COLORADO
Department of Education

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

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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 8145   School Name: SUMMIT ACADEMY   SPF Year: 3-Year

Section I: Summary Information about the School

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

Executive Summary

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

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

Summit Academy is a multiple pathways school, located in Southwest Denver that serves 6th-12th grades and also GED Plus students. Summit is not a neighborhood school and does not have a feeder school system. The typical high school student that enrolls in Summit is behind in credits in their neighborhood school and transfers to Summit in hopes of regaining lost credits and benefit from a smaller more individualized learning environment. The typical middle school student is in search of a smaller classroom environment to learn. Many of Summit Academy's students and their families are living at or below the poverty level with 81.53% of our students eligible for Free or Reduced Lunch. Summit Academy High School consists of 20.1% ELA students, 92.5% minority and 10.4% SpEd Students. Summit Academy Middle School consists of 26.2% ELA students, 100% minority and 9.2% SpEd Students.

Summit Academy has several Priority Performance Challenges.

PPC#1 The CDE completion rate has been trending downward below the state expectation of 55.4%. The low completion rate contributes to the school having a high dropout rate.

PPC#2 Summit Academy has a low attendance rate. The high schools attendance rate has shown both positive and negative trends for the past three years, however, the attendance rate is below the expected target of 86.2% and a major contributing cause to the persistent low numbers of students passing graduation required courses

PPC#3 The percentage of students earning adequate yearly credits have been trending downward and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly credits.

PPC#4 Summit Academy's Student and Parent Satisfaction rate has increased over the past three years. With the exception of the high school student satisfaction survey, the indicator rating is below the expected target of 85% for the middle school and below 80% in both the middle and high school. Developing capacity of staff to work with a high need population with urgency will increase these numbers and help build a positive college going culture with the goal of postsecondary readiness a reality.

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.*

Summit Academy has continued to have these problems for a variety of reasons.

PPC#1 The CDE completion rate has been trending downward below the state expectation of 55.4%. The low completion rate contributes to the school having a high dropout rate.

Root Causes:
- Systems to offer interventions to students who are behind have been inconsistently applied and changed frequently.
- There has been no system to discuss or analyze data.

PPC#2 Summit Academy has a low attendance rate. The high schools attendance rate has shown both positive and negative trends for the past three years, however, the attendance rate is below the expected target of 86.2% and a major contributing cause to the persistent low numbers of students passing graduation required courses

Root Causes:
- The school does not have consistent attendance interventions to address low attendance rates.
- Targeted intervention inside and outside the classroom have not been consistently implemented.

PPC#3 The percentage of students earning adequate yearly credits have been trending downward and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly credits.

Root Causes:
- High numbers of course failures in early grades lead to large numbers of off-track students who do not graduate or who drop out.
- A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.

PPC#4 Summit Academy's Student and Parent Satisfaction rate has increased over the past three years. With the exception of the high school student satisfaction survey, the indicator rating is below the expected target of 85% for the middle school and below 80% in both the middle and high school. Developing capacity of staff to work with a high need population with urgency will increase these numbers and help build a positive college going culture with the goal of postsecondary readiness a reality.

Root Causes:
- The school does not have a clear plan to develop teachers or to build capacity of teachers to build rapport with students, check for understanding, and differentiate instruction.

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.*

Summit Academy is taking several intentional steps to ensure all PPC's are addressed with fidelity.
MIS 1: Implementing systems and structures that foster a culture of postsecondary readiness.

PPC#1 The CDE completion rate has been trending downward below the state expectation of 55.4%. The low completion rate contributes to the school having a high dropout rate.

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MIS 2: Implement Instructional systems, structures, and supports to teachers to increase academic achievement and student engagement.

PPC#2 Summit Academy has a low attendance rate. The high schools attendance rate has shown both positive and negative trends for the past three years, however, the attendance rate is below the expected target of 86.2% and a major contributing cause to the persistent low numbers of students passing graduation required courses

PPC#3 The percentage of students earning adequate yearly credits have been trending downward and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly credits.

MIS 3: Increase student and parent engagement around College and Career Readiness.

PPC#4 Summit Academy's Student and Parent Satisfaction rate has increased over the past three years. With the exception of the high school student satisfaction survey, the indicator rating is below the expected target of 85% for the middle school and below 80% in both the middle and high school. Developing capacity of staff to work with a high need population with urgency will increase these numbers and help build a positive college going culture with the goal of postsecondary readiness a reality.

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

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	AEC: Turnaround Plan - Entering Year 4 as of July 1, 2016	The school has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted by January 15, 2016 along with the required Turnaround Plan addendum for review. The updated plan must also be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note the specialized requirements for identified schools included in the Quality Criteria document.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address the low achievement of applicable disaggregated groups. Note the specialized requirements for identified schools included in the Quality Criteria document.

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

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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?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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

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

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

School Contact Information		(Additional contacts may be added, if needed)
1	Name and Title	Bobby Thomas, Principal
	Email	bobby_thomas@dpsk12.org
	Phone	720-424-2401
	Mailing Address	3001 S. Federal Blvd. Denver, Co 80236
2	Name and Title	Jesse Vigil, Assistant Principal
	Email	jesse_vigil@dpsk12.org
	Phone	720-424-2441
	Mailing Address	3001 S. Federal Blvd. Denver, Co 80236

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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.
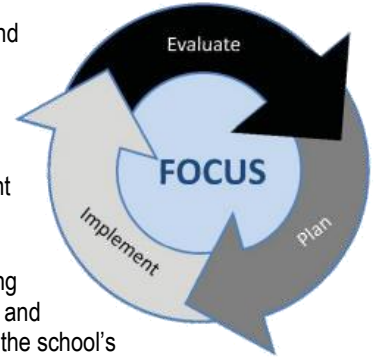
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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:

SUMMIT ACADEMY'S MISSION:
At Summit our mission is to embrace ALL students with diverse academic and social experiences and cultivate them to be 21st century learners and positive community contributors through providing comprehensive support services and individualized pathways to post-secondary readiness in a safe, caring and family oriented environment.

