Daily Attendance: District Target 86.2% - Target not met. The actual rate was 68%. We missed the target by 18.2%.

Attendance Improvement: District Target 75% - Target not met. The actual rate was %. We missed the target by %.

Truancy Rate: District Target equal to or less than 7.7% The actual rate has not yet been given.

Student Satisfaction (positive response): District Target 85% - Target was met. The actual rate was 90%. We met the target by 5%.

Parent Satisfaction (positive response): District Target 80% - Target was not met. The actual rate was 78%. We missed the target by 2%.

Parent Satisfaction (percent of parents surveyed): District Target 50% - Target was not met. The actual rate was 84%. We met the target by 34%.

Completion Rate: District Target 55.4% - Target was met. The actual completion rate was 46.2%. We missed the target by 8.8%

Completion Rate Change: District Target 2% - Target was not met. The actual completion rate change was -14.7%. We missed the target by 16.7%.

Dropout Rate: District Target was less than 11.4% - Target was not met. The actual dropout rate was 20.8%. We missed the target by 9.4%.

Dropout Rate Change: District Target -4%. Target was met. The actual rate was -4.6%. We met the target by .6%.

Trend Analysis

Academic Achievement:

Academic achievement as based on TCAP scores had been trending in a positive direction at CLA since at least 2012-13 in Reading, Math, and Writing, based on last year's UIP. In the 2014-15 school year, the district moved from TCAP to CMAS state assessments. CLA's CMAS scores are listed above under *Review of Current Performance*.

Academic Growth:

Academic achievement as based on TCAP scores is trending in a positive direction since at least 2012-13 in Reading, Math, and Writing, but we have not received any data for the 2014-15 school year. In the 2014-15 school year, the district moved from TCAP to CMAS state assessments, and as of the writing of this UIP, the data from those CMAS assessments have not been provided to the school. Please see last year's UIP for the TCAP scores trend analysis since 2012

Academic growth, as based on MAP Growth scores, is trending positively in Reading, Writing, and Math with improvements shown in each content area.. In Reading, 65% of student MAPs scores showed growth, an improvement of 10% from the 2014-15 school year, and an improvement of 12% from the 2012-13 school year. CLA's MAPs Writing growth increased to 61% in 2014-15 from 54.85% in 2012-13, an increase of 6.15%. In Math, CLA's MAPs scores reversed a decline in growth from the previous year, scoring at 61%, a full 11.2% above the 49.8% scored in 2013-14, and up even 7.4% from 2012-13.

Student Engagement:

Average Daily Attendance was 57.2% 2012-2013, 63.7% 2013-2014 and 65.6% 2014-2015. Going back four years to the 2011-12 school year, Average Daily Attendance is closer to the 2013-14 school year, but throughout this four year period the data has stayed within about 5 percentage points. It should be noted here that the discrepancies between DPS's and CDE's formulae for calculating Average Daily Attendance may be responsible for these fluctuations as much as actual variations in student attendance behavior. The district has not yet provided data surrounding attendance improvement and truancy. The sum total of all this information suggests that our three-year trend in Average Daily Attendance

has been steady in the range of 67-69% for the past three years. While it is difficult to see growth in these numbers, it should be considered that our move from the Highlands to Capitol Hill had major impacts on our student population that make it analysis of these numbers difficult in general.

Scores for both Parent and Student Satisfaction had been showing a downward trend since the 2011-12 school year, but this trend was reversed in 2014-15. In 2011-12, Student and Parent Satisfaction scores were both nearly 3% points above the district expectations, dropping to 81.3% (3.7% below expectation) and 71.8% (13.2% below expectation) respectively. In the 2014-15 school year, those numbers jumped to 90% for Student Satisfaction (5% above the district expectation). The positive response from Parent Satisfaction surveys also increased to 78% (An increase of 6.2% of the previous year, but still 2% short of district expectations.) The increase in positive response from the Student and Parent Satisfaction surveys is likely due to the concerted effort on the part of the administration and teaches to make regular in-person contact with parents inside and outside of school during the 2014-15 school year. In the 2015-16 school year, this non-formal emphasis on teacher-parent contact has been formally instituted by giving the students a day off school on the first Friday of each month to allow teachers time during their working day to go out into the community to visit parents and get to know students and their families outside of the context of the schoolhouse.

Post Secondary / Workforce Readiness:

As in previous years, the data surrounding CLA's Post-Secondary and Workforce Readiness shows both positive and negative trends. Between the 2013-14 and 2014-15 school years, CLA's Completion Rate data fell by 14.7%, a significant decline in a category that had been improving since the 2011-12 school year. CLA is now below district expectations for Completion Rate by 8.8%. While this may suggest a negative trend for CLA, it should be noted that CLA's move from the Highlands neighborhood in Denver to the Capitol Hill neighborhood may have contributed greatly to this rate; if this is the case, this rate should rise greatly in the coming academic years. In 2012-13, the dropout rate had increased to 20.54% (a little over 9% over the district expectation), and in 2013-14, the dropout rate continued upward to 25.4% (exactly 14% above the district expectation). In this most recent year, however, despite our decrease in completion rate, our dropout rate has decreased back to 20.8%. While this misses the district target of 11.4% by 9.4%, our decrease in the dropout rate over the 2013-14 school year was -4.6%, which meets the district's target of a 4% decrease by .6%.

CLA's 2014-15 ACT scores showed growth in all categories, rising to meet district expectations in Math, English and Science and to approach district expectations in reading. As noted in last year's UIP, CLA's ACT scores had remained mostly steady since the 2011-12 school year, ending with CLA showing at just barely above expectations in Math while not meeting them in Reading, English or Science in the 2013-14 school year. With increases in each content area last year, CLA has now moved to meeting district expectations in all areas and to beginning an upward trend. The greatest overall increase was in Science, with a growth of more than 1.5 points to push CLA just past the district expectation by .2 points.

Subgroup Analysis:

***Transition:* Hispanic Students to African American Males**

At least since 2011, Hispanic students had been CLA's most relevant subgroup to track, however, since CLA's move to the Capitol Hill neighborhood, demographics have shifted such that there is now a much smaller population of Hispanic students and much larger population of African American Males. This shift in demographics demands a shift in our analysis, and so this section is intended to transition out the Hispanic Student subgroup data analysis with a final summary of the data collected thus far, and to present baseline

data as a means of introduction for the African American Males subgroup.

As of the 2015-16 school year, African American Males are CLA's largest racial subgroup (N=36 for 2015-16 beginning of year enrollment), and therefore their success may speak to the school's overall performance.

The increase in our African American Male population occurred during and between the 2014-15 and 2015-16 school years. Initial enrollment of African American Males in the 2014-15 school year was six (6) at the High School, 1 at the Middle School. Initial enrollment of African American Males for the 2015-16 school year is 36 at the High School and 5 at the Middle School, a 600% and 500% increase respectively.

To the degree to which our African American Males, as a group, demand a different set of scholastic supports than our Hispanic Students, this demographic shift may be cause to examine closely whether certain existing support structures may be less effective for our current population. In an effort to provide such support, CLA has sought to provide academic and social group programs exclusively for our African American Males, including a group run by Dr. Gregory Diggs which seeks to provide these students with a platform to discuss academic and personal life goals, and to learn about post-secondary and employment opportunities in context that recognizes challenges that this demographic group will have to face in these pursuits.

