



Executive Summary

School Information

School Name	Grades Served	Phone
District Name	Principal	Website
Smoky Hill High School		7208865300
Cherry Creek 5	ANDRE BALA	

Description

Smoky Hill High School is a public, comprehensive, suburban, college-oriented high school with approximately 2,342 students in grades 9-12. It is one of six high schools in the district. The school calendar is 180 days in length and is comprised of two eighteen-week sessions. The schedule comprises of eight 90-minute instructional blocks arranged on a 4-period alternating day rotation. The school is accredited by both the Colorado State Department of Education and the North Central Association of Colleges and Secondary Schools. In 2023, Smoky Hill High School was recognized as one of the top high schools in America by U.S. News and World Report.

Smoky Hill High School serves a diverse community. The school serves a student population of 34% White, 18% Black or African American, 6% Asian, 31% Hispanic, <1% American Indian, and 13% Multi-racial. Of these students, 13% are Multi-Language Learners (MLL).

The Smoky Hill faculty and staff are well-educated and qualified. Of the 182 staff members who work with Smoky Hill students, 132 are certified teachers. Four deans and nine counselors provide students with support services.

47% of graduates attended 4-year college, 13% attended 2-year college. Of those attending college, 44% attend in-state colleges, and 18% attend out-of-state colleges. 4% apprenticed, 8% employed, 5% attended career/trade school, 2% entered military services, 12% undecided, and 9% gap year.

The school's curriculum is comprehensive, ranging in scope from fundamental to advanced courses in English, social studies, science, and mathematics to foreign language, music, fine arts, commercial arts, computer technology, and vocational education. Smoky Hill offers courses in the Advanced Placement (AP), International Baccalaureate (IB), and Advancement Via Individual Determination (AVID) programs.

Smoky Hill High School's **mission** is to provide ALL students with an equitable and inclusive learning environment that cultivates the necessary knowledge, skills, habits of mind, and societal competence to thrive and contribute to a dynamic 21st-century world. Smoky Hill High School's vision is to ensure that each member of its community is equipped intellectually, socially, and emotionally to pursue their pathway of purpose. The Smoky Hill community believes that all students can be successful and has identified the six core values that will guide the school's work in actualizing this belief: Accountability, Equity, Growth Mindset, High Expectations, Relationships, and Respect.

School Contact Information

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Relationship of UIP Elements



Student Performance Priorities



Root Cause



Major Improvement Strategies

- All 9th-11th grade students at or above grade-level reading proficiency by 2030.



- Lack of school-wide disciplinary literacy focus.



- School-wide literacy

- Reduce chronic absenteeism by 50% from 54.3% in 2023-24 SY to 27.2% in 2030.



- Lack of consistency in the implementation of school-wide attendance system.



- Focused interventions for chronically absent students.

- Reduce violent/aggressive incidents by 50% from 27 in 2023-2024 to 13 in 2030.



- Lack of clearly defined student code of ethics (i.e. The Buffalo Way).



- Establish the SHHS Student Code of Ethics (The Buffalo Way).

Student Performance Priorities

Student Performance Priority Summary

- **Literacy:** The Cherry Creek School District strategic plan aims to ensure all students are reading at or above grade level by 2030. To best support this goal, Smoky Hill High School will adopt a whole-school interdisciplinary approach to literacy during the 2024-2025 school year. Current performance data indicates that not all 9th, 10th, and 11th graders are reading at or above grade level, as indicated by STAR Reading, PSAT 9, PSAT 10, and SAT 11 EBRW.

Chronic Absenteeism: Smoky Hill High School students had an Average Daily Attendance Rate (ADA) of 82.4% during the 2023-2024 school year. Students missed school at an alarming rate as 54.3% missed 10% or more of all school days. This is problematic, considering the direct correlation between student attendance, academic growth, and academic achievement.

Violent and Aggressive Behavior Incidents: During the 2023-2024 School Year 2,447 total students were enrolled at Smoky Hill High School. 45 individual students were involved in a violent/aggressive behavior. This accounted for 1.8% of all Smoky Hill students. There were 27 violent/aggressive behavioral incidents total. Disproportionality exists in the data. Black students represented 16.8% of the student body and 40% of students with incidents. Hispanic/Latino students represented 32.1% of the student body and 37.8% of students with incidents. Students identifying as two or more races represented 8.9% of the student body and 11.1% of students with incidents. Male students represented 52.8% of the student body and 62.2% of students with incidents.

Student Performance Priority: All 9th-11th grade students at or above grade-level reading proficiency by 2030.

Student Performance Priority Category

Other achievement

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

9 10 11

What is the current performance of this Student Performance Priority?

