

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0458 School Name: WEST HIGH SCHOOL

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	30.0%	28.8%	Does Not Meet	
		Math	33.5%	30.5%	4.7%	5.1%	Does Not Meet	
		Writing	50.0%	49.6%	9.7%	10.8%	Does Not Meet	
		Science	50.0%	50.0%	11.8%	10.5%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: Available in final report in November			% of targets met by School: Available in Nov** 40%		Reading	NO
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	77	45/55	Median SGP: 56	Meets		
		Math	99	45/55	Median SGP: 45	Approaching		
		Writing	97	45/55	Median SGP: 49	Approaching		

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		Median student growth percentiles for all disaggregated groups were met in reading.		Overall Rating for Growth Gaps: Reading: Meets Approaching
	Graduation Rate Expectation: 80% or above	80% or above		50.9%		Does Not Meet
Post Secondary Readiness	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	Approaching
		5.09%	5.74%	7.7%	10.1%	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	Does Not Meet
		19	20	15.1	15.1	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

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	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	NO
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	Yes, our school received an Expedited Review during the 2008-09 school year.
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.	NO

Improvement Plan Information

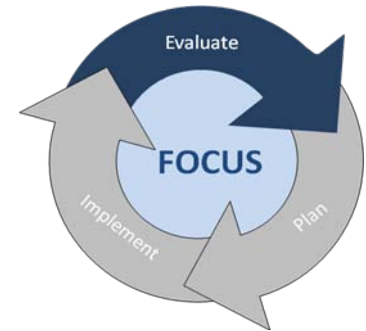
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jorge I. Loera - Principal
	Email	Jorge_loera@dpsk12.org
	Phone	720-423-5320
	Mailing Address	951 Elati Street, Denver, Colorado 80204
2	Name and Title	Erin M. Mack – Assistant Principal
	Email	Erin_Mack@dpsk12.org
	Phone	720-423-5335
	Mailing Address	951 Elati Street, Denver, Colorado 80204

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify

areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
<p>Academic Achievement (Status)</p>	<ul style="list-style-type: none"> Reading: 2008 - 26%; 2009 - 31%; 2010 - 31%. The school's overall percentage of students scoring proficient or advanced on CSAP Reading has not exceeded 31% in the last three years. Math: 2008 - 6%; 2009 - 3%; 2010 - 4%. The school's overall percentage of students scoring proficient or advanced on CSAP Math has not exceeded 6% in the last three years. Writing: 2008 - 10%; 2009 - 11%; 2010 - 10%. The school's overall percentage of students scoring proficient or advanced on CSAP Writing has not exceeded 11% in the last three years. Science: 2008 - 9%; 2009 - 8%; 2010 - 11%. The school's overall percentage of students scoring proficient or advanced 	<p>The school's overall percentage of students scoring proficient or advanced on CSAP Reading has not exceeded 31% in the last three years.</p> <p>Teachers have not looked closely at priority frameworks or individual standards that seem to affect the majority of our students. No clear intervention steps have been in place</p>	<ul style="list-style-type: none"> There have been no systems in place to offer interventions to students who are three or more years behind. Curriculum has been implemented inconsistently across classrooms; there has been no system put into place for teachers to plan collaboratively. Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas.

✓ **STRENGTH:** CSAP data are analyzed for a three year period, 2008-2010.

✓ **STRENGTH:** The school team reviewed the performance summary provided in the SPF report and specified where the school did not meet local, state and/or federal performance expectations.

✓ **STRENGTH:** Identifies at least one root cause for each priority need and specified causes the school could control.

? **AREA FOR IMPROVEMENT:** No additional performance data, such as writing samples, end of unit tests, or districts assessments, are used in the analysis of significant trends.

? **AREA FOR IMPROVEMENT:** “Teachers have not looked closely at priority frameworks or individual standards that seem to affect the majority of our students.” and “No clear intervention steps have been in place to insure academic progress.” are root causes, not priority needs.

