

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **2184** School Name: **DENVER SCHOOL OF THE ARTS** Official 2014 SPF:

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.*

The percent of high school SPED students scoring proficient or advanced in reading has remained stagnant over time.

The percent of high school SPED students scoring proficient or advanced in math is below non-SPED students.

Median Growth Percentiles in MS math increased significantly in 2014; we need to sustain this high growth over an extended period of time.

The percent of DSA students who graduate college and career ready as measured by ACT benchmarks is lower in math and science.

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.*

DSA teachers need more specific professional development focused on rigor and differentiation for students who struggle with mastery of specific standards.

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.

Teachers need support to systematically monitor student progress toward growth gaps.

Hired a MS Math Coach who is working with MS math teachers.

Focused on progress monitoring essential learning goals and providing instructional adjustments.

Shifting to Common Core Math Standards.

DSA needs support in differentiating instruction to meet student needs.

Teachers need support to systematically monitor student progress toward growth gaps.

There is no instructional coach for HS Math.
 DSA students overall need more practices claim, evidence, reasoning.
 Opportunities to practice ACT test questions are limited for junior students.
 Practice ACT test questions are not reviewed by academic teachers in core classes.
 There is not enough incorporation of ACT standards across all core subjects and ACT styles question used in both core and AP classes.

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.*

High School Math Teachers are incorporating the use of ELG quizzes in both the 9th and 10th grade level for each unit of instruction in Algebra 1 and Geometry.

DSA teachers are incorporating claim, evidence, and reasoning into their Student Learning Objectives (SLO); as well as, placing greater emphasis on support evidence with text.

All junior students are enrolled in, and completing an ACT Prep class.

Academic teachers are deliberately inserting ACT style questions into their assessments.

Academic teachers have aligned district scope and sequence with ACT standards to make correlations in addressing content and standards.

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

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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	
	January 6, 2016	
	April 6, 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.

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Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Diagnostic Review Grantee	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.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	SIS Grantee	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.
Colorado Graduation Pathways Program (CGP)	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.	CGP Systems Change/Capacity Building School	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.

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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 checked="" 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: _____	

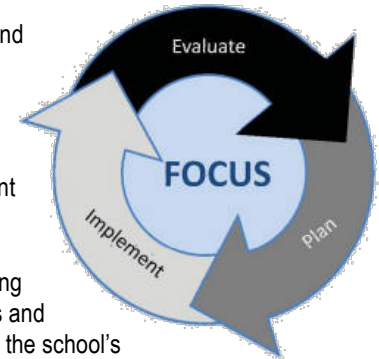
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	William Kohut, Principal
	Email	william_kohut@dpsk12.org
	Phone	720-424-1700
	Mailing Address	7111 Montview Blvd, Denver, CO 80220
2	Name and Title	Mandy Ann Berg, Parent
	Email	
	Phone	720-424-1700
	Mailing Address	7111 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.



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.

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).	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.	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.	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.	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.
Narrative: School Narrative: <p>Denver School of the Arts (DSA) was founded in 1991 for 6th through 12th graders with the purpose of allowing students to develop their artistic talents and goals. DSA 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</p>				

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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. Students devote a minimum of 110 minutes per day to their artistic classes, and prospective students audition for Denver School of the Arts in one of eleven arts majors and for acceptance into the school based on a highly competitive process. Each year over 1,000 students audition for approximately 250 open seats. 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. DSA students rank among the top 5% of schools in Colorado on the ACT with an average composite score of 23 and was ranked as one of the 200 “Best High Schools in America” by U.S. News and World Report and awarded their a gold medal in 2013.

DSA currently has 1081 active registered students ranging from sixth (6) to twelfth (12) grade. The enrollment breakdown is 653 students at the high school level and 428 at the middle school level. Approximately 14% of our students qualify for Federal Free and Reduced Lunch, 8% are English Language Learners, 2% qualify for Special Education Services and 22% are Minority Students.

UIP Planning Process:

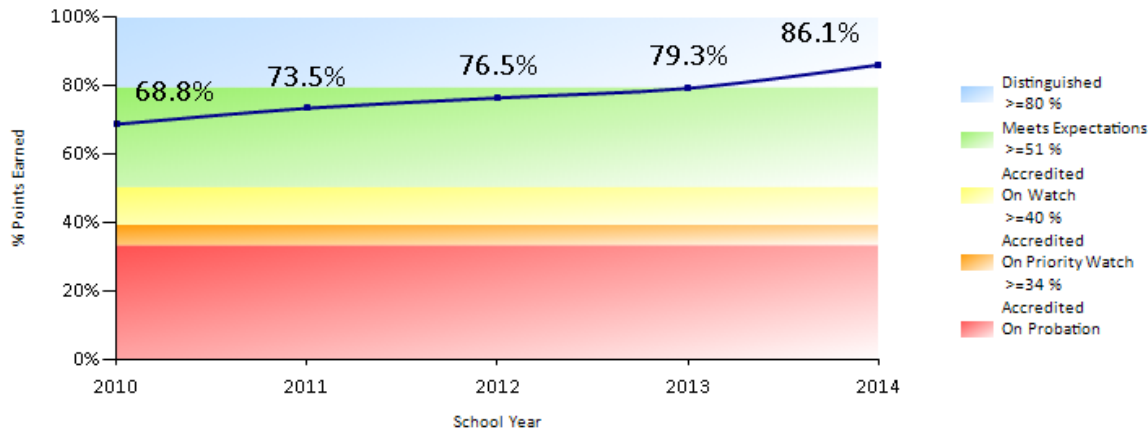
During the 2014-2015 school year, the DSA administration hosted opportunities for teachers, parents and community members to participate in the data analysis, identification of priority challenges, root cause analysis and development of action steps for a two year period of time, 2014-2015 and 2016-2017. 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 monitor the progress of major improvement strategies. In the 2015-2016 school year the data review will become more of a challenge with the change in testing regulations and release of data. The DSA Administration, Teacher Leaders, and CSC Committee will continue to review data as it becomes available and will make necessary adjustment to classroom practice throughout the 2015-2016 school year.

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Current Performance:

School Performance Framework:

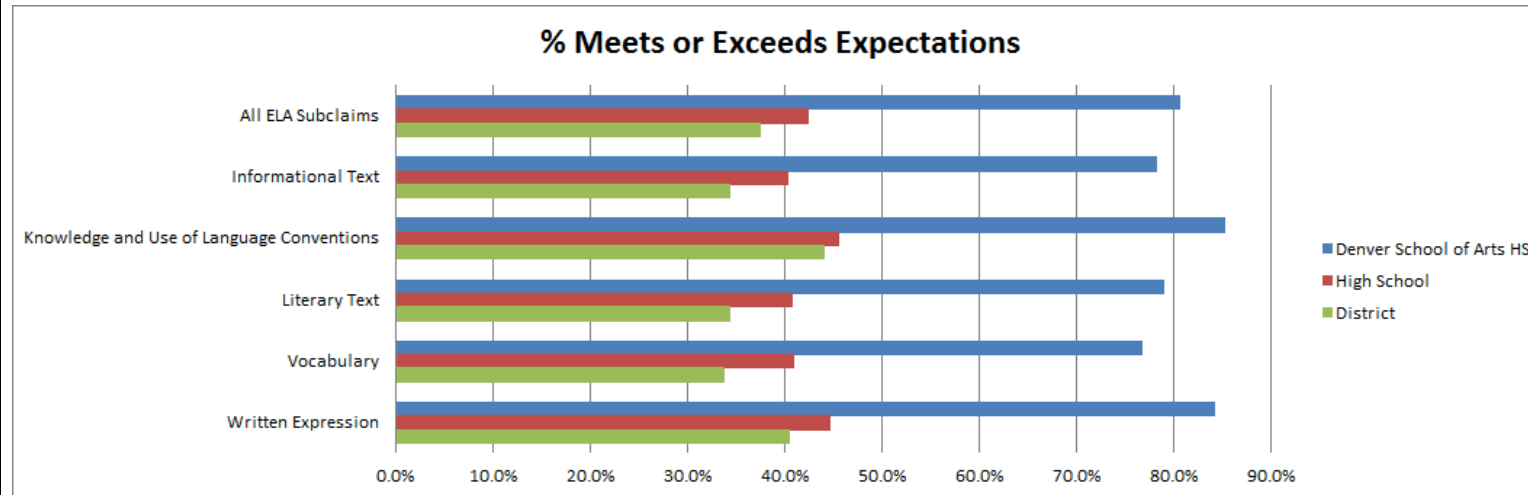


Denver School of the Arts is a ***Distinguished*** “Blue” school on the Denver Public Schools, School Performance Framework with a 5 year steady increase in total points awarded.

