Colorado's Unified Improvement Plan for Schools

MANUAL HIGH SCHOOL UIP 2017-18 | **School:** MANUAL HIGH SCHOOL | **District:** DENVER COUNTY 1 | **Org ID:** 0880 | **School ID:** 5448 |
Framework: Priority Improvement Plan: Low Participation (Revised) |

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Executive Summary

If We...

STUDENT ENGAGEMENT IN COLLEGE READINESS STANDARDS

Description:

We will support Manual students as they "step into their academic greatness" to attain post-secondary success by providing engaging classrooms where students feel culturally respected, challenged, and have voice in their learning. Project based units will be created to ensure increased engagement in 9th and 10th grade classrooms. All students will have the opportunity to present their learning for authentic audiences including Exhibition Nights and National History Day. We will create a medical a pathway to increase student achievement and access to skills and we will offer concurrent enrollment courses to ensure students have access to both the skills and the culture of college. In our classrooms, teachers will create unit and daily lesson plans that are standards based and culturally relevant and then monitor student achievement to ensure that students can meet and exceed college readiness benchmarks. We will ensure students will have increased opportunity to showcase their learning in multiple ways to various audiences, and we will engage students in creating, monitoring, and achieving goals outlined in their Student Learning Plans & ICAPs. As a result of our efforts, at least 37 students will

meet benchmark in SAT EBRW and at least 20 students will meet benchmark in SAT Math; at least 80% of all off-track students will get on track by May 2017; 75% of freshman will be on track; 60% of juniors meet one of five college readiness measures. and 100% of all seniors will meet one of five college readiness measures showing they are graduating ready for college and career.

IMPLEMENT SYSTEMS TO INCREASE ENGAGEMENT AND WHOLE CHILD WELLNESS

Description:

We will help Manual students 'step into their social and emotional greatness' by focusing on whole child wellness and strong relationships. We will accomplish this through the development and implementation of our 'Light Center', systematic implementation of restorative justice practices, effective implementation of an advisory program that supports student academic and whole child needs, and adding a full suite of arts offerings to engage our students and systematically engaging family and community partners. These initiatives will result in an increase in the amount of educator to home contacts reported in Infinite Campus, an 11% increase in attendance by May, a 7% increase in student satisfaction, 100% retention of of Life Coaches, an increase in "parents feeling connected to the school" as reported on the DPS Parent Satisfaction Survey and the establishment of relationships with our co-located middle school that result in increased school enrollment for the 2018-19 school year.

SUPPORT FOR EXEMPLARY TEACHING

Description:

Manual teachers will 'step into their greatness' through deep planning that is rigorous, relevant, and offers students voice and choice in their learning resulting in the development and implementation of responsive, asset-based learning opportunities driven by student feedback (qualitative and quantitative). Manual's 'Teacher's College' and ongoing coaching support will ensure that every Manual teacher deepens their implementation of the Manual Instructional Expectations and the Adult T-Bolt Way. As a result, 100% of teachers will meet Manual's First 30 Day checklist by October 1st, 90% will report satisfaction of the Manual Teachers College as a way to grow practice, plan and adjust instruction on data points and to plan interdisciplinary connections and 100% teachers will reach and maintain a minimum of 5 (effective) on I2 on the DPS LEAP evaluation system.

Then we will address...

COLLEGE AND CAREER GOING CULTURE

Description:

We have YET to implement a robust enough college and career going culture to ensure that 100% of our students, families and teachers believe that our students can achieve at the highest levels and have the agency and support to reach their post secondary goals.

TEACHER SUPPORT

Description:

We have YET to implement and adequate system to support teachers in providing culturally relevant, engaging instruction that meets the needs of students who come in to their classes below grade level.

WHOLE CHILD SYSTEMS

Description:

We have YET to implement comprehensive whole child system that addresses significant barriers to attendance and engagement.

Then we will change current trends for students

GROWTH

Description:

MGPs of PSAT to SAT in evidence based reading and writing and math are significantly below the DPS and state expectation.

ACHIEVEMENT

Description:

The number of Manual 9th Grade Scholars who score meets or exceeds on CMAS literacy, math and science are significantly below DPS and state expectations.

GRADUATING COLLEGE AND CAREER READY

Description:

The number of Manual Scholars who graduate college and career ready without the need for remediation in literacy and math does not meet DPS and state expectations (as measured by Accuplacer, SAT, CE/AP Passing Rates)

STUDENT ENGAGEMENT AND SATISFACTION

Description:

The number of Manual High School Scholars who meet the DPS attendance benchmark of 93% does not meet DPS and state expectations.

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

Improvement Plan Information

Additional Information about the school

At Manual High School, we believe our students are capable of achieving at the highest levels. We challenge, nurture, and support all of our students, who work with highly-trained teachers in an innovative, technology-rich environment. Manual students develop an unshakable mindset of achievement that includes high expectations, resiliency, and the ability to think critically and deeply. Manual High School, which opened in 1892 and was one of the first schools to educate women and African Americans, has a rich and impressive history. Today, we are building on its powerful legacy of achievement and are proud of our many graduates who have distinguished themselves in a wide array of fields. As a community, we have built our vision of the Manual Graduate and all our work and decisions are aligned to this vision.

Improvement Plan Information

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

✔ State Accreditation
✔ Title I Focus School

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis

Background: As one of the first Denver schools to educate women and African Americans, Manual High School weaves a rich tapestry of tradition and community. Manual was founded in 1894 and serves students from across the Denver Metro area. Manual High School is located in the Near Northeast, specifically in the Whittier neighborhood. Many of our students come in from the Far Northeast, as well as, from the immediate proximity of Manual High School. Manual's alumni include mayors, civic leaders, actors/actresses, business leaders and change agents.

Enrollment and School Demographics: Manual HS serves approximately 300 students grades 9 -12. 90% of students receive Free or Reduced Lunch, roughly 20% of the population receives Special Education services (MHS has 2 center based programs), 40% of students are Black, and 50% are Hispanic.

School Design (Curriculum, Instruction, and Assessments): As one of the first schools in the district to be granted Innovation Status, Manual's classrooms are equipped with 21st Century tools and technology. Just as importantly, Manual has embraced one-to-one computing, which means all students simultaneously have access to a computer. The current leadership team has worked to implement systems and structures around teaching, learning, and assessments. Currently, both Math and English teachers adopt a blend of district curriculum and culturally-relevant instruction. The 9th and 10th grade students are engaged in project based learning to meet the academic standards. Additionally, the school participates in the district Illuminate assessment system that allows teachers to administer curriculum based online assessments, as well as practice CMAS, PSAT, and SAT assessments. Simultaneously, Manual High School has become an Early College and offers multiple pathways for students to earn an Associate's Degree while in High School (also a pathway for obtaining a Bachelor's Degree at a reduced cost),

Manual is at the forefront of career and technical education with the launch of MedConnect, one of the district's first biomedical pathways for high school students. This rigorous program ensures students interested in the biomedical field have a clearly-defined path to higher education or a career in the health sector, which is one of the fastest growing industries in Colorado. MedConnect students take courses that align with their interests and enable them to gain real world experience through internships at local hospitals and Kaiser Permanente, which has provided financial support through a multi-year grant. Now in its third year, the program is designed to immerse students in advanced classes that allow them to explore a variety of medical careers. Students enrolled in the program are given multiple unique opportunities for future employment and education including: work in specific medical field positions right out of high school (e.g., medical assistant, medical laboratory technician, certified nursing assistant, home health aid, hands on education to explore many facets of the medical industry, engagement with school organizations and competitions, and specific certifications that can be used for future employment.

