



Colorado's Unified Improvement Plan for Schools

West High School UIP 2022-23 | School: West High School | District: Denver County 1 | Org ID: 0880 | School ID: 9693 | Framework: Priority
Improvement Plan: Low Participation | Draft UIP

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Executive Summary



Priority Performance Challenges

- Overall Achievement (Status)



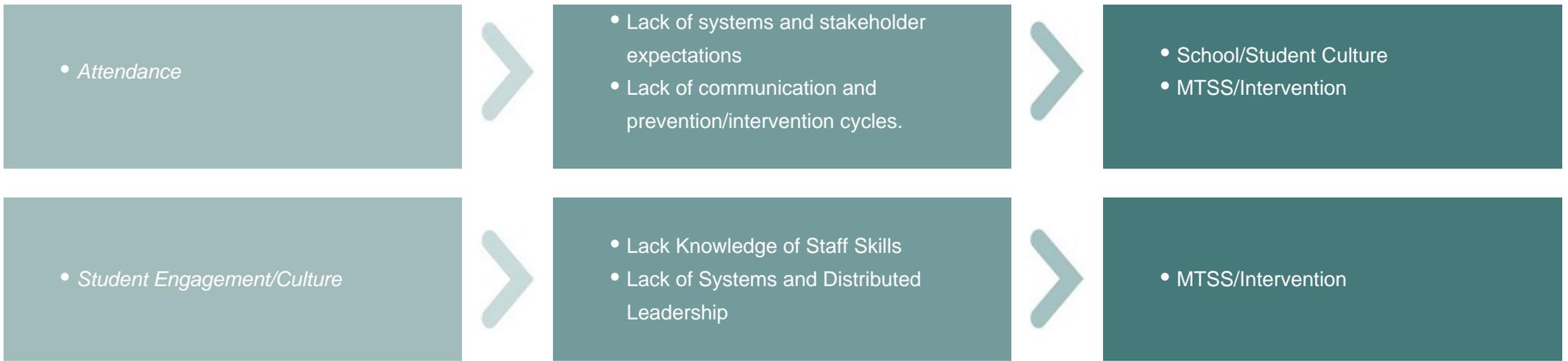
Root Cause

- Lack of consistent application of GFE agreements and strategies which are focus
- Lack of consistently identifying conceptual gaps and focusing on procedural appl



Major Improvement Strategies

- Instructional Approach
- MTSS/Intervention



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

Improvement Plan Information

Additional Information about the school

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Narrative on Data Analysis and Root Cause Identification

Description of School Setting and Process for Data Analysis

VISION AND MISSION STATEMENTS

West Schools Shared Vision: West leads for social justice & equity.

WHS Mission: Our mission is to dismantle systemic racism by cultivating an inclusive school environment that provides a personalized education to every student with the opportunity to engage in rigorous college & career coursework and experiences.

WEST SCHOOL CULTURE

West High School is a newly unified campus after a merger between the previous West Early College and West Leadership Academy. The school is in Year 2 of the new design. The West Schools Plan details the process and programming for each school. The school is located in an urban setting in West Denver near downtown in a historic school building and location. As a Colorado State approved Early College, each student at West High School (WHS), regardless of background or skill level will have the opportunity to enroll in college courses as early as their 10th grade year and earn up to 60 or more credit hours towards an associate degree transferable to a

four year college or an industry certificate in the technology or medical pathways or a pathway of their choice.

EDUCATIONAL PROGRAM

West schools provide a whole child approach to provide a personalized education that increases opportunities and outcomes for students, closes equity gaps, and leverages diversity in cultures and languages as assets.

Programs of Studies

West schools offer programs of studies in: STEM, Humanities, Arts & Creativity, Language Development, Physical Health & Fitness, and Leadership & Service.

STEM: science, technology, engineering, mathematics, financial literacy, TechConnect, MedConnect

Humanities: language arts, literature, history, government, and social sciences

Arts & Creativity: visual arts, performing arts, creative writing, speech & debate,

CreativeConnect

Language Development: ELA-S, ELA-E, ELD, Spanish language classes, Seal of Biliteracy

Physical Health & Fitness: physical education classes, health & nutrition, recreation, athletics

Leadership & Service: student voice & government, service learning, volunteering, peer tutoring/mentoring, JROTC, mentoring, internships, apprenticeships

Whole Child and Personalized Education

Specialized Instruction & Intervention: advisory classes, academic counseling, gifted and talented, special education, acceleration to support students with learning and thinking differences, intervention labs, peer tutoring, summer programs, college & career counseling, high school and college visits and shadowing

Social Emotional Learning & Supports: cultural awareness and advocacy, mindfulness, conflict resolution, restorative approaches, counseling, mental health supports

Advanced Academics: honors classes, content grade acceleration, Advanced Placement classes, concurrent enrollment, college classes, career and technical education

Mentoring, Internships, & Apprenticeship: middle school career exploration and

mentoring, CareerConnect, work study, community partners

Extra-Curricular Activities: student interest groups and clubs: culture, academics, arts, athletics, recreation, social and emotional learning

Curriculum and Assessments

West schools will implement a culturally relevant and anti-racist curricular approach to teaching and learning by honoring student and community voice in our curriculum.

