

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8086** School Name: **SOUTH HIGH SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

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

Executive Summary

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

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

1. Continue to increase proficiency in all content areas (page 7).
2. Increase the percentage of students performing at proficient and above in math (page 8)
3. Increase the on-track to graduate rate (page 9)
4. Increase the passing rate of AP exams (page 9)

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.*

1. Consistency in administrative leadership; specified approach for professional development and course specific common planning using the data cycle (page 7)
2. In early stages of tracking student progress in a timely fashion; student discussions about their own data will be a focus of PD for all staff (page 8)
3. Continuing systems to monitor on-track to graduate and interventions for students who are failing (page 9)
4. Continuing to focus on essential learning goals and monitor student progress toward those goals (page 9)

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.*

1. Effective data driven instruction (page 16)
2. Support student achievement, students understanding their own data, and common planning (page 20)
3. On-track to graduation and college and career readiness (page 23)
4. Parent involvement (page 28)

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Colorado Legacy Foundation Grant- Helps provide AP classes to diverse populations, supporting AP students and teachers toward earning credit and passing AP exams with a score of 3,4, or 5. Career Technical Education Grant- Provides personnel and materials in Business Education, Photography and Multimedia Technologies to support college and career readiness.
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.	No

Improvement Plan Information

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

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

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

1	Name and Title	Kristin Engle-Waters- Principal/ Deborah Blair-Minter Interim Principal
	Email	Kristin_Waters@dpsk12.org/ Deborah_Blair-Minter@dpsk12.org
	Phone	720-423-6041
	Mailing Address	1700 E Louisiana St. Denver, CO 80210
2	Name and Title	Cheri Hilton- Assistant Principal
	Email	Cheri_hilton@dpsk12.org

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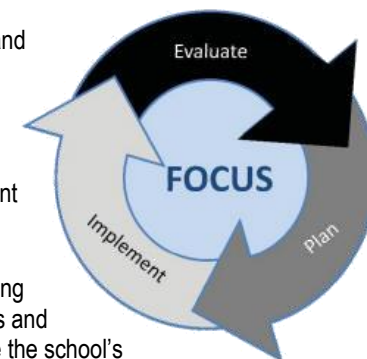
	Phone	720-423-6045
	Mailing Address	1700 E Louisiana St. Denver, CO 80210

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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).	Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.
Narrative:				
Student Demographics:				
During 2015-16 South's population consists of 1574 students (1404 in 2014-15). While our neighborhood student population is on the rise, we have also increased the number of students selecting South as their school of choice. Our ethnic breakdown is 34% Hispanic, 27% White, 24% Black, 11% Asian, 1% Native American and 4% Multiple Races. Currently 73% percent of the				
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student body qualifies for Free or Reduced Lunch (FRL), and 42% of the population are identified as English Language Learners (ELLs) who are Limited English Proficient (LEP) and Fluent English Proficient (FEP).

English as a Second Language:

As a zone school for **English Language Learners** (ELLs), 397 students who speak 63 languages at home other than English and they hail from 75 different countries. One of our most unique features is serving newly arrived refugees and immigrants. These students range from students having no schooling to continuous schooling near graduation with the exception of English fluency.

Language proficiency levels according to Jan. 2015 ACCESS with ELLs range from Entering to Reaching with 54 students at Level 1-2, 187 students at Levels 3-4 Developing and Expanding levels, 119 students at the level 5-6 Bridging and Reaching Level. Even ELL students who have reached advanced proficient continue to receive support in learning academic English. The research suggests that it takes 4-7 yrs. to reach native-like proficiency.

Due to students' age when they arrive in the United States, we have some students who reach 21 before they are proficient in English and able to meet graduation requirements. Currently four students whose credits range from 9th-12th grade will turn 21 this year, an additional 16 students will turn 21 in the next three years before they have had sufficient time to take the required courses. For those who can stay five, six, or even seven years, they can learn sufficient English, complete required classes and graduate. Tracking the six year graduation rate is crucial for South because a number of our students need extended time.

As newly arrived English Language learners are included in the federal reporting ethnic categories, making determinations of proficiency gaps in sub-groups is challenging. For example: The district reference group for gap analysis includes White, Asian and Multi-racial. At South, the White and Asian population includes 52 Nepali speakers, 69 Arabic (some are Black and some are White), 23 Karen, 33 Burmese, 8 Russian, 4 Bengali, 3 Mongolian, 10 Chinese, 3 Farsi, 3 Thai; all who have recently enrolled in US schools and are learning English. Thus, to include these 208 English Language Learners in the same group as our White, Asian and Multi-racial non-English Language Learners creates the impression of a gap between ethnic groups; the gap is primarily about language. Similarly, our black group includes 157 French, Arabic, Somali, Tigrinya, Amharic, Swahili, Oromo, and several other tribal language-speaking, recently arrived, Africans.

Top 10 Languages spoken other than English (808 students) at South HS:

Spanish	319	Nepali	40	Somali	28	Karen	23	Vietnamese	27
Arabic	66	Burmese	36	Tigrinya	23	French	22	Swahili	20

Student Satisfaction Survey Results:

On the satisfaction survey, 83% (1126) of the students were surveyed, 9% above the district response rate. 92% responded that they felt like they were getting a good education which has remained the same since 2013. 93% knew what they needed to do to learn and make progress in their classes and 93% felt that the time in classes was spent on learning, a 2% increase since 2013. At this time 68% felt like discipline for students who break rules was consistent and fair while 94% expressed that they felt safe in classroom and 88% felt safe outside the school. 88% felt that most teachers encourage them to do their best. Almost all students (96%) felt that their families believed education would make them more successful in the future and that graduating from High School would make them more successful. Finally, 93% responded that the school provided them with education about college, a 4% increase since 2013.

