

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2183 School Name: DENVER CENTER FOR INTERNATIONAL STUDIES SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.43%	73.33%	-	80.45%	77.72%	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	33.52%	-	63.13%	34.24%	
		W	-	57.77%	50%	-	78.76%	55.98%	
		S	-	48%	50%	-	64%	53.25%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	19	12	-	52	63	
		M	-	54	87	-	42	55	
		W	-	38	52	-	58	60	
ELP	-	62	64	-	60	63			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center;">Meets</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p style="text-align: center;">95.7% using a 7 year grad rate</p>	Exceeds	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">Meets</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Exceeds	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	3.6%	1.7%	Meets	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	20	19.4	Approaching	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

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

Improvement Plan Information

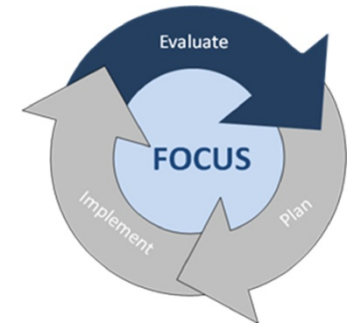
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Stephen Parce, Principal
	Email	Stephen_Parce@dpsk12.org
	Phone	720-423-9100
	Mailing Address	574 West Sixth Avenue, Denver, CO 80204
2	Name and Title	Michelle Wright
	Email	Michelle_Abitia@dpsk12.org
	Phone	720-423-9102
	Mailing Address	574 West Sixth Avenue, Denver, CO 80204

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	R: MS: 83 HS: 82 M MS 65 HS 36 W MS 71 HS 55 S MS 59 HS 50	R: MS: 80 No target missed by 3 HS: 74 No target missed by 8 M MS 63 No target missed by 2 HS 32 No target missed by 3 W MS 74 Yes Target achieved by 3 above HS 53 No Target missed by 2 S MS 63 Yes target achieved by 4 above HS 50 Target met	*Lack of support during the 2011-2012 school year for ELL students *Lack of professional development training for teachers for instructional techniques and support for ELL students *Intentional focus on reading and writing by Social Studies Teachers provided support and was reflected in academic growth achievement, although all targets were not met in academic achievement
Academic Growth	R MS 50 HS 60 M MS 45 HS 61	R MS 52 Target achieved by 2 above HS 63 Target achieved by 3 above M MS 42 Target missed by 3 HS 54.5 Target missed by 6.5	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.																														
	W: MS 60 HS: 50	W: MS: 58 Target missed by 2 HS: 59.5 Target met and excelled by 9.5	*Implementation of Essential Learning Goals – targeted focus areas for instruction helped both achievement and growth *Focus on collaboration for instructional tasks and planning provided a greater focus.																														
	S: MS: 59 HS: 50	S: MS: 63 Target met and excelled by 4. HS: 50 Target met																															
	Math: Increase MGP in MS by 11%tile; HS by 5%tile	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Math</th> <th>MS 2011</th> <th>MS 2012</th> <th>HS 2011</th> <th>HS 2012</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>35</td> <td>45</td> <td>59</td> <td>57</td> </tr> <tr> <td>Hispanic</td> <td>33</td> <td>41</td> <td>58</td> <td>47</td> </tr> <tr> <td>ELL</td> <td>36.5</td> <td>41.5</td> <td>58</td> <td>44</td> </tr> <tr> <td>FRL</td> <td>31</td> <td>35</td> <td>56</td> <td>45.5</td> </tr> <tr> <td>Overall</td> <td>34</td> <td>42</td> <td>58</td> <td>54.5</td> </tr> </tbody> </table> <p>Middle school increased by 8% percentile, but missed target by 3% percentile. High school target was not met and scores declined.</p>		Math	MS 2011	MS 2012	HS 2011	HS 2012	White	35	45	59	57	Hispanic	33	41	58	47	ELL	36.5	41.5	58	44	FRL	31	35	56	45.5	Overall	34	42	58	54.5
Math	MS 2011	MS 2012	HS 2011	HS 2012																													
White	35	45	59	57																													
Hispanic	33	41	58	47																													
ELL	36.5	41.5	58	44																													
FRL	31	35	56	45.5																													
Overall	34	42	58	54.5																													
	R: Increase MGP in MS by 10%tile; HS by 5%tile	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Reading</th> <th>MS 2011</th> <th>MS 2012</th> <th>HS 2011</th> <th>HS 2012</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>49</td> <td>55.5</td> <td>54</td> <td>61</td> </tr> <tr> <td>Hispanic</td> <td>36</td> <td>48.5</td> <td>58</td> <td>63.5</td> </tr> <tr> <td>ELL</td> <td>38.5</td> <td>44</td> <td>62</td> <td>66</td> </tr> <tr> <td>FRL</td> <td>37</td> <td>46</td> <td>57</td> <td>59.5</td> </tr> <tr> <td>Overall</td> <td>40</td> <td>52</td> <td>58.5</td> <td>63</td> </tr> </tbody> </table> <p>Middle school target was met and excelled by 2 percentile. High school percentile improved by 4.5</p>	Reading	MS 2011	MS 2012	HS 2011	HS 2012	White	49	55.5	54	61	Hispanic	36	48.5	58	63.5	ELL	38.5	44	62	66	FRL	37	46	57	59.5	Overall	40	52	58.5	63	*Focus on reading goals in multiple departments
	Reading	MS 2011	MS 2012	HS 2011	HS 2012																												
	White	49	55.5	54	61																												
	Hispanic	36	48.5	58	63.5																												
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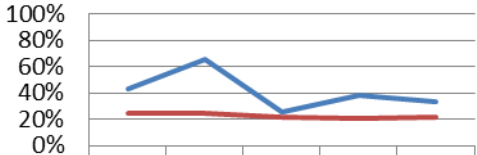
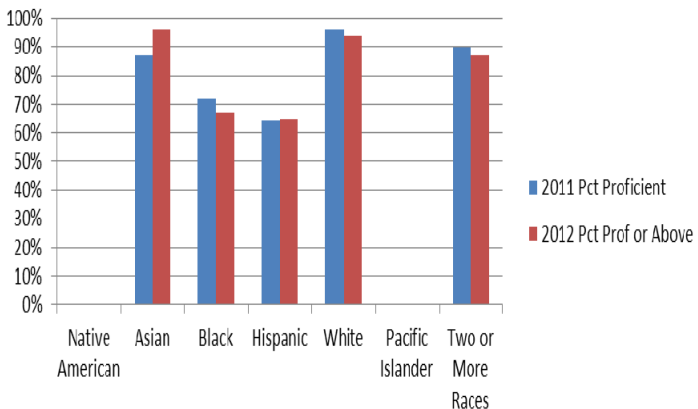
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.																														
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Writing	MS 2011	MS 2012	HS 2011	HS 2012																													
White	53	64	72	68																													
Hispanic	34.5	52	48	55																													
ELL	36	51	51	55																													
FRL	53	56	50	59																													
Overall	43	58	54	59.5																													
Post Secondary Readiness	Graduation Rate: 93%	90% No target was missed by 3%	*lack of consistent data monitoring and tracking of all students																														
	Dropout Rate: 1%	2% No target was missed by 1%	*focus on identifying students at risk and providing academic and social supports																														
	21.5	19 No target was missed by target of 2.5	*Lack of consistent ACT preparation for all students																														

