



COLORADO  
Department of Education

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

Organization Code: 0880

District Name: DENVER COUNTY 1

School Code: 2398

School Name: EAST HIGH SCHOOL

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.

#### 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.*

At East High School, we are very concerned and continue to work vigorously to close the achievement gaps between our minority and non-minority students. This gap has remained consistent for many years at East. Using data from the School Performance Framework, the CMAS scores, and the ACT, it is apparent that we must continue to implement intentional academic programming to focus on closing these achievement gaps. In order to reverse these trends, East High School has targeted three Improvement strategies that will support the closing of this gap based on the following Priority Performance Challenges.

Based on 2014 TCAP data, the achievement of students who qualify for free and reduced lunch and minority students is just at or below DPS, state and federal expectations in writing and math. Although expectations have not been set for CMAS achievement levels, our students are above high school and district averages of meets and exceeds expectations with the exceptions of 10th and 11th grade Knowledge and Use of Language Conventions and Written Expression in CMAS ELA, and Additional and Supporting Content and Expressing Mathematical Reasoning in CMAS Math (above high school average in both subclaims but not district average). Due to the opt-out process, only 74.8 percent of students participated in the CMAS ELA test, and only 76.6 percent participated in the CMAS Math test. Additionally, ACT Composite Scores and AP pass rates for minorities are below DPS targets.



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**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.*

The school has not consistently provided instructional experiences for our students of color or second language learners that affectively and instructionally are engaging to all students. The school has not consistently engaged students in both rigorous and relevant learning experiences in mathematics or reading.

**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.*

Our first major improvement strategy consists of Implementing a systematic strategy to close the opportunity gap at East High School. This includes the ISA Monitoring Team to assess the progress of ELL Students on I.S.A list and meeting monthly to monitor growth of ELA students, grades and interim scores. Spring to summer work will include transitioning ISA team to ELA coordinator. English Language Development (ELD) classes will be offered for students scoring below 5 on the Access test, and professional development will be provided focused on supporting and implementing differentiated instructional strategies to increase relevance for minority and low socio-economic students. PDU will be created and offered for differentiated instruction. Try This” e-mails will be sent to entire staff monthly to share differentiated instruction strategies. Enhance Family and Community Outreach to groups that have been historically under represented at East. AP outreach to parents and students of color to inform them of AP opportunities. Identification and support of underrepresented students to access AP. English classes, refugee classes. Creation of Family Navigators. AVID family night, more translation into Spanish for parents this year. FAFSA nights in Spanish. Block out conferences out for struggling students first before opening to entire population, six week progress reports sent out to anyone with a D or F.Home visits to initiate a conversation between the school and the parents in a non-school setting around academic achievement, attendance, and affective needs.Participating in the national Seal of Biliteracy program to support, honor, and promote linguistic and cultural diversity.

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Our second MIS is implementing a data-driven instruction to support student growth and improve student learning outcomes at East High School. Our action steps include Designating Differentiated Roles teachers to support data driven instruction during common planning and revising coaches roles to support PD and instruction. We will also revise the schedule to provide common planning for majority of core content teachers. Redefining TEAM Time to improve vertical alignment within departments and revised leadership structure to included DRs and coaches to provide more targeted support for observation and feedback will be implemented. Aligning common planning and TEAM Time to the SLO process to support data-driven instruction is our final action step.