Parent Satisfaction Survey Results:

Parents (227 respondents), 19% a decrease of 9% since 2014). Overall 77% felt satisfied with the school and 89% would recommend our school to others. 90% concurred that their children felt safe. Based on our population it is important the 86% felt we served the diverse needs of our students. In addition, 87% felt that the school was providing academic support needed to meet their child's needs and 80% felt we were preparing students for college well.

Trend Analysis, Priority Challenges, Root Causes and Verification

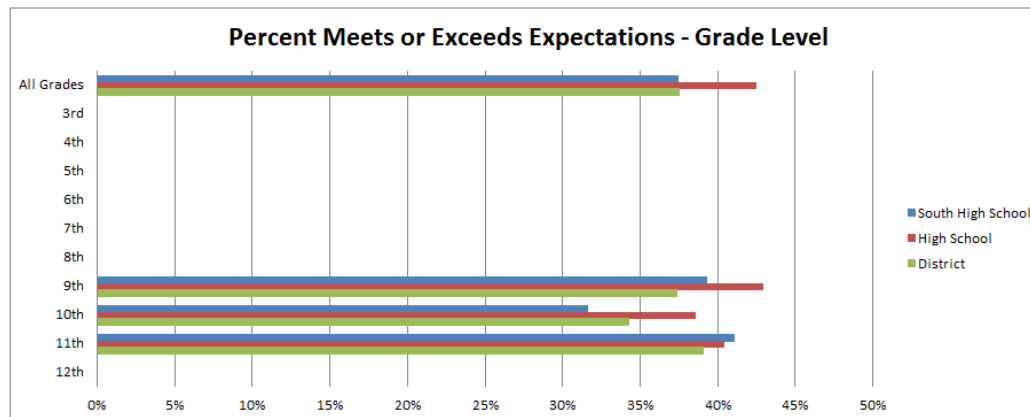
Achievement Data:

CSAP/TCAP achievement data has remained relatively stable or has grown in all content areas and across all sub groups over the last four years. We chose not to analyze data by ethnicity because our ethnicity does not follow traditional ethnic groupings.

While we are awaiting PARCC data we can continue to focus on past trends to help our growth. Students who are proficient and advanced generally stay at those levels. On the 2015 ACCESS, 28% of ELL students reach proficiency, while the DPS School Performance Framework (SPF) expectation is 50%. **Our priority challenge** is to continue to break this trend and increase proficiency in all content areas, including our need to provide language development across content areas. One primary root cause for our recent success has been the consistency in administrative leadership, and a distributed leadership model of differentiated roles teacher leaders and department chairs for each content area. We believe a **second root cause** lies in a specified approach to professional development and course specific common planning, using the data inquiry cycle, which has begun to help teachers sufficiently differentiate for students at different points in their development. Common planning professional development as a structural change was made during the 13-14 school year, and many staff reported that the training sometimes felt more consistent and connected because of common areas of focus. A **third root cause toward our continued growth** may be that all core curriculum teachers have identified essential learning goals or Big Ideas for each course and we are beginning to track student progress toward these goals as needed. A **fourth root cause** may be that we have not provided the purpose of different assessments nor the meaning of test scores to students and parents. We feel that if students and parents were more data literate about their standardized assessments, their grade point average (GPA), and their credits and how they relate to college entrance requirements, they may be able to set achievement goals for themselves and take more responsibility for the outcome of the assessments.

SPF Data	2012	2013	2014
Enrollment	1313	1372	1370
FRL	74%	72%	72.7%
ELLs	45%	42%	47.2%
SPED	9%	9%	9.2%
Minority Combined	57%	54%	55.7%

CMAS PARCC ELA



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Academic Growth:

We are still waiting for PARCC results to best help us set goals in this area. For now the following is based on last year's data.

Student median growth percentiles have stayed above average for three years. They are currently meeting state expectations for above average growth. Nevertheless, even with elevated growth percentiles, catching students up to grade level is challenging. The state has indicated that the adequate growth percentile in all content areas is above 60 for reading and above 90 in Math and Writing. According to the School Performance Framework, in Math 18.25% of students catch up; in writing 21.55%, and in reading 47.9%. CELA/ACCESS is the marker of growth for language proficiency. While the expectation is that the Median Growth Percentile is 50 to meet expectations, our students scored 69% in Jan 2013. The average number of years students stay at each level is higher than district averages.

While we meet state expectations for growth, we have identified a **priority challenge**: to increase the percentage of students performing at Proficient and Above in Math. We believe the **root cause** is that we are in the early stages of tracking student progress in a timely fashion. Teachers are beginning the process of identifying areas of need and focus as common planning groups and are tracking student data weekly to adjust their instruction. Additionally, student discussions about their own data will be a focus of professional development for all staff throughout the 2015-16 school year. We believe if students were more clear about what they need to demonstrate for each level of math, they would be participate more fully in reaching the learning goals. Parents and students need to understand PARCC and Unit data to support student success from all angles.

Median Growth Percentile CSAP/TCAP 9 th and 10 th .	2012	2013	2014
Reading	53	65	63
9 th gr	55	67	64
10 th gr	50	59	63
Writing	61	57.5	55
9 th gr	57	58	51
10 th gr	66	57	62
Math	56	51	56
9 th gr	55	49	49
10 th gr	58	54	61

ACCESS MGP

South High School - 456 Overall

	CELA	ACCESS	CELA-ACCESS	ACCESS	ACCESS	ACCESS	ACCESS
Grade	2012	2013	12-13 Change	2014	13-14 Change	2015	14-15 Change
09	46.0	65.0	19.0	66.0	1.0	63.0	-3.0
10	52.0	58.0	6.0	77.0	19.0	62.5	-14.5
11	44.5	66.0	21.5	66.0	0.0	67.0	1.0
12	46.0	73.5	27.5	70.0	-3.5	63.5	-6.5
All	46.0	65.0	19.0	69.0	4.0	63.0	-6.0

Academic Growth Gaps data:

This data will also be available once PARCC data is returned:

Currently the MGP for all subgroups is above the DPS target for high growth with the exception of students with IEPs in writing. The general trend has been to increase and then to decrease. The exceptions are with students with IEPs in reading where the MGP increased from 62 to 64 and ELL students in math increased from 62 to 66, both of which have demonstrated increased

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growth since 2012. In the last three years there has been an emphasis on non-fiction reading which may have supported boys with reading. All teachers focused on short constructed response writing which is evident in the increased growth in writing.

