

Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report

Organization Code: 1010
Official 2014 SPF: 3-Year

District Name: COLORADO SPRINGS 11 School Code: 2202 School Name: DOHERTY HIGH SCHOOL

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.*

- **Academic Achievement:** In all content areas and composite on the CO ACT, scores have dropped from 2011 to 2015.
- **Growth Gaps: Minority:** On the CO ACT, minority students (excepting Asians) persistently perform below the school's average on based on all content areas and composite score.
- **Growth Gaps: Gender:** On the CO ACT, females persistently outperform males based on all content areas and composite score.

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.*

- **Student Centered Learning Environment:** Students are not consistently being provided with instruction that is aligned with state standards nor is instruction consistently delivered within a student-centered learning environment.

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.*

- **Student Centered Learning:** Throughout the year, provide staff with professional development that is centered and focused on the development and implementation of strategies that provide a shift from teacher centered instruction to student centered learning.
- **Rebooting Professional Learning Communities (PLC):** Re-establishing PLCs through focused staff development in the PLC process for all staff.
- **Student Learning Outcomes (SLO):** Creating a system of shared responsibility and accountability by administrators and teachers through PLCs, SLOs and evaluations.

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

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Section II: Improvement Plan Information

Improvement Plan Information

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

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

School Contact Information

Name, Title	Kevin Gardner, Principal
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Additional Information about the School

Comprehensive Review and Selected Grant History

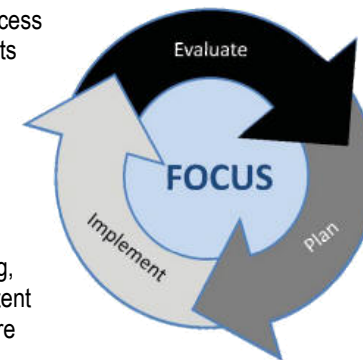
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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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.



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.

1. 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).

Description:

Doherty High School is a suburban school with approximately 2050 students. We are a comprehensive high school with the largest number of Advanced Placement course offerings in the Colorado Springs area. Our AP program is supported by an extensive honors program in all core subjects and elective programs at all grade levels. In addition to our extensive AP/Honors program, we were the first high school in Colorado Springs to offer AVID (Advancement via Individual Determination) and we continue to offer this program to all grade levels. We have phenomenal CTE programs that include a national award winning Auto program, Project Lead the Way, ProStart, Teacher Cadet, and Marketing and Business courses. Our school is a NJROTC site, sponsored by the United States Navy. Beyond our strong academic focus, we believe in providing a variety of extra/co-curricular opportunities for students. Students have the opportunity to participate in 22 different sports and 33 clubs and activities. Our graduation rate is consistently above the state and national rate. Our graduation rate for 2014 (most recent data) shows an 89.7% graduation rate.

2. Prior Year Targets

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

Academic Growth

Prior Year Target: Reading: 51% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Prior Year Target: Math: 50% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Prior Year Target: Writing: 60% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Prior Year Target: ELP: 55% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Academic Growth Gaps

Prior Year Target: Reading: 50% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Prior Year Target: Math: 50% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Prior Year Target: Writing: 510% MGP Formative assessments/common assessments

Performance on Target: N/A: Data not available

Postsecondary & Workforce Readiness

Prior Year Target: Graduation: 87.5% (7 year)

Performance on Target: 86.7% Target not met

Prior Year Target: Disaggregated Graduation: 4 yr: 83.6%

5 yr: 89.9%

6 yr: 85.4%

7 yr: 87.5%

Performance on Target: 4 year: 83.6%

5 year: 89.2%

6 year: 90.7%

7 year: 86.7%

Prior Year Target: Dropout Rate: 1.8%

Performance on Target: 1.6%

Prior Year Target: CO ACT: 20.1

Performance on Target: 19.3

3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

Reflection

Doherty's current performance as measured by CO ACT is flat to slightly declining and is rated as "Approaching".

4. 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.

Academic Achievement (Status)

- Two out of last three years all categories had the rating of "meets". In 2014, we were "approaching" in reading.
- In all content areas and composite on the CO ACT, scores have dropped from 2011 to 2015. This is notable because the scores are persistently below the state average.

Academic Growth

- Math the trend is downward. Growth is needed in order to meet MAGP. The three year trend is "approaching". There was a 3% decrease in MGP. Target MAGP is 87%.