West schools are committed to implementing a high-quality, equity-focused curriculum that meets the needs of all of our students, including emerging bilingual students and students with learning and thinking differences, and values the languages of our students and community with instruction in Spanish and English. West schools will opt into District-provided curriculum and assessments with opportunities to adapt materials to meet the needs of students to meet or exceed grade-level standards. Content teams will be trained to approach curriculum with an anti-racist mindset and maintain culturally responsive instructional techniques.

MLE Programming

West High School will offer a Transitional Native Language Instruction (TNLI) program with language arts, math, science, and social studies classes offered in Spanish.

English Language Development (ELD) classes will be provided for English Learners for a minimum of 225 minutes per week.

Additional support, including sheltered language instruction, a ELA-S Resource Teacher, and ELA-S paraprofessionals, will be provided for English Learners at all levels (L1, L2, L3, L4).

All teachers will be trained and meet the District criteria as ELA-E teachers. Spanish content area teachers will meet the District criteria as ELA-S teachers. An ELD Senior Team Lead (STL) will support teachers with sheltered instruction and best practices.

The ISA team will monitor the language development of our Multiple Language Learners (MLLs) and make sure they are appropriately scheduled.

All West High School students, including English Learners, will be encouraged to pursue the District Seal of Biliteracy.

MLEs are consistently assessed and monitored for progress in English and Math

competencies as outlined by state graduation requirements.

School Leadership Teams

West High School will have a leadership team consisting of Principal, Assistant Principal, Dean of Instruction, Dean of Culture, Dean of Operations, Career Pathways Director, and Athletic Director, to serve 680 students.

The West High School (SLT) structure will follow all aspects of the DCTA Contract and include "... the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect." (DCTA Contract, pg. 11).

Accountability: Title I Funds:

West High School has been determined a Title I school. Title I funds are used for family and community engagement (classes, events, presentations), and student support services like tutoring. Funds are prioritized to upgrade the programming

with increased college access opportunities and to raise academic achievement.

Accountability: ESSA:

West High School receives targeted support for Students with Disabilities through ESSA. CDE released the annual application for school improvement support under the Every Student Succeeds Act (ESSA) and Colorado's School Transformation Grant Program. Schools that were identified as needing improvement support through either the federal or state accountability system were eligible to apply for the Empowering Act ion for School Improvement (EASI) grant funds. West High School was designated by CDE as eligible to apply for the EASI Relay National Principal Academy Fellowship (NPAF) program and funding. Through the grant, one of the Assistant Principals will attend the Relay National Principal Academy Fellowship for the 2021/2022 school year.

Demographic Information:

West High School serves grades 9-12 with approximately 636 students.

9th - 187

10th - 177

11th- 147

12th - 125

85% Hispanic/Latinx

1% - Native American

>1% - Asian

7% - Black/African American

4% - White

>1% - Two or more races

FRL population is 91%

MLL (ELL) population is 58%

Students with Disabilities / IEP - 12%

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).

As a new school with new staff, many processes and systems were tested and adjusted with teacher and student input.

While we did increase knowledge about competencies and graduation requirements, we did not implement a consistent strategy for staff to engage with OTG tools and implement action steps.

DDI process and practice had a slow start as a new team was being formed. The same could be said for Unit Internalization practice.

The WHS ILT did identify the need for MLE development through explicit strategies and implementation.

Based on your reflection and evaluation, provide a summary of the adjustments that you will make for this year's plan.

We are adding consistent systems and structures around equitable school culture and instructional approach in order to create a more safe, welcoming environment and engage students in on grade-level text and tasks. We also identified the need for and a focus on school attendance, adult ownership, collective ownership, and culture systems.

Current Performance

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Attendance

74.1% Overall Attendance Rate & 80.3% Chronic Absenteeism Rate

April: 65.4% (9), 69.6 % (10) 75.7% (11) 72.8% (12)

Black (n=43) 32% have an attendance rate of less than 70%

American Indian/Alaskan Native (n=6) 83% have an attendance rate of less than 70%

SPED Current (n=74) 51% have an attendance rate of less than 70%

ELA Current (n=238) 27% have an attendance rate of less than 70%

On Track to Graduate (completed / in progress)

Overall by Credit (All grades) - 55.3%

Class of 2022 - 63.4%

Class of 2023 - 49%

Class of 2024 - 49.3%

Class of 2025 - 63.2%

Overall by Competency (all grades & competency) - 46%

Class of 2022 - 85.7% Overall (Literacy 93.2% / Math 92%)

Class of 2023 - 47.6% Overall (Literacy 70.6% / Math 66.2%)

Class of 2024 - 30.3% Overall (Literacy 52.9% / Math 54.4%)

Class of 2025 - 21.1% Overall (Literacy 43% / Math 38%)

ICAP

Overall 76.3% complete

by Class of:

2022- 92.8%

2023 - 73.4%

2024 - 62.1%

2025 - 75%

Sem 1: English 1 - 3% Met, English 2 -6.4% Met, English 3 - 5% Met. Sem 2: English 1 - 7% Met, English 2 -6% Met, English 3 - 5% Met

Academic Achievement : PSAT EBRW - Mean score 379.4 Does Not Meet, PSAT Math Mean Score 377.9 Does Not Meet. Academic Growth: PSAT EBRW 43 Approaching, PSAT Math 33 Does Not Meet, English Language Proficiency 64 Meets, On track to EL Proficiency 36% Meets. SAT EBRW 423 Does Not Meet, SAT Math Mean score 398 Does Not Meet. Drop out rate 3.2% Approaching, Matriculation Rate: 37.5% Does Not meet, Graduation Rate: 6 yr 88.5% Meets, 5 -year rate 80.9%, 4 year rate 70.7%.