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SUMMIT ACADEMY'S VISION:

The Summit vision is that all students receive equitable access to become self-directed life-long learners who are critical thinkers. Students will have the skills to become future leaders, risk-takers, and productive knowledgeable members of society in our ever-changing world. We are committed to empowering students to be competitive in a global community.

Summit Academy is a multiple pathways school, located in Southwest Denver that serves 6th-12th grades and also GED Plus students. Summit is not a neighborhood school and does not have a feeder school system. The typical high school student that enrolls in Summit is behind in credits in their neighborhood school and transfers to Summit in hopes of regaining lost credits and benefit from a smaller more individualized learning environment. The typical middle school student is in search of a smaller classroom environment to learn. Many of Summit Academy's students and their families are living at or below the poverty level with 81.53% of our students eligible for Free or Reduced Lunch. Summit Academy High School consists of 20.1% ELA students, 92.5% minority and 10.4% SpEd Students. Summit Academy Middle School consists of 26.2% ELA students, 100% minority and 9.2% SpEd Students.

Summit Academy opened its doors in the fall of 2010 as a multiple pathway center for the over-aged and under-credited students. The mission then was to serve students who were at risk of dropping out in addition to students who had already dropped out within the Southwest Denver area. Our mission has evolved as stated above to embrace all students. Summit Academy is a 21st century school, with a strong focus on intervention, technology, and innovation. We are proud to offer multiple pathways for high school students to complete their high school graduation requirements, as well as programs for them to engage in internships, concurrent enrollment, and other post-secondary readiness opportunities. At Summit we believe in the power of what happens in a small learning environment. Summit Academy has been an innovation school for five years and uses the flexibility that innovation allows in a variety of ways to help us better serve students. Summit operates on a trimester that consists of a 7 period day, including an advisement period that provides support and progress monitoring for all students as well as an enrichment period which focuses on exploring students interests. Extended learning time is offered for all students. Our current enrollment is 253 students.

In October of 2013 we opened our Middle School making Summit Academy a 6-12 learning community. Opening a middle school within the High School created unique and challenging opportunities for recruitment of staff and students. We quickly found that a number of supports both behavioral and social emotional were needed to better meet the needs of our students and families.

Last year Summit also became a satellite for the districts GED Plus program. This program allows Summit to meet the need of our community and assists students on the path of earning a GED while receiving postsecondary plans and supports.

Our Turnaround Plan focuses on 3 Major areas: Instruction and Instructional Systems, Professional Development and Growth, and Family/Community Engagement. Our team monitors progress with frequent student and school performance data, makes adjustments in real-time, and provides supports. Throughout the improvement process we strive to expand teaching and leadership capacity and extend successes across the system for sustainable improvement. Our UIP is structured within our Turnaround Plan with a focus on the Major Improvement Strategies and urgency. We have monthly Continuous Improvement Guide (CIG) conversations with our instructional Superintendent and his team to share progress and challenges. We have monthly Principal Meeting/Training sessions to collaborate and share best practices. The progress we are making on our UIP action steps is monitored using our UIP Tracker. We use our UIP Tracker as a guide for our weekly leadership meetings. Discussion of our progress and implementation, as well as interim achievement data, is the focus of our conversation at our monthly CIGs.

The School Leadership Team met to analyze data supplied from the Denver Public Schools department of accountability, research and evaluation that pertained to Summit Academy for the 2014-2015 school year. Data available for the Summit team was limited.

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Trend Analysis The following represents three years of data analysis

Academic Achievement:

TCAP	%Proficient or Above 2012-2013	%Proficient or Above 2013-2014	PARC/CMASS 2014- 2015
Reading	16.2%	17%	
Math	1.5%	1.7%	2.1%
Writing	5.1%	5.7%	8.6%

Status for Reading, Writing, and math were trending upward pre PARC/CMASS. With the transition to the new state tests Summit did not experience significant change in the transition

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Academic Growth:

MAP Data By Test

HS	13-14 Growth	14-15 Growth
Lang	59.23%	78.57%
Math	50.79%	76%
Reading	52.46%	67.46%

MS	13-14 Growth	14-15 Growth
Lang	61.54%	78.08%
Math	84.21%	78.08%
Reading	67.57%	64.38%

Growth on MAP's has been trending upward

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Grade	ACCESS MGP		
	2013	2014	2015
All Grades	**47**	**59**	**29**
06			24.5
07			29
08			24
09		62	67
10	48		44
11	39	49	92
12	86	49	26

ACCESS MGP has increased in 9th and 11th grade but decreased in the 12th grade.

Student Engagement:

Attendance Improvement	% meeting target 2012-2013	% meeting target 2013-2014	% meeting target 2014-2015
Attendance Rate	78%	75%	71%
Student Satisfaction	93%	91%	95%
Parent Satisfaction	71%	75%	86%