Academic Growth Gaps

- Reading: Students with disabilities saw an 18% increase in MGP to "approaching" from the previous year of "does not meet" but require a 46% increase in order to meet MAGP.
- Math is "approaching" federal and state expectations.
- FRL students require a 53% increase in order to meet MAGP.
- Minority students require a 52% increase in order to meet MAGP
- Students with disabilities require a 64% increase in order to meet MAGP
- ELL require a 35% increase in order to meet MAGP
- Students needing to catch up require a 52% increase in order to meet MAGP
- On the CO ACT, minority students (excepting Asians) persistently perform below the school's average on based on all content areas and composite score. This is notable because it illustrates a persistent achievement gap among disaggregated groups.
- On the CO ACT, females persistently outperform males based on all content areas and composite score. This is notable because it illustrates a persistent achievement gap among genders.

- Reading: Students needing to catch up saw a 7% decrease in MGP require a 29% increase in order to meet MAGP.

Postsecondary & Workforce Readiness

- Colorado ACT composite score is “approaching” state expectations..3 of 1 point is required in order to meet state expectations of 20.

Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

Priority Performance Challenge



Root Cause

Academic Achievement: In all content areas and composite on the CO ACT, scores have dropped from 2011 to 2015.



Student Centered Learning Environment: Students are not consistently being provided with instruction that is aligned with state standards nor is instruction consistently delivered within a student-centered learning environment.

Growth Gaps: Minority: On the CO ACT, minority students (excepting Asians) persistently perform below the school's average on based on all content areas and composite score.



Student Centered Learning Environment: Students are not consistently being provided with instruction that is aligned with state standards nor is instruction consistently delivered within a student-centered learning environment.

Growth Gaps: Gender: On the CO ACT, females persistently outperform males based on all content areas and composite score.



Student Centered Learning Environment: Students are not consistently being provided with instruction that is aligned with state standards nor is instruction consistently delivered within a student-centered learning environment.

Reflection on Priority Performance Challenges

These priority performance challenges, when addressed, impact all students in the school.

Reflection on Root Cause

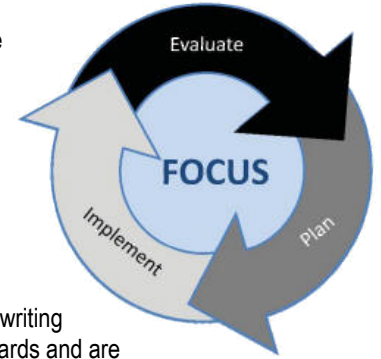
See attachment for Driver Diagram root cause process.

1. Summary/Conclusion

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*.

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). 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.

School Target Setting Form

Academic Achievement (Status)

Subject		
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	The CO ACT composite score for the 2016 administration will meet or exceed the state average (for 2015: 20.7).
	2016-2017	The CO ACT composite score for the 2016 administration will meet or exceed the national average (for 2015: 21.0).
Interim Measures		Tracking of individual teachers' SLOs through PLCs and data driven conversations

Academic Growth Gaps

Subject	
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Priority Performance Challenge		Growth Gaps: Minority
Annual Performance Targets	2015-2016	On the CO ACT, the gap between minority groups and their white counterparts for the 2016 administration will be cut by one-third for each group. Black/African American: 17.5 American Indian/Alaska Native: 16.1 Hispanic/Latino: 18.7
	2016-2017	On the CO ACT, the gap between minority groups and their white counterparts for the 2016 administration will be cut by two-thirds for each group. Black/African American: 18.8 American Indian/Alaska Native: 18.2 Hispanic/Latino: 19.4
Interim Measures		Tracking of individual teachers' SLOs through PLCs and data driven conversations

Subject		
Priority Performance Challenge		Growth Gaps: Gender
Annual Performance Targets	2015-2016	Male students will increase achievement in all content areas and will meet or exceed female student achievement.
	2016-2017	Male students will increase achievement in all content areas and will meet or exceed female student achievement.
Interim Measures		Tracking of individual teachers' SLOs through PLCs and data driven conversations

Action Planning Form for 2015-16 and 2016-17

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. 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.

Major Improvement Strategy: Student Centered Learning

Throughout the year, provide staff with professional development that is centered and focused on the development and implementation of strategies that provide a shift from teacher centered instruction to student centered learning.

