Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8132 School Name: SOUTHWEST EARLY COLLEGE
Official 2014 SPF: 1-Year

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.*

- **Achievement in Math:** Over the last three years, academic achievement across math is flat at 13% proficiency which is 20.52 percentage points below the state expectation evidenced by TCAP and verified through course completion and standards tracking.
- **Achievement in Writing:** For the past three years, writing achievement evidenced by TCAP and verified through writing assessments and standards tracking is flat and has not gone above 30% proficiency which is 21 percentage points below the state expectation.
- **Adequate Growth in Math:** We are substantially below the MAGP of 99 across all disaggregated groups and therefore, students will not be able to achieve proficiency in three years' time.
- **Growth in Writing:** Our writing MGP across all disaggregated groups is not sufficient for students to achieve proficiency in three years' time. We need to achieve an MAGP of 82.
- **COACT Below State Expectations:** Although our 11th grade students' composite score on the COACT has increased from 16.06 to 16.71 between the years of 2013 to 2015, we are still below the state expectation of a composite score of 20. Additionally, our students have scored consistently below 20% college-ready in math, reading and science on the COACT. This is verified through course completion and standards tracking at the school level.

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.*

- **Lack of progress monitoring of student data:** Lack of consistent systematic monitoring of student data by administration and teachers, therefore, teachers and admin are not using data to drive instructional decisions.
- **Lack of Critical Thinking Skills Applications during Instruction:** Classroom instruction does not consistently go beyond the application level of Bloom's Taxonomy - Higher Order Critical Thinking Skills.
- **Lack of practice test:** The school does not provide ACT practice tests and ACT skill instruction is inconsistently implemented amongst teachers and admin.

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.*

- **Professional Development:** Provide professional development focused on implementing best practices for engaging students and utilizing teaching strategies for cognitive learning with embedded progress monitoring and accountability systems for students.
- **Instructional Strategies:** Teachers to Implement Sheltered Instruction Observation Protocols (SIOP) into daily lessons, to include cooperative learning protocols and research-based learning strategies.

- **Practice ACT Tests:** All 11th grade students will participate in two practice tests prior to the COACT in April. Additionally, teachers will incorporate daily ACT skills-based practice for juniors in all content areas.

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

Section II: Improvement Plan Information

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) ☐ Colorado Graduation Pathways Program ☐ School Improvement Support Grant ☐ Other:

School Contact Information	
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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?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No

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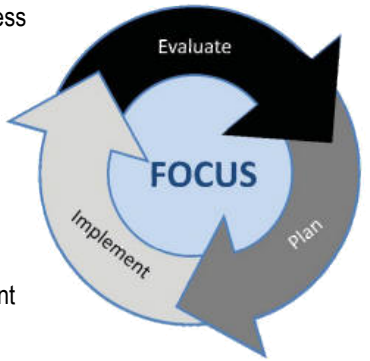
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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.



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.

1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

Description:

In order to fully understand the improvement needs of a school, it is important to understand the make-up of a school and the background behind the established mission and vision of the school. Southwest Early College is one of seven Early Colleges recognized by the state of Colorado. The Early College High School initiative is a bold approach, based on the principle that academic rigor combined with the opportunity to save time and money, which functions as a powerful motivator for students to work hard and meet serious intellectual challenges. Early College High Schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. Southwest Early College High School has a mission to enroll prepared and under prepared students and give them knowledge, skills and attitudes to be successful in college. Southwest Early College Charter High School is a school that holds the vision that all of our students will earn a minimum of 30 college credits and up to an Associate's degree or 60 transferable credits within 5 years or less. Our re-enrollment rate of 85.51% exceeds those of similar schools.

Student Demographics: Ethnic/racial representation at Southwest Early College High School includes less than 1% Asian, and Native Hawaiin or Other Pacific Islander, 1.5% American Indian, 91% Hispanic and 5% White. Our student population excluding those that are White not of Hispanic Origin is 94.63%. Additionally, Southwest Early College High School is referred to as a hard-to-serve school because of such a large percentage of students qualify for free or reduced lunch (FRL); 83.28% of the students are identified FRL. English language learners at Southwest Early College make up approximately 75%of the population with 27% identified for English Language Acquisition services. The special education staff serves approximately 3% of the students. Gifted and highly gifted students make up approximately 1% of the student body. Attendance rates meet state expectations, and the mobility is below state average.

School Satisfaction: Parent, student, and teacher overall satisfaction with Southwest Early College has continued to improve over the past three years. Currently, we received a rating of "Exceeds" for parent satisfaction. The 2015 School Satisfaction Survey indicated that there is 88% student satisfaction with the school and 82% parent satisfaction which is 4% higher than the district rate. Additionally, the parent response rate has increased to 79% of parents responding to the survey, an increase of 13% from 2014 and 21% higher than the district.