	<p>on CSAP Science has not exceeded 11% in the last three years.</p> <ul style="list-style-type: none"> • AYP – For Hispanic students and ELLs, consistent low performance in mathematics with only 6% proficient or above for 07-08 through 09-10. 	<p>to insure academic progress.</p>	<p>✓ STRENGTH: Priority disaggregated groups are identified for Academic Growth Gaps based on analysis of performance trends. (e.g., “Black students have an average of 11.1% gap decline in writing.”).</p>
<p>Academic Growth</p>	<p>✓ STRENGTH: Needs are identified over a three-year period and at a more detailed level than presented in the SPF report.</p> <p>Reading: Above 55th percentile and stable.</p> <p>Writing: Median Growth Percentile: 46th percentile 07-08; 40th percentile 08-09; 49th percentile in 09-10.</p> <p>Math: Median Growth Percentile: 50 percentile 07-08; 42nd percentile in 08-09; 46th percentile in 09-10.</p> <p>The school's overall Median Growth Percentile in Math has not exceeded 50 for the last three years.</p>	<p>The school's overall Median Growth Percentile in Math has not exceeded 50 for the last three years.</p> <p>Black students have an average of 11.1% gap decline in writing.</p> <p>Hispanic students have an average of 1.9% gap decline in writing.</p> <p>Black students have an average of 1.05% gap decline in math.</p> <p>Hispanic students have an average of 1.4% gap in mathematics.</p>	<p>✓ STRENGTH: Identifies broad, systemic root causes designed to address multiple academic areas.</p> <ul style="list-style-type: none"> • Teachers have not analyzed data purposefully; there have been no structures in place for teachers to meet in purposeful data teams centered around high priority CSAP frameworks and school-wide areas for growth. • Curriculum has been implemented inconsistently across classrooms; there has been no system put into place for teachers to plan collaboratively. • Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas.
<p>Academic Growth Gaps</p>	<p>Math, Reading, Writing, and Science: Persistent Large gaps in growth between all subgroups over the last three years.</p> <p>The ELL subgroup Gaps Change for 9th grade has not exceeded 3% in the last three years.</p>	<p>The ELL subgroup Gaps Change for 9th grade has not exceeded 3% in the last three years.</p> <p>Black students have</p>	<ul style="list-style-type: none"> • ELL/ELA students have not been properly identified and placed in appropriate ELA courses to address academic needs. • Teachers have not been designated as ELA-E in all content core classes to receive appropriate training to work with ELA students.

? **AREA FOR IMPROVEMENT:** An identified root cause is “ELL/ELA students have not been properly identified and placed in appropriate ELA courses to address academic needs.” If this is indeed a valid root cause, the school is not operating within federal regulations. Action Plan steps should specifically address this root cause and include the development of a plan to properly identify students (based on the Home Language Survey, CELA Placement Test, and school/district-developed body of evidence) and to provide adequate services.

<p>✓ STRENGTH: Needs are identified over a three-year period and at a more detailed level than presented in the SPF report.</p>		<p>an average of 11.1% gap decline in writing. Hispanic students have an average of 1.9% gap decline in writing.</p> <p>Black students have an average of 1.05% gap decline in math. Hispanic students have an average of 1.4% gap in mathematics.</p>	<p>? AREA FOR IMPROVEMENT: For most of the performance indicators, the trend is repeated (e.g., "...has not exceeded 3% in the last three years...") and priority needs are not identified. Priority needs should be student academic challenges, such as the persistent low performance of all subgroups.</p>
<p>Post Secondary Readiness</p>	<p><u>Graduation Rate:</u> 50.9% <u>Dropout Rate:</u> 10.1% <u>ACT Composite Scores:</u> 2008: 14.9; 2009: 15.3; 2010: 15.3. The number of students who have scored 20+ on the ACT composite score has not met district/state targets of 20 for the last three years.</p>	<p>The number of students who have scored 20+ on the ACT composite score has not met district/state targets of 20 for the last three years.</p> <p>Our focus is in math and English sections because these scores allow our students to place into college level math and English courses which are generally prerequisites for many other courses.</p>	<ul style="list-style-type: none"> • There has been no system put into place to allow teachers to examine the ACT thoroughly and to plan backward (UbD) from ACT. • There has been no system to discuss to analyze ACT data. • Test preparation (during CSAP week in March) begins in too close proximity to actual test date in April.

? AREA FOR IMPROVEMENT: UIP might be strengthened by inclusion of analysis of multiple types of data and relevant local performance data, including that of 11th and 12th grade students. This would allow the school to determine whether the trends were consistent across all four years and whether identified trends pertain to all grades.

? AREA FOR IMPROVEMENT: Because priority needs (student performance challenges) are not clearly or consistently identified, priority needs do not describe the strategic focus for the school.

? AREA FOR IMPROVEMENT: Identifies at least eight root causes. In order to focus efforts and create meaningful change, CDE encourages schools to identify no more than three or four root causes.

