**COLORADO**
Department of Education

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

Organization Code: 1520     District Name: DURANGO 9-R     School Code: 3571     School Name: DURANGO BIG PICTURE HIGH SCHOOL     SPF Year: 3-Year

### Section I:  Summary Information about the School

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

| Executive Summary |
|---|
| **How are students performing? Where will school staff be focusing attention?** |
| **Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.* |
| Durango Big Picture High School students lack basic math skills and number sense. |
| **Why is the school continuing to have these problems?** |
| **Root Causes:**  *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.* |
| Lack of consistent access to curriculum across grade levels. |
| **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.* |
| Teachers will use a variety of engagement strategies in math instruction paired with a focus on basic skills development. |

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

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

**Accountability Status and Requirements for Improvement Plan**

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

| Program | Identification Process | Identification for School | Directions for Completing Improvement Plan |
|---|---|---|---|
| **State Accountability** | | | |
| READ Act | All schools that serve students in grades Kindergarten through 3rd Grade. | Not serving grades K-3 | This schools is not currently serving grades K-3. |
| Plan Type Assignment | Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness). | AEC: Performance Plan | The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year). |
| **ESEA and Grant Accountability** | | | |
| Title I Focus School | Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation. | Not identified as a Title I Focus School | This school is not identified as a Focus School and does not need to meet those additional requirements. |
| Tiered Intervention Grant (TIG) | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE. | Not awarded a TIG Grant | This school does not receive a current TIG award and does not need to meet those additional requirements. |

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

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**Section II:  Improvement Plan Information**

**Additional Information about the School**

| Comprehensive Review and Selected Grant History | | |
|---|---|---|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts?  When was the grant awarded? | |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive evaluation?  Indicate the year and the name of the provider/tool used. | |

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

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

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

| School Contact Information (Additional contacts may be added, if needed) | | |
|---|---|---|
| | Name and Title | Alain Henry, Principal |
| | Email | ahenry@durango.k12.co.us |
| | Phone | 970-259-0203 |
| | Mailing Address | 215 E. 12th Street, Durango, CO 81301 |
| 2 | Name and Title | |
| | Email | |
| | Phone | |
| | Mailing Address | |

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

This section corresponds with the "Evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
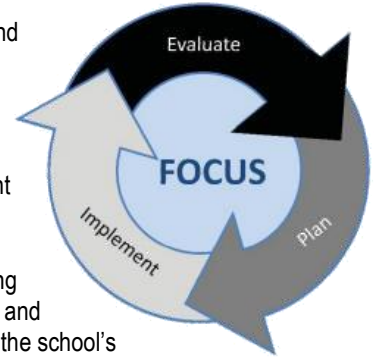
*Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:* During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

### Data Narrative for School

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

| Description of School Setting and Process for Data Analysis: | Review Current Performance: | Trend Analysis: | Priority Performance Challenges: | Root Cause 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 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. | Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable. | Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges. | 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:* Durango Big Picture High School (DBP) is an Alternative Education Campus which follows the Big Picture Learning Model. This model focuses on interest-based projects designed to meet the Colorado Academic Standards and Durango School District 9R graduation requirements. In addition, students complete yearly internships which are centered on students' future career interests. To gain credit toward graduation, students complete student-centered interest-based projects, teacher led projects, attend workshops (traditional classes), complete internships and take at least one college class through concurrent enrollment.

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Based on the data from last year's PARCC scores, ACT scores, and school-based data, math instruction is an area in which DBP clearly needs to improve. The Academic Growth scores were not available this year due to a baseline year in PARCC data. The data both external and internal also indicate that mathematics, particularly basic skills, are an area in need of improvement. The Student Engagement section continued to be problematic due to low scores in attendance and a high truancy rate. DBP showed improvement in the supplementary measures meeting the benchmarks set in the AEC framework. In Post-Secondary and Workforce Readiness, DBP scored in the Exceeds range with high ACT scores and strong supplemental measures.

As an Alternative Education Campus, DBP is allowed to choose supplementary measures to demonstrate achievement and/or growth in program specific components. DBP will utilize supplemental measure in Student Engagement and Postsecondary and Workforce Readiness. In Student Engagement, our additional measures are a measure of growth on the eleven Gateways Keys (a character education component of DBP) and data from a student engagement survey. All DBP students are required to take a college class as a graduation requirement. Our additional measure in Post-Secondary & Workforce Readiness is college course completion out of college courses attempted.

