



Colorado's Unified Improvement Plan for Schools

East High School UIP 2023-24 | School: East High School | District: Pueblo City 60 | Org ID: 2690 | School ID: 2394 | Framework: Priority Improvement Plan | Draft UIP

Table of Contents

Last Year UIP: [East High School UIP 2022-23](#)

Executive Summary

Improvement Plan Information

Narrative on Data Analysis and Root Cause Identification

Action Plans

Executive Summary



Priority Performance Challenges

- *Academic growth in ELA and Math*



Root Cause

- Academic growth in ELA (Consistent Best Instructional Practices)



Major Improvement Strategies

- Consistent Best Instructional Practices in ELA and Math

- Drop Out Rate and Graduation Rate
(Support System for Freshman Transition)

- Drop-out Rate and Graduation Rate
(Support System for Freshman Transition)

- Build and Maintain a Robust Support System for Freshman Transition and Success

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

East High School serves a variety of students in grades 9-12 on the north east side of Pueblo, CO. We are an International Baccalaureate School, offering the Middle Years Programme to our 9th and 10th graders, and The Diploma Programme to interested 11th and 12th Graders. We are also a Highly Certified AVID School, utilizing AVID best practices and strategies to deliver an IB philosophy and/or curriculum. Three pathways in CTE are offered at East; Catering, Business, and Manufacturing. The catering program has become in demand and showed need of another teacher to accommodate requests.

International Baccalaureate Programme - East High School was granted accreditation by the International Baccalaureate Organization (IBO). Graduates from our program have attended and graduated from the finest colleges in the nation. East High School faculty has been trained by the International Baccalaureate Organization to ensure instruction is delivered to the high standards of the IBO. Faculty has also been trained to teach pre IB courses to 9th and 10th grade students. For more information about the International Baccalaureate Organization visit their website at www.ibo.org.

AVID - AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID brings research-based strategies and curriculum to enhance the educational experience at East High School. The AVID System annually provides educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the campus.

The population is 75% Hispanic, 19% white, and 4% Black. East has 163 ESS students enrolled, which is the highest in the district. We added a staff member to the faculty this year, bolstering our CTE department. After moving into a new school with a lower capacity this year, we have been put on a waitlist for out of area students. Warm Body enrollment is hovering around 1,020.

The analysis of East High School's performance data on state tests begins with the Building Leadership Team. This team is made up of department heads from all the academic content areas and the building administration. Data from state test is first presented to the BLT and major areas of concern are identified. BLT members then take data from SPF and in the last two years, the results of NWEA testing back to their departments where it is dis-aggregated, drilled down and analyzed. Once specific areas of concern are identified, a root cause analysis is done, performance targets are set and an action plan is put into place. This team generally meets once a month but during the UIP process they meet as needed.

Updates on data and all school happenings is shared and reviewed with East High School's Alumni Association and Booster Club on a monthly basis. These two groups help cultivate a culture of inclusivity and family at after school events and, occasionally, during the school day.

This year we will continue to place emphasis on Freshman Success and continuing to build upon best instructional practices in ELA and Math.

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).

ELA Academic Growth did just barely exceed our target of 45 as we work toward over 50 for this year. Math, however, was measured below our target at 37. Concerning our Freshman Success Initiative, we continued to fall short of our goal with a 68% Freshman On-Track Rate. We will continue to strive for an 80% Freshman On-Track Rate with more rigid systems and stable personnel in place.

The implementation of our 90 Day Plan and our Major Improvement Strategies of Consistent Best Instructional Practices in ELA and Math, along with Building and Maintaining a Robust Support System for Freshman Transition required us to ensure systems were in place for instructional planning aligned with the new curriculum, while utilizing NWEA data to drive the instruction. Though we had some systems of support concerning Freshman Success in place, we found inconsistencies midway through the year. Plans have been put into motion and action was taken at the end of the year to ensure more fidelity in our

selection of students for, and implementation of Kid Talks. We showed On-Track Improvement from the previous year, but fell 12% points short of our ultimate goal.

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

After reflection, some changes were made to our Major Improvement Strategies. Realignment and additions of Benchmarks and Action Steps to both strategies helped align focus and work to be done on each. Strategy 1 has more of a focus on NWEA data and should prove to be more successful with another year of the new curriculum being in use. Strategy 2 will be bolstered with more consistent team members and a consistent School Engagement Coordinator. Also, Protocols for identification and Kid Talks have been refined to be more user-friendly for team members and to better serve our 9th graders. We will work to make these adjustments to increase our Academic Growth and our Freshman On-Track Rate.