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																
Academic Achievement (Status)	<p>Middle School</p> <div style="text-align: center;"> <p>TCAP Reading</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>84%</td> <td>78%</td> <td>81%</td> <td>81%</td> <td>80%</td> </tr> </table> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="border-top: 2px solid red; border-bottom: 2px solid red;"> <th style="text-align: left;">Reading</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Sixth</td> <td style="text-align: center;">81</td> <td style="text-align: center;">89</td> <td style="text-align: center;">85</td> <td style="text-align: center;">81</td> </tr> <tr style="background-color: #f2f2f2;"> <td>Seventh</td> <td style="text-align: center;">79</td> <td style="text-align: center;">75</td> <td style="text-align: center;">82</td> <td style="text-align: center;">82</td> </tr> <tr style="border-bottom: 2px solid red;"> <td>Eighth</td> <td style="text-align: center;">73</td> <td style="text-align: center;">81</td> <td style="text-align: center;">74</td> <td style="text-align: center;">77</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	Reading	84%	78%	81%	81%	80%	Reading	2009	2010	2011	2012	Sixth	81	89	85	81	Seventh	79	75	82	82	Eighth	73	81	74	77	<p>*Reading scores are relatively stagnant.</p>	<ul style="list-style-type: none"> Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of academic language development. Lack of interventions for identified groups
	2008	2009	2010	2011	2012																														
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	2008	2009	2010	2011	2012																
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	<p style="text-align: center;">TCAP Reading</p> <p style="text-align: center;">High School</p> <p style="text-align: center;">TCAP Reading</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>82%</td> <td>77%</td> <td>80%</td> <td>74%</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	Reading	70%	82%	77%	80%	74%	<p>The reading scores for our middle school students are relatively flat.</p> <p>There has been a slight decline in the reading scores for our high school students from the 2011 to the 2012 school year.</p>	<p>Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of academic language development.</p> <p>Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of academic language development.</p>
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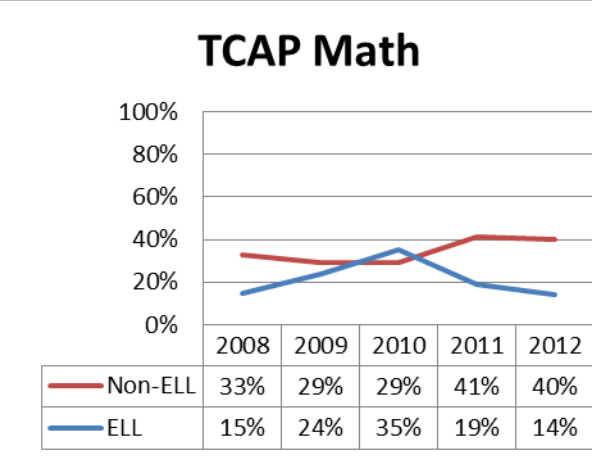
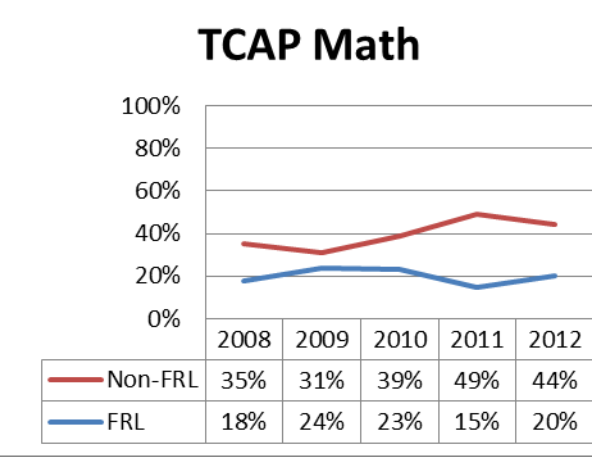
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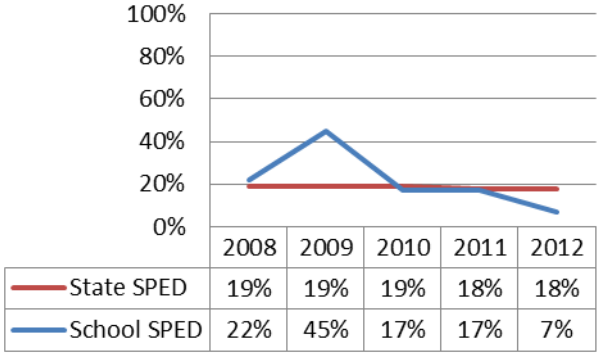
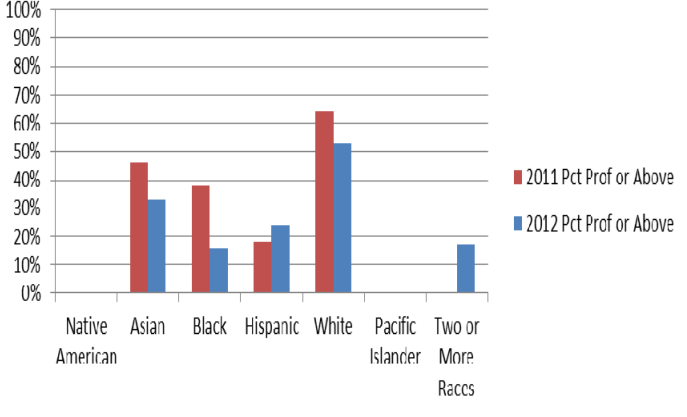
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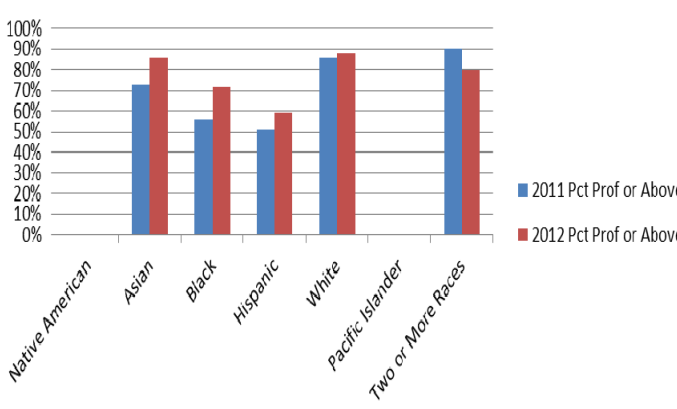
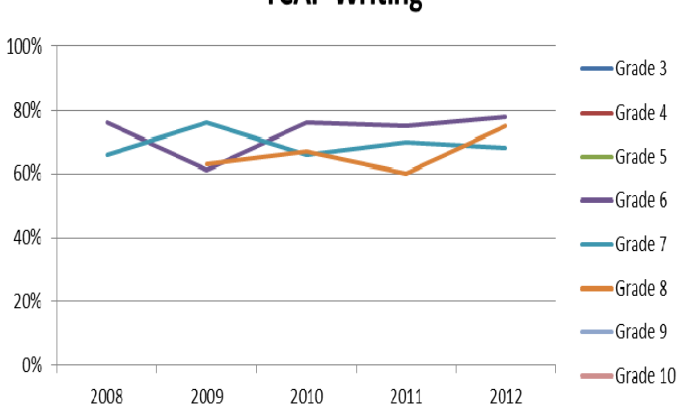
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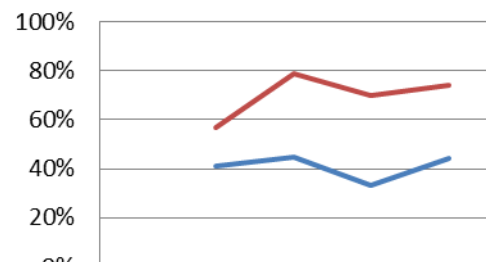
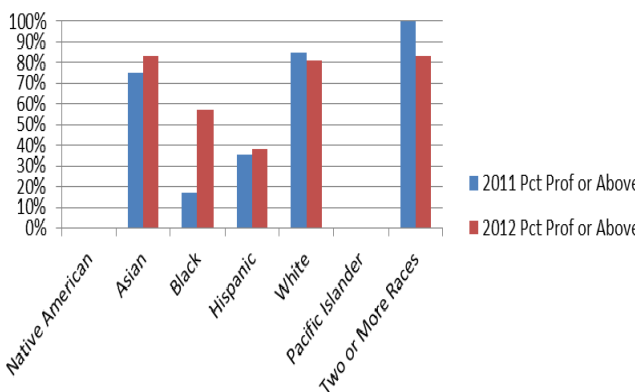
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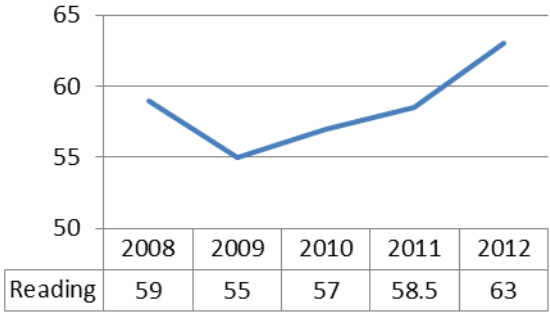
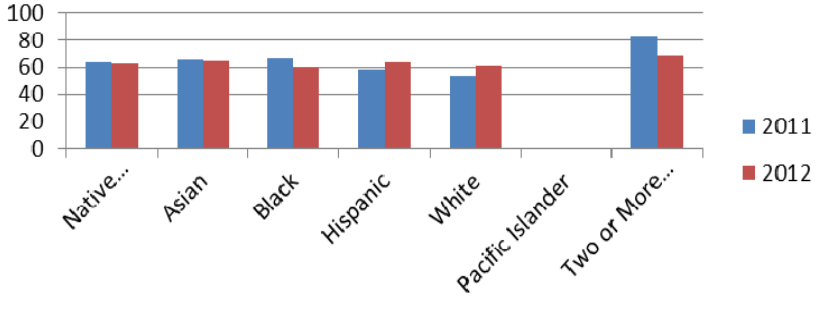
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CELA	Year	2009	2010	2011	2012										
HS	*	*	*		63										