School Code: [xxxx]

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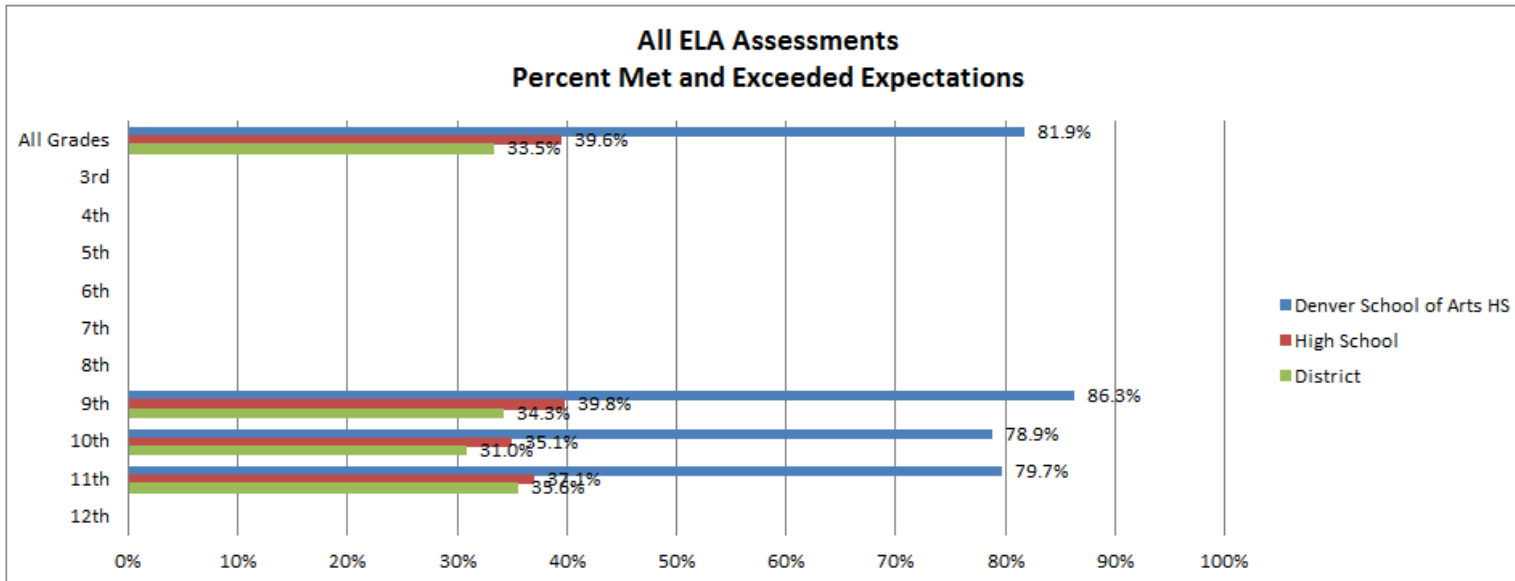
High School English Language Arts Overall



PARCC Performance Outcomes - ELA - All ELA Assessments												
Grade	Denver School of Arts HS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
All Grades	458	1.3%	4.4%	12.4%	39.5%	42.4%	94.3%	81.9%	61.4%	39.6%	57.0%	33.5%
3rd												
4th												
5th												
6th												
7th												
8th												
9th	168	1.2%	2.4%	10.1%	44.0%	42.3%	96.4%	86.3%	62.7%	39.8%	56.5%	34.3%
10th	152	2.0%	6.6%	12.5%	35.5%	43.4%	91.4%	78.9%	55.5%	35.1%	50.9%	31.0%
11th	138	0.7%	4.3%	15.2%	38.4%	41.3%	94.9%	79.7%	59.6%	37.1%	59.1%	35.6%
12th												

School Code: [xxxx]

School Name: [Name]

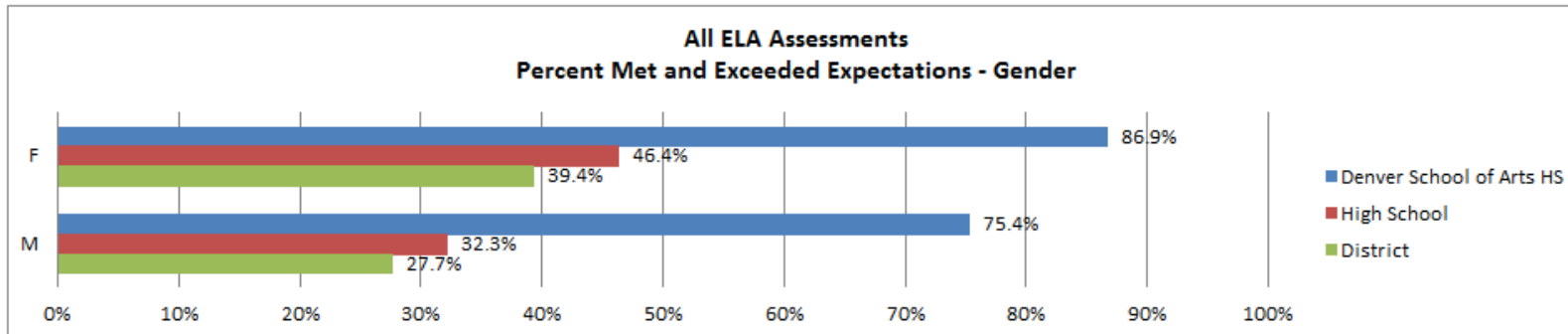


PARCC Performance Outcomes - ELA - All ELA Assessments												
	Denver School of Arts HS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
All Students												
Overall	458	1.3%	4.4%	12.4%	39.5%	42.4%	94.3%	81.9%	61.4%	39.6%	57.0%	33.5%

