

Summary of Root Causes (from revised UIP):

Through the work of professional learning communities, School Accountability Committee and District Accountability Committee meetings, Instructional Leadership team and full staff meetings, R-5 has identified four root causes inhibiting student success in academic growth, attendance, and graduation. Data and observations were used to discover these conclusions.

1. Lack of a school-wide assessment has created a vacuum of student data, precluding use of data to inform instruction and school-wide decisions.
2. Teachers are charged with four distinct and dissimilar job descriptions, causing teachers to spread themselves thinly, decreasing their time and energy to focus on instruction.
3. Curriculum and Instruction in the areas of Math and Vocational Placement are currently not differentiated.
4. Lack of school-wide support for students to overcome their own barriers to success.

Major Improvement Strategy #1: Use the new ENI Assessment to gain individual student academic data to guide instruction. Work with a professional consultant to align our work with the new ENI Assessment data and state/district-available data to inform our decision-making and improve instruction.

Root Cause(s) Addressed:

- RC 1: Upon adopting new ENI Assessment, a district-supported assessment tool will be available for all students, regardless of age. This quantitative data is currently lacking (CSAP and ACT are improper assessments for this student population because of aging out of testing windows. R-5 serves students ages 16-21)
- RC 1: Because of a lack of data, instructional staff have had little opportunity to use student performance and growth data to inform instruction. Through the hiring of consultants Evans Newton, INC, professional development and coaching around the analysis and use of that data will allow teachers the opportunity to gain this skill and knowledge and promote student achievement.
- RC 1: PLCs will focus on reviewing this new data and assisting each other in best practices and accountability.
- RC 1: The new data will permit the Leadership Team to properly evaluate student and teacher performance. Monitoring this data allows for strategic revision of school-wide interventions.
- RC 1: The new data will permit teacher/coordinators to facilitate student ownership and tracking of academic and postsecondary skills. It will also provide data for teachers to help students to effectively set and monitor their own progress toward their personal, academic, and post-secondary goals.

Major Improvement Strategy #2: Obtain new positions to restructure job duties, shifting the burden of four jobs per teacher to two jobs per teacher. Provide strong performance-based leadership and professional development to support their instruction.

Root Cause(s) Addressed:

- RC 2: Currently teachers perform five distinct job duties: content and Careers instruction, progress monitoring, vocational placement, transition planning, and social working for a population of highly at-risk students.
- RC 2: Provide significant professional development that will allow instructors to better use time, differentiate curricula and instruction, and focus more strategically on student achievement.
- RC 2: Create an ICAP Coordinator who will handle job development in the community, vocational placement, Tier III on-site vocational instruction and Tiers II and III vocational progress monitoring.
- RC 2: Create a Social-Emotional Interventionist who will provide therapeutic counseling sessions on an individual and group basis, participate as a leader in the RTI Team and FLEX meetings, and provide professional development and training for R-5 staff.

Major Improvement Strategy #3: Hire professional consultants to assist in further curriculum design, alignment, and professional development around curriculum differentiation, specifically in the areas of math and vocational.

Root Cause(s) Addressed:

- RC 3: Through coaching and professional development provided by Evans Newton, INC, all staff will gain best practices in efficient time use and accountability for instruction.
- RC 3: Mary Stechlein, professional Career and Technical Education consultant, will work with the Instructional Focus Team to provide professional development for designing differentiated vocational curriculum and instruction, particularly focusing on the vocational needs of Tier III students.

Major Improvement Strategy #4: Increase on-site, school provided opportunities to address barriers to students' success.

Root Cause(s) Addressed:

- RC 4: An RtI Pyramid has been developed, but there is a need for better tracking, use, and student understanding of the RtI process.
- RC 4: Currently there is no transition plan for students entering R-5. Hire a transition coordinator who will work with feeder schools and in the community to recruit drop-outs and students at risk of dropping out and to teach a transition class. By providing students a class to understand the school expectations, the RtI process, build bonds with other new students, learn strategies for managing Tier I social-emotional barriers, and become oriented to an academic life, students will be better prepared to fully engage in academics.
- RC 4: The hiring of a Social Emotional Interventionist will allow students with Tier II and III social-emotional needs direct access to a trained professional to assist with coping and overcoming social and emotional issues. This position will assist with more rigorous use of the RTI Pyramid and with the professional development of the full staff to improve the culture of support to student problem solving.
- RC4: need for increased learning time for students.