✓ **STRENGTH:** Reviewed the performance summary provided in the School Performance Framework (SPF) report and specified where the school did not meet local, state and/or federal performance expectations.

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school? → **Root Cause Analysis:** Why do we think our school's performance is what it is? → **Verification of Root Cause:** What evidence do you have for your conclusions?

Narrative:

Trend and Priority Needs

After attending district training and consulting with a variety of district staff members, we considered three years of data related to academic performance needs. The data include state CSAP measures.

Missed Targets: CSAP: Our scores on CSAP math (4% proficient and advanced), reading (31% proficient and advanced) and writing (10% proficient and advanced) are all below the state average. In mathematics our scores increased marginally (1%) in reading our scores stabilized and in writing our scores declined slightly (1%). Though there were some minor changes both for the positive and the negative, the change in the number of overall students scoring proficient or advanced suggests stagnation has occurred across the board.

	2008	2009	2010
Math	6%	3%	4%
Reading	26%	31%	31%
Writing	10%	11%	10%

3 year results for grades 9 and 10. Below state averages and stagnant.

Growth Summary:

Our students met the state median growth percentile in reading but were approaching in both writing and mathematics. In reading, 40.35% met catch up, as opposed to math where 5.72% were on track to make higher gains. In the keep up category, 74.74% of students were on track as opposed to 21.43% in math.

AYP Data:

Our school data demonstrates that our performance on AYP in reading has been inconsistent; however, across all 3 years English Language Learners (who represent 56.5% of our 9th and 10th graders) have not met AYP Targets.

Our AYP data in math demonstrates that we have not made AYP targets for any subgroup over the past 3 years. For this reason, we have chosen math as an area of focus.

✓ **STRENGTH:** Although the direction of performance trends is not clearly specified (scores overall were flat), the Data Narrative clearly states the trend: (e.g., "... the change in the number of overall students scoring proficient or advanced suggests stagnation has occurred across the board.").

✓ **STRENGTH:** Describes significant trends and priority needs for each area.

Math	2007-2008	2008-2009	2009-2010 (Preliminary)
School	No	No	No
Hispanic	No	No	No
FREL	No	No	No
Disabled	No	No	No
LEP	No	No	No

Reading	2007-2008	2008-2009	2009-2010 (Preliminary)
School	Yes	No	Yes
Hispanic	Yes	No	Yes
FREL	Yes	No	Yes
Disabled	No	No	Yes
LEP	No	No	Yes

Post Secondary Readiness Data:

Our ACT scores are below the state average and remain stable.

✓ **STRENGTH:** Describes the root causes of performance challenges for each priority need that has been identified.

2008	14.9
2009	15.1
2010	15.1

Root Cause:

When engaging in root cause analysis, we noted several items that have impacted student achievement across the board in our building. The majority of these areas of focus will result in the creation and implementation of school-wide systems.

For example, our reading scores, at 31% lag, behind state averages. After examining several data points, including the Scholastic Reading Inventory, we determined that one of the root causes of this gap is the fact that many of our students come to us reading three or more years below grade level; until presently, we have had no systems or reading interventions in place to address this reality. Additionally, though data teams have existed on some level over the past 3 years, teachers' participation in them has been sporadic and their focus has been scattered. On a systems level, we have not been examining the areas where our students require support and addressing them with research-based instructional strategies. Next, though several teachers in the English department students' exceeded CSAP growth expectations and we believe our teachers are all capable of high-quality instruction, we have observed (via lesson plans and classroom observations) that instruction is inconsistent between classrooms. Finally, after working on curricular alignment this summer, it was noted by all participants that without careful selection of activities and assessments, our current curriculum does not align with CSAP.

In mathematics, where our CSAP growth has not met the requirements for AYP and where our scores lag behind the state average at 5% overall proficiency, we noted many of the same structural errors. Teachers have not been given time or structures to meet in purposeful data teams, to align their curriculum vertically to the state standards (though they did this summer) or to plan together to ensure consistency and high rigor between classrooms.

✓ **STRENGTH:** Analyzes multiple types of data (the Scholastic Reading Inventory, collections of sample lesson plans, data team attendance and classroom observations) in the identification of root causes.
 ✓ **STRENGTH:** Utilizes additional performance data (Scholastic Reading Inventory) in the analysis of significant trends for reading.