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Average Attendance By Year
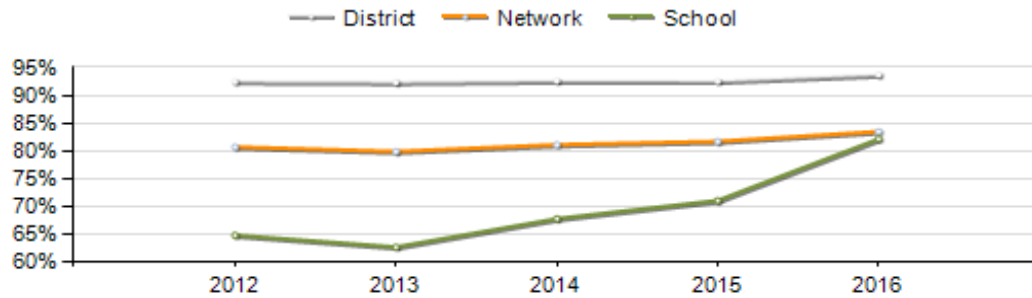
Legend: District, Network, School
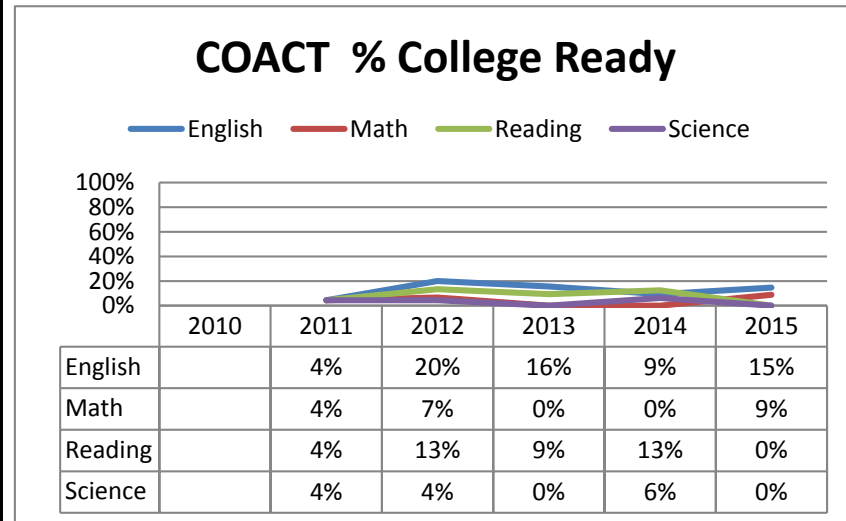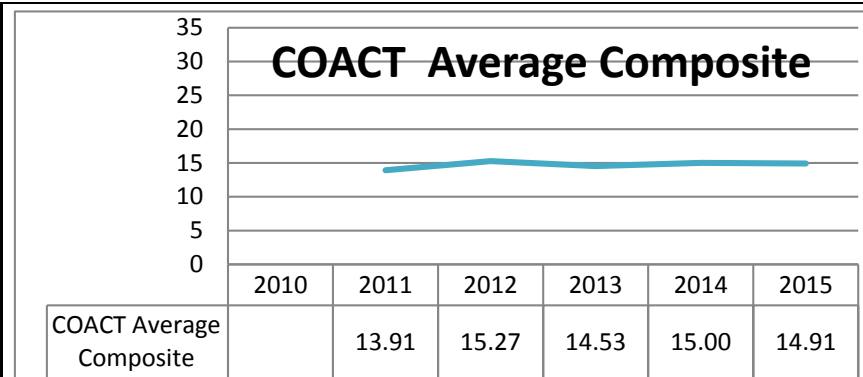
Average Daily Attendance: The state expectation is set at 86.2%, that expectation was not met. Summit had an average daily attendance rate of 71.1% missing the mark by 15.1%

Student Satisfaction Survey: The state expectation is set at 85%, that expectation was met. Summit had a Student Satisfaction rate of 94% hitting the mark by 9%

Parent Satisfaction Survey: The state expectation is set at 80%, that expectation was met. Summit had a Parent Satisfaction rate of 86% hitting the mark by 6%

Postsecondary & Workforce Readiness:

COACT	Average score 2012-2013	Average score 2013-2014	Average score 2014-2015
Reading	14.48	15.32	14.53
Math	15.71	15.20	15.43
English	11.76	13.48	12.91
Science	14.52	15.72	15.14

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COACT Average Composite

	2010	2011	2012	2013	2014	2015
COACT Average Composite		13.91	15.27	14.53	15.00	14.91

COACT % College Ready

English   Math   Reading   Science

	2010	2011	2012	2013	2014	2015
English		4%	20%	16%	9%	15%
Math		4%	7%	0%	0%	9%
Reading		4%	13%	9%	13%	0%
Science		4%	4%	0%	6%	0%

Trends have been sporadic on the COACT with both increases and declines with no discernible pattern.

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COACT English % College Ready by FRL
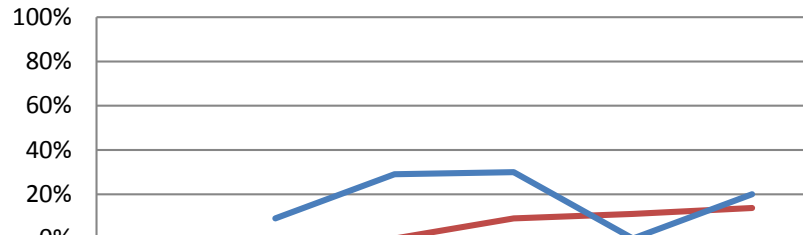
	2010	2011	2012	2013	2014	2015
FRL		0%	0%	9%	11%	14%
Non-FRL		9%	29%	30%	0%	20%

COACT Math % College Ready by FRL
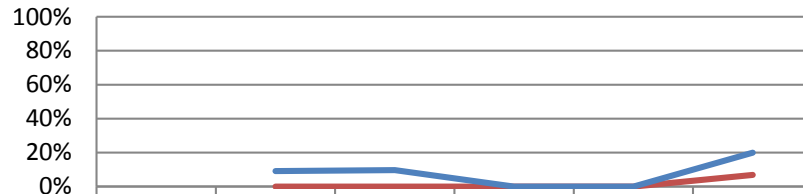
	2010	2011	2012	2013	2014	2015
FRL		0%	0%	0%	0%	7%
Non-FRL		9%	10%	0%	0%	20%

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COACT Reading % College Ready by FRL

