

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2183** School Name: **DENVER CENTER FOR INTERNATIONAL STUDIES** Official 2014
SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

Overall, DCIS students outperformed their peers in both the District and the Network. Our challenge is not that our students perform lower than average. Rather our challenge is the gaps in performance between various subpopulations of students. There is a 40% gap in MS math scores between White and Hispanic students. HS math performance for ELL students is 14 points below the district average. ACCESS scores decreased by 20 points from 2014-2015. ACT average score decreased slightly from 21.2 to 20.9.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

As a choice school that has a specialized focus, and yet a random lottery admission process, DCIS has a very large range of students who come from extremely diverse backgrounds. Preparedness levels vary widely among students, so teachers becoming adept at differentiation and targeted supports for struggling students is key.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

The school has implemented data teams designed to keep track of student progress, as well as a series of professional development trainings around supporting students who need extra support, e.g. Targeted ELL strategy workshops for staff, and No Nonsense Nurturing training for the sixth grade team.

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

| | | |
|--|------------------|---|
| Summary of School Plan Timeline | October 28, 2015 | Initial 2015-16 UIP Draft Due for IS Review |
| | January 6, 2016 | UIP Due for ALL schools |
| | April 6, 2016 | 2015-16 UIP due; this submission will be public on Schoolview.org in May 2016 |

| Program | Identification Process | Identification for School | Directions for Completing Improvement Plan |
|--------------------------------------|--|--------------------------------------|--|
| State Accountability | | | |
| READ Act | All schools that serve students in grades Kindergarten through 3 rd Grade. | Schools serving grades K-3 | Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming . |
| Plan Type Assignment | Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness). | [Plan Type] [Year] | |
| ESEA and Grant Accountability | | | |
| 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. | Identified as a Title I Focus School | In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document. |
| Tiered Intervention Grant (TIG) | Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE. | TIG Awardee | In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document. |

School Code: [xxxx]

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| | | | |
|---|---|--|---|
| <p>Diagnostic Review and Planning Grant</p> | <p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p> | <p>Diagnostic Review Grantee</p> | <p>Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.</p> |
| <p>School Improvement Support (SIS) Grant</p> | <p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p> | <p>SIS Grantee</p> | <p>Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.</p> |
| <p>Colorado Graduation Pathways Program (CGP)</p> | <p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p> | <p>CGP Systems Change/Capacity Building School</p> | <p>In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.</p> |

School Code: [xxxx]

School Name: [Name]

Section II: Improvement Plan Information

Additional Information about the School

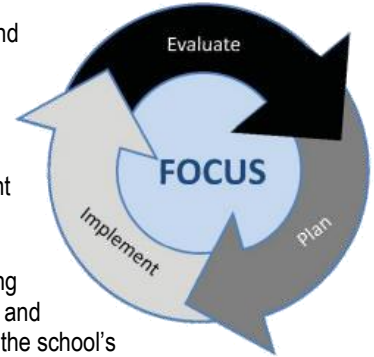
| Comprehensive Review and Selected Grant History | | |
|---|--|--|
| Related Grant Awards | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded? | |
| External Evaluator | Has the school partnered with an external evaluator to provide comprehensive 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): | | |
| <input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____ | | |
| School Contact Information (Additional contacts may be added, if needed) | | |
| 1 | Name and Title | Theresa McCorquodale |
| | Email | Theresa_mccorquodale@dpsk12.org |
| | Phone | 720-423-9100 |
| | Mailing Address | 574 W. 6 th Ave, Denver, CO 80204 |
| 2 | Name and Title | |
| | Email | |
| | Phone | |
| | Mailing Address | |

School Code: [xxxx]

School Name: [Name]

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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

| | | | | |
|--|---|---|---|--|
| <p>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., School Accountability Committee).</p> | <p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least 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.</p> | <p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p> | <p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p> | <p>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. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p> |
| <p>Narrative: General School Description DCIS is a 6-12 international studies magnet school. Our mission is to prepare students for college by developing multilingual, inter-culturally competent citizens who are actively involved in our rapidly changing world. We have a diverse student body drawing students from all over the city of Denver and beyond. DCIS is a proud member of the International Studies Schools Network, an organization devoted to preparing students to become globally competent leaders of the 21st century. In addition to an academically rigorous</p> | | | | |

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curriculum, DCIS offers students unique opportunities to explore other cultures, become proficient in any one of six different world languages, and engage in innovative, globally focused instruction. DCIS offers AP classes, ELA support, Honors classes, Concurrent Enrollment and GT support as well as a host of unique electives aligned to our mission such as Global Service Learning, Cross Cultural Communication and Passages, our signature course devoted to student independent research and student designed experiential growth opportunities.

UIP Planning Process

The UIP was developed in the 2015-16 school year in collaboration with many different stakeholders including the CSC, the faculty, the PTSA, the DCIS Leadership Team the Instructional Leadership Team and students. A thorough review of available data, including, CMAS, CMAS/PARCC, ACT AP Exams and ACCESS scores, Middle School End of Year assessments, passing rates for core courses and Student and Parent perceptions surveys formed the basis of the UIP development. DCIS continues to provide opportunities for collaboration to all stakeholders to review data, give input, provide thoughtful feedback and offer suggestions to further refine the Major Improvement Strategies. In addition several UIP work sessions for the CSC have been scheduled throughout the school year.

DCIS Demographics

DCIS has a population of 750 students in grades 6-12. 52% of the students qualify for Free and Reduced Lunch, 57% identify as minority students, and 34% are English Language learners.

Review of Current Performance

Overall Achievement has remained steady over the last 5 years, with DCIS remaining in the “Meets Expectations” or Green category consistently. Data from the 2014-15 school year is not available at this time.

| Meets Expectations | Meets Expectations | Meets Expectations | Meets Expectations | Meets Expectations |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| 2010 | 2011 | 2012 | 2013 | 2014 |

High School CMAS/PARCC

Overall ELA performance in the HS exceeds the District averages by at least 20 points in every category. ELA HS performance by subpopulations reveals higher performance of Asian, Hispanic, White and FRL students compared to the District average and a performance of ELL students that exactly matches the District average for % Met and Above.

Overall Math performance in the HS exceeds the District average for every grade in % Approaching and Above and higher in all grades except 11th grade in % Met and Above. The 11th grade % Met and Above is 7 points lower than the District average, even though the % Approaching and Above is 11 points higher. Math performance by subpopulations reveals scores higher than the District average for Asian, Hispanic, White FRL and All Students of Color. However, scores for ELL students are lower than the District average by 20 points for % Approaching and Above and by 14 points for Met and Above.

MS CMAS/PARCC

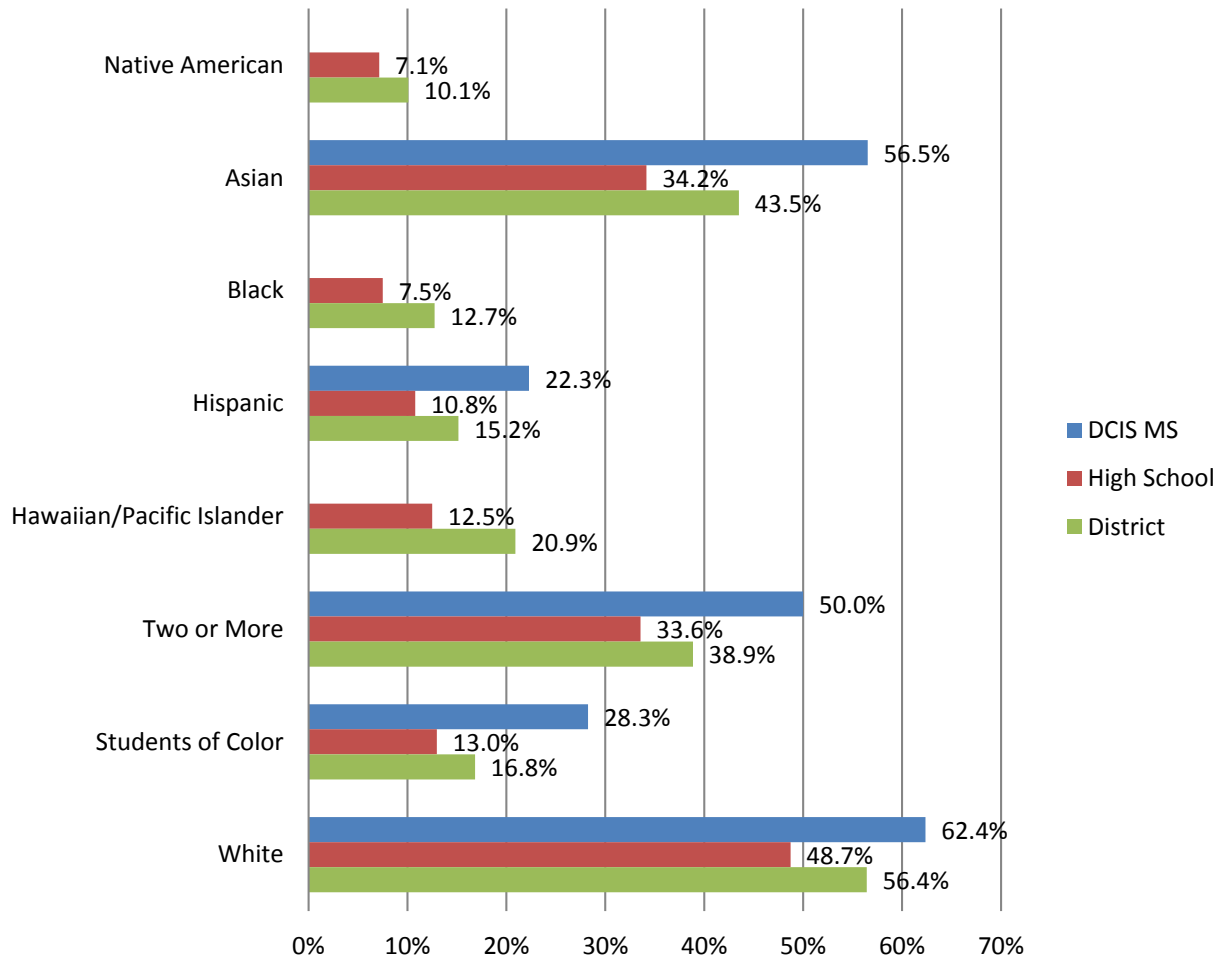
Overall ELA performance in MS exceeds the district average by 20 points. MS ELA performance by subpopulations reveals higher than District average for Asian, Hispanic Students of Color and FRL students. ELA performance for ELL students is close to the District average but slightly below by 2 points.