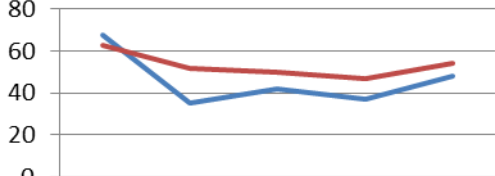
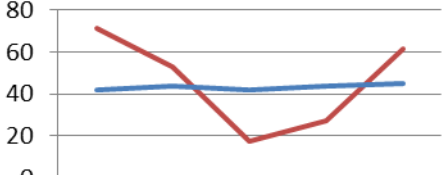
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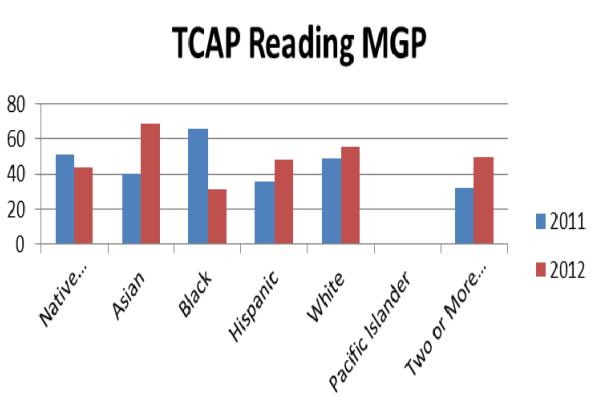
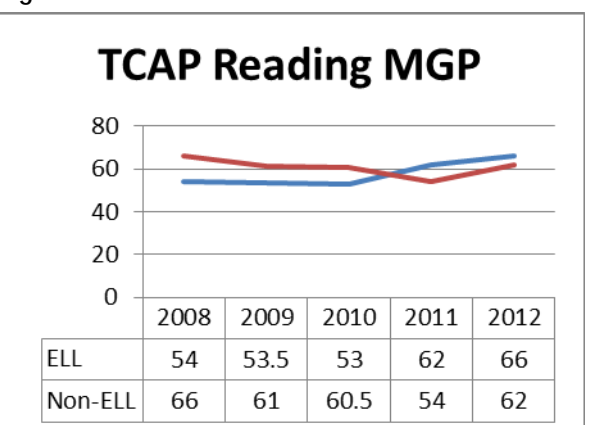
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	2008	2009	2010	2011	2012																
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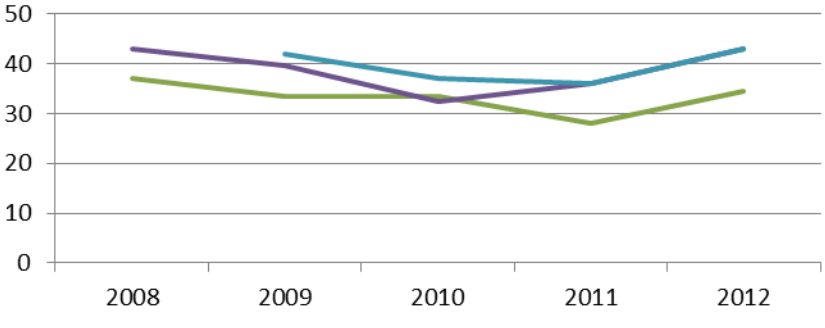
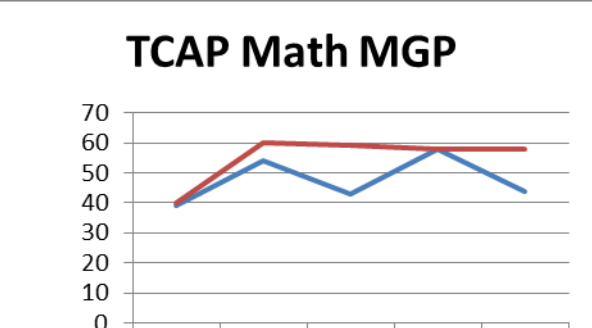
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	2008	2009	2010	2011	2012																
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	<p>High School</p>	<p>There is a slight performance gap between our ELL and our Non-ELL students.</p>	<ul style="list-style-type: none"> Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of academic language development. Lack of interventions for identified groups 																																																

