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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2184 School Name: DENVER SCHOOL OF THE ARTS SPF Year: 2012 Accountable by: 3 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 50th percentile by using 1-year or 3-years of data	R	-	71.35%	72.21%	-	91.1%	93.54%	Overall Rating for Academic Achievement: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	51.53%	30.53%	-	67.89%	54.88%	
		W	-	58.34%	49.57%	-	83.98%	81.86%	
		S	-	48.72%	50%	-	74.07%	78.02%	
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	-	13	4	-	49	62	
		M	-	49	59	-	36	58	
		W	-	27	14	-	50	61	
		ELP	-	46	-	-	45	-	

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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	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **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.	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.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate 96.3% using a 5 year grad rate	Exceeds	Overall Rating for Post Secondary Readiness: Exceeds
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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	
	Dropout Rate **Expectation:** At or below State average overall.	3.9%	0.4%	Exceeds	
	Mean ACT Composite Score **Expectation:** At or above State average	20.1	22.6	Exceeds	

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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/uip/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.

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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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
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.	

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	William M. Kohut, Principal
	Email	william_kohut@dpsk12.org
	Phone	(720)424-1700
	Mailing Address	7111 E. Montview Blvd, Denver, CO 80220
2	Name and Title	David Posner, co-Chair DSA Collaborative School Committee
	Email	davidmposner@gmail.com
	Phone	(720)424-1700
	Mailing Address	7111 E. Montview Blvd, Denver, CO 80220

3	Name and Title	Jennifer Castillo, co-Chair DSA Collaborative School Committee
	Email	Jennifer_castillo@dpsk12.org
	Phone	(720)424-1700
	Mailing Address	7111 E. Montview Blvd, Denver, CO 80220

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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.
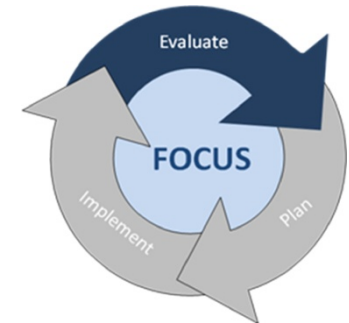
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's 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)	Math: Decrease the number of students scoring Unsatisfactory and Partially Proficient by 3%	Middle School: '11: 34% - '12: 31% High School: '11: 46% - '12: 42% Target Met in Middle School; exceeded by 1% in High School	The target was exceeded at the high school level by 1%. High school level math teachers revised curriculum scope and sequence to better align curriculum to tested standards. High school math teachers provided targeted tutoring to selected students during lunch from January to February. Individual student weaknesses were identified and target for intervention and re-teaching. The target in math was met at the middle school. Middle School teachers provided after-school tutoring to support students struggling in math. Denver School of the Arts students are not held

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.
	Writing: Decrease the number of students scoring Unsatisfactory and Partially Proficient by 3%	Middle School: 2010-11: 16% 2011- 12: 15% High School: 2010-11: 16% 2011- 12: 17% Target Not Met: reduced 1% in Middle School; increased 1% in High School	accountable for writing expectations in all classes. Students need more consistent DSA writing expectations across content areas, including in their Arts majors. Professional development for staff needs to address rigorous writing standards with a clear purpose for student writing.
Academic Growth	n/a	n/a	
	n/a	n/a	

Academic Growth Gaps	Math: Reduce the gap in math at the middle school level for FRL, Minority Combined and SPED students by 3%.	Middle School Math MGP:
		FRL: 2010-2011: 31
		            2011-2012: 29.5
		Minority: 2010-2011: 33
		            2011-2012: 32.5
		SPED: 2010-2011: 49.5
		            2011-2012: 27
		Target Not Met: MGPs declined.
			Due to the new schedule for 6th and 7th grade students, the master schedule did not allow for a designated resource class for middle school SPED identified students. These students were serviced through inclusion based classes only.

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.
	n/a	n/a	
Post Secondary Readiness	n/a	n/a	

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)	**Five years of overall status data for DSA:** **Reading** <table><tr><td></td><td>*2008*</td><td>*2009*</td><td>*2010*</td><td>*2011*</td><td>*2012*</td></tr><tr><td>6th rdg</td><td>95%</td><td>94%</td><td>90%</td><td>93%</td><td>95%</td></tr><tr><td>7th rdg</td><td>89%</td><td>96%</td><td>87%</td><td>91%</td><td>92%</td></tr><tr><td>8th rdg</td><td>94%</td><td>81%</td><td>95%</td><td>89%</td><td>86%</td></tr><tr><td>9th rdg</td><td>96%</td><td>92%</td><td>90%</td><td>96%</td><td>94%</td></tr><tr><td>10th rdg</td><td>94%</td><td>98%</td><td>93%</td><td>95%</td><td>93%</td></tr></table> Writing <table><tr><td></td><td>*2008*</td><td>*2009*</td><td>*2010*</td><td>*2011*</td><td>*2012*</td></tr><tr><td>6th wtg</td><td>90%</td><td>96%</td><td>82%</td><td>88%</td><td>91%</td></tr><tr><td>7th wtg</td><td>88%</td><td>96%</td><td>82%</td><td>82%</td><td>89%</td></tr><tr><td>8th wtg</td><td>89%</td><td>77%</td><td>88%</td><td>79%</td><td>77%</td></tr><tr><td>9th wtg</td><td>86%</td><td>87%</td><td>71%</td><td>89%</td><td>84%</td></tr><tr><td>10th wtg</td><td>82%</td><td>89%</td><td>83%</td><td>78%</td><td>83%</td></tr></table>		

Math

	2008	2009	2010	2011	2012
6th math	80%	79%	77%	76%	86%
7th math	56%	76%	57%	65%	68%
8th math	65%	52%	70%	56%	60%
9th math	58%	65%	57%	63%	58%
10th math	46%	42%	57%	41%	57%

Science

	2008	2009	2010	2011	2012
8th science	73%	63%	77%	73%	72%
10th science	76%	79%	85%	71%	77%