Overall Math performance in MS exceeds the District average. By grade levels, the 7th and 8th grade student performance in Math exceeds the District average, but scores in 6th grade are lower than the District average. Math performance by subpopulations reveals higher than District average for Asian, Hispanic, Students of Color, and FRL students. Math performance for ELL students however is slightly lower than the District average, by 4 points.

School Code: [xxxx]

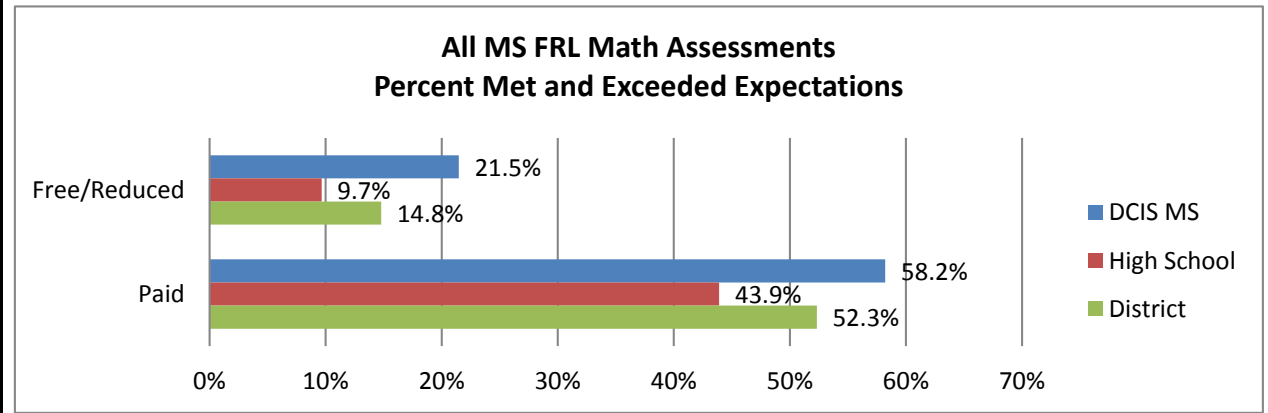
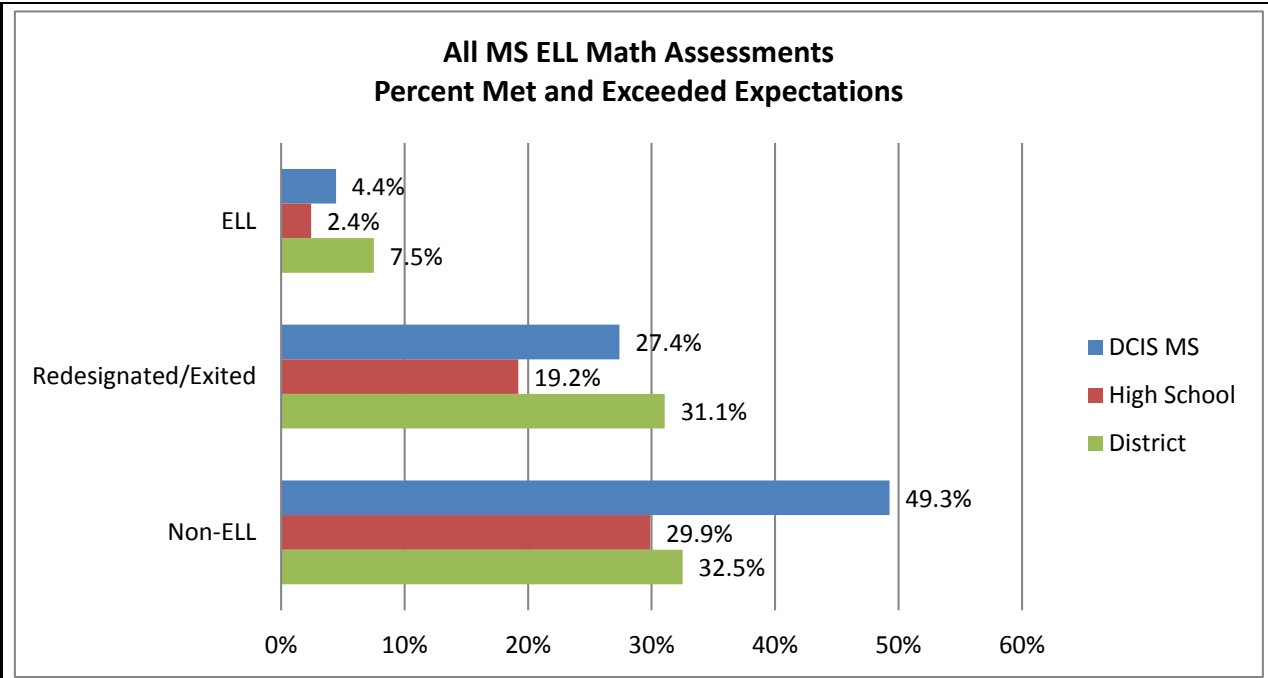
School Name: [Name]

All Middle School Math Assessments
Percent Met and Exceeded Expectations - Race/Ethnicity



School Code: [xxxx]

School Name: [Name]



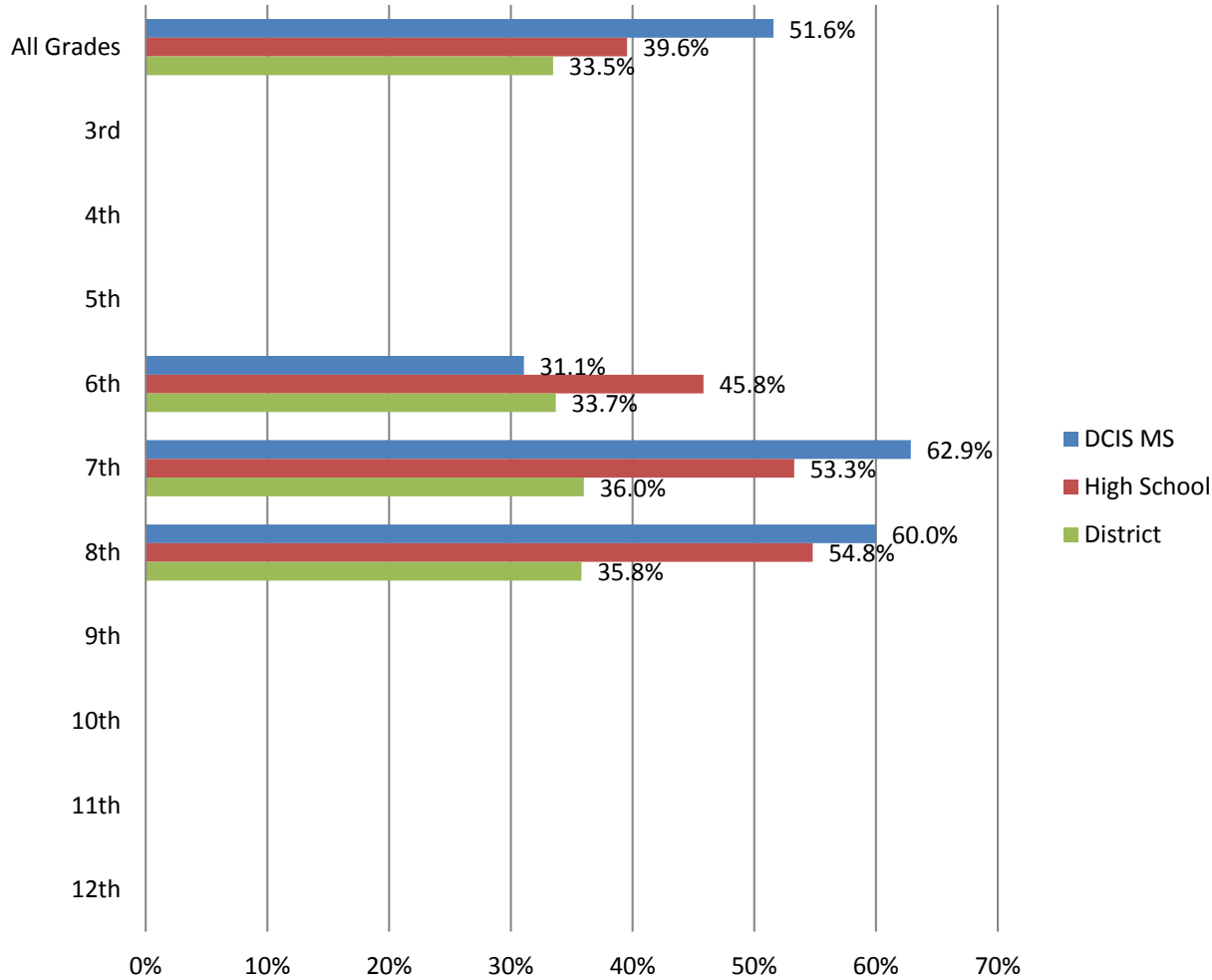
Trend Statement for Middle School Math

Middle School math scores are higher than both the Network and District averages across all subgroups and overall. However, there is a 30 point gap within DCIS between the scores of FRL/ non-FRL students and a 22 point gap between the scores of ELL/ non-ELL students. There is also a 40 point gap between Hispanic and White students.

