

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

Organization Code: 1010 District Name: COLORADO SPRINGS 11 School Code: 1870 School Name: CORONADO HIGH SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	-	72.21%	-	-	77.64%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	40.16%	
		W	-	-	49.57%	-	-	58.27%	
Academic Growth	Median Growth Percentile Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	9	-	-	49	
		M	-	-	76	-	-	40	
		W	-	-	35	-	-	48	
ELP	-	-	29	-	-	32			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p>	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Postsecondary & Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>85.2% using a 6 year grad rate</p>	Meets	<p>Overall Rating for Postsecondary & Workforce Readiness: Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.	Approaching	
	<p>Dropout Rate</p> <p>Expectation: At or below state average overall (baseline of 2009-10).</p>	3.9%	1.7%	Meets	
	<p>Mean Colorado ACT Composite Score</p> <p>Expectation: At or above state average (baseline of 2009-10).</p>	20.1	20.8	Meets	

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	The school meets or exceeds state expectations for attainment on the SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2015 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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.
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

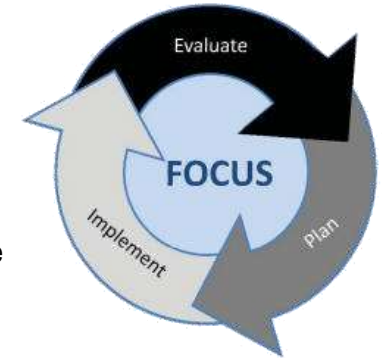
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> Colorado Graduation Pathways Program (CGP) <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Darin Smith, Principal
	Email	smithdk@d11.org
	Phone	719-328-3602
	Mailing Address	1590 W. Fillmore St, Colorado Springs, CO 80904
2	Name and Title	Addie Arnell, Assistant Principal & David DuBois, Assistant Principal
	Email	arnelar@d11.org & duboidp@d11.org
	Phone	719-3280-3603 & 719-328-36047
	Mailing Address	1590 W. Fillmore St, Colorado Springs, CO 80904

School Code: 1870

School Name: CORONADO HIGH SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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



Data Narrative for School

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

Data Narrative for School

<p>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., SAC).</p>	<p>Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>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 strategies is encouraged.</p>
<p>Narrative: CHS is a comprehensive, suburban high school with an increasing population of approximately 1580 student; we have 95 certified teachers, administrators, counselors and support professionals, and 42 additional educational support staff working with “Purpose, Performance and Pride” for academic achievement for all students. Additionally, we have an involved community which includes a high functioning PTA, SAC and Booster Club. The USIP development included input from our Academic Counsel, Math and English teachers, the LTE/LRT, and our supervising administrators. CHS has a variety of unique award winning academics for students: Performing and Fine Arts, PLTW, AVID, FIRST Robotics, STEM Academy, Prostart and 27 other community and scholastic organizations. We offer students 17 AP courses; 340 AP tests were administered last year with 68% passing with a 3 or better. There are 12 CU Gold classes available; 657 students took CU Gold classes. A total of 1892 college credits were earned last year. A total of \$4,912,945 in scholarships was awarded, 78% of our graduating seniors went on to higher education and 4% went into the military.</p>				

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

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

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading	Meets	Reading: Target was met by implementing site based reading strategies across curricular developed in the Reading and Writing Goal Team and using AVID reading strategies. Writing: Target was met by implementing site based writing strategies across curricular developed in the Reading and Writing Goal Team Math: Teachers did not use ALEKS with fidelity. ALEKS has been used primarily as a Tier 2 intervention for our lower performing students the past few years. This year we will use ALEKS to fill in the gaps for our higher achieving students, as a Tier 3 intervention with our SPED students, and we will continue to use it as a Tier 2 intervention as we have done in the past. Teachers will incorporate sample questions that prepare our students for multi-step problem analysis into every unit lesson. We will also include DOK 2 & 3 questions into every 2014-2015 common assessment.
	Writing	Meets	
	Math	Meets	
Academic Growth	Reading: Meets	Reading meets adequate growth; even though, a decrease of 4%.	
	Writing: Meets	Writing meets adequate growth; even though, a decrease of 7%.	
	Math: Does not meet	Math does not meet adequate growth; it fell from approaching to does not meet with a 4% decrease.	
	ELP: Approaching	ELP had a rating of approaching. ELP had a decrease of 31%.	
Academic Growth Gaps	Reading: The only sub group rated as meets was minority students; all other sub groups were rated approaching.	Overall reading was rated as approaching; the following decreases were seen: FRL: -11% Minority students: - 4% Students with disabilities: - 1% ELL: - 22% Students needing to catch up: -4%	