Overall Status Statements

The percent of students scoring in the advanced and proficient bands exceeds both state and federal expectations in all areas with the exception of math.
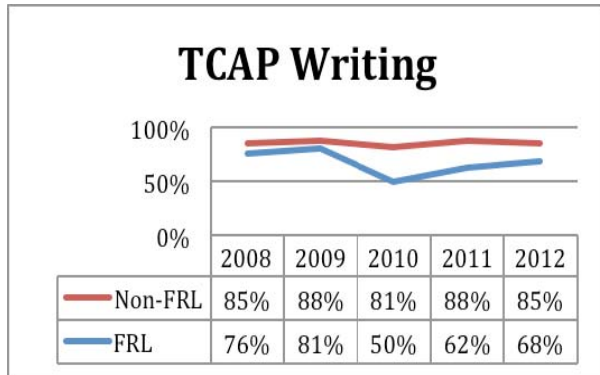
Variation (peaks and valleys) occur in status percentages between 6th and 10th grade. Students generally show declines between 7th and 8th grade and scores ebb and flow between 8th and 9th grade. Between 9th and 10th scores tend to trend back up.

The state/federal status expectation for math is 52% for middle school and 32% percent for high school, scoring at or above proficient. DSA students score above this average in all grades for all years. However, trends show that students trend down in status from 7th – 10th grade.
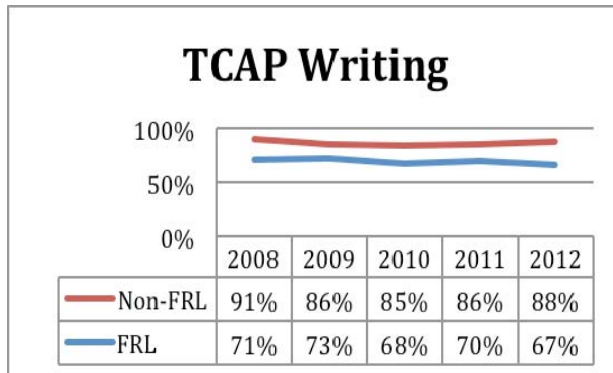
The percent of students scoring proficient or above in math has declined from an average of 77% in 2007 and 2008 in the 6th grade to an average of 49% in the 2011 and 2012 in 10th grade.

- DSA math teachers have not devised targeted progress monitoring systems to target math growth with identified groups of students.
- DSA teachers do not adequately differentiate instruction to meet student needs.
- DSA has not devised targeted progress monitoring systems to target math growth with identified groups of students.
- Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. This becomes apparent in our status scores remaining about the same, but our growth scores remaining consistently low.

- DSA teachers do not adequately differentiate instruction to meet student needs.
- DSA has not devised targeted progress monitoring systems to target math growth with identified groups of students.
- Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. This becomes apparent in our status scores remaining about the same, but our growth scores remaining consistently low.
- Past Professional Development has not centered on specific sets of students and how to align instruction to meet targeted standards.
- Teachers are not systematically monitoring student progress toward growth gaps.
- DSA teachers have not shared past student TCAP/CSAP scores with students so the students themselves know where they need to work to

improve and set goals for improvement.

GAPS in Status- High School Writing

TCAP Writing

	2008	2009	2010	2011	2012
Non-FRL	85%	88%	81%	88%	85%
FRL	76%	81%	50%	62%	68%

GAPS in Status- Middle School Writing

TCAP Writing

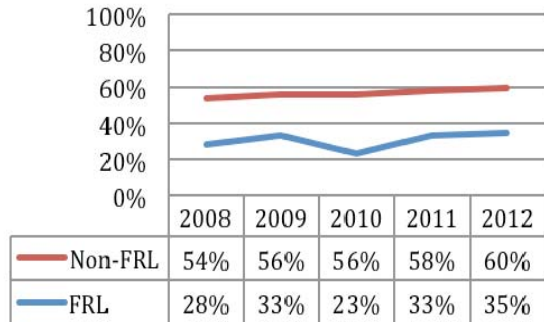|	2008	2009	2010	2011	2012
Non-FRL	91%	86%	85%	86%	88%
FRL	71%	73%	68%	70%	67%

DSA High School students identified as Free and reduced lunch perform 17% below non-free and reduced students in writing status and

DSA Middle School students identified as Free and reduced lunch perform 21% below non-free and reduced students in writing status.

- Adequate vertical alignment of curriculum to framework standards has not be aligned at the middle school level. Some curriculum units are not aligned to district interim assessments and state tests.

- Students have not been held accountable for rigorous and consistent writing expectations beyond their language arts classes.

- Students need more consistent writing expectations across the content areas.

- Rigorous writing standards are not implemented consistently across content areas.

- DSA content teachers and arts teachers do not have a consistent rubric for grading writing at DSA. Each teacher uses his/her own rubric.

- The "look-fors" in grading change from teacher to teacher when grading student writing, creating congruency gaps in grading.

- DSA teachers do not drill down data to identify and target specific students who need differentiated instruction and interventions to show growth.

- We do not have adequate progress monitoring systems in place to identify skills that need targeted intervention and re-teaching.

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GAPS in Status- High School Math

TCAP Math

	2008	2009	2010	2011	2012
Non-FRL	54%	56%	56%	58%	60%
FRL	28%	33%	23%	33%	35%

GAPS in Status- Middle School Math

TCAP Math

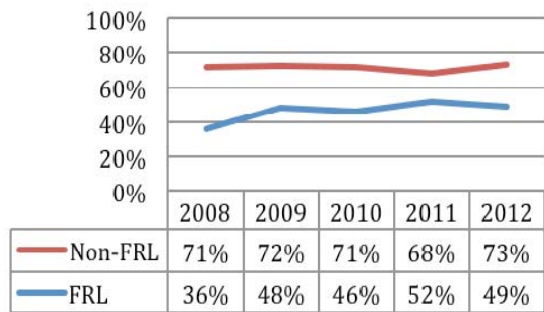|	2008	2009	2010	2011	2012
Non-FRL	71%	72%	71%	68%	73%
FRL	36%	48%	46%	52%	49%

DSA High School students identified as Free and reduced lunch perform 25% below non-free and reduced students in math status, DSA Middle School students identified as Free and reduced lunch perform 24% below non-free and reduced students in math status.

