

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

Organization Code: 1420 District Name: Jeffco Public Schools

School Code: 0108 School Name: Alameda
International Senior High School

Official 2014 SPF: **Improvement**

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) were the school did not meet federal, state and/or local expectations.

Performance Indicators	Measure	Metric	Priority Performance Challenges
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	ELA	
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	READ	Examination of TCAP data clearly demonstrates a lack of proficiency in reading.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	17% of students in 9th grade and 9% of students in 10th grade are proficient in math as measured by TCAP which is below state expectations of 30.5%.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science	
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	Alameda International students are "Does Not Meet" in academic growth gaps in most areas of the School Performance Framework in reading. The only area of improvement is Free/Reduced Lunch Eligible.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELP	
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	
Post Secondary Readiness	Completion Rate	NA	
Post Secondary Readiness	Graduation Rate	NA	
Post Secondary Readiness	Disaggregated Grad Rate	NA	
Post Secondary Readiness	Dropout Rate	NA	
Post Secondary Readiness	Mean CO ACT	NA	An area of significant concern in ACT results is the low score in English and Reading. English scores have decreased from 16.7 in 2006 to 15.5 in 2014. English scores are the lowest of all ACT sub tests.
Post Secondary Readiness	Other PWR Measures	NA	

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.

Performance Indicators	Measure	Metric	Root Cause
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	ELA	
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	READ	ELA teachers and content teachers were in the initial stages of implementing effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	Teachers were in the initial stages of implementing differentiating instruction to meet the needs of students in math. Data had not been effectively used to make building, classroom and/or instructional decisions.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science	
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	ELA teachers and content teachers were in the initial stages of implementing effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELP	

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	
Post Secondary Readiness	Completion Rate	NA	
Post Secondary Readiness	Graduation Rate	NA	
Post Secondary Readiness	Disaggregated Grad Rate	NA	
Post Secondary Readiness	Dropout Rate	NA	
Post Secondary Readiness	Mean CO ACT	NA	ELA teachers and content teachers were in the initial stages of implementing effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.
Post Secondary Readiness	Other PWR Measures	NA	

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.

Implement expectations, procedures, and structures for data-driven dialogue and feedback

Provide professional development in effective math strategies

All teachers will receive professional development in best practices for literacy instruction.

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

Pre-Populated Report for the School

For pre-populated data refer to the CDE pre-populated Section I report available on Jeffco SOARS.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

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):

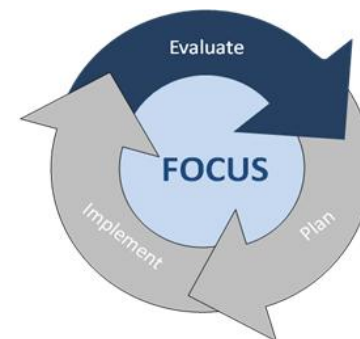
- State Accreditation
- Title 1 Focus School
- Tiered Intervention Grant (TIG)
- Colorado Graduation Pathways Program (CGP)
- Diagnostic Review Grant
- School Improvement Support Grant
- READ Act Requirements

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

Name and Title	Susie Van Scoyk - Principal
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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.

Data Narrative for School

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 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 over-all 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:

School Profile

Description of School:

Alameda International Jr/Sr High School is a 7-12 comprehensive public school in the Jefferson County School District. Alameda International is located in an urban area, serving a diverse community with a variety of needs. Our student population is 1290. Poverty, expressed in terms of the Free and Reduced Lunch rate, is 83%. Of the 85% minority population, 77% are Hispanic, 12% Asian, 4% African American. Forty eight percent of our enrollment consists of English Language Learners with over 28% being Non English Proficient (NEP) and Limited English Proficient (LEP). The mobility for Alameda International from 2013-2014 was 34 %. Student body ethnicity: Japanese, Lebanese, English, Ecuadorian, Indian(India), Italian, Indonesian, Guatemalan, Chinese, Bosnian, Bolivian, Canadian, Mexican, Korean, Libyan, Moroccan, Nepalese, Palestinian, Russian, Polish, Sudanese, Serbian, Spanish, Pilipino, Ukrainian, and Vietnamese.