Current Performance

- Review Current Performance

In 2022-2023, East High School achieved a score of 41.9% on the School Performance Framework, which put us in 'Priority Improvement' by just a tenth of a point. The school hit its 95% accountability participation rates in all areas PSAT, SAT and CMAS. Actual Participation Rate is fairly low at 69% for ELA and Math and 48% in Science. Since the pandemic our families have gotten increasingly more aware of opt-out opportunities. Our team has worked to promote the meaningfulness of these assessments and will continue to do so. In 2023 East High School scored a rating of 26% in achievement, which did not meet the state standard. In both Academic Growth and Post Secondary Workforce Readiness the school is approaching the state standard. Graduation Rates for all students "meet" expectation at 93.1%. English Learners, FRL, and Minority Students all "met" expectation with a 94.4%, 92.4%, and 93.3% rate, while our Students with Disabilities "did not meet" at 84%.

In the Spring 2023 CMAS Science East High School students earned an overall rating of "Approaching" in Academic Achievement, along with our PSAT Reading & Writing. PSAT math "Did Not Meet" the rating required. We received a rating of "does not meet" in Academic Achievement for all the sub-groups associated with the above mentioned PSAT groups with the exception of one. Students with Disabilities were "approaching" in math. In the area of Academic Growth East High School students scored an overall rating of "Approaching" in PSAT/SAT (Reading & Writing) and PSAT/SAT Math. In the student sub-groups associated with Reading and Writing Academic Growth East High School's students earned a rating of "Approaching" in all categories with the exception of PSAT/SAT (Math) English Learners, earning a rating of "Does Not Meet."

East High School's SAT performance is a composite average of 879 which is a 5 point increase from 2022's year composite score of 874.

Data Summary Statements

1. Academic Achievement: In 2023 we did have a significant dip in achievement over 2022. Overall achievement rate in 2022 was 35.4% and in 2023 it fell to 26%.
 2. Academic Growth: Our overall growth increased from 39.8% in 2019 to 44% in 2022. The 2023 SPF indicates improvement to 47.1%.
 3. Math Academic Achievement and Growth: Achievement has increased then decreased over the last 3 SPF's moving from 399.2 to 413.9 in 2019-2022, then last year it dipped to 404.9. Growth, however, has trended down then up. In 2019 the MGP was 34 then increased to 39 in 2022. 2023 fell to 37.
 4. ELA Academic Achievement and Growth: Achievement in ELA has increased then decreased over the last 3 SPF's moving from 416.8 to 431.4 in 2022, then dipping in 2023 to 423.2. Growth has trended down then steady. The MGP in 2019 was 39 then stayed steady at 39 in 2022. 2023 increased to 46.
- Graduation Rates for all students "meet" expectation at 93.1%. All subgroups meet expectation with the exception of one. Our Students with Disabilities "did not meet" with a Graduation Rate of 84%.

Trend Analysis



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

Review of performance: Comparisons for Academic Achievement, Growth, Gaps and Workforce readiness may be measured with percentages. Overall for SPF's ranging from 2019-2023 our rating has decreased to "Priority Improvement." The performance for Academic Achievement increased from 2019 to 2022 then decreased from 2022 to 2023. 2019 32.9% to 35.4% Increase of 2.5%. 2022 35.4% to 2023 26% Decrease of 2.5%



Trend Direction: Increasing then decreasing

Performance Indicator Target: Academic Achievement (Status)

Review of performance: In 2023 East High School decreased its overall rating to "Priority Improvement." The School Performance Framework score has increased 2019 41.9% to 46.7% in 2022. The 2023 SPF indicates a decrease from 2022 to 41.9%. Please note the population tested has increased as well.