SAT : 4% met both benchmarks, 21% met EBRW, 6% met Math, 78% met no benchmarks. PSAT 10: 4% met both benchmarks, 21% met EBRW, 6% met Math, 77% met no benchmarks. PSAT 9: 5% met both benchmarks, 28% met EBRW, 7% met Math, 70% met no benchmarks.

At the end of 2022, 19.68% of MLL's were in the Expanding/Bridging Proficiency level

West High School Data for 20-21:

Graduation

West Early College (WEC) was at 80% and West Leadership Academy (WLA) at 89%

21-22 SY Incoming 10th, 11th, 12th - Proficiency scores

LA By Year	WLA 23.9%	WEC 57.2%	Combined 39.5%
MTH By Year	WLA 26%	WEC 58.4%	Combined 41.1%

Math Competency [Not Met]	WLA 265/310 85%	WEC 134/274 46.9%	Combined 66%
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Credit Overall Off Track	WLA 173/310 55%	WEC 146/274 53%	Combined 53%
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Black Not Met Competency [Math & Literacy]	WLA 15/ 21 71%	WEC 5/27 18%	Combined 41.6%
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ELL 9-12 English Competency Not Met	WLA 106/109 97%	WEC 50/84 59%	Combined 80%
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ICAP Off Track	WLA 162/277 - 58%	WEC 98/313 - 31%	Combined 44%
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Attendance/Engagement*

Overall for WEC HS and West Leadership HS 20-21= 72.6%

60% or Less = Not Meeting

70-80% = Approaching

Overall	74.4%	69.4%	72.2%
Multiple Races	-	-	59.1%
Black	-	-	68%
Male	-	-	69.3%
ELL	-	-	69.5%
10th Not Meeting	55/116	59/115	114/231
10th Approaching	32/116	31/115	63/231

11th Not Meeting

37/94

32/79

69/173

11th Approaching

25/94

26/79

51/173

12th Not Meeting

30/104

25/82

55/186

12th Approaching

36/104

30/82

66/186

Course Taking Analysis:

CE Enrollment/ Pass Rate:

Overall 38.7%/ 67.5%

Black Students 44.4%/ 68.3%

Hispanic Students: 38.1%/ 68.1%

White Students: 33.3%/ 57.1%

**Other groups N is too small

ACCESS from 20-21

West Leadership: N too small for the number of students that took ACCESS.

WEC:

Total

MLLs with Scores

MLLs Not Tested

2021 Population of MLLs	102	67	35
Are MLLs with scores more or less likely to have a remote learning flag?		69%	60%
Do MLLs with scores have different attendance rates?		69.1%	63.8%
Are MLLs with scores more or less likely to have been chronically absent?		75%	74%
Are MLLs with scores more or less likely to have been On-Track in 2020?		18%	41%

:

West Early College data from 19-20:

MS: The English Language Learner (ELL) and Students with Disabilities (SWD) student group data for math and literacy show a regression in performance bands on the interim cycles completed in 19-20. MS student data indicated limited progress on literacy and math priority standards identified in the CIP analysis and action plans. Disparities still exist for students who identify as black in both academic performance data as well as engagement and SPS data. 2019-20 6th grade unit assessment math data and 7th/8th grade literacy unit assessment data for all student groups are performing below their regional counterparts. Data analysis indicated a need for improvement Data Driven Instruction efforts in the aforementioned subgroups as well as specific educator development around the lack of students able to explain their thinking in math and literacy as well as a need for a cross content alignment in literacy standard RL.1 common focus.

HS: On track to graduate data shows major areas for improvement in off track ICAP and math competency measures off-track math (student groups 9th and 10th grade). P/SAT data confirms the literacy competency data trend of needed improvement on HS CIP priority standards which also include ELA RL.1. Our data while incomplete also reveal a trend of curricular misalignment to grade level standards and rigor as well as relevant curriculum. College and career data, attendance measures, empathy data confirm the need for not only rigorous/relevant curricular shifts but also whole child engagement indicator improvement.

Local Data:

ACCESS

HS: 46 MGP

MS: 46 MGP

MS Interims: Math 16.2% Met Expectations, ELA 26.7% Met Expectations

Practice PSAT/SAT: EBRW combined PSAT/SAT 23.1% at benchmark and 15.3% at benchmark for Math

Engagement Data:

March HS: 72.8% MS 80.1%, April HS 86.7% MS 88.1%, May MS 89.3% MS 86.3%

Overall, in 2018-19 West Early College under performed the district and state in ELA and Math proficiency. The 2019 DPS School Performance Framework (SPF) report showed an average score of "Does Not Meets/ 25.71%" for grades 6-12 with a 7.5% decrease change from the previous year. The SPF is a district and state score card for school performance. In CMAS for Literacy we were approaching with 23.2% of students who met or exceeded expectations in middle school (grades 6-8). Math proficiency for CMAS was lower with 12%. We did not meet the Colorado PSAT/SAT (grades 9-11) expectation for EBRW with a combined PSAT/SAT 29.1% at benchmark and 17.6% at benchmark for Math. For SAT EBRW decreased by 6% and Math decreased by 6% compared to last year. Our ACCESS growth was high in Middle School and High School was approaching. We saw an increase in Middle School MGP from 55 to 58 and increased the percent on track from 24% to 33%. High School ACCESS MGP increased from 43 to 61 as well as the percent on track from 31% to 53%.