Fall and Winter MAP data show 59% of our African American Males achieving adequate growth in Language, 71% achieving adequate growth in Math, and 69% showing adequate growth in Reading. African American Males performed slightly lower than the school as a whole in each category, with 10% fewer African American Males showing growth in Language (whole school: 69%), 6% in Math (77%) and 4% in Reading (73%). We will continue to monitor data surrounding our African American Males to ensure that our programs are supporting this subgroup in their academic journeys and beyond.

Priority Performance Challenges

Rationale: Contemporary Learning Academy is a school that is supported by the Office of College and Career Readiness. Central to our mission and core beliefs are students being prepared for college and career success. We, as a school, support this belief and continue to work to ensure that our students graduate ready to pursue post-secondary opportunities that will prepare them for future career opportunities. While preparing our students for graduation, we realize that our students must be prepared to take a variety of assessments, as they will face these assessments as they prepare to enter post-secondary institutions as well as when they begin searching for careers. We further believe our priority performance challenges speak to what we believe is essential to our students being prepared for post-secondary opportunities when they graduate from Contemporary Learning Academy.

PPC#1 – School has consistently not met growth expectations in MAP assessments. School has lacked a consistent school-wide strategy to communicate scores/gaps to students and to implement interventions to address gaps.

PPC#2- The attendance rate has gone up the past three years. The attendance rate data is below the expected target of 86.2%. Rationale: Lack of onboarding strategies for new students. Attendance and behavior contracts will be implemented to improve attendance. Home visits will be made by core content teachers, administrators and social workers to

increase attendance.

PPC #3- Our ACT scores have risen to 15.2 for reading, 13.8 for English, 16.0 for science and 16.0 for math. The school has implemented a comprehensive ACT preparation strategy with all juniors enrolled in ACT Prep classes as well as ZAPS training. The school has also implemented a college readiness plan for each student using Naviance as well as a school created college readiness portfolio. Students can make changes to their plan as their grade levels change.

PPC #4- School has consistently not met AYC. School has lacked a consistent school wide policy to recover credits. School has implemented a No Fail Friday in which students that are failing classes remain at school after the early release to receive tutoring from teachers. We have also implemented Saturday school for students that are failing classes every week from 8-11 am so that they can receive additional support.

Root Cause Analysis

1. The school has created and begun intentional data discussions between teachers and students regarding student performance on MAP assessments. The school has created an intentional system for using MAP, formative and summative assessment data to inform instruction specifically using the DesCartes information. Teachers will continue to participate in a data inquiry cycle to understand where students are progressing and where there are the academic gaps. Teachers will determine best practice instructional strategies that will best meet the needs of students and implement the strategies so students can make progress. Teachers will participate in professional development in the use of NWEA DesCartes reports to inform instruction aligned to the CCSS and CAS. Teachers will be provided data in a user-friendly format to inform their instruction.

2. The school attendance rate is below the district expected target of 86.2%. CLA has developed and implemented an attendance contract for students and parents. Academically, intentional time has been designated to allow students to make up work when they are absent from school including No Fail Friday and Saturday school. This school year, CLA has put in place a weekly attendance meeting to progress monitor students' attendance in all classes. We have secured three interns in student support services (social work and counseling) to support individualized meetings with students around attendance. Home visits will be made by teachers, administrators and social workers to increase attendance. Goodwill will also meet daily with students individually to monitor student attendance and meet with stakeholders to develop strategies to address attendance concerns in an effort to improve student engagement.

3.The school has a gap between high school academic performance and Post-Secondary Readiness admission criteria. Teachers will implement a school wide Post-Secondary/College Readiness Plan which will impact 9-12 grade students. Students can make changes to their plan as their grade levels change. The staff is committed to increasing opportunities for students that expose them to multiple post-secondary educational opportunities including colleges, universities, career and technical institutions as well as employability skills training. The school is working to close the academic gap for the students between high school and requirements for enrolling in Post-Secondary programs. The school will offer ACT English and math preparation classes to students in grade 11. Our 11th grade students will have the opportunity to participate in an ACT preparatory training during the same week as state testing. Teachers are working to do a better job explaining why this data is important to students and how students can use this data to their advantage. The school is creating opportunities for students to experience internships and career exploration through career technical classes.

4. The school consistently has not produced students who have met AYC. Students were not provided opportunities outside of the regular school day to complete/make-up missing assignments. Systems have been implemented including a school wide policy that all teachers have all assignments posted to their individual websites for students to access. We have also implanted No Fail Friday that is mandatory tutoring in the afternoon after early release for students if they are failing any classes. Additionally, students can attend Saturday school every week for tutoring support. With our trimester credit program, students can earn up to 95 credits per academic year.

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)	**High School MAP:** Reading 35.0% Math 10.0% Language Usage 15.0% **ACCESS MGP** 23.5%	Reading – **Actual score 25.5%** Target was not met by 9.5% Math – **Actual score 23%** Target was met by 13%. Language Usage – **Actual score 31.3%** Target was met by 16.3%. **ACCESS MGP** – Target was not listed on the 2014 Alt SPF.	Reading scores may have decreased because the lessons teachers created based on short cycle assessments may not have been aligned with the Common Core. Math scores may have increased because smaller groups of students worked with a cohort of teachers. Writing scores may have increased due to school-wide writing with embedded Close reading. Used Teacher Leaders to provide PD to teachers. Teachers developed their own rubrics.
	Middle School MAP: Reading 67.0% Math 63.0% Language Usage 67.0% **ACCESS MGP** NA	Reading – **Actual score 67.0%.** Target was met by 7.0% Math – **Actual score 63.0%.** Target was met by 3.0% Language Usage – **Actual score 67.0%**. Target was met by 7.0% **ACCESS MGP** – Target was not listed on the 2014 Alt SPF.	

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	**High School:** Reading -- MAP 60% Math – MAP 60% Language Usage -- MAP 60% ACCESS MGP -- NA	Reading: **Actual MAP score 62.0%.** Target was met by 2.0%. Math: **Actual MAP score 63.0%.** Target was met by 3.0%. Language Usage**: Actual MAP score 50.0%.** Target was not met by 10.0%.	Compared to 2013-2014, our MAP scores increased from: Reading: 55.0% to 62.0% Math: 49.8% to 63.0% Compared to 2013-2014, our scores decreased from: Language Usage: 56.1% to 50.0%
	High School: Reading -- MAP 60% Math – MAP 60% Language Usage -- MAP 60% ACCESS MGP -- NA	Reading: **Actual MAP score 62.0%.** Target was met by 2.0%. Math: **Actual MAP score 63.0%.** Target was met by 3.0%. Language Usage**: Actual MAP score 50.0%.** Target was not met by 10.0%.	There is no middle school data for Academic Growth because 2014-2015 was its first year open.
	Middle School: Reading – NA Math – NA Language Usage – NA ACCESS MGP -- NA	Reading: **NA** Math: **NA** Language Usage**: NA**	Classes were focused on project-based learning centered on student work product and not student performance process. Students did not internalize that the Average Daily
Student Engagement	**High School:** Increase attendance rate to 86.2% Increase attendance rate from prior year 75.0%	**Actual attendance rate 65.6%**Target was not met by 20.6% **Actual increase rate from prior year was 68.0%** Target was not met by 7.0%	Attendance was necessary for the end product.