Parent Involvement: Southwest Early College High School considers parent involvement to be esesntial to planning, implementing and evaluating school programs. Specific examples of parent involvement are as follows:

1. In the month of September, our annual Title I meeting is convened as a key component of our Back-to-School night kick off activities. Parents/students participating in our Title I targeted assistance program are personally invited and encouraged to attend. At this time, our Title I programs, services, and eligibility requirements are discussed.
2. Parent-friendly communication information provided to parents is communicated in multiple languages (when appropriate) and includes a number of visuals that will deepend parental understanding of student data reports.
3. Translation services are available through the district for enrollment and parent/teacher conference meetings which occur quarterly. Bilingual staff communicate with parents with limited English speaking abilities in order to provide reasonable support in all areas of the child's education. IEP's and transition meetings are held to support/inform parents of student with disabilities about goal progress and respond to concerns.
4. Each students advisor calls home on a monthly basis in addition monthly prores reports being sent home.

2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

Academic Achievement (Status)

Prior Year Target: Reading: The School¹s performance on the SPF status metric for similar schools* comparison will meet expectations.

Math: The School¹s performance on the SPF status metric for similar schools* comparison will meet expectations

Writing: The School¹s performance on the SPF status metric for similar schools* comparison will meet expectations

Performance on Target: In the PARCC ELA assessment our overall percentage of students in grades 9-12 meeting or exceeding expectations was slightly below the district and state averages yielding a 29.4%. Our 11th graders outperformed the district and state yielding a 45% while 10th grades were 2% below the district average. Our 9th graders yielded a 14.5% while the state achieved a 37.8% proficiency. However, our ELA CMAS rank is in the 65th percentile.

In the PARCC Math assessment, our overall percentage of students in grades 9-12 meeting or exceeding expectations was 3.2% significantly below the district at 18.2%. All students taking integrated math 1 and II were well below the district and state averages for meeting expectations. However, we are at the 37th percentile.

Academic Growth

Prior Year Target: Reading: The School¹s performance on the SPF status metric for similar schools* comparison will meet expectations

Math: The School¹s performance on the SPF status metric for similar schools* comparison will meet expectations

Writing: The School¹s performance on the SPF status metric for similar schools* comparison will meet expectations

Performance on Target: Reading achievement performance will be updated in the Summer of 2016 when data is released by the Colorado Department of Education.

Math achievement performance will be updated in the summer of 2016 when data is released by the Colorado Department of Education.

Writing achievement performance will be updated in the summer of 2016 when data is released by the Colorado Department of Education.

Prior Year Target: ELP Our English Language Learners in grades 9 and 10 will achieve at a similar rate to their peers evidenced by ACCESS earning am MGP of 50 or higher

Performance on Target: No we did not meet the target. Our 9th graders earned an MGP of 47.5 and the 10th graders earned an MGP of 48.

Academic Growth Gaps

Prior Year Target: Math: The School[1]s performance for the MGP metric will be comparable to similar schools* designated for ELL, FRL and Minority.

Writing: The School[1]s performance for the MGP metric will be comparable to similar schools* designated for ELL, FRL and Minority.

Performance on Target: Math achievement performance will be updated in the summer of 2016 when data is released by the Colorado Department of Education.

Writing achievement performance will be updated in the summer of 2016 when data is released by the Colorado Department of Education.

Postsecondary & Workforce Readiness

Prior Year Target: Our goal is to increase our 4 yr. and 5 yr. graduation rates as well as our best of.

4 yr. 55%

5yr. 85%

6 yr. 80%

The 11th grade performance on the Colorado ACT will demonstrate a composite score of 17.

Performance on Target: Our 5 and 6 year graduation targets were exceeded by 13.2 and 6.8 respectively. However, our 4 year target of 50% was not met, we were short by 15.5%.

Out ACT scores improved from 16.36 to 16.71 but, fell below our target of 17 by .29 and below the district/ state target of 20 by 3.29.

Academic Achievement **Reflection**

We did meet our target for reading as we did score comparitively to our similar schools. The range was 358% to 15%. We scored a 29.4%. Our reading and writing currilum is consistently relevant and meaningful to our students. Collaboration, and cooperative learning lends itself to high student engagement leading to sustained achievement.

We did not meet our target for math as we scored below our similar schools. The range was 3.2% to 16.5%. We scored the lowest at 3.2%. Due to the nature of our school, students have the ability to accuplace into developmental education and college level courses. Since there was not a PARCC test aligned to these courses, the representation of our student body is skewed to those students taking only high school math. Additionally, math instruction has been focussed on the content rather than the 21st Century skills necessary for higher level application.

Academic Growth **Reflection**

We will provide a reflection when data is available in May/June

Academic Growth Gaps **Reflection**

We will provide a reflection once data is available.

Postsecondary Workforce Readiness **Reflection**

For the overall category of Postsecondary & Workforce Readiness, we received an indicator of does not meet. The School Accountability Committee analyzed our Colorado ACT data by not only composite score but the percentage of students scoring college ready as well as disaggragated groups. Through analyzing the data, we noted that although our 11th grade students' composite score has increased from 16.06 to 16.71 between the years of 2013 to 2015, we are still below the state expectation of a composite score of 20. We were able to determine that students had a lack of ACT practice tests and their exposure to ACT skill-based instruction across content areas was inconsistent.

3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

On the SPF from 2014, we are rated Priority Improvement. We have been rated PI since 2012, but have increased our overall percent of points earned from 50.95 in 2012 to 55.6% in 2014, which is considered an Improvement Plan based on state accountability and Priority Watch on the DPS school performance framework (see School Dashboard below).

