Colorado's Unified Improvement Plan for AEC Organizations

COLORADO’S FINEST HIGH SCHOOL OF CHOICE UIP 2016-17 | School: Colorado’s Finest High School of Choice | District: Englewood 1 | Org ID: 0120
School ID: 0206 | Framework: AEC: Improvement Plan

Table of Contents

Executive Summary
Improvement Plan Information
Narrative on Data Analysis and Root Cause Identification
Action and Progress Monitoring Plans

Executive Summary
If We...

SAT CURRICULUM ALIGNMENT WITH APPROPRIATE COURSE ENROLLMENT

Description:
The language arts teachers will be aligning the writing curriculum (the three unit sequence) to include a specific focus on the SAT Writing and Language components which include: Reading a Passage, Finding Grammatical Mistakes/Weaknesses, and then making the appropriate corrections. Family teachers will appropriately enroll students in the writing sequence based on language arts teacher recommendations.

RIGOROUS/RELEVANT INSTRUCTIONAL PRACTICES

Description:
Teachers will focus on increasing the level of thinking occurring in their classrooms. Teachers will continue to USE Bloom's Taxonomy. Vocabulary strategies, presented by the ELL director, will be used school wide to support academic language development for all students. Advanced placement courses and co-enrollment classes will continue to be offered on as well as off campus.

**CONNECTING SAT/ACT RESULTS WITH FUTURE CHOICES.**

**Description:**
An emphasis will be placed on SAT/ACT performance and the connection with future college opportunities during the Ignite Program (Post-Secondary and Workforce Readiness Program) and Individual Goal Setting Meetings. Students will create goals around SAT/ACT performance. Parents will be made aware of the impact of SAT/ACT on future choices through counselor presentations, seminars, and communications.

**SCHOOL WIDE WRITING INSTRUCTION, ACCOUNTABILITY, AND MONITORING**

**Description:**
Teachers will provide instruction and authentic writing experiences in all classes; students will be held accountable for their writing using a component of the District Writing Rubric. Accountability also includes school wide and individual progress monitoring of performance.

**INCREASING PERCEPTION OF SCHOOL RELEVANCE**

**Description:**
School attendance and performance will be increased by establishing a "culture of relevance" through Post Secondary Exploration and Planning (Tiered Ignite Program, ICAP Completion, Individual Meetings), CTE opportunities, high interest classes, and relevance in the classroom.

**INCREASE SOCIAL/EMOTIONAL SUPPORTS FOR STUDENTS**

**Description:**
Students will have access to a more robust counseling program with a comprehensive Tier 1 social/emotional support structures/opportunities. Additional program enhancements include: support groups, volunteers/interns, SOS, and community partnerships.
MTSS STRUCTURE DEVELOPMENT

Description:
The Leadership Team will examine current MTSS structures, analyze ways to improve existing structures, and outline systemic structures for implementation.

Then we will address...

INEFFECTIVELY ALIGNED CURRICULUM/INSTRUCTION AND INACCURATE COURSE ENROLLMENT

Description:
The writing curriculum and instruction is not effectively aligned to the Writing and Language on the SAT, and students may not be consistently enrolled in the appropriate skill level class.

INCONSISTENT HIGHER LEVEL THINKING EXPECTATIONS IN ALL COURSES

Description:
Students are not exposed to consistent, rigorous instruction that will effectively prepare students for the highest level of performance on state assessments. Students are not consistently challenged to use academic vocabulary, which impacts the student's ability to respond to questions on state assessments and perform skills appropriately. Lastly, the consistent use of Rigor and Relevance lesson planning and the implementation WICOR strategies in AVID will increase the required thinking level required in all classes.

WRITING EXPERIENCES LACK RELEVANCE AND AUTHENTICITY

Description:
Students are not motivated to do well on the writing test. Writing prompts may not be meaningful/relevant/interesting to students. Authentic writing assessments do not currently exist. Also, students may not be well prepared for the assessment.

STUDENTS FIND NO RELEVANCE IN SCHOOL/CLASSES
Education isn't valued by student/family/guardians. Students do not perceive that education is important, or they perceive there are more important/exciting things to do instead.

LIMITED SOCIAL/EMOTIONAL SUPPORTS FOR STUDENTS

Description:
Substance abuse and mental health challenges are barriers to consistent and productive attendance.

INADEQUATE ACADEMIC SUPPORTS FOR ALL STUDENTS

Description:
A continuum of layered supports for all students to increase academic performance and motivation is limited.

