

Colorado's Unified Improvement Plan for Schools for 2015-16

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 provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing 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, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Roosevelt High School is working to increase student success in the areas of PWR. RHS has a challenge to sustain a low drop-out rate (below 2%) and 4 year graduation rate at or above 80%. RHS is also failing to maintain consistency with the mean ACT score at or above the state level.

Why is the school continuing to have these problems?

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

RHS is continuing to have these challenges due to a lack of consistency in implementation of curriculum. Additionally, there is a lack of differentiation to meet the challenges of the varying individuals and subgroups that consistently underperforming.

There has also been a lack of oversight/communication with students and families that are not maintaining the appropriate number of credits to graduate with their respective classes.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

RHS is working to align the curriculum, specifically in the core content areas, throughout the departments to ensure there is consistency and uniformity throughout the building. There is also professional development taking place to provide staff with the skill and knowledge to differentiate to help all students within their classes.

In regards to increasing graduation rates RHS is implementing a senior seminar to assist all students with college applications, etc.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 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).
ESEA and Grant Accountability			
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.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>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.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

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?	
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 and Planning Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

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

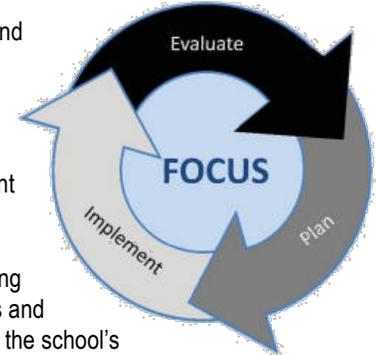
1	Name and Title	Trevor Long, Principal
	Email	tlong@weldre5j.k12.co.us
	Phone	970-587-6000
	Mailing Address	616 N 2 nd St Johnstown, CO 80534
2	Name and Title	Dr. Martin Foster, Superintendent of Schools
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Section III: Narrative on Data Analysis and 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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned 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, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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.

<p>Description of School Setting and Process for Data Analysis: 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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state 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>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. 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>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.</p>	<p>Root Cause Analysis: 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 strategy(s) is encouraged.</p>
<p>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%.</p>				

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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.

The state standardized assessments in the spring of 2015 were challenging for the school as there was a total participation rate of nearly 40%. The low assessment participation rate makes the validity and usefulness of the scores near meaningless. The school has used it's own subject level assessments to determine holes, gaps and performance targets.

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 6th year as a great transitional program for all incoming 9th graders. Additionally, Roosevelt is in its 5th year of the A-Team, another program that creates leadership and collaboration amongst students. The 2015-16 school year is the 1st year for the Senior Seminar program which is to assist seniors in finishing the ICAP process, preparing college applications, and moving forward to their post high school careers.

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 6 years (2009-2014) RHS has experienced an up and down trend for adequate growth in math and reading on the state standardized assessments. 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 10th 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 75.5% four year graduation rate in 2014.

In 2015, RHS achieved a 18.9 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 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? 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 – 73% PA	The achievement data from the CMAS/PARCC results is inconclusive due to a participation rate of almost 40%.	The number of students that participated greatly impacted the results and validity of all state assessments.
Academic Growth	Math Growth Percentile of 75	The achievement data from the CMAS/PARCC results is inconclusive due to a participation rate of almost 40%.	It was great to see the ACT average increased, however, not to what the school goal was.
Academic Growth Gaps	Reading – Growth percentile of 55 for students with disabilities and ELL students	The achievement data from the CMAS/PARCC results is inconclusive due to a participation rate of almost 40%.	
	Math – Growth percentile of 50 for students with disabilities and ELL students	The achievement data from the CMAS/PARCC results is inconclusive due to a participation rate of almost 40%.	
Postsecondary & Workforce Readiness	Disaggregated graduation rate of 64%	Not met – IEP was at 50%	
	Mean CO ACT average of 19.5	Not Met – 18.9	

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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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>Prior to the administration of CMAS/PARCC assessments the trend was:</p> <p>Proficient and Advanced Reading and Writing. RHS has demonstrated an overall upward trend from 2010 to 2014. In 9th grade there was a significant increase from 2010 with 61% P&A to 72% P&A in 2012. In 2013 it dropped 2 percentage points to 70% and stayed flat in 2014 at 70%.</p> <p>10th Grade reading reached a 5 year high of 71% P&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;">Proficient & Advanced Reading</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>9th Reading</td> <td>61</td> <td>62</td> <td>72</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		2010	2011	2012	2013	2014	9 th Reading	61	62	72	70	70	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 th 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				
	10 th Readin g	66	51	69	63	71						
	Proficient & Advanced Writing											
		2010	2011	2012	2013	2014						
	9 th Writing	46	53	55	57	55						
	10 th Writing	41	41	49	50	55						
	<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>											
	Proficient & Advanced Math											
	2010	2011	2012	2013	2014							
9 th Math	32	31	32	33	37							
10 th Math	27	23	28	27	29							

