

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

Organization Code: 0880  
Year: 3-Year

District Name: DENVER COUNTY 1

School Code: 7163

School Name: P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM) SPF

### 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.

#### 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.*

In the last four years, PREP Academy has struggled with meeting state attendance, achievement, and college and career ready goals, which justifies the choice of Priority Performance Challenges. The school understands its responsibilities in helping students attend school on a regular basis, achieve to the best of their ability, and to be prepared to make sound choices about postsecondary options. The school focuses on and emphasizes student growth in academic achievement and daily attendance, and a reduction in behavioral instances that cause students to miss school and become off track.

The school operates with the following philosophy in mind: Students and families need to trust that we operate to help them succeed. We offer an ear, a partnership, and a clean slate. We believe that with trust comes student investment. Students invest by attending, then the learning will come with solid teaching practices and rigorous lessons. If they don't trust us however, or we don't build relationships with them, the same cycle of poor behavior, high absenteeism, and academic failure continues.

#### **PRIORITY PERFORMANCE CHALLENGES (PPCs)**

**PPC #1:** PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, &

**Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have 90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.**

- ⇒ Rationale: Students who attend the entire year make up the largest segment of PREP's population. Supporting the largest group of students will provide assistance to students in identified subgroups: SPED, ELL, African American, & Hispanic students
- ⇒ Rationale: MAPS tests are the only reliable growth measure used to monitor students who enter school at all different times of the year. Their growth is individualized and is calculated based on initial RIT score and amount of the time each student is enrolled. Meeting the challenge is necessary for student success and aligns with our goal of students showing academic and attendance growth.
- ⇒ Rationale: The percentage of students who attend the greatest amount of time should meet the growth targets set by the state because they have had uninterrupted education at one school site.

**PPC #2: PREP Academy, grades 6-12, failed to meet nearly every average daily *attendance target* (86.2%) and every *attendance improvement target* (75%) as set by the state.**

- ⇒ Rationale: Strong daily attendance allows school staff to make connections with students, the foundational piece that drives achievement. Student and family relationship building are cornerstones of a system that brings students in (attendance improvement) and instills academic confidence (academic growth). Meeting the challenge is necessary for student success and aligns with our goal of students showing academic and attendance growth.

**PPC #3: PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.**

- ⇒ Rationale: Because there will always be a connection between ACT scores and college readiness, ACT scores and preparing students for that test remains a priority.

**PPC #4: 68% of PREP's students graduate without the skills and experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option of their choosing.**

- ⇒ Rationale: PREP's primary focus on obtaining credit fails to regularly meld student career interests. Students in the Work Study Program are afforded the opportunity to obtain credit through gaining work experience; this is a very small number of students.

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- ⇒ Rationale: Many PREP students graduate with the appropriate number of credits, but not the appropriate exposure to postsecondary options and/or opportunities.
- ⇒ Rationale: Concurrent enrollment and workplace experience opportunities at PREP Academy are insufficient for those students who are on-track or ahead for graduation.

#### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

#### **ROOT CAUSES:**

**PPC #1: PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, & Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have 90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.**

#### **Root Causes:**

- Explicit connections between Content Standards and lesson planning and delivery are lacking or missing.
- There are not enough targeted, differentiated supports to assist new teachers to improve planning, connect standards to planning, and formatively assess to inform instruction.
- PD mainly focuses on Rigor and understanding student culture, but not necessarily culturally responsive pedagogy and lesson design.
- There are no interim assessments in place that mirror MAPS format, therefore no estimation of how students may do during formal testing windows.

**PPC #2: PREP Academy, grades 6-12, failed to meet nearly every average daily *attendance target* (86.2%) and every *attendance improvement target* (75%) as set**

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by the state.

**Root Causes:**

- Anecdotal evidence from Student Satisfaction Surveys shows that PREP students are not engaged by the curriculum content and course offerings at PREP.
- Lesson design and curriculum content are not relevant to student interests and do not create a connection between student interests and coursework.
- Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track and often off track are those who need the explicit connection between work and school, creating a disconnect that makes work opportunities more attractive than regularly attending school.
- Mental Health supports are not adequate to address intensive needs of some students.

**PPC #3: PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.**

**Root Causes:**

- Instruction is based on and driven by Common Core Academic Standards; ACT standards are not used to drive instruction.
- ACT preparation has not been a priority.
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**PPC #4: 68% of PREP's students graduate without the skills and experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option of their choosing..**

**Root Causes:**

- Thorough understanding of students' interests and post-secondary goals is not consistently reflected in course or program experience.
- Often focus is on providing courses for on-track status and not career interest.
- Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

**MAJOR IMPROVEMENT STRATEGIES:**

**MIS 1: Implement school-wide, data driven instruction cycles with fidelity. (Aligned to PPC #1)**

1. Implement and refine school-wide focus on lesson planning, progress monitoring, and data-driven instruction cycles to increase overall academic achievement, specifically in Reading, Writing, & Math.

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2. Increase the use of various formative assessments, then use this data to inform instruction, and address gaps in learning and analyze that data.

**MIS #2: Attendance Improvement (Aligned to PPC #2)**

1. Implement a school-wide, multi-tiered system of support that will provide differentiated avenues for students to reach their individual and school-wide attendance goals.
2. Create various tangible opportunities for students that keep them closely connected to PREP.
3. Clearly connect attendance expectations with student achievement.

**MIS #3: Improve the performance of PREP students on the state ACT targets (Aligned to PPC #3)**

1. Create and implement building-wide system to incorporate ACT release items, vocabulary, level of questioning and performance tasks to set up our PREP students for success on the Pre-ACT/ACT.
2. Provide Pre-ACT/ACT preparation course for identified PREP students 9-12.

**MIS #4: Expand Postsecondary & Career Readiness Opportunities (Aligned to PPC #4)**

1. Create learning opportunities through concurrent enrollment and work study for students that will provide tangible college and career options.
2. Provide career counseling to PREP 9-12 students that is targeted to the ICAP and career interest survey.

**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**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school 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: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

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April 15, 2016

The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: [http://www.cde.state.co.us/uiip/UIP\\_TrainingAndSupport\\_Resources.asp](http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp).

### State Accountability

READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	AEC: Turnaround Plan - Entering Year 5 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.

### ESEA and Grant Accountability

Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.

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

## Section II: Improvement Plan Information

### Additional Information about the School

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	The school received an EARSS grant award that covered school years 12-13, 13-14, 14-15, and 15-16. Funding was used to cover the personnel costs of implementing the Discovery Program. Since the program was introduced, overall school attendance has increased and more high
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		school students are meeting AYC criteria.
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.	
<p>The school is submitting this improvement plan to satisfy requirements for (check all that apply):</p> <p> <input type="checkbox"/> State Accreditation    <input type="checkbox"/> Title I Focus School    <input type="checkbox"/> Tiered Intervention Grant (TIG)    <input type="checkbox"/> Diagnostic Review and Planning Grant  <input type="checkbox"/> School Improvement Support Grant    <input type="checkbox"/> READ Act Requirements    <input type="checkbox"/> Other: _____ </p>		
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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.

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

**DESCRIPTION OF SCHOOL SETTING AND PROCESS FOR DATA ANALYSIS**

Beginning in the 2011-2012 school year, PREP Center and Emerson Street were combined to create a new school called PREP Academy. New leadership was hired, and since that time the school operates as a single entity, serving students in grades 6-12. The Title I Focus School carried over in the merger in 11-12.

PREP Academy has been classified as an Intensive Pathway School, and is the only Denver Public School that is required to accept and serve the district's expelled students. PREP is also committed to serving students who have struggled in the traditional classroom. Some students fall behind academically due to low attendance rates and from a pattern of truancy or as behavioral consequence from their previous school(s). PREP serves students from virtually every secondary Denver Public School, from nearly every Denver neighborhood. Over 90% of the students receive Free/Reduced Lunch Services, and over 90% of the students are of color. English Language Learners comprise roughly 20% of the population. The school's Special Education population is around 25%. Average attendance rates have risen and hover around 84% school-wide.

At the midway point of 2011-2012, PREP's School Leadership Team, a compilation of school personnel voted in by their peers, began pursuing alternative programming. After meetings and visits to a number of schools that implemented the Discovery Program, all members agreed to adopt the curriculum beginning in the 2012-2013 school-year. The remainder of the 2011-2012 was dedicated to readying the school for systemic changes in training, conversion from a semester to a trimester model, and alignment of personnel to meet school need.

Late in the spring of 2011-2012, the school applied for, and received, a grant award from the Colorado Department of Education, from a pool of monies for schools that serve expelled and/or high risk youth. This grant funds Discovery Teacher and support staff salaries, employee training, and materials. It is a four year grant, funds decreased from

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years one through four, with total funding over \$500,000.

In 2012-2013, after a week of intensive staff training, PREP implemented the research based Discovery Program curriculum to all students. The Discovery Program is broken up into six units: Effective Groups; Anger Management; Communication Skills; Assertiveness Training; Problem Solving; and Conflict Resolution. All units build upon each other with the end goal of giving students social and coping skills to succeed in school, at home, in the workplace, and in society in general. While Discovery has been the primary driving force in propelling student success, many other systems and programs have contributed to overall school improvement and positive culture shifts. PREP adopted a Hexter (trimester) model, which has allowed off track students to catch up on credits and potentially graduate with their original graduating class. On track students have multiple options to take advantage of concurrent enrollment opportunities. Students who are off-track and those who are on-track, have benefitted from this model.

A small number of concurrent enrollment classes are taught on site at PREP.. Due to the small number, the school has not established an in-house CTE pathway, but instead enrolls students in other programs that support their career interests. Students can enroll full or part time at the Community Colleges of Denver or Aurora. Students can take advantage of the career pathways at the Career Education Center or at Emily Griffith Opportunity School. Emily Griffith's GED Plus program is also a way for PREP students to complete their high school experience and gain college credit.

The systemic change has led to increases in student academic performance and, until 2014-2015, increases in attendance. Over the last three years, 88% of PREP students were able to either successfully graduate, transition to another school, or enter a post-secondary program. Some expelled students have adopted PREP as their home school after the period of their expulsion because PREP's staffing model allows for opportunities for academic, behavioral, and social-emotional growth. 42/139 students who attended PREP in 14-15 returned for 15-16. Unfortunately for PREP, three of the seniors from the 2016 graduating class transferred to a traditional high school. Part of PREP's success can be measured by students who regain their educational focus, transfer out, and thrive in another environment.

The school's mission is to "Provide a safe and welcoming school where students can pursue their education, realize their potential, and develop skills to pursue any postsecondary degree and career opportunity they wish." The school works to support this mission by offering a small variety of academic classes and providing concurrent enrollment opportunities to on track students. Academic success is publicized and celebrated.