Then we will change current trends for students

SAT WRITING AND LANGUAGE PERFORMANCE

Date of description:
Although student performance on the ACT has increased in all content areas, the performance on the ACT English portion continues to be the lowest performing area, with performance being below the state average. This low performing area negatively impacts the overall composite scores for students. In the last three years, scores have gone from 14.7 to 17.6, a substantial increase. However, the ACT state average in English is 19.6; with 17.6 being well below this average. The skills necessary for quality writing are also inherent in the English portion of the ACT. The overall composite performance gap on the ACT between white (18.4) and hispanic students (17.6), showing marked improvement; yet, a gap continues to exist. This year our school will be transitioning from ACT to SAT. Specifically, the focus will switch from ACT English to SAT-Writing and Language. At this time, we are making this conversion without knowing if it will be an exact reflection of assessed information on the two exams and fully expecting an implementation dip.

WRITING PERFORMANCE

Description:
Writing data indicates that only about 11% of students are proficient/advance in writing as measured by the District Wide Quarterly Writing Test.

AVERAG DAILY ATTENDANCE

Description:
Research says that 95% attendance rate is required for increased student performance; our attendance rate is around 74.5% showing a slow decline from the last three years. Poor attendance creates gaps in learning and low performance.

PERFORMANCE GAPS

Description:
Hispanic students are scoring lower on the ACT than White students, which is limiting their access to post secondary opportunities. As a result, data indicates a need to focus on closing the gap between these two performance groups. Hispanic students’ ACT composite score is 17.9 (870) and white students’ composite score is 18.6 (890).

Access the School Performance Framework here: [http://www.cde.state.co.us/schoolview/performance](http://www.cde.state.co.us/schoolview/performance)

Improvement Plan Information

Additional Information about the School

School Contact Information

Name: Bobbie Skaggs
Mailing Street: 300 W. Chenango
Phone: 3038062501

Title:
Mailing City / State / Zip Code: Englewood CO 80110
Email: bobbie_skaggs@engschools.net

Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis
Colorado’s Finest Alternative High School (CFAHS) was established in 1980 and located in an open spaced elementary school on the western edge of Englewood, Co. During the last two years, the name has changed to Colorado's Finest High School of Choice (CFHSC), and the staff and students moved into a brand new building. Successfully managing the transition has been a goal in and of itself. CFHSC currently serves around 300 students, with 95% of those being considered “at risk” as defined by the Colorado Department of Education. The school's mission is to provide diverse educational opportunities for students to earn a quality high school diploma in an accepting and supportive community. We provide those diverse opportunities by giving our students access to Career and Technical Education classes (including on campus options such as cosmetology, audio digital production, sustainable agriculture and green energy, and STEM), as well as offering access to college classes for students who meet the criteria for eligibility. Additionally, college classes are offered on our campus in conjunction with Arapahoe Community College. Through our IGNITE curriculum, we also provide opportunities for students to meet experts in their fields, learn more about trades, post-secondary education, and the world of work. The Post-Secondary Workforce Readiness class (entitled PWR Hour) provides students access to counselors who can help them write and revise resumes, apply for college admissions, gather letters of recommendation, and generally prepare for life after high school. This program has been so successful that graduating class members have all been accepted to college programs. The vision is to live up to our name by providing the finest education and inspiring students seeking a fresh start. The ultimate goal being to help students choose their finest future.

Last year's school improvement efforts focused on improving ACT scores, as we believed that year-on-year comparisons of our students’ ACT scores provide an accurate representation of student academic progress. Using Aspire as a quarterly assessment provided us an opportunity to assess how students were performing on the ACT, allowing us the ability to shore up skills for increased performance. Lastly, the staff determined the root cause for poor performance was the lack of curriculum alignment with the ACT assessment, limited practice exposure, and the refinement of consistent implementation of researched based instructional practices. Our hard work paid off because this year's ACT results indicate substantial growth in performance in all content areas with a Composite Score improvement of two points - ACT Composite 16.2 (2015) to 18.2 (2016). Levels of performance in content areas increased at least one point to 2.5 points: English 14.8 (2015) to 17.6 (2016); Math 16.1 (2015) to 17.5 (2016); Reading 17.1 (2015) to 19.0 (2016), Science 15.9 (2015) to 18.4 (2016). (ACT, 2016)

Although scores were indicating growth, further analysis showed that the English portion of the ACT continued to be one of the lowest performing areas with a performance gap existing between Hispanic students (17.4) and white students (18.3). The root cause for the lower performance in English was identified as the need to refine alignment between the ACT assessment and the current writing curriculum. With the state exam switching to the SAT, the staff thought that alignment would again be an issue for this year. The root cause for the performance differences between Hispanic and white students appear to be a lack of differentiated instruction. Our current instructional strategies do not take into consideration those students who may be struggling with a language barrier. The school's ELL consultant provided resources and training to the staff on the importance of vocabulary instruction for ELL students, highlighting that academic vocabulary is considered one of the major barriers in performance on the ACT. After some discussion, the staff decided that vocabulary development would continue to be a powerful strategy for improving all students' performance on the SAT.