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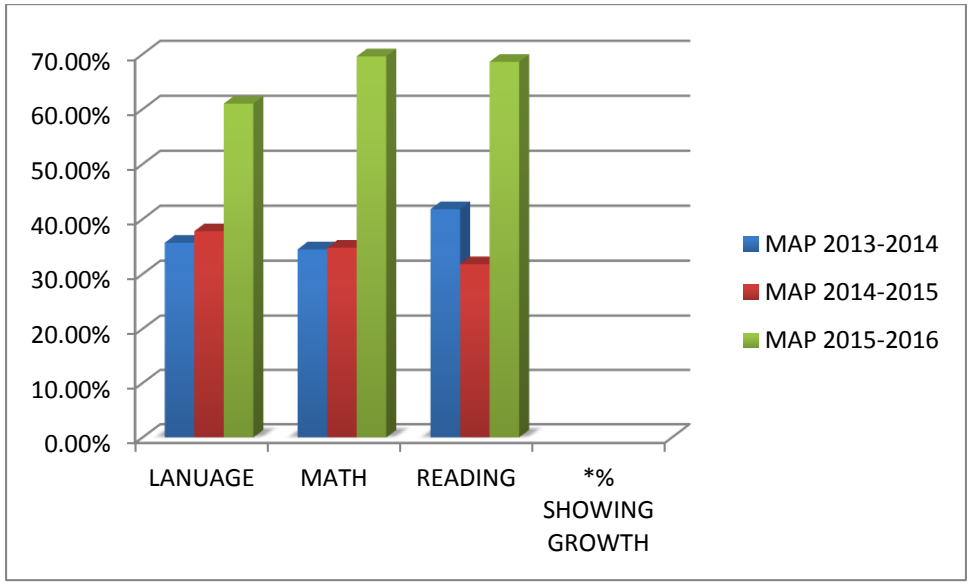
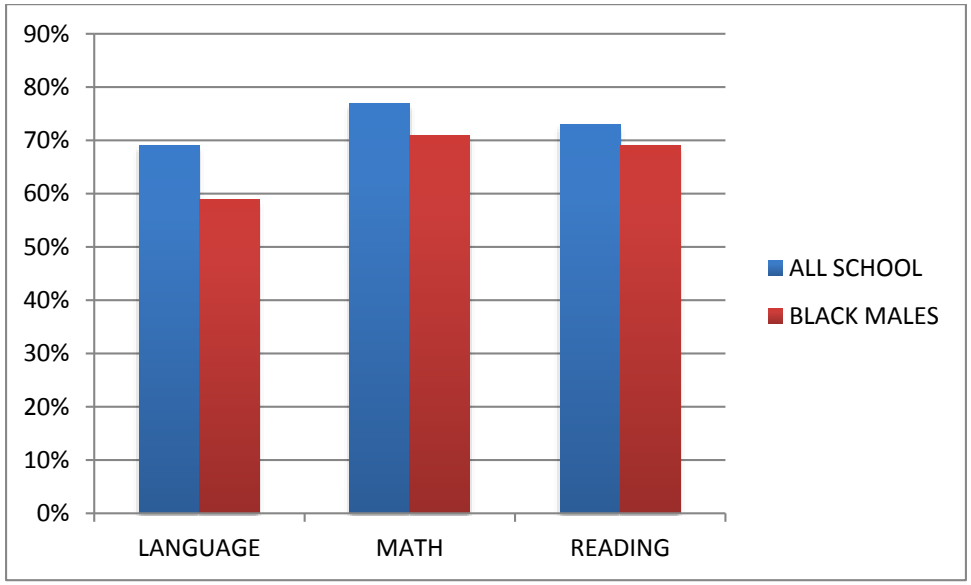
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Middle School: Increase attendance rate: NA Increase attendance rate from prior year: NA	Actual attendance rate: **NA** Actual increase rate from prior year: **NA**	There is no middle school data for Attendance Rates because 2014-2015 was its first year open.
Postsecondary & Workforce Readiness	**High School:** Increase the number of students who enroll and complete HS diploma 55.4%. Increase the number of students who complete school with a diploma 2.0%. Decrease the number of students who drop out of school – 4.0%. Increase ACT scores Reading 15.9 Math 15.7 English 13.7 Science 15.7	**Actual completion rate 46.2%.** Target not met by 9.2%. **Actual completion rate change -1.0%** Target not met by -3.0% **Actual dropout rate 20.8%** Target not met by 3.8% **Actual Dropout rate change 4.0%** ACT scores **Actual Scores** **Reading 15.27** – Target not met by 0.63 **Math 15.54** – Target not met by 0.36 **English 13.54 --** Target not met by 0.16 **Science 15.72** Target met by 0.2	Compared to 2013-2014, our ACT scores increased from: Reading: 14.35 to 15.27 Math: 15.74 to 15.27 English: 13.27 to 15.54 Science: 14.37 to 15.72 We believe our ACT scores increased due to Princeton Review trimester-long ACT Prep classes for all Juniors



CLA MAPS: PERCENTAGE OF STUDENTS SHOWING GROWTH



CLA MAPS: BLACK MALES COMPARED TO ALL SCHOOL

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Worksheet #2: Data Analysis

Directions: ***This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.*** Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**High School:** CLA student TCAP Reading, Math, and Writing scores were trending slowly upward since 2012-13 but did not meet district expectations for Academic Achievements by the 2013-2014 school year. However, CLA student MAP Math and Writing scores were much higher than the district expectations in 2014-2015	**PPC#1** – School has consistently not met growth expectations in MAP assessments. School has lacked a consistent school-wide strategy to communicate scores/gaps to students and to implement interventions to address gaps.	**1.** The school has created and begun intentional data discussions between teachers and students regarding student performance on MAP assessments. The school has created an intentional system for using MAP, formative and summative assessment data to inform instruction specifically using the DesCartes information. Teachers will continue to participate in a data inquiry cycle to understand where students are progressing and where there are the academic gaps. Teachers will determine best practice instructional strategies that will best meet the needs of students and implement the strategies so students can make progress. Teachers will participate in professional development in the use of NWEA DesCartes reports to inform instruction aligned to the CCSS and CAS. Teachers will be provided data in a user-friendly format to inform their instruction.
	Middle School: CLA student MAP Reading, Math, Language Usage and Writing scores were much higher than the district expectations in 2014-2015.		
Academic Growth	**High School:** CLA High School Academic Growth, as measured	**PPC#1** – School has consistently not met	**1.** The school has created and begun intentional data discussions between teachers and students regarding