We understand that we must continue our growth work in order for our students to increase their overall proficiency. This year we have approached or met the district benchmarks for growth in most areas which we think is a reflection of the work we have done in individualized intervention reading and math intervention courses as well as targeted writing in all content areas.

Participation Rate:

Through work with the Assessment team we will aspire to make sure state assessments are not only administered accurately, adhering to all prescribed protocols, but also work to ensure all students participate in order to meet the 95% participation rate requirements.

Middle School participation in ELA and Math: 98%

SAT participation in EBRW and Math:100%

PSAT10 participation in EBRW and Math: 90.7%

PSAT9 participation EBRW was 93.9% and Math 93.1%

The results were as follows for MS and HS respectively according to the Denver Public Schools School Performance Framework:

WEC Middle School - Grades 6-8

Student Progress Over Time- Growth

- CMAS Median Growth Percentile Literacy - Overall 50, 6th - 36.5, 7th - 47.5, 8th - 61 - Meets
- CMAS Median Growth Percentile Literacy - SOC - 50, ELL - 47, SWD - 34
- CMAS Median Growth Percentile Math - Overall 46, 6th - 55, 7th - 42, 8th - 37 - Approaching
- CMAS Median Growth Percentile Math - SOC - 46, ELL - 53, SWD - 38

- ACCESS Median Growth -MS 58 MGP - Meets
- ACCESS % On Track. - 33% - Does Not Meet

Student Achievement Status

- CMAS % Meets/Exceeds - Literacy - 23.2% - Met or Exceeded Expectations
 - 6th Grade CMAS Literacy - 16.5% Met or Exceeded Expectations
 - 7th Grade CMAS Literacy - 20.3% Met or Exceeded Expectations
 - 8th Grade CMAS Literacy - 32.9% Met or Exceeded Expectations
- CMAS % Meets/Exceeds - Math - 12% - Does not meet
 - 6th Grade CMAS Math - 11.8% Met or Exceeded Expectations
 - 7th Grade CMAS Math - 10.8% Met or Exceeded Expectations
 - 8th Grade CMAS Math - 13.4% Met or Exceeded Expectations

Parent and Student Engagement

- Attendance Rate - 85.9 % - Middle School / 84.4% - High School
- Student Satisfaction - Middle School 89.6% positive response- Meets & High School 91.7% positive response - Meets
- Family Satisfaction Survey - Middle School 88.8% positive response- Meets & High School 91.7% positive response - Meets

WEC High School - Grades 9-12

Student Progress Over Time - Growth

- ACCESS Median Growth Percentile - HS 61 MGP - Meets - Meets
- ACCESS % On Track - HS 53 - Approaching
- PSAT/SAT Median Growth Percentile Math - 49.5 - Approaching
- PSAT/SAT Median Growth Percentile EBRW - 39 - Approaching
- PSAT/SAT Median Growth Percentile ELL - Reading/Writing 30, Math 48

- PSAT/SAT Median Growth Percentile Math: 9th - 52, 10th - 58, 11th - 42.5, SOC - 51, SPED - 52.5
- PSAT/SAT Median Growth Percentile EBRW: 9th - , 10th - 50.5, 11th - 36, SOC - 40.5, SPED - n/a

Student Achievement Status

- Colorado PSAT/SAT % at Benchmark - Reading/Writing
 - PSAT 9 - 28.7% at Benchmark - EBRW/ FRL - 27.2%, ELL - 10.8%, SOC - 27.5%, Hispanic - 23%, SWD - n/a
 - PSAT 10 - 37.2% at Benchmark - EBRW/ FRL - 39.2%, ELL - 10.5%, SOC - 38.7%, Hispanic - 37.5%, SWD - n/a
 - SAT - 23.7% at Benchmark - EBRW/ FRL - 21.2%, ELL - 0%, SOC - 20.4%, Hispanic - 21.7%, SWD - n/a
- Colorado PSAT/SAT % at Benchmark - Math - %
 - PSAT 9 - 17.6% at Benchmark - Math - %/ FRL - 19.6%, ELL - 8.1%, SOC - 16.7%, Hispanic - 17.2%, SWD - n/a
 - PSAT 10 - 21.1% at Benchmark - Math - %/ FRL - 21.3%, ELL - 19.6%, SOC - 25.3%, Hispanic - 21.5% , SWD - n/a
 - SAT - 21.1% at Benchmark - Math - %/ FRL - 20.9%, ELL - 17.7%, SOC - 11.1%, Hispanic - 10.9%, SWD - n/a

Parent and Student Engagement

- Four Year Graduation Rate - 58% Best of 4, 5, 6 year 86.36% - Meest
- Four Year Graduation Rate ELLs - 92%
- On Track to Graduate - 77% Meets
- College Remediation Rate - Reading/Writing - 13.4%, Math - 17.3% - Exceeds
- Attendance Rate - 30% met district benchmark - Does not meet
- Student Satisfaction - HS 91.7% - Exceeds / MS 89.6% positive response- Meets
- Parent Satisfaction Survey - HS 91.7% - Exceeds/ MS 88.8% positive response - Meets
- Dropout Rate - 4.6% - Approaching