Improving ACT (now the SAT) scores is a component of our school wide Post Secondary and Workforce Readiness (PSWR) performance target. One root cause
identified for performing lower than the state average on the ACT was that at-risk students were not motivated to excel because the test was not perceived as important. Through our Ignite program (PSWR), goal setting, college trips, CTE options, students must be shown the link between current performance and future success. Specifically, strengthening/highlighting the connection for students about how performance on ACT (now the SAT) impacts future goals is fundamental. Counselors, teachers, and the special ed. teacher work to provide adequate supports for our students as they prepare to take the ACT.

Writing scores on the District's Quarterly Writing Assessment are hovering at or below 20% for proficient and advanced, with Organization and Conventions being the lowest performance areas on the Rubric. Upon further analysis, PARCC data reported the lowest area of performance as writing conventions- the same areas challenging students on the ACT English section. The root cause was then determined that punctuation, grammar and usage, sentence structure (all components of the SAT Writing and Language section) were new priorities in the writing curriculum that needed more time to impact performance. Strategies outlined to address the root cause were 1) aligning the curriculum in writing classes with the SAT Writing and Language segment, 2) appropriate placement of students in writing classes, 3) writing skill development being monitored school wide, and 4) analyzing the current system of supports for students who are struggling with writing.

The attendance rate for the last three years was as follows: 81%, 78.5%, 74.5%. Since attendance continues to decline, we perceive that students do not understand the connection between school attendance and successful futures. Developing a culture of relevance continues to be a focus. The Ignite program (PSWR), with a tiered component, will continue to provide students with experiences that create relevance for school and life after high school. In addition, the Rigor and Relevance Framework will be used to analyze class activities to determine the degree of rigor and relevance existing within classrooms. Lastly through the 21st Century Grant, high interests classes are being developed and expanded to "hook" students into school and learning. These classes include STEM, Audio Digital Production, Theatrical Productions, Health and Wellness, and Journaling/Writing. The second root cause identified was the varied academic, social, and emotional issues negatively impacting our at-risk population. Often, students who do not attend school regularly have social and emotional issues that we struggle to address. As a result, expanding the academic, social, and emotional supports available to our students is a goal, including attendance incentive program, increasing communication with parents/caregivers, offering campus support for substance abuse.

Clearly, we face many challenges educating our at-risk population, but we also see many potential areas of growth. Given the expanded palette of educational opportunities available to our students through the Career and Technical Education program, as well as the IGNITE program, and the 21st Century Grant high interest classes, we are confident that we are making positive strides to enhance education's relevance for our students. Creating a strong understanding of current performance/behavior and future success for both students and parents is our pervasive plan. Further, departments and data teams continue the work to improve curriculum, instruction and assessment in order to enhance outcomes for all students, as well as improve attendance and increase affective supports for our students.

Prior Year Targets
Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year’s plan.

**Current Performance**

- **ACT Performance:**
  
  Student performance increased in all content areas on the ACT, with a Composite Score improvement of two points - ACT Composite 16.2 (2015) to 18.2 (2016). Levels of performance in content areas increased at least one point to 2.5 points: English 14.8 (2015) to 17.6 (2016); Math 16.1 (2015) to 17.5 (2016); Reading 17.1 (2015) to 19.0 (2016), Science 15.9 (2015) to 18.4 (2016). (ACT, 2016). Although scores were indicating growth, further analysis showed that the English portion of the ACT continues to be one of the lowest performing areas with a performance gap existing between Hispanic students (17.4) and white students (18.3). Continuing to increase performance on the ACT has been critical for students graduating from CFHSC, so focusing on improving the lowest performance area is warranted. This year with the transition to the SAT will result in realigning efforts to make sure that students are equipped to perform at their highest.

- **PSAT**
  
  Tenth grade students scored 33% proficient or advanced on the Evidence-Based Reading and Writing. This data supports our focus writing, specifically on evidence based reading and writing.

- **School Performance Framework:**
  
  The AEC School Performance Framework is pending.

- **Attendance Data:**
  
  The Average Daily Attendance of 74.5%, one of the lowest attendance rates in the state. This is an area on which we continue to focus, asking ourselves how to make school meaningful for students who are disenfranchised with education.

- **Quarterly District Writing Assessment:**
  
  This year students did not demonstrate growth on the all school writing quarterly writing tests. The results of the percentage of students scoring proficient and advanced are as follows: Quarter 1-17%; Quarter 2-11%; Quarter 3-15%; and Quarter 4-11%. Organization (32% proficient/advanced) and Language Usage (36% proficient/advanced) are the lowest performance areas on the rubric. Our challenge is making this exam authentic and meaningful to all students.