Trend Direction: Increasing

Performance Indicator Target: Academic Growth

Academic Growth-ELA	2019/2022/2023	2019/2022/2023	Count	Median Growth Percentile
ELA All Students	319/666/223	39/39/46	The MGP for ELA stays steady from 2019 to 2022 then increased in 2023. We are increasing in	
ELA. English Learners n				



Trend Direction: Increasing then stable
Performance Indicator Target: Academic Growth

Academic Growth-Math	2019/2022/2023	2019/2022/2023	Count	Median Growth Percentile
Math All Students	514/319/413	34/37/37	Math shows stability in percentile points in 2023. We are trending steady in math. English Learners 24/28/32 40/26.5/34.5 Trending downward then up FRL 275/206/286 33/33/38 Stable then trending up Minority Students 418/257/335 34/37/36 Trending up then down Students with Disabilities 37/20/21 32/-/21 No data then trending down	



Trend Direction: Increasing
Performance Indicator Target: Postsecondary & Workforce Readiness

Graduation Rate 2019/2022/2023 All Students 85.3%/92.4%/93.1% Best Rate 5yr / 7yr / 7yr Graduation rates are trending upward steadily with our best rate now trending toward a 7 year completion timeline. English Learners 95.2%/94.4%/94.4% ELL slightly stayed steady using a 7yr AYG again FRL 82%/90.3%/92.4% FRL rose from 2019-2022 and then continued to rise in 2023 with an 2.1% jump using a 6yr AYG Minority Students 84.8%/94.8%/93.3% Minority Students were increasing then slightly decreased with this last year's best rate as a 7yr AYG Students with Disabilities 62.5%/70%/84% A steady upward trend with a large 14 point jump this last year, using a 7yr AYG.



Trend Direction: Decreasing
Performance Indicator Target: Student Behavior

Attendance Rates 2019/2022/2023 85.8%/81.2%/80.1 Attendance went down from 2019 to 2022, and there was another decrease last year to 80.1%.



Trend Direction: Decreasing then increasing
Performance Indicator Target: Other

Test Participation Rates	2019/2022/2023	2019/2022/2023	Total Records	Accountability
Participation Rate % English Language Arts	726/666/707	99.1/94.8/98.2 Math	726/666/707	
99.1/94.8/98.5 Science	229/235/77	100/100/100	Considering the increase in students tested, the rate dipped then	

rose. The rate is the same for ELA and Math, but fell in Science with a smaller amount of participants, as only 11th grade is tested. In 2019 we had 99.1% Accountability participation rate in PSAT & SAT, and in CMAS Science was near 100%. Meeting the state requirement of having 95% participation rate in all 3 assessments.

Additional Trend Information:

Review of Overall performance:

Comparisons for Academic Achievement, Growth, Gaps and Workforce readiness may be measured with percentages.

Overall:

	2019	2022	2023
Academic Achievement	32.9	35.4	
Academic Growth	39.8	44	
Post secondary and Workforce Readiness	53.5	61.5	

The 2022 data shows an overall effectiveness rating of **improvement**. For the 2019 data the overall effectiveness rating was **improvement**; the 2018 was **improvement**. The school is trending steady.

Test Participation Rates	2019-2023	2019-2023
	Total Records	Accountability Participation Rate %
English Language Arts	726/666/707	99.1/94.8/98.2
Math	726/666/707	99.1/94.8/98.6
Science	229/235/77	100/100/77

In 2023 East High School met the state requirement of 95% participation in all assessments PSAT, SAT & CMAS.



Priority Performance Challenge: Academic growth in ELA and Math

The Median Growth Percentile for all sub-groups reported on East High School's 2023 SPF in the subject area of English Language Arts is below 50. This indicates struggling to keep pace but they are not closing any gaps. Our ELA students are attaining a rating of "approaching" with MGP's of 37-46 in all subgroups. The Median Growth Percentile for all math students reported on East High Schools 2023 SPF 37. This holds steady with last years MGP of 37 and is still below the district and state average. In the sub-group of Multilingual Learners The MGP was 38 and earned a rating of "does not meet". Minority Students is the largest sub-group at East High School and focusing on these students to increase proficiency in math should have a net effect on the entire school's performance.

Root Cause: Academic growth in ELA (Consistent Best Instructional Practices)



Lack of consistency in the MTSS process. With new curriculum in both ELA and math, we are still identifying systems and opportunities for deep internalization of the curriculum while still being faithful to the district provided scope and sequence and following data meeting protocols Building Administration is committed to promoting accountability and fidelity in our vision for equitable grading practices utilizing the MYP Rubric. 9th Grade Success team is has made growth, and there are still opportunities to build out this team as a model for student support across grade levels We don't have curriculum-aligned common or interim assessment progress monitor structures (neither district nor school level) There is not a strong system in place for gathering reliable and consistent data in Weekly Data Meetings.