Community Partners: MHS partners with a number of organizations including Cleo Parker Robinson, Youth on Record, University of Denver, Metropolitan State University, YMCA, City Year, Harvard University, Denver Kids, Denver Scholarship Foundation, 21st CCC and a host of others to offer Manual students opportunities to

tap into all that the city of Denver offers. We have built strong relationships with with the Whittier Community and the Alumni Association called Friends of Manual. The principal created a North East Leadership Compact to increase student and family access to resources and enrichments in the community.

Past Grants and Resources: Manual is the recipient of the MyTech Grant, which funds one-to-one laptops for all students, as well as training for teachers around technology-driven instruction. Also, a $100,000 Whole Child Grant will support the LIGHT Center at Manual, which helps students with social and emotional needs. MHS has secured a number of Grants to increase student outcomes including: 1) A significant amount for our whole child light center, 2) My Tech 1:1 Grant, 3) Multiple smaller grants for technology and books for our newly remodeled library, and 4) We received a School Quality Review grant and we used these funds to give teachers time for vertical alignment. We also used the SQR funds to support a special math PLC and expert coaching from a stem coach. Manual received funds from the I3 Grant to begin to build the Early College. Manual engaged with the district Imaginaruim to build 21st Century learning spaces and personalized learning environments.

Our School Quality Review, conducted in the spring of 2017 indicated large growth in systems and structures to support students since the first SQR at Manual (2016). The more recent results indicated that MHS exceeded expectations in 'school culture and a collective sense of trust and responsibility'. We met expectations in the domain of 'students opportunities to learn' and 'school leaders effectively orchestrate the schools operations'. We partially met on 'school leaders guiding and participating in the central process of improvement' and 'community parents and families engaged in the improvement process' and 'classroom organization and interactions ensure a climate conducive to learning and instruction is engaging and challenging'. We did not meet on 'regularly assessing students progress' and 'adjusting instruction based on data'. These findings informed our root cause analysis and development of major improvement strategies.

Staff and Student Culture: All of our students are known to the faculty and staff and are nurtured and respected as valued members of the community. Unlike the typical high school with classrooms that are overflowing and often have a shortage of spots in elective classes, Manual has kept class sizes small, with a low student to teacher ratio. In this intimate setting, teachers are able to pinpoint and build on students' strengths, which keeps everyone accountable and helps kids reach their full potential. Manual High School's leadership, faculty, and staff are committed to creating a clear path for their students to become Denver's next generation of leaders and change-makers. All teachers are highly trained and supported in weekly Teachers College which combines coaching, professional learning, data analysis, planning, and peer observation. Teachers College utilizes tennents theory of adult learning and years of practical school experience to create conditions where teachers thrive and students achieve. Students and teachers build strong relationships in through our looping system where teachers and students stay together for 9th and 10th grade. For the past three years Manual high school has maintained leadership and teaching staff creating greater consistency than the previously high turnover in administration and teachers.

Leadership: Students and families have been subjected to interrupted leadership at the school and the district level for a decade. This inconsistent leadership has caused a lack of academic systems and structures for students and families that caused disruption in student achievement and access to quality education. The lack of achievement of the current senior class is emblematic of the disruption in quality educational services provided by the organization.

Course Taking Analysis: Our school regularly analyzes disproportionality in course placements, grades, attendance, discipline and achievement comparing our school composition to course enrollment, SPED enrollment and discipline referrals. In the 2018-19 school year, our Network will utilize a relative risk ratio calculation to determine the likelihood of a particular group of students being assigned to upper level classes or SPED or receiving a discipline referral (Fergus, E. (2017). Solving disproportionality and achieving equity: A leader's guide to using data to change hearts and minds. Thousand Oaks, CA: Corwin.). This data will be updated and analyzed with school leadership over the summer months with support from the District central office in order to understand it, the problem and devise an appropriate and impactful action plan

Historical SPF:

2014 - Earned 20% of points possible; Does Not Meet

2015 - No SPF

2016 - Earned 43% of points possible; Approaching

2017 - Earned 35.02% of points possible; On-Watch

UIP Development Process: The leadership team including the principal, assistant principals, data director, and teacher leaders, began the UIP process in June 2017. We reviewed data and set targets and MIS. The team broke into groups by MIS and set action steps and targets. We reviewed the document in August and made adjustments based on data. We created a one page synthesis of the document and shared it with teachers and pertinent staff members and asked for feedback. We shared the documents with the CSC in September and adjusted based on feedback. ILT members meet monthly and updated MIS and action steps. We collaborated with our district partners and made adjustments based on their feedback. The school has a strong Instructional Leadership Team and School Governing Board that collectively guide decision-making the school, as well as provide input on creating and monitoring the UIP. Our DPS Network support team monitors the progress of UIP implementation at our monthly CIGs (Continuous Improvement Guide meetings).

Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

Prior Year Target:	Met Expectations (ELA) > 25% of 9th graders; Met Expectations (Math) > 25% of 9th graders
Performance:	Did not meet target: 21.1% of 9th graders met expectations in ELA which was a 5.7% improvement over the previous year but did not reach the target of 25%. 3.6% of 9th graders met expectations in math which was a 1.6% increase over the previous year but was significantly below our target.

ACADEMIC ACHIEVEMENT (STATUS) REFLECTION:	While Manual 9th graders showed a 5.7% improvement in proficiency on CMAS English and 1.6% improvement on CMAS Math, the percentage students "meeting expectations" on both assessments remains low (21.1% in English and 3.6% in Math). The school has maintained a focus on literacy instruction over the past few years and the school has shown improvements in this area. The data shows that Math instruction is requiring the same attention.

PERFORMANCE INDICATOR: ACADEMIC GROWTH

Prior Year Target:	MGP (ELA) > 50 for 9th grade; MGP (Math) > 50 for 9th grade
Performance:	Target Met: MGPs for 9th grade ELA were 68 which exceeded the target by 16. MGPs in math were 52 which exceeded the target by 2.
Prior Year Target:	MGP (ELP/ACCESS): > 50 (all grades)
Performance:	Target Met: ACCESS MGPs were 61 which exceeded the target by 11 and was a 21 point improvement from the previous year.

