

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

Organization Code: 1420 District Name: Jeffco Public Schools

School Code: 3628  
High School

School Name: Green Mountain

Official 2014 SPF: **Performance**

**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.

<b>Performance Indicators</b>	<b>Measure</b>	<b>Metric</b>	<b>Priority Performance Challenges</b>
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	ELA	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT trends in the ELA content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Rhetorical Skills subscore (70% are students at or below score point ACT scale score of 13 compared to 82% in 2103). AP combined ELA (Literature, Language Comp.) scores are up form the prior 2 years (3.1 for 2015). However, as we recruit more minority/non-traditional learners, instructional practices will need to accommodate these needs.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	READ	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT our trends in the Reading content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Arts/Literature subscore (61% are students at or below score point ACT scale score of 11 compared to 63% in 2103). AP combined reading (European History,Macroeconomics, US History, & US Govt.) scores are down form the prior 2 years (2.0 for 2015). However, these numbers reflect our push to include more non-traditional learners and instructional practices have not yet embraced these needs.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing our trends in the ACT Math content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Pre/Elementary Algebra arena (70% are students at or below score point ACT scale score of 13 compared to 73% in 2103). AP math (AB/BC)scores are trending upward (3.0 for 2015). However, enrollment numbers are extremely low.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT Science subscore distributions, cumulative percentages, and subscore averages were not available. However, score quartile values for science have increased in the 75th percentiles (Q3) from 24 to 25 in 2015. AP combined science (Biology, Chemistry, Physics, & Comp. Sci.) scores are down form the prior 2 years (2.4 for 2015). However, this number is skewed as we have introduced a new Computer Science A class that is a pilot.

Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT trends in the ELA content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Rhetorical Skills subscore (70% are students at or below score point ACT scale score of 13 compared to 82% in 2103). AP combined ELA (Literature, Language Comp.) scores are up form the prior 2 years (3.1 for 2015). However, as we recruit more minority/non-traditional learners, instructional practices will need to accommodate these needs.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing our trends in the ACT Math content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Pre/Elementary Algebra arena (70% are students at or below score point ACT scale score of 13 compared to 73% in 2103). AP math (AB/BC)scores are trending upward (3.0 for 2015). However, enrollment numbers are extremely low.
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	For our ACT, the percent of minority & accommodated students taking 4 or more years of ELA and 3 or more years of math, social studies, and natural sciences (CORE) has dropped significantly; 42.9% in 2013 to 26.7% in 2015.
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	For our ACT, the percent of minority & accommodated students taking 4 or more years of ELA and 3 or more years of math, social studies, and natural sciences (CORE) has dropped significantly; 42.9% in 2013 to 26.7% in 2015.
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	
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
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Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	ELA	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	READ	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	As we develop our PLC stranding models at GMHS from a purely instructional focused lens to a data-guided model that leads the instructional discussions, teachers will need to incorporate standardized data as well as formative and summative classroom data to inform their instructional practices so all learners can engage in meaningful relevant-based/capstone type tasks that build on student interest in order to better prepare students for "grade level 13" readiness.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	As we develop our PLC stranding models at GMHS from a purely instructional focused lens to a data-guided model that leads the instructional discussions, teachers will need to incorporate standardized data as well as formative and summative classroom data to inform their instructional practices so all learners can engage in meaningful relevant-based/capstone type tasks that build on student interest in order to better prepare students for "grade level 13" readiness.
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	Our RtI/MTSS model is evolving to be very systemic and comprehensive. Using and contributing to it's functionality with fidelity, building-wide for all students, is a causing an uncomfortable culture shift with our faculty members. They will need to embrace this model in order to reap the dividends of it's merit. Too, teachers will need to utilize our new PLC model to enhance the collaborative efforts to address the needs of our growing non-traditional learner populations.

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	Our RtI/MTSS model is evolving to be very systemic and comprehensive. Using and contributing to it's functionality with fidelity, building-wide for all students, is causing an uncomfortable culture shift with our faculty members. They will need to embrace this model in order to reap the dividends of it's merit. Too, teachers will need to utilize our new PLC model to enhance the collaborative efforts to address the needs of our growing non-traditional learner populations.
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	
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.

**Assessment Strategy.** Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.

**Literacy Strategy.** English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.

**Academy Program Strategy.**  
As a result of our professional growth strand relating to Academy Pathway Implementation and intentional direct instruction to communicate the school Pathway options, student completion of Academy Pathways will increase from 48% to 60% for the Class of 2016, to above 60% for the Class of 2017, to above 75% for the Class of 2018.

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):

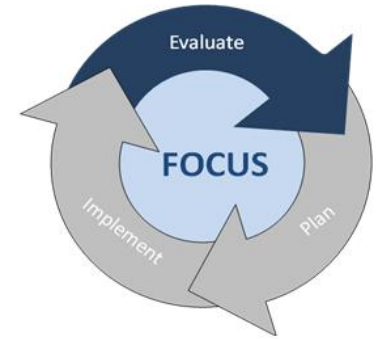
- State Accreditation     
 Title 1 Focus School     
 Tiered Intervention Grant (TIG)     
 Colorado Graduation Pathways Program (CGP)     
 Diagnostic Review Grant     
 School Improvement Support Grant     
 READ Act Requirements

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

Name and Title	Colleen Owens - Principal
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Phone	303-982-7766
Mailing Address	13175 W. Green Mountain Drive Lakewood, CO 80228

