COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC APPROVED
Approved 6/2/2017 for 2017-2018

FORT COLLINS HIGH SCHOOL UIP 2017-18   District: **POUDRE R-1** | Org ID: **1550** | School ID: **3046** | Framework: **Performance** Plan: **Low Participation** | **Draft UIP**

Colorado's Unified Improvement Plan for School

Table of Contents

Executive Summary

How are students performing? Where will the school focus attention?

Priority Performance Challenges: Specific statements about the school's performance challenges (not budgeting, staffing curriculum, instruction, etc.), with at least one priority identified for each performance indicator (Achievement, Growth, PWR), where the School did not meet federal, state and/or local expectations.

Name: Standards-based Teaching and Learning Framework
Description: Implement a standards-based teaching and learning framework building-wide to support and improve the universal tier of instruction

Name: Academic Interventions
Description: Develop, refine and implement appropriate academic interventions to provide access to rigorous, grade level curriculum and support the academic growth of all students and specifically the growth of subgroups, including students with IEPs, English Language Learners, and students needing to catch up. Options for blended learning opportunities will be explored and developed.

Name: Graduation
Description: building-wide effort to monitor student progress toward successfully completion of coursework to ensure on-time graduation

Why is the education system continuing to have these challenges?

Root Causes: Statements describing the deepest underlying cause, or causes, or performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenge(s).

Name: Standards-based Teaching and Learning Framework
Description: On-going, yet incomplete development of building-wide common language and framework to develop and support instructional practices and expectations for all staff; Lack of systemic implementation and use of a comprehensive teaching and learning framework in all content areas.

Name: Academic Interventions
Description: On-going, yet incomplete development of adequate and appropriate interventions for students; Lack of early identification of students in need of differentiated academic support. Opportunities for blended learning will be developed and implemented.

Name: Graduation
Description: Students are not successfully completing coursework in a timeframe to keep them on track to graduate in four years. Academic progress for all students will be monitored regularly (weekly and/or bi-monthly) and appropriate and timely interventions will be implemented to ensure an on-time graduation.

Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

Name: Standards-based Teaching and Learning Framework
Description: Staff will use common academic language and processes to support consistent best practices as aligned to the 5D+ Framework.

Name: Academic Interventions
Description: Targeted, specific academic interventions are in place in response to the learning needs of all students.

Name: Graduation
Description: Graduation rate will meet or exceed state average

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

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 school improvement efforts? When was the grant awarded?

No

Has (or will) the school participated in an SST or Expedited Review? If so, when?

No

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/district is submitting this improvement plan to satisfy requirements for (check all that apply):
✓   State Accreditation

School Contact Information

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Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

Description of School and Process
Fort Collins High School is home to 1,783 students in grades 9 through 12. The following represents the composition of the student body at FCHS: 49% female, 51 % male, 0.8% - American Indian or

Alaskan Native; 3.87% - Asian; 2.41% Black or African American; 21.59% - Hispanic or Latino; 67% - White; 4.15% - two or more races. 7.74% are identified as receiving special education services and 5.55% have active 504 plans. 4.54% are identified as English Language Learners. Approximately 34% of the student population qualify for free or reduced lunch benefits. 18% of our students are identified as Gifted and Talented.

At Fort Collins High School, the development of the Unified Improvement Plan is a collaborative process involving staff, leadership teams, building and district administration, community members and parents. The 2017 School Performance Framework was shared with the entire staff at the beginning of the 2017-18 school year in a presentation by Mark Eversole, Principal. Based on the data in the SPF and the subsequent, on-going, and year-to–year collaboration, the Leadership Team, the School Accountability Team, and the FCHS Administrative Team decided to continue to focus on the following priority challenges: to boost school-wide Academic Growth and to address the Academic Growth Gaps in Reading, Mathematics and Writing for all subgroups. The major improvement strategies in the SUIP to address the priority challenges are shared monthly with the staff as are relevant, benchmark data.

Looking at the results of the 2017 CMAS testing, the data support a continued focus on increasing school-wide Academic Growth, particularly in English Language Arts aand Math, and addressing the academic growth gaps in English Language Arts and Mathematics for subgroups. In addition, test participation rates will be monitored with a goal of 95% participation rate for all exams.