	2010	2011	2012	2013	2014	2015
FRL		0%	7%	9%	11%	0%
Non-FRL		9%	16%	10%	20%	0%

COACT Science % College Ready by FRL

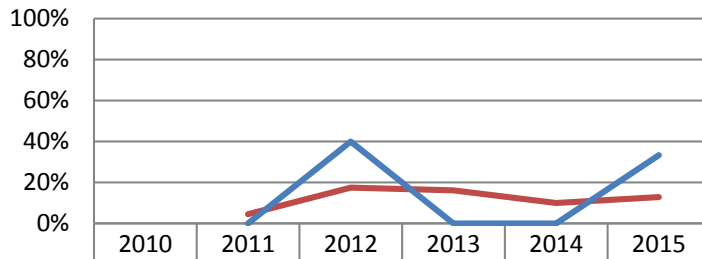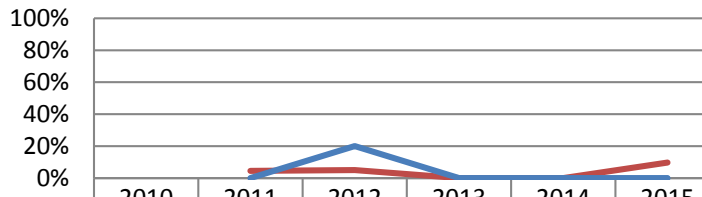|	2010	2011	2012	2013	2014	2015
FRL		0%	0%	0%	7%	0%
Non-FRL		9%	6%	0%	0%	0%
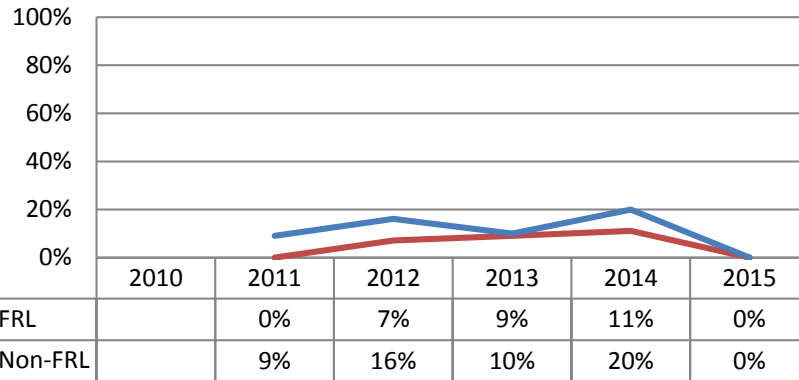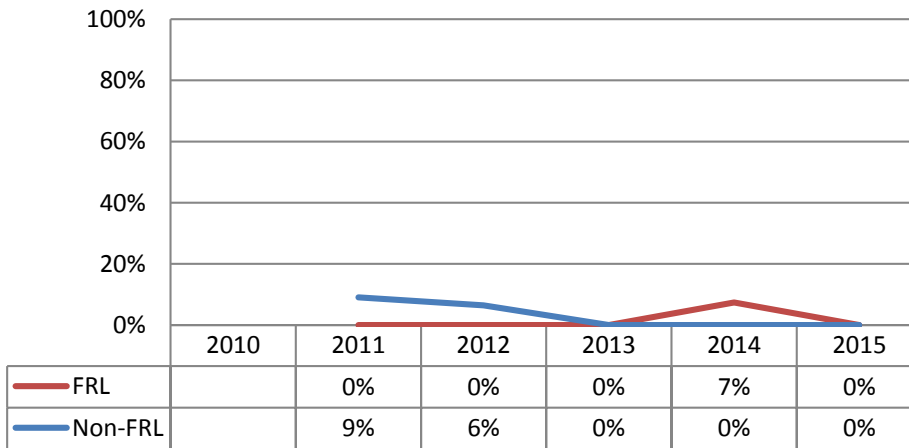
Trends have been sporadic on the COACT when comparing FRL and Non-FRL with both increases and declines with no discernible pattern.
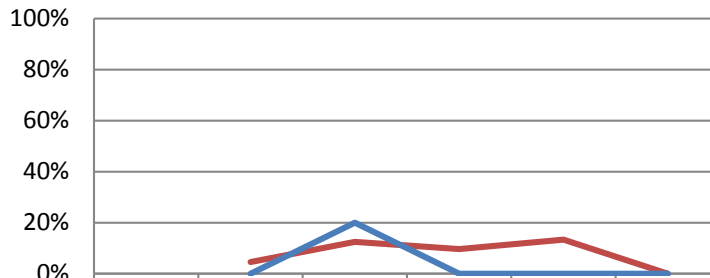
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COACT English % College Ready

	2010	2011	2012	2013	2014	2015
Students of Color		5%	18%	16%	10%	13%
White Students		0%	40%	0%	0%	33%

COACT Math % College Ready

	2010	2011	2012	2013	2014	2015
Students of Color		5%	5%	0%	0%	10%
White Students		0%	20%	0%	0%	0%

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COACT Reading % College Ready

	2010	2011	2012	2013	2014	2015
Students of Color		5%	13%	10%	13%	0%
White Students		0%	20%	0%	0%	0%

COACT Science % College Ready
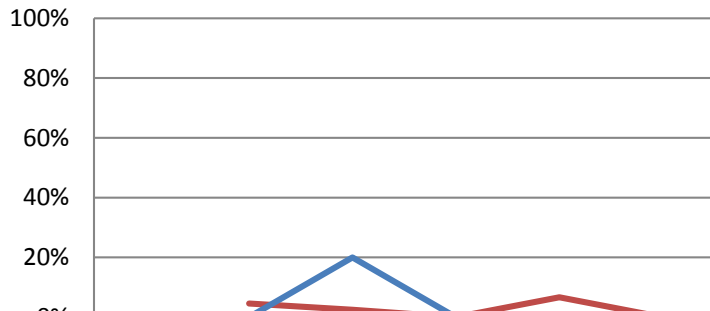
	2010	2011	2012	2013	2014	2015
Students of Color		5%	3%	0%	7%	0%
White Students		0%	20%	0%	0%	0%

Trends have been sporadic on the COACT when comparing students of color to white students with both increases and declines with no discernible pattern.

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Priority Performance Challenges:

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Root Causes:

PPC#1 The CDE completion rate has been trending downward below the state expectation of 55.4%. The low completion rate contributes to the school having a high dropout rate.

Root Causes:
- Systems to offer interventions to students who are behind have been inconsistently applied and changed frequently.
- There has been no system to discuss or analyze data.

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- The school does not have consistent attendance interventions to address low attendance rates.
- Targeted intervention inside and outside the classroom have not been consistently implemented.