Performance Indicators	Description of Notable Trends (3 years of past state and local data)					Priority Performance Challenges	Root Causes	
Academic Growth	Reading Growth Percentiles-Median Growth Percentiles					To maintain a consistent, improved growth in the areas of Reading, Math and Writing.	There has been an inconsistent instructional focus in the core content areas of Reading, Math and Writing.	
		2010	2011	2012	2013			2014
	Adequate Growth	17	24	21	21			16
	Actual Growth	44	32	58	46			50
	Difference	+27	+8	+37	+25			+34
	Math Growth Percentiles-Median Growth Percentiles							
		2010	2011	2012	2013			2014
	Adequate Growth	91	93	91	93			91
	Actual Growth	49	46	57	48			52
	Difference	-42	-47	-34	-45			-39
	Writing Growth Percentiles-Median Growth Percentiles							
		2010	2011	2012	2013			2014

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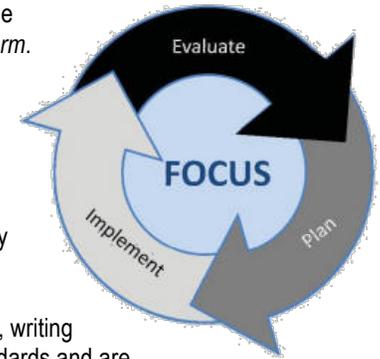
Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	Adequate Growth	52	44	48	47	49		
	Actual Growth	44	41	52	47	56		
	Difference	-8	-3	4	0	+7		
Academic Growth Gaps	<p>Students with Disabilities Disabled students 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>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 the performance indicators (i.e. 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 where state expectations were 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 transitioned 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 on TCAP is not 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 this school 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 state assessment transition guidance document 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 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	sustained efforts to keep level of instruction to meet student ability levels as they progress			
		READ				
		M	sustained efforts to keep level of instruction to meet student ability levels as they progress			
		S	sustained efforts to keep level of instruction to meet student ability levels as they progress			
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	sustained efforts to keep level of instruction to meet student ability levels as they progress			
		M	sustained efforts to keep level of instruction to meet student ability levels as they progress			
		ELP	sustained efforts to keep level of			

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			instruction to meet student ability levels as they progress				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M	Students within this category need to have specific instructional strategies to address academic growth in the area of math				
Postsecondary & Workforce Readiness	Graduation Rate		Lack of oversight of students not on track to graduate	80%	82%		Introduces a Senior Seminar
	Disag. Grad Rate		Lack of oversight of students not on track to graduate	ELL – 70% IEP – 55% FRL – 75% Minority – 80%	ELL – 70% IEP – 55% FRL – 75% Minority – 80%		Introduces a Senior Seminar
	Dropout Rate		Lack of oversight of students not on track to graduate	Below 2%	Below 2%		Introduces a Senior Seminar
	Mean CO ACT		Students struggle to meet or exceed state ACT average	At or above the state average	At or above the state average		
	Other PWR Measures						

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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
 READ Act Requirements
 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)
	2015-16	2016-17				
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 st Century Skills commitment and framework analysis and alignment with common core standards.	Fall, Winter,		All School Staff	Local Funds	Staff in-service analysis and evaluation.	In Progress

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	and Spring				
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.
Re-analyze alignment of standards and CAS	Spring		English	Local Funds	Developed document showing standard gaps within the curriculum
Fill gaps within curriculum and decide on common curriculum to be implemented	Spring/Summer		English	Local Funds	Curriculum map is complete without standard gaps
Training on new curriculum and implementation		Summer/Fall	English	Local Funds	Training has taken place, teachers are ready to begin implementing
Implementation of new curriculum		Fall	English	Local Funds	Curriculum has been implemented with fidelity

* 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
 READ Act Requirements
 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)
	2015-16	2016-17				
All 9th and 10th grade students will be benchmarked 2x 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 st 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 12th grade ICAP
Root Cause(s) Addressed: Lack of oversight of seniors not on track to graduate

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
 READ Act Requirements
 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)
	2015-16	2016-17				
Students enrolled in Senior Seminar	Summer/Fall 2015		Counselors & CTE Chairperson	Local Funds	Course enrollment	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 Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*