ACADEMIC GROWTH REFLECTION:	Manual has maintained a intentional, consistent focus on strong literacy instruction, data-driven practices, literacy professional development. As a result 9th students have shown 68 MGP in English Language Arts.

PERFORMANCE INDICATOR: POSTSECONDARY & WORKFORCE READINESS

Prior Year Target:	Grad Rate: Graduation Rate will be >80%
Performance:	Target met: The CDE Best-Of Graduation Rate was 82.8. While still in the "meet" category, the rate fell by 7.4%.
Prior Year Target:	Dropout Rate: The dropout rate will be <2%
Performance:	Target not met: The CDE Dropout rate was 5.8% which was an increase of .7% over the previous year.
Prior Year Target:	SAT: Average composite score will be 1010: >480 in EBRW >530 in Math
Performance:	Target not met: Average composite score was 836.8; EBRW average was 423.8, Math average was 413. This was the first year Manual scholars took the SAT.

POSTSECONDARY & WORKFORCE READINESS REFLECTION:	Manual students demonstrating College and Career Readiness in various capacities remains a strong focus for the school. While the school's "best of" graduation rate met the target with 82.8%, continued improvement in this component, as well as the drop-out rate (5.8%) and SAT Average Composite Scores (836.8) will require more rigorous and engaging instruction, as well as personalized supports and programs that meet the needs of the school's diverse population.

PERFORMANCE INDICATOR: ENGLISH LANGUAGE DEVELOPMENT AND ATTAINMENT

Prior Year Target:	ACCESS Trajectory: >65% of Manual Scholars will be on track with English language attainment
Performance:	Not met: 48% of Manual scholars were on track in English language attainment as measured by the ACCESS assessment. The was a decline of 4% from the previous year.

ENGLISH LANGUAGE DEVELOPMENT AND ATTAINMENT REFLECTION:	Manual's continuing focus on literacy and language development, along with designated ELD courses, provided more intensive support for the school's English Language Learners. The school enrolls a large number of ELLs with special needs and there remains ambiguity around adequately progress monitoring "on-track" language development for this specific population.

Current Performance

- Manual HS

2016 - 2017 Current Performance Analysis

Historical SPF Ratings:

2014	2015	2016	2017
20% Does Not Meet	No SPF	43% Approaching	35.02% On-Watch

2017 SPF Analysis:

SPF Indicator Area	Strengths	
	CMAS MGPS Literacy: MGPs grew by 11 points: MGP of 68 (now in the **Exceeds** category). Math MGPs also grew by 10 points at 52 **(** now in **Meets** category)	**Growth (MGPs) of PSAT to SAT** MGPS for 11th graders from PSAT to SAT are 36 for EBRW and 34 Math which **Do Not Meet**

Growth	**ACCESS** MGPs grew by over 20 points at 61 (now **Meeting** and almost **Exceeding** expectations) **Trajectory:** The percent of ELLs on-track in language acquisition was 51.4% which **Approaches** the DPS expectation.	expectations. **MGPs for 9th Grade Math** While meeting expectations, are still too low for our students to reach proficiencies
	9th Grade Literacy: The percent of 9th Graders who met or exceeded on CMAS literacy almost **doubled** over the last three years from 10.9% to 18.8% now	**9th Grade Math:** The percent of students scoring meets or exceeds 9th Grade CMAS math has declined and at 2.9% **Does Not Meet** expectations.

Achievement (status)	**Approaching Expectations.** The percent of English language learners meeting or exceeding doubled from 12.5% to 25%. The percent of students scoring approaching on CMAS Literacy increased significantly (from 30.4 to 50.7) Students scored higher in 'Knowledge and Use of Language Conventions' and 'Written Expressions' (25%)	More English Language learners met or exceeded than other groups. Female scores are lower than male scores in math. **9th Grade Literacy:** Students scored lower on the CMAS Literacy sub-content areas of 'Use of Informational

	sub-content areas.	Texts' and 'Vocabulary' (16%)
	PSAT: Literacy (EBRW) outscored 23 high schools in DPS= 42% of all DPS High Schools including- Lincoln, Bruce, CPA, DC21, DCISM, JFK, High Tech HS, North, MLK, Noel, Summit, Vista, West Leadership and more! The percent of sophomores reaching PSAT CR Benchmarks essentially **doubled** in EBWR (from 23.1% to	**SAT:** The percent of students meeting SAT College Readiness Benchmarks (17% for EBWR 9.4% for Math) **Does Not Meet** DPS expectations. EBRW: More Hispanic (27.5%) students met benchmarks than Black students (5%) ; More male students met (21.9 compared to female

PSR (Growth & Status)	45.8%) and Math (from 5.8% to 10.2%) and **Approaches DPS** expectations. EBRW: The percent of Hispanic students, black students and students who qualify for FRL meeting CR benchmarks is similar however the percent of female students (58.3%) is significantly higher than male students (26.1%). **College Course Taking:** Increased the percent of students taking	students (9.5). Math: More Hispanic (18.2) students met benchmarks than Black students (5%). More males (12.5) compared to females (4.8%) met CR benchmarks. **Remediation:** The percent of students graduating in need of remediation in math (50.8) reading (42.9) and writing (44.4) **Does Not Meet** DPS Expectations. **College**

AP/CE classes at 66.1% now **Approaches** the DPS expectation (D*PS target is 80% to meet/ exceed expectations)* **Grad Rate:** At 82.8 **Meets** the DPS expectation **On-track:** Has increased over the past three years, at 70.9 **Approaches** expectations	**Level Pass Rate:** Our AP/IB/CE Course Passing Rate while increasing at 41.4 **Does Not Meet** DPS expectations. **1:5 SPED ratio means for complex Student Learning Plans and course placements**
Student satisfaction: Student satisfaction has increased over the past 3 years and at 92.46%	**Attendance:** Only 24% of students met the HS attendance

| Engagement and Satisfaction | **Exceeds** DPS expectations

Parent Satisfaction: Parent satisfaction at 77.65 **Meets DPS** expectations

Whole Child Report: Overall Manual students scored 85% on the DPS Whole Child Survey which was above the Network and District percentages. The highest areas reported were students felt challenged 91% supported 91% and safe 85% | benchmark of 93% which **Does Not Meet** DPS expectations

Parent Satisfaction: Parent satisfaction meets expectations, however is quite close to the 75% meets expectation - need to maintain or grow in this area

Whole Child Report: The lowest area reported by Manual students on the DPS Whole Child Report were students felt |

	Behavior: The total number of behavior incidents (48) and number of out of school suspensions declined over the past year but are still a concern	engaged 69%, healthy 76%, and socially and emotionally intelligent 77%
Next Level of Action	Manual's **BLUE SHIFTS:** Continue to focus on our theory of action (UIP), Teaching and Learning, and College and Career Opportunities and expansion.	