PPC#3 The percentage of students earning adequate yearly credits have been trending downward and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly credits.

Root Causes:
- High numbers of course failures in early grades lead to large numbers of off-track students who do not graduate or who drop out.
- A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.

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PPC#4 Summit Academy's Student and Parent Satisfaction rate has increased over the past three years. With the exception of the high school student satisfaction survey, the indicator rating is below the expected target of 85% for the middle school and below 80% in both the middle and high school. Developing capacity of staff to work with a high need population with urgency will increase these numbers and help build a positive college going culture with the goal of postsecondary readiness a reality.

Root Causes:

- The school does not have a clear plan to develop teachers or to build capacity of teachers to build rapport with students, check for understanding, and differentiate instruction.

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)	NA		
Academic Growth	Summit Academy middle schools current TCAP MGP in reading is 30. An attainable target for the 2014-2015 school year is 35.	NA	
	Summit Academy middle schools current TCAP MGP in math is 15.5. An attainable target for the 2014-2015 school year is 20	NA	
	Summit Academy high schools current TCAP MGP in reading is 30. An attainable target for the 2014-2015 school year is 40.	NA	
	Summit Academy middle schools current TCAP MGP in math is 15.5. An attainable target for the 2014-2015 school year is 20	NA	
	Summit Academy high schools current TCAP MGP in math is 31. An attainable	NA	

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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.
	target for the 2014-2015 school year is 25		
	Summit Academy middle schools current TCAP MGP in writing is 42. An attainable target for the 2014-2015 school year is 50	NA	
	Summit Academy high schools current TCAP MGP in writing is 33. An attainable target for the 2014-2015 school year is 55.	NA	
	Summit Academy middle schools current reading MAP MGP is 67.6%. An attainable target MGP is 72% for the 2014-2015 school year.	Growth for reading was __64.38%__ . The target of 72% was not met. We missed the target by _7.62%__.	Targeted intervention inside and outside the classroom have not been consistently implemented.
	Summit Academy high schools current reading MAP MGP is 52.8%. An attainable target MGP is 60% for the 2014-2015 school year.	MGP for reading was __67.46%__ . The target of 60% was met.	Targeted intervention inside and outside the classroom were implemented with fidelity.
	Summit Academy middle schools current math MAP MGP is 84.2%. An attainable target math MAP MGP is 88% for the 2014-2015 school year.	MGP for Math was __78.08%__ . The target of 88% was not met. We missed the target by __9.92%_.	Targeted intervention inside and outside the classroom have not been consistently implemented

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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.
	Summit Academy high schools current math MAP MGP is 42.3%. An attainable target math MAP MGP is 48% for the 2014-2015 school year.	MGP for Math was __76%__ . The target of 48% not met.	Targeted intervention inside and outside the classroom were implemented with fidelity.
	Summit Academy middle schools current language usage MAP MGP is 61.5%. An attainable target language MAP MGP is 65% for the 2014-2015 school year.	MGP for Language Usage was _78.08%___ . The target of 65% was met.	Targeted intervention inside and outside the classroom were implemented with fidelity.
	Summit Academy high schools current language usage MAP MGP is 57.7%. An attainable target language usage MAP MGP is 62% for the 2014-2015 school year.	MGP for Language Usage was _78.57%___ . The target of 62% was met.	Targeted intervention inside and outside the classroom were implemented with fidelity.
Student Engagement	Summit Academy middle schools current average daily attendance rate is 82.7%. An attainable attendance target for the 2014-2015 school year is 87%.	The attendance rate was 85.4%. The target of 87% was not met. We missed the target by 1.6%	The school does not have consistent attendance interventions to address low attendance rates.
	Summit Academy high schools current average daily attendance rate is 74.69. An attainable average daily attendance	The attendance rate was 71%. The target of 78% was not met. We missed the target by	The school does not have consistent attendance interventions to address low attendance rates.

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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.
	rate for the 2014-2015 school year is 78%.	7%	
	Summit Academy middle schools current Student Satisfaction rate is 81.6%. An attainable target for the 2014-2015 school year is 85%.	The MS student satisfaction rate was 84%. The target of 85% was not met. We missed the target by 1%	The school does not have a clear plan to develop teachers or to build capacity of teachers to build rapport with students, check for understanding, and differentiate instruction.
	Summit Academy high schools current Satisfaction rate is 89.1%. An attainable target for the 2014-2015 school year is 92%.	The HS student satisfaction rate was 94%. The target of 92% was met. We beat the target by 2%	Teachers were intentional around building relationships with students and offered rigorous engaging lessons.
	Summit Academy middle schools current Parent Satisfaction Survey rate is 76.9%. An attainable target for the 2014-2015 school year is 80%.	The MS parent satisfaction rate was 80%. The target of 80% was not met. We hit the target by exactly.	Teachers were intentional around building relationships with students and offered rigorous engaging lessons.
Postsecondary & Workforce Readiness	Summit Academy high schools current completion rate is 42.5%. An attainable target for the 2014-2015 school year is 50%.	NA	
	Summit Academy high schools current average yearly credit rate is 48.3%. An attainable target for the 2014-2015 school year is 50%.	NA	

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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.
	Summit Academy high schools current average ACT score for Reading is 15.04. An attainable target for the 2014-2015 school year is 16.11.	The ACT score for Reading was 14.53. The target of 16.11 was not met. We missed the target by 1.58	A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.
	Summit Academy high schools current average ACT score for Math is 16.02. An attainable target for the 2014-2015 school year is 17.02	The ACT score for Math was 15.43. The target of 17.02 was not met. We missed the target by 1.59.	A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.
	Summit Academy high schools current average ACT score for English 13.02. An attainable target for the 2014-2015 school year is 14.02.	The ACT score for English was 12.91. The target of 14.02 was not met. We missed the target by 1.11.	A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.
	Summit Academy high schools current average ACT score for Science 15.04. An attainable target for the 2014-2015 school year is 16.04.	The ACT score for Science was 15.14. The target of 16.04 was not met. We missed the target by .9.	A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.