Median Growth Percentile	2012 R/W/M	2013 R/W/M	2014 R/W/M
Free & Reduced Lunch	55/63/56	65/51/59	62/55/56
Students with an Individualized Education Plan (IEP)	55/49.5/50	62/51/43	64/49/50
English Language Learners	62/67/59	67/64/62	66/64/66
Girls (medians based on SchoolNet)	60.5/66/59	67/60/51	66/60/51
Boys (medians based on SchoolNet)	49.5/57/53	60/55/49	59/53/59

Post-Secondary Readiness:

South's 4 year graduation rate increased from 58.77% in 2012 to 78.16% in 2014. The 2015 graduation rate has not yet been received. In the Spring of 2015, ACT average scores increased over 2014 in the areas of English, Math, Reading and Science. The percentage of students meeting College Readiness benchmarks increased in all areas as well. Since 2010, increases in all areas are: English, 14%; Math 13%; Reading 6%; Science 9%; Composite 12%.

Students had the opportunity to choose between 21 different Advanced Placement courses during the 2014-15 school year. In 2014-15, 360 students took 616 AP classes with an overall passing rate of 34%. Classes with stellar passing rates (a score of 3 or higher) include AP Calculus BC (100%), Japanese (100%), Spanish (100%), Psychology (89%) and Chemistry (73%). The other classes have passing rates ranging from 0% to 67%. Overall, the number of AP tests taken increased 11%; the number of students participating increased 10%; the number of tests passed with a 3+ increased 18% from 2014 to 2015. Counselors encourage all juniors and seniors to take at least one college level course before they graduate. For the 2015-16 school year, our target is to have 410 students taking AP classes and 150 participating in Concurrent Enrollment courses.

The first **priority challenge** for Post-Secondary Readiness is to increase the on-track to graduate rate. It is challenging to monitor actual progress of students who appear off-track due either to taking advanced coursework or to taking English Language development classes. Counselors must calculate credits by hand for each student. The **root cause** is that we have not had systems to monitor on-track to graduate nor have we had sufficient interventions for students prior to failing. Currently the primary means of credit recovery is a) APEX which requires strong reading skills which many of our students do not have, or summer school. Also the tutoring teachers offer is voluntary for students and lacks intentionality. Meetings between parents, counselors, teachers and students are not systematic with regards to courses and credits.

The second **priority challenge** is to increase the passing rate of AP tests. The **root cause** appears to be that teachers have been consistently focused on essential learning goals and monitored student progress toward specific goals, differentiating for students who may need additional support. This is **verified** by the College Board Advanced Placement (AP) Instructional Planning reports.

ACT Average Scores	2013	2014	2015	ACT % of students meeting College Readiness benchmark	2013	2014	2015
English (18)	15	16.1	16.9	English (18)	31%	37%	40%
Math (22)	17.2	17.7	18.5	Math (22)	13%	20%	24%
Reading (21)	16.5	17.4	18.4	Reading (21)	17%	19%	26%
Science (24)	16.5	17.5	18.6	Science (24)	10%	17%	18%
Composite	16	17	18	All four	23%	26%	34%

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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)	Achievement of South High Students is significantly below state and federal expectations in Reading, Writing and Math and DPS targets in Reading and Writing. 2014-15 targets were that students would meet the following expectations: Reading 50% P/A Math 28% P/A Writing 35% P/A	<table><tr><td>34.8% Meet/Exceed 9th – 37.5% P/A CMAS ELA Read/Writing 10th -28.5% P/A CMAS ELA- Read/Writing</td></tr><tr><td>12.6% Meet/Exceed – Math Algebra 1 6.6 - % P/A Algebra 2 13.3% Geometry 16.5%</td></tr><tr><td>18 Composite on ACT</td></tr></table>	34.8% Meet/Exceed 9 th – 37.5% P/A CMAS ELA Read/Writing 10 th -28.5% P/A CMAS ELA- Read/Writing	12.6% Meet/Exceed – Math Algebra 1 6.6 - % P/A Algebra 2 13.3% Geometry 16.5%	18 Composite on ACT	English and Math teachers continue to focus essential learning goals and Big Ideas. The focus for 15-16 will be on creating weekly progress monitoring in the data inquiry process in content area common planning, tools for Intro to Lit, American Lit, Algebra, Geometry, juniors for ACT, and AP classes, tracking student performance, and adjusting instruction based on the data. Comparisons to CMAS/PARCC are difficult. In addition, our participation rate was ELA 75.1%, Math 68.1%, which we have been informed is too low to analyze in mass, instead individual students and classes need to be the focus. Teachers continue an authentic writing content area focus and monitor students' progress; writing is linked to reading.
34.8% Meet/Exceed 9 th – 37.5% P/A CMAS ELA Read/Writing 10 th -28.5% P/A CMAS ELA- Read/Writing						
12.6% Meet/Exceed – Math Algebra 1 6.6 - % P/A Algebra 2 13.3% Geometry 16.5%						
18 Composite on ACT						
Academic Growth	Our 2014-15 Goal was to maintain CELA/ACCESS median growth percentiles which is above 50. This	ACCESS Testing produced an overall median growth percentile of 63 rd percentile				