Priority Performance Challenge: Drop Out Rate and Graduation Rate (Support System for Freshman Transition)

East High School has an overall drop out rate reported on the 2022 SPF of 3.2%, district average is 2.5% with the state average being below 3.0%. Graduation rate is sitting at 93.1% with a 7AYG. In the sub-group identified as Students with Disabilities the 7 year average graduation rate for 2023 SPF was 84%, a strong, 14 point increase from last year. Student's from low income families tend to have poor attendance which leads to failing classes and an overall disconnect with their education. This behavior inevitably leads to students in this category dropping out of school. Data also has shown that failing trends begin in first semester of freshman year.

Root Cause: Drop-out Rate and Graduation Rate (Support System for Freshman Transition)



-Lack of consistency in the MTSS process. -9th Grade Success team is has made growth, and there are still opportunities to build out this team as a model for student support across grade levels -Regular daily attendance and "On-time" Attendance; opportunities to receive Tier 1 instruction is limited due to lack of attendance -Gradation rate started to dip due to the pandemic and there is a lack of SEL support to help catch students up -Drop out rate started to rise during and after the pandemic with students leaving to start working -Lack of understanding by students and families of how accumulating credits is important and how it works -Virtual Learning contributed toward apathy for participation in school

Magnitude of Performance Challenges and Rationale for Selection:



East High School believes that if the school is going to move forward and come out of priority improvement we need to focus on the overall growth of our students in math and language arts. The data reported on the 2023 SPF indicates that in both math and language Arts that East High School students on average are scoring between the 27th and 39th percentile. Approaching in most sub-groups but not meeting the states average.

Within the subject area of Language Arts we are approaching expectations in all subgroups. In math, all subgroups are showing between 34.5 and 45 MGP. The sub-group of free and reduced lunch also encompasses most minority students & Students With Disabilities who are not meeting the states growth standard in either subject area math or language arts.

East High School's drop out rate did not improve over the last year from 0.8% to a 3.2%. This is a great disappointment. We are approaching the state standard of .05% - 2%. Graduation rate is measured at a 7 AYG, continuing to raise the rate while striving to use a lower AYG is a goal. This will also aid our school greatly in getting back into the "improvement" section and in our ultimate goal of attaining "performance."

Magnitude of Root Causes and Rationale for Selection:



BLT members looked at a number of different data points to come to their conclusions on root cause analysis. Historical data which they obtained from the last three School Performance Frameworks 2019-23. Dis-aggregated data from NWEA and State SPF. Quantitative data obtained from classroom formative, summative & benchmark BOY and MOY assessments. Qualitative data obtained from teacher observations and departmental surveys.

Action Plans

Planning Form



Consistent Best Instructional Practices in ELA and Math

What will success look like: Every student will: receive data driven instruction aligned to grade level state standards using the new curricula. 9th Grade Success: Kid Talks-providing interventions and identifying root causes analyzing student course failure data begin conversation about a “no zero” policy (fair and equitable grading practices)(MYP Rubric) Gear Up and Upward Bound-tutoring after school and teacher tutoring after school, every day Every ELA/Math teacher will: utilize the new assessment program (NWEA) and the new ELA/Math curricula to drive instruction and provide intervention to support students at all levels Plan daily instruction that is focused on most productive struggle use data to plan effective re-teach lessons plan when student mastery is not met use benchmark data to identify gaps and plan instruction accordingly Every department will: collaboratively plan instruction at grade level or within identical courses using district provided curricula. receive feedback from administration on lesson plans





Associated Root Causes:

Academic growth in ELA (Consistent Best Instructional Practices):







Lack of consistency in the MTSS process. With new curriculum in both ELA and math, we are still identifying systems and opportunities for deep internalization of the curriculum while still being faithful to the district provided scope and sequence and following data meeting protocols Building Administration is committed to promoting accountability and fidelity in our vision for equitable grading practices utilizing the MYP Rubric. 9th Grade Success team is has made growth, and there are still opportunities to build out this team as a model for student support across grade levels We don't have curriculum-aligned common or interim assessment progress monitor structures (neither district nor school level) There is not a strong system in place for gathering reliable and consistent data in Weekly Data Meetings.