### Section III: Narrative on Data Analysis and Root Cause Identification

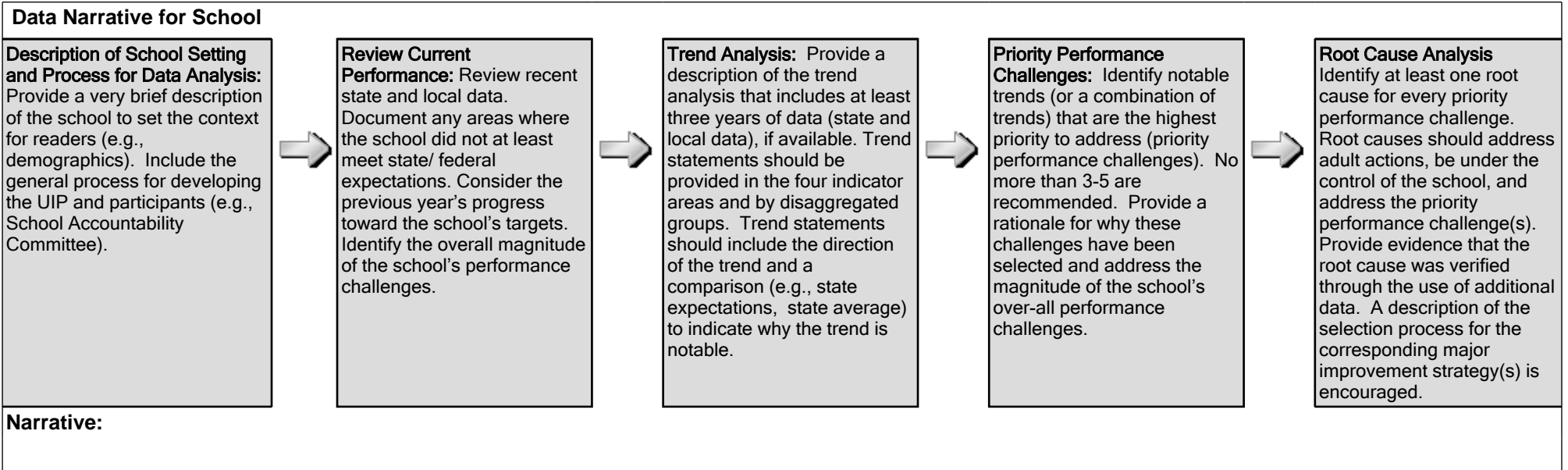
This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section 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.



Through a series of meetings in the fall of 2015, school administrators, leadership council, department managers, department members, and parents reviewed a wide range of data to determine school-level trends, priority needs, and root causes for those identified needs. This plan is one component presenting priorities for the school; it is reflective of only a part of the comprehensive work of the school in addressing improvements at all levels within our school. Data reviewed included graduation rate, drop-out rate, remediation rate, enrollment, demographics, Academy Program completion, attendance, behavior, MAP, ACCESS, ACT, PSAT, Explore, Plan, SAT, AP, and RtI/MTSS interventions and enrichments. Perception data was gathered through the Make Your Voice Heard survey, principal evaluation survey, and the senior exit survey as well as parent, student, and community/business partner feedback.

### **Celebrations of RAM Pride:**

**Visit us at [GMHSRams.org](http://GMHSRams.org)**

The Green Mountain community has a long tradition of academic and athletic excellence. There is a true sense of community among staff, students, parents, and community members. School administration is active in the West Chamber of Commerce-Union Corridor, the Lakewood-Foothills Rotary Club, Green Mountain Kiwanis Club and others forging partnerships with medical, engineering, technical, and industry partners, and setting up internships a career shadowing for students.

GMHS boasts 20 state athletic titles, 25 Boettcher Scholarship recipients, military academy appointments, and thousands of hours of community service. We have eleven staff members who are GMHS graduates, including the principal, and many of our students are second and third generation Rams! The Green Mountain Area feeder schools: Deviny, Green Mountain, Foothills, Hutchinson, and Rooney Ranch elementary schools, Dunstan Middle School and the high school work collaboratively to support each other as a community.

### **The Academies at Green Mountain High School**

Green Mountain High School is the only school in the District to offer an Academy Program, which provides students opportunities to engage and study with peers who share similar interests. The Academy Program is a four-year advanced learning series that is available to students. Built upon Advanced Placement (AP) standards or excellence, the Academy Program incorporates AP coursework into its curriculum allowing students to accrue AP college credit and earn endorsements in particular disciplines along with their high school diploma. Academy students follow a curriculum that includes rigorous academic coursework as well as career-oriented courses, participation in career-based learning activities and research-oriented projects like the Senior Capstone. This academic structure provides students the opportunity to increase the depth and rigor of their education while giving them the freedom and flexibility to select which Pathways they choose to experience and complete. The Academy Program was developed to purposely restructure large high schools into smaller learning communities and create viable pathways from high school to college to professional careers. The Academy approach has taken root in an estimated 8,000 high schools across the country. The core curriculum offered through each academy provides differentiation for students of all abilities ranging up through Advanced Placement courses. Students examine, discover, and pursue their passions through electives, while meeting district and state graduation requirements. Learning within academy pathways allows students to connect their current interests with future plans. Green Mountain High School offers four academies and fourteen pathways. Each pathway has 3.5 – 4.5 specific credit course requirements.

#### Science, Technology, Engineering & Math (STEM)

- Agriculture
- Engineering & Technology
- Computer Technology
- Energy, Earth & the Environment

#### Business & Global Studies

- Business, Marketing & Leadership
- Communications & Global e-Media

#### Health & Human Services

- Biomedical
- Health & Exercise Physiology
- Human Services

#### Arts, Humanities & Performance

- Studio Art & Design
- Film & Video Production
- Humanities

- Global Studies & International Relations
- Performing Arts

**Concurrent/Dual Enrollment Opportunities**

Along with Advanced Placement opportunities for students to earn college credit, GMHS also offer twelve concurrent and four dual enrollment courses. Partnering with Red Rocks Community College, University of Colorado Denver, and Colorado Christian University students receive a college transcript upon completion of the course. Teachers are adjunct professors of the college and meet rigorous college requirements to teach the courses. For a complete list of concurrent and dual enrollment courses offered please visit GMHSRams.org.

**Career Shadowing/Internship**

Career shadowing is an on-the-job learning opportunity for students to explore their career interests alongside a business professional. Students are paired with a business professional who can help them learn new aspects related to that career. Students also have the opportunity to complete an internship with a business mentor.

**Senior Capstone**

A Capstone Senior Project is a multifaceted assignment that challenges seniors to think critically, solve challenging problems, and develop life skills. Projects are also interdisciplinary, requiring students to apply skills across many different subject areas. These projects encourage students to connect their project to community issues and to integrate after school learning experiences, including activities such as interviews, scientific observations, or internships.

**Diploma Options**

GMHS graduating seniors receive a Jefferson County Public Schools' Diploma. In addition, students can earn endorsements based on their pathway(s):

<p><b><u>Pathway Endorsement</u></b> Completion of course requirements for one Pathway</p>
<p><b><u>Pathway Endorsement with Honors</u></b> Completion of course requirements for one pathway Earn a 3.5 cumulative GPA or 2.0 additional coursework credits Completion of a Capstone Project</p>
<p><b><u>Renaissance Scholar</u></b> Completion of course requirements for at least two Pathways Completion of a Capstone Project</p>

**Academic Excellence**

90% of teachers have earned a Master's degree with three staff members holding Doctorate degrees. Over 50% of our staff has earned multiple degrees or endorsements bringing a wide breadth of knowledge to our school. The average length of time in the teaching profession is 16 years. GMHS partners with the Colorado Education Initiative through their yearly summer administrator workshops, the Literacy Design Collaborative, and the Math Design Collaborative. For 2016-2017 GMHS and CEI are adding the Legacy Schools Initiative including a grant of \$80,000 to provide professional development to our honors and Advanced Placement teachers and increase AP enrollment to more students. On average 87% of our graduates go on to a two or four year college or university.