**Trend Analysis**
**Trend Direction:** Stable then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Achievement (Status)

From 2011-2016, performance on the English portion of the ACT has been up and down with a slight increase early on, then a decrease the last two years, and finally a substantial increase last year. (2011-12: 15.5; 2012-13: 15.7; 2013-14:14.7; 2014-15: 14.8; 2015-16: 17.6) Although a substantial increase occurred, this area continues to be the lowest performing for our students. The state average hovers around 19.0, with 19.6 being the average in 2015-16. Consistently performing below the state average is a notable trend. (Source: ACT Profile Report, 2014-15) In 2014-15, a performance gap between white students (17.2) and Hispanic students (12.6) on the English section of the ACT has been noted; this trend continues in 2015-16 with white students scoring 18.3 and Hispanic students scoring 17.4.

**Trend Direction:** Decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Academic Growth

Writing shows a sporadic and minimal growth trend on last year’s District Quarterly Writing Assessment (11%, 6%, 18%, and 20%). This year, performance on the District Quarter Writing Assessment indicates a relatively declining trend (17%, 11%, 15%, 11%).

**Trend Direction:** Stable then increasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Postsecondary & Workforce Readiness

Increasing performance on the English section of the ACT will increase overall student performance on the ACT. ACT performance has spike this year with an increase from 16.2 to 18.2 (2011-12:16.4; 2012-13: 16.7; 2013-14: 15.8; 2014-15: 16.2; 2015-16: 18.2) The state average is also stable at around 20. (Source: ACT Profile Report, 2014-15)

**Trend Direction:** Stable then decreasing  
**Notable Trend:** Yes  
**Performance Indicator Target:** Student Engagement

During the last three years, the Average Daily Attendance (ADA) rate has hover around 80% (2012-13: 85%; 2013-14: 81%; 2014-15: 78%). (School Performance Framework, 2014) However, in 2015-16, the attendance rate decreased to 74.5%. Research indicates that in order to increase student performance, the ADA must be around 95%.
Root Causes and Priority Performance Challenges

Priority Performance Challenge: SAT Writing and Language Performance
Although student performance on the ACT has increased in all content areas, the performance on the ACT English portion continues to be the lowest performing area, with performance being below the state average. This low performing area negatively impacts the overall composite scores for students. In the last three years, scores have gone from 14.7 to 17.6, a substantial increase. However, the ACT state average in English is 19.6; with 17.6 being well below this average. The skills necessary for quality writing are also inherent in the English portion of the ACT. The overall composite performance gap on the ACT between white (18.4) and hispanic students (17.6), showing marked improvement; yet, a gap continues to exist. This year our school will be transitioning from ACT to SAT. Specifically, the focus will switch from ACT English to SAT-Writing and Language. At this time, we are making this conversion without knowing if it will be an exact reflection of assessed information on the two exams and fully expecting an implementation dip.

Root Cause: Ineffectively Aligned Curriculum/Instruction and Inaccurate Course Enrollment
The writing curriculum and instruction is not effectively aligned to the Writing and Language on the SAT, and students may not be consistently enrolled in the appropriate skill level class.

Root Cause: Inconsistent Higher Level Thinking Expectations in All Courses
Students are not exposed to consistent, rigorous instruction that will effectively prepare students for the highest level of performance on state assessments. Students are not consistently challenged to use academic vocabulary, which impacts the student's ability to respond to questions on state assessments and perform skills appropriately. Lastly, the consistent use of Rigor and Relevance lesson planning and the implementation WICOR strategies in AVID will increase the required thinking level required in all classes.

Priority Performance Challenge: Writing Performance
Writing data indicates that only about 11% of students are proficient/advance in writing as measured by the District Wide Quarterly Writing Test.

Root Cause: Ineffectively Aligned Curriculum/Instruction and Inaccurate Course Enrollment
The writing curriculum and instruction is not effectively aligned to the Writing and Language on the SAT, and students may not be consistently enrolled in the appropriate skill level class.

Root Cause: Writing Experiences Lack Relevance and Authenticity
Students are not motivated to do well on the writing test. Writing prompts may not be meaningful/relevant/interesting to students. Authentic writing assessments do not currently exist. Also, students may not be well prepared for the assessment.
Priority Performance Challenge: Average Daily Attendance
Research says that 95% attendance rate is required for increased student performance; our attendance rate is around 74.5% showing a slow decline from the last three years. Poor attendance creates gaps in learning and low performance.

Root Cause: Students Find No Relevance in School/Classes
Education isn't valued by student/family/guardians. Students do not perceive that education is important, or they perceive there are more important/exciting things to do instead.

Root Cause: Limited Social/Emotional Supports for Students
Substance abuse and mental health challenges are barriers to consistent and productive attendance.

Priority Performance Challenge: Performance Gaps
Hispanic students are scoring lower on the ACT than White students, which is limiting their access to post secondary opportunities. As a result, data indicates a need to focus on closing the gap between these two performance groups. Hispanic students’ ACT composite score is 17.9 (870) and white students’ composite score is 18.6 (890).

Root Cause: Inadequate Academic Supports for All Students
A continuum of layered supports for all students to increase academic performance and motivation is limited.