School Code: 1870

School Name: CORONADO HIGH SCHOOL

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	Math: All sub groups rated as does not meet .	Overall math rating was does not meet ; the following decreases were seen: FRL: -6% Minority students: - 12% Students with disabilities: - 4% ELL: - 26% Students needing to catch up: -9%	
	Writing: All sub groups had a rating of approaching ; however, minority students were rated as meets .	Overall writing rating was approaching ; the following increases/decreases were seen: FRL: -4% Minority students: - 11% Students with disabilities: +11% ELL: - 12% Students needing to catch up: -6%	
Postsecondary & Workforce Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	The three-year data had a rating of meets in all categories with the exception of academic growth gaps, which is approaching .	Academic growth gaps	PLC work was not used to align instruction to the Colorado Academic Standards with fidelity. Common assessments were not analyzed with fidelity. We have lacked structure and consistency in our math intervention program.
Academic Growth	Reading and writing had a rating of meets .		
	Math and ELP had a rating of approaching . ELP students are 4% points away from reaching a rating of meet.	Math and ELP	PLC work was not used to align instruction to the Colorado Academic Standards with fidelity. Common assessments were not analyzed with fidelity. We have lacked structure and consistency in our math intervention program.
Academic Growth Gaps	Reading: all sub groups are rated as meets with the exception of students with disabilities and students needing to catch up, they were rated as approaching .	Students with disabilities and students needing to catch up	PLC work was not used to align instruction to the Colorado Academic Standards with fidelity. Common assessments were not analyzed with fidelity.
	Math: all sub groups are rated as does not meet	FRL, minority students, students with	PLC work was not used to align instruction to the Colorado

School Code: 1870

School Name: CORONADO HIGH SCHOOL

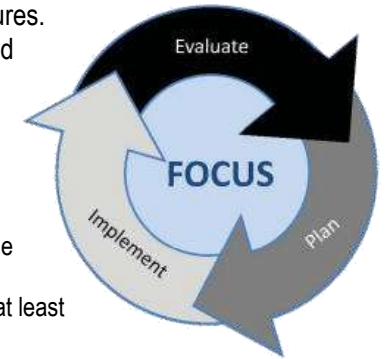
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	with the exception of students needing to catch up and they are approaching .	disabilities, English learners and students needing to catch up	Academic Standards with fidelity. Common assessments were not analyzed with fidelity. We have lacked structure and consistency in our math intervention program.
	Writing: all sub groups are rated as approaching with the exception of minority students, and they are rated as meets .	FRL, students with disabilities, English learners and students needing to catch up	PLC work was not used to align instruction to the Colorado Academic Standards with fidelity. Common assessments were not analyzed with fidelity. We have lacked structure and consistency in our writing intervention program.
Postsecondary & Workforce Readiness	Grad Rate, Dropout rate and Colorado ACT composite score continues to meet state and federal expectations. Students with disabilities and minority meet state and federal expectations.		
	Disaggregated Graduation overall rate is approaching . Rates need to increase at each year interval 4,5,6 and 7. Rates are increasing to reach the 80% grad rate.		PLC work was not used to align instruction to the Colorado Academic Standards with fidelity. Common assessments were not analyzed with fidelity. We have lacked structure and consistency in our writing and math intervention program.

Section IV: Action Plan(s)

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

School Target Setting Form

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



Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado is transitioning from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced may not be appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available next year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP Handbook and guidance documents on the UIP website for options and considerations. **50% in growth model has to be put in there.**

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R	Meets			
		M	Meets			
		W	Meets			
		S	Meets			
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	Meets			
		M	Approaching	45	45	PLC, Goal teams, MTSS, Math and Writing Tutoring Center
		W	Meets			
		ELP	Approaching	45	45	PLC, Goal teams, MTSS, Math and Writing Tutoring Center
Academic Growth Gaps	Median Growth Percentile, local measures	R	Meets			
		M	Does not meet	30	30	PLC, Goal teams, MTSS, Math and Writing Tutoring Center
		W	Approaching	45	45	PLC, Goal teams, MTSS, Math and Writing Tutoring Center
Postsecondary & Workforce Readiness	Graduation Rate		Meets			
	Disaggregated Grad Rate		Approaching	80%	80%	PLC, Goal teams, MTSS, Math and Writing Tutoring Center
	Dropout Rate		Meets			
	Mean CO ACT		Meets			