Students at DBP have struggled as a group in two areas: math and attendance. Math has been a struggle for the entire district and there has been district-wide work on developing an aligned and consistent curriculum across the district. At DBP, we will be focusing on delivering a consistent curriculum and providing continued training to the math instructor in instructional strategies for students who are not successful in math with a focus on basic skills review and development, the primary area of weakness for DBP math students. In addition, the math instructor will try a variety of engagement strategies to try to get students interested in their math learning. The attendance issues stem from a lack of engagement with school, particularly among male students who come to DBP disengaged and behind in credits toward graduation. Strategies to address this lack of engagement will be continued training in the development of interest-based projects and in working on personal growth goals.

## Worksheet #1:  Progress Monitoring of Prior Year's Performance Targets

**Directions:**  This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan).  While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

| Performance Indicators | Targets for 2014-15 school year (Targets set in last year's plan) | Performance in 2014-15?  Was the target met?  How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|---|---|---|---|
| Academic Achievement (Status) | To establish baseline data in PARCC. | Not applicable | As this was a baseline year for PARCC, there were no direct goals in either area. Baseline data was gathered. |
| | 31% 4+ in ELA and 0% 4+ in Math. | | |
| Academic Growth | No growth is available due to a baseline year in PARCC | Not applicable | DBP continues to struggle with attendance and truancy issues. Many students who transfer to DBP already have significant truancy issues and some do not engage with their learning at DBP on a consistent basis. This is the second year that we are using Gateway Keys data as |
| | | | |
| Student Engagement | Attendance 86%, Truancy below 7.7% | Attendance 81.85, Truancy 10.27 | |

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| Performance Indicators | Targets for 2014-15 school year (Targets set in last year's plan) | Performance in 2014-15? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|---|---|---|---|
| | Gateway Keys 70%, Student Engagement Survey 90% | 63.8% in Gateway Keys Data, 90.0% on Student Engagement Survey | one of our supplemental measures and we are still in the process of defining reasonable goals in this area. We did show improvement over the previous year in both supplemental measures in Student Engagement. |
| Postsecondary & Workforce Readiness | Dropout rate below 20%, Mean ACT above 18 | D.O Rate 8.16%, Mean ACT 18.71 | |
| | Concurrent Enrollment Completion above 90% | Completion rate 98.2% | Our dropout rate and Mean ACT scores were below and above their respective targets. DBP continues to have a high college course completion rate. The success in our post-secondary and workforce readiness scores are due to the efficacy of the model in preparing students for post-secondary success. |

**Worksheet #2: Data Analysis**

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

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|---|---|---|---|
| Academic Achievement (Status) | Not applicable as we are only in our second year of operation. | Math: Lack of basic skills and number sense | Lack of consistent access to curriculum across grade levels. |
| | | | |
| Academic Growth | Not applicable as we are only in our second year of operation | Math: Lack of basic skills and number sense. | Lack of consistent access to curriculum across grade levels. |
| | | | |
| Student Engagement | Not applicable as we are in our third year of operation | Low attendance and high truancy | Lack of relevant and engaging curricula for some students. |
| | | | |
| Postsecondary & Workforce Readiness | Not applicable as we are in our third year of operation | High dropout rate | Lack of relevant and engaging curricula for some students. |
| | | | |

## 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.
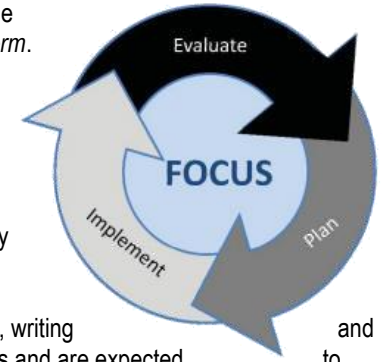
**School Target Setting Form**