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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.

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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)	NA		
Academic Growth			
Student Engagement	Average Daily Attendance: The state expectation is set at 86.2%, that expectation was not met. Summit had an average daily attendance rate of 71.1% missing the mark by 15.1% Student Satisfaction Survey: The state expectation is set at 85%, that expectation was met. Summit had a Student Satisfaction rate of 94% hitting the mark by 9% Parent Satisfaction Survey: The state expectation is set at 80%, that expectation was met. Summit had a	**PPC#2** Summit Academy has a low attendance rate. The high schools attendance rate has shown both positive and negative trends for the past three years, however, the	The school does not have consistent attendance interventions to address low attendance rates. Targeted intervention inside and outside the classroom have not been consistently implemented.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Parent Satisfaction rate of 86% hitting the mark by 6%	attendance rate is below the expected target of 86.2% and a major contributing cause to the persistent low numbers of students passing graduation required courses	
		PPC#4 Summit Academy's Student and Parent Satisfaction rate has increased over the past three years. With the exception of the high school student satisfaction survey, the indicator rating is below the expected target of 85% for the middle school and below 80% in both the middle and high school. Developing capacity of staff to work with a high need population with urgency will increase these numbers and help build a positive college going	The school does not have a clear plan to develop teachers or to build capacity of teachers to build rapport with students, check for understanding, and differentiate instruction.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		culture with the goal of postsecondary readiness a reality.	
Postsecondary & Workforce Readiness		**PPC#1** The CDE completion rate has been trending downward below the state expectation of 55.4%. The low completion rate contributes to the school having a high dropout rate.	Systems to offer interventions to students who are behind have been inconsistently applied and changed frequently. There has been no system to discuss or analyze data.
		PPC#3 The percentage of students earning adequate yearly credits have been trending downward and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly	High numbers of course failures in early grades lead to large numbers of off-track students who do not graduate or who drop out. A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.

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| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		credits.	

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Section IV: Action Plan(s)

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

School Target Setting Form

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

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

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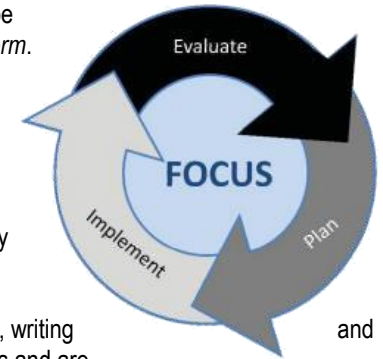
Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), Supplemental Measures	ELA	Summit will follow the District standards concerning CMAS/PARCC standards for 2014-2015.				
		READ	Summit will follow the District standards concerning CMAS/PARCC standards for 2014-2015.				
		M	Summit will follow the District standards concerning CMAS/PARCC standards for 2014-2015.				
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures	ELA			.		
		M	**PPC#3** The percentage of students earning adequate yearly credits have been trending downward	Expected MGP is 60%	An attainable target MGP is 65% based on district targets.	Measures Of Academic Progress (MAP) September 2015, February 2016, and April 2016. MAP scores are disseminated to the staff	MIS 3: Increase student and parent engagement around College and Career Readiness.

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		and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly credits.			September 2015, January 2016, and May 2016. ACT data given to staff in August 2015. Staff will review pre and post interim assessment data with students in October 2015, November 2015, January 2016, February 2016, April 2016, and May 2016.	
	ELP					.
Student Engagement	Attendance Rate	**PPC#2** Summit Academy has a low attendance rate. The high schools attendance rate has shown both positive and negative trends for the past three years, however, the attendance rate is below the expected target of 86.2% and a major contributing cause to the persistent low numbers of students passing graduation required courses	Expected Attendance rate is 86.2%	An attainable target attendance rate is 87.2%	Attendance will be tracked via the Principal portal. Weekly checkins will occur during ABC meetings.	MIS 2: Implement Instructional systems, structures, and supports to teachers to increase academic achievement and student engagement.

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| | Truancy Rate | **PPC#2** Summit Academy has a low attendance rate. The high schools attendance rate has shown both positive and negative trends for the past three years, however, the attendance rate is below the expected target of 86.2% and a major contributing cause to the persistent low numbers of students passing graduation required courses | Expected Truency rate is less than 7.7% | An attainable target is less than 7% | Attendance will be tracked via the Principal portal. Weekly checkins will occur during ABC meetings. | MIS 2: Implement Instructional systems, structures, and supports to teachers to increase academic achievement and student engagement. |
| | Supplemental Measures | **PPC#4** Summit Academy's Student and Parent Satisfaction rate has increased over the past three years. With the exception of the high school student satisfaction survey, the indicator rating is below the expected target of 85% for the middle school and below 80% in both the middle and high school. Developing | Expected satisfaction rate is 85% | An attainable target satisfaction rate is 90% | Surveys will be created to gage culture of students, parents, and staff. | MIS 3: Increase student and parent engagement around College and Career Readiness. |

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		capacity of staff to work with a high need population with urgency will increase these numbers and help build a positive college going culture with the goal of postsecondary readiness a reality.				
Postsecondary & Workforce Readiness	Completion Rate	**PPC#1** The CDE completion rate has been trending downward below the state expectation of 55.4%. The low completion rate contributes to the school having a high dropout rate.	Expected completion rate is 55.4%	An attainable target completion rate is 60%	Grades and credits will be tracked via the Principal portal. Weekly checkins will occur during ABC meetings.	MIS 1: Implementing systems and structures that foster a culture of postsecondary readiness.
	Dropout Rate					
	Mean CO ACT	**PPC#3** The percentage of students earning adequate yearly credits have been trending downward and is below the state expectation of 50%. Students have not spent sufficient instructional time focused on high-priority skills reflected	Expected MGP for the ACT is 50	An attainable target for MGP is 55	Grades for ACT prep will be examined. ACT test results.	MIS 3: Increase student and parent engagement around College and Career Readiness.