Trend Analysis

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

CMAS Literacy Achievement: The percent of students scoring meets or exceeds on the 9th grade CMAS Literacy assessment has increased over the past three years from 10.9% in 2015 to 14.1 in 2016 to 18.8% in 2017 which approaches the DPS and state expectation of 40%. In addition, the percent of students who approach expectations on the CMAS Literacy assessment has increased significantly as well from 30.4% in 2015 to 42% in 2016 to 50.7% in 2017. Students scored higher in Knowlege and Use of Language Conventions (25%) and Written Expression (25%) than Use of Informational Test (16%) and Vocabulary (16%).

Trend Direction: Decreasing
Notable Trend: Yes
Performance Indicator Target: Academic Achievement (Status)

CMAS Math Achievement: The percent of students scoring meets or exceeds on the 9th grade CMAS Math assessment has decreased over the past three years from 8.5% in 2015 to 4.8 in 2016 to 2.9% in 2017 which does not yet meet the DPS and state expectation of 40%. In addition, the percent of students who approach expectations on the CMAS Math has remained fairly stable from 27.7% in 2015 to 29% in 2016 to 24.3% in 2017. Significant differences were not seen in sub-claim performance.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

MGP ELA: The MGP of of 9th grade students on CMAS ELA has increased over the past two years from 57.5 to 68 which exceeds DPS and state expectations.

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

SAT Growth Math: The MGP of students on the Math SAT (from PSAT) was 34 in 2017 which does not yet meet the DPS and state expectation of 50. Only one year of data is available.

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

SAT Growth EBRW: The MGP of students on the Evidenced Based Reading and Writing SAT (from PSAT) was 36 in 2017 which does not yet meet the DPS and state expectation of 50. Only one year of data is available.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

CMAS Catch Up Math: The percent of students catching up on CMAS math has increased significantly over the past two years from 25% in 2016 to 51.4% in 2017 which meets the DPS and state expectation of 40%.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

MGP Math: The MGP of of 9th grade students on CMAS Math has increased over the past two years from 42 to 52 which meets the DPS and state expectation of 50.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

MGP ELA FRL: The dissaggregated MGP of of 9th grade students eligible for free and reduced lunch on CMAS ELA has increased over the past two years from 59 to 68 which exceeds DPS and state expectations.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Academic Growth

MGP Math FRL: The dissaggregated MGP of of 9th grade students eligible for free and reduced lunch on CMAS Math has increased over the past two years from 36 to 52 which meets the DPS and state expectation of 50.

Trend Direction:
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

SAT EBRW: The percent of students meeting college readiness benchmarks in SAT evidenced based reading and writing in 2017 is 17% which does not meet the DPS expectation of 50%. Of note is that significantly more Hispanic students (27.3%) met college readiness benchmarks in EBRW compared to Black Students (5.0%) and significantly more male students (21.9%) met college readiness benchmarks in EBRW than female students (9.5%). Of students who qualify for free and reduced lunch

16.3% met college ready benchmarks in EBRW. Only 1 year of data is available for this assessment. Other disaggregated groups are too small to report. In 2017 students scored slightly higher on the reading test vs. the writing test. The Command of Evidence sub score (6.8/15 average) was the highest score of the sub cores; the Standard English Conventions was the lowest score (5.5/15 average).

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

PSAT Math: The percent of students meeting college readiness benchmarks on PSAT Math has increased over the past two years from 5.8% in 2016 to 10.2% in 2017 and approaches the DPS expectation of 40%. Of note, slightly more black students (6.7%) than Hispanic students (4.5%) met college readiness benchmarks in Math in 2017 and significantly more male students (17.4%) met college readiness benchmarks in Math than female students (5.6%) in 2017. The number of other disaggregated groups is too small to report.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

PSAT EBRW: The percent of students meeting college readiness benchmarks on PSAT Evidenced Based Reading and Writing has increased over the past two years from 23.1% in 2016 to 45.8% in 2017 and approaches the DPS expectation of 60%. Of note, slightly more black students (43.3%) than Hispanic students (40.9%) met college readiness benchmarks in EBRW in 2017 and significantly more female students (58.3%) met college readiness benchmarks in EBRW than male students (26.1%) in 2017. The number of other disaggregated groups is too small to report.

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

College Remediation Rate Writing: The percent of students graduating needing remediation in writing decreased then increased over the past three years from 39.2% in 2015 to 35.4% in 2016 to 44.4% in 2017. This approaches the DPS expectation of

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

College Remediation Rate Reading: The percent of students graduating needing remediation in reading increased over the past three years from 29.41% in 2015 to 33.3% in 2016 to 42.9% in 2017. This approaches the DPS expectation of

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

College Remediation Rate Math: The percent of students graduating needing remediation in math increased then decreased over the past three years from 29.4% in 2015 to 62.5% in 2016 to 50.8% in 2017. This does not meet the DPS expectation of

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

AP/IB/CE Pass Rate: The percent of students passing AP and Concurrent Enrollment classes has increased over the past two years from 36.1% in 2016 to 41.4% in 2017 which approaches the DPS and state expectation of 60%.

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

Post Secondary Course Enrollment: The percent enrollment in post secondary courses (AP/CE classes) decreased then increased over the past three years from 63.74% in 2015 to 48.2% in 2016 to 66.1% in 2017 which approaches the DPS expectation of 80%.

Trend Direction:
Notable Trend: Yes
Performance Indicator Target: Postsecondary & Workforce Readiness

SAT Math: The percent of students meeting college readiness benchmarks in SAT Math in 2017 is 9.4% which does not meet the DPS expectation of 40%. Of note is that significantly more Hispanic students (18.2%) met college readiness benchmarks in Math compared to Black Students (5.0%) and significantly more male students (12.5%) met college readiness benchmarks in Math than female students (4.8%). Of students who qualify for free and reduced lunch 12.5% met college ready benchmarks in Math. Only 1 year of data is available for this assessment. Other disaggregated groups are too small to report. The Passport to Advanced Math was the highest sub score (6.5/15 average) the Heart of Algebra (5.7/15 average) and Problem Solving (5.5/15 average) were the lowest.

Trend Direction: Increasing then decreasing

Notable Trend: Yes

Performance Indicator Target: Student Graduation and Completion Plan

Grad Rate: The CDE 'Best Of' Graduation Rate increased slightly then decreased over the past three years at 89.02% in 2015 to 90.2 in 2016 to 82.8% in 2017 which meets the DPS and state expectation of 80%.