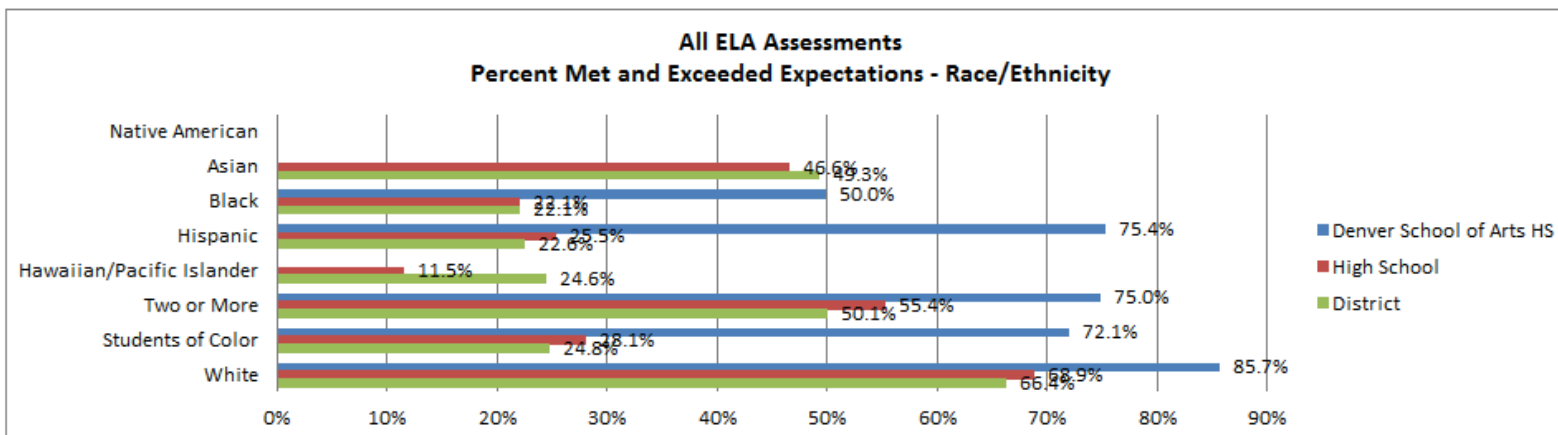
	Denver School of Arts HS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
Gender												
F	259	0.8%	1.5%	10.8%	37.8%	49.0%	97.7%	86.9%	69.1%	46.4%	64.1%	39.4%
M	199	2.0%	8.0%	14.6%	41.7%	33.7%	89.9%	75.4%	53.3%	32.3%	50.0%	27.7%

School Code: [xxxx]

School Name: [Name]



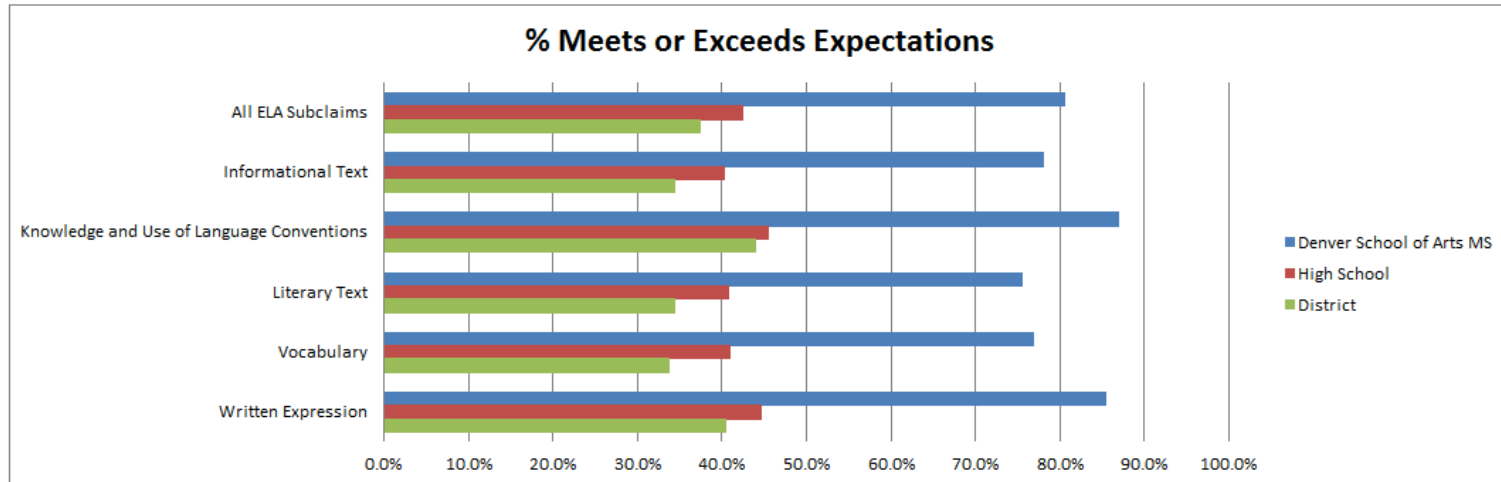
Race/Ethnicity	Test Taken	Denver School of Arts HS							High School		District	
		% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
Native American												
Asian	*								66.6%	46.6%	69.1%	49.3%
Black	28	3.6%	10.7%	35.7%	32.1%	17.9%	85.7%	50.0%	43.6%	22.1%	46.2%	22.1%
Hispanic	61	3.3%	3.3%	18.0%	42.6%	32.8%	93.4%	75.4%	51.1%	25.5%	48.2%	22.6%
Hawaiian/Pacific Islander	*								38.5%	11.5%	59.6%	24.6%
Two or More	24	4.2%	4.2%	16.7%	33.3%	41.7%	91.7%	75.0%	75.1%	55.4%	72.5%	50.1%
Students of Color	129	3.1%	4.7%	20.2%	42.6%	29.5%	92.2%	72.1%	52.2%	28.1%	49.8%	24.8%
White	329	0.6%	4.3%	9.4%	38.3%	47.4%	95.1%	85.7%	85.1%	68.9%	84.2%	66.4%



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Middle School Language Arts

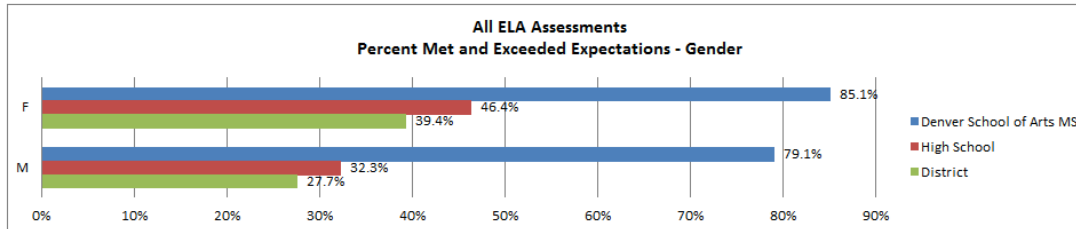


PARCC Performance Outcomes - ELA - All ELA Assessments												
Grade	Test Taken	% Did not yet meet expectations	Denver School of Arts MS						High School		District	
			% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
All Grades	408	0.7%	2.9%	13.2%	52.5%	30.6%	96.3%	83.1%	61.4%	39.6%	57.0%	33.5%
3rd												
4th												
5th												
6th	127	0.0%	3.1%	13.4%	55.1%	28.3%	96.9%	83.5%	70.9%	45.8%	60.2%	33.7%
7th	123	0.8%	2.4%	13.0%	46.3%	37.4%	96.7%	83.7%	72.6%	53.3%	58.6%	36.0%
8th	158	1.3%	3.2%	13.3%	55.1%	27.2%	95.6%	82.3%	74.5%	54.8%	57.5%	35.8%
9th												
10th												
11th												
12th												