9th Grade STAR Literacy: In Spring 2023-24, 43.9% of 9th-grade students (199 of 453) scored in the district benchmark level of Intensive Support. 16.3% of 9th-grade students (74 of 453) scored in the district benchmark level of Targeted Support. 19.2% of 9th-grade students (87 of 453) scored in the district benchmark level of Strategic Support. 20.8% of 9th-grade students (94 of 453) scored in the district benchmark level of At/Above Grade Level. PSAT 9 (EBRW) In Spring 2023-2024: 23.7% of 9th-grade students (88 of 369) are one or more years behind on college and career readiness for their grade. 10.8% of 9th-grade students (40 of 369) are approaching college and career readiness for their grade level. 65.5% of 9th-grade students (243 of 369) are on track for college and career readiness for their grade level. 10th Grade PSAT 10 (2024 EBRW) In Spring 2023-2024 25.1% of 10th-grade students (95

of 378) are one or more years behind on college and career readiness for their grade. 6.1% of 10th-grade students (23 of 378) are approaching college and career readiness for their grade level. 68.8% of 10th-grade students (260 of 378) are on track for college and career readiness for their grade level. 11th Grade SAT 11 (2024 EBRW) In Spring 2023-2024: 40.2% of 11th-grade students (168 of 418) are one or more years behind on college and career readiness for their grade. 5.7% of 11th-grade students (24 of 418) are approaching college and career readiness for their grade level. 54.1% of 11th-grade students (226 of 418) are on track for college and career readiness for their grade level.

What is the end of 2025-26 school year (2 year) measure and target?

2 Year Measure: STAR Reading, PSAT 9 EBRW, PSAT 10 EBRW, and SAT 11 EBRW assessment data. Target 1: 30% increase in grade level proficiency compared to 24-25 SY Spring STAR reading assessment. Target 2: 30% increase in on track for college career readiness on 9th-11th grade EBRW PSAT/SAT compared to 2024-2025 Spring assessment.

What is the end of 2024-25 school year (1 year) measure and target?

1 Year Measure: STAR Reading, PSAT 9 EBRW, PSAT 10 EBRW, and SAT 11 EBRW assessment data. Target 1: 50% increase in grade level proficiency compared to 23-24 SY Spring STAR reading assessment (31.2%). Target 2: 20% increase in on track for college career readiness on 9th-11th grade EBRW PSAT/SAT compared to 2023-2024 Spring assessment (9th: 78.6%; 10th: 82.6%; 11th: 64.9%).

Interim Measure and Target?

9th and 10th grade Fall STAR Reading assessment.
 9th and 10th grade Winter STAR Reading assessment.
 9th and 10th grade Spring STAR Reading assessment.
 9th, 10th, and 11th grade Fall PSAT/SAT Evidence Based Reading and Writing (EBRW) assessment.
 9th, 10th, and 11th grade Spring PSAT/SAT Evidence Based Reading and Writing (EBRW) assessment.

Measurement Dates

09 / 23 / 2024
 01 / 06 / 2025
 05 / 12 / 2025
 10 / 25 / 2024
 04 / 16 / 2025

Student Performance Priority: Reduce chronic absenteeism by 50% from 54.3% in 2023-24 SY to 27.2% in 2030.

Student Performance Priority Category

Student Engagement (e.g. attendance, mobility, chronic absenteeism)

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

9 10 11 12

What is the current performance of this Student Performance Priority?

2023-2024 SHHS Attendance Data-Average Daily Attendance Rate (ADA): 82.4%; Excused Absence Rate: 6.7%; Unexcused Absence Rate: 10.9%; Chronically Absent Rate: 54.3%; Habitually Truant Rate: 41.3%.

What is the end of 2025-26 school year (2 year) measure and target?

Measure: Chronic absenteeism. Target: Reduced 9-12 grade chronic absenteeism by 30% from 54.3% in 2023-2024 school year to 38% in 2025-26 school year.

What is the end of 2024-25 school year (1 year) measure and target?

Measure: Chronic absenteeism. Target: Reduced 9-12 grade chronic absenteeism by 20% from 54.3% in 2023-2024 school year to 43.44% in 2024-25 school year.

Interim Measure and Target?

Q1 attendance rate data (Average Daily Attendance Rate and Chronic Absenteeism).

Q2 attendance rate data (Average Daily Attendance Rate and Chronic Absenteeism).

Q3 attendance rate data (Average Daily Attendance Rate and Chronic Absenteeism).

Q4 attendance rate data (Average Daily Attendance Rate and Chronic Absenteeism).