The school's vision is to "Create a safe place to learn that celebrates individual achievement, embraces community involvement, and promotes personal growth through positive

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choices.” The school works to support this vision by grounding all social-emotional work in The Discovery Curriculum. Attendance and behavioral successes are publicized and celebrated.

Currently, PREP is funded and staffed to support 120 students, but our student population fluctuates every 6 weeks as we accept students expelled from DPS schools, recommendations for student placement from DPS school leaders, self-selection and referrals from child service agencies. Current enrollment for 2015-16 YTD is 74 total students, although to date, 103 students have been served in some capacity. Male students outnumber female students 3:1 and the majority of our students are African-American and Hispanic young men which is a reflection of the disproportionality in expulsions within DPS schools. Given PREP's mission and vision we have systems and staffing to support the majority of our students who are off-track for graduation with their 4-year cohort. All students enrolling at PREP must successfully complete the 6-week DISCOVERY Program. The DISCOVERY Program which teaches positive social skills to students struggling with academic, attendance, and attitude problems. The curriculum includes social skills, communication, anger management strategies, problem solving, conflict resolution skills, and team building. All students who enroll in PREP Academy are required to participate and pass the Discovery Program as part of their entry into the PREP Academy culture. The objectives of the program are as follows:

- To develop a strong sense of community and a support system for all students;
- To teach, practice and give feedback on specific positive social skills;
- To reinforce the culture of the classroom/school and ensure that all students realize what is expected of them and what they can expect from the staff; and
- To self-explore, self-evaluate and gain insight into one's choices and outcomes.

Upon completion of the DISCOVERY program, high school students earn 15 elective credits and are placed on an academic schedule where they can earn 15 credits per Hexter in addition to academic interventions and mental health services detailed in the appendix.

#### **Review Current Performance:**

Priority performance challenges were derived directly from current and past data trends.

PREP continues to underperform in nearly all academic areas.

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Huge academic deficiencies appear in ACT measurements.  
Graduating students are not pursuing post secondary options at a satisfactory rate.

### **Academic Achievement**

2014-2015 MAP growth is inconsistent.

Middle school growth scores:

Reading did not meet the target (47%). Math met the target (60%). Language usage met the target (65%).

High school growth scores:

Reading did not meet the target (59%). Math did not meet the target (57%). Language usage did not meet the target (56%).

There were a few students who actually exceeded the year end target at the mid year window, who then fell below the year end target, demonstrating proficiency at one point, but not at the point at which the data was drawn.

Possible reasons for the failure to meet the 60% target in most areas for both middle and high school may include the following: no formal progress monitoring tool (just 3 testing windows); academic data collected for analysis does not connect to tested MAPS criteria; level of rigor on teacher made assessments may not match the level of rigor of MAPS.

Administration and Teacher Leaders realized that data shows significant, consistent academic shortcomings. The group concluded that one school-wide professional development focus is rigor: determining what rigor is, alignment to the standards, students applying knowledge in multiple ways, students providing justification for their claims. The goal is to provide rigorous lessons, tasks, and assessments for every student during every period of the day. When that happens, academic goals will be achieved.

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### **Student Engagement**

Middle School met the target at 87.6%. High School attendance dipped in 14-15 to 81.8%, which missed the 86.2% target.

High School underperformance may be due to strategies that are more universal than intensive: phone calls vs. home visits. High School out of school suspensions accounted for nearly 4% of total absences.

There wasn't any available data for Attendance Improvement rates in 14-15.

### **Postsecondary/Workforce Readiness**

#### **ACT**

COACT Read (Proficient/Above Target: 14.9-15.9)-14.78, did not meet

COACT Math (Proficient/Above Target: : 14.8-15.7)-14.48, did not meet

COACT English (Proficient/Above Target: : 15.7-17.3)-11.17, did not meet

COACT Science (Proficient/Above Target: : 14.6-15.7)-15.04, met

ACT scores in all 4 tested areas fell below the target. Possible reasons for the failure to meet the ACT targets in all areas may include the following: academic data collected for analysis does not connect to tested ACT criteria; level of rigor on teacher made assessments may not match the level of rigor of ACT;; lack of familiarity with ACT standards; students placed in academic intervention instead of ACT Prep class; weak design of ACT Prep class.

Because there will always be a connection between ACT scores and college readiness, ACT scores and preparing students for that test remains a priority. Implementing rigorous practices as previously stated should help boost all test scores, but adding ACT specific strategies is an additional support toward adequate scores.

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### **Workforce Readiness**

There is a need to create learning opportunities through concurrent enrollment and work study for students that will not only keep them closely connected to PREP, but provide tangible options. Although there is no formal data to support this challenge, students regularly attest to their need to and desire to secure solid employment.

Formal data does track students in the WES program. Students with special needs are afforded the opportunity to obtain credit through a work study program. The program has been very successful and has produced graduates in the last four graduation ceremonies. Students in the general population need similar opportunities.

### **TREND ANALYSIS**

#### **Academic Status**

MS Reading Target (21.4% P/A): The three year trend for middle school reading sharply decreases: 2011-2012 (23.68% P/A); 2012-2013 (19.3% P/A); 2013-2014 (12.9% P/A).

HS Reading (35.4% P/A): The three year trend for high school reading has remained relatively flat, but did slightly increase in 13-14: 2011-2012 (12.05% P/A); 2012-2013 (11.7% P/A); 2013-2014 (14.7% P/A).

MS Math Target (10% P/A): The three year trend for middle school math sharply decreases: 2011-2012 (8.3% P/A); 2012-2013 (7.6% P/A); 2013-2014 (3.2% P/A).

HS Math (4.4% P/A): The three year trend for high school reading has remained relatively flat, but did slightly increase in 2012-2013 before falling the next year: 2011-2012 (2.4% P/A); 2012-2013 (4.3% P/A); 2013-2014 (2.9% P/A).

MS Writing Target (16.7% P/A): : The three year trend for middle school writing has remained relatively flat, but did slightly increase in 2013-2014: 2011-2012 (13.6% P/A); 2012-2013 (10.8% P/A); 2013-2014 (11.3% P/A).

HS Writing (14.6% P/A): The three year trend for high school writing has remained relatively flat, but did slightly increase in 2013-2014: 2011-2012 (6.1% P/A); 2012-2013 (5.3%

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P/A); 2013-2014 (9.8% P/A).

MS Science: There was not Science data collected in 2013-2014 . The two year trend for middle school science has remained flat: 2011-2012 (2.4% P/A); 2012-2013 (2.3% P/A).

HS Science: There was not Science data collected in 2013-2014. The two year trend for high school science has remained relatively flat, but did slightly increase in 2012-2013: 2011-2012 (3.8% P/A); 2012-2013 (5.3% P/A).

### **Academic Growth**

**TCAP:** PREP did not meet the vast majority of growth targets in the last three years. The ascertained TCAP data for PREP (Positive Refocus Education Program) concerning the following sub-group categories: ALL Students, SPED, ELL, FRL, and Minority (note: the n = is well below set threshold to appropriately report Black and/or Hispanic student data), in reading, math, and writing is detailed below:

There was insufficient data to provide adequate assessment of student performance of students in SPED and ELL subgroups.

### **All Students (Proficient or Above)**

MS & HS (all students) MGP Reading Target (50%): The three year trend for all students students showed a steady incline in Reading: 2011-2012 (10.3%); 2012-2013 (14.7); 2013-2014 (22.9%).

MS & HS (all students) MGP Math Target (50%): The three year trend for all students showed drastic underperformance MGP Math Target: 2011-2012: (2.6%); 2012-2013 (2.9%); 2013-2014 (0.0%).

MS & HS (all students) MGP Writing Target (50%): The three year trend for all students showed a dip in performance in Writing, but an increase in performance the

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following year: 2011-2012 (12.8%); 2012-2013 (5.9%); 2013-2014 (17.1%)

PREP students seem to demonstrate a steady incline in Reading, while in Math disclosed a decline. Overall, PREP students seem to show a dip in performance concerning Writing, but rebound the following year.

### **Minorities (Proficient or Above)**

MS & HS (Minorities) MGP Reading Target (50%): The three year trend for all students students showed a steady incline in Reading: 2011-2012 (10.8%); 2012-2013 (12.5%); 2013-2014 (24.2%).

MS & HS (all students) MGP Math Target (50%): The three year trend for all students showed drastic underperformance of MGP Math Target: 2011-2012: (2.7%); 2012-2013 (3.1%); 2013-2014 (0.0%).

MS & HS (all students) MGP Writing Target (50%): The three year trend for all students showed a dip in performance in Writing, but an increase in performance the following year: 2011-2012 (13.5%); 2012-2013 (6.3%); 2013-2014 (18.2%)

PREP students seem to demonstrate a steady incline in Reading, while in Math disclosed a decline. Overall, PREP students seem to show a dip in performance concerning Writing, but rebound the following year.

MS & HS (African-American and Latino) students MGP Reading Target

**The data reported in the 2011-2012 school-year was not disaggregated by middle and high school, therefore the 2011-2012 MGP numbers will reflect the same scores for both middle and high school.**

MS Reading MGP Target (50%): The three year trend for middle school reading stayed flat and then increases in 2013-2014: 2011-2012 (19%); 2012-2013 (18%); 2013-2014(36.5%).

HS Reading MGP Target (50%): The three year trend for high school reading stayed flat and then increases in 2013-2014: 2011-2012 (19%); 2012-2013 (19.5%); 2013-2014 (25%).

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MS Math MGP Target (50%): The three year trend for middle school math stays flat: 2011-2012 (22%); 2012-2013 (20%); 2013-2014 (20%).

HS Math MGP Target (50%): The three year trend for high school math showed an increase in 2012-2013 , a decrease in 2013-2014, so scores rose slightly over the course of the window: 2011-2012 (22%); 2012-2013 (35%); 2013-2014 (26%).

MS Writing MGP Target (50%): The three year trend for middle school writing saw a small decrease in 2012-2013, a small increase in 2013-2014, thus it has remained relatively flat: 2011-2012 (21%); 2012-2013 (17%); 2013-2014 (21.5%).

HS Writing MGP Target (50%): The three year trend for high school writing increases: 2011-2012 (21%); 2012-2013 (25%); 2013-2014(34%).

**MAPS: PREP did not meet the vast majority of growth targets in the last three years.**

MS Reading Target (60%): The three year trend for middle school reading showed an increase in 2013-2014, a decrease in 2014-2015 but still trends upward over the course of the window: 2012-2013 (39.45%); 2013-2014 (53.5%); 2014-2015 (47%).

HS Reading Target (60%): The three year trend for high school reading increases: 2012-2013 (48.11%); 2013-2014 (53.7%); 2014-2015 (59%).