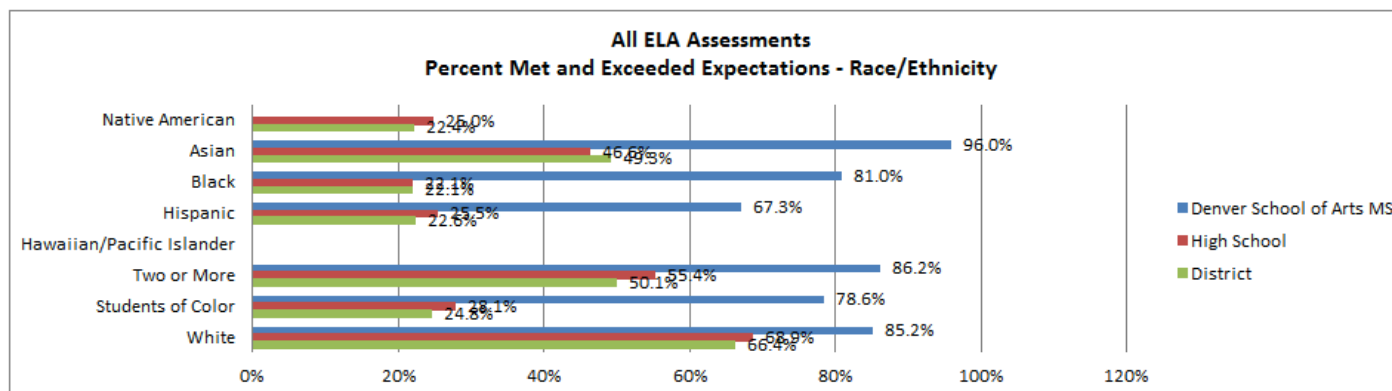
School Code: [xxxx]

School Name: [Name]

Gender	Denver School of Arts MS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
F	269	0.7%	1.9%	12.3%	50.6%	34.6%	97.4%	85.1%	69.1%	46.4%	64.1%	39.4%
M	139	0.7%	5.0%	15.1%	56.1%	23.0%	94.2%	79.1%	53.3%	32.3%	50.0%	27.7%



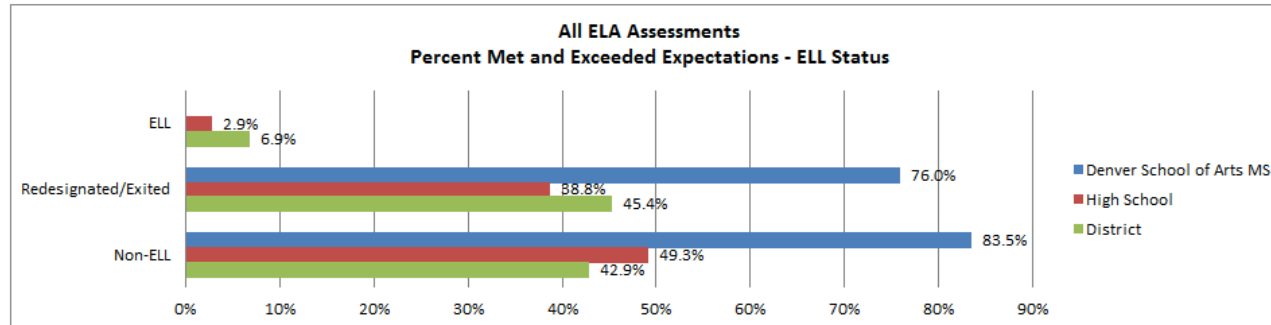
Race/Ethnicity	Denver School of Arts MS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
Native American	*								56.7%	25.0%	46.5%	22.4%
Asian	25	0.0%	4.0%	0.0%	56.0%	40.0%	96.0%	96.0%	66.6%	46.6%	69.1%	49.3%
Black	21	0.0%	9.5%	9.5%	71.4%	9.5%	90.5%	81.0%	43.6%	22.1%	46.2%	22.1%
Hispanic	55	1.8%	1.8%	29.1%	56.4%	10.9%	96.4%	67.3%	51.1%	25.5%	48.2%	22.6%
Hawaiian/Pacific Islander												
Two or More	29	0.0%	0.0%	13.8%	48.3%	37.9%	100.0%	86.2%	75.1%	55.4%	72.5%	50.1%
Students of Color	131	0.8%	3.8%	16.8%	56.5%	22.1%	95.4%	78.6%	52.2%	28.1%	49.8%	24.8%
White	277	0.7%	2.5%	11.6%	50.5%	34.7%	96.8%	85.2%	85.1%	68.9%	84.2%	66.4%



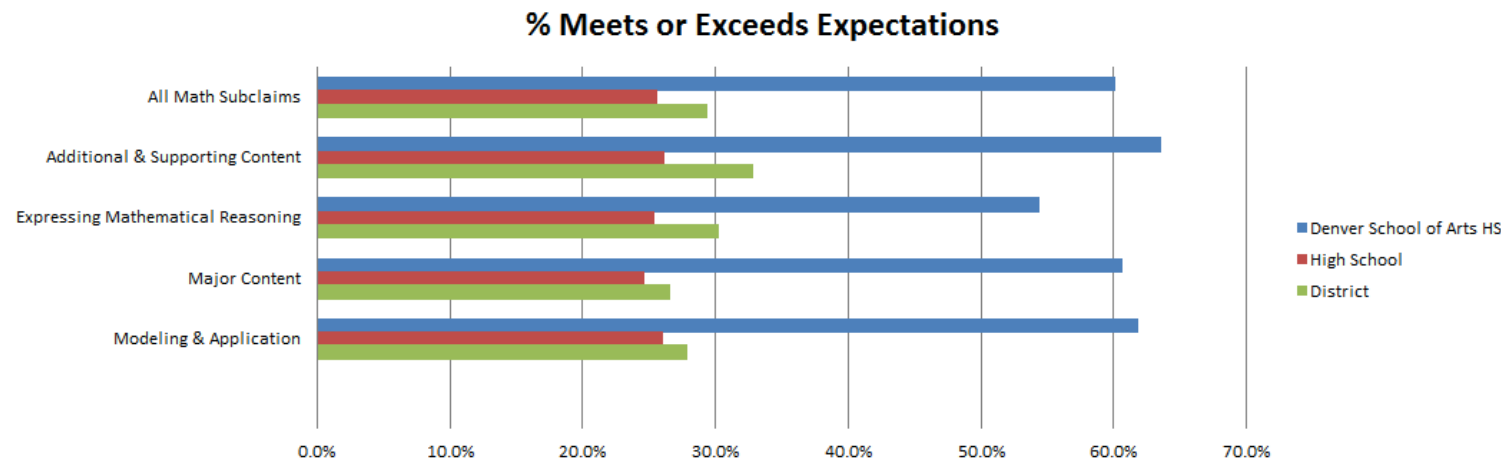
School Code: [xxxx]

School Name: [Name]

	Denver School of Arts MS								High School		District	
ELL Status	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
ELL	*								15.6%	2.9%	26.6%	6.9%
Redesignated/Exited	25	0.0%	4.0%	20.0%	56.0%	20.0%	96.0%	76.0%	70.6%	38.8%	79.0%	45.4%
Non-ELL	382	0.8%	2.9%	12.8%	52.1%	31.4%	96.3%	83.5%	69.8%	49.3%	64.7%	42.9%



High School Math

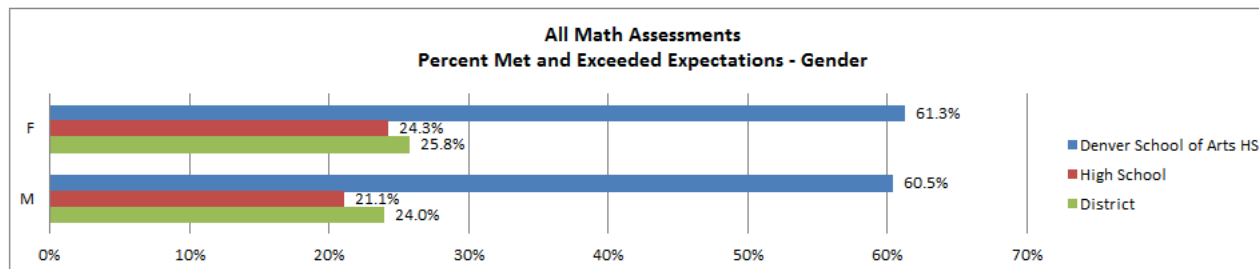


School Code: [xxxx]