School Code: 1870

School Name: CORONADO HIGH SCHOOL

	Other PWR Measures	Meets				
--	--------------------	-------	--	--	--	--

Action Planning Form for 2014-15 and 2015-16

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

Major Improvement Strategy #1: Professional Learning Communities with fidelity **Root Cause(s) Addressed:** Teachers will ensuring instruction is aligned with Colorado Academic Standards as well as a focus on backwards design. differentiated instruction, interventions and rigor & relevance

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
PLC time built into master schedule	Weekly	Weekly	Certified Staff	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress- 8/18/14 Follow-up: Quarterly
Student summative assessment data analysis to include areas of concerns and interventions	Weekly	Weekly	Certified Staff	N/A	PLC teams quarterly report on assessments Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-10/20/14 Follow-up: Quarterly
DOK 2 & 3 constructed responses incorporated into daily instruction	Daily	Daily	Classroom Teachers	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress: 8/12/14 Follow-up: Quarterly
Development of common assessments	Quarterly	Quarterly	Classroom Teachers	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress: 8/12/14 Follow-up: Quarterly

* 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: Coronado Goal Teams focus in differentiated instruction, interventions and rigor and relevance

Root Cause(s) Addressed: Ensuring instruction is aligned with Colorado Academic Standards with a

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Reading Lab Goal Team	Monthly	Monthly	Certified/Classified Staff	Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress- 9/1/14 Follow-up: Quarterly
Writing Lab Goal Team	Monthly	Monthly	Certified/Classified Staff	Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress- 9/1/14 Follow-up: Quarterly
PBIS Goal Team	Monthly	Monthly	Certified/Classified Staff	Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-9/1/14 Follow-up: Quarterly
Cougar Connection/IGNITION Goal Team	Monthly	Monthly	Certified/Classified Staff	Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-9/1/14 Follow-up: Bi-weekly
Personalized Learning Goal Team	Monthly	Monthly	Certified/Classified Staff	Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-9/1/14 Follow-up: Quarterly
Learning Resource Center Goal Team	Monthly	Monthly	Certified/Classified Staff	Learning center funds, increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for	In progress-9/1/14 Follow-up: Weekly

School Code: 1870

School Name: CORONADO HIGH SCHOOL

					TCAP	
CHS Academy of Engineering & Science Goal Team	Monthly	Monthly	Certified/Classified Staff	Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-9/1/14 Follow-up: Quarterly
AVID Goal Team	Monthly	Monthly	Certified/Classified Staff	AVID funds, Increment credit for certified staff	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-9/1/14 Follow-up: Bi-weekly

* 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: Multi-tiered systems of support Academic Standards with a focus in interventions

Root Cause(s) Addressed: Ensuring instruction is aligned with Colorado

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				
Rtl team	Weekly	Weekly	Certified Staff	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-9/1/14 Follow-up: Monthly
Learning Center	Daily	Daily	Certified/Classified Staff	Tutoring Funds	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-10/21/14 Follow-up: Weekly
AVID	Daily	Daily	Certified Staff	AVID funds	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-8/18/14 Follow-up: Bi-weekly
Co-teaching model	Daily	Daily	Certified Staff	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-8/18/14 Follow-up: Quarterly
Fundamental Classes	Daily	Daily	Certified Staff	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-8/18/14 Follow-up: Quarterly
Advanced Placement Courses/CU Gold Courses	Daily	Daily	Certified Staff	N/A	Students scoring comparable to 50% or higher on the Growth Model for	In progress-8/18/14 Follow-up: Quarterly

School Code: 1870

School Name: CORONADO HIGH SCHOOL

					TCAP	
Full time ELL program	Daily	Daily	Certified Staff	N/A	Students scoring comparable to 50% or higher on the Growth Model for TCAP	In progress-8/18/14 Follow-up: Monthly

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

Section V: Appendices

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

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