Three year Reading trends for subgroups:

SPED (MS and HS): (2012-2013 (75%), 2013-2014 (63%); 2014-2015 (56%)

ELL (MS and HS): (2012-2013 (100%), 2013-2014 (100%); 2014-2015 (25%)

African American (MS and HS): (2012-2013 (50%), 2013-2014 (73%); 2014-2015 (55%)

Hispanic (MS and HS): (2012-2013 (75%), 2013-2014 (69%); 2014-2015 (44%)

Three year Reading trends for students (MS and HS), enrolled for a minimum of 32 weeks: (2012-2013 (60%); 2013-2014 (68%); 2014-2015 (63%)

Combined over three years: 43/67 (64%)

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MS Math Target (60%): The three year trend for middle school math increases: 2012-2013 (51.4%); 2013-2014 (54.2%); 2014-2015 (60%).

HS Math Target (60%): The three year trend for high school math shows an increase in 2013-14, a decrease in 2014-2015 and trends downward over the course of the window: 2012-13 (60.57%); 2013-2014 (63.7%); 2014-2015 (57%).

Three year Math trends for subgroups:

SPED (MS and HS): (2012-2013 (50%), 2013-2014 (71%); 2014-2015 (40%)

ELL (MS and HS): (2012-2013 (67%), 2013-2014 (75%); 2014-2015 (57%)

African American (MS and HS): (2012-2013 (75%), 2013-2014 (68%); 2014-2015 (55%)

Hispanic (MS and HS): (2012-2013 (85%), 2013-2014 (50%); 2014-2015 (52%)

Three year Math trends for students (MS and HS), enrolled for a minimum of 32 weeks: (2012-2013 (67%); 2013-2014 (72%); 2014-2015 (59%)

Combined over three years: 43/66 (65%)

MS Language Usage Target (60%): The three year trend for middle school language usage increases: 2012-2013 (51.04%); 2013-2014 (53.4%); 2014-2015 (65%).

HS Language Target (60%): The three year trend for high school language usage stays relatively flat: 2012-2013 (55.76%); 2013-2014 (54.1%); 2014-2015 (56%).

Three year Language Usage trends for subgroups:

SPED (MS and HS): (2012-2013 (60%), 2013-2014 (50%); 2014-2015 (56%)

ELL (MS and HS): (2012-2013 (67%), 2013-2014 (75%); 2014-2015 (80%)

African American (MS and HS): (2012-2013 (64%), 2013-2014 (50%); 2014-2015 (55%)

Hispanic (MS and HS): (2012-2013 (69%), 2013-2014 (63%); 2014-2015 (59%)

Three year Language Usage trends for students (MS and HS), enrolled for a minimum of 32 weeks: (2012-2013 (90%); 2013-2014 (56%); 2014-2015 (56%)

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Combined over three years: 41/67 (62%)

Of all tested students (MS and HS), three year trend shows 59% adequate growth in Reading, 60% in Language Usage, 63% in Math.

90% of PREP students (MS and HS), who attend an entire school year (32 weeks) should attain the maximum growth point on Reading, Language Usage, and Math MAPS tests.

Of the tested students (MS and HS), who attended at least 32 weeks, three year trend shows 64% of the identified students showed adequate growth in Reading, 62% in Language Usage, 65% in Math.

### **STUDENT ENGAGEMENT**

**AVERAGE DAILY ATTENDANCE: PREP fails to meet the average daily attendance target nearly every time over the last three years.**

MS Attendance Target (86.2%): The three year trend for middle school attendance increases: 2012-2013 (84.54%), 2013-2014 (84.8%); 2014-2015 (87.6%).

HS Attendance Target (86.2%): The three year trend for high school attendance decreases: 2012-2013 (84.54%), 2013-2014 (84.4%); 2014-2015 (81.6%).

**ATTENDANCE IMPROVEMENT: PREP fails to meet the average daily attendance target nearly every time in 2012-2013 and 2013-2014. Attendance improvement data was not provided for 2014-2015.**

MS Attendance Improvement Target (75%): The two year trend for middle school attendance sharply increases: 2012-2013 (45.45%), 2013-2014 (70.73%); 2014-2015 (N/A).

HS Attendance Improvement Target (75%): The two year trend for high school attendance sharply increases: 2012-2013 (41.49%), 2013-2014 (64%); 2014-2015 (N/A).

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## **POSTSECONDARY AND WORKFORCE READINESS**

**ACT: PREP did not meet the vast majority of ACT targets in the last three years.**

Reading Target (14.9-15.9): The three year trend for ACT reading stays flat: 2012-2013 (14.3); 2013-2014 (13.52); 2014-2015 (14.78)

Math Target (14.8-15.7): The three year trend for ACT math stays flat: 2012-2013 (14.8); 2013-2014 (15.13); 2014-2015 (14.48)

English Target (15.7-17.3): The three year trend for ACT English stays flat: 2012-2013 (11); 2013-2014 (13.7); 2014-2015 (11.17)

Science Target (14.6-15.7): The three year trend for ACT Science slightly increases: 2012-2013 (13.9); 2013-2014 (15.7); 2014-2015 (15.04)

Over the last three years, only 32% of PREP's 31 graduates have transitioned to a viable post-secondary option (6/31 to two-year schools (19%) 1/31 to four-year schools (3%), 3/31 to career pathways (10%).

Class of 2013 (6 graduates): (2/6 to two-year schools (33%) 1/6 to four-year schools (17%), 1/6 to career pathways (17%).

Class of 2014 (15 graduates): (2/15 to two-year schools (13%) 0/15 to four-year schools (0%), 2/15 to career pathways (13%).

Class of 2015 (10 graduates): (2/10 to two-year schools (20%) 0/10 to four-year schools (0%), 0/10 to career pathways (0%).

## **IDENTIFICATION OF MISs, PPCs, ROOT CAUSES, & ACTION PLANS**

- ❖ Teacher Leader groups, which are representative of various groups within the building, and Administration analyzed data from the previous four years to specify MISs, PPCs, and Root Causes, and Action Plans.
- ❖ Over multiple meetings, groups discussed past achievement, set priorities for current year, and looked ahead to what those achievement goals will mean for the overall success of PREP Students.
- ❖ Concerns that Developed MISs & PPCs:
  - Academic Growth targets not met, based on MAP Scores, is a grave concern, specifically in regards to academic and opportunity gaps. This test is the one true

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- growth measure PREP has for enrolled students.
- State attendance targets not met, which is a major concern because of the tight correlation between strong attendance and strong academic performance.
- Postsecondary and Career Readiness targets not being met are a result of the above mentioned concerns. Severe remediation is needed for students to continue on with their post-secondary plans.

### **PRIORITY PERFORMANCE CHALLENGES (PPCs)**

**PPC #1:** PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, & Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have 90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.

**PPC #2:** PREP Academy, grades 6-12, failed to meet nearly every average daily *attendance target* (86.2%) and every *attendance improvement target* (75%) as set by the state.

**PPC #3:** PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.

**PPC #4:** 68% of PREP's students graduate without the skills and experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option of

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their choosing.

## **ROOT CAUSE ANALYSIS**

**PPC #1:** PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, & Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have **90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.**

- Building-wide, grades 6-12, students do not meet the threshold for academic growth, as set by the state and monitored through MAP Scores in Reading, Language Usage, and Math.

### **Root Causes:**

- Explicit connections between Content Standards and lesson planning and delivery are lacking or missing.
- There are not enough targeted, differentiated supports to assist new teachers to improve planning, connect standards to planning, and formatively assess to inform instruction.
- PD mainly focuses on Rigor and understanding student culture, but not necessarily culturally responsive pedagogy and lesson design.

**PPC #2:** PREP Academy, grades 6-12, failed to meet nearly every average daily ***attendance target (86.2%)*** and every ***attendance improvement target (75%)*** as set by the state.

- Building-wide, grades 6-12, students do not consistently meet the State Attendance Target of 86.2%.
- Building-wide, grades 6-12, students do not consistently meet the Attendance Improvement Target of 75%.

### **Root Causes:**

- Anecdotal evidence from Student Satisfaction Surveys shows that PREP students are not engaged by the curriculum content and course offerings at PREP.

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- Lesson design and curriculum content are not relevant to student interests and do not create a connection between student interests and coursework.
- Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track and often off track are those who need the explicit connection between work and school, creating a disconnect that makes work opportunities more attractive than regularly attending school.
- Mental Health supports are not adequate to address intensive needs of some students.

**PPC #3: PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.**

**Root Causes:**

- Instruction is based on and driven by Common Core Academic Standards; ACT standards are not used to drive instruction.
- ACT preparation has not been a priority.

**PPC #4: 68% of PREP's students graduate without the skills and experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option of their choosing.**

**Root Causes:**

- Thorough understanding of students' interests and post-secondary goals is not consistently reflected in course or program experience.
- Often focus is on providing courses for on-track status and not career interest.
- Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track.

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### 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)	Status Targets from 2013-2014 TCAP <u>MS:</u> R: 21.4% P/A M: 10% P/A W: 16.7% P/A  <u>HS:</u> R: 35.4% P/A M: 4.4% P/A W: 14.6% P/A	2013-2014 Actuals <u>MS:</u> R: 12.9% P/A-not met M: 3.2% P/A-not met W: 11.3% P/A-not met  <u>HS:</u> R: 14.7% P/A-not met M: 2.9% P/A-not met W: 9.8% P/A-not met	(Status) 13-14 Status targets were not met. The majority of the student body hasn't ever had P/A scores. Instructional time tends to be dedicated to content and does not address closing skill gaps. Academic interventions were not consistently delivered and growth was not consistently measured. NO PARCC/CMAS STATUS SCORES AVAILABLE FOR 14-15.