Alameda International is the only high school in Jefferson County to offer both an authorized International Baccalaureate Middle Years Programme for all 7th through 10th grade students, an authorized Diploma Programme and Career Programme for 11th and 12th grade students. Alameda International's accreditation designation improved from Priority Improvement in 2013 to Improvement in 2014. Alameda International's 2014 graduation rate increased from 77% in 2012 to 89.9% in 2014. Post-Secondary Readiness, the dropout rate has decreased from 4.7% in 2007 to .5% in 2014.

Alameda International offers a full range of academic services and support to meet the educational needs of its students. In addition to core classes and electives, students are tested and monitored for placement in intervention and/or accelerated classes to meet their needs. Intervention classes include Math Seminar for low performing students, Read 180 and System 44 for Language Arts. English Language Learner services, GEARUP (Gaining Early Awareness and Readiness for Undergraduate Programs – through a USDOE grant for at risk students), a Challenge center program, and Advanced Learning Plans for Gifted and Talented students are additional supports. Alameda has formed a partnership with Jefferson Center for Mental Health to provide site based ongoing health, (school based clinic) and dental services (mobile dental van) for English and Spanish speaking students and their families. To further support our community, Alameda offers the Jefferson County School District ESL Adult program.

Strengths and Trends

- Alameda International is the only high school in Jefferson County to offer both an authorized International Baccalaureate Middle Years program for all 7th through 10th grade students, an authorized Diploma program and an authorized Career Programme for 11th and 12th grade students.
- Alameda International's accreditation designation improved from Priority Improvement in 2013 to Improvement in 2014.
- Alameda International's 2013 graduation rate increased from 77% to 89%.
- Post-Secondary Readiness- the dropout rate has decreased from 4.7% in 2007 to .5% in 2014.
- Alameda International has an award winning arts program in both the visual and performing arts.

Trend and Priority Needs: Overarching

Consistent school-wide patterns emerged across contents and measures, ACT, CSAP, AP, CELA; low and/or decreasing performance in grades 9-12. While there is an acknowledgment that gaps exist in several content areas, there is an urgent need to establish core curriculum/interventions and foundational instructional practices.

The utilization and application of data must become intentionally embedded within the school culture. AIHS has moved from a priority improvement school to an improvement school, therefore is paramount that we continue to focus on the broader culture, curriculum needs, and the implementation of systemic and systematic instructional practices.

Trends and Priority Challenges

- Trend data in all content areas shows a consistent low performance in grades 9 and 10 from 2007-08 to 2013-14.
- The matched cohort trend data in writing and math shows a consistent low or decreasing performance in grades 7-10 from 2006-07 to 2013-14. The 10th grade match cohort in reading shows an increase in performance whereas the 9th grade cohort shows a decrease.
- Examination of TCAP data clearly demonstrates a lack of proficiency in all content areas.
- ACT scores mirror TCAP scores.

Overarching Root Cause:

Teachers had not received professional development focused on effective literacy strategies. Data had not been effectively used to make building, classroom and/or instructional decisions. A school-wide systemic and systematic process for gathering and analyzing data did not exist.

Discussions with the teaching and non-teaching staff confirmed the lack of analysis and use of data to inform management, classroom, and instructional practices. It is evident that intentional, explicit procedures for systemic and systematic processes for data-driven dialogue related to reading are needed and that school-wide professional development is required to ensure instructional effectiveness and to obtain the desired results in student achievement.

Verification of Root Cause: We have verified this with current 2014 data: TCAP secondary analysis, matched cohort, and prioritized benchmarks. Classroom- observations and walk-throughs also verified the lack of effective reading strategies across the content areas. The Acuity baseline data confirms the priority need and root cause.

Reading Trend and Priority Challenges

- Alameda International students are “Does Not Meet” in academic growth gaps in most areas of the School Performance Framework in reading. The exception is the sub group, Free/Reduced Lunch Eligible, which is “Approaching”.
- Students consistently demonstrate low performance in reading on TCAP and ACT, however, an increase in reading ACT scores from 16.2 in 2013 to 16.7 in 2104, while still below the state expectation; the results are a positive trend.
- Explicit training is needed for all teachers in reading instruction in order to effectively meet the literacy needs of all students.