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.																																																																																																																																																				
	<p>goal exceeds both State and District targets. English Language Proficiency Goal was at the 65th Percentile</p> <p>TCAP/PARCC growth targets for 2014-15 were as follows: R: 65th Percentile M: 65th Percentile W: 65th Percentile</p>	<table><tr><th colspan="8">South High School - 456 Overall</th></tr><tr><th></th><th>CELA</th><th>ACCESS</th><th>CELA-ACCESS</th><th>ACCESS</th><th>ACCESS</th><th>ACCESS</th><th>ACCESS</th></tr><tr><th>Grade</th><th>2012</th><th>2013</th><th>12-13 Change</th><th>2014</th><th>13-14 Change</th><th>2015</th><th>14-15 Change</th></tr><tr><td>9</td><td>46</td><td>65</td><td>19</td><td>66</td><td>1</td><td>63</td><td>-3</td></tr><tr><td>10</td><td>52</td><td>58</td><td>6</td><td>77</td><td>19</td><td>62.5</td><td>-14.5</td></tr><tr><td>11</td><td>44.5</td><td>66</td><td>21.5</td><td>66</td><td>0</td><td>67</td><td>1</td></tr><tr><td>12</td><td>46</td><td>73.5</td><td>27.5</td><td>70</td><td>-3.5</td><td>63.5</td><td>-6.5</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>All</td><td>46</td><td>65</td><td>19</td><td>69</td><td>4</td><td>63</td><td>-6</td></tr></table> <table><tr><th colspan="8">CMAS</th></tr><tr><th rowspan="2">Grade and Test</th><th rowspan="2">PARTICIPATION RATE</th><th rowspan="2">School Met or Above</th><th rowspan="2">District Met or Above</th><th rowspan="2">CMAS Percentile</th><th colspan="2">TCAP Percentile</th><th rowspan="2">%ile Gain or Loss</th></tr><tr><th>Read/ Wrt 2014</th><th></th></tr><tr><td rowspan="4">ELA</td><td></td><td>79%</td><td>35%</td><td>33%</td><td>71st percentile</td><td>67th percentile</td><td>4</td></tr><tr><td>Grade 9</td><td>82%</td><td>38%</td><td>38%</td><td></td><td>43/29</td><td></td></tr><tr><td>Grade 10</td><td>72%</td><td>29%</td><td>37%</td><td></td><td>54/38</td><td></td></tr><tr><td>Grade 11</td><td>70%</td><td>38%</td><td>40%</td><td></td><td>na</td><td></td></tr><tr><td rowspan="4">Math</td><td></td><td>68%</td><td>13%</td><td>18%</td><td>67th percentile</td><td>76th percentile</td><td></td></tr><tr><td>Algebra</td><td>74%</td><td>7%</td><td>30%</td><td></td><td>23%</td><td>-9</td></tr><tr><td>Geometry</td><td>71%</td><td>17%</td><td>24%</td><td></td><td>27%</td><td></td></tr><tr><td>Algebra II</td><td>59%</td><td>13%</td><td>28%</td><td></td><td>na</td><td></td></tr></table>	South High School - 456 Overall									CELA	ACCESS	CELA-ACCESS	ACCESS	ACCESS	ACCESS	ACCESS	Grade	2012	2013	12-13 Change	2014	13-14 Change	2015	14-15 Change	9	46	65	19	66	1	63	-3	10	52	58	6	77	19	62.5	-14.5	11	44.5	66	21.5	66	0	67	1	12	46	73.5	27.5	70	-3.5	63.5	-6.5									All	46	65	19	69	4	63	-6	CMAS								Grade and Test	PARTICIPATION RATE	School Met or Above	District Met or Above	CMAS Percentile	TCAP Percentile		%ile Gain or Loss	Read/ Wrt 2014		ELA		79%	35%	33%	71st percentile	67th percentile	4	Grade 9	82%	38%	38%		43/29		Grade 10	72%	29%	37%		54/38		Grade 11	70%	38%	40%		na		Math		68%	13%	18%	67th percentile	76th percentile		Algebra	74%	7%	30%		23%	-9	Geometry	71%	17%	24%		27%		Algebra II	59%	13%	28%		na		<p>ELA teachers used essential learning goals and exit criteria for ELA Newcomers, Level 1 and Level 2. The continued focus for 15-16 will be to revise and use progress monitoring tools to evaluate student progress on meeting the goals and exit criteria. Data tracking techniques will continue to be improved.</p> <p>Increased attention to On-track to graduate systems have helped us to track students from 9th-12th grade to work towards successfully graduating on time.</p>
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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	Our ELL students are the focus of our Growth Gap. The MGPs of South HS ELL students in writing and math is significantly below state and federal adequate growth expectations. Targets for 2014-15 were: ELL Reading -72 nd Percentile ELL Math- 68 th Percentile ELL Writing- 77 th Percentile	See above	Some success is attributed to APEX learning lab which helps students to regain credit as needed. As with our on time to graduate success we have benefited from having teams educators reach out to students before drop-outs can occur. In addition, work with our deans and Restorative Justice coordinator, Social Worker and Psychologist have helped support student needs before dropouts can occur.
Postsecondary & Workforce Readiness	Graduation Rate: South High's 4 yr rate is currently below State and Federal expectations. Our target for 2014-15 was to increase by 5% to reach our 83% goal at the 4 yr. rate	Our graduation rate for 2014-15 was 78.6% which increased from the 2013-14 year by 73.7%.	
	Dropout Rate: During the 2013-14 school year our dropout rate was 2.5%. Our target for the 2014-15 school year was to decrease our dropout rate by 1% for a goal of 1.7%	Our actual dropout rate for 2014-15 was 2.2%.	