Academic Growth

Growth Percentiles in Reading

	2010	2011	2012	Chg
6	45	48	57	+ 9
7	49	60	39	-21
8	52	55	47	-8
9	55	70	58.5	-11.5
10	65	69	52	-17

Growth Percentiles in Writing

	2010	2011	2012	Chg
6	38	46	61.5	+15.5
7	62	56	56	0
8	44	49	44.5	-4.5
9	53	72	54	-18
10	66	63	55	-8

Growth Percentiles in Math

	2010	2011	2012	Chg
6	22	29	36.5	+7.5
7	33	43	41	-2
8	48	36	39	+3
9	57	65	63	-2
10	56	51	60	+9

Median Growth Percentile Scores in math at the middle school level fall between the 36th and 41st growth percentile in math and fall below both Denver Public Schools, state and federal expectations.

HS school growth in all areas meets or exceeds state expectations while MS growth in math and reading is below state expectations.
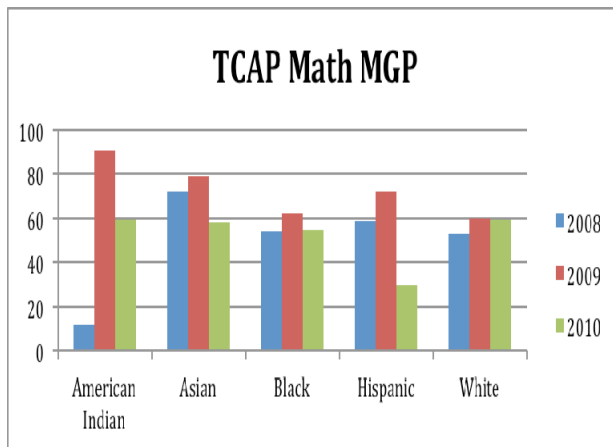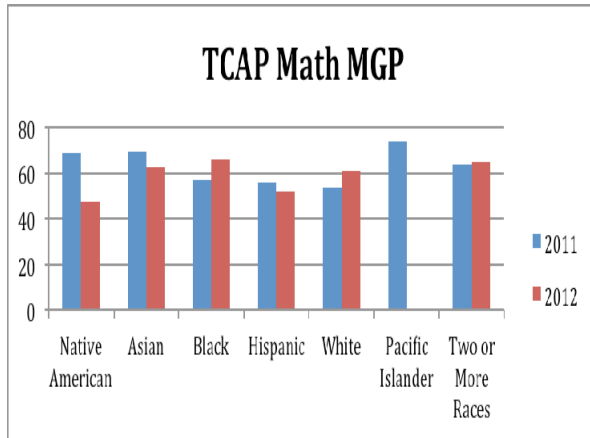
TCAP Math MGP

Chart categories: Native American, Asian, Black, Hispanic, White, Pacific Islander, Two or More Races; Legend: 2011, 2012

TCAP Math MGP

Chart categories: American Indian, Asian, Black, Hispanic, White; Legend: 2008, 2009, 2010

- Enrollment fluctuations, although small, are impacted when students enter DSA from a traditional curriculum into the IMP Curriculum.

- Low growth, in relation to adequate growth targets results from a lack of alignment of curriculum, instruction and academic support needed to accelerate students to their grade level content.

- DSA math teachers have not devised targeted progress monitoring systems to target math growth with identified groups of students.

- DSA math teachers do not have Essential Learning Goals aligned to the IMP Math Curriculum.

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	Math – Minority Comparisons Between 2008-2010, the percent of Black and Hispanic students performing at proficient and above was 20% lower than our white students. But in 2011 and 2012, our Hispanic students gained and showed scores commensurate with our white students and our black students still trailed by at least 20% points.		
Academic Growth Gaps	 The percent of students, across the board in ethnic representation of the school were within 6 percentage points of each other in terms of growth. However, four of the six ethnic groups growth scores in 2012 declined.		• Students need more consistent writing expectations across the content areas. • Rigorous writing standards are not implemented consistently across content areas.

Post Secondary & Workforce Readiness	**DSA ACT Composite Scores** 	Year	Composite Score- 11th grade	Composite Score- 12th grade	Percent Change
2008	23.2	23.1	-.1
2009	22.7	23.7	+1
2010	22.6	23.2	+.6
2011	23.0	23.0	0
2012	22.3	24.0	+1.7 | Denver School of the Arts ACT Composite Scores Dropped by .7%.	Senior students composite scores increase in the 12th grade. In 11th grade, composite ACT test scores tend to be lower than the 12th grade scores.	• Few 11th grade students are exposed to ACT test questions on a consistent basis prior to state ACT testing. • Opportunities to practice ACT test questions are limited for junior students. • Practice ACT test questions are not reviewed by academic teachers in core classes.

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

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 is recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

Narrative:

School Narrative:

Denver School of the Arts was founded in 1991 for 6th through 12th graders with the purpose of allowing students to develop their artistic talents and goals. The Denver School of the Arts is the only comprehensive secondary arts magnet (grades 6-12) in the Rocky Mountain region. DSA is committed to fostering a lifelong love of the arts in a culturally diverse, academically challenging environment. All classes at DSA are honors caliber, although the teachers will modify the classes if they need to, in order to accommodate the needs of students. Many students take Advanced Placement Courses and Post-secondary courses during their high school tenure. Their math classes (IMP) cover the integration of algebra 1 and 2, geometry and trigonometry. Students devote a minimum of 110 minutes per day to their artistic classes, and the remainder of their time is spent in academic core classes to meet the graduation requirements of the Denver Public Schools. Students study the arts in 11 majors: Band, Dance, Guitar, Orchestra, Piano, Stage Craft/Design, Creative Writing, Theatre, Video Cinematography, Visual Arts, and Vocal Music. Entrance to DSA is through a competitive audition process and once admitted students are required to perform at high levels in both academics and the arts in order to remain enrolled at DSA.

