

**Colorado's Unified Improvement Plan for Schools for 2014-15**

Organization Code: 3110 District Name: JOHNSTOWN-MILLIKEN RE-5J School Code: 7490 School Name: ROOSEVELT HIGH SCHOOL Official 2014 SPF: 1 Year

**Section I: Summary Information about the School**

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

**Student Performance Measures for State and Federal Accountability**

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	73.33%	-	-	70.74%	Overall Rating for Academic Achievement: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	33.52%	-	-	33.87%	
		W	-	-	50%	-	-	55.53%	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: <b>Meets</b>  * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	16	-	-	50	
		M	-	-	91	-	-	52	
		W	-	-	49	-	-	56	
ELP	-	-	43	-	-	43			

**Student Performance Measures for State and Federal Accountability (cont.)**

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework 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 (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: <b>Approaching</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
<b>Postsecondary &amp; Workforce Readiness</b>	<p>Graduation Rate</p> <p><b>Expectation:</b> At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p><b>83.1%</b> using a 7 year grad rate</p>	<b>Meets</b>	<p>Overall Rating for Postsecondary &amp; Workforce Readiness: <b>Meets</b></p>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	<b>Approaching</b>	
	<p>Dropout Rate</p> <p><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	<b>3.6%</b>	<b>1.1%</b>	<b>Meets</b>	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	<b>20.0</b>	<b>18.7</b>	<b>Approaching</b>	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2015	The UIP is due to CDE for public posting on April 15, 2015 through Tracker. Some program level reviews will occur at this same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

**Section II: Improvement Plan Information**

**Additional Information about the School**

**Comprehensive Review and Selected Grant History**

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

**Improvement Plan Information**

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

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

1	Name and Title	Trevor Long, Principal
	Email	tlong@weldre5j.k12.co.us
	Phone	970-587-6000
	Mailing Address	616 N 2 <sup>nd</sup> St Johnstown CO 80534
2	Name and Title	Dr. Martin Foster, Superintendent
	Email	mfoster@weldre5j.k12.co.us
	Phone	970-587-6050

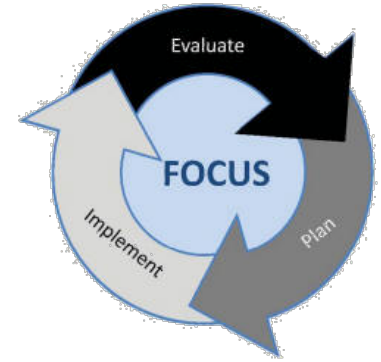
School Code: 7490

School Name: ROOSEVELT HIGH SCHOOL

	Mailing Address	110 S Centennial Drive Suite A Milliken CO 80543
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**Section III: Narrative on Data Analysis and Root Cause Identification**

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Data Narrative for School**

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

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p><b>Review Current Performance:</b> Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
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**Narrative:****The School and Stakeholders**

Roosevelt High School (RHS) is the lone high school in the Weld RE-5J Johnstown-Milliken School District. RHS has shown a steady increase in enrollment the last four years from 708 in 2008 to approaching 900 in 2014-15. The school is comprised of primarily two ethnicities, hispanic and white. The hispanic population of RHS in 2013-2014 was 35% of the school, while the white population made up the majority of the population with 62.3%.

As the communities of Johnstown and Milliken have grown, many young families have moved into the area. The subgroup numbers for Roosevelt high school are 5% ELL, 30 of students are FRL, 9% of the school is GT and 8% of the population is identified as Special Education.

The School Improvement Plan has been a collaborative effort amongst administration, teachers, paraprofessionals, parents and community. In order to get all of the pertinent parties on board we have had various meetings and opportunities for all parties to view last year's goals and results and make suggestions and ideas for improvements for this year's plan. Administrators, teachers, and paraprofessionals have met in staff meetings to discuss what are some of the positive trends they've seen and what they can see as areas to improve and ideas to help the improvement take place. Additionally, the leadership team has looked at areas across the school that can improve and has provided input and insight to improving in those areas through the improvement planning process.

**Planning for Success**

Over the past few years Roosevelt has implemented with success a variety of programs to benefit students. The Freshmen Academy is in its 5<sup>th</sup> year as a great transitional program for all incoming 9<sup>th</sup> graders. Additionally Roosevelt is in its 4<sup>th</sup> year of the A-Team, another program that creates leadership and collaboration amongst students.

Continual and regular support of the ELL teacher to the English language learners is necessary for supporting student growth. On going practice of sheltered English strategies will be a common practice for teachers to support student growth.