Performance Indicators	Rating	% of Points Earned out of Points Eligible
Academic Achievement	Does Not Meet	25.0% (3.8 out of 15 points)
Academic Growth	Meets	64.3% (22.5 out of 35 points)
Academic Growth Gaps	Approaching	54.2% (8.1 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	60.7% (21.2 out of 35 points)
Test Participation	Meets 95% Participation Rate	
TOTAL		55.6% (55.6 out of 100 points)

SPF overall Academic Achievement rating is Does Not Meet at 25% which is 2 points from "Approaching." Our overall academic rating for Reading is Does Not Meet. We earned 1 points and were at the 14th percentile. We need 4 points to move to "Meets." SPF overall academic rating for Math is Does Not Meet. We earned 1 point and were at the 11th percentile. We need 3 points move to "Meets." SPF overall academic rating for Writing is Does Not Meet. We earned 1 point and were at the 14th percentile. We need 3 points to move to "Meets."

SPF overall Academic Growth rating was "meets" at 64.3% which is 5.7 points from "Exceeds." For the subject of reading, our students are meeting the expectation for growth and are approaching the expectation for mathematics and writing. Our English learners did not meet the expectation yielding an MGP of 46.

SPF overall rating for Academic Growth Gaps is approaching at 54.2% which is 1 point from "Meets." Reading: Our minority students and student needing to catch-up are meeting the expectation while our Free/Reduced lunch eligible students earning 53 MGP which is 2 points away from meeting the expectation and English learners are approaching the expectation earning a 50 MGP which is 14 points away from meeting the expectation. Math: All of our disaggregated groupings are approaching the expectation earning 50% of the points. Our students earned an average MGP of 44 needing an AGP of 99. Writing: All of our disaggregated groups are approaching the expectation earning 50% of the points. Our students earned an average MGP of 52 needing an AGP of 80.

SPF overall rating for Postsecondary and Workforce Readiness is approaching at 60.7% which is 1.8 points from "Meets." Our students meet the expectation for all disaggregated groups for our graduation rate earning 75% of the points and meet the expectation for our dropout rate as well. Our students do not meet the expectation for the Colorado ACT composite score earning 16.4 which is 3.6 points below the state expectation.

4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by

disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

Academic Achievement (Status)

- Although the trend in Reading is on a positive trajectory it is still trending well below the state average. Ninth grade reading achievement increased from 40% to 52% in 2013, then declined to 45% in 2014, which remains 4% below the district average and 21% below the state. Tenth grade reading achievement was flat from 2012 to 2013, from 48% to 49%, then increased in 2014 to 58%. This is slightly above the district achievement of 55% and 9% below the state's. 2014 proficiency in both grade levels is higher than 2012 performance on state assessments. For the 2015 CMAS ELA testing, our students scored comparably to the 2014 TCAP.
- Achievement across math is flat and 20 percentage points below the state expectation; additionally, growth across all disaggregated groups and grades is not sufficient for students to achieve proficiency. Ninth grade achievement in math has been flat, ranging from 13% to 15% in 2013, then 12% in 2014, which is significantly below the state's 40%. Tenth grade achievement was 13% in 2012, 10% in 2013, and 14% in 2014, which remains significantly below the state's 33%. For the 2015 CMAS math testing, our students scored comparably to the 2014 TCAP.
- Achievement across writing is flat and 20 percentage points below the state expectation. Ninth grade performance is slightly below that of 10th grade (20% P/A as compared to 37% P/A), and both remain significantly below state expectations. For the 2015 CMAS ELA testing, our students scored comparably to the 2014 TCAP.

Academic Growth

- Reading: Above 50 MGP for the past three years (50MGP--> 55MGP--> 53).
- Math: Median growth percentile has not met 50 (44MPG--> 41MPG--> 44MGP).
- Writing: Median growth percentile has not stabilized above 50 MGP for the past three years (50.5MGP--> 48MGP--> 52.5MGP).

Academic Growth Gaps

- The median student growth percentile in math for minority students (which makes up 96% of our population) has increased from 40 to 41 to 46 between 2012 and 2014, which was below the median adequate growth percentile of 99 and nine points below the minimum state expectation of 55.
- The median student growth percentile for all subgroups in writing has not stabilized at or above 50 MGP in writing which is below the state expectation of MGP 55 and 30 points below the MAGP of 82.
- Reading: The MGP has been consistently above a 50 MGP in the subject area of reading for all desegregated groups and 9th and 10th grade combined.

Postsecondary & Workforce Readiness

- COACT- Although our 11th grade students' composite score has increased from 16.06 to 16.71 between the years of 2013 to 2015, we are still below the state expectation of a composite score of 20.
- Graduation Rate- On-time graduation rate is consistently below 50%. Our five- and six-year graduation rates are on a positive trend.