Trend Direction: Stable

Notable Trend: Yes

Performance Indicator Target: Student Graduation and Completion Plan

Dropout Rate: The CDE dropout rate has remained fairly stable over the past three years from 5.54% in 2015 to 5.1% in 2016 to 5.8 in 2017 which does not meet the DPS expectation of

Trend Direction: Decreasing then increasing

Notable Trend: Yes

Performance Indicator Target: Student Graduation and Completion Plan

On-Track: The percent of student on track to graduate decreased slightly then increased over the past three years at 67.14% in 2015 to 65.5% in 2016 to 70.9% in 2017 which approaches the DPS and state expectation of 75%.

Trend Direction: Increasing

Notable Trend: Yes

Performance Indicator Target: English Language Development and Attainment

ACCESS MGP: The MGP of students' language acquisition as measured by the ACCESS assessment has increased over the past three years from 29 in 2015 to 59 in 2016 to 61 in 2017 which meets the DPS expectation of 50.

Trend Direction: Decreasing

Notable Trend: Yes

Performance Indicator Target: English Language Development and Attainment

ACCESS Trajectory: The percent of students whose language proficiency is on-track as measured by the ACCESS Trajectory has declined over the past three years from 71.74% in 2015 to 52.6% ini 2016 to 51.4% in 2017 which approaches the DPS expectation of 55%.

Trend Direction:
Notable Trend: Yes
Performance Indicator Target: Student Engagement

Attendance: The percent of students meeting the DPS attendance expectation of 93% in 2017 was 24.3 which does not meet the DPS expectation of 45%. Only 1 year of data reported in this format is available.

Trend Direction: Increasing
Notable Trend: Yes
Performance Indicator Target: Student Engagement

Student Satisfaction: The percent of positive responses on the DPS Student Satisfaction Survey has increased over the past three years from 89.09% in 2015 to 91.21% in 2016 to 92.64% in 2017 which exceeds the DPS expectation of >85%.

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

Parent Satisfaction: The percent of positive responses on the DPS Parent Satisfaction Survey has increased then decreased slightly over the past three years from 75.68% in 2015 to 81.91% in 2016 to 77.68% in 2017 which meets the DPS expectation of 77%.

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Student Behavior

Out of School Suspensions: The number of students receiving out of school suspensions increased then decreased over the past three years from 24 in 2015 to 53 in 2016 to 43 in 2017. Disaggregated data was analyzed but not presented here due to low numbers.

Trend Direction: Increasing then decreasing
Notable Trend: Yes
Performance Indicator Target: Student Behavior

Total behavior incidents: The total number of behavior incidents increased then decreased over the past three years from 48 in 2015 to 58 in 2016 to 48 in 2017. Disaggregated data was analyzed but not reported here due to low numbers.

Additional Trend Information:

The Manual Leadership Team analyzes student data at the individual student level but often do not report this because our student numbers are so low and we follow FERPA Laws.

Root Causes

Priority Performance Challenge: Growth

MGPs of PSAT to SAT in evidence based reading and writing and math are significantly below the DPS and state expectation.

Root Cause: College and Career Going Culture

We have YET to implement a robust enough college and career going culture to ensure that 100% of our students, families and teachers believe that our students can achieve at the highest levels and have the agency and support to reach their post secondary goals.

Root Cause: Teacher Support

We have YET to implement and adequate system to support teachers in providing culturally relevant, engaging instruction that meets the needs of students who come in to their classes below grade level.

Root Cause: Whole Child Systems

We have YET to implement comprehensive whole child system that addresses significant barriers to attendance and engagement.

Priority Performance Challenge: Achievement

The number of Manual 9th Grade Scholars who score meets or exceeds on CMAS literacy, math and science are significantly below DPS and state expectations.

Root Cause: College and Career Going Culture

We have YET to implement a robust enough college and career going culture to ensure that 100% of our students, families and teachers believe that our students can achieve at the highest levels and have the agency and support to reach their post secondary goals.

Root Cause: Teacher Support

We have YET to implement and adequate system to support teachers in providing culturally relevant, engaging instruction that meets the needs of students who come in to their classes below grade level.

Root Cause: Whole Child Systems

We have YET to implement comprehensive whole child system that addresses significant barriers to attendance and engagement.

Priority Performance Challenge: Graduating College and Career Ready

The number of Manual Scholars who graduate college and career ready without the need for remediation in literacy and math does not meet DPS and state expectations (as measured by Accuplacer, SAT, CE/AP Passing Rates)

Root Cause: College and Career Going Culture

We have YET to implement a robust enough college and career going culture to ensure that 100% of our students, families and teachers believe that our students can achieve at the highest levels and have the agency and support to reach their post secondary goals.

Root Cause: Teacher Support

We have YET to implement and adequate system to support teachers in providing culturally relevant, engaging instruction that meets the needs of students who come in to their classes below grade level.

Root Cause: Whole Child Systems

We have YET to implement comprehensive whole child system that addresses significant barriers to attendance and engagement.

Priority Performance Challenge: Student Engagement and Satisfaction

The number of Manual High School Scholars who meet the DPS attendance benchmark of 93% does not meet DPS and state expectations.

Root Cause: Whole Child Systems

We have YET to implement comprehensive whole child system that addresses significant barriers to attendance and engagement.

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

By focusing on these areas we are reaching all students supporting them to step into their potential. The magnitude of these challenges clearly indicate the next level of work in our efforts to improve outcomes for MHS students.

Provide a rationale for how these Root Causes were selected and verified:

These Root Causes were selected and verified through Instructional Leadership Team analysis of the Manual 2016/17 School Performance Framework, specifically data for 9th CMAS/PARCC, PSAT, SAT, remediation attendance and drop-out rates. Results of the 2015-16 and 16-17 School Quality Review were also considered as a data point to verify root causes.

Action and Progress Monitoring Plans

Major Improvement Strategy and Action Plan

Student Engagement in College Readiness Standards

Describe what would success look like: We will support Manual students as they "step into their academic greatness" to attain post-secondary success by providing engaging classrooms where students feel culturally respected, challenged, and have voice in their learning. Project based units will be created to ensure increased engagement in 9th and 10th grade classrooms. All students will have the opportunity to present their learning for authentic audiences including Exhibition Nights and National History Day. We will create a medical a pathway to increase student achievement and access to skills and we will offer concurrent enrollment courses to ensure students have access to both the skills and the culture of college. In our classrooms, teachers will create unit and daily lesson plans that are standards based and

culturally relevant and then monitor student achievement to ensure that students can meet and exceed college readiness benchmarks. We will ensure students will have increased opportunity to showcase their learning in multiple ways to various audiences, and we will engage students in creating, monitoring, and achieving goals outlined in their Student Learning Plans & ICAPs. As a result of our efforts, at least 37 students will meet benchmark in SAT EBRW and at least 20 students will meet benchmark in SAT Math; at least 80% of all off-track students will get on track by May 2017; 75% of freshman will be on track; 60% of juniors meet one of five college readiness measures. and 100% of all seniors will meet one of five college readiness measures showing they are graduating ready for college and career.