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		on Common Core Standards, or college readiness skill sets which has had a negative effect on the ability of students to earn adequate yearly credits.				
	Supplemental 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: _____ Implementing systems and structures that foster a culture of postsecondary readiness.

Root Cause(s) Addressed:

- Systems to offer interventions to students who are behind have been inconsistently applied and changed frequently.
- High numbers of course failures in early grades lead to large numbers of off-track students who do not graduate or who drop out.
- A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.

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

☑ State Accreditation ☑ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
All students' credits tracked toward graduation, mapping out what students need to complete in order to earn a DPS diploma. Students keep a credit tracker in their Advisement classes and parents are given a copy of the tracker through their Senior Contract.	Aug 2015 Sept. 2015		Counselor, Credit Recovery teacher, AP,	General Budget	All students will have a completed credit tracker housed with the counselor All students will have a completed credit tracker that they complete and keep through their record keeping. Students will monitor their	

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	Sept. 2015				grades weekly through Advisement classes and will track their credits at the beginning of the year and at the end of each trimester. All parents and students receive and sign a Senior Contract that has a copy of the student's credit tracker	
Identifying students college readiness through ACT scores, Developmental Courses completed, and Accuplacer scores. Students then placed in appropriate courses to support college readiness. This will be tracked by trimester.	Aug 2015 Aug 2015 Aug-May 2016		Counselor AP	General Budget	Identifying students college readiness through ACT scores, Developmental Courses completed, and Accuplacer scores. Students then placed in appropriate courses to support college readiness. Tracking every trimester through UIP tracker.	
Tracking student mastery of core skills linked to College Readiness: MAPS testing in Reading, Language, and Math Writing performance tasks aligned to Common Core State Standards	Aug-May 2016		Teachers, AP, Principal, SAL	General Budget	MAPS testing in Reading, Language, and Math (assessed 3 times a year) Writing performance tasks aligned to Common Core State Standards (assessed every 3 weeks) Progress monitoring through Bambrick Tracker.	

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Targeted intervention with students who are not passing their courses – using extended learning time and Academic Academy	Aug-May 2016		Credit Recovery teacher, teachers	General Funds - FTE SEI grant	Students actively participating in extended learning time Teacher referring failing students to extended learning time. Students passing their classes.	
Celebrating students who have become college ready and students who are academically successful in classes through public displays of student success, celebrations during class meetings, and special held celebrations	Aug-May 2016		All instructional staff	General Funds SEI Grant	Public displays of students' academic success in hallway. Public celebrations at class meetings and other meetings.	
Provide plans for students who will not have the credits required for a diploma by May 30th 2016.	Aug-May 2016		All instructional staff	General Funds SEI Grant	Tracking credits Directing students who are over aged and under credited to a DPS Pathway school for accelerated credit. Help students with insufficient credits to graduate get enrolled in summer school. .	

* 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: __ Implement Instructional systems, structures, and supports to teachers to increase academic achievement and student engagement.

Root Cause(s) Addressed:

- There has been no system to discuss or analyze data.
- The school does not have a clear plan to develop teachers or to build capacity of teachers to build rapport with students, check for understanding, and differentiate 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) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Create a strategic system to promote regular intervals of progress monitoring of students	Aug 2015		Administration/SLT/teacher leaders	General Budget	Create a common planning time for core instructional staff to establish an active department meeting

Design a calendar that incorporates collaborative time for teachers throughout the year.
On track to graduate will be monitored through credit tracker and UIP Tracker. | Complete |
| Core Instructional teachers participate in Data Cycles to increase student proficiency on performance tasks that aligned to Common Core | Sept-May 2016 | | Core content instructors, AP, Principal | General Budget | Teachers will assess approximately students' progress every 3 weeks and have a week to | In progress |

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State Standards					reteach. Teachers develop and/or use outside sources to provide intervention for students not demonstrating positive progress.	
Observation/Feedback: Monitor and provide feedback to teachers on lesson planning, lesson delivery and student work utilizing protocols focused on observation/feedback cycles	Sept-May 2016		Core content instructors, AP, Principal	General Budget	2015-16 Feedback given to teachers weekly and LEAP observation cycles conducted within the school year. Cycles will be progress monitored on the UIP Tracker and individual teacher support on the Teacher Support Matrix.	In progress
Provide professional development on how to support students with IEPs and ELL students.	Sept-Oct 2015		Core content instructors, AP, Principal, ELA-S specialist	General Budget	Teachers identify students who have IEPs and students who are ELLs on their rosters. Case Manager leads PD on supporting IEP students ELD Specialist leads PD on supporting ELL students	In progress

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

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Major Improvement Strategy #3: __ Increase student and parent engagement around College and Career Readiness

Root Cause(s) Addressed:

- Disenrollment process does not ensure that students reenroll in other schools when they leave Summit Academy High School resulting in inaccurate data being reported.
- A tiered system of intervention for students lacking the academic skills with regular progress monitoring was not adhered to consistently.

_____

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review Grant   ☐ School Improvement Support Grant

☐ READ Act Requirements   ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Monthly communication is sent to families in the form of a monthly newsletter	Aug-May 2016		Administrative Team, School Secretary	General Budget	Newsletter planning is organized in Administrative meetings	In progress
Host regular academic celebrations of student success for the families and community.	Aug-May 2016		Administration,	General Budget	Awards Ceremonies hosted by January 2016, and May 2016	
Intensity of Common Core State Standards in writing and Accuplacer skill work infused in the core class curriculum	Sept.-May 2016		Teachers, TEC, Administration, SLT	Possible funding will be through General Fund (FTE) and SEI Grant.	We will increase CE for 2015-2016 school year by holding more classes on high school campus.	In Progress
ACT Prep and alignment	Sep-May 2016		Teachers Counselor	Possible funding will be through General Fund (FTE) and SEI Grant.	Practice ACT Scores	In Progress
CE/CTE Offerings	Sept.-		Teachers,	General Fund – FTE	A variety of CE/CTE courses	In Progress