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	<p style="text-align: center;">TCAP Writing MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>49</td> <td>62.5</td> <td>54</td> <td>51</td> <td>55</td> </tr> <tr> <td>Non-ELL</td> <td>57</td> <td>63</td> <td>49</td> <td>55</td> <td>60</td> </tr> </tbody> </table>		2008	2009	2010	2011	2012	ELL	49	62.5	54	51	55	Non-ELL	57	63	49	55	60		<p>The School SPED have declined and they are below the State SPED level of achievement.</p> <p>Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of academic language development. Lack of interventions for identified groups</p>
	2008	2009	2010	2011	2012																
ELL	49	62.5	54	51	55																
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	2008	2009	2010	2011	2012																
School SPED	47.5	52	78.5	41	43.5																
State SPED	42	40	41	43	44																

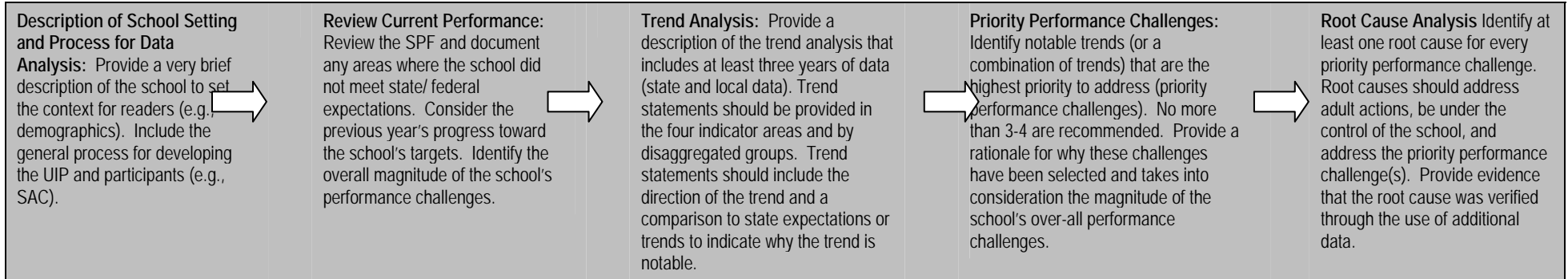
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p style="text-align: center;">TCAP Writing MGP</p> <table border="1"> <caption>TCAP Writing MGP by Ethnicity (2011 vs 2012)</caption> <thead> <tr> <th>Ethnicity</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Native...</td> <td>50</td> <td>48</td> </tr> <tr> <td>Asian</td> <td>55</td> <td>48</td> </tr> <tr> <td>Black</td> <td>35</td> <td>48</td> </tr> <tr> <td>Hispanic</td> <td>48</td> <td>55</td> </tr> <tr> <td>White</td> <td>70</td> <td>68</td> </tr> <tr> <td>Pacific Islander</td> <td>45</td> <td>75</td> </tr> </tbody> </table>	Ethnicity	2011	2012	Native...	50	48	Asian	55	48	Black	35	48	Hispanic	48	55	White	70	68	Pacific Islander	45	75		<p>There has been little growth in our 8th grade Writing MGP scores.</p> <ul style="list-style-type: none"> Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of academic language development. Lack of interventions for identified groups
Ethnicity	2011	2012																						
Native...	50	48																						
Asian	55	48																						
Black	35	48																						
Hispanic	48	55																						
White	70	68																						
Pacific Islander	45	75																						
Post Secondary & Workforce Readiness		<p>There has been a slight decrease in the DCIS AYG</p>	<ul style="list-style-type: none"> Lack of systemic progress monitoring. Lack of utilization and analysis of student data. 																					