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.																					
	<p>Mean COACT: Continue upward growth across all areas of ACT. Our goal for the 2014-15 school year was to have a composite score of 18.</p>	<p>Our actual composite score was 18.2.</p> <table><thead><tr><th colspan="3">2015</th></tr><tr><th></th><th>Average Scale Score</th><th>% College Ready</th></tr></thead><tbody><tr><td>Composite</td><td>18.2</td><td>33.9%</td></tr><tr><td>English</td><td>16.9</td><td>39.6%</td></tr><tr><td>Math</td><td>18.5</td><td>23.6%</td></tr><tr><td>Reading</td><td>18.4</td><td>26.2%</td></tr><tr><td>Science</td><td>18.6</td><td>18.2%</td></tr></tbody></table> <p>Information can not be added in this column but  should read as follows: Provide structures and supports to maximize college readiness for all students including off-track teams in all grade levels.</p>	2015				Average Scale Score	% College Ready	Composite	18.2	33.9%	English	16.9	39.6%	Math	18.5	23.6%	Reading	18.4	26.2%	Science	18.6	18.2%	
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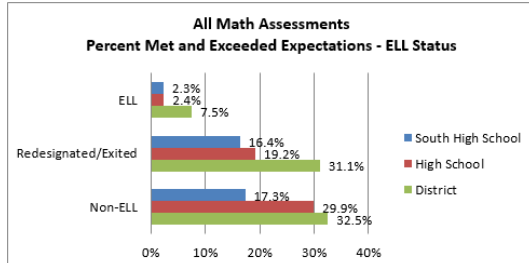
Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading: 2011: 32%, 2012: 37%, 2013: 47%, 2014: 48%; 2015 ELA Read/Write 34.8% Meet/Exceed	34.8% Meet/Exceed 9 th – 37.5% P/A CMAS ELA Read/Writing	<ul style="list-style-type: none"> - Change from CMAS/ PARCC - Need to focus on additional support pieces for both ELA and Math DDI to better anticipate both concepts and

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges				Root Causes
	Math 2011: 12%,2012:14%, 2013:19% , 2014:25% 2015: 12.6% Writing 2011: 20%,2012:25%, 2013:32% , 2014:33% See above ELA combined Reading Writing	10 th -28.5% P/A CMAS ELA- Read/Writing			student success within those areas before testing as data is analyzed throughout the year.	
		12.6% Meet/Exceed – Math Algebra 1 6.6 - % P/A Algebra 2 13.3% Geometry 16.5%				
Academic Growth	ACCESS MGP: 	We continue to attempt to support as many of our ELA students as possible. A large number of our ELA students in 9 th grade are at ACCESS levels 1-3 and need additional supports in accessing both the content of the material and use of technology. Supporting students with sample materials, questions and online questioning structures will be a focus as we move to 1:1 technology to best support student needs.				
Academic Growth Gaps	Targets for 2014-15 were: ELL Reading -72 nd Percentile ELL Math- 68 th Percentile ELL Writing- 77 th Percentile		CEL A	ACCE SS	CELA- ACCE SS	Based on the information presented, we still need time to focus on ELLs as being our highest priority that needs to be addressed. Focus on test items, timing and DDI throughout the year should assist teachers in planning for ELL needs before the test begins.
		Grad e	201 2	2013	12-13 Chan ge	
		9	46	65	19	
		10	52	58	6	

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges				Root Causes
		11	44.5	66	21.5	
		12	46	73.5	27.5	
		All	46	65	19	
Postsecondary & Workforce Readiness						

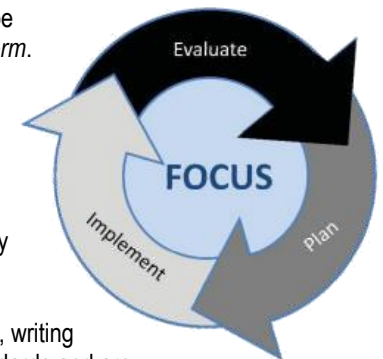
Section IV: Action Plan(s)

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
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA					
		READ		Reading 54% P/A			
		M		Math 32% P/A			
		S		Writing 39% P/A			
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA		75 th Percentile			
		M		75 th Percentile			
		ELP		75 th Percentile			
Academic Growth Gaps	Median Growth Percentile, local measures	ELA		ELL Growth Gaps targets for 2015-16: Reading 77 th Percentile Writing 83 rd Percentile			
		M		73 rd Percentile			
Postsecondary & Workforce Readiness	Graduation Rate			4 yr rate of 86%			
	Disag. Grad Rate			Waiting on report			
	Dropout Rate			Decrease by .7% to 1%.			
	Mean CO ACT			Composite of 19			
	Other PWR Measures			???			

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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 an Effective Data Driven Instructional System focused on formative assessment strategies that Results in Improved Achievement for all Students

Root Cause(s) Addressed:

- Continuing differentiation sufficiently so students can reach proficiency and advance in a timely manner. We have limited systems to support students.
- We have been intervening at the lower levels and are just beginning supports for high achieving students.
- Prior school improvement initiatives have been directed to all students equally without differentiating based on student data and department goals. This has led to above average growth but has not increased achievement levels.
- Prior focus on short constructed response did not maximize the connection between reading and writing in the content areas.
- Previous professional development targeted creating essential learning goals, but they may not be clearly articulated for all units. Teachers may not be systematically monitoring student progress toward essential or communicating these goals with parents and students.
- All students have not had the opportunity to analyze their test results and set goals.
- Teachers have studied Big Ideas, but are just beginning to monitor students' progress in meeting the goals and adjusting instruction accordingly.
- Teachers may not be sufficiently sheltering instruction or consistently using strategies so ELL students can access grade level standards in content areas.