Magnitude of Performance Challenges and Rationale for Selection:

ACT English and Writing Growth:
Overall performance on the ACT is critical for CFHSC students because our program is proficiency based and non-graded. College entrance opportunities are limited when the ACT Composite score is low. The data indicates that the English portion of the ACT is the lowest performance area and greatly impacts the overall ACT composite score. A one to 2.5 point difference is evident when comparing English to the other content areas. A notable achievement gap is also evident in ACT English between the white and hispanic students. This year a noted correlation between these English skills and performance on the district's quarterly writing assessment was examined. Across the board, students appear to be struggling with grammar/usage, sentence structures/organization/style, and punctuation; essentially, the same skills/content impacting performance on ACT and the district's quarterly writing assessments. The rationale for focusing on the increased performance on these skills and concepts will address ACT performance and overall writing performance. The significant gap existing in the data between white and hispanic students' performance on the same skills will also be an inherent component of our strategies and monitoring/tracking progress during improvement planning.
**Attendance Rate**

With the recommended attendance rate being 95%, our attendance rate of 78% is far below performance. Poor attendance creates gaps in student learning and overall low performance. As an alternative program, students often arrive at our school with learning gaps. Increasing the attendance rate is a significant way to address those gaps. Attendance is such a fundamental component of quality performance that not focusing our efforts on this issue would be detrimental to the overall school improvement.

---

**Magnitude of Root Causes and Rationale for Selection:**

Staff spent time examining root causes for each of the performance challenges. These discussions led to examining curriculum and instructional practices. Although the writing curriculum has always included grammar/usage and rhetorical components, these areas have not had an enhanced emphasis. Instructional practices have not included a focus on vocabulary development and exposure to state assessment type questions. Students are able to take an ACT/SAT prep class, but this class only provides limited exposure to ACT/SAT type questions, when a more pervasive exposure is warranted. Instructional time does include discussions and emphasis on "life after high school." However, making sure to connect the importance of the ACT/SAT score on college opportunities has been limited. The issue has been that many of our first generation graduates struggle to believe in their ability to attend college. This is something that we have been working on through our school based program called Ignite. Students are required to set academic goals on a regular basis; having them set goals around ACT/SAT performance has not been a requirement.

Although our school has focused on writing growth in our school improvement plan for several years, closely monitoring and tracking that growth has been limited. Family teachers input the writing data, but they may not use that data in the student goal setting process. Language arts teachers use this data to track growth in writing classes, without other content areas holding students accountable for a minimum standard of writing. As a result, students do not perceive quality writing as a requirement nor a valuable skill. Staff training in writing instruction has been limited; but last year, in an effort to establish a "culture of writers," training was initiated. The need for school wide vocabulary instruction and specific expectations around school wide writing were outlined as a necessities for moving students to the next level. Providing as many authentic writing experiences is a focus as well as holding students accountable for quality writing in all classes. In addition to monitoring, motivating students to take the school wide writing assessments has been a challenge. Students do not show up to take the all school writing assessments and will often try varied strategies to avoid taking the tests. While we try many different strategies, we continually struggle to find the strategy with the highest impact on motivation.

Students are not regularly attending school. When asked, they indicate that health and family issues, job commitments, and long travel times are reasons for not attending to school. Some students say that they would rather do something else than attend school - like skateboard and hang out with friends (which often means doing drugs). Our school provides bus passes to students who request, which has eliminated the cost barrier. Based on this information, providing additional mental health supports and increasing the perception of school relevance were identified by staff as ways to improve attendance.
Additional Narrative / Conclusion

After analyzing the data and identifying root causes, our reflections pointed to the need for a focused alignment on writing/editting skills. We spent some time highlighting and acknowledging the connections between the various areas of poor performance. Grammar/usuage (punctuation, grammar/usuage, and sentence structure) and rhetorical components (strategy, organization, and style) appear to be impacting performance on both the English ACT and District Quarterly Writing Assessment. As all the research indicates, good attendance is foundational to school success. Establishing relevance to learning/performance and providing adequate supports were noted as root causes for poor attendance of our at-risk youth. All of our improvement strategies are aligned to these notings.

Action and Progress Monitoring Plans
Major Improvement Strategy and Action Plan

SAT Curriculum Alignment with Appropriate Course Enrollment

Describe what will success look like: The language arts teachers will be aligning the writing curriculum (the three unit sequence) to include a specific focus on the SAT Writing and Language components which include: Reading a Passage, Finding Grammatical Mistakes/Weaknesses, and then making the appropriate corrections. Family teachers will appropriately enroll students in the writing sequence based on language arts teacher recommendations.

Associated Root Causes:

Ineffectively Aligned Curriculum/Instruction and Inaccurate Course Enrollment:
The writing curriculum and instruction is not effectively aligned to the Writing and Language on the SAT, and students may not be consistently enrolled in the appropriate skill level class.