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Academic Growth	<p>Growth Targets were provided by the state. 60% of the students were to meet set growth points on MAPS in reading, language usage, and math. Growth points are determined by a student's first RIT score and are based upon amount of time enrolled, and cut score in relation to grade level.</p>	<p><u>Middle School:</u>  Reading-47%-not met  Math-60%-met  Language Usage-65%-met</p> <p><u>High School:</u>  Reading-59%-not met  Math-57%-not met  Language Usage-56%-not met</p> <p><u>School-wide by sub-group</u>  <u>SPED</u>  Reading-(5/9) 56%-not met  Math-(4/10) 40%-not met  Language Usage-(5/9) 56%-not met</p> <p><u>ELL</u>  Reading-(2/8) 25%-not met  Math-(4/7)-57%-not met  Language Usage-(4/5) 80%-met</p>	<p>(Growth)  Targets were not met because not all lessons were standards based and rigorous. Other assessments were regularly aligned to standards. Some students exceeded the spring target in the winter window, yet scored lower in the spring. Some students took CMAS and PARCC prior to taking the MAPS.  NO PARCC/CMAS GROWTH SCORES AVAILABLE FOR 2014-2015.</p> <p>(Attendance)  Middle school target met. Strong collaboration within the middle school teaching staff. Regular progress updates for students and parents.</p> <p>High school target not met. High number of</p>
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		<u>AFRICAN AMERICAN</u> Reading-(16/29) 55%-not met Math-(16/29) 55%-not met Language Usage-(16/29) 55%-not met  <u>HISPANIC</u> Reading-(11/25) 44%-not met Math-(12/23) 52%-not met Language Usage-(13/22) 59%-not met	chronic non-attenders. Suspensions made up approximately 4% of all high school absences.  NO ATTENDANCE IMPROVEMENT SCORES AVAILABLE FOR 2014-2015.  (Truancy) NO TRUANCY SCORES AVAILABLE FOR 2014-2015.
			(Student Satisfaction)
Student Engagement	Average Daily Attendance Target:: MS and HS: 86.2%  Attendance Improvement: MS and HS: 75%	<u>Middle School:</u> 87.6%-met  <u>High School:</u> 81.2%-not met  <u>Middle School:</u> not available	Both middle school and high school targets met. Students find the school to be safe and supportive of their academic and social-emotional needs.  (Parent Satisfaction Return Rate) Both middle school and high school targets met. The partnership between school and guardians is strong. Conferences and home

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	<p>Truancy Rate: Equal to or less than 7.7%</p> <p>Student Satisfaction Rate: MS and HS: 85%</p> <p>Parent Satisfaction Return Rate: MS and HS: 50%</p>	<p><u>High School:</u> not available</p> <p><u>Middle School:</u> not available</p> <p><u>High School:</u> not available</p> <p><u>Middle School:</u> 95%-met</p> <p><u>High School:</u> 86%-met</p> <p><u>Middle School:</u> 100%-met</p>	<p>visits aligned with the survey timeline.</p> <p>(Parent Satisfaction Positive Response Rate) Middle School target met. High school target not met. High school parents would like more volunteer opportunities.</p>
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	<p>Parent Satisfaction Positive Response Rate: MS and HS: 85%</p>	<p><u>High School:</u> 100%-met</p> <p><u>Middle School:</u> 88%-met</p>	<p>(COACT ) Science target is the only target met. ACT prep class is not offered to all students, some are in an academic intervention. There are no other ACT practice opportunities available to students other than the ACT prep class.</p>
	<p>Parent Satisfaction Goal Return Rate (BONUS POINT): MS and HS: 10% higher than previous</p>	<p><u>High School:</u> 83%-not met</p> <p><u>Middle School:</u> 11%-met</p>	
		<p><u>High School:</u> 30%-met</p>	
Postsecondary & Workforce Readiness	<p>High School Only Completion Rate (44.2-55.4%)</p>	<p><u>High School:</u> 44%-not met</p>	

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	Completion Rate Change (0-2%)	<u>High School:</u> - 3%-not met	
	Dropout Rate (4.6-11.4%)	<u>High School:</u> 5.8%-met	
	Dropout Rate Change (decrease by 4%)	<u>High School:</u> - 2.4%-not met	
	Adequate Yearly Credit (50%)	<u>High School:</u> not available	
	COACT Read (Proficient/Above: 14.9-15.9)	<u>High School:</u> 14.78-not met	
	COACT Math (Proficient/Above: 14.8-15.7)	<u>High School:</u> 14.48-not met	
	COACT English (Proficient/Above: 15.7-17.3)	<u>High School:</u> 11.17-not met	
	COACT Science (Proficient/Above: 14.6-15.7)	<u>High School:</u>	

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		15.04-met	

## 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)	<p><b>TCAP: PREP did not meet the vast majority of status targets in the last three years.</b></p> <p>PREP students seem to demonstrate a steady incline in Reading.</p> <p>MS Reading Target (21.4% P/A): The three year trend for middle school reading sharply decreases: 2011-2012 (23.68% P/A); 2012-2013 (19.3% P/A); 2013-2014 (12.9% P/A).</p>	PPC #1: PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED,	<p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>There are not enough targeted, differentiated supports to assist new teachers to improve planning, connect standards to planning, and formatively assess to inform instruction.</li> <li>PD mainly focuses on Rigor and understanding student culture, but not necessarily culturally responsive</li> </ul>

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	<p>HS Reading Target (35.4% P/A): The three year trend for high school reading has remained relatively flat, but did slightly increase in 2013-2014: 2011-2012 (12.05% P/A); 2012-2013 (11.7% P/A); 2013-2014 (14.7% P/A).</p> <p>All Students: MS &amp; HS (all students) MGP Reading Target (50%): The three year trend for all students students showed a steady incline in Reading: 2011-2012 (10.3%); 2012-2013 (14.7); 2013-2014 (22.9%).</p> <p>MS &amp; HS (all students) MGP Writing Target (50%): The three year trend for all students showed a dip in performance in Writing, but an increase in performance the following year: 2011-2012 (12.8%); 2012-2013 (5.9%); 2013-2014 (17.1%)</p> <p>Math scores disclosed a decline.</p> <p>MS Math Target (10% P/A): The three year trend for middle school math sharply decreases: 2011-2012 (8.3% P/A); 2012-2013 (7.6% P/A); 2013-2014 (3.2% P/A).</p> <p>HS Math Target (4.4% P/A): The three year trend for high school</p>	<p>African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, &amp; Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our</p>	<p>pedagogy and lesson design.</p>
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	<p>reading has remained relatively flat, but did slightly increase in 2012-2013 before falling the next year: 2011-2012 (2.4% P/A); 2012-2013 (4.3% P/A); 2013-2014 (2.9% P/A).</p> <p>All Students: MS &amp; HS (all students) MGP Math Target (50%): The three year trend for all students showed drastic underperformance MGP Math Target: 2011-2012: (2.6%); 2012-2013 (2.9%); 2013-2014 (0.0%).</p> <p>PREP students seem to show a dip in performance concerning Writing, but rebound the following year.</p> <p>MS Writing Target (16.7% P/A): The three year trend for middle school writing has remained relatively flat, but did slightly increase in 2013-2014: 2011-2012 (13.6% P/A); 2012-2013 (10.8% P/A); 2013-2014 (11.3% P/A).</p> <p>HS Writing Target (14.6% P/A): The three year trend for high school writing has remained relatively flat, but did slightly increase in 2013-2014: 2011-2012 (6.1% P/A); 2012-2013 (5.3% P/A); 2013-2014 (9.8% P/A).</p> <p>All Students: MS &amp; HS (all students) MGP Writing Target (50%): The three year trend for all students showed a dip in</p>	<p>population: students who attend PREP for 32 weeks. Our goal is to have <b><u>90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.</u></b></p>	
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	<p>performance in Writing, but an increase in performance the following year: 2011-2012 (12.8%); 2012-2013 (5.9%); 2013-2014 (17.1%)</p> <p>MS Science Target (12.1%): There was not Science data collected in 2013-2014. The two year trend for middle school science has remained flat: 2011-2012 (2.4% P/A); 2012-2013 (2.3% P/A).</p> <p>HS Science Target (16.4%): There was not Science data collected in 2013-2014. The two year trend for high school science has remained relatively flat, but did slightly increase in 2012-2013: 2011-2012 (3.8% P/A); 2012-2013 (5.3% P/A).</p>		
Academic Growth	<p><b>TCAP: PREP did not meet the vast majority of growth targets in the last three years. The data reported in the 11-12 school-year was not disaggregated by middle and high school, therefore the 11-12 MGP numbers will reflect the same scores for both middle and high school.</b></p>	<p>PPC #1: PREP Academy failed to meet nearly every growth/status target as set by the state. Overall,</p>	<p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>• Explicit connections between Content Standards and lesson planning and delivery are lacking or missing.</li> <li>• There are not enough targeted, differentiated supports to assist new</li> </ul>