The school has taken all data in consideration for course offerings and course assignments. Based on our data, we have implemented Reading and Math Intervention classes through Read 180 and Math 180 as well as added additional ELD support. Students were selected for Reading Intervention based on Scholastic Reading Inventory (SRI) assessment scores while Math Intervention uses Scholastic Math Inventory (SMI) at the beginning of the school year. Students take the SRI and SMI every 6-8 weeks to determine if they continue services in Reading and Math Intervention as well as the Accuplacer test. Reading and Math Intervention are additional classes outside of High School required courses in English and Math. The same is true for English Language Development (ELD). Students miss an elective course if they require intervention or ELD. Students who attain grade-level proficiency will no longer need Intervention courses and will have additional elective options. Students who show English proficiency due to WIDA Standards are re-designated and may be removed from ELD. Teachers will continue to align instruction with PSAT and SAT

Assessment materials.

Whole Child

HS - Strong/Excellent Response Rate

- Overall - 85%
- Challenged - 83%
- Engaged - 70%
- Healthy - 85%
- Safe - 71%
- SEI - 79%
- Supported - 82%

MS - Strong/ Excellent Response Rate

- Overall - 87%
- Challenged - 84%
- Engaged - 78%
- Healthy - 80%
- Safe - 80%
- SEI - 84%
- Supported - 83%

Based on our Whole Child Component data, actions have been initiated to address the gaps listed. As a school, we have incorporated Advisory class three times a week as a touch point for teachers and student for Social/Emotional and Academic Support. We have initiated weekly community meetings to increase communication, confirm expectations and recognize academic and character achievements. The school has instituted our PRIDE (Purpose, Respect, Integrity, Determination and Engagement) rubric review weekly for students and teachers to give one another feedback on college and career behaviors and supports.

WEC has prioritized making improvements in Tier 1 Instruction and analyzing assessment data, as well as developing targeted instruction for English Language Learners and Students with Disabilities.

Course Taking Analysis

Most student groups are close to 1. Our population of ELL's is underrepresented at .87.

Rigorous Course Enrollment as of 8/14/2019 (Unique

Students associated with the school at which they completed the rigorous course. Rigorous courses are those counted in the SPF)

				Rigorous Course SY			
				(n)	(Comp)	(RI)	(RR)
Overall	All Students	353	n/a	85		24%	n/a
RaceEthnicity	Asian	*	-	-		-	
RaceEthnicity	Black	32	9%	8	9%	25%	1.04
RaceEthnicity	Latinx	288	82%	70	82%	24%	1.05
RaceEthnicity	Nat. American	*	-	-		-	
RaceEthnicity	Pac. Islander	*	-	-		-	
RaceEthnicity	Two or more	*	-	-		-	
RaceEthnicity	White	21	6%	5	6%	24%	0.99
Gender	Female	176	50%	42	49%	24%	0.98
Gender	Male	177	50%	43	51%	24%	1.02
EL Status	ELL	92	26%	20	24%	22%	0.87
EL Status	Non-ELL	171	48%	26	31%	15%	0.47
EL Status	Redesignated/Exited	88	25%	39	46%	44%	2.55

Trend Analysis



Trend Direction: Increasing
Performance Indicator Target: Academic Achievement (Status)

School Performance Framework information shows that WEC Status has grown: 2012/2013 School Year - 12% 2013/2014 School Year - 19.3% 2015-2016 School Year - 26.06% 2016 - 2017 School year - 39.64% 2017 - 2018 School year - 46% This is a notable trend because we have while we showed approximately 7% point increase each year.



Trend Direction: Increasing

Performance Indicator Target: Postsecondary & Workforce Readiness

SAT total score grew from 871 to 893. The On-Track Graduation rate grew slightly from 72.1% to 80.8%. The College Remediation Rate fell in all areas from 50% to 44% in Math, from 62.7% in English to 50%. This is a notable trend because our post secondary measures are showing that students are more prepared for college and career success than in previous years.



Trend Direction: Decreasing then increasing

Performance Indicator Target: English Language Development and Attainment

ACCESS data shows that MGP decreased then increased in MS from 2017- 63, 2018-55, 2019- 58 and in HS and from 61 to 43 to 61. The ACCESS % On Track in MS fell from 29.9% to 24.2% to 33.3% and in HS from 52% to 31.2% to 52.7%. This is notable because the ACCESS MGP is now over expectations in HS and MS.



Trend Direction: Decreasing

Performance Indicator Target: Student Engagement

The HS Attendance Rate of 84.4%. in 2018/19 is lower than expectation at 93%, with decrease of 2.1% from the prior year. In 2021 attendance was 72.6% which is a decrease.

Additional Trend Information:

CO SAT (TBD)

Due to new school status, trends are unknown. Current Competency Data: Class of 2022 Overall 94.5% (95.7% - ELA & 96.3% - Math), Class of 2023 Overall 49% (62.2% - ELA & 60.8% - Math), Class of 2024 Overall 30.9% (42.8%-ELA & 47.4%- Math, Class of 2025 Overall 21% (31.6%-ELA & 33.6%-Math).

TSEAL Data shows that students would like more learning in "responsible decision-making" and "self-management". They would like to learn SEL skills through class

discussion and creative projects.

MLL/ACCESS - no growth measure data available due to new school designation.