School Name: [Name]

PARCC Performance Outcomes - MATH - All Math Assessments												
Grade	Denver School of Arts HS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
All Grades	402	5.7%	13.7%	19.7%	56.0%	5.0%	80.6%	60.9%	47.2%	22.8%	50.4%	24.9%
3rd												
4th												
5th												
6th												
7th												
8th												
9th	167	2.4%	10.2%	13.2%	67.7%	6.6%	87.4%	74.3%	55.2%	26.0%	51.5%	24.0%
10th	152	2.0%	9.9%	24.3%	57.9%	5.9%	88.2%	63.8%	42.3%	18.1%	39.8%	15.3%
11th	83	19.3%	27.7%	24.1%	28.9%	0.0%	53.0%	28.9%	16.5%	5.1%	24.5%	10.6%
12th												

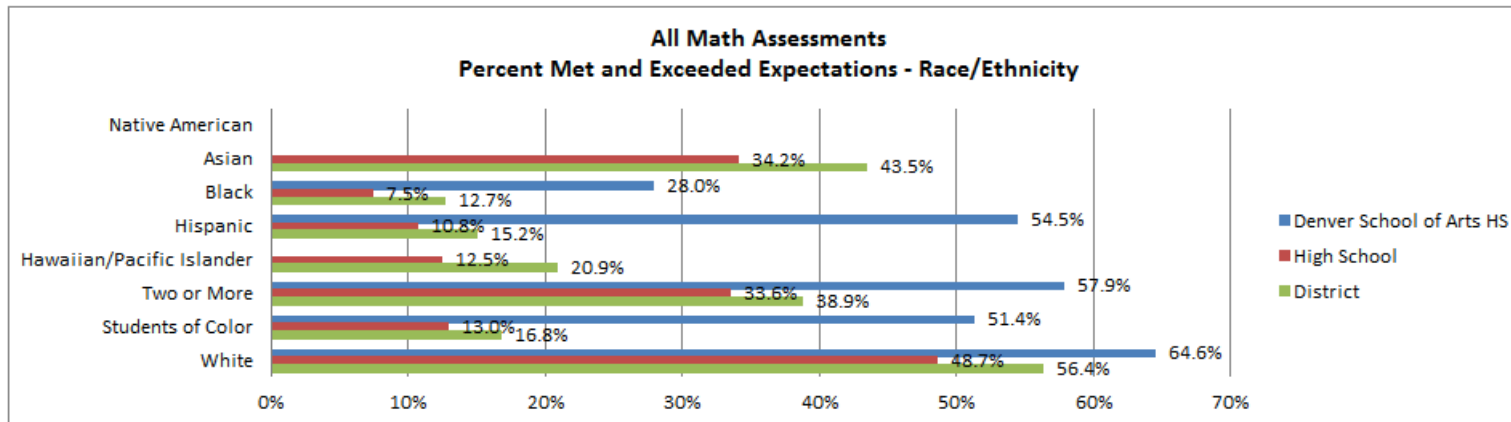
Gender	Denver School of Arts HS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
F	230	6.1%	14.8%	17.8%	55.2%	6.1%	79.1%	61.3%	49.0%	24.3%	52.6%	25.8%
M	172	5.2%	12.2%	22.1%	57.0%	3.5%	82.6%	60.5%	45.3%	21.1%	48.2%	24.0%



School Code: [xxxx]

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	Denver School of Arts HS								High School		District	
Race/Ethnicity	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
Native American												
Asian	*								59.0%	34.2%	68.2%	43.5%
Black	25	16.0%	32.0%	24.0%	28.0%	0.0%	52.0%	28.0%	25.7%	7.5%	35.8%	12.7%
Hispanic	55	12.7%	16.4%	16.4%	50.9%	3.6%	70.9%	54.5%	35.7%	10.8%	42.2%	15.2%
Hawaiian/Pacific Islander	*								29.2%	12.5%	47.3%	20.9%
Two or More	19	5.3%	15.8%	21.1%	52.6%	5.3%	78.9%	57.9%	62.2%	33.6%	63.7%	38.9%
Students of Color	111	10.8%	18.9%	18.9%	47.7%	3.6%	70.3%	51.4%	36.7%	13.0%	43.0%	16.8%
White	291	3.8%	11.7%	19.9%	59.1%	5.5%	84.5%	64.6%	75.0%	48.7%	79.3%	56.4%

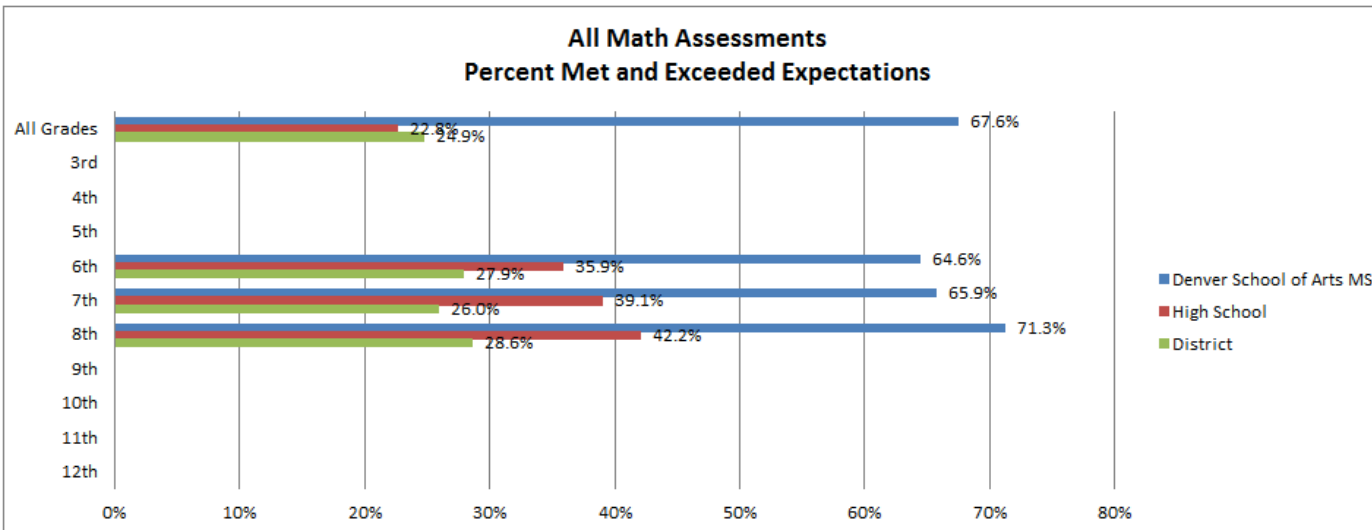


Middle School Math

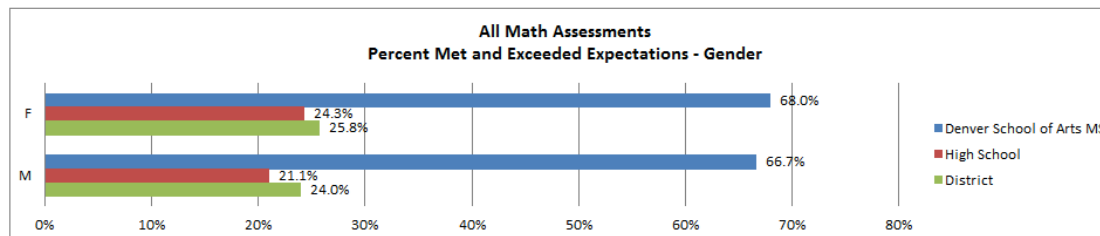
	PARCC Performance Outcomes - MATH - All Math Assessments											
	Denver School of Arts MS								High School		District	
Grade	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
All Grades	407	1.2%	7.4%	23.8%	56.8%	10.8%	91.4%	67.6%	47.2%	22.8%	50.4%	24.9%
3rd												
4th												
5th												
6th	127	0.8%	5.5%	29.1%	53.5%	11.0%	93.7%	64.6%	61.5%	35.9%	54.3%	27.9%
7th	123	0.0%	7.3%	26.8%	56.1%	9.8%	92.7%	65.9%	67.1%	39.1%	55.1%	26.0%
8th	157	2.5%	8.9%	17.2%	59.9%	11.5%	88.5%	71.3%	63.2%	42.2%	50.6%	28.6%
9th												
10th												
11th												
12th												