Our final MIS is implementation of a Post-Secondary Planning Protocol. We will continue an ACT/SAT and Future Choices Class in collaboration with Goodwill and focus on early and intentional identification of ACT prep students using ACT Aspire data. We will collaborate with content experts to support skill deficiencies and create unit and lesson plans focusing on relevance of skills and test scores for college and career success. We will also increase equity and access to the current Advanced Placement courses 82 sections offered at East and ensure support for newly enrolled students by reviewing AP demographic test data in Aug. and targeting advanced and proficient students of color with a GPA of 3.0 or above to access AP classes in an area of strength. We will provide shadowing opportunity for targeted students and host parent evenings for targeted students and families. We will conduct Middle School outreach to inform incoming 9<sup>th</sup> graders of honors opportunities and distribute and promote AP and Honors opportunities at various events to reach out to underrepresented communities (football, basketball, Pop show). To increase our college and career culture, we will practice an interpretation of grades 9-11 College-oriented assessments including required ACT (11<sup>th</sup>), and elective PSAT (10<sup>th</sup>) and SAT (11<sup>th</sup>) options. All 9<sup>th</sup> and 10<sup>th</sup> graders will review and measure progress on ACT tests and transcripts and complete college goal setting activities. We will also use ASC data activities to identify strengths and weaknesses to make a skills based goal in all ASC classrooms. AVID will complete ACT prep. Jan 2016 – April 2016. Spring and summer work will entail having a cumulative data sheet to make the above process more efficient. Counselors will continue to schedule and implement PEP completions. Counselors will also meet with all grade levels twice a year to complete all the components of the Personal Education Plan (PEP or ICAP). Counselors will continue to schedule and implement PEP completions. We will implement a College Camp targeting high performing students of color/1<sup>st</sup> Gen. students who will be provided college resources throughout a one week course in June Concurrent Enrollment planning for decreased math remediation and 2016 summer opportunities. We will also review semester grades, ACT scores and annual remediation rates. In addition, the math department

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will use BOE forms to direct students to Concurrent Enrollment courses to reduce college math remediation. Targeted students will be invited to take the Accuplacer either through the ACT battery of tests or choice to be placed in a CE class. Spring and summer work will include strategizing and planning for an increase in classes. In the Nick of Time Application Event will enlist the help of local college admissions officers to support students with application process.

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**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.

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	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> .
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Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
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).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

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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.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
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.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
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.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

## Section II: Improvement Plan Information

### Additional Information about the School

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### 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):

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

### School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Andy Mendelsberg, Principal
	Email	Andy_Mendelsberg@dpsk12.org
	Phone	720-423-8300
	Mailing Address	1600 Esplanade Denver CO 80206
2	Name and Title	
	Email	
	Phone	

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	Mailing Address	
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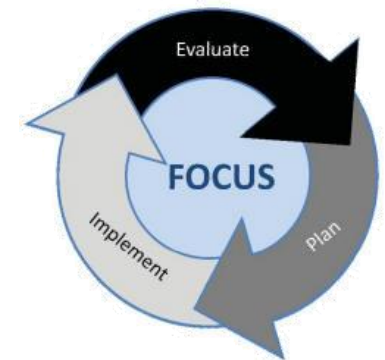




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### Section III: Narrative on Data Analysis and Root Cause Identification

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.

<b>Description of School Setting and Process for Data Analysis:</b> Provide a	<b>Review Current Performance:</b> Review recent state and local data. Document any areas	<b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local	<b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends)	<b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes
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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).



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.



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.



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.



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:**

In an age that often seems careless with tradition, East High School prides itself as the Denver Public Schools' "flagship" in its long-standing educational service to the students and families of Denver. East provides a rigorous and balanced learning experience for over 2400 students in our ethnically, culturally, linguistically and economically diverse community. East's creative and bold academic offerings, along with support classes to promote success, provide students with the very highest levels of academic rigor and the greatest opportunity for success in college and beyond. East boasts the highest rate of performance for any traditional Denver high school on the TCAP 2013. Our overall School Performance Framework rating is distinguished, an accomplishment only given to schools exceeding expectations and achieving over 80% of the total points. In addition, we provide our students with the greatest number of Advanced Placement opportunities (27) in the Denver Public Schools. Strong Academic Success and Advancement via Individual Determination (AVID) A+ Angels Mentoring, and Compass programs are examples of the many investments we make that are devoted to supporting our students into their college and work experiences. Examples of other engaging classroom experiences include: Architecture and Engineering, Vocal and Instrumental Music, JROTC, Speech and Debate, East Theater Company, Student Newspaper, Constitutional Scholars, Painting/Drawing, Ceramics, Photography,

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Business and many more.