Priority Performance Challenges and Root Cause Analysis

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: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge	→	Root Cause
Achievement in Math: Over the last three years, academic achievement across math is flat at 13% proficiency which is 20.52 percentage points below the state expectation evidenced by TCAP and verified through course completion and standards tracking.	→	Lack of progress monitoring of student data: Lack of consistent systematic monitoring of student data by administration and teachers, therefore, teachers and admin are not using data to drive instructional decisions. Lack of Critical Thinking Skills Applications during Instruction: Classroom instruction does not consistently go beyond the application level of Bloom's Taxonomy - Higher Order Critical Thinking Skills.
Achievement in Writing: For the past three years, writing achievement evidenced by TCAP and verified through writing assessments and standards tracking is flat and has not gone above 30% proficiency which is 21 percentage points below the state expectation.	→	Lack of progress monitoring of student data: Lack of consistent systematic monitoring of student data by administration and teachers, therefore, teachers and admin are not using data to drive instructional decisions. Lack of Critical Thinking Skills Applications during Instruction: Classroom instruction does not consistently go beyond the application level of Bloom's Taxonomy - Higher Order Critical Thinking Skills.
Adequate Growth in Math: We are substantially below the MAGP of 99 across all disaggregated groups and therefore, students will not be able to achieve proficiency in three years' time.	→	Lack of progress monitoring of student data: Lack of consistent systematic monitoring of student data by administration and teachers, therefore, teachers and admin are not using data to drive instructional decisions. Lack of Critical Thinking Skills Applications during Instruction: Classroom instruction does not consistently go beyond the application level of Bloom's Taxonomy - Higher Order Critical Thinking Skills.

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Growth in Writing: Our writing MGP across all disaggregated groups is not sufficient for students to achieve proficiency in three years' time. We need to achieve an MAGP of 82.	→	Lack of progress monitoring of student data: Lack of consistent systematic monitoring of student data by administration and teachers, therefore, teachers and admin are not using data to drive instructional decisions. Lack of Critical Thinking Skills Applications during Instruction: Classroom instruction does not consistently go beyond the application level of Bloom's Taxonomy - Higher Order Critical Thinking Skills.
COACT Below State Expectations: Although our 11th grade students' composite score on the COACT has increased from 16.06 to 16.71 between the years of 2013 to 2015, we are still below the state expectation of a composite score of 20. Additionally, our students have scored consistently below 20% college-ready in math, reading and science on the COACT. This is verified through course completion and standards tracking at the school level.	→	Lack of practice test: The school does not provide ACT practice tests and ACT skill instruction is inconsistently implemented amongst teachers and admin.

Reflection on Priority Performance Challenges

Our team carefully considered TCAP, ACCESS, and COACT academic and growth data and analyzed our trends. We discussed each trend and the related performance challenge and selected the performance challenges with the greatest magnitude. Each challenge was classified as school-wide, grade-level specific, or content-specific to determine the greatest area of need. In doing so, these performance challenges need to be addressed immediately and thus, became our priority. We feel that our greatest needs are in the areas of 9th and 10th grade TCAP writing, 9th and 10th grade TCAP math, and 11th grade COACT where we are seeing our achievement has stagnated and the MGP across all disaggragated groups is not sufficient for students to achieve proficiency in three years time.

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Reflection on Root Cause

During our discussions around root causes with faculty and the school accountability committee, it became evident that the teachers did not have a clear understanding of school-wide academic expectations. Along those same lines, they do not feel they have outlined clear academic expectations for their own students and come to consensus with each other. We talked about the need for vertical conversations around consistent language and expectations in all content areas, the need for explicit rubrics, student exemplars and expectations for staff as well as students. Teachers are examining what they are teaching but they are not analyzing how they are teaching or reflecting on their instructional practices.

Our data shows that we must continue our work with reading and writing, and prioritize writing as our content area of focus with an emphasis on providing 21st Century learning opportunities for students and staff.

- Lack of consistent systematic monitoring of student data by administration and teachers and therefore, teachers and admin are not using data to drive instructional decisions. Verification came from common rubrics not having yet been created and standards tracking was not used to identify learning gaps, reflect and reteach amongst all teachers.

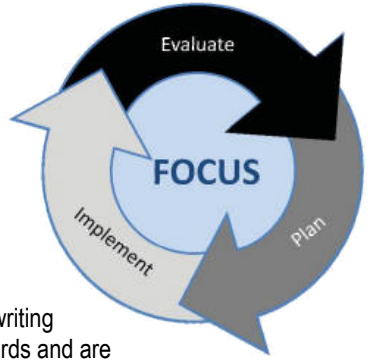
- Classroom instruction does not consistently go beyond the application level of Bloom's Taxonomy - Higher Order Critical Thinking Skills, verified by 50% of classroom walkthroughs show that teachers do not go beyond the application level. Content area calibration meetings provide additional evidence.

- The school does not provide ACT practice tests and ACT skill instruction is inconsistently implemented amongst teachers and admin, verified by 80% of classroom walkthroughs identified that ACT skill instruction was not being implemented. Lack of a master calendar of ACT practice tests provide additional evidence.

1. Summary/Conclusion

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*.



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). 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.