School Code: [xxxx]

School Name: [Name]

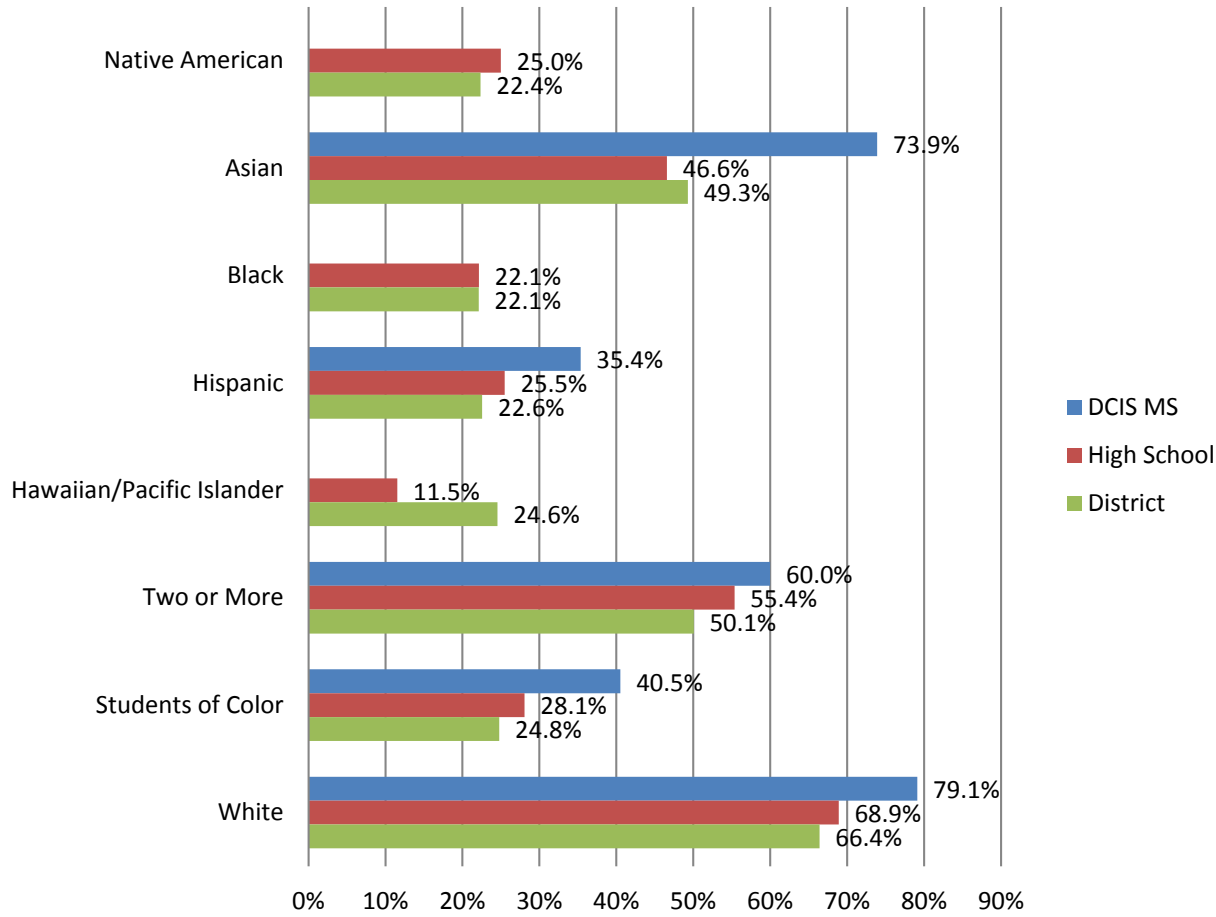
All MS ELA Assessments Percent Met and Exceeded Expectations



School Code: [xxxx]

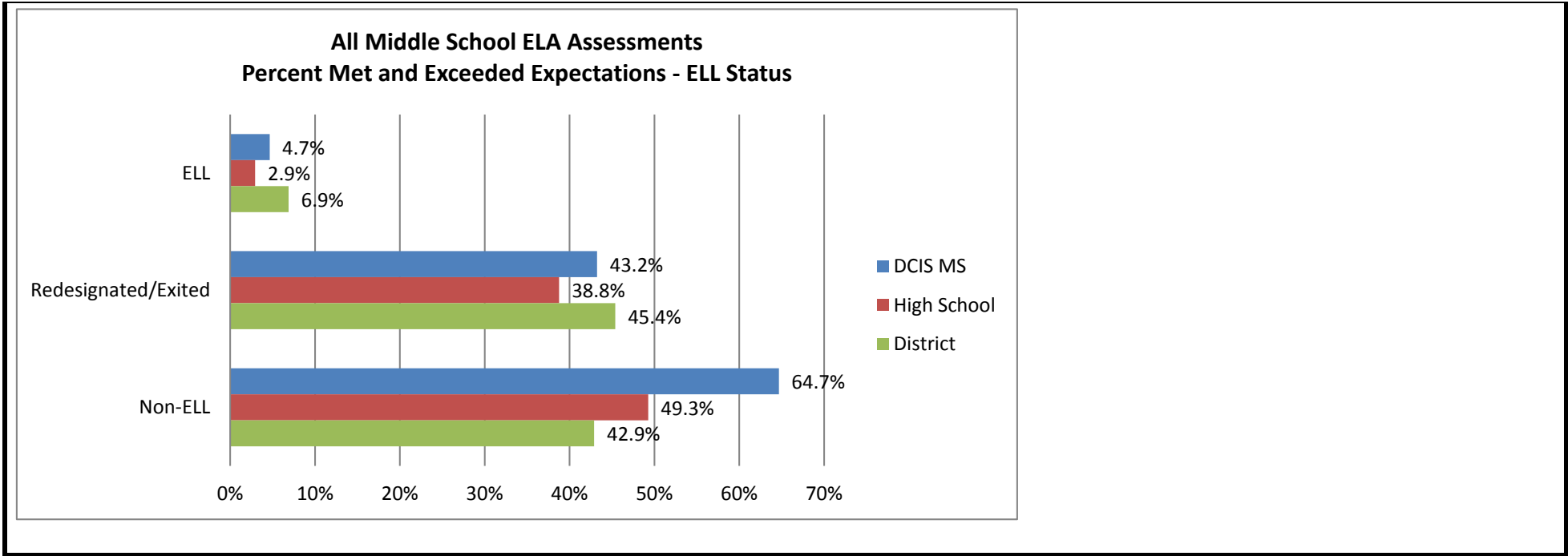
School Name: [Name]

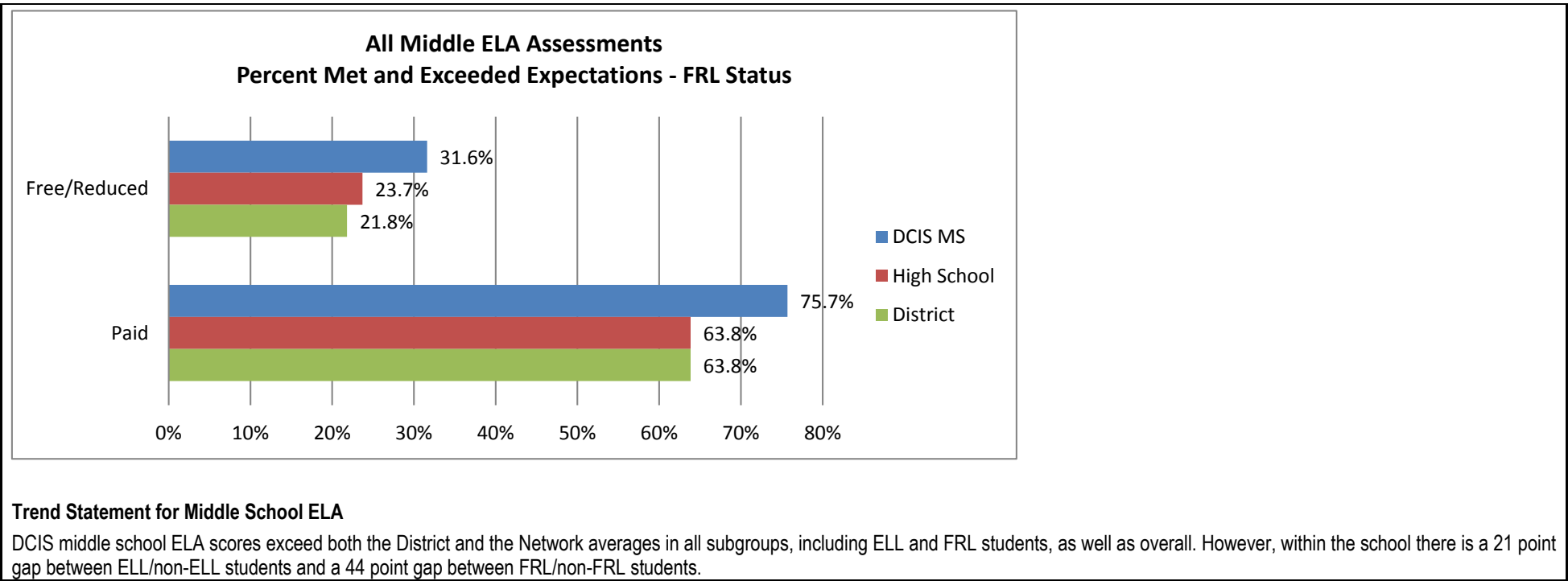
All Middle School ELA Assessments Percent Met and Exceeded Expectations - Race/Ethnicity