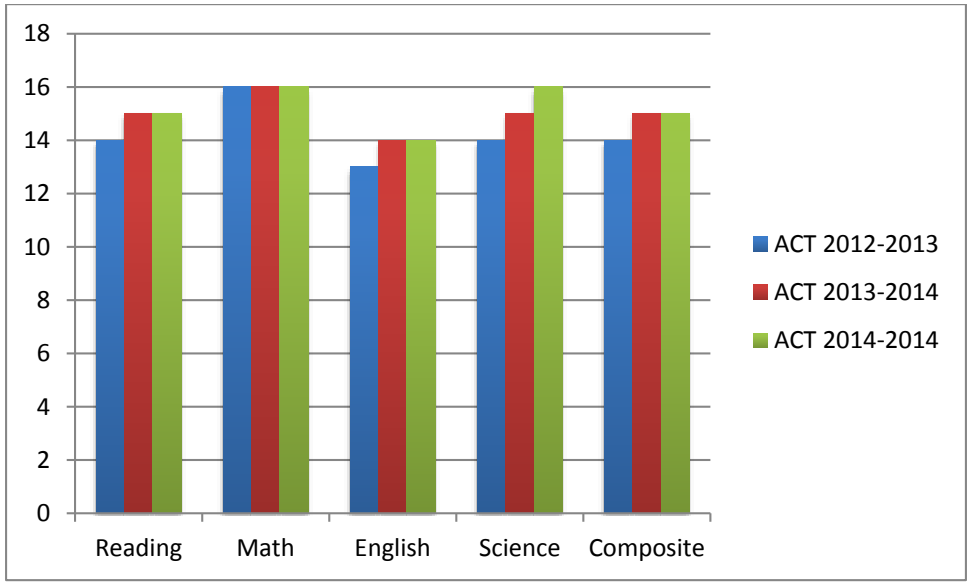
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	by MAP is trending upward in Math and Writing. CLA Academic Growth is trending downward in Reading.	growth expectations in MAP assessments. School has lacked a consistent school-wide strategy to communicate scores/gaps to students and to implement interventions to address gaps. **PPC#2**- The attendance rate has gone up the past three years. The attendance rate data is below the expected target of 86.2%. Rationale: Lack of onboarding strategies for new students.. Attendance and behavior contracts will be implemented to improve attendance. Home visits will be made by core content teachers, administrators and social workers to	student performance on MAP assessments. The school has created an intentional system for using MAP, formative and summative assessment data to inform instruction specifically using the DesCartes information. Teachers will continue to participate in a data inquiry cycle to understand where students are progressing and where there are the academic gaps. Teachers will determine best practice instructional strategies that will best meet the needs of students and implement the strategies so students can make progress. Teachers will participate in professional development in the use of NWEA DesCartes reports to inform instruction aligned to the CCSS and CAS. Teachers will be provided data in a user-friendly format to inform their instruction. **2.** The school attendance rate is below the district expected target of 86.2%. CLA has developed and implemented an attendance contract for students and parents. Academically, intentional time has been designated to allow students to make up work when they are absent from school including No Fail Friday and Saturday school. This school year, CLA has put in place a weekly attendance meeting to progress monitor students' attendance in all classes. We have secured three interns in student support services (social work and counseling) to support individualized meetings with students around attendance. Home visits will be made by teachers, administrators and social workers to increase attendance. Goodwill will also meet daily with students individually to monitor student attendance and meet with stakeholders to develop strategies to address attendance concerns in an effort to improve student engagement.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		increase attendance.	
	Middle School: CLA Middle School Academic Growth: NA		
Student Engagement	**High School:** Average Daily Attendance (ADA) has trended upward in 2013-2014. ADA in 2014-15 trended downward. ADA in 2015-2016 has once again trended upward. Truancy Rate data is not yet available for the 2014-2015 school year. CLA was not meeting the district goal for Truancy Rate, but the trend was moving downward (fewer students are truant) since 2012-13. Scores for both Parent and Student Satisfaction are showing an upward trend in 2014-2015. Scores for both Parent and Student Satisfaction had been trending downward since the 2012-2013 school year.	**PPC #3-** Our ACT scores have risen to 15.2 for reading, 13.8 for English, 16.0 for science and 16.0 for math. The school has implemented a comprehensive ACT preparation strategy with all juniors enrolled in ACT Prep classes as well as ZAPS training. The school has also implemented a college readiness plan for each student using Naviance as well as a school created college readiness portfolio. Students can make changes to their plan as their grade levels change. **PPC #4**- School has consistently not met	**3.** The school has a gap between high school academic performance and Post-Secondary Readiness admission criteria. Teachers will implement a school wide Post-Secondary/College Readiness Plan which will impact 9-12 grade students. Students can make changes to their plan as their grade levels change. The staff is committed to increasing opportunities for students that expose them to multiple post-secondary educational opportunities including colleges, universities, career and technical institutions as well as employability skills training. The school is working to close the academic gap for the students between high school and requirements for enrolling in Post-Secondary programs. The school will offer ACT English and math preparation classes to students in grade 11. Our 11th grade students will have the opportunity to participate in an ACT preparatory training during the same week as state testing. Teachers are working to do a better job explaining why this data is important to students and how students can use this data to their advantage. The school is creating opportunities for students to experience internships and career exploration through career technical classes. **4.** The school consistently has not produced students who have met AYC. Students were not provided opportunities outside of the regular school day to complete/make-up

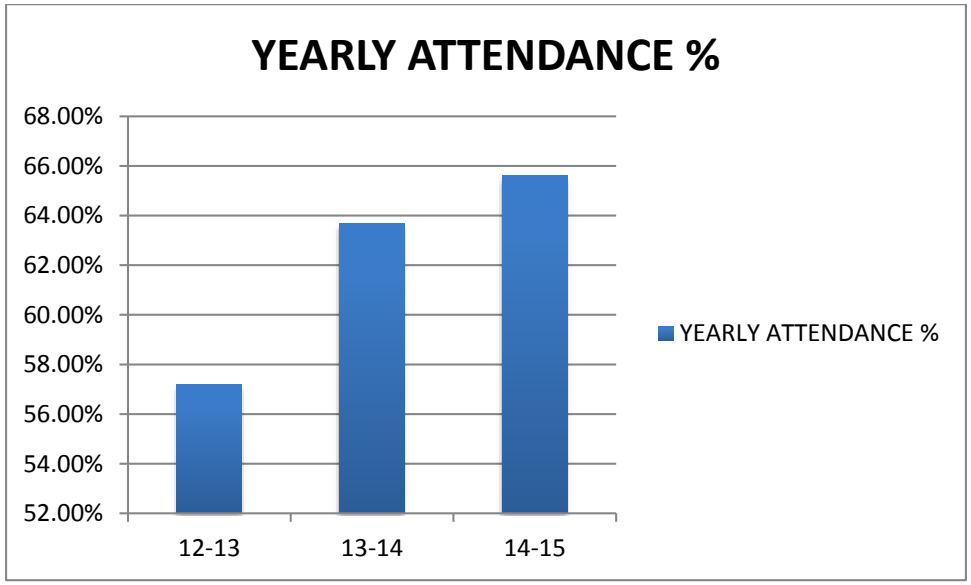
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		AYC. School has lacked a consistent school wide policy to recover credits. School has implemented a No Fail Friday in which students that are failing classes remain at school after the early release to receive tutoring from teachers. We have also implemented Saturday school for students that are failing classes every week from 8-11 am so that they can receive additional support.	missing assignments. Systems have been implemented including a school wide policy that all teachers have all assignments posted to their individual websites for students to access. We have also implanted No Fail Friday that is mandatory tutoring in the afternoon after early release for students if they are failing any classes. Additionally, students can attend Saturday school every week for tutoring support. With our trimester credit program, students can earn up to 95 credits per academic year.
	Middle School: Average Daily Attendance (ADA) was 73% and did not meet the district target of 81.3% Truancy Rate data is not yet available for the 2014-2015 school year. The positive response rate for Student Satisfaction was 93% and was above the district target by 3%. The positive response rate for Parent Satisfaction		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	was 88% but below the district target by -2%. The Parent Satisfaction Survey Response Rate was 100% and 50% above the district target.		
Postsecondary & Workforce Readiness	CLA's Post-Secondary and Workforce Readiness shows both positive and negative trends. CLA's completion rate data is trending slightly downward after it had dropped greatly between the 2012-2013 and 2013-2014 school years. For CLA's ACT scores, while it is possible to note a slight downward trend in ACT English and Reading and a slight upward trend in ACT Math and Science, the school's ACT scores from 2012-13 to 2014-15 have remained essentially steady.	**PPC #4**- School has consistently not met AYC. School has lacked a consistent school wide policy to recover credits. School has implemented a No Fail Friday in which students that are failing classes remain at school after the early release to receive tutoring from teachers. We have also implemented Saturday school for students that are failing classes every week from 8-11 am so that they can receive additional support. **PPC #3**- Our ACT scores have risen to 15.2 for reading, 13.8 for English, 16.0 for	**4.** The school consistently has not produced students who have met AYC. Students were not provided opportunities outside of the regular school day to complete/make-up missing assignments. Systems have been implemented including a school wide policy that all teachers have all assignments posted to their individual websites for students to access. We have also implanted No Fail Friday that is mandatory tutoring in the afternoon after early release for students if they are failing any classes. Additionally, students can attend Saturday school every week for tutoring support. With our trimester credit program, students can earn up to 95 credits per academic year. **3.** The school has a gap between high school academic performance and Post-Secondary Readiness admission criteria. Teachers will implement a school wide Post-Secondary/College Readiness Plan which will impact 9-12 grade students. Students can make changes to their plan as