DSA provides a unique environment for artistically gifted students. As a school community faculty, staff, and students strive to achieve an exceptional level of academic and artistic rigor; which results in outstanding post-secondary placements, test scores, and personal fulfillment. Along with eleven arts "majors," DSA offers accelerated and Advanced Placement courses, a wide variety of clubs and activities, and opportunities for students to participate in cross major productions.

At DSA, students are embraced for their unique abilities and contributions to the DSA community. Students are nurtured and mentored to explore and achieve their academic, professional, and personal goals. A student who chooses and is accepted into the DSA community will receive exceptional attention and guidance, world-class artistic instruction through an extensive guest artist program, and academic rigor that will prepare them for a vast array of post-secondary options.

DSA currently has 1061 active registered students ranging from sixth (6) to twelfth (12) grade. The enrollment breakdown is 618 students at the high school level and 443 at the middle school level.

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Overall Middle School Demographic Data

	American Indian	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White, not Hispanic	Male	Female
Grade 6	1	5	9	20	85		
Grade 7	0	7	5	16	106		
Grade 8	0	10	16	27	117		
Total	1	22	30	63	308	161	282

Overall High School Demographic Data

	American Indian	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White, not Hispanic	Male	Female
Grade 9	0	6	17	27	113		
Grade 10	0	10	20	25	101		
Grade 11	0	7	8	30	95		
Grade 12	2	10	18	19	74		
Total	2	33	53	101	383	230	388

Staff

The staff of DSA consists of 30 males and 24 females, totaling 54. The racial makeup of our educational community is 50 Anglos, 3 African Americans, 2 Latino, and 0 classified as other. The average rate of attendance for DSA staff is 96.21%. The staff has a normal turnover rate with 60% of the staff having been in the building for five or more years.

Parents/Families

DSA parents are highly involved with student success. It is part of the acceptance contract that parents volunteer in one respect or another for 20 hours each school year. Parent demographics mirror student demographics.

Community and Community Businesses

DSA parents represent a wide variety of careers in and outside of the Denver metropolitan area.

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UIP Planning Process:

During the 2012-2013 school year, the DSA administration hosted opportunities for teachers, parents and community members to participate in the data analysis, identification of priority challenges, root cause analysis and development of action steps. First, the CSC Committee with teacher leaders from the SLT and Department Chairs dove into the School Performance Framework, TCAP data, ACT data, AP data, National Clearinghouse data on college trends, and demographic characteristics available in Infinite Campus. Then a group of teachers and school leaders gathered for half-day session to dive further into root causes analysis and development of action steps. The Collaborative School Committee (teachers, parents and community members) will review the UIP and suggest further revisions until consensus is reached that the data narrative tells the "data story." From there the entire faculty had the opportunity to review the UIP several times during the school year and provide regular feedback on the data analysis and major improvement strategies.

Data Narrative

Performance Analysis:

Language arts skills are exceptional, and math skills are average based on statewide reporting. It should be noted that there has been a steady decline in test scores with students enrolled in the class of 2013 in all subject areas. This particular group of scores has continued to decline in all CSAP/TCAP/ACT tested areas.

Based on TCAP assessment data, one improvement goal should focus on writing achievement, as TCAP scores declined in this area during the 2011-2012 school year. Median Growth Percentile scores are also below the state and the district median at the middle school level.

Based on our Gap Report in the School Performance Framework, gaps at the high school level in reading and writing are meeting expectations and gaps in math are approaching expectations. Data indicates that DSA has a large gap in math achievement for free/reduced lunch students, and the same gap in writing for the same group of students.

Growth Summary:

Our students meet the overall state ratings for growth. However, our growth scores were below the district and state Median Growth Percentile. In reading DSA students were lower than the district and state MGP in 7th grade by 21, in 8th grade by 8, in 9th grade by 11.5, and in 10th grade by 17. In writing DSA students were lower than the district and state MGP in 8th grade 4.5, in 9th grade by 18, and 10th grade by 8. In math DSA students were lower than the district and state MGP in 7th grade by 2 and in 9th grade by 2. Data indicates that DSA has a large gap in math achievement for free/reduced lunch students, and the same gap in writing for the same group of students.

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GAPS in Status- High School Writing