**Athletic Excellence**

- 2015 4A State Baseball Champions
- 2014 4A State Baseball Champions
- 2014 4A Volley ball Coach of the Year
- 2013 4A Softball Coach of the Year
- 2013 4A Volleyball Coach of the Year

- 2012 4A Track Coach of the Year
- 2012 4A Cross Country Coach of the Year
- 2012 4A Football Coach of the Year
- 22 Sports offered. Please go to [GMHSRams.org](http://GMHSRams.org) for more information.

### **Community Involvement**

The GMHS Advisory Board includes more than 100 business partners including St. Anthony's Hospital, Martin & Martin Engineering, Red Rocks Community College, University of Colorado Denver, the Monfort School of Business – University of Northern Colorado, and the West Chamber of Commerce – Union Corridor businesses. Advisors serve as partners, collaborators, career shadow, internship, and mentors within our Academy Program.

The GMHS Community [*Common unity*] Connections hosts student and parent representatives from all seven GM Area schools. Community Connections members serve as a conduit amongst the area schools and to support each school community.

GMHS hosts more than 30 co-curricular clubs and activities including DECA, FFA, FBLA, American Sign Language, Speech/Debate, Civil Air Patrol, ACE Mentorship, Mock Trial, GeoTech Club, Science Olympiad, Destination Imagination, Anime, Cheerleading, Poms, Diversity, Key Club, National Honor Society, Yearbook, Newspaper, Thespian Troupe, and Student Government and Leadership.

### **Post Secondary and Workforce Readiness**

According to the last school performance framework, GMHS received a rating of Exceeds on this performance indicator. Our overall graduation rate is currently 92.5% with a completion rate of 92.5%.

The graduation rate for disaggregated groups has also improved and all groups are over the state expectation of 80%. The graduation rate for minority students is 92.5%.

Our completion rate has also improved from 91.5% in 2013-2014 to 92.5% in 2014-2015. Our dropout rate increased slightly from .6 in 2013-2014 to 1.3 in 2014-2015.

The final component of this category is ACT results. Our composite ACT score improved from 21.4 in 2013-2014 to 22.0 in 2014-2015.

### **Root Cause Analysis with Verification**

Our problem solving team considered these multiple data points and engaged in a root cause analysis. The team determined that while our instructional practices are sufficient to meet the learning needs of most students, it appears that we are not challenging all students. Overall, our writing scores show the least amount of improvement and none of the identified subgroups meet academic growth which is leading to a greater gap in writing. We examined, questioned, and dialogued about student engagement, teacher craftsmanship and intentionality, and instructional best practices.

Our discussions throughout the process led us to consider more closely the instructional practices in our classes. We met with each department in the school and shared key discussion points to gain additional insights. This process led us to three major improvement strategies including partnering the Colorado Education Initiative's Literacy and Math Design Collaborates and with the school district assessment department addressing formative and summative assessment. This work also involves peer observation and intentional vertical teaming with our middle school teachers and administrators.

We are thrilled to also team up through a grant with the Legacy Foundation in the 2016-2017 school year to increase enrollment in our Advanced Placement (AP) courses specifically with non-traditional AP students.

Additionally, school staff are focused on student transitions from middle to high school, between grades, and upon graduation. This includes a school-wide RTI model for intervention and enrichment.

## 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	Maintain or improve Reading Subscore on ACT. Currently 21.3	Target exceeded 22.1	Our school has adopted, with fidelity, instructing our students (relevancy-based approaches) utilizing standards aligned to the ACT and C-CAP curriculum (Jeffco based) implementing progress monitoring tools from a formative lens. Too, we are evolving our PLC practices from a 95% instructional conversation to more data-guided discussion that will guide the instructional dialogues.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	Maintain or improve Math Subscore on ACT. Currently 21.0	Target exceeded 21.4	Our school has adopted, with fidelity, instructing our students (relevancy-based approaches) utilizing standards aligned to the ACT and C-CAP curriculum (Jeffco based) implementing progress monitoring tools from a formative lens. Too, we are evolving our PLC practices from a 95% instructional conversation to more data-guided discussion that will guide the instructional dialogues.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Writing	Maintain or improve English Subscore on ACT. Currently 21.5	Target exceeded 22.2	Our school has adopted, with fidelity, instructing our students (relevancy-based approaches) utilizing standards aligned to the ACT and C-CAP curriculum (Jeffco based) implementing progress monitoring tools from a formative lens. Too, we are evolving our PLC practices from a 95% instructional conversation to more data-guided discussion that will guide the instructional dialogues.

Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science	Maintain or improve Science Subscore on ACT. Currently 21.2	Target exceeded 21.9	Our school has adopted, with fidelity, instructing our students (relevancy-based approaches) utilizing standards aligned to the ACT and C-CAP curriculum (Jeffco based) implementing progress monitoring tools from a formative lens. Too, we are evolving our PLC practices from a 95% instructional conversation to more data-guided discussion that will guide the instructional dialogues.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Reading	Increase the number of students who are enrolled in Honors or AP level classes in English and Social Studies.	Target exceeded for AP classes. English and Social Studies classes combined grew by 52.3%	We have been very intentional about preparing our students for "grade level 13," or college and/or workforce readiness. To do this we implemented a "scheduling accuracy" program that: (1) educates students on the relevancy of the standardized assessments where AP potential or College ready benchmarks can be utilized to assist them in making course choices at our school, (2) trained our counselors on how to use these data points so they could counsel students, all students, about their A.P. potentials and/or readiness benchmarks, (3) educates our parent community about the importance of these state mandated assessments and build capacity for support, and (4) reduced our number of schedule changes by over 70% in a 2 year period. Lastly, we have increased our A. P. course offerings by 54% thus increasing the opportunity for all students to be invited into these classes.

Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	<p>Increase the number of students who are enrolled in Honors or AP level classes in Math or Science.</p> <p>Increase the number of students who are enrolled in STEM electives</p>	<p>Target exceeded for AP classes. Math and Science classes combined grew by 21.2%</p>	<p>We have been very intentional about preparing our students for "grade level 13," or college and/or workforce readiness. To do this we implemented a "scheduling accuracy" program that: (1) educates students on the relevancy of the standardized assessments where AP potential or College ready benchmarks can be utilized to assist them in making course choices at our school, (2) trained our counselors on how to use these data points so they could counsel students, all students, about their A.P. potentials and/or readiness benchmarks, (3) educates our parent community about the importance of these state mandated assessments and build capacity for support, and (4) reduced our number of schedule changes by over 70% in a 2 year period. As we have increased our A.P. course offerings by 54% thus increasing the opportunity for all students to be invited into these classes and as a result our STEM program growth at GMHS is due in part to the A.P. Math &amp; Science growth.</p>
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Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Writing	Increase the number of students who are enrolled in Honors or AP level classes in English and Social Studies.	Target exceeded for AP classes. English and Social Studies classes combined grew by 52.3%	We have been very intentional about preparing our students for "grade level 13," or college and/or workforce readiness. To do this we implemented a "scheduling accuracy" program that: (1) educates students on the relevancy of the standardized assessments where AP potential or College ready benchmarks can be utilized to assist them in making course choices at our school, (2) trained our counselors on how to use these data points so they could counsel students, all students, about their A.P. potentials and/or readiness benchmarks, (3) educates our parent community about the importance of these state mandated assessments and build capacity for support, and (4) reduced our number of schedule changes by over 70% in a 2 year period. Lastly, we have increased our A. P. course offerings by 54% thus increasing the opportunity for all students to be invited into these classes.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELP	5 of the 8 students who show proficiency levels below 5 on the ACCESS subtest of writing, will maintain or increase their proficiency levels by .2	Target was exceeded. 6 of 8 who were below 5.0 in 2014 increased writing level proficiency by more than .2 in 2015.	We have been very intentional about preparing our students for "grade level 13," or college and/or workforce readiness. The teacher that taught these students the relevancy of this assessment, was exceptionally good at motivating students to do their best and incorporating instructional best practices to couple this motivation.

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Reading	Increase the number of minority students enrolled in an Honors or AP class in English or Social Studies	Target was not met for AP classes. English and Social Studies classes combined declined by 7%. It was 27% in 2014-15 and is 20% for 2015-16.	As our disaggregated population is currently at 27%, we have had to investigate new methods of recruiting and educating our minority populations about their AP potentials. As we continue to develop our scheduling accuracy practices, we will also focus on the development of our faculty members in their ability to recruit AP potential students that are non-traditional learners by using the data to assist them in their determinations of potential students. Too, they will be including and accentuating the conversations with the parents of these potential students and the benefits of "grade level 13" readiness for additional community support.
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	Increase the number of minority students enrolled in an Honors or AP class in Math or Science	Target was not met for AP classes. Math and Science classes combined declined by 11%. It was 18% in 2014-15 and is 7% for 2015-16.	As our disaggregated population is currently at 27%, we have had to investigate new methods of recruiting and educating our minority populations about their AP potentials. As we continue to develop our scheduling accuracy practices, we will also focus on the development of our faculty members in their ability to recruit AP potential students that are non-traditional learners by using the data to assist them in their determinations of potential students. Too, they will be including and accentuating the conversations with the parents of these potential students and the benefits of "grade level 13" readiness for additional community support.

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Writing	Increase the number of minority students enrolled in an Honors or AP class in English or Social Studies	Target was not met for AP classes. English and Social Studies classes combined declined by 7%. It was 27% in 2014-15 and is 20% for 2015-16.	As our disaggregated population is currently at 27%, we have had to investigate new methods of recruiting and educating our minority populations about their AP potentials. As we continue to develop our scheduling accuracy practices, we will also focus on the development of our faculty members in their ability to recruit AP potential students that are non-traditional learners by using the data to assist them in their determinations of potential students. Too, they will be including and accentuating the conversations with the parents of these potential students and the benefits of "grade level 13" readiness for additional community support.
Post Secondary Readiness	Graduation Rate	NA	Maintain or improve graduation rate currently at 95.2%	Target was not met. We are currently at 92.5%	While the target was not met, we did increase our graduation rate by 1%. We will continue to press toward our target rate above 95%.
Post Secondary Readiness	Disaggregated Grad Rate	NA	Maintain or improve graduation rate for each of the subgroups currently at or above 87%	Target was met. All graduation rates for subgroups at or above 87% were maintained or grew/	As we continue to evolve and implement a comprehensive RtI/MTSS model at GMHS, the target only included 1 subgroup at or above 87%. However, in actuality, all of our subgroups that were not at 87% improved substantially also.
Post Secondary Readiness	Dropout Rate	NA	Maintain dropout rate of 0.8% or improve to lower the rate	Target was not met. We are currently at 1.3%.	Our drop out rate increase is concerning to us even though we are still below the state average.
Post Secondary Readiness	Mean CO ACT	NA	Increase average composite rate to 22 or higher	Target met 22.0	Our school has adopted, with fidelity, instructing our students (relevancy-based approaches) utilizing standards aligned to the ACT and C-CAP curriculum (Jeffco based) implementing progress monitoring tools from a formative lens. Too, we are evolving our PLC practices from a 95% instructional conversation to more data-guided discussion that will guide the instructional dialogues.
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	Our ACT trend data for ELA indicated the following: 2013- 20.2, 2014 - 21.5, 2015 - 22.2. Benchmark readiness for ELA ACT is 18. We had gains in significant gains from 2014 to 2015. 3 year trend data for percent of students in our building ready for college-level coursework in ELA (Language Composition) is as follows: 2013- 63%, 2014 - 67%, 2015 - 79% indicating significant gains.	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT trends in the ELA content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Rhetorical Skills subscore (70% are students at or below score point ACT scale score of 13 compared to 82% in 2103). AP combined ELA (Literature, Language Comp.) scores are up from the prior 2 years (3.1 for 2015). However, as we recruit more minority/non-traditional learners, instructional practices will need to accommodate these needs.	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	READ	Our ACT trend data for Reading indicated the following: 2013- 21.2, 2014 - 21.3, 2015 - 22.1. Benchmark readiness for Reading ACT is 22. We had significant gains in Reading from 2014 to 2015. 3 year trend data for percent of students in our building ready for college-level coursework in reading (Social Science) is as follows: 2013- 50%, 2014 - 43%, 2015 - 52% indicating significant gains.	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT our trends in the Reading content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Arts/Literature subscore (61% are students at or below score point ACT scale score of 11 compared to 63% in 2103). AP combined reading (European History, Macroeconomics, US History, & US Govt.) scores are down from the prior 2 years (2.0 for 2015). However, these numbers reflect our push to include more non-traditional learners and instructional practices have not yet embraced these needs.	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.

Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Math	Our ACT trend data for Math benchmark readiness indicated the following: 2013- 21.1, 2014 - 21.0, 2015 - 21.4. Benchmark readiness for Math ACT is 22. We had gains in Math readiness from 2014 to 2015. 3 year trend data for percent of students in our building ready for college-level coursework in math (college algebra) is as follows: 2013- 45%, 2014 - 47%, 2015 - 45% indicating slight decreases.	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing our trends in the ACT Math content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Pre/Elementary Algebra arena (70% are students at or below score point ACT scale score of 13 compared to 73% in 2103). AP math (AB/BC) scores are trending upward (3.0 for 2015). However, enrollment numbers are extremely low.	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy (READ Act), local measures	Science	Our ACT trend data for Science indicated the following: 2013- 21.1, 2014 - 21.2, 2015 - 21.9. Benchmark readiness for Science ACT is 23. We had significant gains in Science from 2014 to 2015. 3 year trend data for percent of students in our building ready for college-level coursework in science (college biology) is as follows: 2013- 34%, 2014 - 39%, 2015 - 46% indicating significant gains.	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT Science subscore distributions, cumulative percentages, and subscore averages were not available. However, score quartile values for science have increased in the 75th percentiles (Q3) from 24 to 25 in 2015. AP combined science (Biology, Chemistry, Physics, & Comp. Sci.) scores are down from the prior 2 years (2.4 for 2015). However, this number is skewed as we have introduced a new Computer Science A class that is a pilot.	Having a school culture that embraces the strategies needed (i.e. comprehensive RtI/MTSS model) to graduate students "grade level 13" ready, the new common core standards in their classrooms, use data to guide their instructional practices, and commit to a fully inclusive AP/honors learning environment (i.e. by using data guided decisions, teacher recommendations, and counselor guided discussions (Scheduling Accuracy practices), and having teachers recruit and teach the "non-traditional" learner), has met some resistance. Administration needs to continue to develop our staff to enhance the buy-in.

Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	ELA	Our ACT trend data for ELA indicated the following: 2013- 20.2, 2014 - 21.5, 2015 - 22.2. Benchmark readiness for ELA ACT is 18. We had gains in significant gains from 2014 to 2015. 3 year trend data for percent of students in our building ready for college-level coursework in ELA (Language Composition) is as follows: 2013- 63%, 2014 - 67%, 2015 - 79% indicating significant gains.	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT trends in the ELA content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Rhetorical Skills subscore (70% are students at or below score point ACT scale score of 13 compared to 82% in 2103). AP combined ELA (Literature, Language Comp.) scores are up from the prior 2 years (3.1 for 2015). However, as we recruit more minority/non-traditional learners, instructional practices will need to accommodate these needs.	As we develop our PLC stranding models at GMHS from a purely instructional focused lens to a data-guided model that leads the instructional discussions, teachers will need to incorporate standardized data as well as formative and summative classroom data to inform their instructional practices so all learners can engage in meaningful relevant-based/capstone type tasks that build on student interest in order to better prepare students for "grade level 13" readiness.
Academic Growth	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	Our ACT trend data for Math benchmark readiness indicated the following: 2013- 21.1, 2014 - 21.0, 2015 - 21.4. Benchmark readiness for Math ACT is 22. We had gains in Math readiness from 2014 to 2015. 3 year trend data for percent of students in our building ready for college-level coursework in math (college algebra) is as follows: 2013- 45%, 2014 - 47%, 2015 - 45% indicating slight decreases.	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing our trends in the ACT Math content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Pre/Elementary Algebra arena (70% are students at or below score point ACT scale score of 13 compared to 73% in 2103). AP math (AB/BC) scores are trending upward (3.0 for 2015). However, enrollment numbers are extremely low.	As we develop our PLC stranding models at GMHS from a purely instructional focused lens to a data-guided model that leads the instructional discussions, teachers will need to incorporate standardized data as well as formative and summative classroom data to inform their instructional practices so all learners can engage in meaningful relevant-based/capstone type tasks that build on student interest in order to better prepare students for "grade level 13" readiness.
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	Our ACT trend data for ELA benchmark readiness for our disaggregated populations (7 subgroups) indicated the following: 2013- 18.7 , 2014 - 18.9, 2015 - 20.2. Benchmark readiness for ELA ACT is 18. We had significant gains in ELA readiness from 2014 to 2015. .	For our ACT, the percent of minority & accommodated students taking 4 or more years of ELA and 3 or more years of math, social studies, and natural sciences (CORE) has dropped significantly; 42.9% in 2013 to 26.7% in 2015.	Our RtI/MTSS model is evolving to be very systemic and comprehensive. Using and contributing to it's functionality with fidelity, building-wide for all students, is a causing an uncomfortable culture shift with our faculty members. They will need to embrace this model in order to reap the dividends of it's merit. Too, teachers will need to utilize our new PLC model to enhance the collaborative efforts to address the needs of our growing non-traditional learner populations.

Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARCC, local measures	Math	Our ACT trend data for Math benchmark readiness for our disaggregated populations (7 subgroups) indicated the following: 2013- 18.6 , 2014 - 18.7, 2015 - 20.5. Benchmark readiness for Math ACT is 22. We had significant gains in Math readiness from 2014 to 2015. .	For our ACT, the percent of minority & accommodated students taking 4 or more years of ELA and 3 or more years of math, social studies, and natural sciences (CORE) has dropped significantly; 42.9% in 2013 to 26.7% in 2015.	Our RtI/MTSS model is evolving to be very systemic and comprehensive. Using and contributing to it's functionality with fidelity, building-wide for all students, is causing an uncomfortable culture shift with our faculty members. They will need to embrace this model in order to reap the dividends of it's merit. Too, teachers will need to utilize our new PLC model to enhance the collaborative efforts to address the needs of our growing non-traditional learner populations.
Post Secondary Readiness	Completion Rate	NA	Since 2013 we have decreased our complete rate from 93.8% to 92.5%		
Post Secondary Readiness	Graduation Rate	NA	Since 2013 we have increased graduation rates to 92.5% from 91.7%		
Post Secondary Readiness	Disaggregated Grad Rate	NA	We have increased our disaggregated graduation rate to 92.5 in 2015 from 90.95% in 2013		
Post Secondary Readiness	Dropout Rate	NA	Since 2013 we have increased our dropout rate from .9% to 1.3% in 2015		
Post Secondary Readiness	Mean CO ACT	NA	3 yr. mean score = 21.43		
Post Secondary Readiness	Other PWR Measures	NA			