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	<p>MS Reading: The three year trend for middle school reading stayed flat and then increases in 13-14: 11-12 (19); 12-13 (18); 13-14 (36.5).</p> <p>HS Reading: The three year trend for high school reading stayed flat and then increases in 13-14: 11-12 (19); 12-13 (19.5); 13-14 (25).</p> <p>MS Math: The three year trend for middle school math stays flat: 11-12 (22); 12-13 (20); 13-14 (20).</p> <p>HS Math:: The three year trend for high school math showed an increase in 12-13, a decrease in 13-14, so scores rose slightly over the course of the window: 11-12 (22); 12-13 (35); 13-14 (26).</p> <p>MS Writing: The three year trend for middle school writing saw a small decrease in 12-13, a small increase in 13-14, thus it has remained relatively flat:: 11-12 (21); 12-13 (17); 13-14 (21.5).</p> <p>HS Writing: The three year trend for high school writing increases: 11-12 (21); 12-13 (25); 13-14 (34).</p>	<p>PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, &amp; Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to</p>	<p>teachers to improve planning, connect standards to planning, and formatively assess to inform instruction.</p> <ul style="list-style-type: none"> <li>• PD mainly focuses on Rigor and understanding student culture, but not necessarily culturally responsive pedagogy and lesson design.</li> </ul>
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	<p><b>MAPS: PREP did not meet the vast majority of growth targets in the last three years.</b></p> <p>MS Reading: The three year trend for mid MS Reading Target (60%): The three year trend for middle school reading showed an increase in 2013-2014, a decrease in 2014-2015 but still trends upward over the course of the window: 2012-2013 (39.45%); 2013-2014 (53.5%); 2014-2015 (47%).</p> <p>HS Reading Target (60%): The three year trend for high school reading increases: 2012-2013 (48.11%); 2013-2014 (53.7%); 2014-2015 (59%).</p> <p>Three year Reading trends for subgroups:</p> <p>SPED (MS and HS): (2012-2013 (75%), 2013-2014 (63%); 2014-2015 (56%)</p> <p>ELL (MS and HS): (2012-2013 (100%), 2013-2014 (100%); 2014-2015 (25%)</p> <p>African American (MS and HS): (2012-2013 (50%), 2013-2014 (73%); 2014-2015 (55%)</p> <p>Hispanic (MS and HS): (2012-2013 (75%), 2013-2014 (69%); 2014-2015 (44%)</p> <p>Three year Reading trends for students (MS and HS), enrolled for</p>	<p>Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have <b><u>90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.</u></b></p>	
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	<p>a minimum of 32 weeks: (2012-2013 (60%); 2013-2014 (68%); 2014-2015 (63%))</p> <p>Combined over three years: 43/67 (64%)</p> <p>MS Math Target (60%): The three year trend for middle school math increases: 2012-2013 (51.4%); 2013-2014 (54.2%); 2014-2015 (60%).</p> <p>HS Math Target (60%): The three year trend for high school math shows an increase in 2013-14, a decrease in 2014-2015 and trends downward over the course of the window: 2012-13 (60.57%); 2013-2014 (63.7%); 2014-2015 (57%).</p> <p>Three year Math trends for subgroups:</p> <p>SPED (MS and HS): (2012-2013 (50%), 2013-2014 (71%); 2014-2015 (40%))</p> <p>ELL (MS and HS): (2012-2013 (67%), 2013-2014 (75%); 2014-2015 (57%))</p> <p>African American (MS and HS): (2012-2013 (75%), 2013-2014 (68%); 2014-2015 (55%))</p> <p>Hispanic (MS and HS): (2012-2013 (85%), 2013-2014 (50%); 2014-2015 (52%))</p> <p>Three year Math trends for students (MS and HS), enrolled for a</p>		
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	<p>minimum of 32 weeks: (2012-2013 (67%); 2013-2014 (72%); 2014-2015 (59%))</p> <p>Combined over three years: 43/66 (65%)</p> <p>MS Language Usage Target (60%): The three year trend for middle school language usage increases: 2012-2013 (51.04%); 2013-2014 (53.4%); 2014-2015 (65%).</p> <p>HS Language Target (60%): The three year trend for high school language usage stays relatively flat: 2012-2013 (55.76%); 2013-2014 (54.1%); 2014-2015 (56%).</p> <p>Three year Language Usage trends for subgroups:</p> <p>SPED (MS and HS): (2012-2013 (60%), 2013-2014 (50%); 2014-2015 (56%))</p> <p>ELL (MS and HS): (2012-2013 (67%), 2013-2014 (75%); 2014-2015 (80%))</p> <p>African American (MS and HS): (2012-2013 (64%), 2013-2014 (50%); 2014-2015 (55%))</p> <p>Hispanic (MS and HS): (2012-2013 (69%), 2013-2014 (63%); 2014-2015 (59%))</p> <p>Three year Language Usage trends for students (MS and HS), enrolled for a minimum of 32 weeks: (2012-2013 (90%); 2013-</p>		
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	<p>2014 (56%); 2014-2015 (56%)</p> <p>Combined over three years: 41/67 (62%)</p> <p>Of all tested students (MS and HS), three year trend shows 59% adequate growth in Reading, 60% in Language Usage, 63% in Math.</p> <p>90% of PREP students (MS and HS), who attend an entire school year (32 weeks) should attain the maximum growth point on Reading, Language Usage, and Math MAPS tests.</p> <p>Of the tested students (MS and HS), who attended at least 32 weeks, three year trend shows 64% of the identified students showed adequate growth in Reading, 62% in Language Usage, 65% in Math.</p>		
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Student Engagement	<p><b>AVERAGE DAILY ATTENDANCE: PREP fails to meet the average daily attendance target nearly every time over the last three years.</b></p> <p>MS Attendance Target (86.2%): The three year trend for middle school attendance increases: 2012-2013 (84.54%), 2013-2014 (84.8%); 2014-2015 (87.6%).</p> <p>HS Attendance Target (86.2%): The three year trend for high school attendance decreases: 2012-2013 (84.54%), 2013-2014 (84.4%); 2014-2015 (81.6%).</p> <p><b>ATTENDANCE IMPROVEMENT: PREP fails to meet the average daily attendance target nearly every time in 12-13 and 13-14. Attendance improvement data was not provided for 14-15.</b></p> <p>MS Attendance Improvement Target (75%): The two year trend for middle school attendance sharply increases: 2012-2013 (45.45%), 2013-2014 (70.73%); 2014-2015 (N/A).</p>	<p><b>PPC #2:</b> PREP Academy, grades 6-12, failed to meet nearly every average daily <i>attendance target</i> (86.2%) and every <i>attendance improvement target</i> (75%) as set by the state..</p>	<p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>• Anecdotal evidence from Student Satisfaction Surveys shows that PREP students are not engaged by the curriculum content and course offerings at PREP.</li> <li>• Lesson design and curriculum content are not relevant to student interests and do not create a connection between student interests and coursework.</li> <li>• Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track and often off track are those who need the explicit connection between work and school, creating a disconnect that makes work opportunities more attractive than regularly attending school.</li> <li>• Mental Health supports are not adequate to address intensive needs of some students.</li> </ul>

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	HS Attendance Improvement Target (75%): The two year trend for high school attendance sharply increases: 2012-2013 (41.49%), 2013-2014 (64%); 2014-2015 (N/A).		
Postsecondary & Workforce Readiness	<p><b>ACT: PREP did not meet the vast majority of ACT targets in the last three years.</b></p> <p>Reading Target (14.9-15.9): The three year trend for ACT reading stays flat: 2012-2013 (14.3); 2013-2014 (13.52); 2014-2015 (14.78)</p> <p>Math Target (14.8-15.7): The three year trend for ACT math stays flat: 2012-2013 (14.8); 2013-2014 (15.13); 2014-2015 (14.48)</p> <p>English Target (15.7-17.3): The three year trend for ACT English stays flat: 2012-2013 (11); 2013-2014 (13.7); 2014-2015 (11.17)</p> <p>Science Target (14.6-15.7): The three year trend for ACT Science slightly increases: 2012-2013 (13.9); 2013-2014 (15.7); 2014-2015 (15.04)</p>	<p><b>PPC #3:</b> PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.</p> <p><b>PPC #4:</b> 68% of PREP's students graduate without the skills and</p>	<p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>• Instruction is based on and driven by Common Core Academic Standards; ACT standards are not used to drive instruction.</li> <li>• ACT preparation has not been a priority.</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>• Thorough understanding of students'</li> </ul>

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	<p>Over the last three years, only 32% of PREP's 31 graduates have transitioned to a viable post-secondary option (6/31 to two-year schools (19%) 1/31 to four-year schools (3%), 3/31 to career pathways (10%).</p> <p>Class of 2013 (6 graduates): (2/6 to two-year schools (33%) 1/6 to four-year schools (17%), 1/6 to career pathways (17%).</p> <p>Class of 2014 (15 graduates): (2/15 to two-year schools (13%) 0/15 to four-year schools (0%), 2/15 to career pathways (13%).</p> <p>Class of 2015 (10 graduates): (2/10 to two-year schools (20%) 0/10 to four-year schools (0%), 0/10 to career pathways (0%).</p>	<p>experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option</p>	<p>interests and post-secondary goals is not consistently reflected in course or program experience.</p> <ul style="list-style-type: none"> <li>• Often focus is on providing courses for on-track status and not career interest.</li> <li>• Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track.</li> </ul>
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		of their choosing.	

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#### Section IV: Action Plan(s)

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

#### School Target Setting Form

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

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

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### School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets			Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC , CoAlt, K-3 literacy measure (READ Act), Supplemental Measures	ELA					
		READ					
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC , ACCESS, Supplemental Measures	ELA	PPC #1: PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold	(Read and Language Usage) MAP-60% of students show growth as determined by initial RIT score and length of time enrolled, from first to last test. Growth scores are predetermined by a rubric that accounts for RIT score and amount of time enrolled in	(Read and Language Usage) MAP-60% of students show growth as determined by initial RIT score and length of time enrolled, from first to last test. Growth scores are predetermined by a rubric that accounts for RIT score and amount of time enrolled in	For students who will test in all three windows, the second test will be an interim measure.  For all students, weekly (passing 6 of 6 classes) and hexter grade checks will be an interim measure (HS students should accrue 15 credits each hexter to be	<b><u>MIS 1: Implement school-wide, data driven instruction cycles with fidelity.</u></b>

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			<p>for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, &amp; Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have <b><u>90% of PREP students who attend for 32</u></b></p>	<p>school. Lower RIT scores and longer enrollment periods mandate higher scores to show adequate growth. At least 60% of the students who attend PREP for 32 weeks attain adequate growth. New growth target for these students is 90%.</p> <p>Fall window (8/3/15-11/20/15)</p> <p>Winter window (11/30/15-2/19/16)</p> <p>Spring window (2/29/16-6/3/16)</p>	<p>school. Lower RIT scores and longer enrollment periods mandate higher scores to show adequate growth. At least 60% of the students who attend PREP for 32 weeks attain adequate growth. New growth target for these students is 90%.</p> <p>Testing windows TBD</p>	<p>considered on-track)</p>	
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			<u>weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.</u>				
			Language Usage, & Math.				
		M	PPC #1: PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading,	(Math) MAP-60% of students show growth as determined by initial RIT score and length of time enrolled, from first to last test. Growth scores are predetermined by a rubric that accounts for RIT score and amount of time enrolled in school. Lower RIT scores and longer enrollment periods mandate higher scores to show adequate	(Math) MAP-60% of students show growth as determined by initial RIT score and length of time enrolled, from first to last test. Growth scores are predetermined by a rubric that accounts for RIT score and amount of time enrolled in school. Lower RIT scores and longer enrollment periods mandate higher scores to show adequate	For students who will test in all three windows, the second test will be an interim measure.  For all students, weekly and hexter grade checks will be an interim measure.	<b><u>MIS 1: Implement school-wide, data driven instruction cycles with fidelity.</u></b>

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			<p>Language Usage, &amp; Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have <u>90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.</u></p>	<p>growth. At least 60% of the students who attend PREP for 32 weeks attain adequate growth. New growth target for these students is 90%.</p> <p>Fall window (8/3/15-11/20/15)</p> <p>Winter window (11/30/15-2/19/16)</p> <p>Spring window (2/29/16-6/3/16)</p>	<p>growth. At least 60% of the students who attend PREP for 32 weeks attain adequate growth. New growth target for these students is 90%.</p> <p>Testing windows TBD</p>		
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			Language Usage, & Math.				
		ELP					
Student Engagement	Attendance Rate	<b>PPC #2:</b> PREP Academy, grades 6-12, failed to meet nearly every average daily <i>attendance target</i> (86.2%) and every <i>attendance improvement target</i> (75%) as set by the state.		86.2% daily attendance rate	86.2% daily attendance rate	Weekly check of attendance rate and attendance improvement.	<b><u>MIS #2:</u></b> <b><u>Attendance Improvement</u></b>
	Truancy Rate			Rate of less than 7.7%	Rate of less than 7.7%		
	Supplemental Measures	<b>PPC #2:</b> PREP Academy, grades 6-12, failed to meet nearly every		Attendance Improvement-75% of middle and high school students improve upon	Attendance Improvement-75% of middle and high school students improve upon	Weekly check of attendance rate and attendance improvement.	<b><u>MIS #2:</u></b> <b><u>Attendance Improvement</u></b>

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		average daily <i>attendance target</i> (86.2%) and every <i>attendance improvement target</i> (75%) as set by the state.	previous year's attendance.	previous year's attendance.		
Postsecondary & Workforce Readiness	Completion Rate		Rate of at least 44.2%	Rate of at least 44.2%	Immediately before the start of each hexter, attempt to contact recent dropouts for re-enrollment or to move on to district transitions liaison for alternate placement or GED. Track success.	
	Dropout Rate		Rate of less than 11.4%	Rate of less than 11.4%	Immediately before the start of each hexter, attempt to contact recent dropouts for re-enrollment or to move on to district transitions liaison for alternate placement or GED. Track success.	