TCAP Writing

	2008	2009	2010	2011	2012
Non-FRL	85%	88%	81%	88%	85%
FRL	76%	81%	50%	62%	68%

GAPS in Status- Middle School Writing

TCAP Writing

	2008	2009	2010	2011	2012
Non-FRL	91%	86%	85%	86%	88%
FRL	71%	73%	68%	70%	67%

GAPS in Status- High School Math

TCAP Math

	2008	2009	2010	2011	2012
Non-FRL	54%	56%	56%	58%	60%
FRL	28%	33%	23%	33%	35%

GAPS in Status- Middle School Math

TCAP Math

	2008	2009	2010	2011	2012
Non-FRL	71%	72%	71%	68%	73%
FRL	36%	48%	46%	52%	49%

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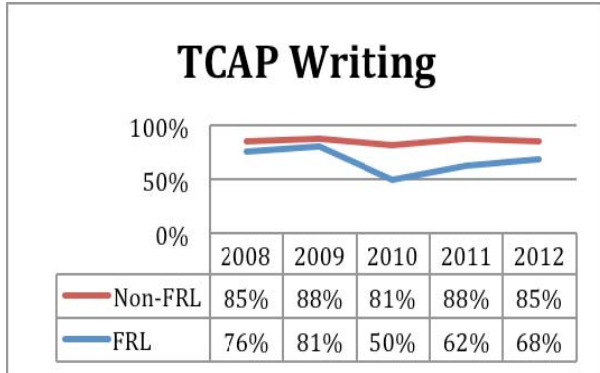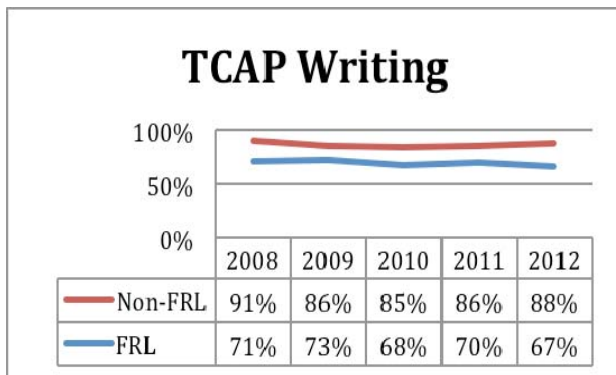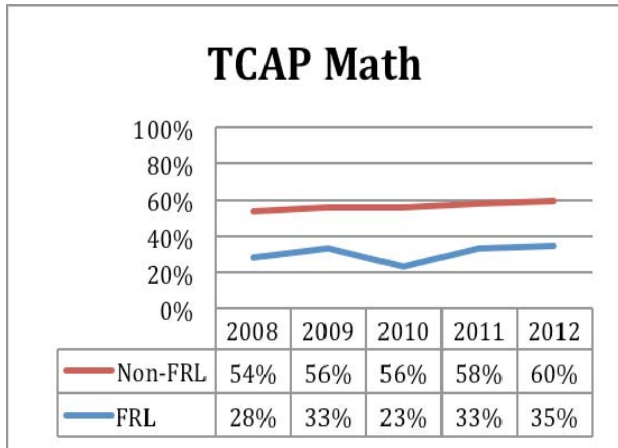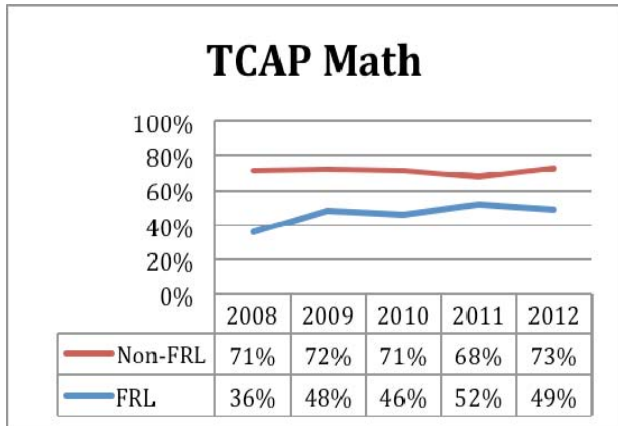
Post-Secondary readiness is a strong indicator of Denver School of the Arts Performance over time. DSA has a 78% college enrollment rate as measured by the NCAA enrollment report. The composite ACT score for the state administration of the ACT is 22.3 and the graduating class(12th grade) ACT composite score is 24. DSA seniors out-scored the state and National averages on percent of students ready for college level work in College English Composition, College Algebra, College Social Sciences, and College Biology by an average of 20%.

ACT 11th Grade State Test Results

	# tested	English	Math	Reading	Science	Composite
2010	113	23.2	20.5	24.5	21.8	22.6
2011	132	24.5	21.2	23.8	22.0	23.0
2012	115	23.2	21.0	23.0	21.3	22.3

During the 2012 administration of Advanced Placement tests, DSA had a passing rate of 51%, showing an 11% increase.

Advanced Placement Test Score Summary 2012

	Total Students Scoring
Score of 5	30
Score of 4	54
Score of 3	75
Score of 2	92
Score of 1	75
Total Tested	325

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<u>Our analysis to the identification the following root causes that are a priority at the school level and for post-secondary success.</u>

In Writing TCAP status scores are declining and growth scores are low in three grade levels. The staff examined our curriculum and found that our materials appear to be sufficient, covering multiple styles of writing. This area is a priority challenge for 2012-2013 school year. What was discovered through our work are the following root causes:

- DSA teachers do not adequately differentiate instruction to meet student needs.
- Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. This becomes apparent in our status scores remaining about the same, but our growth scores remaining consistently low.
- Past Professional Development has not centered on specific sets of students and how to align instruction to meet targeted standards.
- Teachers are not systematically monitoring student progress toward growth gaps.
- DSA teachers have not shared past student TCAP/CSAP scores with students so the students themselves know where they need to work to improve and set goals for improvement.
- Students have not been held accountable for rigorous and consistent writing expectations beyond their language arts classes.
- Students need more consistent writing expectations across the content areas.

- Rigorous writing standards are not implemented consistently across content areas.
- DSA content teachers and arts teachers do not have a consistent rubric for grading writing at DSA. Each teacher uses his/her own rubric.
- The "look-fors" in grading change from teacher to teacher when grading student writing, creating congruency gaps in grading.
- DSA teachers do not drill down data to identify and target specific students who need differentiated instruction and interventions to show growth.
- We do not have adequate progress monitoring systems in place to identify skills that need targeted intervention and re-teaching.

In math, our student growth scores remain below the state and district MGP. At the high school level, DSA has made gains in reducing gaps, although a medium size gap still remains between FRL and non-FRL students. At the middle school level, growth in math is below state and district targets in all grades. This area is a priority challenge for 2012-2013 school year. What was discovered through our work are the following root causes:

- DSA teachers do not adequately differentiate instruction to meet student needs.
- Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. This becomes apparent in our status scores remaining about the same, but our growth scores remaining consistently low.

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- Past Professional Development has not centered on specific sets of students and how to align instruction to meet targeted standards.
- Teachers are not systematically monitoring student progress toward growth gaps.
- DSA teachers have not shared past student TCAP/CSAP scores with students so the students themselves know where they need to work to improve and set goals for improvement.
- Enrollment fluctuations, although small, are impacted when students enter DSA from a traditional curriculum into the IMP Curriculum.
- Low growth, in relation to adequate growth targets results from a lack of alignment of curriculum, instruction and academic support needed to accelerate students to their grade level content.
- DSA math teachers have not devised targeted progress monitoring systems to target math growth with identified groups of students.
- DSA math teachers do not have Essential Learning Goals aligned to the IMP Math Curriculum.