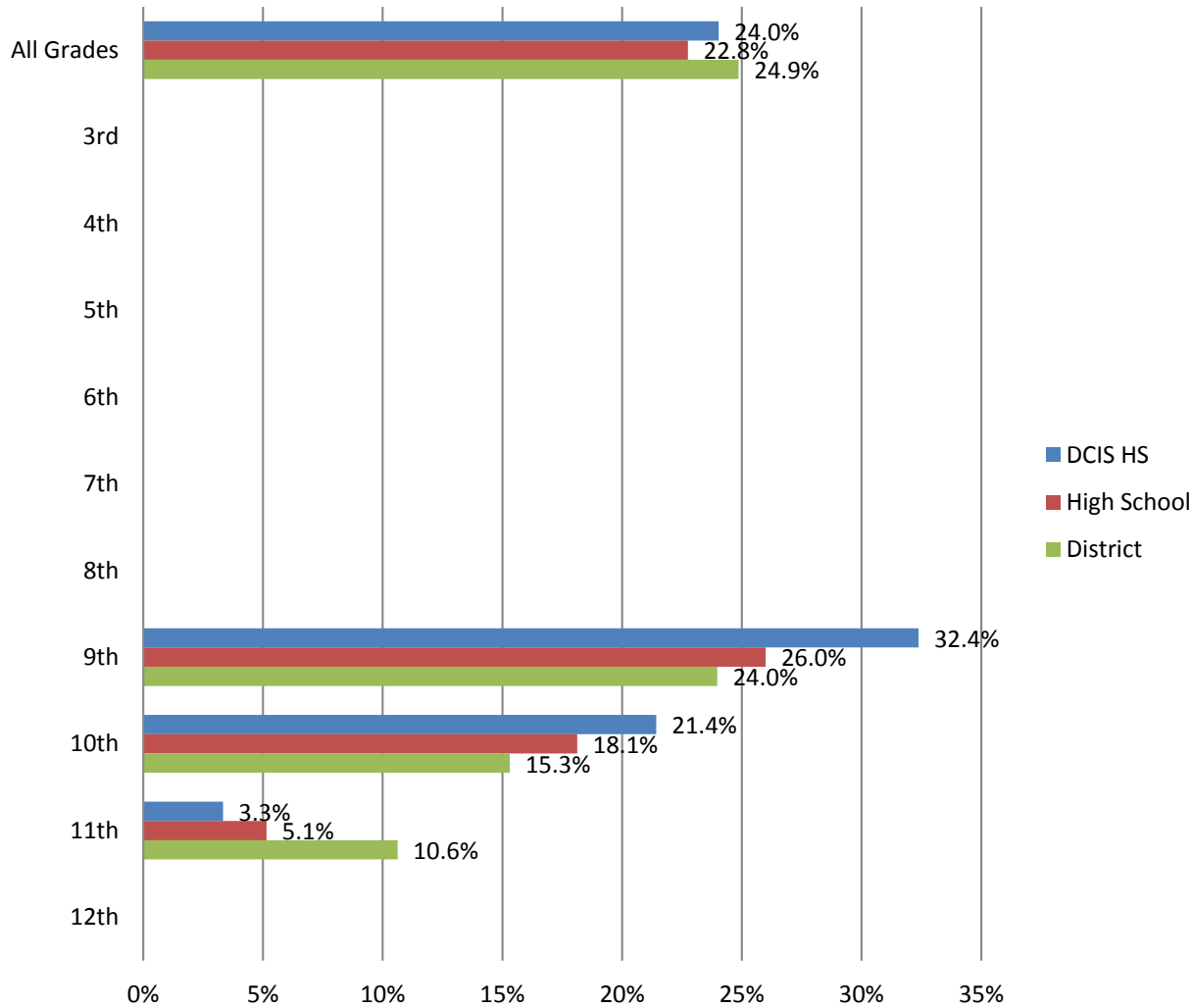
School Code: [xxxx]

School Name: [Name]





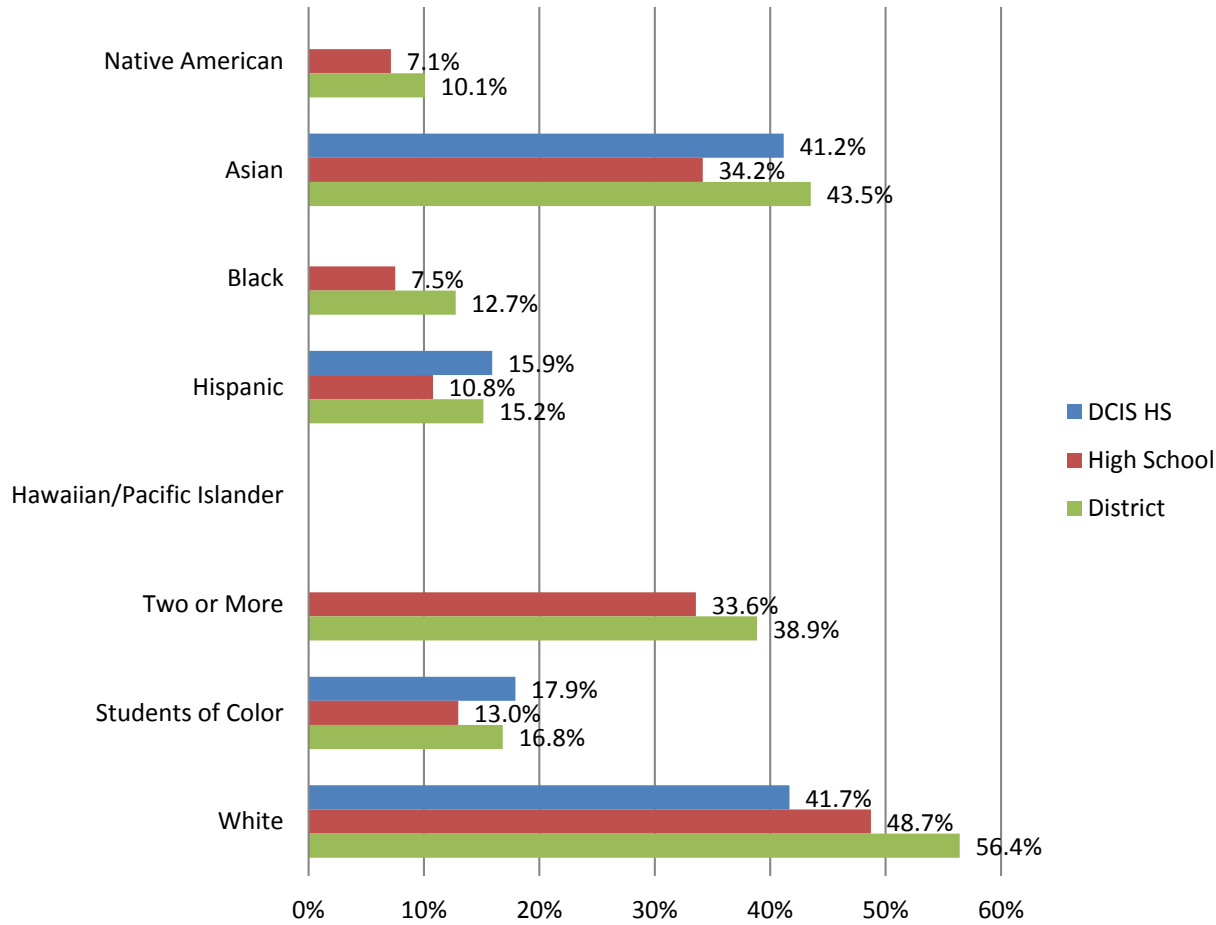
All High School Math Assessments Percent Met and Exceeded Expectations



School Code: [xxxx]

School Name: [Name]

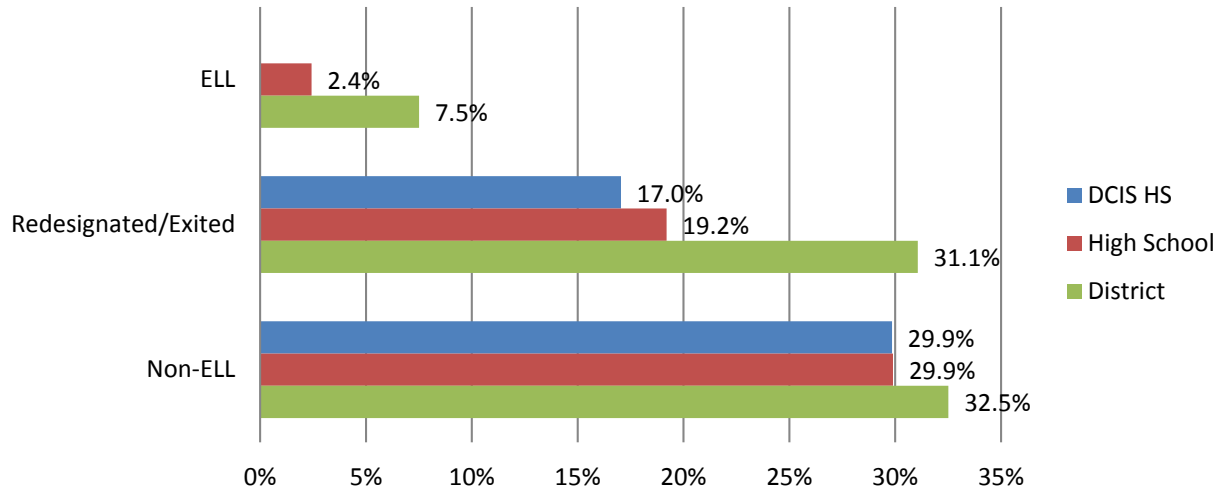
All High School Math Assessments Percent Met and Exceeded Expectations - Race/Ethnicity