Root Cause(s) Addressed:

Student Centered Learning Environment

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)
 Colorado Graduation Pathways Program
 Other:

Action Steps	
Aug. 2015 - May. 2017	<p>Student Centered Learning/Next Generation Learning</p> <p>Description: Personalized instruction that allows students to advance at their own rate, with opportunities for anywhere, any time learning outside the confines of the traditional school day and building.</p> <p>Implementation Benchmarks:</p> <ul style="list-style-type: none"> ▮ Establishing Clarity of Vision Next Generation Conference Snowmass June 2015 Admin: COMPLETE Opening Staff Meeting August 12 Admin: COMPLETE ▮ Defining Next Generation Learning Opening Staff Meeting Breakout Activities Aug 12 Teachers: COMPLETE

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□ Developing a Common Language
Opening Staff Meeting Breakout Activities Aug 12 Teachers: COMPLETE
Capturing Kids Hearts:
Admin: August 2015
Coaches: August 2015
Traction Plans: September 2015
Small Teacher Cadre: November 2015
ISC (Instructional Steering Committee): June 2016
Implementing a Student Centered Approach to Learning in every classroom: CONTINUING for 15-16 and ONGOING (enhancing existing strategies throughout the building)

Resources:
Next Generation Pipeline Designation (Conference)
Time
Human Resources

Key Personnel:
Administration
Teachers

Status:
In Progress

Major Improvement Strategy: Rebooting Professional Learning Communities (PLC)
Re-establishing PLCs through focused staff development in the PLC process for all staff.

Root Cause(s) Addressed:
Student Centered Learning Environment

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)
 Colorado Graduation Pathways Program
 Other:

Action Steps									
Aug. 2015 - May. 2017	<p>PLC</p> <p>Description: PLC Professional Development and Implementation of PLC Processes</p> <p>Implementation Benchmarks: Professional Development in PLC's</p> <table style="margin-left: 40px;"> <tr> <td>Tom Many Training</td> <td>June 2015 Admin: COMPLETE</td> </tr> <tr> <td>Tom Many Training</td> <td>August 2015 Teachers/Admin: COMPLETE</td> </tr> <tr> <td>Tom Many Training</td> <td>October 2015: COMPLETE</td> </tr> <tr> <td>PLC Staff Survey</td> <td>October 2015: COMPLETE</td> </tr> </table> <p>Adopting and Aligning the Colorado Academic Standards (Ongoing)</p> <p>Developing Common Formative Assessments (ongoing)</p> <p>Administering Common Formative Assessments (ongoing)</p> <p>Reviewing Performance Data (Ongoing)</p> <p>Adapting instruction for students who do not perform (ongoing)</p> <p>Intervention work</p>	Tom Many Training	June 2015 Admin: COMPLETE	Tom Many Training	August 2015 Teachers/Admin: COMPLETE	Tom Many Training	October 2015: COMPLETE	PLC Staff Survey	October 2015: COMPLETE
Tom Many Training	June 2015 Admin: COMPLETE								
Tom Many Training	August 2015 Teachers/Admin: COMPLETE								
Tom Many Training	October 2015: COMPLETE								
PLC Staff Survey	October 2015: COMPLETE								

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Resources:

Wednesday morning late start

District Professional Development (Tom Many)

PLC Time

Meeting norms and organizational processes (Tom Many)

Monitoring Tools (Tom Many)

Key Personnel:

Teachers

Administration

Status:

In Progress

Major Improvement Strategy: Student Learning Outcomes (SLO)

Creating a system of shared responsibility and accountability by administrators and teachers through PLCs, SLOs and evaluations.

Root Cause(s) Addressed:

Student Centered Learning Environment

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)
 Colorado Graduation Pathways Program
 Other:

Action Steps	
Aug. 2015 - May. 2017	<p>Student Learning Outcomes (SLO's)</p> <p>Description: The process of tying individual teachers' SLOs with content area SLOs (e.g. World History, Biology) with Assistant Principal SLOs and the Principal's SLOs in a system of shared responsibility and accountability by administrators and teachers to increase the achievement and growth of students in a student centered learning environment.</p> <p>Implementation Benchmarks: Aligning SLO's to PLC work through the development of common formative assessments and the systematic review of performance data and collaborative conversations focused on quality first instruction and differentiated students centered intervention: ONGOING Professional Development centered around the development of common formative assessments, SchoolNet Training: September 2015 and ONGOING Developing Common Formative Assessments: initial by April 2016 and ONGOING Creating a Standards Based Assessment System: Beginning fall 2016</p> <p>Resources: PLC Time SchoolNet</p>

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	<p>Key Personnel: Administration Teachers</p> <p>Status: In Progress</p>
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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 Schoolwide Program (Optional)