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 Steps* (e.g., completed, in progress, not begun)
<p>Replace the principal who led the school prior to commencement of the transformation model</p>	<p>Principal Replaced -- Anna Goetz hired for the 2009-2010 School Year Waiver – Spring 2012</p>	<p>Superintendent; Executive Director of High Schools; Director of Academic Options</p>	<p>No cost</p>	<p><u>Principal replaced for 2009-2010</u> school year and charged with beginning the improvements to R-5</p> <p><u>Request waiver for principal</u> replacement, due to current principal being in place less than two years, and charged with improvement, including 1) Waiting list eliminated 2009-fall 2010, 2) bringing more rigor and 3) increase accountability of staff; 4) implement PLCs to align curriculum to state standards 5) Build a collaborative, problem-solving culture focused on student learning and success; waiver approved.</p>	<p>Completed</p>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —</p> <p>(a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased</p>	<p>2012-2013;</p>	<p>District Teacher and Principal Evaluation Team; Ron Roybal, Anna Goetz, Don Trujillo ENI</p>	<p>No cost. Salaried staff committee work. TIG grant</p>	<ul style="list-style-type: none"> • District and ENI will support the building administration and leadership team in use of new ENI Assessment data and upon formative growth measures and helping them to understand and use the measure once chosen – • Student growth data will be incorporated into the evaluation system used for R5 principals and teachers. • The new student growth data, formative assessment data designed by ENI, as well as attendance and credits earned data will be tracked and used as a measure for teacher professional growth and evaluation on a quarterly basis. • R5 leadership team, with guidance and coaching from ENI will set benchmark expectations for student 	<p>a)not begun; will begin 2012-2013</p> <p>b) August of 2012</p>

<p>high school graduation rates; and (b) Are designed and developed with teacher and principal involvement;</p>				<p>attendance and credits earned (interim indicators) and tie evaluation to the teacher RtI process in response to students struggling in these areas.</p> <ul style="list-style-type: none"> • ENI will help the RtI Leadership Team develop a walkthrough tool that aligns with the new evaluation system – spring/summer 2013 • The principal and assistant principal will use the current and then newly revised evaluation system (SB 191) to evaluate teachers. 	
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p>	<p>2012-2013 school year through 2014-2015 school year</p>	<p>Anna Goetz and district leaders, Lesley Rose and Ron Roybal</p>	<p>No cost</p>	<ul style="list-style-type: none"> • Revision of Administrative Flow Chart and Leadership Teams will increase teacher involvement in leadership and school-wide decision making. • The principal and assistant principal will use the current and then newly revised evaluation system (SB 191) to evaluate teachers. • The new student growth new ENI Assessment data as, formative assessment data designed by ENI, as well as attendance and credits earned data will be tracked and used as a measure for teacher professional growth and evaluation on a quarterly basis. • District leadership will use the current and then newly revised evaluation system to evaluate the principal and assistant principal. • Opportunities and support for improvement will be given throughout. Growth will be measured with the evaluation system. 	<p>Begins August 2012; through May 2015</p>

<p>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	2010-ongoing	Anna and Leadership Team Spring 2012	Colorado Graduation Pathways \$ TIG \$	<p>To support all action steps, Create time and a structure for horizontal and vertical teams in order to build a more collaborative culture; create organizational Chart of PLCs and committee teams developed and Monday early release time provided</p> <p>August 2012 – new calendar to add additional professional development days</p> <p>Provide professional development to teachers in the areas of Writing Across the Curriculum (Week-long course for teachers; PLC work around student writing;</p>	<p>completed</p> <ul style="list-style-type: none"> • August 2012 – May 2015
	August 2011	b)Leadership Team 2011-2012; ENI 2012-2015			
	August 2012 – May 2015	ENI Instructional Focus Team; Math and ELA professional learning communities 2012-2015	TIG \$	ENI will provide professional development in math and ELA curriculum and instruction and in using formative assessment and new ENI Assessment data to inform instruction.	Not begun
d)2013-2015	Providers: ENI	TIG \$	Provide teachers professional development in the areas of collaborative learning, increasing student engagement and thinking across the contents to support the curricula and	Not begun	

		Kagan PEBC		instruction changes; <ul style="list-style-type: none"> Teachers will attend a PEBC training during the 2013-2014 school year; see above C1-5 Teachers will Attend Kagan Cooperative Learning Training in 2014-2015 	
	Hire = August 2012 2012- 2015	Admin Team Rtl Social-Emot ional Interventioni st Rtl Team R-5 Teachers	TIG \$	Hire a Social and Emotional Interventionist to provide professional development and to work closely with our Rtl Team to the following: <ul style="list-style-type: none"> help raise awareness of Community-oriented services and support; develop a database with referral forms and a contact person for all community agencies supporting adolescents; lead Rtl FLEX meetings for all Tier III students in order to train and coach teachers to provide intensive intervention strategies; Coach teachers regarding individual students' needs. The Rtl Interventionist will also provide weekly group sessions for Tier II students and individually work with Tier III students 	Not begun; job description completed;
Continued: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are	f) August 2012 – May 2015 g) Winter 2012-2015	f) ENI and Mary Stechlein Leadership Team Rtl Team Instructional	TIG \$	The staff will continuously use school-wide data to evaluate our progress toward goals and our Response to Intervention system's school-wide interventions in order to meet the needs of groups of students; 2011-2014 – train staff in using the data to inform decision-making <ul style="list-style-type: none"> By January of 2013, develop benchmark measures of student growth in reading, writing, and math. Design a database to measure growth, credits earned, 	Not begun