While we are extremely proud of our accomplishments as a traditional urban high school, we are very concerned and continue to work vigorously to close the achievement gaps between our minority and non-minority students. This gap has remained consistent for many years at East. Using data from the School Performance Framework, the TCAP scores, and the ACT, it is apparent that we must continue to implement intentional academic programming to focus on closing these achievement gaps. In order to reverse these trends, East High School has targeted three Improvement strategies that will support the closing of this gap.

Trends and achievement gaps are displayed in chart format in the following section.

This document and all the major improvement strategies were developed through meetings, data dives and brainstorming sessions with various groups throughout the school; Collaborative School Committee, Instructional Council, and the School Leadership Team. The three major improvement strategies derived from these sessions were: Implement a Systematic Strategy to Close the Achievement Gap at East High School, Response to Intervention Review, Refinement and Implementation and a College and Career Readiness Plan. These strategies and action steps are listed in more detail below. This document, process and strategies are monitored monthly with the Denver Public Schools Instructional Superintendent.



**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)	R: 78%	2015 CMAS: PARCC ELA %Met or Above 9th Graders: 52.9% (n = 578) 10th Graders: 38.7% (n = 537) 11th Graders: 38.3% (n = 264) All Grades: 44.6% (n = 1379)	In general the review of data revealed that East continues on a path toward exceptional performance. For the most part indicators from last year as well as leading data from this year shows a positive trajectory. Several areas are worth exploring or monitoring: <ul style="list-style-type: none"> <li>Princeton data shows very positive achievement in the areas of English and Reading. Given the same improvement from Fall Princeton to Spring ACT these areas are likely to reflect high performance both in terms of average scores and the percent of students college ready.</li> <li>However the Princeton data for Math and Science is not on pace with last</li> </ul>
	M: 44%	2015 CMAS: PARCC MATH %Met or Above 9th Graders-All Tests: 33.7% (n= 567) 10th Graders-All Tests: 26.1% (n= 522) 11th Graders-All Tests: 8.5% (n= 106) 12th Graders-All Tests: * (n= 9) All Grades: 28% (n= 1204) CMAS Algebra I: 13.2% (n= 266) CMAS Geometry: 25.7% (n= 525)	

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		CMAS Algebra II: 40.4% (n= 413)	<p>year's data. Even with similar anticipated growth the ACT scores could fall short. You have described a number of additional steps that you feel should close this gap. It is worth continuing to monitor the progress of these efforts.</p> <ul style="list-style-type: none"> <li>• AP grades as well as CE and CTE grades appear promising. Among the AP tests with the lowest exam pass rates (Physics, Psych, Us Hist., World Hist, Micro) , students all seem to be passing these classes. It is worth monitoring these courses for rigor that matches AP expectations.</li> <li>• ELL students seemed to be doing quite well in core courses. Geometry showed the lowest passing rate for ELLs in a core course.</li> <li>• Off track numbers for seniors appear to be 143 or 25%. Overall graduation rates have been historically very high so clearly systems are in place to address this. Continue monitoring.</li> <li>• The data for the pass rates of ELL shows that it is quite low at 65%. We discussed reasons why this number is</li> </ul>
	W: 61%		
	S: 65%		
Academic Growth	R: 57		
	M: 48		
	W: 52		
	ELP: 34.5		
Academic Growth Gaps	R: Black: 57 Hispanic: 61		
	M: Minority: 47		
	W: Black 45 Hispanic: 51		
Postsecondary & Workforce Readiness	Graduation rate: 4year:89.6%		
	Mean ACT: 21.8		

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			<p>suspect. Our team will follow up. It may be worthwhile to look at the grad rates you saw for last year's ELL students so we know the true extent of this issue.</p> <ul style="list-style-type: none"><li>● You have taken steps to address the remediation needs of seniors in Math, English and Reading. Our team will look into whether the CU Succeeds courses will credit these students with being remediation free. If not, consider Accuplacer.</li></ul>
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## 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.