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes															
	<table border="1"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Year</th> <th>DCIS (%)</th> <th>DPS (%)</th> </tr> </thead> <tbody> <tr> <td>08/09</td> <td>~88</td> <td>~48</td> </tr> <tr> <td>09/10</td> <td>~92</td> <td>~52</td> </tr> <tr> <td>10/11</td> <td>~90</td> <td>~58</td> </tr> <tr> <td>11/12</td> <td>~88</td> <td>~60</td> </tr> </tbody> </table>	Year	DCIS (%)	DPS (%)	08/09	~88	~48	09/10	~92	~52	10/11	~90	~58	11/12	~88	~60	<p>graduation rate for students who enrolled in ninth grade and who graduated four years later. The AYG is below the school goal of a 100% graduation rate.</p>	<p>Lack of interventions for identified groups</p>
Year	DCIS (%)	DPS (%)																
08/09	~88	~48																
09/10	~92	~52																
10/11	~90	~58																
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	<p>Scholarship Offers to DCIS Graduates 2011 - \$6,470,750</p> <p>2012 - \$4,363,180</p>	<p>The scholarship offers to DCIS graduates experienced a decline</p>	<p>Lack of systemic progress monitoring. Lack of utilization and analysis of student data. Lack of interventions for identified groups</p>															

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School



Narrative:
Narrative: The Denver Center for International Studies is a sixth through twelfth grade school. The same data narrative applies to both the Middle School and the High School Unified Improvement Plans.

The Denver Center for International Studies (DCIS) is a sixth through twelfth grade magnet school for the Denver Public Schools (DPS) with a commitment to the city's diverse population of students. The mission of DCIS is to prepare students for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world. All of our students take social studies courses, a world language, English, Math, Science and an Advisement class. In addition to our academics, our students also complete community and school service as part of their academic requirements.

The 2012-2013 school year is our seventh year as a full-fledged school. We are a member of the International Studies School Network with the Asia Society. This network of schools focuses on the studies of International Studies and World Languages.

DCIS began as a program within West High School in 1985. In 2005, the Denver Public Schools Board of Education approved a proposal to change the Center for International Studies into a stand-alone sixth through twelfth grade school at the former Baker Middle School Campus. In recent years, responding to community demand, the school has grown to include over 740 students.

Through membership in the International Studies Schools Network of the Asia Society, we work with other schools across the country on school reform including Proficiency-Based Assessments, Anyplace/Anytime Learning, and Student Graduation Portfolios. We have been a pilot school for implementing a graduation performance system aligned with global competencies and 21st century skills.

DCIS offers classes and activities that focus on the world around us including world geography, international politics, six world languages and global issues. In 2011, DCIS became an Indian Focus Center for students who would like to study the Lakota language and culture as well as other in cultures. A critical component of DCIS is the notion of taking an active role in the community - wherever that community is.

DCIS students participate in service activities at the school, local, national, and international levels. Students take leadership roles in many aspects of operations and initiate and lead a great number of clubs and special events. DCIS has a High School Student Senate and is establishing a Middle School Senate.

DCIS has been the recipient of a number of grants as a learning community from organizations that include; Western Union, the City and County of Denver, the Bill and Melinda Gates Foundation as an International Studies School Network Lead School for Anytime, Anywhere Learning; the Riverside Community; The People's Republic of South Korea, the Denver Public Schools Foundation; Denver Public Schools; Fuel Up to Play 60 The Denver Rotary Club, the University of Colorado at Denver, the DCIS Foundation, the DCIS PTSA and others.

DCIS has worked to create over thirty-five different partnerships with a variety of organizations to provide opportunities for our students.

DCIS has over fifty different student clubs and organizations for our middle and high school population.

Travel is an important part of the DCIS program. There will be school-sponsored trips to Italy, France, Costa Rica, Ecuador, Washington, DC, Mongolia, and China.

The DCIS Foundation offers scholarships for travel and study abroad as well as supporting special events at the school featuring speakers and performers from various cultures.

Students compile portfolios of their work and prepare a senior presentation reflecting on their personal and academic growth. Community and school service are requirements for graduation and are closely linked with our clubs and some of the school's travel programs. Another unique part of the program is the self-directed learning project called a Passage. Students complete at least three Passages to qualify for graduation, including one college level research paper.

We are piloting a process to offer academic credit for Anyplace/Anytime Learning in the arts, service learning, physical education, and other subjects.

Many of our students have been the first in their families to attend college, and our alumni often keep in touch through mentoring younger students. Ninety-five percent of DCIS graduates go on to study in colleges and universities. We have a special link with the University of Denver through the

VIP Program, which helps our high school students prepare for college by assisting them in completing applications, preparing for interviews, and for college. We have also established a partnership with the University of Colorado at Denver to help our students prepare for college and earn Concurrent enrollment.

DCIS offers the following six world languages; Chinese, French, Italian, Japanese, Lakota and Spanish. DCIS has been selected by the People's Republic of South Korean for a grant to add Korean as a seventh world language that we began to offer during the 2012-2013 school year.

DCIS students can earn both a Denver Public Schools High School Diploma and also an International Studies Diploma. Students can earn the second diploma by completing the additional requirements of the completion of the following additional DCIS courses at the high school level; Geography, or Advanced Placement Geography; Comparative Government, Economics, Cross-Cultural Studies, World History, or Advanced Placement World History, Passages, Connections. Students also complete four years of study of a world language at the high school level, a Portfolio and forty hours of Community Service, 20 hours of School Services and attending a minimum of 16 cultural events.

DCIS students have earned numerous scholarships, including Boettcher, Gates, and Daniels Scholarships. The DCIS Graduating class of 2012 was offered over \$4,500,000 in scholarships and all of the graduates were accepted to two or more colleges.

All graduating seniors for 2012 were accepted to two or more colleges for their post-secondary studies.

DCIS has created a new master schedule for the 2013-2014 school year to create common planning for faculty members for the purpose of regular facilitated data teams, collaborative planning and providing student supports. Administration and facilitators will attend the weekly meetings with teachers and lead teachers to address the root causes that have existed of Lack of systemic progress monitoring lack of utilization and analysis of student data, lack of academic language development and lack of interventions for identified groups. DCIS will be conducting a special retreat with faculty members during the week of August 15th to provide increased training and support of student structures via the advisement class and office hours. DCIS is adding academic electives for the middle and high school students starting with the 2013-2014 school year. Courses that will be added include Visual Art, Physical Education, Drama and Career Technology Education computer technology courses. DCIS will be implementing an intensive math course for identified middle school students.