G9 Aug 84.8% May 56.1% G10 Aug 87.3% May 62.3% G11 Aug 89.1% May 67.6% G12 Aug 90.6% May 82.3%

Priority Performance Challenges and Root Causes



Priority Performance Challenge: Overall Achievement (Status)

2022-2023 9th Grade On-Track Status was 63.2% on-track with credit status. The identified goal was an 80% rate of on-track status with the class of 2025. On-track status in 9th grade is a primary driver of completion.



Root Cause: Lack of consistent application of GFE agreements and strategies which are focus

Lack of consistent application of GFE agreements and strategies which are focused on mastery 54% of Class of 2025 On Track - Credits. 90% Black Students Overall Off Track Status. 50% of Black Students On Track Credit Status. 34% ELLs Off Track Credit Status. 12% of WHs teachers did not implement GFE policies/agreements. No professional development for GFE or application/accountability systems in 21-22 SY. SLO data is not aligned to overall LEAP performance data. WHS teachers focus in backwards planning. Identified student misconceptions were oriented in procedural skills. 2-7 content areas - English Dept. and Math utilized progression rubrics in DDI action plans.



Root Cause: Lack of consistently identifying conceptual gaps and focusing on procedural appl

Lack of consistently identifying conceptual gaps and focusing on procedural applications of content, This year we focused on unit internalization and backwards planning but our faculty were not necessarily calibrated or developed on this process. There was focus instructionally on recapturing concepts and addressing learning loss - instead of accelerating the learning. Gradebooks reflective of procedural elements as much or more of essential conceptual understanding of standards or essential learning.



Priority Performance Challenge: Attendance

In our initial year as a comprehensive high school, our attendance rate was 74.1% which was below expectations. Our attendance rate compared to district averages is tracking at 6% below district averages for 2021-2022. Focus on engagement and attendance is a primary driver for the 2022-2023 school year.

Root Cause: Lack of systems and stakeholder expectations

"74.1% Overall Attendance Rate & 80.3% Chronic Absenteeism Rate April: 65.4% (9), 69.6 % (10) 75.7% (11) 72.8% (12) Black (n=43) 32% have an attendance rate of less than 70% American Indian/Alaskan Native (n=6) 83% have an attendance rate of less than 70% SPED Current (n=74) 51%



have an attendance rate of less than 70% ELA Current (n=238) 27% have an attendance rate of less than 70% No 21-22 SY Attendance Team Leadership, Processes and Procedures until Dec. 2021. Expectations created without stakeholder participation. No community knowledge of state law and city services. Technical systems mismanaged. Family contact information inaccurate. Lack of purpose and common WHY"

Root Cause: Lack of communication and prevention/intervention cycles.

"1 way communication oriented in automated notifications. Limited evidence of community partnership and co-development of action plans. Communication was focused on highest need 50% overall attendance rate. Post-pandemic/remote learning renorming did not occur. Focus was on physical and mental health barriers impacted student individual student outcomes. Low Spring 21' return to in-person WEC/WLA %.0.3% Chronic Absenteeism Rate April: 65.4% (9), 69.6 % (10) 75.7% (11) 72.8% (12) Black (n=43) 32% < 70% Attendance Rate American Indian/Alaskan Native (n=6) 83% < 70% Attendance Rate SPED Current (n=74) 51% < 70% Attendance Rate ELA Current (n=238) 27% < 70% Attendance Rate 1st & 2nd Period Lowest Attendance Rate WHS Staff Comms Attendance Average 55 (as of 4.29.22) 100% of Truant Students Contacted (Bottom Tier 60% or lower overall attendance rate) 38 Students Transition/Withdrawal 100% of Families cited no knowledge of CDE Laws and Transportation as largest barrier. 100% of Students cited no knowledge of CDE Laws and WHS expectations 123 Attendance Contracts/Trackers "



Priority Performance Challenge: Student Engagement/Culture

Year 1 educator development was focused on instructional core foundations and CRE theory. Leveraging expertise from educators through differentiated PD is aligned to the collaborative approach in DPS. A 22-23 SY priority is collective ownership of equity-centered integrated whole child cultural/instructional best practices.

Root Cause: Lack Knowledge of Staff Skills



WHS Year 1 Staff: 16% ILT New to Role. 25% New to DPS. Role and Responsibility (job description) unclear. System for building leadership capacity implemented in Jan. 2022. 33% Distinguished, 58% Effective. Co-generated SSP Jan.2022. Calibration of scoring occurred in August - observational data not prioritized until Jan. 22. Participated in LEAP pilot 21-22. Restructured leadership team incl. BCL/MCL Dec. 21-22. TSEAL and RP were stop start. Curriculum changes in advisory for T SEAL focus. Misalignment in communication/training and team ownership of core practices TI,

Root Cause: Lack of Systems and Distributed Leadership



Professional learning based on MISs and instructional core foundations - equity experience, CLOs, backwards planning. Learning labs roll out Feb. 22 identified by STLs. Collaborative meetings focused on training and informational processes. No normed MTSS process/procedures, lack of shared definition of equity. Grade level team specialists role undefined and lack of training.

Magnitude of Performance Challenges and Rationale for Selection:



These challenges have been selected because we need to continue to increase Academic Achievement Status and Growth to bring ALL of our students to proficiency standards to be considered College and Career Ready. The impact of the COVID-19 pandemic has profoundly emphasized the need for social/emotional support and academic supports. The magnitude of this challenge is large but we believe that if we continue to maintain high MGP through strong DDI structures and conceptual understanding our students will grow more than 1 year, each school year, we will grow our overall Academic Achievement Status for all groups.