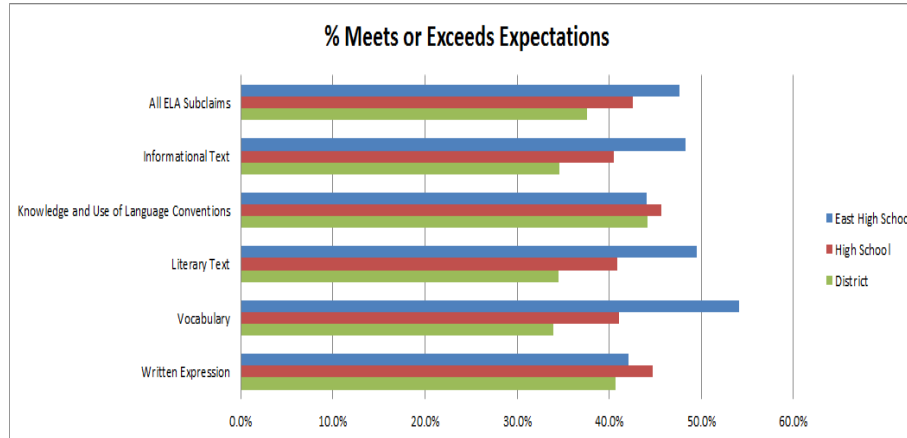
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																				
Academic Achievement (Status)	Overall Achievement:	Based on 2014 TCAP data, the achievement of students who qualify for free and reduced lunch and minority students is just at or below DPS, state and federal expectations in writing and math.	Teachers need additional training in how to effectively implement CCSS to support writing and math skills.  Teachers need additional professional development about how to foster literacy across content.																				
	Overall CMAS PARCC ELA Subclaims																						
	<table border="1"> <thead> <tr> <th>ELA Subclaims</th> <th>Student Count</th> <th>%Below Expectations</th> <th>% Nearly Meets Expectations</th> <th>% Meets or Exceeds Expectations</th> </tr> </thead> <tbody> <tr> <td>All ELA Subclaims</td> <td></td> <td>32.7%</td> <td>19.7%</td> <td>47.6%</td> </tr> <tr> <td>Informational Text</td> <td>1379</td> <td>30.6%</td> <td>21.1%</td> <td>48.3%</td> </tr> <tr> <td>Knowledge and Use of Language Conventions</td> <td>1379</td> <td>34.2%</td> <td>21.8%</td> <td>44.0%</td> </tr> </tbody> </table>			ELA Subclaims	Student Count	%Below Expectations	% Nearly Meets Expectations	% Meets or Exceeds Expectations	All ELA Subclaims		32.7%	19.7%	47.6%	Informational Text	1379	30.6%	21.1%	48.3%	Knowledge and Use of Language Conventions	1379	34.2%	21.8%	44.0%
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Literary Text	1379	32.3%	18.2%	49.5%
Vocabulary	1379	29.6%	16.3%	54.1%
Written Expression	1379	36.9%	21.0%	42.1%

Overall CMAS PARCC ELA Subclaims Comparison



9th Grade CMAS PARCC ELA Subclaims Comparisons

Although expectations have not been set for CMAS achievement levels, our students are above high school and district averages of meets and exceeds expectations with the exceptions of 10th and 11th grade Knowledge and Use of Language Conventions and Written Expression in CMAS ELA, and Additional and Supporting Content and Expressing Mathematical Reasoning in CMAS Math (above high school average in both subclaims but not district average).

Professional development has been inconsistent regarding the needs of minority students.

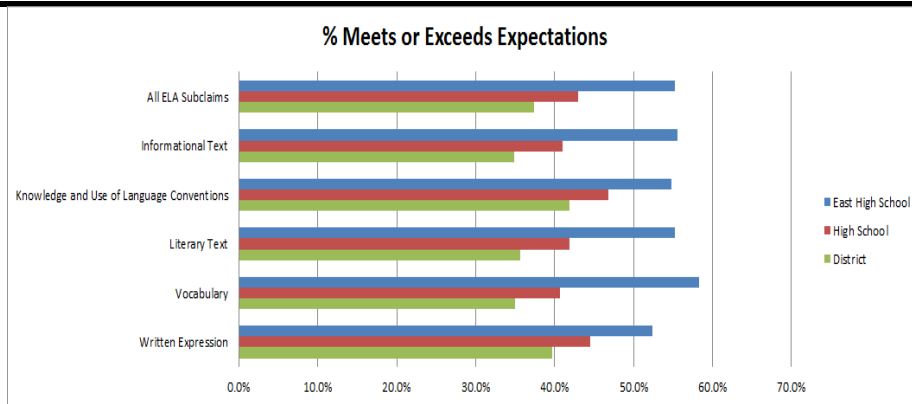
Teachers need more common planning time to determine instructional adjustments based on common assessments.