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
 ☐ Colorado Graduation Pathways Program (CGP)
 ☐ 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 structures to support implementation of an effective schoolwide DDI system	August 2015	Revisited 2016	Leadership Team (ex: Principal, AP, DR)	Local budget DPS central budget	<ul style="list-style-type: none"> • Vision Statement created • DDI Point Person designated • DDI Leadership Team designated • Master School Calendar created that includes time for CPT • Content specific assessment strategy that identifies year-long student learning objectives (SLO) and formative assessments articulated • Observation and feedback cycles calendar created that mirrors DDI system to hold teachers accountable for adjusting instruction 	Data tracking systems created by common planning groups. Ongoing

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Identify the formative practices, and processes to effectively implement a school wide DDI system	August 2015	August 2016	Differentiated Roles Team Leads Network Content Partners	DPS Scope and Sequence Documents (district funds) DPS SLO system and PL resources (district funds) DPS LEAP system PL resources (district funds) DPS PL Professional Development Budget: Title 1 Funds	<ul style="list-style-type: none"> • Backward designed unit plans created • Content specific DDI schedule created • Consistent protocols developed • CPT Leaders trained to facilitate data conversations • Teachers trained on system to capture evidence of student learning • School Leaders and Diff Roles Teachers trained on observation feedback protocols and LEAP • Teachers trained on school system to provide feedback (including LEAP) 	Common planning groups continuously visiting data a minimum of one day per week through May 2016
Ensure DDI processes support student mastery of learning objectives (SLOs) focused on DPS priority CCSS	August 2015 - May 2016	August 2016 - May 2017	Teachers School Leader	Professional Development Budget Title 1 Funds DPS SLO System DPS LEAP System DR/Teacher Leadership Grant	<ul style="list-style-type: none"> • SLO Training provided to staff • Rigor and plans to collect body of evidence for SLO analyzed by school leader and revised if necessary • Blue/Green Days utilized for Body of Evidence Collection and analysis for instructional next steps • Progress toward mastery of SLO's monitored X number of times by school leader (data conversations, mid-year conversation) 	SLO trainings and process complete by May 2016

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Implement, monitor and adjust DDI system resulting in improved student achievement			Teachers Data Partner Network Content Partners Instructional Superintendent Professional Development Budget (Title 1)	Local Budget Professional Development Budget Title 1 Funds DPS LEAP System DR/Teacher Leadership Grant	<ul style="list-style-type: none"> Facilitated data meetings lead to action plans to adjust instruction Observations with feedback aligned to DDI action steps (as a part of comprehensive observation feedback plan) performed Leaders calibrate on observation feedback and LEAP scoring 4 times. LEAP scores in school wide area of focus indicate improvement as analyzed after each observation window. School professional learning (PD, coaching, other teacher support systems) reflects needs identified DDI action plans and classroom observations Complete end of year analysis to inform adjustments to DDI plan for 2016-17. Analyze end of year summative assessment results to inform adjustments and plans for 2016-17. 	
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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.

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Major Improvement Strategy #2: Support student achievement and growth of the whole child by implementing intentional systems to support a positive culturally relevant school culture

Root Cause(s) Addressed:

- Promotion of collaborative development of common classroom structures through weekly common planning and grade level professional development
- Small group Professional development that is facilitated by teachers that are experts within the content and self-selected to address individual needs.
- Continued attendance expectations of 92% for seniors and tracking of 9-11 grade students as needed.
- Address transitional needs of all ninth graders through home visits with specific focus on at-risk students.

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

- ☒ School Plan under State Accountability ☐ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

	Timeline					
Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-2016	Timeline 2015-16	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Student Culture						
Implement common schoolwide classroom expectations to support a focus on learning <ul style="list-style-type: none">Establish, support teachers and monitor the implementation of common classroom expectationsImplement schoolwide positive behavior support and discipline proceduresImplement consistent attendance and tardy policies	August 2015 Ongoing	August 2016 Ongoing	Principal Leadership Team DR Team Leads	Local budget PD budget Title 1 DR Grant DPS LEAP Team	LEAP: LE 1-4 and I.3 Rating: 2015: 2015-16: 1 st Observation Window: 1 full 2 partials for every teacher 2 nd Observation Window: 2 observations total, can be full or partial Walkthroughs for every teacher fall <ul style="list-style-type: none">Establish common classroom expectationsConduct PD to train teachersProvide observation feedback and ongoing PD and coaching support to teachers	Complete by April 29

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					semester from every administrator End of Year: OSS: 2014-15: 103 2015-16: 42 2016 Target: >40 Attendance: 2015: 91.9% 2016 Target: 91.3%	<ul style="list-style-type: none"> Evaluate LEAP scores and adjust strategy 	
Focus on whole child by increasing student satisfaction and engagement at school by: <ul style="list-style-type: none"> Supporting 9th Grade Success <ul style="list-style-type: none"> Outreach and home visits to 9th grade homes 9th Grade Academy 9th Grade Mentoring Increase the percent of students engaged in sports and activities Implement intentional outreach and support to students in our opportunity gap group (school specific) 	August 2015 Ongoing	August 2015 Ongoing	Principal Athletics and Activity AP SBOE Teachers	Local Budget PD Budget Title 1 SEI Grant	Student Satisfaction: 2015 %: 2016 Target: 2015 SE % 2016 SE Target %	<ul style="list-style-type: none"> 9th Grade Academy Lead Selected Home Visit PD Conducted 180 of Home Visits Conducted for at-risk students 240 visits to incoming 9th graders. Mentors Trained Feedback Survey from 9th Grade Academy Indicated Positive evaluation 	Visitations were made to 240 homes of every incoming ninth graders. In addition to 180 at risk student homes. Plans in place for summer 2016
Parent and Community							
Implement an Intentional and Culturally Responsive Parent Engagement Strategy: <ul style="list-style-type: none"> Home Visitation Program 	ongoing	ongoing	Principal Family Liaison Communication Director	Local Budget PD Budget Title 1 DPS FACE Budget	Parent Satisfaction Survey: 2015: 2016 Target:	<ul style="list-style-type: none"> Teacher PD on parent communications held 	See above. Four ELA/PAC meetings held