School Code: [xxxx]

School Name: [Name]



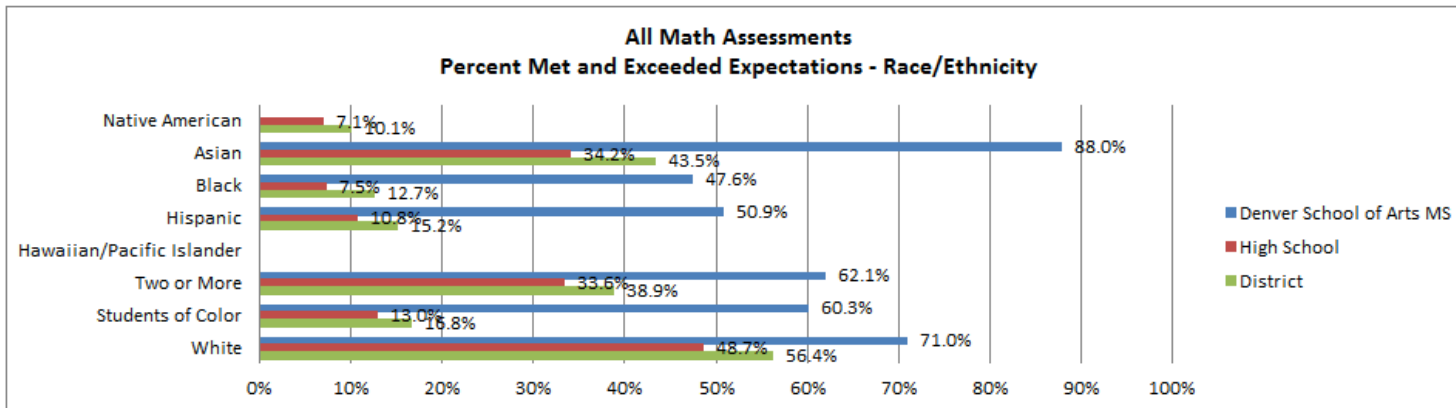
Gender	Denver School of Arts MS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above	%Approaching and Above	%Met and Above
F	269	1.1%	7.4%	23.4%	56.9%	11.2%	91.4%	68.0%	49.0%	24.3%	52.6%	25.8%
M	138	1.4%	7.2%	24.6%	56.5%	10.1%	91.3%	66.7%	45.3%	21.1%	48.2%	24.0%



School Code: [xxxx]

School Name: [Name]

Race/Ethnicity	Denver School of Arts MS								High School		District	
	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above	% Approaching and Above	% Met and Above
Native American	*								32.1%	7.1%	35.9%	10.1%
Asian	25	0.0%	8.0%	4.0%	72.0%	16.0%	92.0%	88.0%	59.0%	34.2%	68.2%	43.5%
Black	21	14.3%	14.3%	23.8%	47.6%	0.0%	71.4%	47.6%	25.7%	7.5%	35.8%	12.7%
Hispanic	55	1.8%	10.9%	36.4%	45.5%	5.5%	87.3%	50.9%	35.7%	10.8%	42.2%	15.2%
Hawaiian/Pacific Islander												
Two or More	29	0.0%	10.3%	27.6%	58.6%	3.4%	89.7%	62.1%	62.2%	33.6%	63.7%	38.9%
Students of Color	131	3.1%	10.7%	26.0%	54.2%	6.1%	86.3%	60.3%	36.7%	13.0%	43.0%	16.8%
White	276	0.4%	5.8%	22.8%	58.0%	13.0%	93.8%	71.0%	75.0%	48.7%	79.3%	56.4%



School Code: [xxxx]

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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)	Reading: MS: 97 HS: 95; Writing: MS: 94 HS: 88	<p>It is hard to determine if the targets were met based on the new CMAS tests. Results for 2016 showed that students scored well, compared to other DPS schools in all areas:</p> <p>Middle School Language Arts (combined reading and writing) 83.1% score at the met or above level ranking in the 98th percentile in DPS</p> <p>High School Language Arts (combined reading and writing) 81.9% score at the met or above level ranking in the 98th percentile in DPS</p>	<p>Changes in the testing metrics from TCAP to CMAS made progress difficult to gauge.</p> <p>Focus on Reading and Writing in all content areas likely had a positive impact on test scores.</p>
	Math: MS: 93 HS: 67	<p>Middle School Math 67.6% score at the met or above level ranking in the 95th percentile in DPS</p> <p>High School Math 60.9% score at the met or above level ranking in the 96th percentile in</p>	

School Code: [xxxx]

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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.
		DPS	
Academic Growth	Reading: MS: > 65 HS: > 65 Writing: MS: > 65 HS: > 65	n/a	All groups performed above District outcomes but it is difficult to measure precise changes at DSA due to the changes in the test.
	MS: > 65 HS: > 65	n/a	
Academic Growth Gaps	All disaggregated groups: > 65		Similarly, all disaggregated groups performed well above the District performance on CMAS. The greatest gap however remained SPED which led to continued focus on this cohort in 2016-17
Postsecondary & Workforce Readiness	Mean ACT: 24	Mean ACT: 24.1 : target met, above .1	Target was not because of the implementation of required ACT preparation program for all junior students. A change in personnel in some courses and implementation of an on-line study aid helped to meet this target.
	AP Pass Rate: > 60%	AP Pass Rate: 68%: target met, above 8%	

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)	EOY Eng Course Assessments			
		Yr 12-13	Yr 13-14	Yr 14-15
	Intro to Lit	84%	93%	89%
	Amer Lit	98%	925	91%
	EOY Math Course Assessments			
		Yr 12-13	Yr 13-14	Yr 14-15
	Alg	73%	45%	45%
	Geom	98%	68%	44%
	Alg 2	81%	55%	54%
	MS Course Assessment not available.			
			<ul style="list-style-type: none"> Professional development for staff needs to address rigorous writing standards with a clear purpose for student writing centered on specific sets of students. Students need more consistent writing expectations across content areas, including in their Arts majors. 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. Teachers are not systematically monitoring student progress toward growth gaps. 	