Over the last 5 years (2009-2014) RHS has experienced an up and down trend for adequate growth in math and reading. In 2012, all students participated in the progress monitoring program called Acuity. These results from Acuity were utilized to target student skills and push student growth using specific teaching strategies based on student need.

When looking at our subgroups (Students with Disabilities, ELL, Free and Reduced Lunch), all subgroups identified either achieved a Meets or Exceeds designation in reading, math, and writing. Only minority students scored an Approaching designation (54%) vs. (65%) in writing.

All 10<sup>th</sup> grade students at RHS have been required to complete the practice ACT test (PLAN) as a school requirement to increase student readiness and achievement on the ACT. Teachers have also utilized ACT data analysis to imbed preparation in content area classes. All students are also required to continue TCAP plans to develop graduation prep. Student evaluation and grade level credit status policies have been put into place to monitor and emphasize graduation requirements. RHS achieved an 81.2% five year graduation rate in 2012.

In 2014, RHS achieved a 18.7 mean ACT Composite score. We must continue to progress with our efforts to improve ACT scores as we strive to reach state averages.





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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2013-14 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading P & A is 58%	Reading was met with 70.74%	The past few years at Roosevelt have seen an uneven trend of upward and downward scores in both achievement and growth. The targets set for 2013-14 were based on the results of 2012-13, it seems as if as we've continued doing what we do the results continue to fluctuate on a yearly basis.
	Writing P & A is 60%	Writing was not met with 55.53%	
	Math P & A is 37%	Math was not met with 33.87%	
Academic Growth	Reading Growth Percentile 64	Reading MGP was 50, goal not met	
	Writing Growth Percentile 58	Writing MGP was 43, goal not met	
	Math Growth Percentile 63 ELP ACCESS Growth Percentile 56	Math MGP was 52, goal not met ACCESS MGP was 43, goal not met	
Academic Growth Gaps	All Subgroups make adequate Growth Percentile in Reading ,Writing and Math	FRL and Minority students made adequate growth in Reading. No other group made Adequate growth in any subject area	
Postsecondary & Workforce Readiness	Graduation Rate – At or above 80%	4 year graduation rate was met with 82.1%	
	ACT Composite Average at or above the state	ACT score was 18.7 which is below the state average of 20.0	

**Worksheet #2: Data Analysis**

**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
Academic Achievement (Status)	<p>Proficient and Advanced Reading and Writing. RHS has demonstrated an overall upward trend from 2010 to 2014. In 9<sup>th</sup> grade there was a significant increase from 2010 with 61% P&amp;A to 72% P&amp;A in 2012. In 2013 it dropped 2 percentage points to 70% and stayed flat in 2014 at 70%.</p> <p>10<sup>th</sup> Grade reading reached a 5 year high of 71% P&amp;A in 2014 after being erratic of drastically moving up and down in alternating years.</p> <p>The trend is listed below:</p> <p style="text-align: center;"><b>Proficient &amp; Advanced Reading</b></p> <table border="1" data-bbox="495 1068 1178 1279"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup> Reading</td> <td>61</td> <td>62</td> <td>72</td> <td>70</td> <td>70</td> </tr> <tr> <td>10<sup>th</sup> Reading</td> <td>66</td> <td>51</td> <td>69</td> <td>63</td> <td>71</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	9 <sup>th</sup> Reading	61	62	72	70	70	10 <sup>th</sup> Reading	66	51	69	63	71	Although the Reading/Writing 2014 Prof./Adv. scores shows success, the challenges include sustained efforts to keep level of instruction to meet student ability levels as they progress.	2014 Reading and Writing scores have demonstrated a lack of focus or an inconsistent way of supporting the instruction of reading and writing across all content areas.
	2010	2011	2012	2013	2014																
9 <sup>th</sup> Reading	61	62	72	70	70																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p style="text-align: center;"><b><u>Proficient &amp; Advanced Writing</u></b></p> <table border="1" data-bbox="495 456 1188 667"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup> Writing</td> <td>46</td> <td>53</td> <td>55</td> <td>57</td> <td>55</td> </tr> <tr> <td>10<sup>th</sup> Writing</td> <td>41</td> <td>41</td> <td>49</td> <td>50</td> <td>55</td> </tr> </tbody> </table> <p>Although the 5 year trend for CSAP/TCAP math scores have demonstrated a trend of stability and slight increases in our proficient and advanced scores, we have demonstrated a consistent trend for scoring below the state average for proficient and advanced.</p> <p style="text-align: center;"><b><u>Proficient &amp; Advanced Math</u></b></p> <table border="1" data-bbox="495 976 1188 1154"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup> Math</td> <td>32</td> <td>31</td> <td>32</td> <td>33</td> <td>37</td> </tr> <tr> <td>10<sup>th</sup> Math</td> <td>27</td> <td>23</td> <td>28</td> <td>27</td> <td>29</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	9 <sup>th</sup> Writing	46	53	55	57	55	10 <sup>th</sup> Writing	41	41	49	50	55		2010	2011	2012	2013	2014	9 <sup>th</sup> Math	32	31	32	33	37	10 <sup>th</sup> Math	27	23	28	27	29		
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Academic Growth	<p><b><u>Reading Growth Percentiles-Median Growth Percentiles</u></b></p> <table border="1" data-bbox="495 1360 1188 1409"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2010	2011	2012	2013	2014							Improve Reading Growth.	Inconsistent instructional focus for reading.																								
	2010	2011	2012	2013	2014																																		