Magnitude of Root Causes and Rationale for Selection:



The root causes were selected based on the performance of those students in growth gap areas and observation data. Lesson planning and delivery in the in person and remote setting indicated that teachers must deeply understand and plan for conceptual mastery of standards. Root causes were identified after analysis of Spring 2020 remote learning data that indicated the need for CRE mindset changes/modifications to the curriculum and consistency and quality of remote instruction. The stakeholders involved in this decision were the West High School Design Team, and Instructional Leadership Team (ILT) for West High school. The West High School Design Team were a group of staff, guardians, community members and students who involved in the planning of the unified high school from February 2021 - May 2021 and gave specific feedback for programming and improvement in instruction. The ILT is comprised of Administration and teacher leaders who convened in June 2021 and July 2021 to identify areas of focus and improvement.

Additional Narrative / Conclusion

While we have made improvements in several areas, we understand that strong focus on Data Driven Instruction, Professional Learning/Development for teachers and support for our growth gap areas are necessary. The Instructional Leadership Team, School Accountability Committee and staff identified the following priorities for the 2020 -2021 school year: We will continue to use a school-wide Instructional Framework, Data Driven Instruction will be done in daily PLCs with a specific data driven protocol centered on the analysis of student work and the creation of action plans to address gaps in learning as well as Tier 2 supports for ELL and Students with Disabilities. We will continue our work with ensure that students have consistent exposure to grade-level tasks aligned to Common Core State Standards and identify priority standards in ELA and Math while working with a viable aligned curriculum. All teachers in grades 6-12 will plan units on 8-week data cycles, use formative assessments and create reteach plans based on identified gaps. Our professional learning will address the needs of our growth gap areas (FRL, ELL, minority, students with disabilities and students needing to catch up) while maintaining high expectations for rigorous instruction. Teachers will continue to be given specific "tools" or strategies and time for practice. We will maintain the expectation to apply Professional Learning and observations conducted by the Instructional Leadership Team will be aligned to the Professional Learning structure. The master schedule allows for daily collaborative Professional Leadership Community meetings, supports in Reading Intervention and Math Intervention while maintaining English Language Development, and Special Education services

with a push in and pull out schedule. Teachers will continue to be supported through the Observation/Feedback model in which each teacher will be observed a minimum of 17 times by members of the Instructional Leadership Team and given timely feedback to improve instruction. Feedback from the ILT members will reflect the needs of the faculty and professional learning and will be monitored using a teacher support matrix.

We will continue our focus on the whole child and the development of our pathway program through DPS CareerConnect. CareerConnect is a DPS program which allows for all high school students to access career exploration and work-based learning opportunities during their high school career. Students are exposed to introductory and advanced coursework in high-interest fields in order to prepare them for college and career. Through the course of the program, students will take college level courses, visit local industry and have the opportunity to participate in internship and apprenticeship programs. All WEC students have the opportunity to access CareerConnect courses and participate in work-based learning opportunities. The pathway program is aligned to the Early College Model.

Action Plans

Planning Form



Instructional Approach

What will success look like: "Rationale: Teaching and learning cycles aligned to the implementation of consistent and rigorous task and DDI that informs student-centered unpacking - accurately identify the conceptual and procedural components of the grade level standard to ensure alignment and implementation to the task Standards-aligned: Teachers will unpack priority standards in order identify essential procedural and conceptual gaps that align grade-level text and task. Rigorous Tasks: The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. Access to Rigorous Tasks - All students are provided the supports needed to access rigorous grade-level content (I.6) Rubrics: Well-designed standards-based rubrics used to eliminate bias, increase grading transparency, and make academic expectations rigorous, clear and accessible. Student-centered - incl. accountable talk strategies and aligned Learning Cycles (co-observation, peer feedback, DDI, progress monitoring) Instructional Core Action 1: Quarter 1 Goal Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by college- and career-ready standards. The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. Instructional Core Action 2: Quarter 2 Goal Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. -Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g., drawing, writing, dramatic play, speaking). Instructional Core Action 3 : Quarter 3 Goal Provide all students with opportunities to engage in the work of the lesson. -The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty. "

Describe the research/evidence base supporting the strategy and why it is a good fit: "Culturally Responsive Teaching and the Brain, by Z. Hammond; Developing independent learners that engage in culturally relevant learning opportunities and take ownership of productive struggle. Grading for Equity: What it is, Why it Matters, and

How it Can Transform Schools and Classrooms by J. Feldman. ICLD (SERVE) & ELD (PERMS) - DPS Multilingual Department From The Impact of Identity in K-8 Mathematics by Aguirre, Mayfield-Ingram, and Martin (2013) Going deep with mathematics: Developing deep understanding of mathematics is a major goal of equity-based mathematics teaching practices (Aguirre 2009; Gutstein 2006). Lessons include high cognitive demand tasks that support and strengthen student development of the strands of mathematical proficiency, including conceptual understanding, procedural fluency, and problem solving and reasoning (National Governors Association Center for Best Practices and Council of Chief State School Officers 2010; National Research Council 2001; Stein et al. 2000). Instructional Practice Guide "

Strategy Category:

Associated Root Causes:

Lack of consistently identifying conceptual gaps and focusing on procedural appl:



Lack of consistently identifying conceptual gaps and focusing on procedural applications of content, This year we focused on unit internalization and backwards planning but our faculty were not necessarily calibrated or developed on this process. There was focus instructionally on recapturing concepts and addressing learning loss - instead of accelerating the learning. Gradebooks reflective of procedural elements as much or more of essential conceptual understanding of standards or essential learning.