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		science and 16.0 for math. The school has implemented a comprehensive ACT preparation strategy with all juniors enrolled in ACT Prep classes as well as ZAPS training. The school has also implemented a college readiness plan for each student using Naviance as well as a school created college readiness portfolio. Students can make changes to their plan as their grade levels change.	their grade levels change. The staff is committed to increasing opportunities for students that expose them to multiple post-secondary educational opportunities including colleges, universities, career and technical institutions as well as employability skills training. The school is working to close the academic gap for the students between high school and requirements for enrolling in Post-Secondary programs. The school will offer ACT English and math preparation classes to students in grade 11. Our 11th grade students will have the opportunity to participate in an ACT preparatory training during the same week as state testing. Teachers are working to do a better job explaining why this data is important to students and how students can use this data to their advantage. The school is creating opportunities for students to experience internships and career exploration through career technical classes.



CLA ACT SCORES



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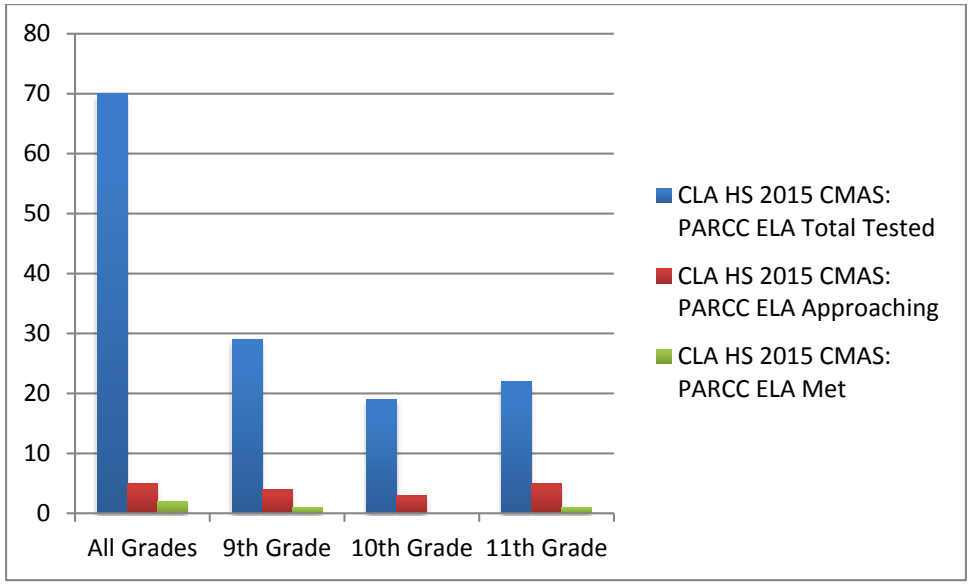
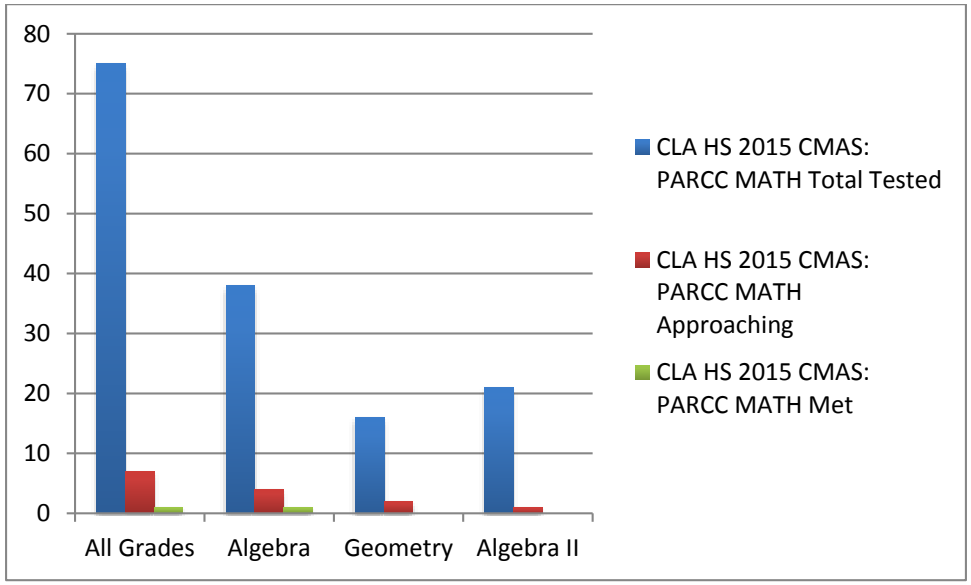


CLA HS PARCC ELA



CLA HS PARCC MATH

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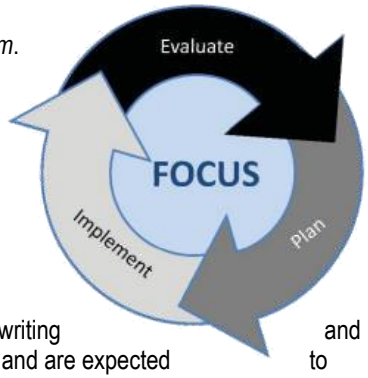
Section IV: Action Plan(s)

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.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2015-16	Annual Performance Targets 2016-17	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), Supplemental Measures	ELA	n/a	Baseline data from 2014-15: 62% of 9th graders did meet expectations 3.4% of 9th graders did met expectations	n/a	n/a	n/a
		READ	n/a	n/a	n/a	n/a	n/a
		M	n/a	Baseline data from 2014-15: 54.3% of 9th graders did meet expectations 2.9% of 9th graders did meet expectations	n/a	n/a	n/a
		S	n/a	n/a	n/a	n/a	n/a
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures	ELA	**PPC#1** – School has consistently not met growth expectations in MAP assessments. School has lacked a consistent school-wide strategy to communicate scores/gaps to students and to implement	ACCESS: 23.5 MAP Language: 61% MAP Reading: 68.60%	n/a	Measures Of Academic Progress (MAP) August 2015, January 2016 and April 2016. MAP scores are disseminated to the staff August 2015, February 2016, and May 2016. Staff analyzes data and incorporate Descartes information into lesson plans to re-teach or teach	**Major Improvement Strategy #1**: Implement school wide data structures to monitor student growth in MAPs.