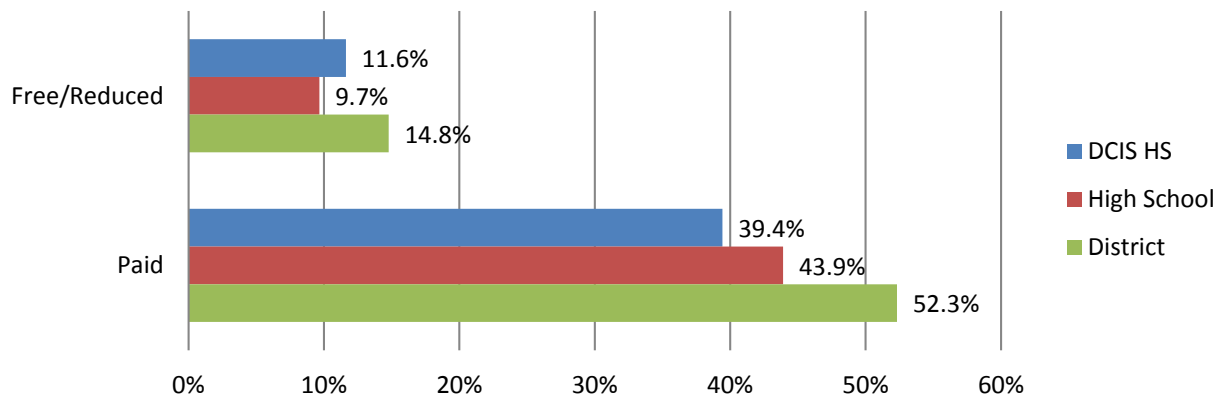
School Code: [xxxx]

School Name: [Name]

All High School Math Assessments Percent Met and Exceeded Expectations - ELL Status



All High School Math Assessments Percent Met and Exceeded Expectations - FRL Status



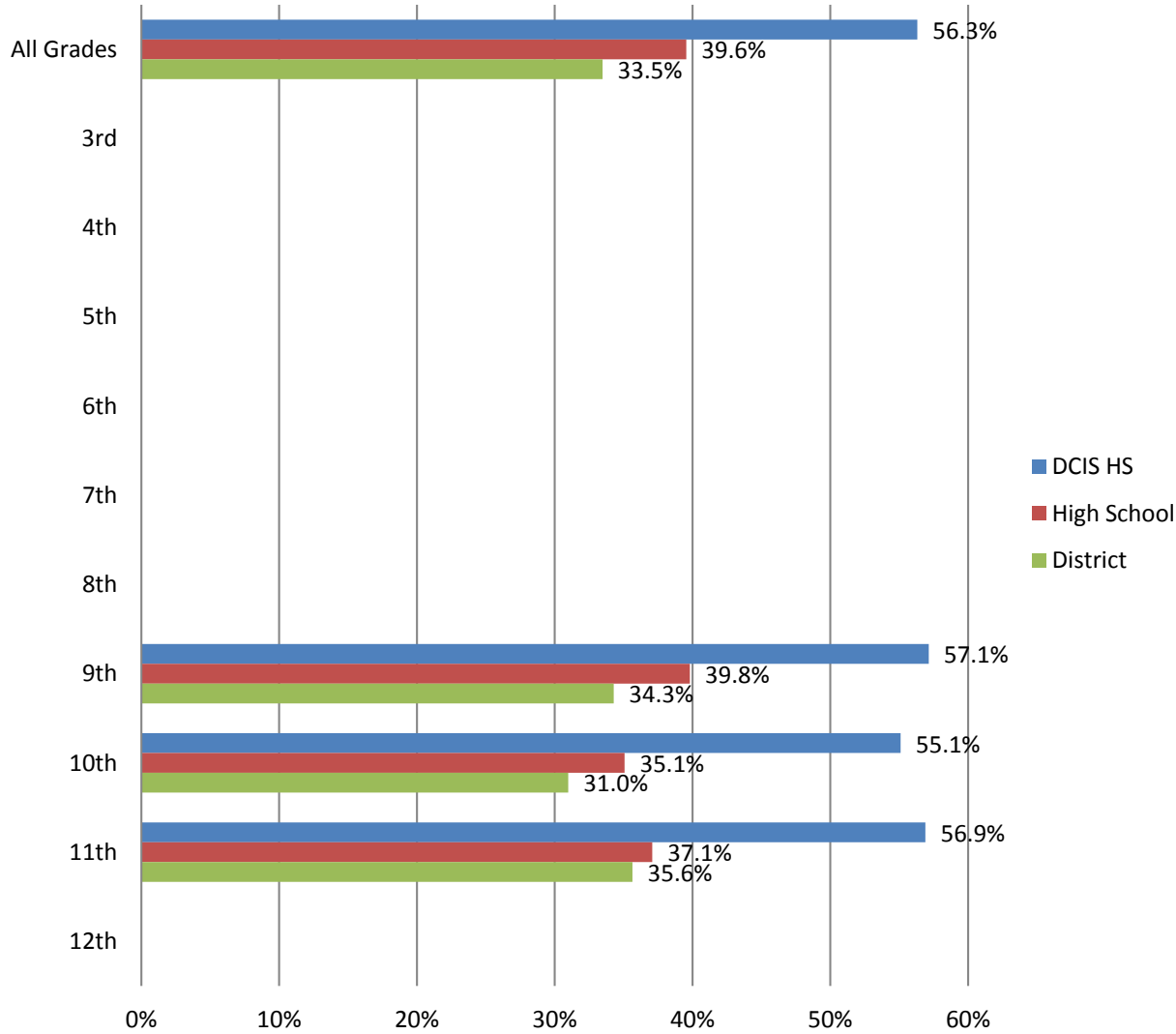
School Code: [xxxx]

School Name: [Name]

Trend Statement for High School Math

High School math performance is higher than the District average for all grades in % Approaching and Above and higher in 9 and 10th grades in % Met and Above. The 11th grade % Met and Above is 7 points lower than the District average even though the % Approaching and above for 11th grade is 11 points higher than the District average. There is a 40 point gap in High School Math performance between FRL/non-FRL students and a 12 point gap between ELL/non-ELL students. DCIS Hispanic students outperform the District average while DCIS White students' performance is below the District average.

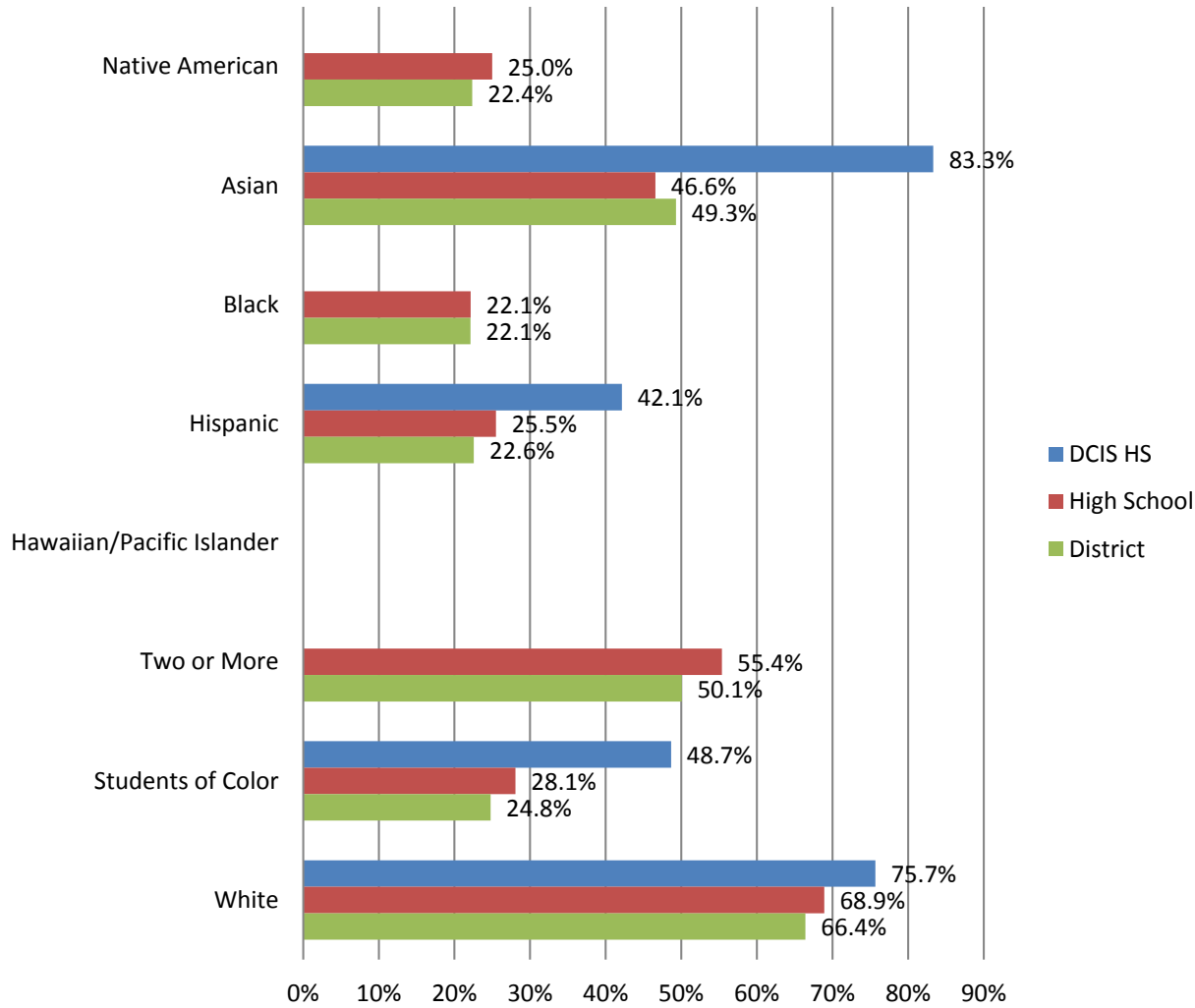
All High School ELA Assessments Percent Met and Exceeded Expectations



School Code: [xxxx]

School Name: [Name]