<p>equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>		Focus Team		<p>and compare against relevant factors such as credits upon entry, attendance, age, vocational placement, etc.</p> <ul style="list-style-type: none"> 2014-2015 – leadership team training and plan for sustaining the level of data analysis 	<p>In progress</p> <p>Not begun</p>
<p>Continued: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are</p>	<p>Spring 2012 -Winter 2015</p>	<p>Leadership Team Young Parent Program Team Teacher Teams</p>	<p>TIG Grad Pathways grant</p>	<p>To increase our understanding of what content and instruction should look like and with an eye toward constant improvement, The staff will investigate and study best practices in alternative education;</p> <ul style="list-style-type: none"> Visit model alternative education campuses: Research top performing alternative education campuses in the nation; Compile observation table and questions prior to visits; Analyze and present to staff Attend national dropout prevention and At-Risk students conferences and present to staff Visit Young Parents' Programs, and revise our YPP to better address the girls' social-emotional needs and parenting skills All teachers will participate in Discovery Training (Small team June 2012; entire certified staff August of 2013.) Attend National dropout prevention conference and/or At-Risk Students Conferences 	<p>Not begun</p> <p>Not begun</p> <p>Not begun</p> <p>In progress</p> <p>Not begun</p>
	<p>h) Summer/Fall 2012 2013-2015</p>	<p>Mary Stechlein, ICAP coordinator</p>	<p>TIG</p>	<p>Careers Instructional Team will be provided with professional development in work with consultant to revise and improve our Career and Technical Education requirements, curriculum and instruction as follows:</p> <ul style="list-style-type: none"> Consultant, Mary Stechlein, will work closely with ENI to 	<p>Not begun</p>

<p>equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>		<p>,Careers and Instructional Leadership Team;</p>		<p>align professional development for R-5. She lead teachers to Rewrite our Careers Curriculum and Crosswalk our academic curricula to ACE and Postsecondary Workforce Readiness standards to strengthen students' Postsecondary workforce skills; Research technology supports and other schools' ACE/ICAP curriculum Team meets to rewrite Careers Curriculum to differentiate for student needs Crosswalk: Align CTE/ACE skills with CAS to increase CTE funding</p> <ul style="list-style-type: none"> • Hire an ICAP/PWR Coordinator who will create connections with the community for service learning, job shadowing, and work placements. The coordinator will also design and deliver PWR (postsecondary workforce readiness) courses for students needing Tier II and III interventions in the area of postsecondary workforce readiness. This class will also meet the CTE requirements for vocational placement • All incoming students will use the newly revised Careers Curriculum by January 2013 • All r-5 Students will be using the newly revised curriculum • Senior Exit Surveys will show increased numbers of students 	
	<p>i)August 2012 – May 2015</p>	<p>i) ENI, social emotional interventionist, RtI Team,</p>	<p>TIG \$</p>	<p>ENI will work with our RtI Team to help analyze and revise our RtI system and ensure that we have acceptable interventions in place for the multiple barriers to our students' success: Academics, Attendance, Vocational, and Behavior. In the area of behavior, the administrative staff will also be trained to revise our RtI Positive Behavior Support system to align to the restorative justice model.</p> <ul style="list-style-type: none"> • Administrative team will be trained by December of 2012. 	