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			interventions to address gaps.			concepts. Teachers meet with students to review scores and discuss how standard tests impact performance.	
		M		MAP: 69.6%			
		ELP					
Student Engagement	Attendance Rate		**PPC#2**- The attendance rate has gone up the past three years. The attendance rate data is below the expected target of 86.2%. Rationale: Lack of onboarding strategies for new students.. Attendance and behavior contracts will be implemented to improve attendance. Home visits will be made by core content teachers, administrators and social workers to increase attendance.	Middle School: 52% High School: 47%	CLAs current attendance improvement rate is 36.80%. The district target is 75%	An attainable attendance improvement rate is 80% based on district targets.	**Major Improvement Strategy #2:** Maintain a comprehensive attendance campaign and family engagement practices to increase student family practices designed to increase student and family engagement.

	Truancy Rate					
	Supplemental Measures					
Postsecondary & Workforce Readiness	Completion Rate	**PPC #4**- School has consistently not met AYC. School has lacked a consistent school wide policy to recover credits. School has implemented a No Fail Friday in which students that are failing classes remain at school after the early release to receive tutoring from teachers. We have also implemented Saturday school for students that are failing classes every week from 8-11 am so that they can receive additional support. Our current AYC percentage is 53.5%	CLAs current completion rate is 46.2% for 2014 and 39.1% for 2015 the district target is 55.4%.	Completion rate for 2016-17 is 70%.	An attainable completion rate target for 2016-2017 is 60.4%.	**Major Improvement Strategy #4:** Implement school wide structures to support progress in core classes to ensure AYC.
	Dropout Rate	PPC #4 All students passing at least 20 cred hours per trimester.	7.1%	Current dropout rate is 20.8% and the district target is less than 11.4%.	An attainable dropout target for 2016-2017 is 11.4%.	**Major Improvement Strategy #4:** Implement school wide structures to support progress in core classes to ensure AYC.

	Mean CO ACT	PPC #4 All students passing at least 20 cred hours per trimester.	CLA's Actual Scores: Math: 15.54 Science: 15.72 Reading: 15.27 English: 13.54	An attainable ACT targets for 2016-2017 based on district targets: Math: 17 Science: 17 Reading: 17 English: 15	Teachers meet with students to review practice ACT scores and discuss how standard tests impact performance. ACT teachers are trained in the Princeton Review. All books and materials are from Princeton Review. All 11th grade students are required to take an ACT review class.	**Major Improvement Strategy #3:** Implement a school wide Post-Secondary/College Readiness Plan.
	Supplemental 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 a school wide strategy designed to improve Language Usage, Reading and Math represented by RIT scores.
Root Cause(s) Addressed: The school is in year three of implementing intentional strategies to address student needs school wide. This includes intentional systems and data discussions between teachers and students for using MAP data to drive instruction. Our belief is that if students know their RIT levels, they will work to close the growth gap to achieve grade level proficiency.

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 the MAP assessment three times per year to all students	September 2015-May 2016	September 2016-May 2017	Anderson McLaughlin Inhelder	General Fund	Teachers, administrators and staff members will implement MAP three times throughout the year (fall, winter and spring)	In Progress
Students will be grouped by proficiency levels to take the MAP assessment in small groups of five to eight in positive testing environments with teachers, administrators and staff that they have established positive relationships with.	September 2015-May 2016	September 2016-May 2017	Anderson McLaughlin Inhelder	General Fund	Teachers, administrators and staff members will implement MAP three times throughout the year (fall, winter and spring)	In Progress
Use data meetings to identify student weaknesses using MAP scores and	September 2015-	September 2016-	Anderson McLaughlin	General Fund	Teacher leaders, administrators and Teacher	In Progress

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create action plans. Use cohort time to ensure students know their data.	May 2016	May 2017	Inhelder		Effectiveness Coach in department meetings will analyze student data and create instructional action plans	
Monthly Professional Development for teachers on analyzing MAP data and use of Des Cartes to supported student specific targeted instruction.	September 2015-May 2016	September 2016-May 2017	Anderson McLaughlin Inhelder	General Fund	Teachers will participate in MAP PD one hour per month to learn how to effectively analyze the data and plan instructional implementation strategies	In Progress
Roll out an electronic student survey in December around MAP (testing environments, gauge if they know their data and produce action plan prior to the winter window.)	September 2015-May 2016	September 2016-May 2017	Anderson McLaughlin Inhelder Froberg	General Fund	Create electronic survey and roll out to students prior to winter break	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: Maintain a comprehensive attendance campaign designed to increase student engagement
Root Cause(s) Addressed: The school lacks an intentional transportation system to address all of the students who attend CLA. The school lacks onboarding strategies for students new to CLA after 1st trimester.

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	Timeline	Key	Resources	Implementation Benchmarks	Status of Action Step* (e.g.,

Implement the Major Improvement Strategy	2015-16	2016-17	Personnel*	(Amount and Source: federal, state, and/or local)		completed, in progress, not begun)
Student Attendance Tracker- • All students will be listed on the attendance tracker to monitor weekly and yearly attendance • Interventions will be listed for each student, which include attendance contract, home visit, parent/student meeting, 5 day and 10 day letter, schedule change, filing of truancy, individualized interventions for students, school transfer, and celebration of positive attendance. Students with less than 85% attendance will be monitored by one member of the attendance committee.	August 2015- May 2016	August 2016-May 2017	Anderson White Manville Villalon Switzer	General Fund	Student attendance rate- shows increase from week to week, trimester to trimester and year to year. Number and type of interventions are tracked for each student. Students with less than 85% attendance will be monitored. Schedule changes, reductions and/or loss of schedule may occur on a case by case basis. Intervention will be closely monitors by members of the committee..	Completed September 2014-May 2015 Tracker has been revised and posted as a shared google doc. Updated tracker to be posted for all staff in Puma Propaganda, read only Interventions and schedule adjustments are in process.
CLA Attendance Focus Group- Committee will form an attendance focus group, which will include students below 85% and above 85%. The intention of the focus group will be to understand the barriers for students to attend school 85%.		September 2016- May 2017	Manville Switzer	General Fund	Understanding students barriers will assist committee members with interventions for each student.	Not Begun. Will create group in September, 2016
Weekly Attendance Meetings – The attendance committee meets weekly to discuss individual student attendance	September 2015 – May 2016	August 2016-May 2017	Anderson McLaughlin	General Fund	Attendance rates of students beginning in August through June	Attendance committee is meeting weekly.