School Target Setting Form

Academic Achievement (Status)

Subject		W
Priority Performance Challenge		Achievement in Writing
Annual Performance Targets	2015-2016	Performance targets will be developed when CMAS data becomes available in Nov/Dec
	2016-2017	Performance targets will be developed when CMAS data becomes available in Nov/Dec
Interim Measures		Writing assessment with common rubric for grades 9-11 on 9/18/2015: Narrative writing prompt Writing assessment with common rubric for Grades 9-11 on 11/20/15: Narrative writing prompt Writing assessment with common rubric grades 9-11 on 1/11/2016: Expository writing prompt Writing assessment with common rubric grades 9-11 on 2/23/2015: Expository writing prompt

Subject	M

Priority Performance Challenge		Achievement in Math
Annual Performance Targets	2015-2016	Performance targets will be developed when CMAS data becomes available in Nov/Dec
	2016-2017	Performance targets will be developed when CMAS data becomes available in Nov/Dec
Interim Measures		Standards item analysis every six weeks in math for grades 9-11.

Academic Growth

Subject		W
Priority Performance Challenge		Growth in Writing
Annual Performance Targets	2015-2016	Performance targets will be developed when CMAS data becomes available in summer of 2016
	2016-2017	Performance targets will be developed when CMAS data becomes available in summer of 2016
Interim Measures		Writing assessment with common rubric for grades 9-11 on 9/18/2015: Narrative writing prompt Writing assessment with common rubric for Grades 9-11 on 11/20/15: Narrative writing prompt Writing assessment with common rubric grades 9-11 on 1/11/2016: Expository writing prompt Writing assessment with common rubric grades 9-11 on 2/23/2015: Expository writing prompt

Subject		M
Priority Performance Challenge		Adequate Growth in Math
Annual Performance Targets	2015-2016	Performance targets will be developed when CMAS data becomes available in Nov/Dec
	2016-2017	Performance targets will be developed when CMAS data becomes available in Nov/Dec
Interim Measures		Standards item analysis every six weeks in math for grades 9-11.

Academic Growth Gaps

Subject	W
Priority Performance Challenge	Growth in Writing

Annual Performance Targets	2015-2016	Performance targets will be developed when CMAS data becomes available in Nov/Dec
	2016-2017	Performance targets will be developed when CMAS data becomes available in Nov/Dec
Interim Measures		Writing assessment with common rubric for grades 9-11 on 9/18/2015: Narrative writing prompt Writing assessment with common rubric for Grades 9-11 on 11/20/15: Narrative writing prompt Writing assessment with common rubric grades 9-11 on 1/11/2016: Expository writing prompt Writing assessment with common rubric grades 9-11 on 2/23/2015: Expository writing prompt

Subject		M
Priority Performance Challenge		Adequate Growth in Math
Annual Performance Targets	2015-2016	Performance targets will be developed when CMAS data becomes available in Nov/Dec
	2016-2017	Performance targets will be developed when CMAS data becomes available in Nov/Dec
Interim Measures		Standards item analysis every six weeks in math for grades 9-11.

Postsecondary & Workforce Readiness

Subject		Mean CO ACT
Priority Performance Challenge		COACT Below State Expectations
Annual Performance Targets	2015-2016	Our goal for the 2015-2016 school year our students will earn a composite score of 18.
	2016-2017	Our goal for the 2016-2017 school year our students will earn a composite score of 20.
Interim Measures		Full practice ACT test administered on 9/22/15 and practice English and Math ACT on 1/11/16 and practice Reading and Science ACT on 1/12/16.

Action Planning Form for 2015-16 and 2016-17

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. 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.

Major Improvement Strategy: Professional Development

Provide professional development focused on implementing best practices for engaging students and utilizing teaching strategies for cognitive learning with embedded progress monitoring and accountability systems for students.

Root Cause(s) Addressed:

Lack of Critical Thinking Skills Applications during Instruction

Lack of progress monitoring of student data

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

☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ Other:

Action Steps	
Aug. 2015 -	**Professional Development** **Description:** Professional development will be connected to the Common Core State Standards and the WIDA Standards designed to be relevant to classroom instruction. Focus will be on the optimal learning model (I Do, We Do, You Do) as to scaffold the 21st century skills, using effective modeling, with the rigor of the common core state standards allowing students to access content on their own. Instructional practices and disciplinary units all connect to this, thereby, will improve proficiency across all content areas. **Implementation Benchmarks:** - August 4-7, 2015 - Administration classroom observations/walk-throughs with biweekly feedback - Practice new strategies in classrooms

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	Resources: Instructional Coach Instructional strategies handbook WIDA Can Do Descriptors ($108 WIDA Store) **Key Personnel:** Administration Leadership team Instructional staff **Status:** In Progress
Oct. 2014 -	**Instruction and Collaboration** **Description:** - Content area planning meetings will occur once per week for one hour to allow for collaboration and reflection of their instructional practices - Teachers will be evaluated bi-weekly on their implementation of the instructional strategies learned during professional development to include Teach Like a Champion, Cooperative Learning and SIOP instructional strategies - On September 25th and February 26th, teachers will participate in data days to allow for effective teacher collaboration which focuses on a collective examination of real student work - essential for effective education - Weekly content area planning meetings to focus on classroom instruction and implementation of highly-effective lessons with feedback from administration **Implementation Benchmarks:** - Administration classroom observations/walk-throughs with biweekly feedback - Weekly content area meetings (teachers and administration) - Weekly submission of UBDs **Resources:**