Measurement Dates

10 / 21 / 2024

01 / 06 / 2025

03 / 24 / 2025

05 / 27 / 2025

Student Performance Priority: Reduce violent/aggressive incidents by 50% from 27 in 2023-2024 to 13 in 2030.

Student Performance Priority Category

Student Behavior

What group(s) is this Student Performance Priority focused on? (Choose all that apply)

Black/African-American Hispanic/Latinx Two or more races Male All Student Population

What grade(s) is this Student Performance Priority focused on? (Choose all that apply)

9 10 11 12

What is the current performance of this Student Performance Priority?

2023-2024 SHHS Violent/Aggressive Behavior Incident Data: Individual Students w/Incident: 45; Total Incidents: 27; Percentage of Students w/Incident: 1.8%; Disproportionality exists in the following demographic groups: Black, Hispanic/Latino, two or more races, and males.

What is the end of 2025-26 school year (2 year) measure and target?

2-year Measure: Violent/Aggressive Behavior Incidents. Target: 35% Reduction in violent/aggressive behavior incidents when compared to 23-24 SY (17 incidents).

What is the end of 2024-25 school year (1 year) measure and target?

1-year Measure: Violent/Aggressive Behavior Incidents Target: 25% Reduction in violent/aggressive behavior incidents when compared to 23-24 SY (20 incidents).

Interim Measure and Target?

Q1 violent and aggressive behavior incidents (Grades 9-12).

Q2 violent and aggressive behavior incidents (Grades 9-12).

Q3 violent and aggressive behavior incidents (Grades 9-12).

Q4 violent and aggressive behavior incidents (Grades 9-12).

Measurement Dates

10 / 11 / 2024

12 / 20 / 2024

03 / 14 / 2025

05 / 23 / 2025

Root Cause Analysis



All 9th-11th grade students at or above grade-level reading proficiency by 2030.



Lack of school-wide disciplinary literacy focus.

Provide a short description of this Root Cause

Smoky Hill High School did not have a school-wide literacy focus during the 2023-2024 school year. SHHS's literacy initiative focused solely on providing interventions to students on READ Plans. Smoky Hill's literacy focus will align with the Cherry Creek School District's Literacy Plan (CCLP).

Root Cause Category

Instruction

Provide a rationale for how this Root Causes was selected and verified.

SHHS's shift to a school-wide literacy focus is necessary. In multiple studies and policy reports, literacy (or the lack of literacy) has been closely linked to dropout rates, discipline issues, grades, employability, success in higher education, civic participation, and 21st-century skills. Indeed, literacy is essential for success in almost every area of life. Literacy is far more than the ability to read and write introductory text. Rather, literacy is the ability to read, write, speak, listen, and think to learn, communicate, and make meaning of increasingly complex print and online texts.



Reduce chronic absenteeism by 50% from 54.3% in 2023-24 SY to 27.2% in 2030.



Lack of consistency in the implementation of school-wide attendance system.

Provide a short description of this Root Cause

SHHS developed and implemented its current school-wide attendance intervention system during the 22-23 school year and increased ADA by 2% compared to the 21-22 school year. Since then, numerous changes in staffing, turnover, and policy revisions have been made to sustain the efforts for continual ADA growth. School officials must implement the intervention system with fidelity and consistency to significantly reduce chronic absenteeism.

Root Cause Category

Intervention Systems

Provide a rationale for how this Root Causes was selected and verified.

Consistency in school-wide attendance intervention system implementation is important for academic success, graduation rates, and a positive school culture. Students who attend school regularly are more likely to graduate from high school, succeed in college, develop positive study habits and discipline, and contribute to a positive school culture.



Reduce violent/aggressive incidents by 50% from 27 in 2023-2024 to 13 in 2030.



Lack of clearly defined student code of ethics (i.e. The Buffalo Way).

Provide a short description of this Root Cause

Establishing a student code of ethics is crucial in a school because it clearly defines acceptable behaviors, promotes a positive learning environment by setting expectations for respect, honesty, and responsibility, and helps students develop ethical decision-making skills that extend beyond the classroom, ultimately shaping their character and moral compass.

Root Cause Category

Mission and Vision

Provide a rationale for how this Root Cause was selected and verified.

Smoky Hill High School lacks a clearly defined student code of ethics that clearly defines acceptable behaviors, promotes a positive learning environment by setting expectations for respect, honesty, and responsibility, and helps students develop ethical decision-making skills that extend beyond the classroom.

Major Improvement Strategies



School-wide literacy

Major Improvement Strategy Category

Instructional Leadership

Please write a description/overview of the Major Improvement Strategy.