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weekly and monthly attendance percentages and creates an action plan for students below 85%.			Valliere White Manville Switzer			
Incentives – Each week cohorts will hold a meeting to reward students for high attendance (85% or higher) and attendance growth. Administration will publicly recognize an attendance student of the week in a whole school cohort meeting. Committee will have out of school celebrations for students with positive attendance rates.	September 2015-May 2016	August 2016-May 2017	Cohort Teachers Anderson McLaughlin	General Fund Funding from Central Office SBOE grant	Attendance tracker	In progress Students with 85% attendance or better have received public recognition and incentives.
Calls Home – Cohort teachers will contact the parents/guardians of students with lower than 85% attendance.	September 2015- May 2016	August 2016-May 2017	Cohort Teachers	General Fund	Telephones, Infinite Campus, Conference Logs	In progress Teachers are using IC to document calls home weekly to parents for attendance, success , behaviors and missing assignments.
Home Visits – Cohort teachers will visit the home of each student in their cohort at least once per year.	September 2015-May 2016	August 2016-May 2017	Cohort Teachers	DPS Parent Teacher Home Visit Program and General Fund	Infinite Campus Home Visit Logs Attendance Tracker	In progress Cohorts are currently visiting the homes of their students.
Monthly Family Night for all stakeholders. Providing a monthly Family Night with a different theme (e.g. technology and science) and food to engage families, highlight student work (e.g. art), and bring together students and their families, staff and their families and community partnerships	September 2015-2016	September 2016-May 2017	McLaughlin Teachers Support Staff	General Fund	Sign-in	In Progress We have had our first Family Night of the year.

Monthly CLA Newsletter	September 2015-May 2016	September 2016-May 2017	McLaughlin Teachers Support Staff	General Fund	How many newsletters are returned to CLA	In Progress We have send our first newsletters off
Collaborative School Committee	September 2015-May 2016	September 2016-May 2017	McLaughlin	General Fund	Monthly Sign-in sheet	In Progress

Student Black Male Group – Dr. Diggs. This group meets weekly on Fridays for one and a half hours and is composed of 18 at risk students. It is led by Dr. Diggs, a published author whose expertise is urban, teenage Black male youth.	September 2015-May 2016	September 2016-May 2017	McLaughlin	General Fund	Weekly. Sign-in sheet	In Progress

Major Improvement Strategy #3: Implement a school wide Post-Secondary/College Readiness Plan.
Root Cause(s) Addressed: The school has a gap between high school academic performance and Post-Secondary Readiness admission criteria.

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				
Colorado's Individual Career and Academic Plan- All students will complete Personal Education Plans to include: • 4 year plan, • Reading and completing College and Career Cluster Survey • Career Interest Inventory • Do What you Are Survey, • Scholarship Search, • Post-Secondary Lesson (including college, military, and career and technical eduation • GPA Lesson • Transcript Lesson All through Naviance or guided instruction from counselor or advisement teacher	August 2015-June 2016	August 2016-June 2017	Counselor Switzer, Taylor and Cohort Teachers	General Fund	Data pull from Naviance and College in Colorado	**Trimester 1**- College and Career Cluster Survey, Career Interest Inventory, (In progress) **Trimester 2**- 4-Year Plan, Scholarship search, College Lesson, GPA, Transcript Lesson **Trimester 3**- Career Interest Inventory, Resume writing, College Essay Student will take the practice ACT test in Trimester 2. All juniors will participate in ACT Prep courses to develop reading and math strategies and in ZAPS (ACT Workshop)

SAT- Students will understand what the assessment is, how to take it and improve their opportunities for college and career success SAT Count Down Wall ZAPS- SAT Workshop for all Juniors	August 2015-April 2016 January 2016-April 2016 March 2016	August 2016-April 2017	Counselor Switzer	General Fund SEI Grant	Pre PSAT Scores Practice Tests in SAT Prep Courses	
Visit College/Universities/CTE- Students will have the opportunity to visit a post-secondary institution.	October 2015-April 2016	October 2016-April 2017	Counselor Switzer, Goodwill Youth Services Lewis	SEI Grant	Track students attending field trips post-secondary institutions	Students visit college/universities tri 1, 2, 3 and 9th graders will attend the DPS 9thgrade EXPO in March 2016
FAFSA- Students who are eligible will learn how to read and complete the FAFSA application	January 2016-June 2016	January 2017-June 2017	Counselor Switzer, Taylor	General Fund	Data pull from FAFSA and counselor tracking information	Trimester 2 and 3
Concurrent Enrollment-Students will complete two college or CTE classes before they graduate.	August 2015-June 2016	August 2016-June 2017	Counselor Switzer	SEI Grant	Track Completion Rate on classes. Scores on Accuplacer	Accuplacer in Tri 2 and Tri 3. Track completion rate.
College Awareness Month- Students will participate in College field trips, college visits, completing scholarship applications and how to read and complete college applications	October 2015	October-December 2016	Counselor Switzer and Cohort 3 Teachers	SEI Grant	Track the number of students who participate in college recruiter visits and college visits	College Recruiters visiting CLA on: October 13th: Escoffier Visit October 15th: ACC Visit December: CCD, Colorado

						Christian University, EGOS Visits College Spirit Days: Every Friday in October
Senior College Week: Monday: Student Panel (former students from CLA) Tuesday: College and CTE Representative visit Wednesday: Scholarship Application Day Thursday: Paying for College Workshop Friday: FAFSA Application Day	March 2016	March 2017	Switzer	SEI Grant	Track participation rate, including college applications, scholarship applications, FAFSA applications.	First week of March
Senior Application Tracker-Seniors who have applied to college will be recognized on a tracking board	October 2015-May 2016	October 2016-May 2017	Counselor Switzer	SEI Grant	Track and Recognize who has applied to college	Trimester 1, 2, and 3 as students apply.
Advanced Placement Courses- 50% of students taking the AP Exam will score a 3 or higher.	August 2015-June 2016	August 2016-May 2017	Counselor Switzer	General Fund	Data pull from AP test results	Trimester 1, 2 and 3 as students complete the course and prepare for exam.
College Spirit Days-Students will participate wearing their college apparel through the year	October 2015-May 2016	October 2016-May 2017	Counselor Switzer	SEI Grant	Increase the number of students wearing college T-Shirts by 5%. Base line data	Trimester 1, 2, and 3 collaborate with student organization to plan best days for events

Major Improvement Strategy #4: Implement comprehensive plan to ensure AYC
Root Cause(s) Addressed: inconsistent attendance lack of follow through with work

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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				
Unit Plans - Teachers will complete unit plans for each new unit introduced. Teachers review student gap data to revise weekly lesson plans designed to improve academic skills and create reteach plans.	August 2015-June 2016	August 2016-June 2017	Anderson	General Fund	100% of teachers turn in completed unit plans	Trimester 1,2 and 3
Trackers – Teachers will use trackers to facilitate conversations with students regarding AYC	August 2015-April 2016	August 2016-April 2017	Anderson	General Fund	100% of teachers have visible trackers and are using them to facilitate data conversations with students around AYC	Trimester 1,2 and 3
No Fail Fridays – Students with current F's will stay Friday afternoon and Saturday School to complete	August 2015-June	August 2016-June	Anderson	General Fund	100% of students showing F's will attend No Fail Fridays. 100% of students	Trimester 1,2 and 3

missing work	2016	2017			will meet AYC	
Professional Development- PD will be set up so teachers can choose from a minimum of two options	August 2015- June 2016	August 2016- June 2017	Anderson	General Fund	100 % of Fridays with the exception of staff meetings will offer a minimum of two options for teacher PD	Trimester 1,2 and 3
Innovation Plan – School will write innovation plan to support student learning	October 2015— February 2016		Anderson	General Fund	Innovation plan will be written by committee for district approval	Feb. 2016
Class Websites – teachers will set up class websites to support No Fail Fridays	August 2015- May 2016	August 2016- May 2017	Anderson	General Fund	100 % of teachers will have websites with current work	Trimester 1,2 and 3
School Wide and Cohort Meetings – school will hold school wide and cohort meetings to promote culture	August 2015- June 2016	August 2016- May 2017	Anderson	General Fund	The school and each cohort will hold 2 weekly meetings (1 school wide and 1 cohort)	Trimester 1,2 and 3

Major Improvement Strategy #5: Implement teacher generated menu of differentiated professional development to address self-identified areas for growth. **Root Cause(s) Addressed:** The school has lacked a comprehensive system for addressing teacher's self-identified areas of growth.