With such a large percentage of English Language Learners at West, it is a glaring concern that our students have not met AYP and are not closing the gap. Upon investigation and research into school data around ELLs and teacher certification data, we have identified two root causes. The first root cause is that although our ELL students have technically been placed in the right courses, many of them would be a better fit in a block class with a unique curriculum that has been dedicated to the needs of ELLs. Additionally, we believe that all of our teachers may need some additional professional development in supporting the needs of our student body, many of whom have been identified as ELLs at some point in their educational careers.

Finally, with respect to the ACT, we have noted that we have never, in the past, engaged the faculty in professional development about the content and the expectations of the ACT. Additionally, we have not put a priority on administering a practice exam to our students or on examining student ACT data. We surmise that if the majority of our teachers from 9-12th grade have not engaged with the content on the ACT, they have not (by no fault of their own) been preparing students for what they will encounter. Lastly, on a school level, we have not prepared our students adequately for ACT as we do not require students to attend study sessions, and those that are held do not occur until March (which may be too close to the actual test date for any meaningful remediation to occur).

? **AREA FOR IMPROVEMENT:** The process used to prioritize performance challenges and identify root causes might be more fully described.

? **AREA FOR IMPROVEMENT:** Although the Data Narrative indicates that collections of sample lesson plans, data team attendance and classroom observations were utilized, no analyses of these data are provided.

Verification of Root Cause

As was mentioned in the narrative, many forms of data were used to confirm our root causes. As an administrative team, collections of sample lesson plans, data team attendance and classroom observations have confirmed our root causes.

✓ **STRENGTH:** Includes the Collaborative School Committee, and the Education Collaborative in data analysis and plan development.

Stakeholder Involvement

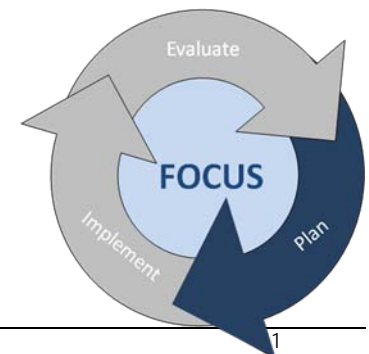
Our school has worked collaboratively with many stakeholders to ensure we address all performance challenges and root causes in the upcoming years. First, we have worked closely with our Collaborative School Committee to ensure we have the appropriate funding and personnel to help address our areas of concerns. Second, DPS has begun a community effort to develop a plan to bring dramatic improvements to West High School. The West Denver Equitable Education Collaborative (WDEEC) is led by two community members in an effort help bring change not only to West High School but to establish a stronger middle-years program to feed into West High School. Lastly, a new principal was hired for the 2011-12 school year to help bring in a new academic program that will help in strengthening the academic progress of West High School. This new principal was hired by a School Principal Advisory Committee composed of teachers, staff members, parents, and community members.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III



(data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	88.46% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

Performance Indicators	Measures/ Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies	
		2010-11	2011-12			
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	<p>By the end of 2010-2011 school year, 35% of the students will score proficient or advanced overall on Reading CSAP. There will be 10 percentage point increase in the percent of students scoring proficient or above on Standard 1D (Inference).</p> <p>Grade 09: 27% to 35% in reading Grade 10: 36% to 40% in Reading Grade 09: 11% to 20% in Writing Grade 10: 9% to 18% in Writing; Grade 9: 5% to 10% in Math Grade 10: 3% to 10% in Math</p>	<p>By the end of 2011-2012 school year, 40% of all students will score proficient or advanced overall on Reading CSAP. There will be 10 percentage point increase in the percent of students scoring proficient or above on Standard 1D (Inference).</p> <p>Grade 09: 35% to 40% in reading (Yr. 3 = 50%, Yr. 4 = 60%, Yr. 5 = 70%) Grade 10: 40% to 45% in Reading (Yr. 3 = 55%, Yr. 4 = 65%, Yr. 5 = 75%) Grade 09: 20% to 28% in Writing (Yr. 3 = 36%, Yr. 4 = 44%, Yr. 5 = 52%) Grade 10: 18% to 25% in Writing (Yr. 3 = 35%, Yr. 4 = 45%, Yr. 5 = 55%) Grade 9: 10% to 15% in</p>	<ul style="list-style-type: none"> 3 Predictive Acuity Tests will be administered in Sept., Nov. and Jan. to analyze CSAP Readiness in Reading. One Diagnostic Acuity Test will be given in Feb. to also analyze CSAP Readiness. Multiple SRI tests will be administered every 6-weeks starting in Sept. to measure students reading level. Teacher-made assessments will be administered every 5-weeks starting in October to measure students' proficiency on Standard 1d. 	<ul style="list-style-type: none"> Data cycles once a week during common planning time to align vertically and address high priority frameworks. Teachers will receive UbD professional development to look at units, create assessments, and look at data to modify instruction. A tier-intervention system will be implemented where students can be identified and placed in appropriate reading levels.
			<p>By the end of 2010-2011 school year, 35% of the students will score proficient or advanced overall on Reading CSAP. There will be 10 percentage point increase in the percent of students scoring proficient or above on Standard 1D (Inference).</p>			