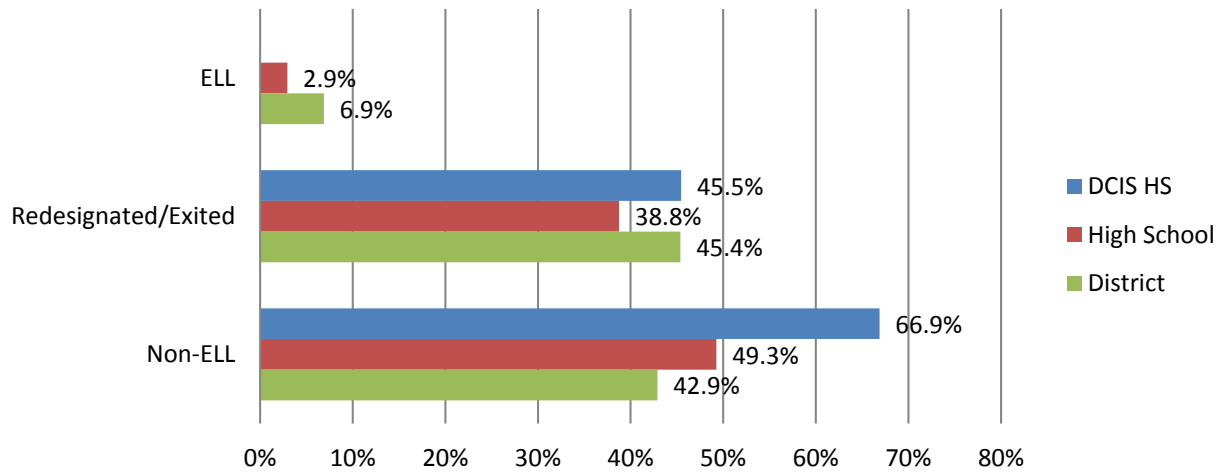
All High School ELA Assessments Percent Met and Exceeded Expectations - Race/Ethnicity



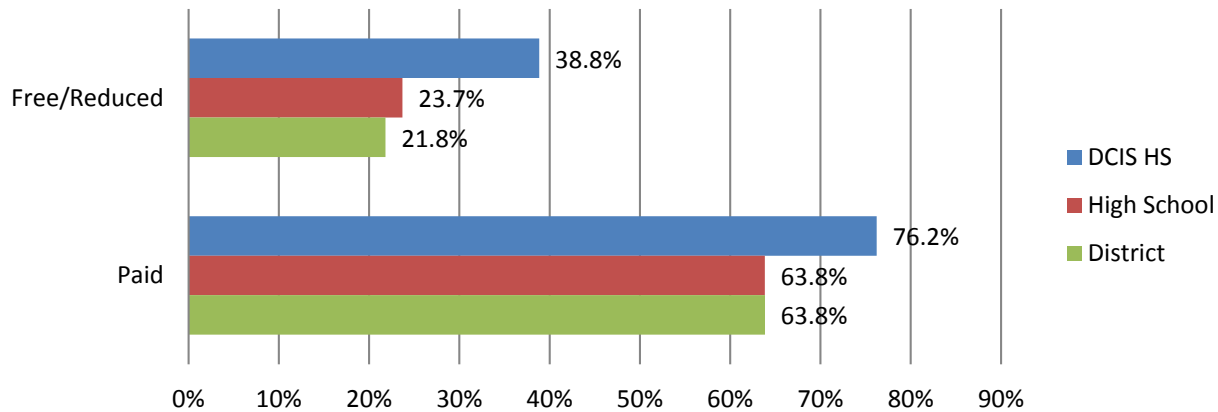
School Code: [xxxx]

School Name: [Name]

**All High School ELA Assessments
Percent Met and Exceeded Expectations - ELL Status**



**All High School ELA Assessments
Percent Met and Exceeded Expectations - FRL Status**



School Code: [xxxx]

School Name: [Name]

Trend Statement for High School ELA

Overall High School ELA performance exceeds the District and Network averages by at least 20 points in every category. Student subgroup scores are higher than the District average for Asian, Black, FRL, and White students and match the District exactly for ELL students.

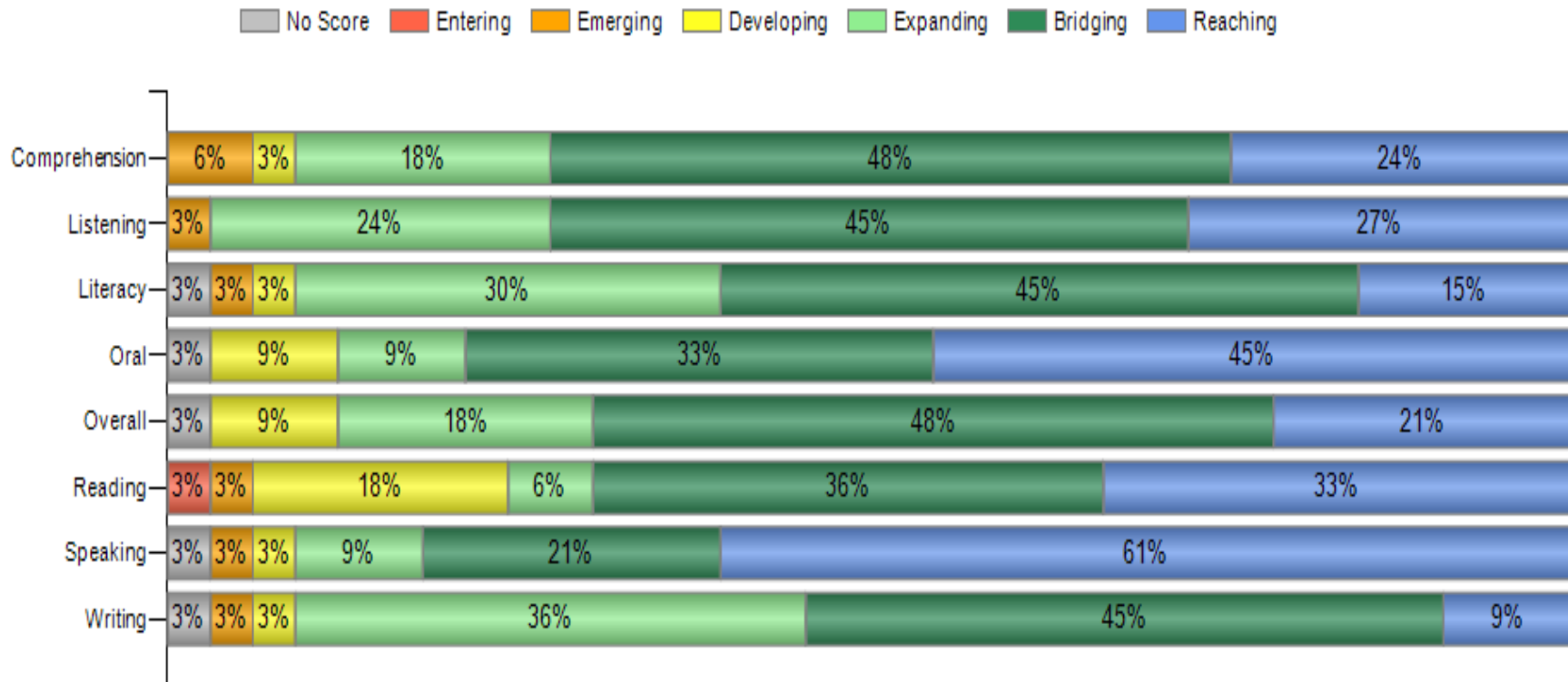
| 2015 CMAS Social Studies | | | | | |
|--|---------|---------|---------|----------|---------|
| % Strong Command & Distinguished Command | | | | | |
| School | | Region | | District | |
| % S & D | Total N | % S & D | Total N | % S & D | Total N |
| 26% | 117 | 24% | 369 | 15% | 12920 |

| 2015 CMAS Science | | | | | |
|--|---------|---------|---------|----------|---------|
| % Strong Command & Distinguished Command | | | | | |
| School | | Region | | District | |
| % S & D | Total N | % S & D | Total N | % S & D | Total N |
| 35% | 118 | 33% | 445 | 20% | 12459 |

Trend Statement for Middle School CMAS

Middle school CMAS scores from the spring 2015 test show DCIS as performing above the region and district levels for percent of Strong and Distinguished Command in both Social Studies and Science.

ACCESS
 Access Data for High School shows that overall 47% of the ELL students are achieving at level 5 or higher. For the High School, 73% of the students are at the “Bridging and Reaching” category for both Comprehension and Listening. For the Speaking section, 82% of the students scored at “Bridging and Reaching.” Writing scores show 55% and Literacy shows 61%, both of which are lower than the Comprehension, Listening or Speaking sections. High School scores in all area exceed the District averages by at least 20 points. Writing, while lower than other areas for DCIS is 43 points higher than the district average. Writing and Literacy are our lowest scores but are still 40% points higher than the district average.



School Code: [xxxx]

School Name: [Name]

Access data for Middle School show 76 % Bridging and Reaching for Listening and Speaking and 80% for Oral. Comprehension scores are at 54% while Reading scores are significantly lower at only 28%. DCIS ACCESS scores for middle school exceed the District averages in all areas except for Reading.