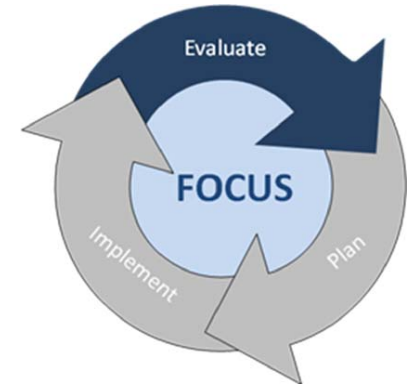
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	MS 80 HS 74	MS 82 HS 76	MS 84 HS 78	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
		M	MS 63 HS 32	MS 65 HS 40	MS 67 HS 50	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
		W	MS 74 HS 53	MS 76 HS 56	MS 78 HS 59	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
		S	MS 63 HS 47	MS 65 HS 51	MS 68 HS 55	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	MS 52 HS 63	MS 55 HS 65	MS 60 HS 68	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
		M	MS 42 HS 54.5	MS 50 HS 60	MS 55 HS 63	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
		W	MS 58 HS 59.5	MS 61 HS 61	MS 63 HS 63	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>

		ELP	MS HS	MS HS	MS HS	District Interim Assessments and Teacher Created Assessments	<u>Increase instructional rigor through the development of Instructional Tasks and differentiation.</u>
Academic Growth Gaps	Median Student Growth Percentile	R	MS 52 HS 63	MS 55 HS 65	MS 58 HS 68	District Interim Assessments and Teacher Created Assessments	<u>Refine our system of Collaborative Planning and Progress Monitoring</u>
		M	MS 42 HS 54.5	MS 50 HS 58	MS 55 HS 60	District Interim Assessments and Teacher Created Assessments	<u>Refine our system of Collaborative Planning and Progress Monitoring</u>
		W	MS 58 HS 59.5	MS 60 HS 62	MS 63 HS 65	District Interim Assessments and Teacher Created Assessments	<u>Refine our system of Collaborative Planning and Progress Monitoring</u>
Post Secondary & Workforce Readiness	Graduation Rate		90%	92%	94%	Course Completion Rate, On track to graduation reports.	<u>Increase Post-Secondary Readiness for all students.</u>
	Disaggregated Grad Rate		91.43% Female 86.67% Male	93% Female 90% Male	95% Female 93% Male	Course Completion Rate, On track to graduation reports.	<u>Increase Post-Secondary Readiness for all students.</u>
	Dropout Rate		2%	1%	0%	Course Completion Rate, On track to graduation reports.	<u>Increase Post-Secondary Readiness for all students.</u>
	Mean ACT		19.4	20.5	21.5	ACT Kaplan Practice exams and ACT Practice Exams	<u>Increase Post-Secondary Readiness for all students with an emphasis on minority students</u>

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Increase instructional rigor through the development of Instructional Tasks and differentiation.

Root Cause(s) Addressed: Academic Growth – Address both ‘catch up’ and ‘keep up’ growth in both high school and middle school by increasing proficiency in reading and writing

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Provide teachers with observation feedback focused on High Impact Instructional Moves through the use of the Denver Public Schools LEAP Framework.	August 2012 – May 2014	Principal, Assistant Principal, LEAP Lead Teachers, Peer Observers	District funds and training for Administration and LEAP Lead Teachers	* Completion of an observation each quarter with two observations conducted by Peer Observers and two observations conducted by school administration. * Evidence of improvement in LEAP scores for 2013-2014 * Implementation of team planning	In Progress.
Provide staff with yearlong professional development on how to plan and implement rigorous standards based tasks	August 2012 – May 2013	Principal, Assistant Principal, School Coach, Faculty	\$70,000 Annual Grant from the ISSN/Gates Foundation	*Development of Instructional Tasks – one per academic semester for each DCIS Faculty Member	Completed

				<p>*Submission of Instructional Tasks to the ISSN; Teacher Leaders will analyze feedback and modify Instructional Tasks</p> <p>*Presentation of tasks at the ISSN/PGL Conference in June 2013</p>	
Regular weekly meeting set up with Principal, Assistant Principal and ISSN School Coach and ISSN School Coordinator to review progress of Gates Proficiency grant activities and staff development.	September 2012- May 2013	Principal, Assistant Principal, School Coordinator, ISSN Coach	\$70,000 Annual Grant from the ISSN/Gates Foundation for the 2012-2013 school year	<p>*Completion of reports and documentation of meetings</p> <p>*Completion of scheduled professional development sessions</p> <p>*Scheduled communication sessions with coordination of activities that connect with regular meetings with District Coach</p> <p>*Semester release</p>	Completed.
Monthly Professional Development for task design implementation based upon Common Core State Standards	September 2012- May 2013	Principal, Assistant Principal, School Coordinator, ISSN Coach	\$70,000 Annual Grant from the ISSN/Gates Foundation	<p>*Completion of two professional development sessions each semester and the creation of two tasks for each teacher.</p> <p>*Electronic upload of completed teacher instructional tasks with rubric and samples to the ISSN</p>	Completed.
Teachers will use a protocol to collaboratively	September 2012- May	Principal, Assistant Principal, School	School directed funds	*Creation of two tasks for	Completed.

examine student's proficiency on Instructional Tasks	2013 semester1 /one time semester 2	Coordinator, ISSN Coach, DCIS Faculty		each teacher based upon the Common Core State Standards for each teacher *Electronic upload of completed teacher instructional tasks with rubric and samples to the ISSN	
Appoint GPS Department Leaders and define role	September - October 2012	Principal, Assistant Principal and School Coordinator	School directed funds	Appointment of Lead Teacher for Each Department, train faculty in scoring of GPS rubrics	Completed
Peer review of Tasks: Aligning Performance Outcomes to Common Core Standards and Essential Learning Goals Vertical Alignment of Benchmarked Performance Outcomes Across Grade Levels Module	August 2012 – May 2013	Principal, Assistant Principal, School Coach, Faculty	\$70,000 Annual Grant from the ISSN/Gates Foundation	Regularly and collaboratively score student work against the GPS rubrics, Regularly assign and score additional student work to Verify inter-rater reliability, Identify how <i>select</i> GPS POs align with Common Core, state standards, district requirements, and Essential Learning Goals. in preparation for next round of task design	Completed.
Send Delegation of Lead Teachers to PGL Conference in June of 2013.	June 2013	Principal, Assistant Principal, School Coach, Lead Teachers	Grant funding	*Attendance of conference *Presentation and updates to faculty in fall	June 2013