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	Mean CO ACT	<b>PPC #3:</b> PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.	ACT Read (14.9) ACT Math (14.8) ACT English (15.7) ACT Science (14.6)	ACT Read (14.9) ACT Math (14.8) ACT English (15.7) ACT Science (14.6)	Baseline established from State Practice ACT Test results from Sept.  During ACT prep class, practice test scores.	<b>MIS #3: Improve the performance of PREP students on the state ACT targets</b>
	Supplemental Measures	<b>PPC #4: 68% of PREP's students graduate without the skills and experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned</b>			Number of students who take advantage of CE opportunities	<b>Major Improvement Strategy #4: Expand Postsecondary &amp; Career Readiness Opportunities</b>

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		to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option of their choosing.				
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### Action Planning Form for 2015-16 and 2016-17

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

**Major Improvement Strategy #1:** Implement school-wide, data driven instruction cycles with fidelity.

**Root Cause(s) Addressed:**

**PPC #1:** PREP Academy failed to meet nearly every growth/status target as set by the state. Overall, PREP Academy students who are ELL, FRL, SPED, African American, and/or Hispanic did not meet the threshold for the academic growth, as set by the state and monitored by MAP scores in Reading, Language Usage, & Math. Overall three year trend shows that 64% of the identified students met the target score for growth in Reading, 62% in Language Usage, 65% in Math. Our challenge is to move from Effective to Distinguish in MAPS Growth for the largest segment of our population: students who attend PREP for 32 weeks. Our goal is to have **90% of PREP students who attend for 32 weeks attain the maximum growth points in Reading, Language Usage, and Math MAPS tests.**

Language Usage, & Math.

- Emphasis on teaching grade level content is driven by District Scope and Sequence demands; consequently, within the provided Scope and Sequences, time is not allocated for gap filling.
- Based on PREP's student achievement data, gap filling within the scope and sequence is imperative for growth.
- Explicit connections between Content Standards and lesson planning and delivery are lacking or missing.
- In the last four years, high staff turnover has resulted in high number of Educators who are within years 0-3 of their careers. There are not enough targeted, differentiated supports to assist new teachers to improve planning, connect standards to planning, and formatively assess to inform instruction.
- PD mainly focuses on Rigor and understanding student culture, but not necessarily culturally responsive pedagogy and lesson design.

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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				
Implement an Effective Data Driven Instructional System (assess, analyze, re-teach, re-assess) using formative assessment strategies resulting in Improved Achievement (Reading, Writing, & Math) for all Students.	Aug/Sept, 2015	Revisited, 2016	Administration, TEC, DR	DPS Budget	Monthly tracking of percent of teachers using data to guide instruction as measured by rubric and reported in UIP tracker.	In progress
Ongoing Professional Development for Lesson Planning and Standards Implementation/Rigor for all parts of lessons (CLO, warm-up, learning	Yearlong Five weeks out of a six-week Professional Development	Revisited, 2016	Administration, TEC, DR, Teacher Leaders	DPS Budget	Evidence of rigor in daily lessons as reported out and tracked in evaluators' weekly update meetings as reported out and	In progress

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experiences, assessments, exit tickets)	Cycle				<p>tracked in evaluators' weekly update meetings</p> <p>Evidence of rigorous warm ups, CLO, exit tickets</p> <p>Number of summative assessments that meet school definition of rigor, tracked once each hexter during data team meetings.</p>	
Development of content specific SLO that focus on CCSS standards and DPS Priority Standards in Reading and Writing in English, Science, and Social Studies. Data shared out during weekly team meetings is primarily derived from these identified standards.	Aug/Sept, 2015, then ongoing	Revisited, 2016	Administration, TEC, Network Planning Partner	DPS Budget	<p>Benchmark timelines per DPS</p> <p>Reports from individual teachers through Mastery Connect Tracker that show progress toward SLO mastery</p>	In progress
Professional Development for formative data collection tools and methods in order to progress monitor in real time and over the course of a data cycle.	Weekly Data Team Meetings, 2015	Revisited, 2016	Administration, TEC, DR, Teacher Leaders	DPS Budget	Monthly tracking of percent of teachers using data to guide instruction as measured by rubric and reported in UIP tracker.	Not started

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Analyze interim MAPS data collected between Fall-Winter tests and Winter-Spring tests.		Twice yearly	Administration, TEC, DR, Teacher Leaders		Number of students making progress toward growth target for the year.	
Assessment creation, implementation, and data collection training for ANet/Curriculum for Middle School Language Arts & Math	Three times yearly, 2015	Revisited, 2016	School SAL, District Level Curriculum Support	DPS Budget	ANet Test Results	First round-completed Second round-not started Third Round-not started

Establish an observation cycle that provides weekly feedback to teachers: targeting re-teach strategies determined during weekly data team meetings.	Aug, 2015	Revisited, 2016	Administration, TEC, DR,	DPS Budget	Observation Tracker Information  Identified problems of practice from weekly update meetings	In progress
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\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Major Improvement Strategy #2: Attendance Improvement

1. Implement a school-wide, multi-tiered system of support that will provide alternate avenues for students to navigate their personal situations, in order to increase their attendance.
2. To create various tangible opportunities for students that keep them closely connected to PREP.
3. Clearly connect attendance expectations with student achievement.

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**PPC #2: PREP Academy, grades 6-12, failed to meet nearly every average daily *attendance target* (86.2%) and every *attendance improvement target* (75%) as set by the state.**

**Root Cause(s) Addressed:**

- Anecdotal evidence from Student Satisfaction Surveys shows that PREP students are not engaged by the curriculum content and course offerings at PREP.
- Lesson design and curriculum content are not relevant to student interests and does not create a connection between student interests and coursework.
- Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track and often off track are those who need the explicit connection between work and school. This disconnect potentially makes work opportunities more attractive than regularly attending school.
- Mental Health supports are not adequate to address intensive needs of some students.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

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Establish and Implement a school-wide, multi-tiered system of support that will provide alternate avenues for students to navigate their personal situations, in order to increase their attendance.	Aug/Sept, 2015; Ongoing	Revisited, 2016	Administration, Mental Health Staff, Nurse, Student Support Partners, Attendance Team, Community Partners	School-Based Budget for Incentives: \$70/weekly	Number of students in each attendance tier  Number of weekly one-on-one concern meetings with students who incur excessive absences in the prior week.  Number of students assigned Support Partners	In progress
Creation and implementation of specialty group(s), aimed at satisfying student employment desires.	Aug/Sept, 2015, then ongoing	Revisited, 2016	Administration, Community Partners, Dean, Specified Students	DPS Budget	Number of Community Partnerships as dictated by need/desire.	In progress

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Increase focus on students with Concurrent Enrollment desires; Streamlined process for students who qualify for Concurrent Enrollment	Aug/Sept, 2015, then ongoing	Revisited, 2016	Administration, Counselors, Specified Students, Community Partners	DPS Budget	Number of Community Partnerships as dictated by need/desire.  Number of students who take advantage of CE opportunities	In progress
Create building-wide system for all students to track weekly attendance.	Weekly, beginning Sept. 2015	Revisit and refine for 2016	Administration; Attendance Team, Advisement Teachers, Students	School-based budget	Number of students whose attendance improvement is impacted with this support-self report	In Progress
Weekly Advisement Calls to increase Parent Engagement	Weekly, beginning Sept. 2015	Revisit and refine for 2016	Administration; Attendance Team, Advisement Teachers, Students	None needed.	Success Rate of Home Visits Attendance at Parent/Family Conferences	In Progress

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

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### Major Improvement Strategy #3: Improve the performance of PREP students on the state ACT targets

1. Create and implement building-wide system to incorporate ACT release items, vocabulary, level of questioning and performance tasks to set up our PREP students for success on the Pre-ACT/ACT.
2. Provide Pre-ACT/ACT preparation courses for identified PREP students 9-12.

**PPC #3:** PREP Academy High School Students scores on the 2012-2015 state ACT assessment have decreased and are substantially below state expectations.

#### Root Cause(s) Addressed:

- Instruction is based on and driven by Common Core Academic Standards; ACT standards are not used to drive instruction.
- ACT preparation has not been a priority.

#### **Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- ☐ State Accreditation    ☐ Title I Focus School    ☐ Tiered Intervention Grant (TIG)    ☐ Diagnostic Review Grant    ☐ School Improvement Support Grant
- ☐ READ Act Requirements    ☐ Other

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Create and implement a building-wide system where students are exposed to ACT Style and Level of questioning	Weekly, beginning Oct, 2015	Weekly, beginning Oct, 2015	Administration, Teachers	Resources: 1. ACT, Aspire, Explore Test	Feedback from of weekly practice problems (avg. 4/week).	In progress

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weekly.				Cost: 1. No cost for booklets.		
Implementation of ACT Prep Class	Daily beginning Hexter 4.	Reassess and Modify for Hexter 4, 2016.	Math Teacher, English Teacher, Previous Instructor	Resources: 1. ACT Practice Books- Cost: 1. Covered by Denver Counseling Grant	Results from ACT Class Assignments & Practice tests	Projected Start Date: Spring 2016
Incorporate <b>ZAP the ACT</b> Class	April, 2016	Reassess and Modify for April, 2017.	Counselor, ACT Prep Teachers	Cost: 2. Covered by Denver Counseling Grant	Required ZAP summative assessments.	Projected Start Date: April 2016

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

#### Major Improvement Strategy #4: Expand Postsecondary & Career Readiness Opportunities

1. Create learning opportunities through concurrent enrollment and work study for students that will provide tangible college and career options.
2. Provide career counseling to PREP 9-12 students that is targeted to the ICAP and career interest survey.

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**PPC #4: 68% of PREP's students graduate without the skills and experiences needed to successfully transition to a post-secondary option of their choosing. In the last three years, only 32% of PREP's graduates have transitioned to a viable post-secondary option: two-year school, four-year school, and/or a career pathway. PREP's challenge is to prepare 100% of its graduates to be equipped with the skills and experiences needed to successfully transition to a post-secondary option of their choosing.**

**Root Cause(s) Addressed:**

- Thorough understanding of students' interests and post-secondary goals is not consistently reflected in course or program experience.
- Often focus is on providing courses for on-track status and not career interest.
- Concurrent enrollment and workplace experience opportunities tend to be more available to on track students than those who are off track.