DCIS MS - 431 Overall

| | CELA | ACCESS | CELA-ACCESS | ACCESS | ACCESS | ACCESS | ACCESS |
|--------------|-------------|---------------|---------------------|---------------|---------------------|---------------|---------------------|
| Grade | 2012 | 2013 | 12-13 Change | 2014 | 13-14 Change | 2015 | 14-15 Change |
| 06 | * | * | * | * | * | * | * |
| 07 | * | * | * | * | * | * | * |
| 08 | * | * | * | * | * | * | * |
| All | 60.0 | 38.0 | -22.0 | 62.0 | 24.0 | 42.0 | -20.0 |

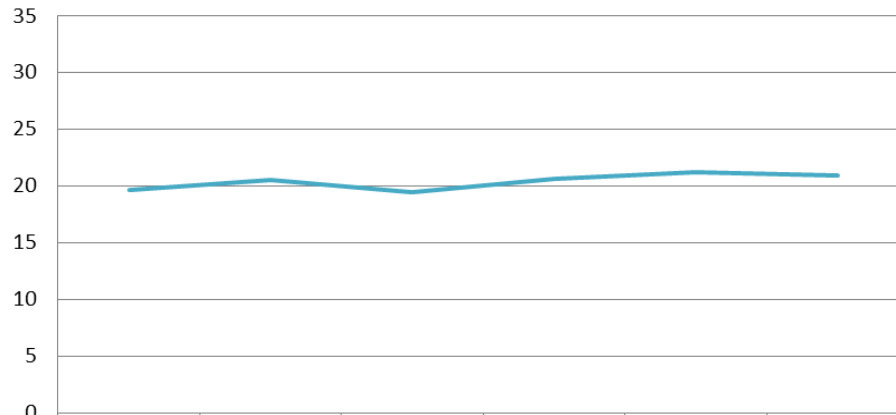


College Career Readiness Trends

Graduation: DCIS's graduation rate has remained stable over the past three years and at 95% exceeds state, federal and DPS targets. Average ACT scores have remained close to the same for the last several years, with a slight drop in 2015 from 21.21 to 20.93.

COACT Average Composite

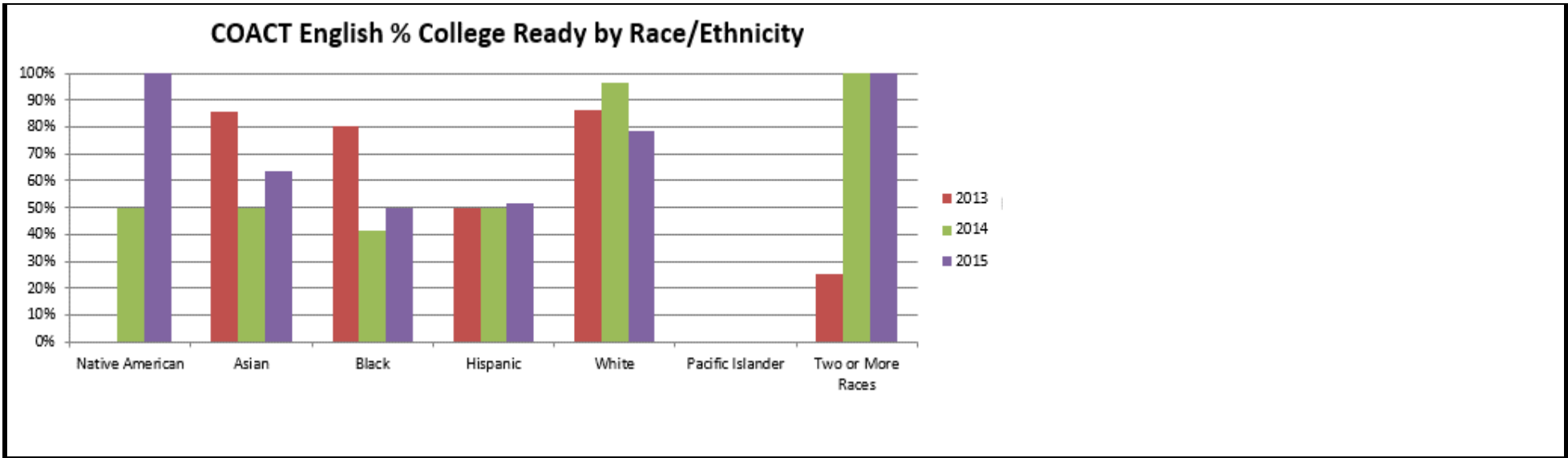
— COACT Average Composite



| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------------|-------|-------|-------|-------|-------|-------|
| COACT Average Composite | 19.59 | 20.50 | 19.40 | 20.57 | 21.21 | 20.93 |

Trend Statement for ACT

There continues to be significant gaps in achievement between the student sub populations. Achievement on ACT for DCIS students who qualify for free and reduced lunch and are minorities is significantly lower than other comparative groups.



Performance Challenges and Root Causes

Performance Challenge for Achievement:

Although overall math achievement levels, as well as achievement levels for almost every student subgroup are above the District average, achievement of ELL students in math, for High School and is significantly lower than the District average. IN addition, the gap between ELL and non-ELL students for HS math is 14 points and the gap between Hispanic and White students for math in middle school is 40 points . *Root Cause:* Prior to 2014—15 school year, students were allowed to advance through middle school math classes without a rigorous placement test process, such that many students in high school were missing the proper background knowledge in middle school math to be successful in high school math.

Performance Challenge for Post-Secondary Readiness:

The performance gaps between FRL/non-FRL and minority/non-minority student performance on ACT are big gaps. All gaps are close to or above 40 points and have increased across all content areas in the last two years. *Root Cause:* DCIS provided limited, targeted ACT support based on the Princeton Review fall data in preparation for spring.

School Code: [xxxx]

School Name: [Name]

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan) | Performance in 2014-15? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|-------------------------------------|--|---|---|
| Academic Achievement (Status) | Targets set for 2014-2015 were based on TCAP scores and do not apply | School received higher than the district and Network average on CMAS scores in all areas | CMAS scores showed higher than District and Network averages, but still showed gaps between student subpopulations |
| | | | |
| Academic Growth | Growth percentile of 62% | No. Our ACCESS growth decreased from 62% to 42% | DCIS received a significant increase in the number of ELL students in the 2014-15 school year. Increased efforts are underway to address this need. |
| | | | |
| Academic Growth Gaps | | | |
| | | | |
| Postsecondary & Workforce Readiness | ACT average score increase from 21 to 22 | Target was not met as the overall score decreased slightly from 21.2 to 20.9 | 2014-15 marked the first year that DCIS provided students with targeted ACT support. These efforts increased in 2015-16, which should yield increases for this class. |
| | | | |

School Code: [xxxx]

School Name: [Name]

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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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) | Overall ELA performance in HS exceeds the district averages by at least 20 points in every category. ELA performance in HS by subgroups shows higher than district averages for Asian, Black, White, Free and Reduced Lunch and Students of Color. However, ELA performance for ELL students exactly matches the district average. There are significant performance gaps within the school between FRL/non FRL students and ELL/non-ELL students. | There is a 40% gap in MS math scores between White and Hispanic students. HS math performance for ELL students is 14 points below the district average. | :Prior to 2014—15 school year, students were allowed to advance through middle school math classes without a rigorous placement test process, such that many students in high school were missing the proper background knowledge in middle school math to be successful in high school math. In addition middle school students need more ELL support in their math classes. |
| | Overall HS Math performance is higher than the district average for all grades. The 11 th grade % Met and Above is 7 points lower than the district average, even though the % Approaching and Above is 11 points higher. HS Math performance for Asian, Hispanic, White, Students of Color and FRL students are all higher than the District average. However HS Math performance for ELL students is lower than the District average by 20 points. | | |
| | | | |

School Code: [xxxx]

School Name: [Name]

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|-------------------------------------|---|--|--|
| Academic Growth | ACCESS Middle School Performance decreased by 20 points from 2014-2015, but is still 4 points higher than performance in 2013. Reading is the lowest performance area. | ACCESS scores decreased by 20 points from 2014-2015. | The school has since a rapid increase in both the number of ELL students overall as well as an increase in the number of students who are at a level 3 or below for proficiency. |
| Academic Growth Gaps | | | |
| Postsecondary & Workforce Readiness | DCIS ACT scores are higher than the District average in all areas and across all subgroups. The performance gaps within DCIS between FRL/non-FRL and minority/non-minority student performance on ACT are big gaps. All gaps have increased across all content areas in the last two years. | The gaps between students subgroups are increasing. | DCIS provided limited, targeted ACT support based on the Princeton Review fall data in preparation for spring. |
| | | | |

School Code: [xxxx]

School Name: [Name]

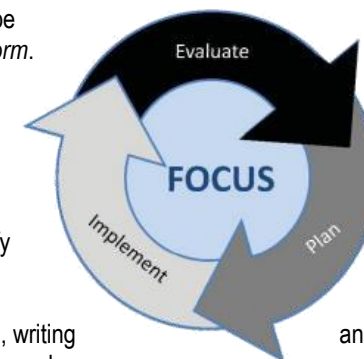
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Code: [xxxx]

School Name: [Name]

School Target Setting Form

| Performance Indicators | Measures/ Metrics | Priority Performance Challenges | Annual Performance Targets | | Interim Measures for 2015-16 | Major Improvement Strategy | |
|-------------------------------|--|---------------------------------|---|--|--|---|--------|
| | | | 2015-16 | 2016-17 | | | |
| Academic Achievement (Status) | CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures | ELA | Although overall achievement levels are above state and federal targets, achievement of disaggregated groups (FRL, ELL and Minority students) is significantly lower than students who are not in these subgroups in reading, writing and mathematics | 47% Met/Exceeds for MS ELA 61% Met/Exceeds for HS ELA | 62% Met/Exceeds for MS ELA 65% Met/Exceeds for HS ELA | Unit assessments, teacher assessments, performance outcomes, ISSN rubrics. Intentional unit planning to include supports for specific groups of students | MIS #1 |
| | | READ | See above | | | See above | |
| | | M | See above | 59% Met/Exceeds for MS Math 34% Met/Exceeds for HS Math | 50% Met/Exceeds for MS Math 38% Met/Exceeds for HS Math | See above | |
| | | S | See above | | | See above | |
| Academic Growth | Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures | ELA | | ACCESS Growth of 52% | ACCESS Growth from 62% to | See above | |
| | | M | | | | | |
| Academic Growth Gaps | Median Growth Percentile, local measures | ELA | | | | | |
| | | M | | | | | |

School Code: [xxxx]