	Instructional Coach Instructional strategies handbook Teach Like a Champion books ($243.23 Amazon) Cooperative Learning books ($399.30 Amazon) Common Core standards ($249.98 Mentoring Minds) WIDA Can Do descriptors **Key Personnel:** Administration Leadership team Instructional staff **Status:** In Progress
Aug. 2015 -	**Clear Expectations** **Description:** Establish clear expectations for highly-effective teaching structures/strategies: learning and language objectives posted and referred to, English language learner supports, word walls, anchor charts, varied instructional groupings, cooperative learning structures, and opportunities for oral language development. **Implementation Benchmarks:** - August 4-7, 2015 - initial training - Administration conducts observations using classroom observation protocols and post-observational feedback with teacher reflection **Resources:** Instructional Coach Instructional strategies handbook WIDA Can Do Descriptors ($108 WIDA Store)

	Proofreading posters ($57.78 Amazon) Writing process posters ($48.90 Amazon) Critical thinking skills posters ($89.90 Amazon) **Key Personnel:** Administration Leadership team Instructional staff **Status:** In Progress
Aug. 2015 -	**Progress Monitoring** **Description:** Implementation of a school-wide/grade level progress monitoring systems on student achievement data through data teams and grade level team meetings with a common document to track student growth. **Implementation Benchmarks:** - By August 28th, we will have finalized school-wide expository and narrative writing rubrics - Students to create user-friendly rubrics to progress monitor their own learning before each performance task throughout the school year - Teachers to use rubrics to collaboratively score student writing (September 25th and February 26th for all staff, and additional time during weekly CAP meetings for English teachers) - Every 4-6 weeks, teachers will post new student exemplars in all content area classrooms - Teachers to complete standards item analysis template **Resources:** Not applicable **Key Personnel:**

	Administration Leadership team Instructional staff **Status:** In Progress
Jan. 2015 -	**Progress Monitoring II** **Description:** Use data to progress monitor student achievement and to inform instruction. **Implementation Benchmarks:** - Weekly content area planning meetings - Reporting by staff every six weeks **Resources:** Expository and narrative writing rubrics Standards item analysis template **Key Personnel:** Administration Leadership team Instructional staff **Status:** In Progress
Aug. 2015 -	**Coaching Cycles**

	Description: Coaching cycles include regular planning sessions for 30 minutes per teacher bi-weekly and at least one time in the classroom for co-teaching, modeling instruction, or observing the teacher bi-weekly. **Implementation Benchmarks:** - Bi-weekly debrief with instructional coach - Instructional coach will review the unit plan for rigor and relevance using the Rigor, Relevance and Relationship framework beginning on August 24th and continuing through the school year - When applicable, the classroom observation protocols will be used as a tool to guide instructional supports needed (unit planning, co-teaching opportunities, modeling instruction) **Resources:** Instructional coach **Key Personnel:** Administration Leadership team Instructional staff **Status:** In Progress
Aug. 2015 -	**Coaching Log** **Description:** On August 3rd, a coaching log database was created by the instructional coach which is transparent for admin to view and details next steps for teacher growth and development. **Implementation Benchmarks:** - The instructional coach will have a monthly debrief with admin to develop next-step action plans for teachers - The instructional coach will meet with each teacher to review the action plans and provide any necessary supports the teacher may need

	on a monthly basis **Resources:** Instructional coach **Key Personnel:** Administration Leadership team Instructional staff **Status:** In Progress
Dec. 2014 -	**Teacher Evaluation** **Description:** Administrator observations and feedback using teacher evaluation framework. (Administrator created) **Implementation Benchmarks:** - Two observation windows - one in December and one in May **Resources:** Teacher evaluation framework **Key Personnel:** Administration **Status:** In Progress

Oct. 2015 -	**Student Porftolios** **Description:** Create student portfolios with the individual student's data and next steps. **Implementation Benchmarks:** - On August 10th, students received folders in order to create their portfolios - On August 11th, students were provided an overview of a student portfolio and how to select work which demonstrates their proficiency - As students receive feedback, they add exemplary pieces to their portfolio done at a minimum of once every 4-6 weeks - Students will present their portfolio during quarterly student-led conferences **Resources:** - Three-prong folders for every student for every class ($1330.00) **Key Personnel:** Administration Instructional staff **Status:** In Progress

Major Improvement Strategy: Instructional Strategies
Teachers to Implement Sheltered Instruction Observation Protocols (SIOP) into daily lessons, to include cooperative learning protocols and research-based learning strategies.

Root Cause(s) Addressed:
Lack of Critical Thinking Skills Applications during Instruction
Lack of progress monitoring of student data

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ Other:

Action Steps	
Aug. 2015 -	**Instructional Strategies - Sheltering** **Description:** - Create ample time for instruction and collaboration. Teachers implement professional development (PD) into their classrooms. - Remove the gap between PD of effective teaching practices and actual implementation of those practices (sheltering, English language development, literacy for ELLs, academic language, culturally responsive pedagogy) **Implementation Benchmarks:** - On August 4, 2015 teachers will be given the pre-work of the SIOP features to include numbers 7-12 (Building background and comprehensible input). On September 11, 2015 teachers will be trained on the module. On September 18, 20154 teachers will work in groups to discuss how these features can be applied throughout their teaching strategies. On August 7, 2015 teachers will be given the pre-work for the SIOP Features: 4,5,17,19, & 29 utilizing Making Content comprehensible for English Learners. On October 23, 2015 a follow-up discussion and group work will occur in order to allow for teachers to integrate these features into their daily teaching strategies as well. - Monthly administrative classroom observations/walk-throughs with feedback from the instructional coach to teachers using sheltering rubric - Teacher creation of portfolio sheltering artifact and evaluation by administration **Resources:** - PD calendar laying out the date that the sheltering module will be presented