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Aligned Planning - ELA	Focus on identifying the most critical components of the ELA curriculum and aligned instructional strategy ensuring that planning is aligned with the adopted curriculum.	08/16/2023 06/03/2024 Weekly	Admin and Teachers	
 NWEA	Use Benchmark Data from NWEA and common exit tickets to focus on identifying gaps and planning re-teach lessons to assess high leverage standards.	08/16/2023 06/03/2024 Weekly	Admin and Teachers	
 Aligned Planning	Focus on identifying the most critical components of the Math curriculum and aligned instructional strategy ensuring that planning is aligned with the adopted curriculum.	08/16/2023 06/03/2024 Weekly	Admin and Teachers	
 Grade Level Instruction	Daily instruction is planned to gear more and more toward grade level instruction to focus on the most productive struggle	08/21/2023 05/27/2024 Weekly	Admin and Teachers	

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 PLC Schedule	PLC's follow a weekly schedule that specifically tells what each day is designated for and agendas will be uploaded into the PLC folders for Math and ELA (ELA and Math schedules are: Mondays-IB, Tuesdays - AVID, Wednesdays - WDM, Thursdays are Department Planning.	08/21/2023 05/27/2024		Admin and Teachers	
 PLC Agenda Monitoring	Principals and Department Chairs will monitor running PLC agendas and provide feedback	08/28/2023 05/27/2024			
 Observation Feedback	Using data from our Observations to provide feedback and Professional Development that addresses the gaps in our Weekly Look For's.	08/28/2023 05/20/2024		Admin and Teachers	
 Grade Level Meetings	Meet with all Grade level Teachers, breaking off in PLC's level by level, to determine how the team will begin to analyze the common data they are beginning to gather.	09/04/2023 05/27/2024		Admin and Teachers	



Build and Maintain a Robust Support System for Freshman Transition and Success

What will success look like: A larger percentage of freshmen will finish their 1st year of high school with 6 or more credits. Progress and grades of freshman will be monitored through Freshman Seminar Classes and the Freshman Success Team. Those who show early signs of being a potential dropout will be identified. Our Ninth Grade Success Coordinator and Team will be key in identification and intervention. Interventions such as credit recovery, counseling, tutoring and course adjustment will be immediate. Upper class-men who are behind in credits, and may be potential dropouts will be assigned credit recovery classes, be referred to go to summer school, or an alternative program to keep them engaged in school and graduate. Students seeking to leave East High School to attend on-line school, which perpetuates drop outs,

will be given the option to do a blended learning program at the district's Digital Learning opportunity or full on-line courses. All teachers will utilize one PLC per week identifying failing students and making plans to offer opportunities to raise their grades.




Associated Root Causes:

Drop-out Rate and Graduation Rate (Support System for Freshman Transition):



-Lack of consistency in the MTSS process. -9th Grade Success team is has made growth, and there are still opportunities to build out this team as a model for student support across grade levels -Regular daily attendance and “On-time” Attendance; opportunities to receive Tier 1 instruction is limited due to lack of attendance -Gradation rate started to dip due to the pandemic and there is a lack of SEL support to help catch students up -Drop out rate started to rise during and after the pandemic with students leaving to start working -Lack of understanding by students and families of how accumulating credits is important and how it works -Virtual Learning contributed toward apathy for participation in school

Implementation Benchmarks Associated with MIS

IB Name	Description	Start/End/ Repeats	Key Personnel	Status
 Weekly Monitoring of Attendance	Students assigned to different caseloads will be monitored. Monthly attendance demonstrates improved student attendance each month.	08/28/2023 05/27/2024 Weekly	Advocate, School Engagement Coordinator, Gear Up	
 Weekly Monitoring of Grades	Students assigned to different caseloads will be monitored and met with weekly. Course failure rate demonstrates a decrease from previous years.	08/31/2023 05/27/2024 Weekly	Advocate, School Engagement Managers, Gear Up	
 Increase On Track Rate	With a goal of an 80% Freshman On Track Rate, monitoring will occur regularly	09/11/2023 05/27/2024 Weekly	School Engagement Coordinator, Counselors, Admin	








Ninth Grade
Success






Early intervention will continue to occur at the 9th grade level with a grant funded program provided by the district, including a School Engagement Coordinator and team dedicated mostly strictly to dealing with struggling 9th grade students.