				of 2013-2014 school year	
Cultural Proficiency Self-Study in partnership with the University of Colorado at Denver. A self-study and review of practices, documents and actions to ensure that instructional rigor and opportunities are accessible for all students, particularly minority students.	August 2012 - June 2013	Principal, Assistant Principal, School Coach, and volunteer members from the Faculty, Student body and parents.	\$3,000 Grant for two year study and implementation.	<ul style="list-style-type: none"> *Creation of staff professional development sessions *Completion of scheduled meetings to examine the practices, documents and actions of DCIS via the CU Denver rubric. 	Completed
Implementation of a Self-Improvement Plan for the 2012-2013 school year.	August 2012 - June 2013	Principal, Assistant Principal, School Coach, and volunteer members from the Faculty, Student body and parents.	\$3,000 Grant for two year study and implementation.	<ul style="list-style-type: none"> *Implementation of Plan of Cultural Improvement to be implemented in August of 2013 *Creation and presentation of professional development sessions for staff 	Completed.
Screeners of at-risk students identified by grade level	January 2013	Counselors, Psychologist, Social Worker, Nurse	District and school designated funds	<ul style="list-style-type: none"> *Assessments *Communication with district, faculty and parents 	Completed
Professional Development meeting for math teachers to identify areas of need and next steps	January-February 2013	Principal, Assistant Principal, Math Teachers, School Coach	School Funds	<ul style="list-style-type: none"> *Completion of scheduled Peer observations in identified classrooms *Observations at identified schools for Completion of student screeners in math *Completion of a math department planning day to review data *Completed list of recommendations for incoming math interventionist 	Completed

Creation of an ELA-E (English Language Acquisition) Facilitator position to provide professional development and instructional support to students and faculty members	August 2012	Principal, Assistant Principal	District and school designated funds	*Hiring of ELA-E Facilitator *Scheduling of professional development *Creation of ELA courses for identified students	Completed
Creation of an Instructional Services Advisory (ISA) Team to progress monitor English language learners in ELA programs	August-October 2013	Assistant Principal, ELA-E Facilitator, Teachers	District and school designated funds	*Creation of an ISA team, *Regularly scheduled meetings for progress monitoring of ELA Students *Data entry for district requirements	Completed
Creation of a Math Intervention Teacher for Middle School Students for the 2013-2014 school year	February 2013- April 2013	Principal, Assistant Principal, Personnel Committee	District designated funds	*Interviews, screening and hiring of qualified teacher	Completed
Spanish Resource Teacher Position to provide support for Native Language Learners	February 2013- April 2013	Principal, Assistant Principal, Personnel Committee	District designated funds	*Interviews, screening and hiring of qualified teacher	Completed
Creation of a Spanish Heritage Speakers Class for the 2013-2014 school year to provide students with an opportunity to participate in a Spanish Heritage class focused on student advancement in language	February 2013- April 2013	Principal, Assistant Principal, Personnel Committee	District designated funds	*Interviews, screening and hiring of qualified teacher	Completed
Creation of two paraprofessional positions to assist with math department needs and help increase student math performance	February 2013- April 2013	Administration; Personnel Committee; Hired Applicant	District funded position	*Interviews, screening and hiring of qualified candidates	Completed
Creation of Mathletics to provide an extracurricular activity for students in the area of math	August 2013- June 2014	GT Representative; Middle School Math Department	District designated funds	*Participation and competition in Mathletics events	In progress
ELA-E Facilitator to provide professional development and curriculum instruction for second language learners	August 2013- June 2014	ELA-E Facilitator	District funded position	Development of curriculum; development of Tier 1 and Tier 2 supports for students identified as at-risk;	In progress

				regular PD support for teaching staff	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Refine our system of Collaborative Planning and Progress Monitoring

Root Cause(s) Addressed: Middle School Growth to focus on the use of a defined data six week data cycle used in tandem with district identified Essential Learning Goals to improve the academic growth for our middle school students. Teachers will confirm students understanding, progress and performance.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Review Student Body of Evidence Documents with student progress on the CSAP and District Interim Assessments	August 2012 – October 2013	DCIS Administration, DCIS faculty	District and state provision of updated information for Body of Evidence Documents.	*Review of Body of Evidence document for individual goal setting by students and after district interim assessments	Completed
Conduct monthly departmental meetings to examine and review student progress. Use of a six week data cycle to examine, measure and chart student progress.	August 2012 – June 2014.	DCIS Administration, DCIS faculty	None	Monthly Professional Development sessions for departments and grade levels	In Progress
Utilize Essential Learning Goals in Mathematics and English for middle school and high school students. Focusing on the identified goals of what students need to know to be successful. Use of scoring rubrics, progress monitoring and assessment tools to focus our instruction.	October 2012 – June 2014.	DCIS Administration, math and language arts instructors with district ELG support.	None	Weekly progress monitoring with classroom assessments, exit tickets, quizzes and end of unit assessments.	In Progress
Utilize professional development time to review, compare and analyze student work by the Essential Learning Goals framework on a school wide basis	August 2012 - June 2014	DCIS Administration and DCIS Faculty	None	Monthly examination and review of student work to monitor and measure progress towards mastery of Essential Learning Goals.	In Progress
Creation of School Data Teams	August 2012- May 2013	Administration, Lead Teachers, Faculty Members	School Funds	*Monthly Meetings *Review of data *Progress Monitoring	Completed

				* Modification in instructional practices	
Change in Master Schedule for the 2013-2014 Academic School Year	March 2013- August 2013	Administration, Counselors, School Leadership Team	School Funds	*Creation of collaborative planning during the instructional day * Weekly data team meetings *Weekly common unit planning *Utilization of short cycle assessments	In Progress
Implement Summer Professional Development for data	August 2013- August 2014	Administration, Faculty	District Provided Grant of \$66,000 for a three year period August 2013 to August 2015	*Completion of Faculty Professional Development Session for annual training *Faculty Training session focused on providing student support and structure via Advisement class during the week of August 15th	In Progress
Development and implementation of grade-level data teams	November 2012- October 2013	Administration; Grade-Level Teams	District funds	Development of monthly progress reports; monthly PD sessions on data teams and time for data teams to meet and collaborate	In Progress
Purchase of Scholastic Math Inventory (SMI) and training of faculty for screening, progress monitoring of middle school students who are low performing in Mathematics	April 2013- September 2013	Administration, Math Intervention Teacher, Math teachers	District Funds	*Completion of professional development training for math teachers and support staff for SMI software *Purchase of SMI software *Instillation of SMI software	In Progress