In response, three major improvement strategies were developed and incorporated into the UIP:
1) implement a standards-based teaching and learning framework building-wide to support and improve the universal tier of instruction and,
2) develop, refine and implement appropriate academic interventions to provide access to rigorous, grade level curriculum and support the academic growth of all students and specifically the growth of subgroups, to include the development of blended learning opportunities,
3) building-wide consistent monitoring of student academic progress toward on-time graduation.

Current Performance

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.

Due to low participation rates in CMAS testing, our achievement and growth data does not reflect our student population. Efforts will be made to improve participation rates on state assessments. Local data will be used for analysis. Additionally, the drop-out rate and on-time graduation rate, both of which are approaching, will be measured using local "on-track" graduation data.

Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis Priority Performance Challenges: 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. Root Cause: 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 recommended.

Relationship of UIP Elements

Priority Performance Challenges	Root Cause
Standards-based Teaching and Learning Framework	Standards-based Teaching and Learning Framework
Academic Interventions	Academic Interventions
Graduation	Graduation

Root Causes

Priority Performance Challenge: Standards-based Teaching and Learning Framework

Standards-based Teaching and Learning Framework
On-going, yet incomplete development of building-wide common language and framework to develop and support instructional practices and expectations for all staff; Lack of systemic implementation and use of a comprehensive teaching and learning framework in all content areas.

Priority Performance Challenge: Academic Interventions

Academic Interventions

On-going, yet incomplete development of adequate and appropriate interventions for students; Lack of early identification of students in need of differentiated academic support. Opportunities for blended learning will be developed and implemented.

Priority Performance Challenge: Graduation

Graduation
Students are not successfully completing coursework in a timeframe to keep them on track to graduate in four years. Academic progress for all students will be monitored regularly (weekly and/or bi-monthly) and appropriate and timely interventions will be implemented to ensure an on-time graduation.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

These challenges have been selected based on prior data that indicates the school's drop-out rate and graduation rate do not meet expectations. Continued focus on early intervention per the major improvement strategies for students off-track to graduate will positively impact these indicators. The 2016-17 drop-out rate is 2.3% for all students. A reduction in the drop-out rate to 2% or lower will move students from "approaching" to "meets". The 6 year graduation rate for English Learners, Free/Reduced, and Students with Disabilities is currently "approaching" with a range of 81.8% - 84.2%. Increasing this rate to 85% for all 'approaching' disaggregated groups will move this indicator to "meets".

Action Plans

School Target Setting

Directions: Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Standards-based Teaching and Learning Framework

Priority Performance Challenge : Academic Interventions

Priority Performance Challenge : Graduation

Planning Form

Major Improvement Strategy Name:	Standards-based Teaching and Learning Framework
Major Improvement Strategy Description:	Staff will use common academic language and processes to support consistent best practices as aligned to the 5D+ Framework.

Associated Root Causes:

Standards-based Teaching and Learning Framework: On-going, yet incomplete development of building-wide common language and framework to develop and support instructional practices and expectations for all staff; Lack of systemic implementation and use of a comprehensive teaching and learning framework in all content areas.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**
Purpose and Assessment for Learning	Administration and staff will focus on Success Criteria and Formative Assessment	08/16/2017 05/31/2018	local	Admin Team	In Progress	Next School Year
Purpose and Assessment for Learning	All staff will write a PD goal for Success Criteria and Formative Assessment	08/16/2017 10/13/2017	local	Admin Team	Complete	Next School Year
New Teacher Academy	new teachers will participate in a year-long PLC to jumpstart their proficiency with all	09/18/2017 05/14/2018	local	Admin	In Progress	Next School Year

| | | | | Dimensions of the 5D+ Framework | | | |

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Observation Feedback	Feedback from Evaluators will include focus on use of daily success criteria and formative assessment	09/11/2017 04/13/2018	Admin Team		Next School Year
	Monthly New Teacher PLC meetings	New teachers demonstrate increasing understaniding and application of 5D+ Framework	09/18/2017 05/14/2018	Admin Team	Partially Met	Next School Year
	PD goal for Success Criteria and Formative Assessment	Evaluators will ensure that all staff have created an appropriate PD goal. The goal will be re-assessed in the summarive evaluation.	10/13/2017 04/20/2018	Admin Team		Next School Year

Major Improvement Strategy Name:

Academic Interventions

Major Improvement Strategy Description:

Targeted, specific academic interventions are in place in response to the learning needs of all students.