Associated Root Causes:

College and Career Going Culture:
We have YET to implement a robust enough college and career going culture to ensure that 100% of our students, families and teachers believe that our students can achieve at the highest levels and have the agency and support to reach their post secondary goals.

Teacher Support:
We have YET to implement and adequate system to support teachers in providing culturally relevant, engaging instruction that meets the needs of students who come in to their classes below grade level.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Project Based Learning	Align unit plan to project based learning to increase student engagement. Collaborate with Imaginarium. Send teachers to PBL institute. School instructional expectations align to PBL.	06/12/2017 05/31/2018	Imaginarium, Manual Coaches, Title 1 Funds	AP, Dean of Instruction, Teacher Leaders	In Progress
Implement	Implement an accuplacer system that supports students to build	08/07/2017	Local funds	Data Director, Teachers,	In Progress

Accuplacer college Readiness Checks	skills and understand their data in relation to college access.	07/07/2018		Principal APs	
Research and Technology	Provide professional learning for teachers to help students utilize academic databases, google classroom, and 1:1 devices	08/13/2017 05/13/2018	Department meetings, Title 1 Funds	AP, Digital Coach, Library Team	In Progress
Build Manual Early College	Increase student engagement in school to ensure students have access to get college courses and credit while still in high school. Engage in our planning year for the early college	08/13/2017 06/30/2018	Early College, DPS Student Engagement Funds	Principal, Early College Team, APs, Principals, DPS Early College Team	In Progress
Personalized Student Learning Plans	Ensure each student has a individualized learning plan that is used to build their engagement and support in school. Schedules are built and classes choices are made around this plan.	08/13/2017 05/31/2018	SLPs	College Readiness Team, APs, Principal	In Progress
Implement SLO system	Support teachers with school wide learning objective target of developing academic vocabulary through reading, writing, speaking, and vocabulary.	08/13/2017 05/14/2018	District provided SLO, Local funds, Title 1 Funds	Teacher Leaders, Data Director and Dean of Instruction	In Progress
Semester Unit/Lesson Plans	Create semester unit plans and lesson plans aligned to common core standards and college readiness strategies, measured by ongoing college readiness checks	08/14/2017 06/08/2018	Imaginarium Buck Institute, MyTech 1:1 Grant, Local Budget, Additional Planning sessions	Leadership Team, Teacher Leaders, Instructional Dean, Teachers	In Progress

Improved systems and supports for ELD	Implement co-teaching model, implement district ELD rigor pilot, Academic language in the CTE courses.	08/20/2017 05/31/2018	DPS District Budget, Local Budget	Principal, ELD teachers, AP	In Progress
Intervention	Utilize strategic reading and math interventions (HS Reading and Math Fellows and reading partners) and monitor on a three week cycle utilizing Accuplacer and MAPs assessments. Utilize student support groups-young men of purpose--to increase college skills and culture.	08/21/2017 06/01/2018	SRI, SMI, ILP	Principal, Data DirectorTeachers, Math Fellows	In Progress
Progress monitor 11th grade teams	Closely Monitor students who are in the SAT target cohorts	09/03/2017 06/02/2018		Data Director, Assistant Principal, Principals	In Progress
Professional Development through Teachers College	Engage in data analysis surrounding reading, writing and math.	09/04/2017 05/21/2018	Teachers College Plan, Title 1 PD funds	AP, Teacher Leaders, Data Director and Academic Dean	In Progress
College Culture Library	Build and utilize a college-like library	09/04/2017 05/31/2018	Local Budget	Tech Team, Assistant Principal	Complete
On	Weekly monitoring of 9th-12th student on track to graduate by	09/04/2017	Local Budget	Light and Leadership Team,	In Progress

Track/Academic Probation System	implementing academic Probation system	05/31/2018		After school tutors	
Data Cycles	Students engage in national competitions to authentically practice reading, writing, research, and speaking skills.	09/04/2017 06/08/2018	Local budget, Title 1 Budget, MyTech 1:1, Illuminate PD World Affairs Challenge 9-11th 9th- National History Day We the People 11th Grade Manual Institute Student Culture Academy	Leadership Team, Teacher Leaders, Dean of Instruction	In Progress
Access to College	Monthly college visits off and on campus, FAFSA night, Financial Aid night, 3 colleges, 3 scholarships, 20 hours of community service	09/11/2017 05/31/2018	Local funds, DPS SEI funds	College Readiness Team	In Progress
Monitor College Classes	Collaborate and communicate with college professors to increase CE pass rate, give students monthly feedback on college readiness classes.	09/11/2017 05/25/2018	DPS OCCR	AP, College Readiness Team	In Progress
PSAT/SAT Prep	Implement Kahn Academy and Edgenutiy in Prep for Success to provide practice for SAT and Accuplacer Include PSAT/SAT released items into classroom instruction or provide test day-like practice exams to students Use the Illuminate College Board Released. Implement system of college readiness check system. Students know, track their own data. Teachers use data to adjust instruction.	10/02/2017 04/20/2018	Local Budget, My Tech Budget, Illuminate and Khan Academy Platforms	Director of Data, Director of Culture, DPS Data Partner and A.R.E. Coordinator	Complete

Credit Recovery	Implement system to ensure all students on credit recovery are progressing.	10/02/2017 06/08/2018	Local Budget, Edinuity,	Math Fellows, MSU Tutors, Dean of Instruction	In Progress
Teacher SAT Training	Train three teachers in Princeton Review, add three SAT trainings to calendar, train teachers in SAT strategies	01/08/2018 05/25/2018	Title 1 funds, DPS OCCR	AP, Principal	In Progress
Develop Schedule for 2018-19	Develop master schedule for 2018-19 to include robust college preparatory and CE Pathway Offerings	04/02/2018 05/31/2018	local budget	Asst. Principal, Master Scheduler, DPS Support Staff	
Evaluate and Adjust MIS	Evaluate the effectiveness of implementation an outcome data to identify strengths and opportunities for the 2018-19 school year.	04/02/2018 07/31/2018	local funds	Leadership Team, DPS Network Support Staff	

Implement Systems to Increase Engagement and Whole Child Wellness

Describe what would success look like: We will help Manual students 'step into their social and emotional greatness' by focusing on whole child wellness and strong relationships. We will accomplish this through the development and implementation of our 'Light Center', systematic implementation of restorative justice practices, effective implementation of an advisory program that supports student academic and whole child needs, and adding a full suite of arts offerings to engage our students and systematically engaging family and community partners. These initiatives will result in an increase in the amount of educator to home contacts reported in Infinite Campus, an 11% increase in attendance by May, a 7% increase in student satisfaction, 100% retention of of Life Coaches, an increase in "parents feeling connected to the school" as reported on the DPS Parent Satisfaction Survey and the establishment of relationships with our co-located middle school that result in increased school enrollment for the 2018-19 school year.

Associated Root Causes:

Whole Child Systems:

We have YET to implement comprehensive whole child system that addresses significant barriers to attendance and engagement.

Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Engaging the Narrative Summit	This years Summit is geared towards healing generational and racial divides that exist and bringing together our Black and Brown young men to empower, engage, and enlighten. I would like to cordially invite you all to join us for the Summit and especially want to invite you all to join us as this year we have International recording artist, actor, producer, activist and intellectual David Banner as our keynote speaker	08/06/2017 05/19/2018	Local funds	Principal, Counselor, ILT	In Progress
Student Support Coordinator	Create position for student support coordinator to help monitor attendance and communicate with families and students.	08/07/2017	Local funds	Student Support Coordinator	Complete
Light Center	Establish the Light Center at Manual which will be the hub of a hub that students can visit in which they can get SEL, academic and peer support. The will also self-monitor and self-assess their own needs.	08/21/2017 06/01/2018	LIGHT Grant	Dean of Culture	In Progress
Discipline System	Revisit discipline systems and discipline ladder with students and staff quarterly	08/21/2017 06/16/2018	Local funds	Deans	In Progress

Colorado Black Round Table	Event hosted at Manual by community members about the state of African Americans in education and in America.	08/26/2017 05/26/2018	Local funds	SLT	In Progress
Dignified Diaglogues	Conduct Two Dignified Dialogue Sessions with Manual and McAuliffe students to build trust and common experiences in preparation for the school merger	09/05/2017 05/31/2018	Grant	Dean of Culture	In Progress
Utilize student groups to increase engagment	Utilize Young Men of Purpose, Star Girls, Anger Management, Restorative Justice, Pre Collegiate Sorority	09/11/2017 05/18/2018	Various Grants	Light Team and various teacher partners.	In Progress
Attendance System	Build and monitor attendance systems by focusing on relationships , whole child needs, engaging instruction, and parent communication, ensuring parents excuse valid attendance absences, and college aligned expectations for attendance in the Early College resulting in an 11% increase in attendance.	09/18/2017 06/01/2018	Local funds	Dean of Culture/LIGHT team	In Progress
Restorative Practices	Build, educate, and implement school wide restorative practices for both student to student and school to community resulting in a student led culture of low level RJ conversations.	10/16/2017 06/01/2018	local funds, DPS SEL support	Dean of Culture, LIGHT Center team, Deans	In Progress
Pack the House Nights	Joint athletic events to build community between middle school and high school	10/16/2017 05/31/2018	Local funds, DPS Athletics, DPS Student Engagement resources	Manual Athletic Director, McAuliffe Leadership	In Progress

Coffee Cram	Target 150 students to "Work, Cram and Study" for finals and finish final projects	11/17/2017 05/26/2018	Local funds	Dean of culture and teachers	In Progress
Adjustments in attendance system based on data	Increase student attendance through: robo calls each period, posted admin in hallway, one on one sessions with principal for dropped students and implementation of attendance celebrations.	01/08/2018 05/25/2018	Local funds	APs, Principal	In Progress
Analysis and Planning for 2018-19	Analyze the effectiveness of implementation and data focused on the results of MIS action steps to inform adjustments to the MIS and the development of new action steps for the 2018-19 school year.	04/09/2018 09/28/2018	Local funds	SLT, DPS Network Support Partners	

Support for Exemplary Teaching

Describe what would success look like: Manual teachers will 'step into their greatness' through deep planning that is rigorous, relevant, and offers students voice and choice in their learning resulting in the development and implementation of responsive, asset-based learning opportunities driven by student feedback (qualitative and quantitative). Manual's 'Teacher's College' and ongoing coaching support will ensure that every Manual teacher deepens their implementation of the Manual Instructional Expectations and the Adult T-Bolt Way. As a result, 100% of teachers will meet Manual's First 30 Day checklist by October 1st, 90% will report satisfaction of the Manual Teachers College as a way to grow practice, plan and adjust instruction on data points and to plan interdisciplinary connections and 100% teachers will reach and maintain a minimum of 5 (effective) on I2 on the DPS LEAP evaluation system.

Associated Root Causes:

Teacher Support:
We have YET to implement and adequate system to support teachers in providing culturally relevant, engaging instruction that meets the needs of students who come in to their classes below grade level.
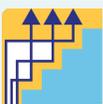
Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel		Status

Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
Additional Time for Teacher Planning	Provide teachers additional work days to complete planning to increase student engagement and access to common core college standards (9th, 10th, Early College)	06/05/2017 08/25/2017	Local budget, Title 1 Budget, Friends of Manual Grant	Teachers, Assistant Principal, Student Culture Dean	Complete
Project Based Learning Planning	Provide project based learning training for 100% of 9th and 10th grade teachers. Implement weekly coaching and feedback systems	06/12/2017 08/21/2018	Title 1 Funds	Dean of Culture, AP, Imaginarium Coach	In Progress
Engaging in deep planning that is rigorous, relevant, and offers students voice	Provide teachers additional work days to complete planning to increase student engagement and access to common core college standards (9th, 10th, Early College)	06/22/2017 08/22/2017	FOM, Imaginarium	Teachers, Assistant Principal, Culture Dean	Complete
Support staff to attend national conferences	Teach like a Champion, Early College, NCTM conference.	08/06/2017 05/31/2018	Title 1 Funds	Teachers, Leadership Team	In Progress

Teachers College: Professional Development	Continue to support teachers through Teachers' College to use data from college readiness checks, formative assessments, and bimonthly illuminate mastery checks to adjust instruction, feedback to students, and grouping to increase student achievement of standards.	08/14/2017 06/08/2018	Title 1 Budget, Local funds	Assistant Principal, Teacher Leaders, Teachers	In Progress
Manual 30 Day Checklist	Provide clear expectations and professional development focused on common instructional expectations "Manual 30 Day Checklist". Conduct classroom observations to guide coaching and support so that all teachers successfully implement the Manual 30 day Expectations.	08/14/2017 10/31/2017	Title 1 Budget, Local Budget	Assistant Principal. Teachers, Dean of Culture	Complete
Coaching Support	Use PD Coaching/feedback and walkthroughs to identify PD needs. Ensure teacher classrooms are in alignment with Manual Instructional Expectations through 30 day checklist	08/14/2017 10/01/2017		Principal, APs, TLs, Academic Dean	Complete
Coaching and Feedback System	Provide weekly observation and feedback to all teachers. Ensure quality coaching through LEAP calibration, coaching sessions for TLs, and teacher feedback on coaching systems.	08/21/2017 05/31/2018	Local Budget, Title 1 Budget, DPS Teacher Leadership Program Budget	Leadership Team, Teacher Leaders	In Progress
Department Standards Alignment	Content departments collaborate to create vertical articulation documents of Standards to increase rigor.	09/08/2017 05/25/2018	District curriculum and Common Core	All teachers, APs, Department Heads, DPS Content Support Partners	In Progress
Increased summer	Support teachers with extra planning time. 9th and 10th grade team summit, 11th and12th grade summit, bring teachers back	09/08/2017	Local funds, Title	ILT	In Progress