## Section IV: Action Plan(s)

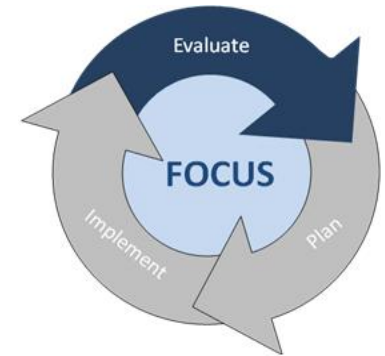
This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required School Target Setting Form on the next page. Then move into action planning, which should be captured in the Action 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 As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT trends in the ELA content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Rhetorical Skills subscore (70% are students at or below score point ACT scale score of 13 compared to 82% in 2103). AP combined ELA (Literature, Language Comp.) scores are up form the prior 2 years (3.1 for 2015). However, as we recruit more minority/non-traditional learners, instructional practices will need to accommodate these needs.	9th grade: Students At or Above Norm Grade Level Mean RIT from 61.59% to 65% (MAP) 10th grade: Students At or Above Norm Grade Level Mean RIT from 75.72% to 80% (MAP) 11th grade: percent of student's benchmark ready from 32% to 35% (ACT)	Given that we currently have 79% of our senior class benchmark ready by ACT criteria, we will maintain or increase this benchmark readiness for the PARCC, PSAT, SAT in the 2016-2017 school year.	Results from AP, ACT and MAP	* Literacy Strategy. English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.

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 As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT our trends in the Reading content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Arts/Literature subscore (61% are students at or below score point ACT scale score of 11 compared to 63% in 2103). AP combined reading (European History, Macroeconomics, US History, & US Govt.) scores are down from the prior 2 years (2.0 for 2015). However, these numbers reflect our push to include more non-traditional learners and instructional practices have not yet embraced these needs.	9th grade: Students At or Above Norm Grade Level Mean RIT from 61.59% to 65% (MAP) 10th grade: Students At or Above Norm Grade Level Mean RIT from 75.72% to 80% (MAP) 11th grade: percent of student's benchmark ready from 32% to 35% (ACT)	Given that we currently have 52% of our senior class benchmark ready by ACT criteria, we will maintain or increase this benchmark readiness for the PARCC, PSAT, SAT in the 2016-2017 school year	Results from AP, ACT and MAP	* Literacy Strategy. English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.

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	M	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing our trends in the ACT Math content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Pre/Elementary Algebra arena (70% are students at or below score point ACT scale score of 13 compared to 73% in 2103). AP math (AB/BC) scores are trending upward (3.0 for 2015). However, enrollment numbers are extremely low.	Increase ACT Math Subscore to 21.5 or maintain higher score from 2014-15 school year.	Given that we currently have 45% of our senior class benchmark ready by ACT criteria, we will maintain or increase this benchmark readiness for the PARCC, PSAT, SAT in the 2016-2017 school year	Results from AP, ACT and MAP	* Assessment Strategy. Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.

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	S As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT Science subscore distributions, cumulative percentages, and subscore averages were not available. However, score quartile values for science have increased in the 75th percentiles (Q3) from 24 to 25 in 2015. AP combined science (Biology, Chemistry, Physics, & Comp. Sci.) scores are down from the prior 2 years (2.4 for 2015). However, this number is skewed as we have introduced a new Computer Science A class that is a pilot.	Increase ACT Science Subscore to 22 or maintain higher score from 2014-15 school year	Given that we currently have 46% of our senior class benchmark ready by ACT criteria, we will maintain or increase this benchmark readiness for the SAT in the 2016-2017 school year	Results from AP, ACT and MAP	* Assessment Strategy. Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.

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	ELA	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing ACT trends in the ELA content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Rhetorical Skills subscore (70% are students at or below score point ACT scale score of 13 compared to 82% in 2103). AP combined ELA (Literature, Language Comp.) scores are up from the prior 2 years (3.1 for 2015). However, as we recruit more minority/non-traditional learners, instructional practices will need to accommodate these needs.	Maintain or increase the number of students who are passing an Honors or AP class in English or Social Studies with a C or better. Increase the number of students who score 3 or better on the AP exam in English or Social Studies.	Increase the number of students who are passing an Honors and AP class in English or Social Studies with a C or better. Increase the number of students who score 3 or better on the AP exam in English or Social Studies to 53%.	Content checkpoint common assessments using A.P. and ACT aligned rubrics. Having intentional data discussions during weekly PLC times for reflective evaluation and instructional planning.	* Literacy Strategy. English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.

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	As AP, ACT, and MAP (will wait until the May MAP assessment for summative numbers) are our interim measures - reviewing our trends in the ACT Math content subscore distributions, cumulative percentages, and subscore averages we are being challenged with number of students not having the skills in the Pre/Elementary Algebra arena (70% are students at or below score point ACT scale score of 13 compared to 73% in 2103). AP math (AB/BC) scores are trending upward (3.0 for 2015). However, enrollment numbers are extremely low.	Maintain or increase the number of students who are passing the Honors or AP class in Math or Science with a C or better Maintain or increase the number of students who are passing a STEM elective class with a C or better. Increase the number of students who score 3 or better on the AP exam in Math or Science.	Increase the number of students who are passing an Honors and AP class in Math or Science with a C or better. Increase the number of students who score 3 or better on the AP exam in Math or Science to 53%.	Content checkpoint common assessments using A.P. and ACT aligned rubrics. Having intentional data discussions during weekly PLC times for reflective evaluation and instructional planning.	* Assessment Strategy. Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.