Teachers need more professional development in differentiation and exposure to CMAS questions and skills assessments connected to CCSS.

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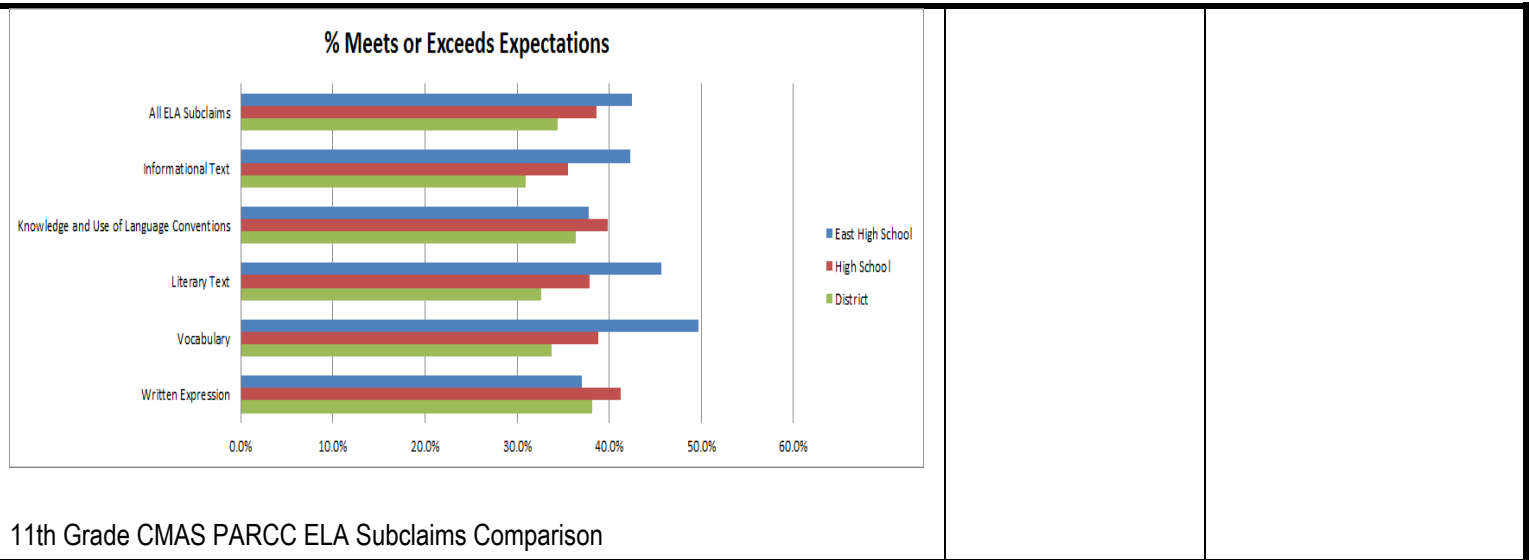


Due to the opt-out process, only 74.8 percent of students participated in the CMAS ELA test, and only 76.6 percent participated in the CMAS Math test.