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	<p>Comparison of TCAP Reading/Writing to CMAS ELA</p> <p>HIGH SCHOOL:</p> <p>2014 (TCAP) 98th Percentile</p> <p>2015 (CMAS) 98th Percentile</p> <p>MIDDLE SCHOOL:</p> <p>2014 (TCAP) 98th Percentile</p> <p>2015 (CMAS) 98th Percentile</p> <p>Comparison of TCAP Math to CMAS Math</p> <p>HIGH SCHOOL:</p> <p>2014 (TCAP) 96th Percentile</p> <p>2015 (CMAS) 96th Percentile</p> <p>MIDDLE SCHOOL:</p> <p>2014 (TCAP) 97th Percentile</p> <p>2015 (CMAS) 95th Percentile (-2 percentile)</p>	<p>Median Growth Percentiles in MS math increased significantly in 2014; we need to sustain this high growth over an extended period of time.</p>	<ul style="list-style-type: none"> • 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.
Academic Growth Gaps		<p>The percent of high school SPED students scoring proficient or advanced in Reading has remained stagnant over time.</p>	<ul style="list-style-type: none"> • 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

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)				Priority Performance Challenges	Root Causes
					The percent of high school SPED students scoring proficient or advanced in Math is below non-SPED students.	instruction to meet student needs.
Postsecondary & Workforce Readiness		COACT			The percent of DSA students who graduate college and career ready as measured by ACT benchmarks is lower in math and science. Math Target score =22 Sci Target Score -23	<ul style="list-style-type: none"> • Opportunities to practice ACT test questions are limited for junior students. • Practice ACT test questions are not reviewed by academic teachers in core classes. • More incorporation of ACT standards across all core subjects and ACT styles questions used in both core and AP classes
		2012-13	2013-14	2014-15		
	Overall	22.0	23.4	24.1		
	English	23.2	24.7	24.9		
	Math	21.0	21.9	22.8		
	Reading	23.0	24.1	25.1		
	Science	21.3	22.3	23		

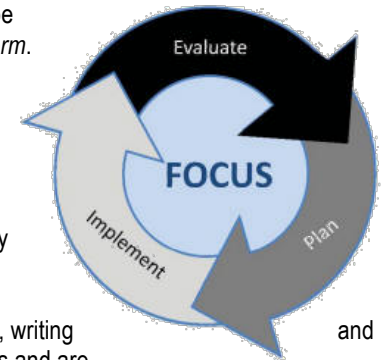
Section IV: Action Plan(s)

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 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]

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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	The percent of high school SPED students scoring proficient or advanced in Reading has remained stagnant over time.	HS 82% Met or Above MS 83% Met or Above SPED 48%	HS 87% MS 88% SPED 53%	Courses Assessments, Unit Tests, Common Assessments	#1 : <u>Align “Essential Learning Goals” to math curriculum at the middle school level using “Connected Math”.</u>
		READ					
		M	The percent of high school SPED students scoring proficient or advanced in Math is below non-SPED students.	HS 60 % Met or Above MS 67% Met or Above SPED 28%	HS 65% MS 72% SPED 32%	Courses Assessments, Unit Tests, Common Assessments	#2 <u>Align “Essential Learning Goals” to math curriculum at the middle school level using “Connected Math”.</u>
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Median Growth Percentiles in MS math increased significantly in 2014; we need to sustain this high growth over an extended period of time.				
		M		NO GROWTH PERCENTILES AVAILABLE THIS YEAR			
		ELP					

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Academic Growth Gaps	Median Growth Percentile, local measures	ELA		<table><tr><td></td><td>MS</td><td>HS</td></tr><tr><td>ELA – FRL</td><td>74</td><td>68</td></tr><tr><td>ELA - SPED</td><td>-</td><td>48</td></tr></table>		MS	HS	ELA – FRL	74	68	ELA - SPED	-	48	All Sub groups improve CMAS scores by 5%	Courses Assessments, Unit Tests, Common Assessments	
				MS	HS											
			ELA – FRL	74	68											
		ELA - SPED	-	48												
M		<table><tr><td>Math FRL</td><td>74</td><td>42</td></tr><tr><td>Math SPED</td><td>-</td><td>28</td></tr></table>	Math FRL	74	42	Math SPED	-	28	All Sub groups improve CMAS scores by 5%	Courses Assessments, Unit Tests, Common Assessments						
	Math FRL	74	42													
Math SPED	-	28														
Postsecondary & Workforce Readiness	Graduation Rate			98.1%	99%	On Track to Graduate Reports. Monitoring grades and progress.										
	Disag. Grad Rate			100% of all groups Except Students with Two or more races = 98%	100% of all groups											
	Dropout Rate			.1	0	PSR Dropout report										
	Mean CO ACT		The percent of DSA students who graduate college and career ready as measured by ACT benchmarks is lower in math and science.	ACT Overall 24 Math 22.8 Science 23	5% Increase in number of students who are college ready as measured by ACT in Math and Science	Princeton review and alignment of SAT standards with curriculum.	#3: <u>Implement a comprehensive Post Secondary program to prepare students for post-secondary readiness.</u>									
	Other PWR Measures															

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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 comprehensive DSA created reading and writing program.

Root Cause(s) Addressed: :

- Professional development for staff needs to address rigorous writing standards with a clear purpose for student writing centered on specific sets of students.
- Students need more consistent writing expectations across content areas, including in their Arts majors.
- 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.
- 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):

- ☒ 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				
Collaboratively plan and implement the DSA focused reading and writing program in grades 6-8 specific to language arts classes.	On going from August 2015	On going from August 2016	Miranda Odom, Aspen Miles, William Kohut and MS language arts, science and social studies	DPS General Fund Budget	Program presented to administrative team, and MS language arts, science and social studies teachers. Program monitored through progress on SLO process.	In progress

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			teachers.			
Provide professional development on classroom rigor and Classroom Best Practices for Gifted and Talented students.	On going from August 2015	On going from August 2016	Miranda Odom, Leni Arnett, Brian Clark, Ben Donnelly and Eric Mills.	DPS General Fund Budget	Program designed by middle school language arts teachers through collaboration and work using the SLO process	In progress
Continue the use of a school-wide writing rubric focused on the following areas: <ul style="list-style-type: none"> Purpose for Writing Organization of Content Pulling supporting evidence from text	On going from August 2015	On going from August 2016	Miranda Odom, John Delaney, Kimberly Menetier,	DPS General Fund Budget	Evidence of writing rubrics in use in classroom through classroom walkthroughs, peer visits to each others classrooms, and LEAP observations.	In progress
Provide professional development and observation feedback to teachers focused on content objectives through the LEAP framework and using the "Bite Size" steps to feedback.	On going from August 2015	On going from August 2016	William Kohut, Miranda Odom, Chad Russell, Michael Thornton, Craig Painter, Emily Broyless, Leni Arnett, Brian Clark, Ben Donnelly and Eric Mills.	DPS General Fund Budget	Professional development presented to staff and progress monitored through improved teacher scores on indicator I.2 (Rigor) on the LEAP Framework.	In progress
Continue the DSA common expectation for paragraph writing at the middle school level. Have all middle school students complete four paragraph prompts prior to February 28, 2015 and	On going from August 2015	On going from August 2016	Miranda Odom, John Delaney, Kimberly Menetier,	DPS General Fund Budget	Progress Monitoring tool to track student's progress on writing improvements aligned to the rubric.	In progress

School Code: [xxxx]

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score the prompts using a common rubric.			Leni Arnett, Brian Clark, Ben Donnelly and Eric Mills.			
Implement the DPS Student Learning Objectives (SLO) process. Teacher leaders will lead this process within collaborative content area groups and SLO's will focus on specific classroom practice tied to model content standards.	On going from August 2015	On going from August 2016	DSA Administration, DSA Teacher Leaders, and DSA Language Arts, Science and Social Studies teachers	DPS General Fund Budget	Collaborative content areas will be meeting throughout the school year and will have data specific reflections that will be completed by each teacher and turned into teacher leaders throughout the school year. Teacher leaders and administration will review these reflections during Teacher Leader Meetings.	In progress

* 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: Align “Essential Learning Goals” to math curriculum at the middle school level using “Connected Math”.