	- Sheltering module with associated reading - Sheltering observation rubric - Book study on Promoting Academic Achievement Among English Learners by Claude Goldenberg and Rhoda Coleman ($328.50 Amazon) - Instructional strategies outlined in Implementing Effective Instruction for English Language Learners by Suzanne Wagner and Tamara King ($399.50 Amazon) **Key Personnel:** - Instructional Coach - ELD instructional staff - Instructional staff - Administration **Status:** In Progress
Aug. 2015 -	**Instructional Strategies - English Language Development** **Description:** - Time for collaboration and creation of ELD lessons based on E.L. Achieve - Blueprint for Serving English Language Learners - Close the gap between PD of effective teaching practices and actual implementation of those practices (sheltering, English language development, literacy for ELLs, academic language, culturally responsive pedagogy) **Implementation Benchmarks:** - Our ELA coordinator to become a participant in Compact Blue (innovative program funded by the Bill and Melinda Gates Foundation, August 2015) - Administrator participates in ELA admin cohort to increase knowledgeable and be able to provide additional support to teachers (September 2015 through May 2016) - School-wide observation and feedback from OSRI (October 29, 2015) - ELD teachers will attend a minimum of two off-school site visits to observe ELD blocks at other high schools (December 3, 2015 and January 2016) - Monthly administrative classroom observations/walk-throughs with monthly feedback by the instructional coach to the teacher using English

	language development rubric - On-going teacher creation of portfolio English language development artifact and evaluation by administration from August 2015 until May 2016 and to be evaluated by administrator for successful mastery by May 26, 2016 **Resources:** - PD calendar laying out the date that the English language development module will be presented - English language devlopment module with associated reading - English language development observation rubric - Language functions and language domains Anchor texts: - Best Practices in ELL Instruction edited by Guofang Li and Patricia A. Edwards ($196.44 Amazon) - Implementing Effective Instruction for English Language Learners by Suzanne Wagner and Tamara King ($399.50 Amazon) **Key Personnel:** - Instructional Coach - ELD instructional staff - Instructional staff - Administration **Status:** In Progress
Aug. 2015 -	**Instructional Strategies - Literacy for ELLs** **Description:** - Create ample time for instruction and collaboration. Teachers implement professional development (PD) into their classrooms. - Remove the gap between PD of effective teaching practices and actual implementation of those practices (sheltering, English language development, literacy for ELLs, academic language, culturally responsive pedagogy) **Implementation Benchmarks:**

	- On August 7, 2015 teachers were given all the pre-work of the Literacy for ELL's to include the pre-work and anchor texts by the ELL coordinator. On August 28, 2015 teachers were trained by the ELL coordinator on Building from the known to the unknown. Teachers will work in grade level teams to discuss how these features can be applied throughout their teaching strategies. On September 04, 2015 teachers were trained by the ELL coordinator in Oral language as a pathway to reading and writing and work in groups to allow for teachers to integrate these features into their daily teaching strategies as well. On October 29, 2015 teachers were trained by the ELL coordinator in Literacy Instruction is grounded in meaning and/ or context and work in groups to allow for teachers to practice these skills. On November 6, 2015 teachers were trained by the ELL coordinator in Includes explicit instruction in relation to literacy skills. On November 13, 2015 teachers were trained by ELL coordinator in differentiation and work in groups to allow for teachers to collaborate on creating samples of differentiation assignments and texts. - Monthly administrative classroom observations/walk-throughs with monthly feedback using literacy for ELLs observation rubric - On-going teacher creation of portfolio literacy for ELLs artifact and evaluation by administration from August 2015 until May 2016 and to be evaluated by administrator for successful mastery by May 26, 2016 **Resources:** - PD calendar laying out the date that the literacy for ELLs module will be presented - Literacy for ELLs module with associated reading - Literacy for ELLs observation rubric Anchor texts: - Implementing Effective Instruction for English Language Learners by Suzanne Wagner and Tamara King ($399.50 Amazon) **Key Personnel:** - Instructional Coach - ELD instructional staff - Instructional staff - Administration **Status:** In Progress
Aug. 2015 -	**Instructional Strategies - Academic Language** **Description:**

- Create ample time for instruction and collaboration. Teachers implement professional development (PD) into their classrooms.

- Remove the gap between PD of effective teaching practices and actual implementation of those practices (sheltering, English language development, literacy for ELLs, academic language, culturally responsive pedagogy

Implementation Benchmarks:

- August 4, 2015 teachers were provided the pre-work for Academic Language. On August 14, 2015 teachers participated in the Academic Language Module. On August 21, 2015 the staff deeply defined implementation of SIOP to include features: 2,9,16,22,24,27. Teachers worked in groups to discuss how these features can be applied throughout their lesson/unit plans.