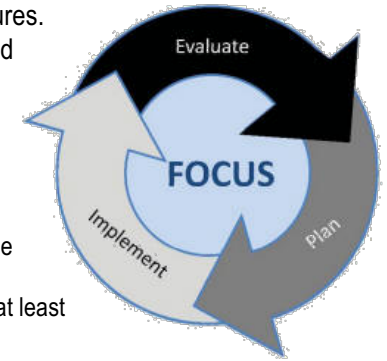
Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Difference	-8	-3	4	0	+7		
	<p>English Language Proficiency (ACCESS)</p> <p>English language learners saw a stable performance result in achievement for the area of academic growth. The median growth percentile was 36% (same at 2012) for the 1<sup>st</sup> year of testing using the ACCESS testing.</p>							
Academic Growth Gaps	<p>Students with Disabilities</p> <p>Disabled students scored an Approaching designation on the 2013 TCAP (43% median growth for math). This score is 56% below the adequate median growth percentile.</p>						<p>Students within this category need to have specific instructional strategies to address academic growth in the area of math. Identification of those students and areas of instructional/academic need are necessary from the math teachers.</p>	<p>Lack of direct instruction focused toward student ability level(s).</p>
Postsecondary & Workforce Readiness	<p>ACT, Drop Out, Graduation Rate, ELL &amp; SPED Graduation Rate</p> <p>Roosevelt High School has had a lower than state average score on the composite ACT over the last few years. Disaggregated groups (SPED, English language learners, and Free and Reduced students) have all been lower in meeting graduation rates that the state average as well.</p>						<p>Improve to meet or exceed state ACT average.</p>	<p>Lack of instructional preparation for the ACT test.</p>

## Section IV: Action Plan(s)

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

### School Target Setting Form

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



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

**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy	
			2014-15	2015-16			
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Reading challenges include sustained efforts to keep level of instruction to meet student ability levels as they progress.	73.33% PA	75% PA	Acuity	Effective Instructional Reading Strategies with Differentiated Instruction
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R					
		M	Challenge to continue Math in growth with a structured instructional focus	Growth Percentile of 75	Growth Percentile of 90	Acuity	Effective Instructional Math Strategies with Differentiated Instruction
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R	It is a challenge to sustain growth of students with disabilities and English Language Learners	Growth Percentile of 55	Growth Percentile of 70	Acuity	Effective Instructional Reading Strategies with Differentiated Instruction
		M	It is a challenge for students with disabilities and English Language Learners to sustain	Growth Percentile of 50	Growth Percentile of 65	Acuity	Effective Instructional Math Strategies with Differentiated Instruction

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			growth over periods of time				
		W	It is a challenge for students with disabilities and English Language Learners to sustain growth over periods of time	Growth Percentile of 60	Growth Percentile of 75	Acuity	Effective Instructional Reading Strategies with Differentiated Instruction
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate		A challenge for underperforming subgroups to maintain credits to graduate	Disaggregated Graduation Rate of 64%	Disaggregated Graduation Rate of 72%		Implementation of a Senior Seminar
	Dropout Rate						
	Mean CO ACT		Consistent score at the state average on the ACT	19.5	20.5	Practice ACT Tests	Effective Instructional Reading Strategies with Differentiated Instruction And Effective Instructional Math Strategies with Differentiated Instruction
	Other PWR Measures						



**Action Planning Form for 2014-15 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, 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 below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**Major Improvement Strategy #1:** Effective Instructional Reading Strategies with Differentiated Instruction **Root Cause(s) Addressed:** Effective Instructional Strategies/Differentiated Instruction