Implementation Benchmarks Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire</td>
<td>Students will indicate growth on the English Section of Aspire.</td>
<td>12/05/2016 05/22/2017 Quarterly</td>
<td>LA Teachers</td>
<td>Not Met</td>
</tr>
</tbody>
</table>
## Action Steps Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Writing Performance</td>
<td>All teachers will be monitoring students’ progress in writing, using a portion of the writing rubric to assess class assignments. LA Teachers and Family Teachers will have the quarterly writing scores and Aspire results to guide course recommendations and performance monitoring.</td>
<td>09/01/2016 - 05/31/2017</td>
<td>Time to analyze results during data teams and training around school wide writing expectations.</td>
<td>All Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>SAT Curriculum/Instruction Alignment</td>
<td>LA Teachers will examine the current sequenced writing curriculum and instruction to make sure that students are exposed to the standards associated with the Writing and Language area on the SAT.</td>
<td>09/05/2016 - 11/01/2016</td>
<td>Time to examine and adjust curriculum</td>
<td>Language Arts Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Accurate Course Enrollment</td>
<td>LA Teachers will make recommendations to Family Teachers about student placement in Writing classes. Students will be enrolled based on performance and recommendations.</td>
<td>09/05/2016 - 11/01/2016</td>
<td>Teacher training and communications.</td>
<td>Language Arts Teachers and Family Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>Monitoring Tool</td>
<td>Leadership Team will work with the LA team to set up a writing monitoring system for LA teachers and Family Teachers.</td>
<td>11/10/2016 - 01/30/2017</td>
<td>Time to Develop</td>
<td>Leadership Team and Languages Arts</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

### Rigorous/Relevant Instructional Practices

**Describe what will success look like:** Teachers will focus on increasing the level of thinking occurring in their classrooms. Teachers will continue to USE Bloom’s Taxonomy. Vocabulary strategies, presented by the ELL director, will be used school wide to support academic language development for all students. Advanced placement courses and co-enrollment classes will continue to be offered on as well as off campus.
### Associated Root Causes:

**Implementation Benchmarks Associated with Major Improvement Strategy**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/ Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire</td>
<td>Students will increase performance in content areas.</td>
<td>12/05/2016 05/04/2017 Quarterly</td>
<td></td>
<td>Not Met</td>
</tr>
<tr>
<td>Improved Instructional Practice</td>
<td>Change Instructional Model</td>
<td>08/17/2017 05/18/2018 Weekly</td>
<td></td>
<td>Not Met</td>
</tr>
</tbody>
</table>

### Action Steps Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous/Relevant Framework Training</td>
<td>All teachers will participate in Rigorous and Relevant Instructional Practices PD.</td>
<td>09/02/2016 02/09/2017</td>
<td>Money for Trainer</td>
<td>All Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>AVID Strategies Implementation</td>
<td>Teachers will continue to use WICOR strategies as indicated in walkthroughs including Costa's levels of Questioning.</td>
<td>09/05/2016 05/31/2017</td>
<td>Training during staff meetings</td>
<td>All Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td>Teachers will be documenting the level of thinking occurring in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Reflections on the level of thinking occurring in the classroom. 
their classrooms every six weeks. They will reflect in SFS under professional goals. The reflection will include thoughts about ways to increase student thinking. 

<table>
<thead>
<tr>
<th>Teacher Reflections on the level of thinking occurring in the classroom.</th>
<th>09/26/2016</th>
<th>Reflection Time</th>
<th>All Teachers</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/30/2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic Language

Teachers will implement vocabulary development strategies indicated during classroom walk throughs. 

<table>
<thead>
<tr>
<th>Academic Language</th>
<th>11/30/2016</th>
<th>Training Time</th>
<th>ELL Specialist and All Teachers</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Realign Teachers in Math Department

Teachers will be realigned to ensure each student has a highly qualified math teacher as their instructor. 

<table>
<thead>
<tr>
<th>Realign Teachers in Math Department</th>
<th>08/11/2017</th>
<th>Administration/Math Teachers</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/18/2018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Connecting SAT/ACT results with future choices.

Describe what will success look like: An emphasis will be placed on SAT/ACT performance and the connection with future college opportunities during the Ignite Program (Post-Secondary and Workforce Readiness Program) and Individual Goal Setting Meetings. Students will create goals around SAT/ACT performance. Parents will be made aware of the impact of SAT/ACT on future choices through counselor presentations, seminars, and communications.

Associated Root Causes:

Students Find No Relevance in School/Classes: 
Education isn't valued by student/family/guardians. Students do not perceive that education is important, or they perceive there are more important/exciting things to do instead.