		and R5 Admin team		<ul style="list-style-type: none"> Administrative Team, social-emotional interventionist and Rtl Team will have community partnerships available on a database and used to restore justice by December March 2012. The Rtl team will report suspension rate quarterly; 	
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	August 2012 August 2012 2014, and 2015	a)Leadership Team b)District Leaders: Lesley Rose and Ron Roybal; Anna Goetz	TIG monies	<ul style="list-style-type: none"> Revision of Administrative Flow Chart and Leadership Teams to increase teacher involvement in leadership and school-wide decision making. Incentive Money for entire staff for meeting the Attendance Goals and/or the Dropout Rate Goals (shown on Goals Chart) 	Spring 2012 Goals set; not begun (will be in progress August 2012)
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	August 2012, 2013, 2014, and 2015	ENI Mary Stechlein	TIG monies	<p>Work with Consultant Evans Newton Inc to analyze our school wide data and develop and implement an instructional model that is researched based and vertically aligned.</p> <ul style="list-style-type: none"> ENI will use data to work with vocational consultant Mary Stechlein and the Instructional Focus Team in making decisions regarding the design of an improved curricula and instruction for Math, ELA, and Vocational Placement Use school-wide data to evaluate our progress toward goals and our Response to Intervention system's school-wide interventions in order to meet the needs of groups of students; 2011-2014 – train staff in using the data to inform decision-making 	Goals set; not begun (will be in progress August 2012)

				<ul style="list-style-type: none"> • By January of 2013, develop benchmark measures of student growth in reading, writing, and math. • Design a database to measure growth, credits earned, and compare against relevant factors such as credits upon entry, attendance, age, vocational placement, etc. <p>2014-2015 – leadership team training and plan for sustaining the level of data analysis as it supports our work in continuous learning and improvement of our instructional program</p>	
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Goals set; not begun (will be in progress August 2012)	ENI	TIG monies	<ul style="list-style-type: none"> • ENI will work with our PLCs to use the new ENI assessment as a measure of student growth and to design or provide teachers with formative assessments and instructional materials, and professional development to increase skill in using the data in real time. 	not begun
Establish schedules and implement strategies that provide increased learning time;	August 2012 Sept 2012 June 2013 –	R5 Leadership R5 Staff	TIG monies	<ul style="list-style-type: none"> • Hire an ICAP / PWR Coordinator who will design a class and support to provide students without vocational placements extended learning time to develop their postsecondary work skills and to find vocational placements • August 2012 – new bell schedule to allow students more flexible schedules to align with their lives and vocational placements; to provide a common overlap hour for school wide common activities, clubs, events; to extend the day and learning time for an on-site vocational placement class. • Provide Saturday School two Saturdays per month 	not begun

	June 2015			<p>for restorative justice and increased learning time</p> <ul style="list-style-type: none"> • June 2013, 2014, 2015 – Jump Start Week Session for Tier II and III returning students • August 2013 and 2014 – Summer School for the month of June 	
Provide appropriate social-emotional and community-oriented services and supports for students.	<p>June 2012</p> <p>August 2012 and continuing each year</p> <p>August 2012</p>	<p>R5 Leadership R5 Staff</p> <p>Discovery Training Team</p>	<p>Graduation Pathways Grant</p> <p>TIG \$</p>	<ul style="list-style-type: none"> • Train a team of teachers in the Discovery Alternative Education Transition Program and Class Curriculum in order to provide a Tier I course for all incoming students which meets their social-emotional and intake transition needs. • Hire a Transition Coordinator who will work with community agencies and feeder high schools to recruit drop-outs and/or to work with counselors to help identify students needing to transition to R-5. The coordinator will also teach Discovery Classes to all incoming R-5 students. • Transition Coordinator and Social-Emotional Interventionist will work with the RtI Team to ensure that students' social-emotional and transition needs are met and appropriate Tier II and III interventions provided. 	<p>A few teachers trained June 2012</p> <p>The rest, not begun</p>
Continued: Provide appropriate social-emotional and community-oriented services and supports for students.	August 2012 – June 2015	<p>Social Emotional Interventionist</p> <p>RtI Team</p> <p>Teachers</p>	TIG \$	<p>Hire a social-emotional interventionist (preferably a certified substance abuse and therapeutic counselor)</p> <p>RC 4:</p> <ul style="list-style-type: none"> • Connect school and students and families with community resources • Provide weekly group sessions for student needs: (substance abuse/ anxiety/depression/ etc.) 	Not begun

				<ul style="list-style-type: none"> • Train Staff members to increase their skills to work with students demonstrating social-emotional and/or mental health issues and needs • Work to improve tracking and use of Intervention data • Serve on Rtl Team 	
Provide mechanisms for family and community engagement	<p>August 2012</p> <p>Fall 2012 and Spring 2013</p> <p>Fall 2012 and Spring 2013</p>	<p>Leadership Team</p> <p>Social-Emotional Interventionist</p> <p>and</p> <p>Transition Coordinator</p> <p>Teachers</p>	TIG \$	<ul style="list-style-type: none"> • Design and Deliver Six Family Orientation and Interview Nights to orient new families, build relationships with staff, parents, • The Social-Emotional Interventionist will work with coordinators to connect Community Services with individual students and their families. • Conduct Parent Surveys to monitor effectiveness. 	Will begin August 2012