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)
	2015-16	2016-17				
CLA administrators will work with teachers monthly to develop effective lesson plans based on CCSS/CAS	August 2015- June	August 2016- June	Anderson McLaughlin	General Fund	Tracked through teacher lesson plan folders in Google docs and monthly individual	In progress August 2015 - May 2016

	2016	2017			lesson plan reviews	
CLA administrators will work with cohorts weekly to develop an intentional system to track student progress in individual classes as well as share the information contained in the tracker with students.	August 2015- June 2016	August 2016- June 2017	Anderson McLaughlin	General Fund	Visible student trackers	In progress August 2015 - May 2016
CLA administrators and teacher leaders will work with cohorts and departments to implement the data inquiry cycle.	August 2015- June 2016	August 2016- June 2017	Anderson McLaughlin	General Fund	Teacher Leader led cohort meetings	In progress August 2015 - May 2016
CLA administrators and teacher leaders will work with the departments to analyze data from assessments to inform instruction.	August 2015- June 2016	August 2016- June 2017	Anderson McLaughlin	General Fund	Teacher Leader led data meetings	In progress August 2015 - May 2016
CLA administrators and teacher leaders will work with the staff to provide a menu of professional development opportunities that will enhance the use of data and assist with developing effective assessments as well as providing teachers with individually identified areas for growth	August 2015- June 2016	August 2016- June 2017	Anderson McLaughlin	General Fund	Professional Development Calendar	In progress August 2015 - May 2016

* 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)

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- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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Section V: Supporting Addenda Forms

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/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround 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
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.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. 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.	☐ **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. ***Provide name of Turnaround Partner:*** _____ X **School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. ☐ **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. ☐ **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. ***Provide name of Management Contractor:*** _____ ☐ **Charter Conversion.** (For schools without a charter) The school has converted to a charter school. ☐ **Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. ☐ **School Closure.** ☐ **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?*

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)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

- 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)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Narrative pages 7-14.
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?	Section IV: Action Plan	Major Improvement Strategies pages 32-42.
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Teachers engage in school wide Professional Development four Friday's per month to support national, district and school initiatives including MIS 1 MAPs, MIS 2 Student Engagement, MIS 3 Post-Secondary Readiness, MIS 4 Adequate Yearly Credits and MIS 5 Differentiated Professional Development. AYC PD includes review of unit plans, trackers, No Fail Friday's, Innovation Plan, Class Websites and Teacher Cohort meetings. PD is organically determined by staff via survey feedback to support our school wide focus of academic rigor and extrapolates in support of, and in alignment with, our UIP and district LEAP framework. Teacher Effectiveness Coach supports teachers on an individual basis 1.5 days per week. Teachers attend individual PD throughout the year in alignment with their Personal Growth Plans. PD includes standardized assessment around MAP, CMAS and PARCC to drive instruction. We value transformative practices such as Restorative Approach for PBIS, Data Driven Instruction, Cultural Responsiveness, ELL's and implement accordingly. Additionally, we implement PD for school wide writing initiatives, Close Reading and progressive

		unit planning (Super Six.)
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III: Data Narrative and Section IV: Action Plan	We hold a Collaborative School Committee meeting every month comprised of members from each stakeholder group to make high level school decisions regarding budget allocation, climate and culture and district/school instructional shifts and implementation. We house additional community resources to support Family and Community Engagement of Goodwill. Our School Leadership Team meets regularly to collaborate on the development and creation of our annual UIP. Students at our school have a Student Leadership class which informs school climate and culture, and our school survey's drive systemic change. Sub-committees of students and teachers have been formed and established to support the program design of various gender and demographic groups, targeting those most in need. Including a black male student group led by a Ph.D professor in Denver once per week to build student resiliency and decrease disproportionate behavior events.

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)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about $2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional $2500). This is a significant salary differential. DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with high teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, with the expected outcome being that turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Using our horizontal instructional calendar that supports our Major Improvement Strategy 1, teachers meet daily in cohort Professional Learning Communities to discuss the academic progress of each student cross-curricularly in core content areas. Teachers create assessments and operate short cycle assessments bi-monthly in individual core content areas that are used as formative assessments to identify what students know, what standards need to re-taught and develop action plans for re-teaching. Teachers also use daily formative assessments such as do-now's and exit slips to gauge student proficiency of standards. Summative course assessments are used at the end of each course as a post-assessment to determine student mastery. Additionally, teachers participate in weekly core content department meetings that are used to examine student work and serve as our vertical articulation matrix aligned to CCSS/CAS. We have also implemented a school wide writing assessment in every core content , citing textual evidence in alignment with CCSS, to progress monitor student writing school wide. Close Reading is also taught in every core content class room to progress

		monitor student reading proficiency.
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	Using our horizontal instructional calendar that supports our Major Improvement Strategy 1, each cohort of teachers meets once per week with social workers to discuss students social-emotional needs and identify action plans for each student that includes scheduled time with social workers, bringing in community resources for substance abuse counseling and providing opportunities for students to work with community partners as it relates to job preparedness and internships. The school counselor also meets once per week with each cohort to support Post Secondary Readiness. This includes Naviance, FAFSA, credit/transcript review and college applications so that we ensure students are on track to graduate. Additionally, two Deans of Culture meet with cohorts once per week around PBIS strategies.
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?	Section IV: Action Plan	Part of our Major Improvement Strategy 2 outlines comprehensive Family and Community Engagement plans that are in year three of implementation. This includes a monthly Family Night, a monthly newsletter, weekly calls home and Home Visits. In addition, we have formed several new committees including Social Media and an Attendance Committee to track student engagement and communicate with parents on an individual basis. We have also implemented an intentional, granular system to roll out School Satisfaction Surveys in April 2016. We are leveraging monthly Family Nights, Home Visit conferences and informal and formal teacher-parent communication to inform parents of students academic status regarding core class grades and standardized assessment data in an intentional effort to build capacity and stakeholder partnerships to collectively increase student mastery of standards to proficient or advanced.
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meeting are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for Kindergarten" or "Estoy listo para el jardindo infancia." The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten. Not applicable to Contemporary Learning Academy, as we are a 6-12 school.
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	SEI Grant pages 38-39.
Additional Information/ Comments		These items are available upon request in the Title I Department: Title I Annual Parent Meeting agendas and sign-in sheets, HQ Principal Attestation, Parent Compact/Policy, SES and Choice participation