Weekly data team meetings to monitor and review student progress and design student interventions	August 2013 – June 2014	Administration; Grade-Level Teams	District funds	*Weekly collaboration lesson planning and data review teams *Training and monitoring of new teams by Administration, Lead Teachers and Facilitators	Not Begun
Training for Lead Teachers to Facilitate Data teams and collaborative Lesson Planning conversations and development	August 2012 – June 2014	Administration; Lead Teachers, Facilitators	District funds	*Training and monitoring of Lead Teachers by Administration, School Facilitators and District Support Staff *Completion of on-going Professional Development District Training Sessions	In Progress
Body of Evidence data gathering and training that will include an updated review of student data from state, district and teacher assessments	April 2013 – October 2013	Administration, Teachers, Facilitators	District Funds	*Presentation of Body of Evidence (BOE) training to faculty members *Review and study of updated August 2013 BOE data to include 2012 TCAP results *Sharing and reviewing BOE information with students *Presentation of BOE information to individual parent families via student, parent and teacher conferences	In Progress

Major Improvement Strategy #3: Increase Post-Secondary Readiness for all students.

Root Cause(s) Addressed: Lack of constituent and systemic progress monitoring. Lack of consistent utilization and analysis of student data. Lack of academic language development. Lack of interventions for identified groups.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Creation and proofing of college acceptance essays and letters of intent	August 2012 – December 2012	DCIS Counselors	None	Completion of college essays and letters of intent	Completed
Review Student Body of Evidence Documents with student progress on the TCAP and District Interim Assessments to improve areas of strength and areas for improvement.	August 2012 - June 2013	DCIS Administration, DCIS faculty	None	*Review of Body of Evidence document with students *Goal setting by students and after district interim assessments	Completed
ACT Plan Exam and ACT Kaplan Practice Exam	September - October 2012	Principal, Counselors, DCIS Faculty	None	*Administration of ACT Plan Exam and ACT Kaplan Practice Exam *Review of Data with teachers and students	Completed
College Preparation Partnership Program – Visitation of the University of Denver with the VIPP – Volunteer in Partnership Program	October 2012	Counselors, Ninth Grade Advisement teachers	\$300 – District Funds for transportation	*Visitation to the University of Denver, tour of the campus and meeting with students and professors	Completed
Analysis of ACT Plan results for tenth graders. Students and advisement teachers will review the results of the exam and identify strengths and areas of improvement in reading, writing, math and	November - December 2012	Principal, Assistant Principal, Tenth Grade Advisement	None	*Review of ACT Plan Results	Completed

science. Students will be provided study guides and tutoring in the areas that need improvement.		Teachers			
Review of Kaplan ACT Practice Exam and online practice exams	November – December 2012	Eleventh Grade Advisement Teachers, Counselors, Administration	None	*Review of the Kaplan ACT Practice exam, *Utilization of the Kaplan online practice exams and study sessions for the ACT exam in advisement classes	Not Begun
Second Semester ACT Practice Exams	January – March 2013	Administration, Eleventh Grade Advisement Teachers, Counselors, College Readiness Director	\$2,000 District College Preparation Funds	*Administration of practice ACT exams	Completed
Advanced Placement Study Sessions and Practice Exams	August 2012 - May 2013	Administration, College Readiness Director, Advanced Placement Teachers	\$2,000 District College Preparation Funds	*Completion of scheduled AP study sessions *Administration of practice exams for students enrolled in Advanced Placement courses	Completed
ACT Preparation Weekly Sessions	March 2013	Administration, Counselors, College Readiness Director, Eleventh Grade Advisement Teachers	\$2,000 District College Preparation Funds	*Administration of study sessions for the ACT exams during the administration of the TCAP window for eleventh grade students	Completed
DCIS Senior Advisement Class – course designed to prepare students to transition to secondary settings (universities, colleges, vocation-centered settings). Course provides all seniors the opportunity to complete a minimum of three (3) university/college applications, minimum of five (5)	Aug 2012 – May 2013	Administration, DCIS Counselors, DCIS Staff	None	Completion of two (2) university/college applications; acceptance letters	Completed

scholarship applications, a minimum of one (1) financial aid application, and application for FAFSA.				*Completion of five (5) scholarship applications; acceptance letters *Completion of one (1) financial aid application; acceptance letters *Completion of one (1) FAFSA application; acceptance letters	
DCIS Senior Advisement/Secondary Readiness Counseling – designed to provide students large-group and individualized secondary readiness counseling.	Aug 2012 – May 2013	DCIS Counselors	None	*Presentation of group and individual counseling sessions for students enrolled in Senior Advisement Course	Completed
Annual site visits to a variety of colleges and universities. Each student attends a minimum of one site visit (targeted on a case by case basis); activity includes a minimum of thirty (30) site visits by one or more students.	September 2012 – May 2013	Administration, DCIS Counselors, DCIS Staff, Parent Volunteers	None	*Visitation to sites, tour of campuses and meeting with students and professors	Completed
DCIS College site visits – on-going opportunities designed to allow colleges and universities to visit DCIS students throughout the year. Goals include providing an overview of each setting, application process, and question/answer session to meet each student’s individualized needs.	August 2012 – May 2012	Administration, DCIS Counselors	District and school funds	*Completion of college visits by individual students	Completed
FAFSA Family Night - Activity designed to provide students and parents an overview of the financial aid process and support with completing the FAFSA application	February 2013	Administration, DCIS Counselors	None	*Attendance and participation of students and parents at Family Night activity *Submission of completed FAFSA forms by families	Completed
High School Information Night for Incoming Ninth Grade Students	January 2013	Administration, Counselors	School Funds	*Presentation of Information Session to	Completed

				attending students and parents at the High School Information Night	
Personal Education Plans	August 2012-May 2014	Counselors, Advisement Teachers	School Budget	*Completion of Personal Education Plans and Individual Career and Academic Plans for sixth through twelfth graders	In Progress
Creation of collaboration time built into the master schools schedule for weekly data teams to examine and review student progress, as well as identify and implement appropriate Tier supports	August 2013-June 2014	DCIS Faculty; Administration	None	*Weekly sessions and feedback reports	In progress
Sending faculty members to summer Advanced Placement Teacher Training workshops	June 2013	Advanced Placement Teachers	School Budget	*Completion of AP Summer Workshop Training *Presentation by faculty members who received training to fellow department members for backwards design and AP Course Preparation review	In Progress

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)