Eleventh grade students taking the Colorado ACT are not growing in reading, math, English, or science on the Colorado ACT test administered in the spring. Little opportunities exist for students to focus on specific ACT readiness skills. Practice ACT problems are often not included in students class assignments or assessments. No predictive data is available from a pre-test (other than PSAT data) to determine how students might perform on the ACT. Students have little ongoing exposure to ACT practice tests and ACT formatted questions. This area is a priority challenge for 2012-2013 school year. What was discovered through our work are the following root causes:

- Few 11th grade students are exposed to ACT test questions on a consistent basis prior to state ACT testing.

- Opportunities to practice ACT test questions are limited for junior students.

- Practice ACT test questions are not reviewed by academic teachers in core classes.

Conclusion:

We have three major improvement strategies that will be the focus for the 2012-2013 school year. These areas of focus are in growth in writing, math and ACT. Throughout the school year the School Leadership Team, Administrative Team, Collaborative School Committee will review the Major Improvement Strategies and progress monitor our identified steps to ensure we on track to meet our goals. When steps require adjustments, appropriate changes will be made. This will serve as three plan for Denver School of the Arts. The plan for this implementation is that the major improvement strategies will be adjusted as need but will remain in essence the same. Adjustments over this four-year period of time will be primarily centered on the areas of Timeline, Key Personnel, Resources, Implementation Benchmarks, and Status of Action Steps.

Spring2013 Revisions:

The UIP was reviewed for progress with district leadership in January 2013. Based on the data presented in this section, interim data at the local school site and ongoing work with our major improvement strategies, revisions have been made to this plan for the 2012-2013 school year. In addition, pre-planning has taken place and action steps in the major improvement strategies have been added for the 2013-2014 school year.

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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.

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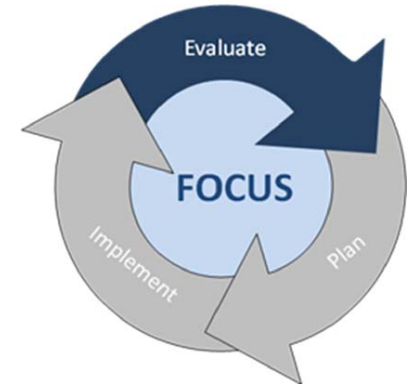
School Target Setting Form

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	The percent of students scoring in the advanced and proficient bands exceeds both state and federal expectations. However, consistent increases in percentiles are not evident.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher made assessments. Middle school progress monitoring of "Write to Read" Program.	Implement the "Write to Read" program in grades 6-8.
		M	The percent of students scoring proficient or above in math has declined from an average of 77% in 2007 and 2008 in the 6th grade to an average of 49% in the 2011 and 2012 in 10th grade.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Decrease the number of student scoring unsatisfactory and partially proficient by 5%.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher made assessments.	Align "Essential Learning Goals" (ELG'S) to math curriculum at both the middle school using "Connected Math" and the high school level using "IMP Math".
		W	Rather than trending toward proficiency, trends show that scores decline or stay flat. The data indicates Inconsistent performance from year	Decrease the number of student scoring partially proficient by 5%.	Decrease the number of student scoring partially proficient by 5%.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher	Implement the "Write to Read" program in grades 6-8. At the high school level develop a common writing rubric for scoring writing

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			to year.			made assessments. Middle school progress monitoring of "Write to Read" Program.	across all content areas.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	With the exception of the 2011-2012 year scores in reading, MS students have scored between the 45th and 49th growth percentiles in reading growth	DSA middle school and high school students will meet or exceed the state MGP.	DSA middle school and high school students will meet or exceed the state MGP.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher made assessments. Middle school progress monitoring of "Write to Read" Program.	Implement the "Write to Read" program in grades 6-8.
		M	Middle School and High School Math achievement growth percentiles are below state expectations.	DSA middle school students will grow to a MGP of 43. DSA high school students will exceed the state MGP in math.	DSA middle school students will grow to a MGP of 47. DSA high school students will exceed the state MGP in math.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher made assessments.	Align "Essential Learning Goals" (ELG'S) to math curriculum at both the middle school using "Connected Math" and the high school level using "IMP Math".
		W	Growth percentiles in 8th – 10th grade declined. In the 8th grade writing growth scores are staying consistently below the state MGP.	DSA 8th grade students will grow to a MGP of 50% or above. DSA 9th grade students will grow to a MGP of 62% and 10th grade students will	DSA 8th grade students will grow to a MGP of 50% or above. DSA 9th grade students will grow to a MGP of 65% and 10th grade students will	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress	Implement the "Write to Read" program in grades 6-8. At the high school level develop a common writing

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				grow to a MGP of 66%.	grow to a MGP of 69%.	monitoring tools and teacher made assessments. Middle school progress monitoring of "Write to Read" Program.	rubric for scoring writing across all content areas.
		ELP	n/a				
Academic Growth Gaps	Median Student Growth Percentile	R					
		M	The percent of Hispanic students making growth are higher than the number of blacks student showing growth.	Reduce each identified gap by 1%.	Reduce each identified gap by 1%.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher made assessments.	Align "Essential Learning Goals" (ELG'S) to math curriculum at both the middle school using "Connected Math" and the high school level using "IMP Math".
		W	The percent of students, across the board in ethnic representation of the school were within 6 percentage points of each other in terms of growth. However, four of the six ethnic groups growth scores in 2012 declined.	Reduce each identified gap by 3%.	Reduce each identified gap by 3%.	Denver Public Schools interim assessments administered in September, October, and January. Teacher generated progress monitoring tools and teacher made assessments. Middle school progress monitoring of "Write to Read" Program.	Implement the "Write to Read" program in grades 6-8. At the high school level develop a common writing rubric for scoring writing across all content areas.
Post Secondary & Workforce	Graduation Rate		n/a				
	Disaggregated Grad Rate		n/a				

Readiness	Dropout Rate	n/a				
	Mean ACT	Senior students composite scores increase in the 12th grade. In 11th grade, composite ACT test scores tend to be lower than the 12th grade scores.	DSA 11th grade students will increase their composite ACT score to 23 or higher.	DSA 11th grade students will increase their composite ACT score to 24 higher.	Kaplan Practice ACT National PSAT Test ACT Practice Test Booklet College in College Colorado on-line practice ACT test	DSA 11th grade students will be provided with multiple opportunities to engage with ACT test questions.