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<ul style="list-style-type: none"> Effective and Ongoing Communication in all appropriate languages Effective ELAPAC Clear Expectations for Teacher to Parent Communications Parent Teacher Conferences Held Culturally Relevant Parent Outreach Plan Implemented Ongoing evaluation feedback and adjustment 			DPS FACE Team	PTSO Budget Translation Budget		<ul style="list-style-type: none"> Evidence of Participation and Feedback 	<p>throughout the year</p> <p>Fall and Spring Conferences held.</p> <p>Community email blasts weekly along with supportive social media addressing sports, academics and extra curricular items.</p>
Staff Culture							
<p>Implement a Year Long Plan to Build and Sustain a Positive School Culture that includes:</p> <ul style="list-style-type: none"> New Teacher Induction and support plan Staff Communication Plan Effective collaborative decision making procedures Intentional planned staff recognition Ongoing feedback and adjustment 	<p>August 2015</p> <p>Ongoing</p>	<p>August 2016</p> <p>Ongoing</p>			<p>Collaborated Scores:</p> <p>2015:</p> <p>2016 Target:</p>	<p>New Teacher Induction and Support Plan Created</p> <p>New Teacher Mentors Selected</p> <p>New Teacher Observation Feedback Analysis conducted a minimum of 4 times, support adjusted.</p> <p>Monthly staff recognition and FUN implemented.</p>	<p>Great Beginnings completed Aug 2015</p> <p>Mentorships is place for new teachers including DR supports.</p>

Major Improvement Strategy #3: Improve systems to ensure all students graduate ready for success in college and career

Root Cause(s) Addressed:

- There has not been a structure for specific progress monitoring toward essential learning goals identified for ACT/AP/CE/CTE.
- Teachers are challenged to differentiate or re-teach when students struggle.
- Lack of systematic proactive supports (study groups, tutoring, etc). for struggling AP/CE/CTE students.

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

- ☒ School Plan under State Accountability
 ☐ Title I Schoolwide or Targeted Assistance plan requirements
 ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG)
 ☐ Improvement Support Partnership (ISP) or School Improvement Grant

	Timeline						
Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-2016	Timeline 2015-16	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)	
<u>College and Career Readiness Systems & Academic Systems</u>							
Increase the number of students enrolled in AP/CE/CTE by 5% Align course offerings to create clear pathways leading to AP/IB/CE/CTE Courses Systematic identification using all available data (TCAP/PARCC, Princeton review, ACT, grades) to increase number of students in Pre-AP courses with an intentional focus of students in school's opportunity gap group. Implement recruitment system to reach out to potential AP/IB/CE/CTE students with a	Spring 2014 – Summer 2015 On-going		School Leader School Counselors CTE Director IB Coordinator Parent Liasion	General Funds Legacy Grant CCE Funds	Baseline: 2012-13: <ul style="list-style-type: none">• 318 AP,• 120 CE• 173 AVID 2013-14: Goal +5% <ul style="list-style-type: none">• 542 AP• 126CE• 18 CTE• 188 AVID 2014-15 Goal +5% <ul style="list-style-type: none">• 607 AP• 174 CE• 95 CTE	<i>(Insert School Specific Strategies):</i> Evaluation of Course Pathways Creation of Course Pathway Marketing Materials Intentional outreach to students of color: parent phone calls; student panel; teacher outreach	In Progress

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particular focus on our school's opportunity gap Increase participation in AVID courses in 9 th and 10 th grade.					<ul style="list-style-type: none"> 191 AVID 	Teachers attend to Avid Training	
Implement Intentional Student Supports to increase AP/CE/CTE qualifying scores by 5% <ul style="list-style-type: none"> Implement AP summer "Bootcamp" for incoming students Implement tutoring program for students that need extra support in both on and off campus courses. Implement Professional Learning and DDI system (assessment plan including practice tests and feedback cycle) to support teachers in monitoring student progress and making instructional adjustments to ensure more student succeed). 	August 2014, On-going	Evaluate the effectiveness of action step and make adjustments for fall 2015	All content teachers, admin team	Legacy Grant General Funds CCE Funds	Baseline: AP qualifying scores (3,4,5) 2012-13: 110 2013-14: 152 Goal: 2014-15 +5% = 160 Baseline CE: 2014-15: 77% A, B or C	Identify bootcamp coordinator and goals Tutoring program implemented; Teachers attend AP/CTE training. Assessment System and Observation Feedback Cycles Implemented	In Progress
Increase graduation rates and decrease dropout rates. <ul style="list-style-type: none"> Implement system to monitor OTG status for each student, bi-weekly monitoring of D/F report, grade level teams meet with students to monitor progress. Assign students to support programs for extra help. Referral to MTSS for Tier II services Transition students to Multiple Pathways based on best fit 	August 2014, On-going	Evaluate the effectiveness of action step and make adjustments for fall 2015	Teachers, Counselors, admin team.	SEI Grant plus General Funds	OTG: 9 th Grade: 10 th Grade: 11 th Grade: 12 th Grade: Graduation Rate: 2012: 74.92% 2013: 78.2%. 2014: Target 83% Dropout rate: 2012-13: 3.5% 2013-14: 2.7% Target 2014-15	Point person for each grade identified Data lead identified Teachers trained in expectations around posting grades (evidence of compliance and adjustments) MTSS Committee Members, schedule and protocols identified System for interventions (tutoring, mentoring,	In Progress