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/PARCC, local measures	ELP	Maintain or decrease the number of students who increased their proficiency rating on the ACCESS subtest of writing by .2 or greater.		Content checkpoint common assessments using ACCESS aligned rubrics. Having intentional data discussions during weekly PLC times for reflective evaluation and instructional planning.	* Literacy Strategy. English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.
			For our ACT, the percent of minority & accommodated students taking 4 or more years of ELA and 3 or more years of math, social studies, and natural sciences (CORE) has dropped significantly; 42.9% in 2013 to 26.7% in 2015.	Maintain or increase the number of minority students who are passing the Honors or AP class in English or Social Studies Increase the number of minority students who score 3 or better on the AP exam in English or Social Studies.	Increase the number of students who are passing an Honors and AP class in ELA with a C or better. Increase the number of students who score 3 or better on the AP exam in ELA to 30%.	Content checkpoint common assessments using A.P. and ACT aligned rubrics. Having intentional data discussions during weekly PLC times for reflective evaluation and instructional planning.

Academic  
Growth Gaps

Median  
Growth  
Percentile,  
TCAP,  
ACCESS,  
CMAS/PARC  
C, local  
measures

ELA

\* Literacy Strategy. English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.

						<p>* Assessment Strategy. Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.</p> <p>* Academy Program Strategy. As a result of our professional growth strand relating to Academy Pathway Implementation and intentional direct instruction to communicate the school Pathway options, student completion of Academy Pathways will increase from 48% to 60% for the Class of 2016, to above 60% for the Class of 2017, to above 75% for the Class of 2018.</p>
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Performance Indicators	Measures/Metrics		Priority Performance Challenges	Annual Target 2015-16	Annual Target 2016-17	Interim Measures	Major Improvement Strategies
Academic Growth Gaps	Median Growth Percentile, TCAP, ACCESS, CMAS/PARC C, local measures	M	For our ACT, the percent of minority & accommodated students taking 4 or more years of ELA and 3 or more years of math, social studies, and natural sciences (CORE) has dropped significantly; 42.9% in 2013 to 26.7% in 2015.	Maintain or increase the number of minority students who are passing the Honors or AP class in Math or Science Increase the number of minority students who score 3 or better on the AP exam in Math or Science.	Increase the number of students who are passing an Honors and AP class in Math or Science with a C or better. Increase the number of gap students who score 3 or better on the AP exam in Math or Science to 80%.	Content checkpoint common assessments using A.P. and ACT aligned rubrics. Having intentional data discussions during weekly PLC times for reflective evaluation and instructional planning.	* Assessment Strategy. Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.
Post Secondary Readiness	Graduation Rate	NA		Maintain or improve graduation rate of 92.5%			
Post Secondary Readiness	Disaggregated Grad Rate	NA		Maintain or improve graduation rate for each of the subgroups currently at or above 87%			
Post Secondary Readiness	Dropout Rate	NA		Maintain dropout rate of <1.0% or improve to lower the rate			

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		Maintain or Increase average composite rate to 22 or higher			
Post Secondary Readiness	Other PWR Measures	NA		<p>Maintain or increase the number of students graduating with pathway endorsements. (48% 2014-2015 to above 60% for Class of 2016, to above 65% for the Class of 2017, to above 70% for the Class of 2018.</p> <p>Decrease the percentage of students needing to take remediation classes in college. (11-12 34.6; 12-13 25.9; 13-14 decrease less than 25),</p>	<p>Maintain or increase the number of students graduating with pathway endorsements. (48% 2014-2015 to above 60% for Class of 2016, to above 65% for the Class of 2017, to above 70% for the Class of 2018.</p> <p>Decrease the percentage of students needing to take remediation classes in college. (11-12 34.6; 12-13 25.9; 13-14 decrease less than 25),</p>	See Major Improvement Strategy re: Academy Program	* Academy Program Strategy. As a result of our professional growth strand relating to Academy Pathway Implementation and intentional direct instruction to communicate the school Pathway options, student completion of Academy Pathways will increase from 48% to 60% for the Class of 2016, to above 60% for the Class of 2017, to above 75% for the Class of 2018.

**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:**

Assessment Strategy. Teachers will use PLC time to analyze current assessments to determine if 1) we are assessing the skills we want assessed; 2) we use assessments to guide our instruction and 3) assessments measure what we want seek to measure (reliability). Common unit/summative assessments that are aligned to standards (C-CAP, ACT/SAT, AP, Common Core) and are used building wide. Create common assessments that identify the skills that students need to know, which in turn will guide instruction with fidelity. The skills are aligned to the standards and vertically communicate student achievement throughout the school.

**Root Cause(s) Addressed:**

We need to improve our summative/ formative assessment tools we use to guide our instruction: daily/ weekly, etc. Our problem with assessments is, (1) Are we testing the skills we want tested? (2) How do we use these assessments to guide our instruction (PLC's) (3) Are these assessments measuring what we want them to measure (Reliability)?

**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)

<p><b>Professional Development Strand:</b></p> <p>Identify current practices.</p> <p>Identify assessments that can be adjusted to align with the problem statement mentioned above.</p> <p>Continue professional learning through PLC's</p> <p>Each content area will develop at least one common summative assessment achieving the problem statement concerns.</p> <p>Use best practices discussed and presented on strand dates for analysis of summative assessments.</p>	August-May	August-May	Science and World Language teachers involved in the Assessment PD Strand.	<p>District Assessment team (Dr. Morgan, Dr. Good, Ms. Liss, Ms. FLynn)</p> <p>GMHS funds based on PMP determined needs</p>	<p>Strand Dates: 9/16/15, 10/21/15, 12/2/15, 1/4/16, 2/3/16, 3/16/16, 3/28/16, 5/4/16</p> <p>Opportunity for release time for teachers throughout year.</p>	
<p><b>Strategies to Involve Staff:</b></p> <p>Present updates of work of PMP strand. Share resources and strategies with colleagues</p>		August-May	Science and World Language teachers involved in the Assessment PD Strand, Tim McNerney, asst. principal			
<p><b>Pre/Post Measures:</b></p> <p>PMP Strand members will share their PMP summative assessments with their, PLC colleagues, the PMP Coordinating administrator, and PMP District facilitators</p> <p>PLCs will analyze their summative assessments and student work for results and to inform future assessments and ultimately guide their instruction</p>		Spring 2016	Science and World Language teachers involved in the Assessment PD Strand, Tim McNerney, asst. principal			