Target History: Three year trend data identifies TCAP reading scores in both 9th and 10th grade that are below the state average and remain consistently low. In 2014 reading decreased in 9th grade and 10th grade.

	2011	2012	2013	2014
Grade 9:	43.6% P/A	46% P/A	38% P/A	38% P/A
Grade 10:	44.3% P/A	45% P/A	54% P/A	46% P/A

Growth Gap Data:

Academic growth is consistently in the average range; however it is not enough to make adequate growth. The same is true with academic growth gaps, median growth percentile is in the average range but adequate growth is not obtained.

Academic Growth:

2011	2012	2013	2014
45	46	43	39

Academic Growth Gaps:	Median Growth Percentile	Median Adequate Growth Percentile
Free/Reduced	40	49
Minority students	38	49
English Learners	36	58
Students needing to catch up	38	78

Root Cause: ELA teachers and content teachers had not received professional development training in specific reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.

Verification of Root Cause: Close examination of TCAP data, Acuity data, LP data, and WIDA data confirmed the need to provide training and support in reading for all teachers and students. The TCAP and Acuity data for 2013-2014 provided confirmation and verification of this root cause. Further verification will become evident with the implementation of changes and professional development training necessary to obtain the desired results.

Math Trends and Priority Challenges:

Math academic achievement remains below state expectations, however, the academic growth gaps ratings of the all sub groups *Students with Disabilities* and *English Learners, Free and Reduced, Minority Students and Students needing to catch up* are “Approaching”. This is a significant increase from the year before where *Students with Disabilities* and *English Learners* were rated “Does Not Meet”.

Trend and Priority Challenges: 17% of students in 9th grade and 9% of students in 10th grade are proficient in math as measured by TCAP.

Target History:

The matched cohort trend data in math over the last four years demonstrated a consistent low and downward trend in performance in grades 7-10 from 2010-11 to 2013-14.

9th graders: 2010-11 12% P/A 2011-12 11.5% P/A 2012-13 9% P/A 2013-14 17% P/A

10th graders: 2010-11 16% P/A 2011-12 13.9% P/A 2012-13 12% P/A 2013-14 9% P/A

Growth Gap Data: Alameda International students are making growth in math in both 9th and 10th grade. Therefore, the 2013-14 report shows students in the following groups: all subgroups made improvement in median growth percentiles.

Academic growth is consistently in the average range; however it is not enough to make adequate growth. The same is true with academic growth gaps, median growth percentile is in the average range but adequate growth is not obtained.

Academic Growth:

20110-11	2011-12	2012-13	2013-14
38	41	44	46

Academic Growth Gaps:	Median Growth Percentile	Median Adequate Growth Percentile
Free/Reduced	46	99
Minority students	45	99
Students with Disabilities	46	99
English Learners	43	99
Students needing to catch up	44	99

Root Cause: Teachers had not received training in differentiating instruction to meet the needs of students in math. Data had not been effectively used to make building, classroom and/or instructional decisions.

Verification of Root Cause: Professional development had not been provided in effective differentiated instructional strategies. This was further verified by classroom walk-throughs and

observations. It is evident that intentional, explicit professional development is required to ensure effectiveness and obtain the desired results in student achievement. Discussions with the teaching and non-teaching staff confirmed the lack of analysis and use of data to inform management, classroom, and instructional practices.

Post-secondary Readiness Strength and Trend: Our graduation has increased from 69.5% in 2008 to 92.7% in 2014 above the state expectation. Our dropout decreased to .5 percent.

Trends and Priority Challenges: ACT Composite scores are below the state average and have declined from 16.8 in 2007-08 to 16.5 in 2013-14. There is, however, an increase in 2014 at 16.5 from 16.1 in 2013. One area of significant concern in ACT results has been the low score in English and Reading. English scores have decreased from 16.7 in 2006 to 14.4 in 2013. However, English scores increased to 15.3 in 2014 from 14.4 in 2013 and Reading scores increased to 16.5 from 16.1 in 2013. While English remains the lowest of all ACT sub tests, improvement is evident.