All SHHS students will master grade-level literacy skills to engage with all content and be college and career-ready. This will be accomplished by ensuring all SHHS students have access to high-quality, culturally responsive instruction. High-quality, culturally responsive instruction will be aligned to grade-level standards, grounded in the Science of Reading, and taught through evidence-based instructional practices. All students will engage in rigorous, meaningful literacy experiences focused on reading, writing, communicating, and thinking. All teachers will design learning experiences that are responsive to the needs and assets of each student. Classroom systems, structures, rituals, and routines will shift ownership to students, allowing them to think flexibly, effectively communicate their understanding, and apply literacy skills in all areas of life.

What Root Causes does this Major Improvement Strategy address?

- Lack of school-wide disciplinary literacy focus.

Describe the evidence/research that supports this Major Improvement Strategy.

Through Universal literacy instruction, each student will receive effective, differentiated Tier I core literacy instruction from high-quality research-based curricular resources and instructional strategies aligned to the Colorado Academic Standards (CAS) and which adhere to the READ Act Rules. Teacher knowledge of state standards (what they are asking of students, how this informs instruction, and how standards build upon one another) is essential to universal instruction. Key components of Universal Instruction include adequate time, appropriate structures (i.e. workshop models, mini-lessons), and instructional materials using research based evidence with high to moderate effectiveness. Disciplinary Literacy "is the intersection of content knowledge, experiences, and skills necessary to demonstrate understanding through the ability to read, write, communicate, and think critically using approaches unique to a specific discipline," as defined in the Literacy Framework. Disciplinary Literacy focuses on the more sophisticated and specialized skills needed to read, write, think and communicate within each discipline and is taught explicitly in the content course other than English. Culturally Responsive Education (CRE) is a mental model that is useful for identifying themes and tools of practice for closing equity gaps. CRE provides a conceptual context for

policies and practices that focus on Equity without marginalizing some students relative to others. It actively enlists the awareness of culture, race, ethnicity, gender, ability, and other social markers that shape the perceptions of educational opportunities in the interest of and effort to provide meaningful learning experiences for all students (Stembridge, 2020). Structured Literacy is an approach to teaching based on years of research by the International Dyslexia Association. It is based on explicit teaching, where teachers clearly explain how to do something, and is systematic in that the curriculum follows a planned sequence. Structured Literacy uses the five components from the Simple View of Reading and also looks at morphology (the smallest unit of meaning in a word), syntax (how sentences are put together), and semantics (how language makes sense). Joan Sedita points to the importance of writing for student literacy achievement. She identifies, "A similar "rope" metaphor can be used to depict the many strands that contribute to fluent, skilled writing. It should be noted that instruction for many skills that support writing also supports reading comprehension".

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other

 **Implementation**

 **Implementation 1**

Implementation Milestones

	Date	Implementation Milestone
<p>What improvement do you expect to see?</p> <p>Increase in grade level reading proficiency</p>	05 / 23 / 2025	50% increase in grade level proficiency compared to 23-24 SY Spring STAR reading assessment (31.2%).
<p>Who will monitor this strategy?</p> <p>SHHS Administration Team, SHHS Teachers and Faculty, SHHS School Accountability Committee (SAC).</p>	05 / 23 / 2025	20% increase in on track for college career readiness on 9th-11th grade EBRW PSAT/SAT compared to 2023-2024 Spring assessment (9th: 78.6%; 10th: 82.6%; 11th: 64.9%).

 **Action Plan**

Action Step	Responsible Party	Start Date	End Date
Literacy - Establishment of school-wide literacy goal.	SHHS Administration Team, SHHS teachers and faculty SHHS Professional	06 / 10 / 2024	09 / 30 / 2024

Establishment of SHHS all staff Professional Development (Thriving Together) process.

Development Team, SHHS Administration Team, SHHS teachers and faculty

06 / 10 / 2024

08 / 09 / 2024

Quarterly UIP Data Review

SHHS Administration Team

10 / 25 / 2024

05 / 23 / 2025



Focused interventions for chronically absent students.

Major Improvement Strategy Category

Targeted Student Academic Supports

Please write a description/overview of the Major Improvement Strategy.

Smoky Hill High School officials will provide interventions to students missing 10% or more of all school days. Interventions will include positive behavior incentives (universal), reaffirmation of attendance expectations (universal), restorative conversations (universal), parent conferences (targeted), in-school focused support (targeted), attendance goal setting (targeted), and the school engagement review board (SARB) process (intensive).

What Root Causes does this Major Improvement Strategy address?

- Lack of consistency in the implementation of school-wide attendance system.