| Performance Indicators | Measures/ Metrics | | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2015-16 | Major Improvement Strategy |
|---|---|---|---|---|---|---|---|
| | | | | 2015-16 | 2016-17 | | |
| Academic Achievement (Status) | CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), Supplemental Measures | ELA | Improve ELA performance | 35% 4+ | 40% 4+ | School will administer progress monitoring assessments throughout the school year | Deliver high quality instruction in the Colorado Academic Standards to remediate skills deficits. |
| | | READ | | | | | |
| | | M | Improve Math skills | 10% 4+ | 15% 4+ | School will administer progress monitoring assessments throughout the school year | Deliver high quality instruction in the Colorado Academic Standards to remediate skills deficits. |
| | | S | | | | | |
| Academic Growth | Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, Supplemental Measures | ELA | Show growth over first year scores | 5% growth | 5% growth | School will administer progress monitoring assessments throughout the school year | Deliver high quality instruction in the Colorado Academic Standards to remediate skills deficits. |
| | | M | Show growth over first year scores | 10% growth | 5% growth | School will administer progress monitoring assessments throughout the school year | Deliver high quality instruction in the Colorado Academic Standards to remediate skills deficits. |
| | | ELP | | | | | |
| Student Engagement | Attendance Rate | | Low attendance rate | Above 88% | Above 90% | School will administer progress monitoring assessments throughout the school year | Deliver interest-based curricula and engaging learning experiences. |
| | Truancy Rate | | High Truancy Rage | Below 7.5% | Below 7.3% | School will administer progress monitoring assessments throughout the school year | Deliver interest-based curricula and engaging learning experiences. |
| | Supplemental Measures | | Student Engagement Survey Gateway Keys Data | Above 90% Above 65% | Above 90% Above 65% | School will administer progress monitoring assessments throughout the school year | Deliver interest-based curricula and engaging learning experiences. |
| Postsecondary & Workforce Readiness | Completion Rate | | | | | | |
| | Dropout Rate | | High Dropout Rate | Below 8% | Below 7% | School will administer progress monitoring assessments throughout the school year | Deliver interest-based curricula and engaging learning experiences. |
| | Mean CO ACT | | | Above 18.5 | Above 19 | School will administer progress monitoring assessments throughout the school year | Deliver interest-based curricula and engaging learning experiences. |
| | Supplemental Measures | | Concurrent Enrollment Completion Rate | Above 90% | Above 90% | School will administer progress monitoring assessments throughout the school year | |

**Action Planning Form for 2015-16 and 2016-17**

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Math curriculum changes to increase skills and engagement  **Root Cause(s) Addressed:** Poor skills in mathematics, lack of understanding of mathematical thinking, innumeracy

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

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

☐ READ Act Requirements    ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | | | | |
| Utilize interest-based activities to connect math to real world applications | Throughout school year | | Math teacher | General Fund | Weekly labs, activities and experiments | In Progress |
| Utilize collaborative work groups to increase engagement | Throughout school year | | Math teacher | General Fund | Collaborative grouping when possible | In progress |
| Utilize technology applications for lesson delivery | Throughout school year | | Math teacher | General Fund | Increased use of technology and monthly progress review | In progress |
| Begin each unit with basic skills review | Throughout school year | | Math teacher | General Fund | Analyze skills results in each unit | In progress |

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

**Major Improvement Strategy #2:** Structured programming for male students to increase engagement appropriate to Big Picture Learning Model    **Root Cause(s) Addressed:** Lack of independence and self-direction

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

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

☐ READ Act Requirements    ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
| --- | --- | --- | --- | --- | --- | --- |
| | 2015-16 | 2016-17 | | | | |
| Male students (particularly transfer students) will be given teacher directed projects to complete to begin recapturing credit and adjust to the BP model. | Throughout the school year | | Advisors | General Fund | Development of teacher directed projects for student access to meet C.A.S. | In progress |
| Male students will also develop interest-based projects designed to be completed in a short timeline. | Throughout the school year | | Advisors | General Fund | (a) Scaffolding and structuring of assignments during one on one meetings (b) Utilization of questioning technique from Big Picture conference | In progress  In progress |
| Students will develop personal goals to address barriers toward success in school. | | At the beginning of the semester | Advisors | Big Picture Learning specialist will train staff in personal goal development in March of 2016 | (a) Receive training and develop student goals (b) Monitored during weekly one on one meetings | In progress  In progress |
| | | | | | | |
| | | | | | | |

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