Root Cause: Teachers had not received training in effective reading instruction to meet the needs of students across content areas. Data had not been effectively used to make building, classroom and/or instructional decisions.

Verification of Root Cause: Analysis of TCAP, Acuity and WIDA data confirms root cause. Professional development had not been provided in effective reading strategies. This was further verified by classroom walk-throughs and observations. It is evident that intentional, explicit professional development is required to ensure effectiveness and obtain the desired results in student achievement.

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	Measure	Metric	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Reading	By the end of the 2014-215 the percentage of graduating seniors meeting College Readiness ACT benchmark in Reading from 9% to 11%.	The percentage of graduating seniors meeting College Readiness ACT benchmark in Reading increased to 14%. The goal was exceeded.	The targets were met as a result of the school wide focus on the implementation of Close Reading in all content areas.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	Increase the percentage of graduating seniors meeting college readiness ACT benchmarks in math to 10%.	The percentage of graduating seniors meeting college readiness ACT benchmarks in math increased to 12%. The goal was exceeded.	The targets were met as a result of the school wide focus on the implementation of Close Reading in all content areas.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Writing			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science			
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Reading	By the end of 2014-15 our median growth will be 60.	TBD	
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math			
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Writing			
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELP			
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Reading	By the end of 2014-15 our median growth will be 60.	TBD	

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math			
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Writing			
Post Secondary Readiness	Graduation Rate	NA			
Post Secondary Readiness	Disaggregated Grad Rate	NA			
Post Secondary Readiness	Dropout Rate	NA			
Post Secondary Readiness	Mean CO ACT	NA	The 2014 Mean ACT composite score will be 16.6.	The 2014 mean ACT composite score was 16.6. The goal was met.	The targets were met as a result of the school wide focus on the implementation of Close Reading in all content areas.
Post Secondary Readiness	Other PWR Measures	NA			

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	Measure	Metric	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Cause
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	ELA			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	READ	Trend data in all content areas shows a consistent low performance in grades 9 and 10 from 2007-08 to 2013-14. The matched cohort trend data in reading shows a consistent low or decreasing performance in grades 7-9 from 2006-07 to 2013-14. The 10th grade match cohort in reading shows an increase in performance for 2014.	Examination of TCAP data clearly demonstrates a lack of proficiency in reading.	ELA teachers and content teachers were in the initial stages of implementing effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	The matched cohort trend data in math over the last three years demonstrated a consistent low and downward trend in performance in grades 7-10 from 2010-11 to 2013-14 9th graders: 2010-11 12% P/A, 2011- 2012 11.5% P/A, 2012-2013 9% P/A, 2013-14 17% P/A 10th graders: 2010-11 16% P/A, 2011- 12 13.9% p/A, 2012-13 12% P/A, 2013-14 9% P/A.	17% of students in 9th grade and 9% of students in 10th grade are proficient in math as measured by TCAP which is below state expectations of 30.5%.	Teachers were in the initial stages of implementing differentiating instruction to meet the needs of students in math. Data had not been effectively used to make building, classroom and/or instructional decisions.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science			

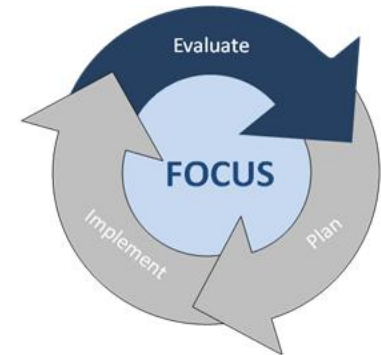
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	Academic growth is consistently in the average range, however it is not enough to make adequate growth. The same is true with academic growth gaps, median growth percentile is in the average range but adequate growth is not obtained. Academic Growth: 2010-11 2011-12 2012-13 2013-14 45 46 43 39	Alameda International students are "Does Not Meet" in academic growth gaps in most areas of the School Performance Framework in reading. The only area of improvement is Free/Reduced Lunch Eligible.	ELA teachers and content teachers were in the initial stages of implementing effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math			
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELP			
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA			
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math			
Post Secondary Readiness	Completion Rate	NA			
Post Secondary Readiness	Graduation Rate	NA			
Post Secondary Readiness	Disaggregated Grad Rate	NA			
Post Secondary Readiness	Dropout Rate	NA			
Post Secondary Readiness	Mean CO ACT	NA	ACT scores are below the state average and have declined from 16.8 in 2007-08 to 16.5 in 2013-14. This trend mirrors the academic trends in all performance indicators.	An area of significant concern in ACT results is the low score in English and Reading. English scores have decreased from 16.7 in 2006 to 15.5 in 2014. English scores are the lowest of all ACT sub tests.	ELA teachers and content teachers were in the initial stages of implementing effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.
Post Secondary Readiness	Other PWR Measures	NA			