✓ **STRENGTH:** Establishes specific, actionable targets at the grade level (e.g., "Grade 09: 27% to 35% in reading") and disaggregated group level (e.g., "By the end of the 2010-11 school year, the ELL subgroup will meet SPF growth expectations with a MGP of 50.")

? **AREA FOR IMPROVEMENT:** The metrics associated with each interim measure (e.g., Acuity subscale proficiency scores) are not specified.

✓ **STRENGTH:** Interim measures are provided for each annual target.
 ✓ **STRENGTH:** The frequency of each Interim measure, each of which were to be administered/scored/reported more than once during the school year, is provided.

? AREA FOR IMPROVEMENT: Both CSAP Status (percentage of student proficient and advanced) and CSAP AYP targets should be provided for Reading and Math. Only CSAP Status targets are established for Reading ("By the end of 2010-2011 school year, 35% of the students will score proficient or advanced overall on Reading CSAP") and only CSAP AYP targets are established for Math. ("By the end of the 2010-11 school year, the ELL (LEP) subgroup will meet Safe Harbor in Math by equaling or being higher than the percentage of students scoring unsatisfactory/No Score set by the State.")

			Math (Yr. 3 = 23%, Yr. 4 = 31%, Yr. 5 = 39%) Grade 10: 10% to 15% in Math (Yr. 3 = 23%, Yr. 4 = 31%, Yr. 5 = 39%)		
	M	By the end of the 2010-11 school year, the ELL (LEP) subgroup will meet Safe Harbor in Math by equaling or being higher than the percentage of students scoring unsatisfactory/No Score set by the State. LEP Safe Harbor Target from 68.49% to 70.00%	By the end of the 2011-12 school year, the ELL (LEP) subgroup will meet Safe Harbor in Math by equaling or being higher than the percentage of students scoring unsatisfactory/No Score set by the State. LEP Safe Harbor Target from 70.00% to 72.00%	<ul style="list-style-type: none"> 3 Predictive Acuity Tests will be administered in Sept., Nov. and Jan. to analyze CSAP Readiness in Math. One Diagnostic Acuity Test will be given in Feb. to also analyze CSAP Readiness. Teacher-made assessments will be administered every 5-weeks starting in October to measure students' proficiency on various high priority frameworks. 	<ul style="list-style-type: none"> Data cycles once a week during common planning time to align vertically and address high priority frameworks. Teachers will receive UbD professional development to look at units, create assessments, and look at data to modify instruction.
	M	By the end of the 2010-11 school year, the Median Student Growth Percentile in Math will be 50. 09 Grade Math Median from 46 to 50 10 Grade Math Median from 46 to 50	By the end of the 2011-12 school year, the Median Student Growth Percentile in Math will be 55. 09 Grade Math Median from 50 to 55 (Yr. 3 = 57, Yr. 4 = 59, Yr. 5 = 61) 10 Grade Math Median from 50 to 55 (Yr. 3 = 57, Yr. 4 = 59, Yr. 5 = 61)	<ul style="list-style-type: none"> 3 Predictive Acuity Tests will be administered in Sept., Nov. and Jan. to analyze CSAP Readiness in Math. One Diagnostic Acuity Test will be given in Feb. to also analyze CSAP Readiness. 	<ul style="list-style-type: none"> Data cycles once a week during common planning time to align vertically and address high priority frameworks. Teachers will receive UbD professional development to

? AREA FOR IMPROVEMENT: The targets for increasing performance over time might not be set sufficiently high in order to, at a minimum, result in the school meeting state expectations within five years.

✓ **STRENGTH:** The Major Improvement Strategies describe an over-all research-based approach and identify the specific change in practice that is to result from the action steps. (e.g., "Teachers will receive UbD professional development to look at units, create assessments, and look at data to modify instruction.")

