



# Colorado's Unified Improvement Plan for Schools

ENGLEWOOD HIGH SCHOOL UIP 2018-19 | School: ENGLEWOOD HIGH SCHOOL | District: ENGLEWOOD 1 | Org ID: 0120 | School ID: 2746 |  
Framework: Improvement Plan: Meets 95% Participation |

## Table of Contents

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action and Progress Monitoring Plans

## Executive Summary

### If We...

#### INSTRUCTIONAL BEST PRACTICES

**Description:**

Students and teachers will collaborate in a learning environment that is rigorous, standards based, and features high student engagement. All learning environments will be student centered with a consistent focus on content standards. Consistent routines and expectations will be provided by all teachers regardless of content area.



#### CULTURE AND CLIMATE

**Description:**

Students, teachers, and parents will see Englewood High School as a place that cares about all stakeholders.



## Then we will address...

### RETENTION AND SUPPORT OF STAFF

**Description:**

There has been a lack of consistency around staff support systems that has led to a higher than average turnover rate and lack of ability to retain new staff members



### STRATEGIC AND FOCUSED INTERVENTIONS

**Description:**

There is a lack of strategic, focused, and appropriate interventions for all students



### CONSISTENCY IN EXPECTATIONS

**Description:**

There has been a lack of consistency in expectations and accountability for school wide policies



### LESSON PLANNING

**Description:**

In the past, Daily Learning Targets and Success Criteria, aligned to standards, were not submitted to administration for review on a weekly basis



## Then we will change current trends for students

### MATHEMATICS: GROWTH AND ACHIEVEMENT

**Description:**

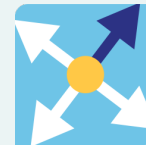
Mathematics for all groups of students is falling below state expectations in achievement and growth for both CMAS and SAT assessments.



## GRADUATION RATE

### Description:

Englewood High School's graduation rate continues to fall below the State expectation of 85%. The 4-year graduation rate in 2018 was 80.2%



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

## Improvement Plan Information

### Additional Information about the School

#### School Contact Information

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## Narrative on Data Analysis and Root Cause Identification

### Description of School Setting and Process for Data Analysis

Englewood High School is a grade 9-12 high school located between Denver Public Schools, Sheridan, Littleton, and Cherry Creek school districts. Current enrollment is 523 students, 46% Hispanic, 46% Caucasian, 3% African American, and 5% other ethnicities. Approximately 56% of the student population is socioeconomically disadvantaged. EHS prides itself on 36 Boettcher scholars, 10 Daniels Fund scholars, State champion level Band and Journalism, 18 AP or concurrent enrollment classes, and a well established and successful AVID program. We have 22 athletic teams and club activities like FBLA, FCCLA, GSA, TSA, NHS, HOSA, and more.

### Performance Status, UIP Process and Stakeholder Involvement in Writing UIP:

Englewood High School is on Priority Improvement Plan on the School Performance Framework. We have communicated this openly to our community.

The UIP process involved many stakeholders including the building leadership team, School Accountability Committee, and the Learning Services district department. The staff at EHS has continued to analyze data, determine needs, revisit root causes, and create an ongoing plan for improvement. We developed a team of teacher leaders as well as building leaders to reflect on current practices, CMAS data, and determine root causes. We discussed methods for identifying specific students and needs within the high school for resources and curriculum to individualize educational approaches. As a part of the PLC process put into place this school year, we are developing standards-based curriculum that is vertically aligned through collaborative conversations for planning and data discussions. Staff will continue to analyze data as it pertains to specific student growth using ACT Aspire interim testing three times throughout the school year. We will also utilize trend data from SAT, both the spring and fall tests, as well as practice tests administered to all juniors at least once in the fall.

Following the analysis of root causes and development of action steps with teacher leaders, the administration leadership team, instructional coaches, and the instructional leadership team, we will continue the process of evaluating best practices, teacher implementation of aligned curriculum, and use of daily common formative assessments. Instructional coaches and the administration will continue to develop professional development in accordance with needs identified through observations and teacher feedback. The administration leadership team and staff will regularly analyze site level data, including Illuminate, quarterly writing data, and frequent teacher-created assessments, both formative and summative. Teachers will continue to participate in 1-2 PLC meetings weekly for the entire school year, in which teachers, instructional coaches, and instructional leaders will lead conversations and learning specific to teacher and student needs. Administration leadership team will observe teachers frequently and provide timely growth-producing feedback after observations. We will also involve the parent community through the SAC parent groups in raising awareness of needs, focuses, and interventions for students and classroom instruction. We understand the importance of the continuous improvement cycle in all aspects of implementation of our strategies.