<p>Spread of Implementation:</p> <p>Collegial support in PLCs</p> <p>Quality, Fidelity, Intensity, Consistency (QFIC):</p> <p>Quality, fidelity and Intensity - Administrator will monitor through PLC Form feedback, Infinite Campus Gradebooks (data discussions for PLC's), submitted summative assessments (unit/final exam)</p> <p>Consistency - PMP Strand members implement at least one fully common assessment, analyze student results, and make adjusts based on those results in 15-16 school year</p> <p>Impact on Implementers:</p> <p>Curricular alignment (standards being assessed are truly being assessed)</p> <p>Skill sets being assessed are aligned to the standards</p> <p>The rigor of the assessments includes and assesses DOK 3-4 critical thinking skills of their students</p>	<p>August-May</p>	<p>August-May</p>	<p>Science and World Language teachers involved in the Assessment PD Strand, Tim McNerney, asst. principal</p>			

**Major Improvement Strategy:**

Literacy Strategy. English Language Arts and Social Studies teachers will use the Literacy Design Collaborative (LDC) model as a systemic approach to academic writing when responding to complex texts: to teach students critical reading strategies, provide students with meaningful writing tasks, and include appropriate scaffolding. The increased level of rigor and critical thinking demanded by the LDC model will challenge students and build confidence and perseverance in working through difficult literacy tasks.

**Root Cause(s) Addressed:**

English Language Arts and Social Studies need a system to engineer, instruct, and assess student learning with consistent expectations, relevant resources, common assessment, common vocabulary, and vertical alignment. The LDC model incorporates all of this into modules that teachers collaboratively develop and progress monitor for effectiveness.

**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)
<b>LDC Professional Development Strand:</b> <ul style="list-style-type: none"> <li>Identify current practices and how they align with LDC.</li> <li>Identify areas that can be adjusted to align with LDC.</li> <li>Continue professional learning through LDC resources (Robin Luster and Janelle Nelson-Gardener)</li> <li>Develop at least one “module” for each grade level that explicitly uses the LDC strategies.</li> <li>Use the LDC Core Tools library to build capacity.</li> </ul>	August-May	August-May	LDC Strand teachers, Joey Ruppel and Lisa Nicholson, asst. principals	LDC Core Tools through the Colorado Education Initiative and school district  LDC/iPD Grant money	Strand Dates: 9/16/15, 10/21/15, 12/2/15, 1/4/16, 2/3/16, 3/16/16, 3/28/16, 5/4/16  Opportunity for release time for teachers throughout year.	Ongoing
<b>Strategies to Involve Staff:</b>  Present updates of work of LDC strand. Share resources and strategies with colleagues	August-May	August-May	LDC Strand teachers, Joey Ruppel, Lisa Nicholson, district LDC personnel			Ongoing
<b>Pre/Post Measures:</b>  LDC Strand members will share their LDC Module with their administrator  PLCs will analyze student work for results and to inform future instruction	Spring 2016		LDC Strand teachers, Joey Ruppel, Lisa Nicholson, district LDC personnel		Weekly PLC reports	Ongoing

Spread of Implementation: Collegial support in PLCs Quality, Fidelity, Intensity, Consistency (QFIC): Quality, fidelity and Intensity - Administrators monitor through LDC Core Tools Consistency - LDC Strand members implement one "Module" in 15-16 school year	Wednesday morning PLC time, professional development days	Wednesday morning PLC time, professional development days	LDC Strand teachers, Joey Ruppel, Lisa Nicholson, district LDC personnel		Weekly PLC reports	Ongoing

**Major Improvement Strategy:**

Academy Program Strategy. As a result of our professional growth strand relating to Academy Pathway Implementation and intentional direct instruction to communicate the school Pathway options, student completion of Academy Pathways will increase from 48% to 60% for the Class of 2016, to above 60% for the Class of 2017, to above 75% for the Class of 2018.

**Root Cause(s) Addressed:**

Now in our sixth year of the Academy Program at GMHS, we have struggled in communication to staff, students, and the community about the multiple opportunities in our Academy Program. The program is innovative and unique which causes some confusion. Increasing the knowledge and understanding of the Academy Program among our teachers will increase student participation in the program.

**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)

<p>Elective teachers (business, art, music, performing arts, health, engineering, computer science, physical education, video production) will participate in Strand PD throughout the school year in our Wednesday morning PLC time. Strands meet approximately every fifth Wednesday throughout the school year.</p>	<p>August-May</p>	<p>August-May</p>	<p>Elective teachers, administrators, counselors, Future Center support staff, Academy Student Leadership Team</p>	<p>Career &amp; Technical Education resources, CDE resources in STEM, school counselors and administrators.</p>	<p>Spring 2015 - Senior class pathway completion Fall 2016 - Senior class pathway interest</p>	<p>Fall 2015 increased senior pathway completion from 48% to 60%</p>
<p>Colorado is changing the high school graduation requirements beginning with the class of 2021. To prepare for these changes, GMHS teachers are working to align the new graduation requirements, with the new Individual Career &amp; Academic Plan (ICAP). The new graduation requirements and the new ICAP align perfectly with the GMHS Academy Program and this Major Improvement Strategy.</p>	<p>August-May to introduce and understand the new graduation requirements and new ICAP</p>	<p>August-May to pilot an e-portfolio for ICAP incorporating the new graduation requirements and the GMHS Academy Program</p>	<p>Elective teachers, administrators, counselors, Future Center support staff, Academy Student Leadership Team, parents and community members.</p>	<p>Jeffco final graduation requirements, HEAR, Career &amp; Technical Education, GMHS Academy Booklet</p>	<p>Fall-Spring 2015-16 Introduction and understanding of the work Fall 2016 - e-portfolio pilot Fall 2016 - staff PD of the new requirements and alignment with the GM Academy Program Fall 2016 - Teachers are providing direct instruction and opportunities in courses for students to learn more about ICAP, new graduation requirements, and e-portfolios Fall 2017 - first students under new graduation requirements enter GMHS as freshmen.</p>	

<p>Teachers will create a lesson plan based on Understanding by Design that focuses on the specific content area (i.e. business, arts, etc.) and provides students with opportunities to gain knowledge and insight about their strengths and challenges, college and career interests, researching potential careers, creating artifacts for a new e-portfolio that the school is building, and strong knowledge of the GMHS Academy Program and Pathways.</p>	<p>Spring 2016</p>	<p>Fall 2016 and Spring 2017</p>	<p>Elective teachers, administrators, counselors</p>	<p>External resources such as the Workforce Center, Bureau of Labor &amp; Statistics, Career and Technical Education, guest speakers, career shadow and internship hosts.</p>	<p>Spring 2016 teachers are implementing their lesson plans and collaborating regarding resources.</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.*