					<ul style="list-style-type: none"> Teacher-made assessments will be administered every 5-weeks starting in October to measure students' proficiency on various high priority frameworks. 	<p>look at units, create assessments, and look at data to modify instruction.</p>
Academic Growth Gaps	Median Student Growth Percentile	R				
		M	By the end of the 2010-11 school year, the ELL subgroup will meet SPF growth expectations with a MGP of 50.	By the end of the 2011-12 school year, the ELL subgroup will meet SPF growth expectations with a MGP of 55. (Yr. 3 = 57, Yr. 4 = 59, Yr. 5 = 61)	<ul style="list-style-type: none"> 3 Predictive Acuity Tests will be administered in Sept., Nov. and Jan. to analyze CSAP Readiness in Math. One Diagnostic Acuity Test will be given in Feb. to also analyze CSAP Readiness. Teacher-made assessments will be administered every 5-weeks starting in October to measure students' proficiency on various high priority frameworks. 	<ul style="list-style-type: none"> All content teachers will be ELA-E designated to receive appropriate training. ELA data will be reviewed and sections will be created to place students in appropriate ELA language arts classes.
		W	By the end of the 2010-11 school year, the ELL subgroup will meet SPF growth expectations with a MGP of 55	By the end of the 2011-12 school year, the ELL subgroup will meet SPF growth expectations with a MGP of 60. (Yr. 3 = 65, Yr. 4 = 70, Yr. 5 = 75)	Same as above	Same as above
Post	Mean ACT		By the end of the 2010-11	By the end of the 2011-12	<ul style="list-style-type: none"> There will be a 	<ul style="list-style-type: none"> Data cycles around

Secondary & Workforce Readiness		school year, the Mean Act Composite Score will be 16 with 20 students scoring 20+.	school year, the Mean Act Composite Score will be 17 (Yr. 3 = 18, Yr. 4 = 19, Yr. 5 = 20) with 25 or more students scoring 20+ each year.	<p>practice ACT for all juniors on Oct. 14th.</p> <ul style="list-style-type: none"> • A consultant group working with Zapping the ACT will be instructing our teachers and students on taking the ACT test. • Upper level math and language arts teachers will be giving assessments every 5 weeks targeting ACT's High Priority Frameworks 	<p>ACT to identify High Priority Frameworks.</p> <ul style="list-style-type: none"> • Administrators need training around ACT data analysis. • ACT preparedness can be integrated into Learning Calendars.

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Data cycles once a week during common planning time to align vertically and address high priority frameworks. Teachers will receive UbD professional development to look at units, create assessments, and look at data to modify instruction. A tier-intervention system will be implemented where students can be identified and placed in appropriate reading levels.

Root Cause(s) Addressed: Curriculum has been implemented inconsistently across classrooms; there has been no system put into place for teachers to plan collaboratively. Rigor has been inconsistent across classrooms; there has been no vertical alignment in core content areas. There have been no systems in place to offer interventions to students who are three or more years behind grade level.

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

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant

Title I school-wide or targeted assistance plan requirements

School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Teachers participate weekly by departments in data cycles. Data cycles focus on increasing student proficiency on CSAP high priority frameworks.	Sept. 2010 through May 2011.	Administrators, all language arts teachers, Humanities Facilitator	Teachers give one hour a week to meet.	Monthly data cycles will show an increase on student achievement on Standard 1d.
Teachers participate in a monthly professional development session on Understanding by Design and work toward creating their own unit plan using the principals from this book.	Sept. 2010 through May 2011.	Teacher Effectiveness Coaches, Humanities Facilitator, AP	Understanding By Design books (Title I ARRA Funds) - \$5,000	Teachers turn in monthly template from UbD workbook to demonstrate progress towards a complete unit plan. By the end of the year each teacher will have a complete unit plan.
Students who enter at the 9 th grade level who are at or below partially proficient will be identified using previous school year's CSAP data and current assessments given at the beginning of the school year. Once identified, a tier-intervention system has been designed and implemented where students can be identified and placed in appropriate reading levels to meet all students' needs. Students were and will continue to be assessed using a battery of tests that address all components of literacy. All data points will be analyzed and students will be placed in intervention classes that best meet their needs (gaps). At the end of 1 st semester, students will be assessed using the same battery and will be moved into appropriate interventions accordingly. Beginning second semester students in all courses will be assessed and progress monitored using AIMSweb and other in-school assessments such as Wilson System, Spellography, and Reading Advantage.	Aug. 2010 through May 2011	Three Special Educations Teachers, one language arts teacher, and one intervention teacher.	Wilson System - \$1000 Spellography student and teacher guides - \$1000 Reading Advantage system - \$1000 Title I Funding - \$3000 A teacher has been hired to offer extra support around literacy - \$66,000	Progress monitoring students three times: August baseline, mid-year monitoring, and end-of-year growth.