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## Prior Year Targets

**Provide a summary of your progress in implementing the Major Improvement Strategies and if they had the intended effect on systems, adult actions, and student outcomes (e.g. targets). Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.**

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## Current Performance

- In reviewing current performance, the Englewood High School SPF as well as three-year historical comparison data was utilized for this analysis.

Three-year historical comparison data provides proficiency scores for 9th graders for 2016, 2017, and 2018 respectively:

- 9th grade algebra I: 8%, 12%, 29% (respectively);
- 9th grade ELA: 23%, 27%, 50% (respectively).

School Performance Framework:

- One-year overall academic achievement is "approaching" with 44.1% points earned. One-year overall academic growth is "approaching" with 56.3% points earned. One-year postsecondary and workforce readiness is "approaching" with 48.6% points earned.
- Test participation rates "meet" 95% participation: ELA at 98.6%; math at 98.6%; science 97.6%.

Academic Achievement:

- For PSAT Evidence Based Reading and Writing, all students are "approaching." English Learners, minority groups, Free/Reduced Lunch and students with disabilities "do not meet"
- For PSAT math, all students are "approaching." English Learners, minority groups, Free/Reduced Lunch and students with disabilities "do not meet"
- For CMAS science, all students are "approaching." Free/Reduced lunch and minority students are also "approaching".

Academic Growth:

PSAT/SAT EBRW: all students "meet" MGP at 52. English learners "meet" at 50.0, FRL and Minority students are "approaching" at 48.0 each, and Students with disabilities "do not meet" at 29.5 MGP.

PSAT/SAT math: all students are "approaching" MGP at 44. English learners, FRL, and Minority students are "approaching" at 36, 43, and 42 respectively and Students with disabilities "do not meet" at 19.5 MGP.

Postsecondary and Workforce Readiness:

- We met our goal as the 4-year graduation rate for the class of 2018 was 80.2%

## Trend Analysis



**Trend Direction:** Increasing

**Notable Trend:** Yes

**Performance Indicator Target:** Academic Achievement (Status)

In reviewing current performance, the Englewood High School SPF as well as three-year historical comparison data was utilized for this analysis. Three-year historical comparison data provides proficiency scores for 9th graders for 2016, 2017, and 2018 respectively: 9th grade algebra I: 8%, 12%, 29% (respectively); 9th grade ELA: 23%, 27%, 50% (respectively).

## Additional Trend Information:

Three-year historical comparison data provides proficiency scores for 9th graders for 2016, 2017, and 2018 respectively:

- 9th grade algebra I: 8%, 12%, 29% (respectively);
- 9th grade ELA: 23%, 27%, 50% (respectively).

## Root Causes and Priority Performance Challenges



### Priority Performance Challenge: Mathematics: Growth and Achievement

Mathematics for all groups of students is falling below state expectations in achievement and growth for both CMAS and SAT assessments.



#### Root Cause: Retention and support of staff

There has been a lack of consistency around staff support systems that has led to a higher than average turnover rate and lack of ability to retain new staff members



#### Root Cause: Strategic and focused interventions

There is a lack of strategic, focused, and appropriate interventions for all students



#### Root Cause: Consistency in expectations

There has been a lack of consistency in expectations and accountability for school wide policies



#### Root Cause: Lesson Planning

In the past, Daily Learning Targets and Success Criteria, aligned to standards, were not submitted to administration for review on a weekly basis



### Priority Performance Challenge: Graduation Rate

Englewood High School's graduation rate continues to fall below the State expectation of 85%. The 4-year graduation rate in 2018 was 80.2%



#### Root Cause: Consistency in expectations

There has been a lack of consistency in expectations and accountability for school wide policies



#### Root Cause: Strategic and focused interventions

There is a lack of strategic, focused, and appropriate interventions for all students

## Magnitude of Performance Challenges and Rationale for Selection:



These performance challenges were selected because testing data from the 2018 School Performance Framework show that students are well below median growth percentiles as well as well below state expectations in math on PSAT/SAT. Local data indicates similar data points, and three-year data also indicates steady to declining performance trends.

With regard to magnitude, at all grade levels in all contents, growth and achievement do not meet expectations. These scores are pervasive and demonstrate school-wide performance issues.

The graduation rate indicator was selected as EHS continues to not meet the state expectation of 85% 4-year graduation rate.

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## Magnitude of Root Causes and Rationale for Selection:



In collaboration with CDE and the Englewood High School (EHS) administrative team, All EHS teachers engaged in a data dive to verify the Priority Performance Challenges (PPCs) as well as in a root cause analysis: 5 Why's Protocol. Instructional teacher leaders led table conversations around school performance data, and the (previously written) PPCs in order to verify that the PPCs were valid statements about the data. All staff were in agreement about the PPCs, and no additions were made.