Associated Root Causes:

Academic Interventions: On-going, yet incomplete development of adequate and appropriate interventions for students; Lack of early identification of students in need of differentiated academic support. Opportunities for blended learning will be developed and implemented.

Action Steps Associated with MIS						
Name	**Description**	**Start/End Date**	**Resource**	**Key Personnel**	**Status**	**School Year**
EL Achieve	Continued training of staff and implementation of EL Achieve strategies to support Emerging Bilingual students	08/15/2017 05/31/2018	local and district	ELD team	In Progress	Next School Year
Co-teaching	Continued implementation and expansion of co-teaching model to inclusion of students with IEPs and increase LRE percentages	08/15/2017 05/31/2018	local	FC Team	In Progress	Next School Year
Intervention Classes	continued development of intervention classes including reading-supported classes, the Mind Center, the summer bridge program (CAPP)	08/15/2017 06/15/2018	local	Admin Team	In Progress	Next School Year
Math Curriculum	Implementation of restructured math offerings to support successful completion of math graduation requirements and improved	08/21/2017 05/31/2018	local and district	Math Department	In Progress	Next School Year

		math growth in Algebra and Geometry.					
School-wide AVID	Continued implementation of School-wide AVID, focusing on building-wide note-taking and organizational strategies	10/13/2017 05/25/2018	local	AVID Site Team			Next School Year
Blended Learning Opportunities	Development and implementation of blended learning classes to meet the needs of students needing to catch up.	11/01/2017 08/20/2018	local	select staff and admin	Not Started		Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Track LRE percentages	monitor LRE percentages regularly to show improvement in inclusion	09/04/2017 05/25/2018 Quarterly	IS Dept Chair	Partially Met	Next School Year
	Math Sequencing	monitor success of math sequencing including how many students repeat a math class to determine success of new sequencing	10/25/2017 05/16/2018 Quarterly	counseling and Math Dept Chair		Next School Year
	EL Achieve cohort PLC	EL achieve-trained staff will meet	01/08/2018 05/25/2018 Monthly	EL Achieve teachers and admin		Next School Year

	monthly during spring semester to share strategies and ideas

Major Improvement Strategy Name:	Graduation
Major Improvement Strategy Description:	Graduation rate will meet or exceed state average

Associated Root Causes:

Graduation: Students are not successfully completing coursework in a timeframe to keep them on track to graduate in four years. Academic progress for all students will be monitored regularly (weekly and/or bi-monthly) and appropriate and timely interventions will be implemented to ensure an on-time graduation.

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status	School Year
Student Progress Monitoring	Counselors, teachers and Student Success Teams monitor student grades bi-monthly to ensure on-time progress toward graduations	09/01/2017 05/25/2018	local	all certified staff	In Progress	Next School Year

Implementation Benchmark Associated with MIS

Action Step Name (Association)	IB Name	Description	Start/End/Repeats	Key Personnel	Status	School Year
	Mind Center grade checks	Mind Center teachers will	08/21/2017 05/25/2018	Mind Center teachers		Next School Year

	check grades weekly and make necessary academic referrals	Weekly		
Study skills grade checks	Study skills teachers and case managers will check grades weekly, make necessary academic referrals and implement necessary interventions	08/21/2017 05/25/2018	teachers	Next School Year
Lambkin Way grade checks	Lambkin Way teachers will check grades weekly and make necessary academic referrals	08/24/2017 05/16/2018 Weekly	Lambkin Way teachers	This School Year
SST grade checks	Counselor/admin teams will check grades every two weeks, make necessary academic referrals and implement necessary interventions	08/30/2017 05/25/2018 Monthly	counselor and admin	This School Year
Counselor grade checks	Counselors will check senior grades weekly, make necessary academic referrals and implement necessary interventions	08/30/2017 05/23/2018	counselors	This School Year

Attachments List

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