✓ **STRENGTH:** Personnel responsible for implementing the action steps are identified.

? **AREA FOR IMPROVEMENT:** Implementation benchmarks specify what is to be measured, but do not identify when or by whom data will be collected, analyzed, and interpreted. Analyzing and interpreting implementation benchmarks would allow staff to make adjustments to action steps to increase their effectiveness.

✓ **STRENGTH:** The action steps describe the specific steps that school personnel are to take to implement the major improvement strategy.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: All content teachers will be ELA-E designated to receive appropriate training. ELA data will be reviewed and sections will be created to place students in appropriate ELA language arts classes.

Root Cause(s) Addressed: Teachers have not been designated as ELA-E in all content core classes to receive appropriate training to work with ELA students. ELL/ELA students have not been properly identified and placed in appropriate ELA courses to address academic needs.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school-wide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
All content core teachers have been designated as ELA-E by the principal. Not only will teachers participate in ELA coursework, but they will also be given release days to work with our University of Denver English Language Acquisition Partner, Kathy Bougher. Kathy will form a professional Learning Community around these courses and their implementation at West to include group work on course assignments, lectures and mini-lessons as well as learning labs.	Aug. 2010	All core content teachers, Kathy Bougher, and Administration	District provided ELA courses through UCD. The school will pay for substitutes - \$3,000 for the entire year	As of Aug. 2010 designated teachers will have two school years to complete all necessary ELA courses. The district will notify administration of completion.
<p>? AREA FOR IMPROVEMENT: More detailed action steps might allow the school to determine the degree to which the Major Improvement Strategies are being implemented effectively enough to improve academic achievement. For example, how frequently will ELA coursework be offered? What skills does the school want to ensure teachers have acquired? How will implementation of course strategies be supported and monitored?</p>				
Data will be reviewed monthly by the ISA team to ensure proper documentation and placement for each student. The ISA team analyzed and continues to analyze student data as it is provided. The analysis of this data and our meetings with our ELA partner, Kathy Bougher, led us to create specific courses to meet the needs of our ELA students. Kathy works in close partnership with our ELA instructor to ensure our students are receiving targeted, high-quality instruction.	Sept. 2010 through May 2011	ISA team members	Star Curriculum to address different levels (Title I ARRA funds) - \$2,000 for curriculum	Tracking via the STAR program on a monthly basis.
<p>? AREA FOR IMPROVEMENT: Since the UIP is a public document, it might be helpful to provide more detailed explanations of key programs such as the Star Curriculum for ELLs.</p>				

? AREA FOR IMPROVEMENT: Although some of the costs for the action steps are identified, the overall costs and source of the funding are not consistently provided.

Major Improvement Strategy #3: Increase student preparedness on the ACT by changing and supplementing instructional practices (based on ACT data teams), providing ACT tutoring after school, requiring all juniors to attend a research validated ACT Boot camp during CSAP week.

Root Cause(s) Addressed: There has been no system put into place to allow teachers to examine the ACT thoroughly and to plan backward (UbD) from ACT. There has been no system to discuss to analyze ACT data. Test preparation (during CSAP week in March) begins in too close proximity to actual test date in April.