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	May 2016		Administration, Counselor	SEI Grant	offered and students enrolled according to interests and academic need.	
Developmental courses offered for English and Math (092, 094, 050, 055)	Sept.- May 2016		Teachers, Administration, Counselor	General Fund – FTE SEI Grant	On campus college professors to teach English and Math (092, 094, 050, 055) and courses offered that most appropriately fit the academic needs of the students. Successful completion monitored through UIP Tracker.	In Progress
Accuplacer	Sept.- May 2016		Administration, Counselor	General Fund SEI	All students are tested on the Accuplacer. Spring – students retested on the Accuplacer	In Progress
Application support FAFSA/Scholarship support	Sept.- May 2016		Administration, Counselor	General Fund SEI	Counselor and AP meet weekly to plan how to infuse college application, FAFSA, and scholarship support into the Advisement Class.	In Progress
College acceptance and Scholarship award celebrations	Oct 2015- May 2016		Administration, Counselor, Teachers	General Fund SEI	During Advisement Class Meeting – celebrate student accomplishments monthly	In Progress

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

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Section V: Appendices

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

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.	Section IV: A description of the selected turnaround strategy in the Action Plan Form. If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.	☐ **Turnaround Partner.** A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. ***Provide name of Turnaround Partner:*** _____ ☑ **School/District Management.** The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support. ☐ **Innovation School.** School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act. ☐ **School/District Management Contract.** A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. ***Provide name of Management Contractor:*** _____ ☐ **Charter Conversion.** (For schools without a charter) The school has converted to a charter school. ☐ **Restructure Charter.** (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured. ☐ **School Closure.** ☐ **Other.*** Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").

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

School Code: 8145   School Name: SUMMIT ACADEMY

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Section III: Data Narrative is on pages 7-17. Section IV: Action Plan is on pages 30-42.
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	We continued our partnership with Math Fellows in our middle school to give targeted math instruction to all middle school students. We offer extended learning time after school for all students 6-12 to get additional learning support on Mondays-Thursdays. We also offer academic Saturday schools throughout the year. Section IV: Action Plan is on pages 30-42.
Professional Development: How are student and staff needs used to identify the high quality professional development?	Section III: Data Narrative and Section IV: Action Plan	Teachers give a performance task to each class every three weeks and use the Bambrick Data Driven Instruction model to assess where students are and how instruction needs to be shifted to support students in reaching learning targets. We intentionally added a fourth week in our data cycle this year for re-teaching and enriching based on data analysis of the Bambrick Tracker. Professional development is driven by trends that are noted/recorded in our weekly observation tracker during classroom visits, and needs shared by staff. The Instructional Leadership Team backward designed our year long professional development schedule with adult learning, clear objectives and outcomes for each section. Based on our trend analysis and root causes we have intentionally set equity as a focus of our PDU for our staff to build a stronger relationship with our students and community. We have focused on results base differentiated professional learning with a starting point around rigor and differentiation for instructional PD. Section III: Data Narrative is on pages 7-17. Section IV: Action Plan is on pages 30-42.
Community Involvement: How are staff, parents and other members of the community collaborating to influence program	Section III: Data Narrative and Section IV: Action	Twice a month we conduct staff meetings and SLC meetings. The SLC serves as our CSC and also includes community members and parents. The committee that has final vote on budget items, school calendar, staffing, curriculum, etc. Monthly parent/community opportunities are offered with other school-wide functions to minimize the amount of times

| design? | Plan | parents/guardians are asked to come to Summit, but are maximized to take advantage of when parents/guardians are actually in the building and could benefit from getting multiple interests or meetings accomplished. |

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about $2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional $2500). This is a significant salary differential. DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master's degree in the process, which also helps them with pay differentials to encourage them to remain.
Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?	Section III: Data Narrative and Section IV: Action Plan	Teachers give a performance task to each class every three weeks and use the Bambrick Data Drive Instruction mode to assess where students are and how instruction needs to be shifted to support students in reaching learning targets. Every three weeks teachers come together in departments to share out, analyze data, and develop a clear action plan to address their findings and student needs. We intentionally added a fourth week in our data cycle this year for re-teaching and enriching based on data analysis of the Bambrick Tracker. Section III: Data Narrative is on pages 7-17. Section IV: Action Plan is on pages 30-42.
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section IV: Action Plan	We conduct student interviews and examine and evaluate transcripts and other data points for appropriate course placement. The ABC team, and administration all have parts in the student onboarding process to ensure current course placement and the necessary wrap around supports are provided for each student to be successful. Teachers also work with students after school on Mondays-Thursday during ELT to provide interventions. All teachers analyze various data such as district benchmarks, practice ACT exams, attendance data, and other formative assessment data. The teams then adjust lesson plans to address specific learning needs and close learning gaps. Summit also offers credit recovery and unit recovery options to students through online courses and blended courses of instruction. Section IV: Action Plan is on pages 30-42.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced	Section IV: Action Plan	We conduct parent teacher conference three times throughout the year from 8am-7pm each trimester. This allows for more parents to attend and gives both students and parents adequate time to improve on grades and attendance before the trimester ends. We also host celebratory culture building events such as Honor Roll breakfasts. These events promote a positive, academically focused school culture, which in turn supports students to engage fully in our academic program and thereby become proficient or advanced on state assessments. We will conduct a series of parent meetings

		to address student's individual plans. Parents will be exposed to post secondary career options, student grades and individualized actions steps, and also student's attendance in order to develop targeted actionable plans. We also will partner up with FACE to provide parent workshops on engagement at the school and provide transportation to parents if workshop is offered off-site. Parents of seniors will be aware of progress towards graduation after every trimester. Section IV: Action Plan is on pages 30-42
on state assessments?		
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	N/A
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	Section IV: Action Plan is on pages 30-42.
Additional Information/ Comments		These items are available upon request in the Title I Department: Title I Annual Parent Meeting agendas and sign-in sheets, HQ Principal Attestation, Parent Compact/Policy, SES and Choice participation