planning for student engagement	early to plan. Planning aligned to Manual Instructional Expectations and designed by Dean of Culture and AP to align to student engagement practices.	06/01/2018	1 Funds		
Assess the rigor of tasks	Conduct two rigor audits in fall to ensure students have access to grade level tasks.	09/09/2017 05/26/2018	district curriculum partners	ILT, Principal, district curriculum partners	Complete
Vertical Articulation	Implement vertical articulation in departments plan to a progression of rigor 9-12. Each team will have a written plan by end of the year and will observe teachers based on this.	10/22/2017 05/31/2018	Local funds	TLs, AP, Academic Dean, Principal	In Progress
Weekly Lesson Plan Check	Friday checks on lesson plans to ensure standards and rigor are met.	01/12/2018 05/31/2018	Local funds	TLS, Academic Dean, AP	In Progress
Analysis and Planning for 2018-19	Conduct an analysis of the implementation of MIS action steps and student and teacher qualitative and quantitative data to inform adjustments and development of MIS for the 2018-19 school year.	04/09/2018 09/28/2018	Local funds	SLT, DPS Network Support Team	

Progress Monitoring: Student Target Setting

Priority Performance Challenge : Growth

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: ELA

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** SAT EBWR MGP: 60 |
| | **2018-2019:** SAT EBWR MGP: 65 |

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy SAT Practice Tests, DPS Student Learning Objectives, DPS unit and course assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** SAT Math MGP: 50 |
| | **2018-2019:** SAT Math MGP: 65 |

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy SAT Practice Tests, DPS Student Learning Objectives, DPS unit and course assessments, teacher made assessments

PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ACCESS Growth (AMAO 1)

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** ACCESS MGP: 65 |
| | **2018-2019:** ACCESS MGP: 70 |

INTERIM MEASURES FOR 2017-2018: Illuminate assessment items, teacher made assessments

PERFORMANCE INDICATOR: English Language Development and Attainment

MEASURES / METRICS: ACCESS Proficiency (AMAO 2)

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** ACCESS % On Track: 55% |
| | **2018-2019:** ACCESS % On Track: 65% |

INTERIM MEASURES FOR 2017-2018: Illuminate assessment items, teacher made assessments

Priority Performance Challenge : Achievement

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: S

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** CMAS Science: 25% Meets Expectations |
| | **2018-2019:** CMAS Science: 50% Meets Expectations |

INTERIM MEASURES FOR 2017-2018: DPS Science SLO, DPS Unit and Course Assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** SAT Math: 40% meeting college readiness benchmarks |
| | **2018-2019:** SAT Math: 50% meeting college readiness benchmarks |

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy PSAT Practice, DPS SLO, DPS Unit and Course Assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

> ANNUAL PERFORMANCE TARGETS

2017-2018: SAT EBRW: 50% meeting college readiness benchmarks

2018-2019: SAT EBRW: 55% meeting college readiness benchmarks

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy PSAT Practice, DPS SLO, DPS Unit and Course Assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

> ANNUAL PERFORMANCE TARGETS

2017-2018: PSAT Math: 20% meeting college readiness benchmarks

2018-2019: PSAT Math: 40% meeting college readiness benchmarks

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy PSAT Practice, DPS SLO, DPS Unit and Course Assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

> ANNUAL PERFORMANCE TARGETS

2017-2018: PSAT EBRW: 50% meeting college readiness benchmarks

2018-2019: PSAT EBRW: 55% meeting college readiness benchmarks

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy PSAT Practice, DPS SLO, DPS Unit and Course Assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

2017-2018: PSAT 9 Math: 20% meeting college readiness benchmarks

2018-2019: PSAT 9 Math: 40% meeting college readiness benchmarks

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy PSAT Practice, DPS SLO, DPS Unit and Course Assessments, teacher made assessments

PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL PERFORMANCE TARGETS

2017-2018: PSAT 9 EBRW: 30% meeting college readiness benchmarks

2018-2019: PSAT 9 EBRW: 50% meeting college readiness benchmarks

INTERIM MEASURES FOR 2017-2018: Illuminate and Khan Academy PSAT Practice, DPS SLO, DPS Unit and Course Assessments, teacher made assessments

Priority Performance Challenge : Graduating College and Career Ready

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Other PWR Measures

ANNUAL PERFORMANCE TARGETS

2017-2018: College Remediation Rate Math: 0%

2018-2019: College Remediation Rate Math: 0%

INTERIM MEASURES FOR 2017-2018: Accuplacer, SAT practice tests, Edunuity Accuplacer Prep, teacher made assessments

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Other PWR Measures

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** College Remediation Rate English: 0% |
| | **2018-2019:** College Remediation Rate English: 0% |

INTERIM MEASURES FOR 2017-2018: Accuplacer, SAT practice tests, Edunuity Accuplacer Prep, teacher made assessments

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Other PWR Measures

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** AP/CE Passing Rate: 60% |
| | **2018-2019:** AP/CE Passing Rate: 75% |

INTERIM MEASURES FOR 2017-2018: AP Practice Exams, Teacher made assessments

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Supplemental Measure(s)

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** On Track to Graduate Rate: 75% |
| | **2018-2019:** On Track to Graduate Rate: 90% |

INTERIM MEASURES FOR 2017-2018: individual monitoring by counselors

PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

| ANNUAL PERFORMANCE TARGETS | **2017-2018:** 4 Year Graduation Rate: TBD |
| | **2018-2019:** 4 Year Graduation Rate: TBD |

INTERIM MEASURES FOR 2017-2018: Individual student monitoring by advisory teachers and counselors

Priority Performance Challenge : Student Engagement and Satisfaction

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL PERFORMANCE TARGETS	
2017-2018: CDE Dropout Rate:
2018-2019: CDE Dropout Rate:

INTERIM MEASURES FOR 2017-2018: Individual student monitoring by attendance and MTSS team

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL PERFORMANCE TARGETS	
2017-2018: Parent Satisfaction and Engagement Positive Responses: >90%
2018-2019: Parent Satisfaction and Engagement Positive Responses: >90%

INTERIM MEASURES FOR 2017-2018: Surveys administered after parent engagement events, BPAC focus groups

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL PERFORMANCE TARGETS	
2017-2018: Student Satisfaction positive responses >95%
2018-2019: Student Satisfaction positive responses >95%

INTERIM MEASURES FOR 2017-2018: Student focus groups and surveys

PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL PERFORMANCE TARGETS

2017-2018: Percent Meeting DPS Attendance Target: 35%

2018-2019: Percent Meeting DPS Attendance Target: 45%

INTERIM MEASURES FOR 2017-2018: Attendance Team Monitoring