Implementation Benchmarks Associated with Major Improvement Strategy

Start/End/
### Action Steps Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Goal Setting</strong></td>
<td>Students will set goals during Family Class each session. Students will monitor those goals once each six week. Students will also meet individually with their Family Teacher to set long term academic goals.</td>
<td>09/05/2016 - 05/30/2017</td>
<td>Time</td>
<td>All Teachers and Counselors</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Ignite</strong></td>
<td>Students will participate in Ignite Tiered Programming where students are consistently exposed to &quot;life after high school&quot; concepts.</td>
<td>09/05/2016 - 05/29/2017</td>
<td>Time for Ignite Team Curriculum Planning, Work and College Visit Partnerships, Subs for planning and trips, Early Release Fridays</td>
<td>Ignite Team and All Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Parent Partnerships</strong></td>
<td>Parent partnerships will be pursued to increase student success.</td>
<td>01/09/2017 - 05/31/2017</td>
<td>Time for surveying parents in order to effectively establish partnerships.</td>
<td>Administration and Counselors</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

### School Wide Writing Instruction, Accountability, and Monitoring

**Describe what will success look like:** Teachers will provide instruction and authentic writing experiences in all classes; students will be held accountable for their writing using a component of the District Writing Rubric. Accountability also includes school wide and individual progress monitoring of performance.

**Associated Root Causes:**
## Writing Experiences Lack Relevance and Authenticity:
Students are not motivated to do well on the writing test. Writing prompts may not be meaningful/relevant/interesting to students. Authentic writing assessments do not currently exist. Also, students may not be well prepared for the assessment.

### Implementation Benchmarks Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Quarterly Writing</td>
<td>Students are assessed using the District's Writing Rubric.</td>
<td>10/07/2016 - 05/22/2017</td>
<td>LA Teachers</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

### Action Steps Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Intervention</td>
<td>LA Team will identify which students need writing interventions and Becky will meet with students individually and in a class format.</td>
<td>08/15/2016 - 05/22/2017</td>
<td>Intervention Position</td>
<td>Becky Moraja</td>
<td>In Progress</td>
</tr>
<tr>
<td>a050G00001KoEiU</td>
<td>Writing assessment data will be used to place students in the appropriate writing classes.</td>
<td>09/02/2016 - 05/22/2017</td>
<td>FilemakerPro</td>
<td>Family Teachers</td>
<td>In Progress</td>
</tr>
<tr>
<td>School Wide Writing Expectations and Assessment</td>
<td>A &quot;culture of writers&quot; will be developed by holding students accountable for school wide writing expectations and assessing on portions of the writing rubric.</td>
<td>09/02/2016 - 05/31/2017</td>
<td>Class Time Implementation and Training around Expectations</td>
<td>All Teachers</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
Data Teams will complete a data cycle that includes a writing component to increase student performance.

Data Team Time  All Teachers  In Progress

10/07/2016  05/29/2017

Increasing Perception of School Relevance

Describe what will success look like: School attendance and performance will be increased by establishing a "culture of relevance" through Post Secondary Exploration and Planning (Tiered Ignite Program, ICAP Completion, Individual Meetings), CTE opportunities, high interest classes, and relevance in the classroom.

Associated Root Causes:

Students Find No Relevance in School/Classes:
Education isn't valued by student/family/guardians. Students do not perceive that education is important, or they perceive there are more important/exciting things to do instead.

Implementation Benchmarks Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE and Co-Enrollment Registrations</td>
<td>Counselors will track the number of students enrolling in CTE and Co-enrollment classes and compare to past years.</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>The attendance rate will be monitored monthly in SAC and staff meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/08/2016</td>
<td>Counselors</td>
<td>Partially Met</td>
</tr>
<tr>
<td>05/29/2017</td>
<td>Admin.</td>
<td>Not Met</td>
</tr>
</tbody>
</table>
ICAP Completion

100% of enrolled students will have completed their ICAP requirements.

08/08/2016

05/31/2017

Counselors

Not Met

Ignite Survey

Students' perception of value will increase from the beginning of the year to the end, indicated on the beginning of year and end of year survey.

10/07/2016

05/30/2017

Ignite Team

Not Met

Attendance Process

Administrators will outline the attendance process and begin monitoring implementation.

11/28/2016

05/31/2017

Administrators

Partially Met

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>#Classes</td>
<td>Staff will create and implement high interests classes to be offered to students during the school day.</td>
<td>08/01/2016 - 05/29/2017</td>
<td>21st Century Grant Monies</td>
<td>All Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td>CTE, ICAP, Co-enrollment</td>
<td>Counselors will be working with students to increase enrollment in CTE and Co-enrollment classes and completing ICAP requirements.</td>
<td>08/15/2016 - 05/29/2017</td>
<td>CTE and Co-Enrollment Monies</td>
<td>Counselors</td>
<td>In Progress</td>
</tr>
<tr>
<td>Rigor and Relevance Training</td>
<td>Staff will complete the Rigor and Relevance Framework Training.</td>
<td>09/02/2016 - 02/06/2017</td>
<td>Money for Training</td>
<td>Admin and Teachers</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
An environmental scan will be conducted to establish priorities for next year in PSWR.