- Monthly administrative classroom observations/walk-throughs with monthly feedback by the instructional coach to the teacher using academic language rubric

- On-going teacher creation of portfolio academic language artifact and evaluation by administration from August 2015 until May 2016 and to be evaluated by administrator for successful mastery by May 26, 2016

Resources:

- PD calendar laying out the date that the academic language module will be presented

- Academic language module with associated reading

- Academic language observation rubric

- WIDA standards

- Content-language objective framework

- Student ACCESS scores

Anchor texts:

- Developing Academic Language: Functions, Forms and Fluency

- Forms and Functions in Language: Morphology, syntax by D.C. Pozzi

Key Personnel:

- Instructional Coach

- ELD instructional staff

- Instructional staff

- Administration

	Status: In Progress
Aug. 2015 -	**Instructional Strategies - Culturally Responsive Pedagogy** **Description:** - Create ample time for instruction and collaboration. Teachers implement professional development (PD) into their classrooms. - Remove the gap between PD of effective teaching practices and actual implementation of those practices (sheltering, English language development, literacy for ELLs, academic language, culturally responsive pedagogy **Implementation Benchmarks:** - On August 07, 2015 teachers were given all the pre-work for the Culturally- responsive pedagogy module by the ELL coordinator. On December 04, 2015 teachers were trained by the ELL coordinator on culturally responsive teaching as a facilitator of language acquisition for ELL's. On December 11, 2015, teachers were trained by the ELL coordinator on Information about how to challenge and motivate at-risk ELL's. On January 15, 2016 teachers will be trained by the ELL coordinator on methods of working with parents of ELL's and methods of improving school-community relations. - Monthly administrative classroom observations/walk-throughs with monthly feedback using the culturally responsive pedagogy rubric. - On-going teacher creation of portfolio culturally-responsive pedagogy artifact and evaluation by administration from August 2015 until May 2016 and to be evaluated by administrator for successful mastery by May 26, 2016 **Resources:** - PD calendar laying out the date that the culturally responsive pedgagoy module will be presented - Culturally responsive pedagogy module with associated reading - Classroom observation/walk through rubric Anchor texts: - Instructional strategies outlined in Implementing Effective Instruction for English Language Learners by Suzanne Wagner and Tamara King ($399.50 Amazon) - Best Practices in ELL Instruction edited by Guofang Li and Patricia A. Edwards ($196.44 Amazon) - Culturally Proficiency: A Manual for School Leaders by R.B. Lindsey, K.N. Robins and R.D. Terrell $98.37 Amazon) **Key Personnel:**

	- Instructional Coach - ELD instructional staff - Instructional staff - Administration **Status:** In Progress

Major Improvement Strategy: Practice ACT Tests
All 11th grade students will participate in two practice tests prior to the COACT in April. Additionally, teachers will incorporate daily ACT skills-based practice for juniors in all content areas.

Root Cause(s) Addressed:
Lack of practice test
Lack of Critical Thinking Skills Applications during Instruction

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Colorado Graduation Pathways Program ☐ Other:

Action Steps	
Jan. 2015 -	**Skills Based Instruction** **Description:** Teachers will use ACT practice questions and flash card resources to teach critical concepts in English, Math, Reading and Science. **Implementation Benchmarks:** - Provide teachers with ACT practice question books and flash cards - Weekly submission of unit plans will indicate the skill-focused lesson will center around ACT deficiencies **Resources:** - ACT practice test books ($224.17 Amazon) - ACT practice flash cards ($345.50 Amazon) **Key Personnel:** - Administration - Leadership team

	- College advisor - Instructional staff **Status:** In Progress
Sep. 2015 -	**Practice Test 1** **Description:** Students took practice DPS ACT diagnostic exam given by SWEC staff and scored by The Princeton Review. **Implementation Benchmarks:** - Students take DPS diagnostic ACT exam on 9/22/2015 according to ACT practice test calendar - Test submited and then scored by The Princeton Review - Administration and academic advisor provided with results **Resources:** - DPS diagnostic practice ACT exam **Key Personnel:** - Administration - Leadership team - College advisor - Instructional staff **Status:** In Progress
Oct. 2015 -	**ACT Feedback Cycle**

	Description: Administration and academic advisor receive ACT diagnostic scores to submit reteach information to instructional staff in preparation for practice test 2. **Implementation Benchmarks:** - Analysis of ACT diagnostic scores within content area planning meetings - Teachers will reteach the skills that the students did not master **Resources:** - ACT diagnostic scores with associated item analysis - ACT practice test books ($224.17 Amazon)) - ACT practice flash cards ($345.50 Amazon) **Key Personnel:** - Administration - Leadership team - College advisor - Instructional staff **Status:** In Progress
Jan. 2016 -	**Practice Test 2** **Description:** Students will take a SWEC-administered practice test over two days. Day 1 will test English and math, day 2 will test reading and science. Tests will be scored by our college advisor. **Implementation Benchmarks:** - College advisor will prepare ACT practice test for two days of student testing

	- Students will take ACT English and math practice tests on day 1 and reading and science practice tests on day 2 - Tests will be scored by SWEC college advisor - Test scores will be analyzed within content area planning meetings to specify learning goals **Resources:** - practice ACT test and answer guide **Key Personnel:** - Administration - Leadership team - College advisor - Instructional staff **Status:** Not Started

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)