School Name: [Name]

| | | | | | | |
|---|--------------------|--|-------------------------------------|---|---|--|
| Postsecondary & Workforce Readiness | Graduation Rate | | 94% | 95% | | |
| | Disag. Grad Rate | | | | | |
| | Dropout Rate | | 1% | 1% | | |
| | Mean CO ACT | The gaps between FRL/non-FRL and minority/non-minority student performance on ACT are close to or above 40 points and have increased across all content areas in the last two years. | Reduce gaps by 10 percentage points | Increase Reading and Math mean ACT scores by 2 points | Targeted ACT prep practice in all junior advisements, weekly. Specific feedback provided to students individually via Princeton Review data. ACT support program provided to all junior students. | |
| | Other PWR Measures | | | | | |

School Code: [xxxx]

School Name: [Name]

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Implement a Student Driven Data Informed Instructional System focused on Unit Planning and Formative Assessment Strategies That Results in Improved Achievement for All Students

Root Cause(s) Addressed: ___ Data driven instruction, grounded in unit planning and looking at student work are relatively new practices for our staff.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-------------|----------------|---|--|---|--|
| | 2015-16 | 2016-17 | | | | |
| Establish structures to support implementation of an effective student driven, data informed system. | August 2015 | Revisited 2016 | School Leaders, Instructional Leadership Team, Data Assessment Partner, Teacher Effectiveness Coach | Local Budget Data conversation protocols Results from teacher assessments/Interims | <ul style="list-style-type: none"> Develop a master schedule that provides common planning time for teachers Implement regular data conversations with teachers, tied to student achievement Increase teacher collaboration in grade level teams | Completed for 2015-16 In progress for 2016-17 |

School Code: [xxxx]

School Name: [Name]

| | | | | | | |
|---|-----------|--------------|--|--|---|-------------|
| Provide observation feedback to teachers in alignment with the coaching cycle. | | | School Leaders, Differentiated Roles teachers. TEC | Coaching cycle feedback forms, LEAP rubric | <ul style="list-style-type: none"> • Establish Coaching Cycles and LEAP cycles for observations • Calibrate as an Instructional Leadership Team • Introduce data and SLO elements into feedback conferences • Provide at least two observations with feedback for each coaching cycle and at least one full LEAP and two partials (or a second full) during the LEAP cycles throughout the year | |
| Develop common system for documenting both coaching cycle and LEAP cycle feedback | | | Admin team, Differentiated Roles teachers. Teacher Effectiveness Coach | SchoolNet for both scored and non scored (coaching cycle) observations | <ul style="list-style-type: none"> • Hold data conferences with teachers to include observation feedback and conferences around student data. • Provide feedback for teachers on their monitoring of all students' progress | In progress |
| Develop School wide plan for standards based Unit Planning | Fall 2015 | Revisit 2016 | Admin team, Differentiated Roles teachers. | UBD templates, DCIS Unit planning form, ISSN I Can statements | <ul style="list-style-type: none"> • Work in departments to establish standards based unit plans for every teacher | In progress |

School Code: [xxxx]

School Name: [Name]

| | | | | | | |
|--|-----------|------|---|--|---|---|
| | | | Teacher Effectiveness Coach | | <ul style="list-style-type: none"> Align assessments to unit plans Develop scoring rubrics for standards aligned tasks. | |
| Align Student Learning Objectives to the standards for each course | Fall 2015 | 2016 | Teachers Differentiated Roles teachers. Teacher Effectiveness Coach, School Leaders | | <ul style="list-style-type: none"> SLO training provided to staff Body of evidence review as teacher teams, and discussion with appraisers Use District PD days for review of student data, aligned to SLOs. | Completed for Fall 2015 in progress for Spring 2016 |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #2: Increase Rigor of Instruction Aligned to the Common Cored Based ISSN Curriculum Frameworks
Root Cause(s) Addressed: Prior to the 2013-14 school year there was no specific data based outreach to subpopulations.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|--|-----------|---------|--|---|--|--|
| | 2015-16 | 2016-17 | | | | |
| Common planning time for grade level teams to focus on interdisciplinary planning and ISSN tasks | Fall 2015 | | Teachers, Teacher Leaders School Leaders | ISSN materials Graduate Portfolio System Performance Rubrics "I Can" statements | <ul style="list-style-type: none"> Grade Level teams meet every other week for 100 minutes Provide common PD time, as approved by the SLT designated to work on ISSN alignment | Completed for 2015-16 In progress for 2016-17 |
| Departments meet two Wednesdays a month to discuss strategies, look at trends and adjustments to instruction as needed | Fall 2015 | | Teachers, Teacher Leaders School Leaders | <ul style="list-style-type: none"> ISSN PD on the Four Domains of Global Leadership and SAGE Designated PD time for this work Staff Retreat time | Formative assessments aligned to SAGE, and instructional practices focused on the 4 domains of Global Leadership | In progress and ongoing |
| Create and implement organizational systems to support our mission as an ISSN school via Advisement | Fall 2015 | | Advisors, ISSN Coordinator, School Leaders | One hour every two weeks of time for advisors of the same grade level to plan | Common planning time dedicated to Advisement by grade level teams of advisors <ul style="list-style-type: none"> Provide clear structures for | In progress and ongoing |

School Code: [xxx]

School Name: [Name]

| | | | | | | |
|---|--------------------|---|---------------------------------|---|--|---|
| | | | | | <ul style="list-style-type: none"> Advisement, aligned to ISSN work Specific PD regarding use of time during Advisement Regular monitoring of Advisement classes and curriculum | |
| Summer PD Staff retreat | planning | Set for August 2016 | Principal, Assistant Principals | Funding to pay teachers for retreat time, ISSN materials, Advisement specific materials | <ul style="list-style-type: none"> Retreat Dates sent out to all staff Funding secured to pay staff Agenda for the two day time period set | In planning stages for August 20116 |
| DCIS Course of Study Aligned by Grade Level | Draft Version sent | Course of Study in place for all grade levels | Principal, Counselors | DCIS diploma requirements, and corresponding documents | <ul style="list-style-type: none"> Course of study shared with students, parents, staff Course of study used to select courses during Choice of Studies process Course of study posted online | <ul style="list-style-type: none"> Plan shared with staff Plan to be shared with parents Fall 2015 Plan in use spring 2016 for course of study process |

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

School Code: [xxxx]

School Name: [Name]

Major Improvement Strategy #3 Improve Post-Secondary Readiness for all DCIS students__

Root Cause(s) Addressed: DCIS did not provide any specific, targeted ACT support based on Princeton Review fall data in preparation for spring, prior to the 2015-16 school year

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|--|-------------------------------------|---------------------------------------|--|--|--|
| | 2015-16 | 2016-17 | | | | |
| Improve ACT scores for all Juniors <ul style="list-style-type: none"> • Embed ACT practice in English and Math • Engage students in understanding Princeton Review data and provide opportunities during Advisement for students to focus on their data results. • Provide ACT preparation activities in the fall and spring • Begin ACT PrepMe program during junior Advisement Provide training for junior Advisors in the fall | ACT practice tests March and April 2016 | Princeton Review set for Sept. 2015 | Junior Advisors, College Counselor | Princeton Review scores. ACT Prep ME program | <ul style="list-style-type: none"> • Increase in the average ACT score from 21.93 to 21.5 • Decrease the gap between % College Ready ACT English for minority and non minority students from 30 points to 22 points • Decrease the gap between % College Ready ACT Reading for minority and non minority students from 35 points to 25 points • Decrease the gap between % College Ready ACT Math for minority and non | <ul style="list-style-type: none"> • In progress spring 2016 • In progress • Begun in fall 2015 |

School Code: [xxxx]

School Name: [Name]

| | | | | | | |
|----------------------------|--------------------------------------|-------------------------------|--|---|---|---|
| | | | | | <p>minority students from 40 points to 30 points</p> <ul style="list-style-type: none"> • Decrease the gap between % College Ready ACT Science for minority and non minority students from 30 points to 25 points • | |
| Increase AP Pass rate | Targeted review sessions spring 2015 | Fall and spring 2015-16 | AP teachers | AP materials, released exams SEI funds to pay for review sessions | <ul style="list-style-type: none"> • All AP teachers give AP practice tests, including released AP exams • Provide opportunities for online AP practice. • Provide one AP review session per month from January-April • Provide targeted AP review sessions for juniors and seniors during 9th and 10th grade testing windows | <ul style="list-style-type: none"> • Practice AP exams held in multiple Saturday sessions spring 2016 • Monthly review sessions begun spring 2016 |
| Improve ACT Science scores | | Training for science teachers | Science Department, Assistant Principals | Review materials for ACT scienc | <ul style="list-style-type: none"> • Provide training for science teachers on what exactly is covered on the Science ACT | <ul style="list-style-type: none"> • Ongoing with Science department and further planned for spring 2016 |

School Code: [xxxx]

School Name: [Name]

| | | | | | | |
|--|--------------------------------|----------------|---|--|--|--|
| <p>Refine and improve our system to monitor and increase On Track to Graduate rates.</p> | <p>Fall 2015 degree checks</p> | <p>ongoing</p> | <p>Senior advisors, counselors, APEX teachers. Connections teachers</p> | <p>ICAP, On track to graduate software, updated transcripts, D/F reports</p> | <ul style="list-style-type: none"> • Develop specific credit check system for all grades, and share with corresponding grade level Advisors. • Offer APEX classes as needed. • Monitor student progress via Advisement • Special attention given to degree progress for seniors in the fall via Connections class. • Careful consideration of summer school planning for students missing credits • Share D/F list with all Advisors | <ul style="list-style-type: none"> • Junior and Senior credit check system in place • Fall 2015 developed 9-12 credit check system |
|--|--------------------------------|----------------|---|--|--|--|

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)

School Code: [xxxx]

School Name: [Name]

- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

School Code: [xxxx]

School Name: [Name]