Section IV: Action Plan(s)

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

School Target Setting Form

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



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

School Target Setting Form

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Target 2015-16	Annual Target 2016-17	Interim Measures	Major Improvement Strategies
Academic Achievement (Status)	CMAS/PARC C, CoAlt, K-3 literacy (READ Act), local measures ELA					

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Target 2015-16	Annual Target 2016-17	Interim Measures	Major Improvement Strategies	
Academic Achievement (Status)	CMAS/PARC C, CoAlt, K-3 literacy (READ Act), local measures	READ D	Examination of TCAP data clearly demonstrates a lack of proficiency in reading.	Increase the percentage of graduating seniors meeting college readiness ACT benchmarks in Reading from 11%-12%.	Increase the percentage of graduating seniors meeting college readiness ACT benchmarks in Reading from 12%-13%.	Sixty percent of 11th grade students will increase one achievement level on the MYP unit summative assessments on criterion A and D as measured by the MYP rubric year 5. Sixty percent of 10th grade students will increase one achievement level on the MYP unit summative assessments on criterion A and D as measured by the MYP rubric year 5.	<ul style="list-style-type: none"> * All teachers will receive professional development in best practices for literacy instruction. * Implement expectations, procedures, and structures for data-driven dialogue and feedback
Academic Achievement (Status)	CMAS/PARC C, CoAlt, K-3 literacy (READ Act), local measures	M	17% of students in 9th grade and 9% of students in 10th grade are proficient in math as measured by TCAP which is below state expectations of 30.5%.	Increase the percentage of graduating seniors meeting college readiness ACT benchmarks in math to 11%.	Increase the percentage of graduating seniors meeting college readiness ACT benchmarks in math to 12%.	<ul style="list-style-type: none"> * Implement expectations, procedures, and structures for data-driven dialogue and feedback * Provide professional development in effective math strategies 	
Academic Achievement (Status)	CMAS/PARC C, CoAlt, K-3 literacy (READ Act), local measures	S					
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARC C, local measures	ELA	Alameda International students are "Does Not Meet" in academic growth gaps in most areas of the School Performance Framework in reading. The only area of improvement is Free/Reduced Lunch Eligible.	TBD	TBD		

Performance Indicators		Measures/Metrics	Priority Performance Challenges	Annual Target 2015-16	Annual Target 2016-17	Interim Measures	Major Improvement Strategies
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARC C, local measures	M					
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARC C, local measures	ELP					
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARC C, local measures	ELA					
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARC C, local measures	M					
Post Secondary Readiness	Graduation Rate	NA					
Post Secondary Readiness	Disaggregated Grad Rate	NA					
Post Secondary Readiness	Dropout Rate	NA					

Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2015-16	Annual Target 2016-17	Interim Measures	Major Improvement Strategies
Post Secondary Readiness	Mean CO ACT	NA	An area of significant concern in ACT results is the low score in English and Reading. English scores have decreased from 16.7 in 2006 to 15.5 in 2014. English scores are the lowest of all ACT sub tests.	The 2015 Mean ACT composite score will be 16.6.	The 2015 Mean ACT composite score will be 16.8.		<ul style="list-style-type: none"> * All teachers will receive professional development in best practices for literacy instruction. * Implement expectations, procedures, and structures for data-driven dialogue and feedback
Post Secondary Readiness	Other PWR Measures	NA			N/A	N/A	
Title I Accountability	Provisions	NA					

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:

Implement expectations, procedures, and structures for data-driven dialogue and feedback

Root Cause(s) Addressed:

A school-wide systemic and systematic process for gathering and analyzing ESL data did not exist.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements

Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2015-2016)	Timeline (2016-2017)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step (e.g., completed, in progress, not begun)
Professional development for leadership team in the use of and facilitation of data-driven dialogue	August 2015-on-going		Principal, Assistant Principals, Instructional Coaches		Leadership team will facilitate data-driven dialogue in PLCs monthly.	In 2014 due to a challenge of data, this action step was not begun. In 2015 there is an emphasis on this action step and action has begun.