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

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school-wide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Professional Development on Nov. 17 th will focus on ACT overview where each department will focus on High Priority Frameworks respectively.	Nov. 17, 2010 and ongoing through April 2011.	All content core teachers, administration, TECs, Humanities Facilitator	½ day is spent working with teachers	Nov. 17, 2010 will be an all-day professional development. Exit tickets identifying priority frameworks for each content area of ACT.
Upper grade level teachers will focus on identifying ACT high priority frameworks in their content units through data cycles weekly.	Oct. 2010 through April 2011.	All content core teachers, administrations, and TECs.	One hour per week	Five-week data cycles addressing high priority frameworks in current units being taught. Assessments will be given at the end of each 5-weeks to assess comprehension.
11 th graders participate in after-school tutoring one day a week for 1 1/2 hours to help with ACT support. ACT Boot camp will be required for all 11 th graders in March during the CSAP testing window.	Jan. 18 th 2011 through April 22 nd 2011.	11 th Graders, Counselors, Zapping the ACT Instructor, Three teachers	100 students X \$90 = \$9000 for testing materials and support (Title I ARRA funds) Teacher paid \$100 per study session on Tuesdays	The Practice ACT in Oct. 2010 will be compared to the results from the boot camp results in March.
Teachers will incorporate ACT skills and competencies into their learning calendars (curriculum sequence) for second semester.	November 2010-May 2011	All content core teachers	Extra duty pay is offered at \$33/hr for curriculum development	Teachers will complete learning calendars by December 17, 2010.

Major Improvement Strategy #4: West High school administration and faculty will work collaboratively with parents to increase parent/community participation in our overall goal to increase student academic achievement and attendance.

Root Cause(s) Addressed: There has been an unequal effort to involve both monolingual English-speaking and monolingual Spanish-speaking parents to support our school's academic efforts. There have been no consistent programs/trainings presented to parents on how to empower them as parents and define their role with promoting academic success for their students.

Title I Accountability Provision #1: Parent Involvement/Communication

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school-wide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Work collaboratively with the district's Parent Engagement Office to help structure and guide our own PAC and PLT group.	Sept. 2010 through May 2011	Administration, Patsy Roybal, Kate Diaz, Parents.	General Fund, Title 1 Funds, Parent Grants from District. - \$5,000	Bi-monthly parent meetings on the 2 nd and 4 th Tuesday of each month.
Monthly Parent Leadership Team (PLT) meetings to plan the Parent Advisory Council Meetings.	Sept. 2010 through May 2011	Administration, Kate Diaz, Parents.	General Fund, Title 1, Parent Grant from District. \$5000	Monthly PLT meetings on the 2 nd Tuesday of each month.
Monthly Parent Advisory Council (PAC) Meetings to involve the greater portion of the parent community.	Sept. 2010 through May 2011	Administration, Kate Diaz, Parents.	General Fund, Title 1, Parent Grant from District. \$5,000	Monthly PAC meetings on the 4 th Tuesday of each month.
Provide trainings and workshops once a month on how to empower parents in supporting their children at school and home.	Sept. 2010 through May 2011	Administration, Kate Diaz, Patsy Roybal, Parents.	General Fund, Title 1, Parent Grant from District. \$5,000	Once a month on the 4 th Tuesday of each month.

? AREA FOR IMPROVEMENT: Although a broad timeline is provided (e.g., "Sept. 2010 through May 2011"), a more specific month-by-month timeline might allow school staff to more closely monitor whether the action steps are making the desired difference in student achievement.

Major Improvement Strategy #5: West High school administration will work collaboratively with Human Resources to make sure all our teachers are highly qualified to teach in their respective content.

Root Cause(s) Addressed: In the past teachers were not monitored regularly to make sure they are currently highly qualified or working on becoming highly qualified to teach in their respective content area under the No Child Left Behind criteria.

Title I Accountability Provision #2: Teacher Qualifications

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I school-wide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Administration will work collaboratively with HR to monitor certification of all teachers to ensure that all are highly qualified.	Summer 2010 through May 2011	Administration, Human Resources, and CSC	General Fund, Title 1 Funds,	95% of the core program, Title I, and special education teachers are highly-qualified. 5% are in progress of becoming highly-qualified through district and state induction programs.
Administration will work collaboratively with the ELA department and UCD representatives to ensure all designated ELA teachers are highly qualified within two years from the designation date.	Summer 2010 through May 2012	Administration, HR, ELA Department, and Kathy Bougher from UCD	General Fund, and Title 1, \$3000 for substitutes	Content Core Teachers have all been designated. Letters have been given to all teachers about completing their courses in a timely manner. Three dates have been reserved for UCD to work collaboratively with our designated teachers to get assistance with the course work.
Administration will work collaboratively with Human Resources to attract and maintain highly-qualified teachers by: a. Attending job fairs b. Assigning a mentor to all new teachers in the school	Summer 2010 through May 2011	Administration, Human Resources, and CSC	General Fund, Title 1 Funds, District funds to pay mentors - \$500 for stipends to mentors	Our school will work on retaining all highly-qualified and passionate teachers who have had positive academic student growth on a yearly basis in all areas.