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					Decrease - 1%	credit recovery etc. in place) Transition Process Identified Evaluation and Adjustment of Systems in Place Senior On –Track Monitoring System	
Implement intentional systems to increase ACT scores for all students. <ul style="list-style-type: none"> Provide professional development to teachers on ACT alignment to CCSS Include ACT style questions in classroom experiences for students. Utilize data to create targeted ACT Prep cohorts (provide specific program for students eligible for athletic scholarships; 30+ Club, cusp students, First Generation students, etc.) Implement intentional system of support for students in opportunity gap group Monitor Progress of all systems and analyze data to evaluate effectiveness of programs to adjust for next year. 	PD begins August 2015 adjusted and monitored throughout year ACT Cohorts identified by September, program administered throughout year Evaluation analysis, summer 2016	PD begins August 2016 adjusted and monitored throughout year ACT Cohorts identified by September, program administered throughout year Evaluation analysis, summer 2017	CCR Coordinator Content teachers Athletic Director DPS OCCR Support Partners	School Funds SEI Grant	Baseline ACT composite 2013: 16.4 2014: 17.00 Target 2015 +5% = 18	PD Held; Evaluation survey results indicate “highly useful” Targeted ACT Groups created Targeted ACT Curriculum and Action Plan Created; ACT style practice exams administered and indicate improvement	Courses completed throughout the spring semester. ACT Prep teachers are preparing to switch content to become SAT Prep classes for 2016-17 with counselors identifying students of the highest need for Fall enrollment.
Implement system to support seniors with college applications, submitting FAFSA and applying for scholarships	Ongoing 2015-16	Ongoing 2016-17	Senior Counselors DSF Coordinator DPS OCCR Support Partner	School funds SEI Grant	Baseline FASFA 2012-13: (elig)=82% 2013-14: (eiig) =90% Target 2014-15 = 100% Baseline accepted to college		

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					2012-13: 93% 2013-14: 95% Target: 2014-15: 99%		
College and Career Going Culture							
Implement effective system to engage students in preparing for college and career choices <ul style="list-style-type: none"> Engage students in understanding their data story and preparedness for college and create plans to achieve goals Implement effective, grade level appropriate system, to ensure all students complete I-CAPs Includes content on preparing for college and career in 9th Grade Academy Include CCR content in grade level meetings Ensure all students attend college visits Implement intention support and outreach for students in opportunity gap group 	Ongoing	Ongoing	CCR Coordinator Counselors DSF Coordinator DPS OCCR Partners Teachers	General Funds SEI Grant Colorado CC Grant	Baseline I-CAP 2012-13: 90% 2013-14: 93% Target 2014-15: 100% College Visit Target: 9 th Grade: 10 th Grade: 11 th Grade: 12 th Grade:	CCR College Readiness reports created PD held with teachers to facilitate conversations Grade level ICAP sessions scheduled Register for 9 th Grade College Fair; College Visit Days	Plans established for a required schoolwide advisement period for the 2016-17 school year. This period will include time for counselors and teachers to meet with students addressing college needs in every grade level.
Engage Families in Preparing Students for College and Career <ul style="list-style-type: none"> Include College Readiness as a part of all parent communications Host grade level appropriate sessions with parents throughout the year Engage parents of seniors in sessions to support college 	Ongoing 2015-16	Ongoing 2015-16	Principal Leadership Team Parent and Family Liaison PTSO DPS FACE Team	School Budget SIE Grant		School website and brochures reviewed and edited to include CCR statements Grade Level College Nights Held Senior College Application. FAFSA	FAFSA nights completed in Spring 2016. Incoming freshmen night will also include supports for increasing

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applications, FAFSA submission and scholarship applications <ul style="list-style-type: none"> Implement intentional outreach to parents in our schools opportunity gap group 						and Application Nights Held Opportunity Group Outreach benchmarks (insert school specific, ie. Language Translators, Parent to Parent Mentoring sessions, etc)	college awareness from the very beginning. Promotional materials and website continuously updated.
Work collaboratively with community partners to ensure student achievement and success <ul style="list-style-type: none"> Establish clear goals for each program Use data to identify appropriate students for each partner Conduce monthly meetings to monitor progress Evaluate effectiveness of each partnership, make adjustments for 2016-17 	August 2015, On-going	Ongoing 2016-17	Leadership Team DSF Coordinator Counselors	General Funds DSF Budget		Goal statements and indicators of success identified for each partner created Students identified for each program Monthly meetings conducted, evidence toward indicators of success identified or adjustments made Evaluation conducted	Culminating activity in April of 2016 to introduce new community partners, review projects from the year and establish new connections for students over the summer and next fall.
Reinforce and celebrate college and career readiness throughout the school: <ul style="list-style-type: none"> College shirt Wednesday Scholarship Dollars publically posted and celebrated 	Ongoing	Ongoing	Leadership Team DSF Coordinator Counselors	General Funds CCC Grant DSF Budget		Teachers trained on purpose of college Wednesdays System to post acceptances and scholarships developed	Through Spring of 2016, email blasts are sent as students are awarded scholarships.

SCHOOL – PARENT- STUDENT COMPACT

*The **Denver South High School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year **2015-2016***

School Responsibilities

Denver South High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All students will receive a rigorous and supportive education. All teachers will meet weekly during common planning to effectively plan their instruction based on formative assessments. The goal is to prepare all students to succeed in a four year college or university. Teachers/staff will inform parents of any academic or disciplinary concerns.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-teacher conferences will be held in October during semester 1 and in February during semester 2.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Teachers will update grades in Infinite Campus every week; in addition, every four weeks a report card is mailed home to each family.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers will be available to meet with students and parents during their planning time or after school. Parents should schedule this with the teacher directly or with their child's guidance counselor.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

All parents can contact Parent and Community Liaison Karen Duell to volunteer at South High School.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitor attendance and/or tardiness of my student. Notify the school when my student has an excused absence.

2. Encourage homework assignments to be completed and on time as directed by each teacher.

3. Volunteer for the school a minimum of one time each semester as opportunities are presented by the school.

4. Participating, as appropriate, in decisions relating to my children's education. Inform my student's teachers and counselors about any supports that are needed for my student to be successful.

5. Promoting positive use of my child's extracurricular time.

6. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either by mail, electronically and/or in parent portal and responding, as appropriate.

7. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or other committees that are presented by the school.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

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1. Complete all assignments as directed by teachers and seek tutoring from teaches/staff, as needed, with assignments.
2. Increase my academic skills by reading outside of school time and seek other academic tools that will increase my knowledge in all content areas.
3. Relay to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.

Signatures:

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 school-wide 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.*