10th Grade CMAS PARCC ELA Subclaims Comparison

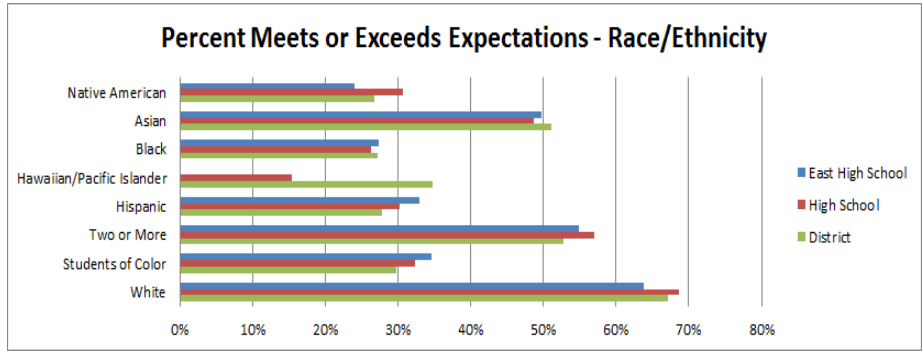
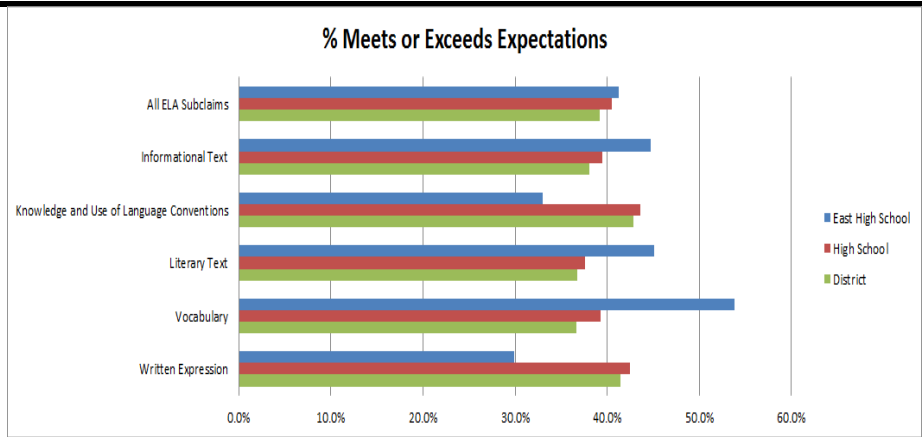
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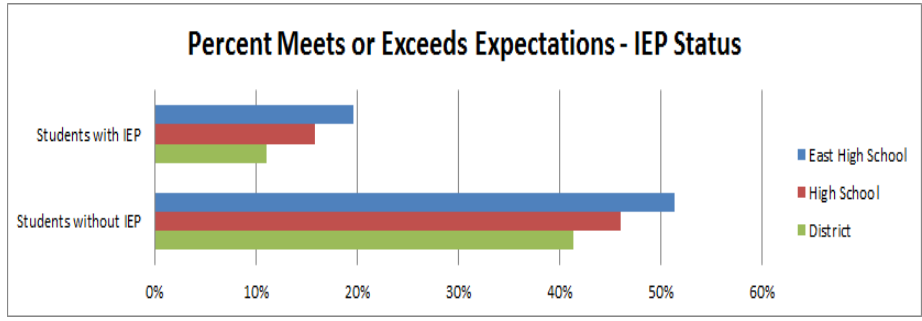
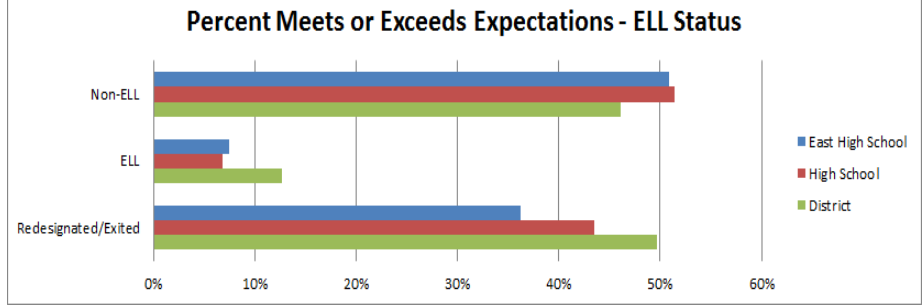
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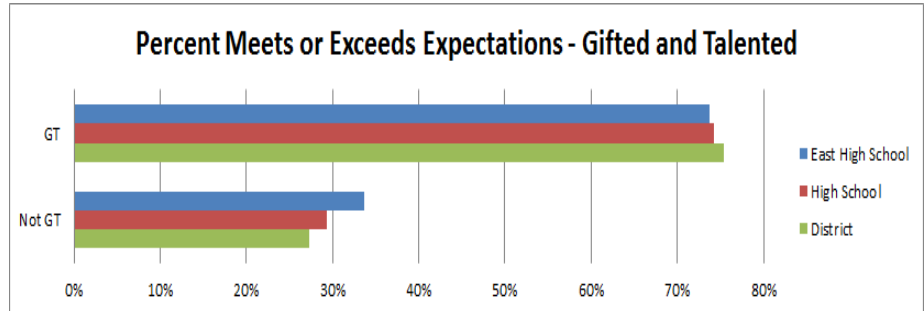
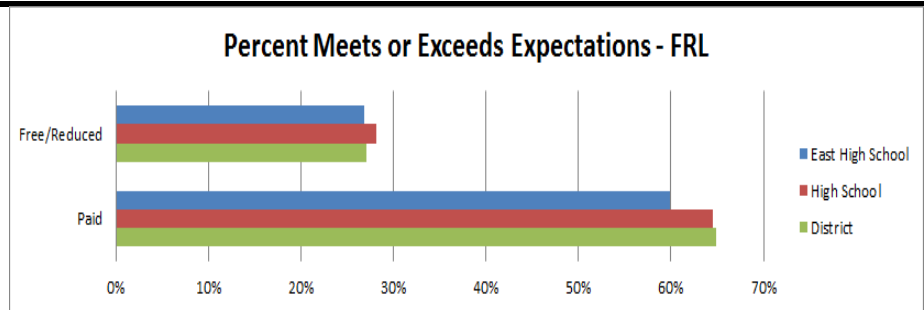
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**Prior TCAP Reading and Writing Trends:**