**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				
School visits to institutions that provide concurrent enrollment opportunities for students based on interest (CEC, EGOS, CCD, CCA)	As needed, beginning Fall, 2015	As needed, beginning Fall, 2016	Counselors, work-study coordinator		Number of visits  Number of students who enroll and complete the course(s) of study	In progress

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Expansion of school level credit bearing options for work study credit.	As needed, beginning Fall, 2015	TBD	Counselors, work-study coordinator		Number of students who earn credit for work study experience	In progress
Use Naviance career interest survey to personalize exploration of and exposure to targeted areas of interest.	Upon enrollment; revisited during school year.	Upon enrollment; revisited during school year.	Counselors, work-study coordinator		Number of students with a minimum of 2 exploration opportunities (career fairs, college visits,	

## Major Improvement Strategy #5: Utilize Turnaround Partner as Strategy to address State Accountability Measures.

### Root Cause(s) Addressed:

- Independently, school failed to design and/or implement strategies that will move PREP Academy out of Turnaround Status-currently in year five.

### 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				

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Monthly Continuous Improvement Goal Meetings.	Second Thursday of the month	TBD	Turnaround Partner, Data Partner, Instructional Superintendent, School Level Admin		Progress of Action steps found in UIP Tracker	In progress
Monthly School Visit	First Tues. of the month and as needed	TBD	Turnaround Partner, Data Partner, Instructional Superintendent, School Level Admin		Progress of Action steps found in UIP Tracker  Progress toward SPF goals as laid out by the state	In progress
Monthly Pathway Meeting	First Tues. of the month	TBD	Turnaround Partner, Data Partner, Instructional Superintendent, School Level Admin		Progress of Action steps found in UIP Tracker	In progress
Monthly SPF Status Meeting	Second Thursday of the month	TBD	Turnaround Partner, Data Partner, School Level Admin		Progress toward SPF goals as laid out by the state	In progress
Learning Walks with Turnaround Partner	Second Thursday	TBD	Turnaround Partner, Data		Average teacher evaluation scores for school-wide focus 1.2-rigor	In progress

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

## Section V: 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](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.

#### State Requirement

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	Section IV: A description of the selected turnaround strategy in the Action Plan Form.	<p>x 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.</p> <p><i>Provide name of Turnaround Partner:</i> Dr. Oscar Joseph, III</p> <p>• School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides</p>

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<p>Turnaround Plan options must be selected and described.</p>	<p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p>greater, more effective support.</p> <ul style="list-style-type: none"> <li>“ 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.</li> <li>“ 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.</li> </ul> <p><i>Provide name of Management Contractor:</i> _____</p> <ul style="list-style-type: none"> <li>“ Charter Conversion. (For schools without a charter) The school has converted to a charter school.</li> <li>“ Restructure Charter. (For schools with a charter) The school’s charter contract has been renegotiated and significantly restructured.</li> <li>“ School Closure.</li> <li>“ 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”).</li> </ul>
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## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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## **ADDITIONAL SCHOOL INFORMATION**

### **TEACHER SUPPORTS**

Systems to support teachers include: weekly professional development, data cycle protocols, lesson plan templates, data tracking instruments, collaborative planning time, regular observation and feedback cycles, the school leadership team, teacher leader structures, and in-building professional development units recognized by the district.

#### **Professional Development**

Prior to the beginning of the 2015-2016 school year, there were three and a half days of teacher/staff professional development. There were sessions to unpack academic standards, use the backward design process to plan the first grading period, writing rigorous test questions, establishing and reinforcing entry routines, and practicing the Discovery protocols and model.

Once the school year begins, PREP teachers receive two hours of professional development opportunities each week. During each hexter cycle, professional development sessions are laid out in the following weekly order:

Week 1: School Culture

Week 2: Operations

Week 3: Rigor

Week 4: Learning Environment

Week 5: Instructional Strategies

Week 6: Summative Data Collection

Topics within each strand are generally determined by observation data. There are times when all staff receives the same training. Other times, personnel has a menu of offerings from which to choose. Teacher Leaders plan and deliver weekly professional development. Planning meetings are held once a week. There are structures in place for absent staff to view the previously videotaped session and complete the same tasks as if they were present.

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In the last four years, high staff turnover has resulted in high number of Educators who are within years 0-3 of their careers. There are not enough targeted, differentiated supports to assist new teachers to improve planning, connect standards to planning, and formatively assess to inform instruction.

#### Data Driven Instruction

There are weekly data team meetings. During those times, teachers report out on an assessed standard. The standards align with each teacher's Student Learning Objectives. The SLO process requires teachers to track student success throughout the course of the year, so the data gathered for the weekly meetings serves multiple purposes. Teachers report out in a template that requires them to name the standard and use the assessment to answer questions about student progress. Teachers must identify assets students possess as a group and skill gaps as a group. There is a planning phase for re-teaching deficit skills (how, when, re-assessing for success). Administration has developed and implemented a rubric to track teacher progress toward proficiency in tracking and understanding student data, but most importantly, adjusting lesson planning to target gaps in student learning.

#### Lesson Planning/UBD Template

Teachers submit weekly lesson plans via Planbook.com. The lesson planning is driven by each unit's Understanding by Design Template. Teachers can use the district scope and sequence to guide their planning. The district also provides a Standards Based Toolkit as an online resource.

#### Collaborative Planning Time

Each core content area has a collaborative planning time built into the school day. This is the only period for teacher planning, so departments meet as needed. Wednesdays are data days, and all department members attend those meetings to look at student work and assessments, and to brainstorm strategies to attack skill gaps.

#### Observation Feedback Cycles

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All teachers are observed regularly throughout the course of the school-year. Some teachers have multiple evaluators, an administrator plus another observer. The feedback structure is supported with RELAY's observation feedback 6 step protocol to give teachers specific, bite size actionable feedback at least 3 times during a 6 week hexter cycle. The feedback is collected in order to determine growth or to provide more support.

#### Teacher Effectiveness Coach

PREP has a Teacher Effectiveness Coach assigned to the school two days each week. The coach provides feedback, resources, and support in a variety of areas. New teachers receive the coaching benefit during the first six weeks. During the rest of the year, the coach will help with lesson planning, aligning rigor to all parts of a lesson, data driven instruction and planning, as well as assisting with putting on Professional Development.

#### ACADEMIC GROWTH

The primary goal for academic growth remains meeting or exceeding the state 60% mandated target for improvement in MAPS scores. Students are tested three times yearly and the school employs many ways to track growth and improve student scores.

PREP uses MAP Navigator as a direct link from student MAP score to an individualized learning path for each student. The computerized program uses student RIT scores to determine areas of proficiency and areas for improvement. Improvement areas are addressed via the computerized program and growth is tracked by the teacher.

Teachers continue to work toward building and delivering lessons that target standards in their areas. From warm-up to content language objectives to activities to exit tickets, the focus is on increasing rigor and developing student success to master grade level targets.

The strategies above are all implemented with the end goal of hitting MAP growth targets for all students.

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The ascertained TCAP data for PREP (Positive Refocus Education Program) concerning the following sub-group categories: **ALL Students**, **SPED**, **ELL**, **FRL**, and **Minority** (note: the n = is well below set threshold to appropriately report Black and/or Hispanic student data), using the Colorado Department of Education **Student Dashboard** {Performance}, in reading, math, and writing is displayed below:

Academic Achievement			
All Students {Proficient or Above}	2011-2012	2012-2013	2013-2014
Reading	10.3%	14.7%	22.9%
Math	2.6%	2.9%	0.0%
Writing	12.8%	5.9%	17.1%

Note: PREP Minority students seem to display a consistent incline in Reading, while in math demonstrated a disappointing decline. Overall, PREP Minority students seem to show a drop in performance concerning Writing, but recovered the following year.

Academic Achievement			
ELL {Proficient or Above}	2011-2012	2012-2013	2013-2014
Reading	0.0	0.0	0.0
Math	0.0	0.0	0.0
Writing	0.0	0.0	0.0

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Note: Not enough data to provide adequate assessment

Academic Achievement			
FRL {Proficient or Above}	2011-2012	2012-2013	2013-2014
Reading	11.4%	12.5%	18.2%
Math	2.9%	0.0%	0.0%
Writing	11.4%	3.1%	12.1%

Note: PREP FRL students seem to exhibit a consistent incline in Reading, while in math demonstrated a discouraging decline. Overall, PREP FRL students seem to present a drop in performance concerning Writing, but recovered the following year.

Growth Targets MAP Math (Disaggregate Data) - Target 60%							
	Total Tested	SPED	ELL	AA	H	W	A/PI
<b>2012-13</b>	20/25 (80%)	2/4 (50%)	2/3 (60%)	9/12 (75%)	11/13 (84.6%)	N/A	N/A
<b>2013-14</b>	24/41 (58.5%)	5/7 (71.4%)	3/4 (75%)	15/22 (68%)	8/16 (50%)	1/3 (33.3%)	N/A

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<b>2014-15</b>	34/58 (58.6%)	4/10 (40%)	4/7 (57.1%)	16/29 (55.2%)	12/23 (52.2%)	4/5 (80%)	0/1 (0%)
<b>Total</b>	<b>78/124 (63%)</b>	<b>9/21 (43%)</b>	<b>9/14 (64%)</b>	<b>40/63 (63%)</b>	<b>31/52 (60%)</b>	<b>5/8 (63%)</b>	<b>0/1 (0%)</b>

<b>Students who met 60% Goal on MAP Math Based on Weeks Enrolled at PREP Academy</b>				
	<b>8-15 weeks</b>	<b>16-23 weeks</b>	<b>24-31 weeks</b>	<b>32 + weeks</b>
<b>2012-13</b>	0/1 (0%)	9/9 (100%)	5/6 (83%)	6/9 (67%)
<b>2013-14</b>	0/1 (0%)	3/7 (43%)	3/9 (33%)	18/25 (72%)
<b>2014-15</b>	N/A	3/6 (50%)	12/20 (60%)	19/32 (59%)
<b>Total</b>	<b>0/2 (0%)</b>	<b>15/22 (68%)</b>	<b>20/35 (57%)</b>	<b>43/66 (66%)</b>

<b>Growth Targets MAP Reading (Disaggregate Data) - Target 60%</b>							
	<b>Total Tested</b>	<b>SPED</b>	<b>ELL</b>	<b>AA</b>	<b>H</b>	<b>W</b>	<b>A/PI</b>