09/11/2023
05/27/2024
Weekly

School Engagement Coordinator and
9th Grade Success Team

Action Steps Associated with MIS

Name	Description	Start/End Date	Resource	Key Personnel	Status
 Reform the 9th Grade Success Team	Bring back all productive and contributing members and identify new members of the team, particularly Science and Social Studies	08/07/2023 09/04/2023		Admin and School Engagement Coordinator	
 Transition	Build a strong transition day and experience for incoming freshmen	08/07/2023 08/12/2024		Link Crew	
 Protocols	Refine Strong Protocols for 9th Grade Success Meetings	08/14/2023 09/25/2023		Admin and School Engagement Coordinator	
 Equitable Grading Practices	Ongoing accountability in utilization of the MYP Rubric as an equitable grading tool.	08/14/2023 05/30/2024		All	
 Freshman	Begin utilizing Freshman Seminar Classes as an added connection for 9th Grade Success Work	09/04/2023 05/27/2024		School Engagement Coordinator, Freshman Seminar	

Seminar				Teachers, Counselors
 Kid Talks	Follow through on Kid Talk decisions and share data tracking systems to ensure correct students are being identified. Freshman Seminar Teachers will also become involved in Kid Talks	09/04/2023 05/27/2024	Data Tracking System	School Engagement Coordinator, Freshman Seminar Teachers, and Admin
 Celebration	Celebration Planning for Successful Students including incentives and a communication plan for success	09/25/2023 10/09/2023		Link Crew
 Swift Identification	Our Counselors, Advocate, and Student Engagement Coordinator will collaborate to utilize data weekly to identify potential drop outs and monitor progress. The group will meet monthly.	10/02/2023 06/03/2024	Attendance and Grade Data	Counselors, Community Advocate, School Engagement Coordinator
 Attendance Incentive Survey	Consult staff and students in coming up with attendance incentives	10/09/2023 10/23/2023	Survey	All Staff
 Failure Intervention	Refine the plan for off track 9th graders after the 1st Semester.	12/04/2023 12/14/2023		Counselors, Community Advocate, School Engagement Coordinator,

Freshman
Seminar
Teachers, Admin



Improved Feeder
Communication

High School Staff will work closely with feeder middle schools to
attain early identification of incoming possible drop out risks.

02/05/2024
06/03/2024

Counselors

School Target Setting



Priority Performance Challenge : Academic growth in ELA and Math



PERFORMANCE INDICATOR: Academic Growth

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: ELA MGP to 50 Math MGP to 50

2024-2025: ELA MGP to 50 Math MGP to 50

INTERIM MEASURES FOR 2023-2024: NWEA BOY and MOY data



Priority Performance Challenge : Drop Out Rate and Graduation Rate (Support System for Freshman Transition)



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase SAT scores in reading to "Approaching" at 458

2024-2025: Increase SAT scores in reading to "meets" at 470

INTERIM MEASURES FOR 2023-2024: NWEA BOY and MOY data



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase SAT scores in math to "Approaching" at 439.9

2024-2025: Increase SAT scores in math to "Meets" at 450

INTERIM MEASURES FOR 2023-2024: NWEA BOY and MOY data



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: ELA

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase PSAT scores in reading to "Approaching" at 423.5

2024-2025: Increase PSAT scores in reading to "Meets" at 461.1

INTERIM MEASURES FOR 2023-2024: NWEA BOY and MOY



PERFORMANCE INDICATOR: Academic Achievement (Status)

MEASURES / METRICS: M

ANNUAL
PERFORMANCE
TARGETS

2023-2024: Increase PSAT scores in math to "Approaching" at 413

2024-2025: Increase PSAT scores in math to "Meets" at 448.4

INTERIM MEASURES FOR 2023-2024: NWEA BOY and MOY



PERFORMANCE INDICATOR: Postsecondary & Workforce Readiness

MEASURES / METRICS: Dropout Rate

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 1.5% Drop-out Rate 95% Graduation Rate Move ELL AYG to 6yr Move FRL and Minority Students to 6yr

2024-2025: 0.5% Drop-out Rate 95% Graduation Rate Move ELL AYG to 6yr Move FRL and Minority Students to 6yr

INTERIM MEASURES FOR 2023-2024: Check-in from School Engagement Coordinator, Counselors, and Advocate with identified students.



PERFORMANCE INDICATOR: Student Engagement

MEASURES / METRICS:

ANNUAL
PERFORMANCE
TARGETS

2023-2024: 80% Freshman On-Track Rate 1.5% Drop-out Rate 95% Graduation Rate Move ELL AYG to 6yr Move FRL and Minority Students to 6yr

2024-2025: 80% Freshman On-Track Rate 0.5% Drop-out Rate 95% Graduation Rate Move all AYG to 6yr

INTERIM MEASURES FOR 2023-2024: 9th Grade Success Team meetings and Kid Talks