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: Implement the "Write to Read" program in grades 6-8.

Root Cause(s) Addressed:

- Students have not been held accountable for rigorous and consistent writing expectations beyond their language arts classes.
- Students need more consistent writing expectations across content areas, including in their Arts majors.
- Professional development for staff needs to address rigorous writing standards with a clear purpose for student writing.
- DSA teachers have not shared past student TCAP/CSAP scores with students so the students themselves know where they need to work to improve and set goals for improvement. DSA math teachers have not devised targeted progress monitoring systems to target math growth with identified groups of students.
- Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. This becomes apparent in our status scores remaining about the same, but our growth scores remaining consistently low.
- Past Professional Development has not centered on specific sets of students and how to align instruction to meet targeted standards.
- Teachers are not systematically monitoring student progress toward growth gaps.
- The "look-fors" in grading change from teacher to teacher when grading student writing, creating congruency gaps in grading.

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)
Research and present the "Write to Read" program to the administrative team at DSA.	On going from October 2012	Miranda Odom	DPS General Fund Budget	Program presented to administrative team.	*Completed*
Provide professional development on the rationale	On going from	Miranda Odom, Leni	DPS General Fund Budget	Program presented to	*Completed*

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and implementation of the "Write to Read" program to the middle school language arts teachers	October 2012	Arnett, Brian Clark, Ben Donnelly and Vivian Showalter.		middle school language arts teachers	
Provide professional development on the rationale and implementation of the "Write to Read" program to the middle school science and social studies teachers.	On going from October 2012	Miranda Odom, John Abbott, Barb Allen, Cindy Threet, Ellen Gauthier, Katie Hoff, Brian Bowick, Bill Blitch, and Lisa Vamvakias	DPS General Fund Budget	Program presented to middle school science and social studies teachers.	*Completed*
Develop a school-wide writing rubric focused on the following areas: • Purpose for Writing • Organization of Content • Pulling supporting evidence from text	On going from October 2012	William Kohut, Chad Russell, Michael Thornton, Craig Painter, Miranda Odom, Leni Arnett, Brian Clark, Ben Donnelly and Vivian Showalter.	DPS General Fund Budget	Evidence of writing rubrics in use	*Completed*
Professional Development training presented to DSA arts, social studies and science staff on writing strategies, school-wide writing expectations, and a school-wide writing rubric.	October 2012	William Kohut, Chad Russell, Michael Thornton, Craig Painter, Miranda Odom, Leni Arnett, Brian Clark, Ben Donnelly and Vivian Showalter.	DPS General Fund Budget	Identified strategies being used in classrooms as evidenced by classroom walkthroughs, evidence of more students achieving proficient on writing prompts.	*Completed*
Administer a common writing prompt every six weeks and commonly score the writing prompt using the "Write to Read" program. Implementation will occur with middle school science and social studies class from 6-8th grade, followed by common grading of writing and development of progress monitoring tools to track growth data, which will include the language arts teachers in 6th-8th grade.	On going from October 2012	John Abbott, Barb Allen, Cindy Threet, Ellen Gauthier, Katie Hoff, Brian Bowick, Bill Blitch, and Lisa Vamvakias.	DPS General Fund Budget	Writing prompts and progress monitoring tools developed with proficiency benchmarks.	*Completed*

Action Step	Timeline	Person(s) Responsible	Resources	Implementation Benchmarks	Status*
Provide professional development and observation feedback to teachers focused on differentiation through piloting the LEAP framework.	On going from October 2012	William Kohut, Miranda Odom, Richard Shaw, Mary Ellen Sweeney, Gregg Painter, Dan Nacht, Scott Shively, Keith Rice, Andrea Wiseman, Nicole Kitchen, John Abbott, Chad Russell, and Lennie Arnett.	General Fund	Staff PD Reflection forms and LEAP Observation Data	*In progress*
Meet with Write to Read teachers weekly in April to discuss changes for implementation in 2013-2014 school year.	April 2013	Administration and Language Arts teachers, social studies teachers, science teachers and arts teachers.	DPS General Fund Budget	Redeveloped tracking tools, quick formative assessments, new prompts and revised rubric	*In progress*
Develop a DSA common expectation for paragraph writing at the middle school level. Have all middle school students complete four paragraph prompts period to February 28, 2013 and score the prompts using a common rubric.	October 2012	Mirdana Odom, Lennie Arnett, Brian Clark, Vivian Showalter, and Ben Donnelly	DPS General Fund Budget	Progress Monitoring tool to track students progress.	*Completed*
Develop PLC groups that include Language Arts teachers, social studies teachers, and science teachers to review and commonly grade student writing.	On going from August 2012	Administration and Language Arts teachers, social studies teachers, and science teachers	DPS General Fund Budget	PLC, led by language arts teacher leaders, reports to administration on PLC work	*To begin in 2013-2014 school year*
Implement common collaboration time that is built into the master schedule to allow teachers time to plan, commonly score, and implement in collaborative groups	2013-2014 School Year	DSA Administration, and DSA Language Arts, Science and Social Studies staff members	General Fund	Develop common lesson structures, school-wide common expectations, examine data and write common assessments	*To begin in 2013-2014 school year*

* 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).

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Major Improvement Strategy #2: <u>Align "Essential Learning Goals" to math curriculum at both the middle school using "Connected Math" and the high school level using "IMP Math".</u>

Root Cause(s) Addressed:

- DSA teachers do not adequately differentiate instruction to meet student needs.

- DSA has not devised targeted progress monitoring systems to target math growth with identified groups of students.

- DSA teachers have not shared past student TCAP/CSAP scores with students so the students themselves know where they need to work to improve and set goals for improvement. DSA math teachers have not devised targeted progress monitoring systems to target math growth with identified groups of students.