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

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				
Tie Essential Learning Goals (ELG'S), to the Connected Math curriculum.	On going from August 2015	On going from August 2016	Arnita Barclay, Ron Mediatore, Chris Freark, and Megan Altekruise.	DPS General Fund Budget	PLC reviews and evidence sheet that teachers are using alignment documents when planning and assessing.	In progress
Provide professional development and observation feedback to teachers focused on content objectives through the LEAP framework and using the “Bite Size” steps to feedback.	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Ron Mediatore, Chris Freark, and Megan	DPS General Fund Budget	Staff PD Reflection forms and LEAP Observation Data	In progress

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School Name: [Name]

			Altekruse			
Develop "Progress Monitoring" tools to monitor progress on Essential Learning Goals (ELG'S).	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Ron Mediatore, Chris Freark, and Megan Altekruse.	DPS General Fund Budget	Jorge Loera, Arnita Barclay, Ron Mediatore, Chris Freark, and Megan Altekruse.	In progress
Develop and utilize teacher made assessments to assess progress on Essential Learning Goals (ELG'S) and use district interim results to determine progress.	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Ron Mediatore, Chris Freark, and Megan Altekruse.	DPS General Fund Budget	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 or one on one sessions with math coach to discuss data and plan for re-teaching based on progress monitoring data.	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Nicole Kitchen, Ron Mediatore, Chris Freark, and Megan Altekruse.	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.	In progress
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	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Ron Mediatore, Chris Freark, and Megan	DPS General Fund Budget	Develop common lesson structures, school-wide common expectations	In progress

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			Altekruse.			
Continue use of Promethian Boards in all Middle School math classrooms.	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay	DPS General Fund Budget	n/a	In progress
Continue a Professional Development Plan for use of Promethian Boards in all Middle School math classrooms.	On going from August 2015	On going from August 2016		DPS General Fund Budget	Use of common lessons that implement hardware and software in middle school math classrooms.	In progress
Continue the use of a blended grade learning model for 6 th grade honors math and pilot this class in the 2014-2015 school year. This model will include the use of "Alex" as a technology support for students.	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Nicole Kitchen, Ron Mediatore, Chris Freark, and Megan Altekruse.	DPS General Fund Budget	n/a	In progress
Implement a double block of math of identified 8 th grade students in the 2014-2015 school year to provide them with interventions designed to help them be prepared to meet the requirements of high school mathematics.	On going from August 2015	On going from August 2016	Jorge Loera, Arnita Barclay, Nicole Kitchen, Ron Mediatore, Chris Freark, and Megan Altekruse.	DPS General Fund Budget	Model is written by end of 2 nd semester, implement and piloted first semester 2014 and reviewed in May 2015	In progress
Implement the DPS Student Learning Objectives (SLO) process. Teacher leaders will lead this process within collaborative content area groups and SLO's will focus on specific classroom	On going from August 2015	On going from August 2016	DSA Administration, DSA Teacher Leaders, and DSA Math	DPS General Fund Budget	Collaborative content areas will be meeting throughout the school year and will have data specific reflections that will be completed by each	In progress

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practice tied to model content standards.			Coach and DSA math teachers		teacher and turned into teacher leaders throughout the school year. Teachers leaders and administration will review these reflections during Teacher Leader Meetings.	
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* 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 #3: Implement a comprehensive Post Secondary program to prepare students for post-secondary readiness.

Root Cause(s) Addressed:

- Opportunities to practice ACT test questions are limited for junior students.
- Practice ACT test questions are not reviewed by academic teachers in core classes.
- More incorporation of ACT standards across all core subjects and ACT styles questions used in both core and AP classes.

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				
Continue the DSA plan, with action steps, to expose junior students to multiple ACT practice tests and to review and record completion of steps through an elective ACT course required of all juniors at DSA.	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, and Kristen Jaramillo, Gina Subhuti	Miranda Odom, Brianne Bredenberg, and Kristen Jaramillo, Gina Subhuti	Plan fully implemented and monitored quarterly through progress monitoring tool.	
Require all junior students to take a 5 credit hour elective class in "ACT" for a pass/fail grade.	On going from August 2015	On going from August 2016	DSA Administration and Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	DSA Administration and Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	90% of juniors complete and turn in tracking reports	
Purchase Princeton's ACT Test Prep Book for All Junior Students.	On going from August 2015	On going from August 2016	Miranda Odom and Jaymie Montoya	Miranda Odom and Jaymie Montoya	100% of juniors receive the book	

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Administer the practice Princeton ACT Test	On going from August 2015	On going from August 2016	Miranda Odom	Miranda Odom	Test completed and scores returned	
Administer the National PSAT test	On going from August 2015	On going from August 2016	Miranda Odom	Miranda Odom	Test completed and scores returned	
Junior students complete and turn in ACT Practice Booklets and teachers review sample questions in core academic classes.	On going from August 2015	On going from August 2016	Miranda Odom and core junior academic teachers.	Miranda Odom and core junior academic teachers.	90% of juniors complete and turn in practice booklets	
Junior students begin Princeton ACT practice tests on-line and turn in reports to core academic teachers.	On going from August 2015	On going from August 2016	Miranda Odom and core junior academic teachers.	Miranda Odom and core junior academic teachers.	90% of juniors complete and turn in tracking reports	
Post-secondary readiness counselors distribute to each junior student their Princeton ACT Test and PSAT test results.	On going from August 2015	On going from August 2016	Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Tracking reports and setting of individual composite score goals.	
After-school program for ACT test preparation that will present test-taking strategies specific to ACT style questions.	On going from August 2015	On going from August 2016	Greg Painter, Chad Russell, Ben Donnelly, Megan Altekruze, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Greg Painter, Chad Russell, Ben Donnelly, Megan Altekruze, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	90% junior attendance	

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Senior students meet in lunchtime "Brown Bag" groups to discuss college application process and planning, scholarship applications and FASFA.	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	100% of students attend meeting and complete survey showing 80% satisfaction with presentation and content.	
Junior students meet in lunchtime "Brown Bag" groups to discuss ACT and college application process and planning.	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	100% of students attend meeting and complete survey showing 80% satisfaction with presentation and content.	
Provide AP students access for additional tutoring outside class time for AP Course work	On going from August 2015	On going from August 2016	William Kohut and AP teachers	William Kohut and AP teachers	80% of students taking AP courses take advantage of tutoring by teacher tracking of attendance at tutoring sessions.	
Provide AP students access to AP test review and practice test sessions prior to AP National Testing using both released items, practice test materials from the Baron's Series, and blend learning through a practice AP Module.	On going from August 2015	On going from August 2016	William Kohut and AP teachers and retired AP teachers	William Kohut and AP teachers and retired AP teachers	80% of students taking AP courses attend AP review session/practice test sessions.	
College night for juniors and seniors	On going from August 2015	On going from August 2016	Counseling Department	Counseling Department	80% of junior and senior families attend	

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Senior students meet in lunchtime "Brown Bag" groups to discuss college application process and planning, scholarship applications and FASFA.	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	100% of students attend meeting and complete survey showing 80% satisfaction with presentation and content.	
Junior students meet in lunchtime "Brown Bag" groups to discuss ACT and college application process and planning.	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	100% of students attend meeting and complete survey showing 80% satisfaction with presentation and content.	
Require all seniors to apply to at least one Post –secondary Institution.	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	100% of seniors apply to at least one Post –secondary Institution.	
Require all seniors to apply for at least one scholarship or grant	On going from August 2015	On going from August 2016	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Miranda Odom, Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	100% of seniors apply for at least one scholarship or grant	
Create a wall of fame for students attending a post-secondary institution	On going from August 2015	On going from August 2016	Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Brianne Bredenberg, Gina Subhuti, and Kristen Jaramillo	Completed board in main hall by May 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.

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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)
- 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.*