Lack of consistent application of GFE agreements and strategies which are focus:



Lack of consistent application of GFE agreements and strategies which are focused on mastery 54% of Class of 2025 On Track - Credits. 90% Black Students Overall Off Track Status. 50% of Black Students On Track Credit Status. 34% ELLs Off Track Credit Status. 12% of WHs teachers did not implement GFE policies/agreements. No professional development for GFE or application/accountability systems in 21-22 SY. SLO data is not aligned to overall LEAP performance data. WHS teachers focus in backwards planning. Identified student misconceptions were oriented in procedural skills. 2-7 content areas - English Dept. and Math utilized progression rubrics in DDI action plans.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/Repeats	Key Personnel	Status
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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School/Student Culture

What will success look like: Shared ownership with public leadership of community expectations, safe/welcoming school culture, anti-racist empowerment, and healing-centered behaviors aligned to cultivating a learning environment that accesses intrinsic motivation for attendance through an internalized sense of belonging (staff and students).

Associated Root Causes:

Lack of systems and stakeholder expectations:



"74.1% Overall Attendance Rate & 80.3% Chronic Absenteeism Rate April: 65.4% (9), 69.6 % (10) 75.7% (11) 72.8% (12) Black (n=43) 32% have an attendance rate of less than 70% American Indian/Alaskan Native (n=6) 83% have an attendance rate of less than 70% SPED Current (n=74) 51% have an attendance rate of less than 70% ELA Current (n=238) 27% have an attendance rate of less than 70% No 21-22 SY Attendance Team Leadership, Processes and Procedures until Dec. 2021. Expectations created without stakeholder participation. No community knowledge of state law and city services. Technical systems mismanaged. Family contact information inaccurate. Lack of purpose and common WHY"

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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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MTSS/Intervention

What will success look like: Collective ownership and collaboration of a comprehensive MTSS system rooted in protocols and processes for progress monitoring student growth at the individual and marginalized/at-risk cohort levels to align school-wide intervention/prevention strategies to address attendance, behavioral, and academic achievement aligned to DPS Whole Child priorities of engaging and supporting all students.

Associated Root Causes:

Lack Knowledge of Staff Skills:



WHS Year 1 Staff: 16% ILT New to Role. 25% New to DPS. Role and Responsibility (job description) unclear. System for building leadership capacity implemented in Jan. 2022. 33% Distinguished, 58% Effective. Co-generated SSP Jan.2022. Calibration of scoring occurred in August - observational data not prioritized until Jan. 22. Participated in LEAP pilot 21-22. Restructured leadership team incl. BCL/MCL Dec. 21-22. TSEAL and RP were stop start. Curriculum changes in advisory for T SEAL focus. Misalignment in communication/training and team ownership of core practices TI,

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Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
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School Target Setting



Priority Performance Challenge : Overall Achievement (Status)



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Graduation Rate

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Class of 2023 - Competency/Credit Goal of 100%. Class of 2024 - Competency/Credit - 80%. Class of 2025 - Competency 50%, Credits - 80%. Class of 2026 - Credits 80%

2023-2024: Class of 2024 - Competency/Credit Goal of 100%. Class of 2025 - Competency/Credit - 80%. Class of 2026 - Competency 50%, Credits - 80%. Class of 2027 - Credits 80%

INTERIM MEASURES FOR 2022-2023: Tracked in OTG



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: SAT

ANNUAL
PERFORMANCE
TARGETS

2022-2023: By the end of 2023, 35% will be meeting benchmark on EBRW COSAT, 30% will be meeting benchmark on Math COSAT

2023-2024: By the end of 2024, 45% will be meeting benchmark on EBRW COSAT, 45% will be meeting benchmark on Math COSAT

INTERIM MEASURES FOR 2022-2023: PSAT/NMSQT in October



Priority Performance Challenge : Attendance



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL
PERFORMANCE
TARGETS

2022-2023: School-wide average daily attendance of 80%

2023-2024: School-wide average daily attendance of 85%

INTERIM MEASURES FOR 2022-2023: Tracked in IC



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Attendance

ANNUAL
PERFORMANCE
TARGETS

2022-2023: Disaggregated Group Overall Attendance of 77%

2023-2024: Disaggregated Group Overall Attendance of 85%

INTERIM MEASURES FOR 2022-2023: Tracked in IC



Priority Performance Challenge : Student Engagement/Culture



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL
PERFORMANCE
TARGETS

2022-2023: 90% completion rate of WHS Students on BESS screener

2023-2024: 60% of WHS students risk level yellow/green

INTERIM MEASURES FOR 2022-2023: Tracked in Pearson Analysis 360



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS: Supplemental Measure(s)

ANNUAL
PERFORMANCE
TARGETS

2022-2023: 100% of Staff completion rate of WWS

2023-2024: Overall Wellness Staff Score of 7+

INTERIM MEASURES FOR 2022-2023: Tracked Internally via TSEAL Coordinator