- Past school improvement initiatives have been directed to all students within a grade level instead of targeting skills that may be "low" as assessed in a progress-monitoring tool. This becomes apparent in our status scores remaining about the same, but our growth scores remaining consistently low.

- Past Professional Development has not centered on specific sets of students and how to align instruction to meet targeted standards.

- Teachers are not systematically monitoring student progress toward growth gaps.

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)
Attend workshop on Essential Learning Goals (ELG'S)	On going from October 2012	William Kohut, Andrea Wiseman	General Fund	Share information with administrative team and math staff.	*Completed*
Align Essential Learning Goals (ELG'S), at both the middle school and high school level to the Connected Math and IMP Math curriculums.	On going from October 2012	Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite, Lynn Davies, Christopher Lyke, and Andrea Wiseman.	General Fund	PLC reviews and evidence sheet that teachers are using alignment documents when planning and assessing.	*Completed*

Provide professional development and observation feedback to teachers focused on differentiation through piloting the LEAP framework.	On going from October 2012	William Kohut, Miranda Odom, Richard Shaw, Mary Ellen Sweeney, Gregg Painter, Dan Nacht, Scott Shively, Keith Rice, Andrea Wiseman, Nicole Kitchen, John Abbott, Chad Russell, and Lennie Arnett.	General Fund	Staff PD Reflection forms and LEAP Observation Data	*In progress*
Develop "Progress Monitoring" tools to monitor progress on Essential Learning Goals (ELG'S).	On going from October 2012	Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite, Lynn Davies, Christopher Lyke, Andrea Wiseman, Richard Shaw and Jorge Loera.	General Fund	PLC reviews and progress monitoring tools (tracking tools) using goggle docs.	*Completed*
Develop teacher made assessments to assess progress on Essential Learning Goals (ELG'S) and use district interim results to determine progress.	On going from October 2012	Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite, Lynn Davies, Christopher Lyke, Andrea Wiseman, Richard Shaw and Jorge Loera.	General Fund	PLC Meetings, tracking tools in goggle documents, and evidence that interims are being analyzed and utilized for planning and grading.	*In progress*

Meet in PLC learning groups to discuss data and plan for re-teaching based on progress monitoring data.	On going from October 2012	Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite, Lynn Davies, Christopher Lyke, Andrea Wiseman, Richard Shaw and Jorge Loera.	General Fund	PLC Meetings and deep dives into interim assessment data	*In progress*
Target middle school students (grades 6,7,8) who have not made adequate progress on identified skills and provide them with specific targeted instruction in an intervention math class that meets in addition to their core academic math class.	2013-2014 School Year	Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite, Lynn Davies, Christopher Lyke, Andrea Wiseman, Richard Shaw and Jorge Loera.	DSA Friends Foundation Visiting Artist and Scholars Funds and DSA General Budget	Tracking tools and quick formative assessments. Tracking sheets that shows growth in proficiency levels of students receiving tutoring and reteaching.	*To begin in 2013-2014 school year*
Implement common collaboration time that is built into the master schedule to allow teachers time to plan, commonly score, and implement vertical alignment of curriculum in collaborative groups	2013-2014 School Year	DSA Administration, Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite	General Fund	Develop common lesson structures, school-wide common expectations	*To begin in 2013-2014 school year*
Budget for and hire a math coach to work with middle school math teachers during the 2013-2014 school year	2013-2014 School Year	DSA Administration, Ron Mediatore, Dan Nacht, Megan Altekruse, Mark Agamaite	General Fund	Develop common lesson structures, school-wide common expectations, examine data and write common assessments	*To begin in 2013-2014 school year*

Major Improvement Strategy #3: Provide opportunities for all 11th grade students to practice ACT test questions.

Root Cause(s) Addressed:

- Few 11th grade students are exposed to ACT test questions on a consistent basis prior to state ACT testing.
- Opportunities to practice ACT test questions are limited for junior students.
- Practice ACT test questions are not reviewed by academic teachers in core classes.

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)
Create a plan, with action steps, to expose junior students to multiple ACT practice tests and to review and record completion of steps through core academic teachers.	On going from October 2012	Miranda Odom, Brianne Bredenberg, and Kristen Jaramillo	General Fund	Plan implemented	*Completed*
Administer the practice Kaplan ACT Test	September 2012	Miranda Odom	General Fund	Test completed and scores returned	*Completed*
Administer the National PSAT test	October 2012	Miranda Odom	General Fund	Test completed and scores returned	*Completed*
Junior students meet in lunch time "Brown Bag" groups to discuss ACT.	April 2013	Miranda Odom, Brianne Bredenberg, and Kristen Jaramillo	General Fund	100% of students attend meeting and complete survey showing 80% satisfaction with presentation and content.	*In progress*
Junior students complete and turn in ACT Practice Booklets and teachers review sample questions in core academic classes.	November 2012	Miranda Odom and core junior academic teachers.	General Fund	90% of juniors complete and turn in practice booklets	*Completed*

Junior students begin College in Colorado ACT practice tests on-line and turn in reports to core academic teachers.	November 2012– March 2013	Miranda Odom and core junior academic teachers.	General Fund	90% of juniors complete and turn in tracking reports	*Completed*
Post-secondary readiness counselors meet with each junior student and review Kaplan and PSAT test results with students setting a composite score goal for their April test.	December 2012	Brianne Bredenberg and Kristen Jaramillo	General Fund	Tracking reports and setting of individual composite score goals.	*In progress*
After-school program for ACT test preparation that will present test-taking strategies specific to ACT style questions.	April 2012	Greg Painter, Chad Russell, Ben Donnelly, Megan Altekruse, Brianne Bredenberg and Kristen Jaramillo	SEI Grant	90% junior attendance	*In progress*
Require all junior students to take a 5 credit hour elective class in "ACT" for a pass/fail grade.	2013-2014 school year	DSA Administration and Brianne Bredenberg and Kristen Jaramillo	DSA General Budget	90% of juniors complete and turn in tracking reports	*To begin in 2013-2014 school year*

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)