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
All 9th and 10th grade students will be benchmarked 3x a year using Acuity for Language Arts (Reading).	Fall, Winter and Spring		Building Administration and English Teachers	Local Funds	All students will have benchmark data	In Progress
English 9 & 10 Leveled classes (Advanced & Concepts) for addressing student ability level(s) and focused instruction.	Fall, Winter, and Spring		English/SPED Teachers	Local Funds	Departments will share their focus and align instruction to meet student needs	In Progress
Common school-wide "Best Practice" (Book Study) analysis and implementation in all content areas for reading.	Fall, Winter, and Spring		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
21 <sup>st</sup> Century Skills commitment and framework analysis and alignment with common core standards.	Fall, Winter, and Spring		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress

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Reading for key ideas within content areas.	Winter		English / All Staff	Local Funds	Staff in-service analysis and evaluation. This reading/writing focus includes common and universal strategies of instructional emphasis in <u>all</u> classrooms.	In Progress
Re-analyze alignment of standards and CAS	Spring		English	Local Funds	Developed document showing standard gaps within the curriculum	Not Begun
Fill gaps within curriculum and decide on common curriculum to be implemented	Spring/Summer		English	Local Funds	Curriculum map is complete without standard gaps	Not Begun
Training on new curriculum and implementation		Summer/Fall	English	Local Funds	Training has taken place, teachers are ready to begin implementing	Not Begun
Implementation of new curriculum		Fall	English	Local Funds	Curriculum has been implemented with fidelity	Not Begun

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

**Major Improvement Strategy #2:** Effective Instructional Math strategies and differentiated instruction **Root Cause(s) Addressed:** Effective Instructional Strategies/Differentiated Instruction

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
All 9th and 10th grade students will be benchmarked 3x a year using Acuity for Math.	Fall, Winter, and Spring		Building Administration	Local Funds	All students will have benchmark data	In Progress
Geometry 9 Leveled classes (Advanced Geometry & PreAlgebra) for addressing student ability level(s) and focused instruction.	Fall, Winter, and Spring		English/SPED Teachers	Local Funds	Departments will share their focus and align instruction to meet student needs & TCAP preparation.	In Progress
Common school-wide "Best Practice" (Book Study) analysis and implementation in all content areas for math.	Fall, Winter, and Spring		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
21 <sup>st</sup> Century Skills commitment and framework analysis and alignment with common core standards.	Fall, Winter, and Spring		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress
Student-centered instructional strategies & applied problems (Math & Science)	Winter		Math Dept. & CSU NOYS	Local Funds	Staff in-service analysis and evaluation.	In Progress
Investigate and explore a variety of math curriculums aligned to CAS	Spring		Math Dept and Administration	Local Funds	Meetings are set with curriculum vendors	Not Begun

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Decide on a new curriculum to implement aligned to CAS Standards	Spring/Summer		Math Dept and Administration	Local Funds	Decision is made and purchase is submitted	Not Begun
Training on implementation of new curriculum		Summer/Fall	Math Dept	Local Funds	Training is complete	Not Begun
Implementation of new curriculum with fidelity		Fall	Math Dept	Local Funds	New curriculum is implemented in daily instruction	Not Begun

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

**Major Improvement Strategy #3:** Development of a Senior Seminar course to prepare students for PWR & completion of 12<sup>th</sup> grade ICAP of oversight of seniors not on track to graduate

**Root Cause(s) Addressed:** Lack

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 Colorado Graduation Pathways Program (CGP)   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Counseling Department and Career to Technical Education Department attend CDE training and frameworks for ICAP	Fall 2014		Counselors & CTE Chairperson	Local Funds	Review of ICAP frameworks developed by CDE	Completed
Counseling and Administration preparations for school ICAP plan specific to 12 <sup>th</sup> grade and 21 <sup>st</sup> Century Skills development aligned with school vision	Winter 2014		Counselors & Administration	Local Funds	School plan for Senior Seminar Independent Study	Completed
Presentation and training of ICAP proposed plan to school staff and alignment with school vision for 21 <sup>st</sup> Century Skills	Spring 2015		Administration and Counselors	Local Funds	Staff meetings & In-service time	Completed
Presentation & proposal/approval from school Building Accountability Committee for required class for 12 <sup>th</sup> grade	Spring 2015		Administration and BAC Members	Local Funds	Recommendation from BAC to Weld RE5J School Board	Completed
School board approval for required course at Roosevelt High School for graduation	Spring 2015		Administration and School Board	Local Funds	Approval for graduation at Roosevelt High School beginning the 2015-16 school year	Completed

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

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)