The two root causes were chosen via a brainstorm activity and 5 Why's protocol that followed the data conversations. Staff were asked to brainstorm any/all ideas about the reasons for school performance. Brainstormed ideas were then "reframed" if needed as a reminder about what is in our sphere of influence or span of control. The "reframing" conversation allowed staff to see that root causes must connect to adult behaviors and/or systems changes that are within our span of control. In other words, we cannot "blame" students or poverty for low achievement.

Additional time was needed to continue root cause analysis for the math PPC. For this exercise, instructional teachers leaders, and two additional teachers were reassembled to continue the root cause analysis. This teacher group was able to continue conversation and get deeper with the second math root cause around student thinking and shifts to Common Core State Standards.

Verification of the root causes included conversations around previous years' data in order to verify that the PPCs and root causes are a reflection of several years of declining achievement.

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## Action and Progress Monitoring Plans

### Major Improvement Strategy and Action Plan



## Instructional Best Practices

**Describe what will success look like:** Students and teachers will collaborate in a learning environment that is rigorous, standards based, and features high student engagement. All learning environments will be student centered with a consistent focus on content standards. Consistent routines and expectations will be provided by all teachers regardless of content area.

**Describe the research/evidence base supporting the strategy:** These expectations are in alignment with our Academic Advancement Initiative work through the University of Virginia.

### Associated Root Causes:



#### Lesson Planning:

In the past, Daily Learning Targets and Success Criteria, aligned to standards, were not submitted to administration for review on a weekly basis



#### Consistency in expectations:

There has been a lack of consistency in expectations and accountability for school wide policies



#### Strategic and focused interventions:

There is a lack of strategic, focused, and appropriate interventions for all students

### Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
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### Action Steps Associated with Major Improvement Strategy

Name	Description	Start/End Date	Resource	Key Personnel	Status
	PLCs will meet weekly to begin the PLC process. Lay the	08/15/2017		Instructional Assistant Principals,	





groundwork for PLCs by establishing open communication around first-best instruction and the instructional day model. 11/13/2018

Teachers, Instructional Coaches.

In Progress

Implement PLCs



Piloting MTSS with one team around 2 components: evidenced based practices, data-based problem solving. 01/29/2018  
05/17/2019

Administrators, Instructional coaches, Teacher leaders

In Progress

MTSS



## Culture and Climate

**Describe what will success look like:** Students, teachers, and parents will see Englewood High School as a place that cares about all stakeholders.

**Describe the research/evidence base supporting the strategy:** Research shows that a positive culture and climate in the learning environment promotes student achievement and growth.

### Associated Root Causes:



#### Retention and support of staff:

There has been a lack of consistency around staff support systems that has led to a higher than average turnover rate and lack of ability to retain new staff members



#### Consistency in expectations:


There has been a lack of consistency in expectations and accountability for school wide policies



#### Lesson Planning:

In the past, Daily Learning Targets and Success Criteria, aligned to standards, were not submitted to administration for review on a weekly basis

### Implementation Benchmarks Associated with Major Improvement Strategy

IB Name	Description	Start/End/ Repeats	Key Personnel	Status	
<b>Action Steps Associated with Major Improvement Strategy</b>					
Name	Description	Start/End Date	Resource	Key Personnel	Status
 Empowering Teachers	Continued release, guidance, and teacher leaders for PLC work to promote and highlight shared leadership.	01/08/2018 05/17/2019		Administration, Instructional Coach, Teachers, Teacher Leaders	In Progress

### Progress Monitoring: Student Target Setting

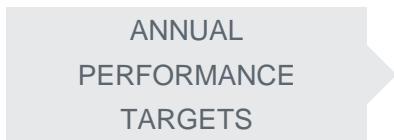


#### Priority Performance Challenge : Mathematics: Growth and Achievement



**PERFORMANCE INDICATOR:** Academic Achievement (Status)

#### MEASURES / METRICS: M



**2018-2019:** 9th Grade: 20% of students will meet or exceed benchmark expectations on the PSAT 8/9 Mathematics test. 10th Grade: 25% of students will meet or exceed benchmark expectations on the PSAT 10 Mathematics test.

**2019-2020:**

#### INTERIM MEASURES FOR 2018-2019:



#### Priority Performance Challenge : Graduation Rate



**PERFORMANCE INDICATOR:** Postsecondary & Workforce Readiness

**MEASURES / METRICS:** Graduation Rate

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ANNUAL  
PERFORMANCE  
TARGETS

**2018-2019:** 85% of the class of 2019 will graduate four years from the time they began high school in the fall of 2015.

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**2019-2020:**

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**INTERIM MEASURES FOR 2018-2019:**

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