Development and facilitation of an explicit school wide plan for data analysis	August 2015-on-going		Principal, Assistant Principals, Instructional Coaches and Teachers		Teachers will analyze MYP summative assessments and Big Ideas tests: current achievement, trends, Teachers will analyze WIDA data and the "can-do" indicators. In 2015 MAPS data will be added to the data driven dialogue for grades 7-10 in math and reading.	In 2014 due to a challenge of data, this action step was not begun. In 2015 there is an emphasis on this action step and action has begun.

Major Improvement Strategy:

Provide professional development in effective math strategies

Root Cause(s) Addressed:

Teachers were in the initial stages of implementing differentiating instruction to meet the needs of students in math. Data had not been effectively used to make building, classroom and/or instructional decisions.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements

Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2015 -2016)	Timeline (2016-2017)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step (e.g., completed, in progress, not begun)
Provide professional development in effective math strategies to accelerate and provide effective interventions through the implementation of a math workshop format.	In August 2015 begin with alignment and initial department professional development. Bi-monthly professional development for the implementation of <i>Big Ideas</i> math resource and the district math initiative: math workshop.		Assistant principal and administrative dean with math supervision responsibilities, will facilitate the specific training and implementation of the math model workshop.	District math pilot of Big Ideas resource.	AP and admin dean will conduct weekly grade level planning sessions to assess level of fidelity with implementation.	In progress

Major Improvement Strategy:

All teachers will receive professional development in best practices for literacy instruction.

Root Cause(s) Addressed:

ELA teachers and content teachers had not received professional development training in effective reading strategies. Data had not been effectively used to make building, classroom and/or instructional decisions.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Colorado Graduation Pathways Program (CGP)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements

Other:

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2015-2016)	Timeline (2016-2017)	Key Personnel (optional)	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step (e.g., completed, in progress, not begun)
All teacher will receive professional development in close reading in weekly PLCs.	Beginning September 2014 bi-weekly professional development for close reading in departments. Differentiated professional development for new staff members during September PLCs.		Leadership team and administrators		Monthly walkthroughs with an assigned Assistant Principal and Instructional Coach to assess the level of implementation fidelity. Three times per year the District Instructional Rounds team will assess the level of implementation.	Completed for year 2014-15. For the 2015-16 school year continue the instructional round protocol with in-house teams of teacher leaders, administrators and classroom teachers.

<p>Implementation of close reading strategy school wide.</p>	<p>Beginning September 2013 implementation of close reading across all contents. September 2014 bi-monthly professional development for close reading in departments. Differentiated professional development for new staff members during September PLCs. Alameda University professional learning offerings for teachers during the month of November and December 2015.</p>		<p>All teachers, administrators, district instructional rounds team</p>		<p>Monthly walkthroughs with an assigned Assistant Principal and Instructional Coach to assess the level of implementation fidelity. Three times per year the District Instructional Rounds team will assess the level of implementation.</p>	<p>Completed the action steps for 2014. For the 2015-16 school year, due to the number of new staff, monthly professional learning in department PLCs will continue along with the instructional rounds conducted by in-house teams. Alameda University offerings will be added in November and December 2015.</p>
<p>Monitor implementation and provide feedback for instructional improvement 1. Develop "look fors" organizer- literacy 2. Use observation tool- literacy 3. Written feedback will be provided within 48 hours 4. Administrators are allocating 40% of their time to classroom observations/support</p>	<p>Beginning September 2014-on going</p>		<p>Administrators, instructional coaches</p>		<p>Observations/feedback will document progress and fidelity of program implementation. Implement monthly instructional rounds.</p>	<p>This is a continued practice.</p>

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.*