Environmental Scan

Grant monies to fund consultants who will conduct the scan.

Consultants, Counselors, Assist. Principal

In Progress

ELL Specialist will provide training and resources to increase ELL Supports.

ELL Supports

Training Time and Resources

ELL Specialist

In Progress

Administration will outline the attendance process and monitor implementation.

Implement/monitor effective attendance process

Time for development and monitoring

Administrators

In Progress

Increase Social/Emotional Supports for Students

Describe what will success look like: Students will have access to a more robust counseling program with a comprehensive Tier 1 social/emotional support structures/opportunities. Additional program enhancements include: support groups, volunteers/interns, SOS, and community partnerships.

Associated Root Causes:

Limited Social/Emotional Supports for Students:
Substance abuse and mental health challenges are barriers to consistent and productive attendance.

Implementation Benchmarks Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attendance data will be analyzed on a monthly basis - considering enrollment/participation in the District funded programs.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct an Environmental Scan</td>
<td>Students, staff, and parents will complete surveys outlining the perceived needs of social/emotional programming.</td>
<td>11/04/2016 - 01/09/2017</td>
<td>Counseling Corp Grant</td>
<td>Consultants and Counselors</td>
<td>In Progress</td>
</tr>
<tr>
<td>Effectively utilize District resources that will enhance attendance.</td>
<td>Implement protocols that will increase the effectiveness of Truancy, CYC/Americorp, Addiction Counseling, and Why Try.</td>
<td>11/07/2016 - 05/22/2017</td>
<td>District Resources - Truancy, CYC/Americorp, Addiction Counseling, and Why Try.</td>
<td>Counselors</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**MTSS Structure Development**

**Describe what will success look like:** The Leadership Team will examine current MTSS structures, analyze ways to improve existing structures, and outline systemic structures for implementation.

**Associated Root Causes:**

**Inadequate Academic Supports for All Students:**
A continuum of layered supports for all students to increase academic performance and motivation is limited.

**Implementation Benchmarks Associated with Major Improvement Strategy**
### Action Steps Associated with Major Improvement Strategy

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine Current Practices</td>
<td>The Leadership Team took an assessment to examine current MTSS practices.</td>
<td>09/12/2016 - 11/18/2016</td>
<td>Leadership Team Time Data for Analysis, Monitoring System</td>
<td>Leadership Team</td>
<td>In Progress</td>
</tr>
<tr>
<td>Training for MTSS Structure Development and Implementation</td>
<td>Administrators will participate in training during ADCO to increase effectiveness of MTSS development and implementation.</td>
<td>10/05/2016 - 05/29/2017</td>
<td>ADCO Training Time</td>
<td>Administrators</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

### Progress Monitoring: Student Target Setting

#### Priority Performance Challenge : SAT Writing and Language Performance

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:** W

<table>
<thead>
<tr>
<th>ANNUAL PERFORMANCE TARGETS</th>
<th>2016-2017: The average Writing and Language SAT/ACT score - reading, find mistakes/weaknesses, and fix them - for all students will increase from 420-450.</th>
<th>2017-2018:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERIM MEASURES FOR 2016-2017:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE INDICATOR:</td>
<td>Postsecondary &amp; Workforce Readiness</td>
<td></td>
</tr>
<tr>
<td>MEASURES / METRICS:</td>
<td>Mean CO ACT</td>
<td></td>
</tr>
<tr>
<td><strong>ANNUAL PERFORMANCE TARGETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017:</td>
<td>The overall composite ACT/SAT score for Hispanic students will increase from 17.9 (850) to 20.4 (950) (state average.</td>
<td></td>
</tr>
<tr>
<td>2017-2018:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERIM MEASURES FOR 2016-2017:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority Performance Challenge : Writing Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE INDICATOR:</td>
<td>Academic Growth</td>
<td></td>
</tr>
<tr>
<td>MEASURES / METRICS:</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td><strong>ANNUAL PERFORMANCE TARGETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017:</td>
<td>Students scoring proficient or advanced on the final District's Quarterly Writing Assessment will increase from 11% (Spring 2016) to 50% (Spring 2017).</td>
<td></td>
</tr>
<tr>
<td>2017-2018:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERIM MEASURES FOR 2016-2017:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority Performance Challenge : Average Daily Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERFORMANCE INDICATOR:</td>
<td>Student Engagement</td>
<td></td>
</tr>
<tr>
<td>MEASURES / METRICS:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNUAL PERFORMANCE TARGETS

2016-2017:
The Average Daily Attendance will increase from 74.5% (2016) to 86% (2017).

2017-2018:

INTERIM MEASURES FOR 2016-2017:

Priority Performance Challenge: Performance Gaps