Describe the evidence/research that supports this Major Improvement Strategy.

According to Attendance Works, improving attendance takes a team effort and ultimately requires a systemic approach. While attendance improvements can begin in a single classroom or school, the most effective and sustainable approaches are data-driven, and are supported by strong district, school and community leadership. These key ingredients of change support take a systems approach and can be applied to district and state-level action and policy, which are ideally working in alignment with each other. The following key ingredients must be a part of any effective attendance intervention system: Capacity Building, Actionable Data, Positive Engagement, Strategic Partnerships, Adequate, Equitable Resources, and Shared Responsibility.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other



Implementation



Implementation 1

Implementation Milestones

What improvement do you expect to see?

Reduced 9-12 grade chronic absenteeism rate

Date

Implementation Milestone

Who will monitor this strategy?

05 / 23 / 2025

SHHS Administration Team, SHHS Teachers and Faculty,
SHHS School Accountability Committee (SAC).Reduced 9-12 grade chronic
absenteeism by 20% from
54.3% in 2023-2024 school
year to 43.44% in 2024-25
school year.**Action Plan**

Action Step	Responsible Party	Start Date	End Date
Design and implement attendance intervention system that targets chronically absent students (i.e. students who miss 10% or more days of school).	SHHS Administration Team and SHHS faculty and teachers	08 / 12 / 2024	05 / 23 / 2025
Quarterly UIP Data Review	SHHS Administration Team	10 / 25 / 2024	05 / 23 / 2025

**Establish the SHHS Student Code of Ethics (The Buffalo Way).****Major Improvement Strategy Category**

Mission and Vision

Please write a description/overview of the Major Improvement Strategy.

SHHS officials will empower students to develop “The Buffalo Way,” the student code of conduct and expectations that all SHHS students will be held to. Students will establish a code of conduct that promotes nonviolence and conflict resolution through restorative practices that adhere to the school’s vision, mission, and core values (Accountability, Relationships, Equity, Growth Mindset, High Expectations, and Respect)...which align with the district's vision, mission, and core values (Relationships, Growth Mindset, Equity, Whole Well Being, and Engagement).

What Root Causes does this Major Improvement Strategy address?

- Lack of clearly defined student code of ethics (i.e. The Buffalo Way).

Describe the evidence/research that supports this Major Improvement Strategy.

A school student code of ethics is crucial for creating a positive learning environment by clearly defining expected behaviors, promoting respect, responsibility, and academic integrity, ensuring a safe space for all students, and providing a framework for addressing disciplinary issues with consistency and fairness; essentially, it helps students understand the ethical standards they should uphold within the school community. Key points about the importance of a student code of ethics include setting clear expectations, promoting positive values, enhancing safety and well-being, providing a framework for discipline, empowering students, and building community.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other



Implementation



Implementation 1

What improvement do you expect to see?	Implementation Milestones	
Who will monitor this strategy?	Date	Implementation Milestone
Reduction of violent and aggressive behavioral incidents		
Principal Advisory Committee, SHHS Administration Team, SHHS Teachers and Faculty, SHHS School Accountability Committee (SAC)	05 / 23 / 2025	25% Reduction in violent/aggressive behavior incidents when compared to 23-24 SY (20 incidents).



Action Plan

Action Step	Responsible Party	Start Date	End Date
Establishment of “The Buffalo Way” code of student ethics	SHHS Administration Team, Principal Student Advisory Committee, SHHS Student Government	09 / 25 / 2024	06 / 30 / 2025
All staff Trauma-Informed Restorative Practices PD	SHHS Administration Team and SHHS Restorative Advisory Committee	08 / 05 / 2024	05 / 23 / 2025
SHHS student Restorative Practices Training	SHHS Restorative Advisory Committee	08 / 05 / 2024	05 / 23 / 2025
Establishment of SHHS School-Wide Cell Phone Policy	SHHS Administration Team, SHHS teachers, Principal Student Advisory Committee, School Accountability Committee	06 / 03 / 2024	07 / 31 / 2024
Quarterly UIP Data Review	SHHS Administration Team	10 / 25 / 2024	05 / 23 / 2025

Assurances & Requirements

Requirement	Meets expectations for	Agreement
<p>The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).</p>	ALL	<input checked="" type="checkbox"/> I agree
<p>The plan was developed in partnership with a variety of stakeholders, including school staff and the School Accountability Committee (SAC).</p>	ALL	<input checked="" type="checkbox"/> I agree
<p>The school will involve stakeholders -- at a minimum the SAC -- in progress monitoring the implementation of the plan throughout the school year.</p>	ALL	<input checked="" type="checkbox"/> I agree