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<b>2012-13</b>	16/29 (55.2%)	3/4 (75%)	3/3 (100%)	7/14 (50%)	9/12 (75%)	N/A	N/A
<b>2013-14</b>	27/41 (65.8)	5/8 (62.8%)	4/4 (100%)	16/22 (72.3%)	11/16 (68.7%)	1/2 (50%)	0/1 (0%)
<b>2014-15</b>	32/59 (54.2%)	5/9 (55.5%)	2/8 (25%)	16/29 (55.2%)	11/25 (44%)	4/5 (80%)	1/1 (100%)
<b>Total</b>	<b>75/127 (59%)</b>	<b>13/17 (76%)</b>	<b>9/15 (60%)</b>	<b>39/65 (60%)</b>	<b>31/53 (58%)</b>	<b>5/7 (71%)</b>	<b>1/2 (50%)</b>

<b>Students who met 60% Goal on MAP Reading Based on Weeks Enrolled at PREP Academy</b>				
	<b>8-15 weeks</b>	<b>16-23 weeks</b>	<b>24-31 weeks</b>	<b>32 + weeks</b>
<b>2012-13</b>	0/1 (0%)	5/9 (56%)	5/7 (71%)	6/10 (60%)
<b>2013-14</b>	N/A	4/6 (67%)	6/9 (67%)	17/25 (68%)
<b>2014-15</b>	N/A	0/7 (0%)	12/20 (60%)	20/32 (63%)
<b>Total</b>	<b>0/1 (0%)</b>	<b>9/22 (41%)</b>	<b>23/36 (57%)</b>	<b>43/67 (64%)</b>

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Growth Target MS MAP Reading-Target 60			
Year	#	+ or -	Trend
11-12	N/A	N/A	N/A
12-13	39.45	- 20.55	N/A
13-14	53.5	14.05	↑
14-15	47	-6.5	↓

High school students did not meet the growth target of 60%, but scores increased from 12-13 (48.11%) to 13-14 (53.7%).

<p><b>Growth Targets MAP Language Usage (Disaggregate Data) - Target 60%</b></p>
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	Total Tested	SPED	ELL	AA	H	W	A/PI
<b>2012-13</b>	18/27(67%)	3/5 (60%)	2/3 (67%)	9/14 (64%)	9/13 69%)	0/0	0/0
<b>2013-14</b>	24/42(57%)	4/8 (50%)	4/4 (100%)	11/22 (50%)	10/16 (63%)	2/3 (67%)	1/1 (100%)
<b>2014-15</b>	34/57 (60%)	5/9 (56%)	4/5 (80%)	16/29 (55.2%)	13/22 (55%)	1/1 (100%)	1/1 (100%)
<b>Total</b>	<b>76/126 (60%)</b>	<b>12/22 (55%)</b>	<b>9/12 (75%)</b>	<b>36/65 (65%)</b>	<b>32/51 (55%)</b>	<b>3/4 (75%)</b>	<b>2/2 (100%)</b>

Students who met 60% Goal on MAP Language Usage Based on Weeks Enrolled at PREP Academy				
	8-15 weeks	16-23 weeks	24-31 weeks	32 + weeks
<b>2012-13</b>	0/1 (0%)	6/9 (67%)	3/7 (43%)	9/10 (90%)
<b>2013-14</b>	1/1 (100%)	5/8 (63%)	4/8 (50%)	14/25 (56%)

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<b>2014-15</b>	0/0 (0%)	2/5 (40%)	14/20 (70%)	18/32 (56%)
<b>Total</b>	<b>1/2 (50%)</b>	<b>13/22 (59%)</b>	<b>21/35 (60%)</b>	<b>41/67 (62%)</b>

Growth Target HS MAP Reading-Target 60			
Year	#	+ or -	Trend
11-12	N/A	N/A	N/A
12-13	48.11	-11.89	N/A
13-14	53.7	6.3	↑
14-15	47	-6.7	↓

### STUDENT ENGAGEMENT

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Student engagement includes all areas laid out in the School Performance Framework: attendance improvement, average daily attendance, truancy, parent satisfaction, student satisfaction. The school has a plan of action to target each of these areas.

#### Attendance Supports

##### **Tier 1:**

Weekly building-wide incentives for students whose attendance is 90% or higher; individual incentive support for students between 86.2% - 90%.

##### **Tier 2:**

Student Support Team assignments for students whose weekly attendance falls between 70% - 86.2%.

\*Incremental goal setting with sections to show a direct correlation between attendance improvement and improvements in academic achievement; contact/meetings/home visits with parents/guardians for support and partnership.

\*Support partners of students whose attendance meets or exceeds 90% after each hexter will monitor attendance for the next hexter. Two consecutive hexters at 90% or above moves student attendance still at 90% to Tier 1 for the following grading period.

\*Those students who qualify are paired with an individual Support Partner or member of Mental Health Team; this partner connects not only with the student, but with their families/guardians to create a system of navigation and support.

***\*\*Attendance is monitored consistently and throughout the year students may fluctuate between Tier 1 & 2, with a goal of staying in Tier 1, once attendance has reached 90%.***

##### **Tier 3:**

Mental Health Team assignments for students whose weekly attendance falls below 70%.

\*Incremental goal setting with sections to show a direct correlation between attendance improvement and improvements in academic achievement

\*May include support from outside community partnerships and/or referrals to other supportive entities.

\*Yearlong assignment with Mental Health Team Support Partner regardless if students meet the 90% threshold;

***\*\*Attendance is monitored consistently and throughout the year students may fluctuate between Tier 1, 2, & 3, with a goal of staying in Tier 1, once attendance has reached 90%; These students will stay partnered with their MH Partner no matter what Tier(s) their attendance fluctuates through.***

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PREP follows compulsory attendance mandates and sends truancy notices as appropriate.

### PARENT AND STUDENT SATISFACTION

The school set a target of a 90% return and satisfaction rates. There is a minimum of one school employee to parent contact each week. The school conducts four rounds of Parent/Teacher Conferences and four rounds of home visits. The school has increased the number of opportunities parents can volunteer to assist on field trips and with school events.

Students who choose PREP as a school choice option must attend an informational orientation. They must also fill out an application and have an interview. The process is employed to learn as much about the student and families as possible prior to enrollment. Upon enrollment, all students and families have a one on one entry meeting with school personnel, whether the student is expelled or is arriving on choice.

PREP has made improving student culture a priority. Prior to the 2011-2012 school merger, the school's operation aligned more closely with the penal system than to the public school system. Students were once required to receive a daily point sheet, were placed in levels, had a set dress code based on their level, expelled students were segregated from the choice population, and all students were subject to an electronic wand search upon entry. None of those protocols remain in place. Positive changes include: addition of a middle and high school student council, leadership opportunities through The Aspen Challenge, production of a PREP yearbook, annual Science Day, participation in interscholastic athletics, participation in intramural athletics, off site graduation ceremony, creation of school clubs, and an advisement period. This year, a targeted group of male students with higher than average behavior concerns have been placed in a differentiated advisement group, with the focus on what it means to be a male in today's society and how successful men of color navigate multiple employment and social circles.

There are incentives for students who maintain or show attendance growth. There is an Honor Roll ceremony for students who meet the qualifications. Student Council sponsors events and speakers to support student success.

### POST-SECONDARY AND WORKFORCE READINESS

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Post secondary and work force readiness includes all areas laid out in the School Performance Framework: completion rate, completion rate change, dropout rate, dropout rate change, ACT targets. The school has a plan of action to target each of these areas.

Completion rate, completion rate change, dropout rate, dropout rate change: There are structures in place to try to track students in the event they leave PREP without returning to their home schools (expelled students) or without enrolling into another school option (choice or expelled students). PREP staff works closely with Colorado Youth for a Change and the district's transitions liaisons to provide students the supports to change schools or to re-enter after dropping out. Because PREP doesn't serve the overage and far from graduation students, we provide access to those entities that can help find placement. PREP endorses the GED Plus program at Emily Griffith as a primary option because it combines a career pathway with the GED.

Student satisfaction rates for the middle school (95%) and high school (86%) met the 85% target.

Parent satisfaction return rates for both middle and high school (100%) met the 50% target. Parent satisfaction positive rates for middle school (88%) met the 85% while high school (83%) fell just below the 85% target.

PREP's success in this category may be due to the strong emphasis on family relationships and outreach, with at least one parent contact per week. Students and families consider PREP a safe place to learn as evidenced by the survey results.

### **Postsecondary/Workforce Readiness**

Completion rate (44%) decreased from the previous year (59%) and narrowly missed the (44.2-55.4%) target.

Completion rate change (-3%) missed the (0-2%) target.

Dropout rate (5.8%) decreased and the (4.6-11.4%) target was met.

Dropout rate change (-2.4%) missed the (4%) target.

No data was available from 14-15 to measure progress toward the 50% goal for Adequate Yearly Credit with 57.4%.

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Post-Secondary Readiness and Career Class of 2013, 2014 & 2015					
	Total Graduates	AA	H	W	A/PI
2-year	6	4/19 (21%)	2/10 (20%)	0/1	N/A
4-year	1	1/19 (5%)	0/10	0/1	N/A
Career	3	1/19 (5%)	2/10 (20%)	0/1	N/A

ACT Targets							
Year	N	Avg SS	Trend	English%	Math%	Reading%	Science%
10-11	*na	*na	*na	*na	*na	*na	*na
11-12	10	13	=	10.5	15.2	11.8	13.8
12-13	12	14	↑	11.0	14.8	14.3	13.9

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<b>13-14</b>	<b>10</b>	<b>14</b>	<b>=</b>	<b>13.7</b>	<b>15.13</b>	<b>13.52</b>	<b>15.7</b>
<b>14-15</b>	<b>11</b>	<b>13.05</b>	<b>↓</b>	<b>11.17</b>	<b>14.48</b>	<b>14.78</b>	<b>15.04</b>

COACT Read (Proficient/Above Target: 14.9-15.9)-14.78, slightly below

COACT Math (Proficient/Above Target: : 14.8-15.7)-14.48, slightly below

COACT English (Proficient/Above Target: : 15.7-17.3)-11.17, significantly below

COACT Science (Proficient/Above Target: : 14.6-15.7)-15.04, slightly above

ACT scores in all 4 tested areas fell below the target. Possible reasons for the failure to meet the ACT targets in all areas may include the following: academic data collected for analysis does not connect to tested ACT criteria; level of rigor on teacher made assessments may not match the level of rigor of MAPS; testing fatigue (the third testing window took place after 2 round of PARCC, 1 round of CMAS, 2 rounds of MAPS, ACT, SRI, ACCESS, and numerous school based assessments); lack of familiarity with ACT standards; students placed in academic intervention instead of ACT Prep class; weak design of ACT Prep class

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