**Reading Trends:** Reading achievement at East HS has been fairly stagnant over the past 6 years and at 76.27% proficient and above is above the DPS meets expectation of 50 and the state and federal expectation of 73.33 proficient and above. Students who qualify for FRL (35.6 % of East HS students), Minority Students (45.1% of East HS's students) and English language learning students (14.6 of East HS students) is

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	<p>lower than other disaggregated groups but do meet DPS, state and federal expectations.</p> <p><b>Writing Trends:</b> Overall writing achievement at East High School has remained relatively stagnant over the past 6 years and at 64% P/A is above both the DPS “meets” expectation of 40% P/A and the state and federal expectation of 49.57% P/A. The achievement of students who qualify for Free and Reduced Lunch (38% P/A), English Learners (40% PA) and Minority students (40% PA) is below DPS, state and federal expectations. SpED student achievement (7% P/A) is below the state SpED achievement (11% P/A).</p> <p><b>Current CMAS ELA Achievement Overview</b></p> <p>The new CMAS ELA achievement score comparison to last year’s TCAP achievement score comparison uses a combined percentile ranking for 2014 TCAP reading and writing. This combined score placed East HS in the 92nd percentile. Based on 2015 CMAS ELA data, East experienced a 10 point percentile drop to the 82nd percentile. East’s subclaim scores of meets or exceeds are above the high school and district average in every category, with the exception of Knowledge and Use of Language Conventions (44%) and Written Expression (42.1%), with the biggest gaps in 10th and 11th grade. East students of color (34.7%) and students with IEPs (19.6%) are higher performing when compared to overall high school averages and district averages. White (63.9%), ELL (7.5%), FRL (26.9%) and Gifted and Talented (73.8%) students were below the high school and district average.</p> <p>Overall CMAS PARCC Math Subclaims</p> <table border="1" style="margin-left: 20px;"> <tr> <td>M</td> <td>S</td> <td>%</td> <td>%</td> <td>% Meets or</td> </tr> </table>	M	S	%	%	% Meets or		
M	S	%	%	% Meets or				

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	n a l & S u p p o r t i n g C o n t e n t					
	E x p r e s s i n g M a t h e m a t i c a l R e a s o	1 4 2 9 0 4	4 3 %	2 3 0 %	27.7%	

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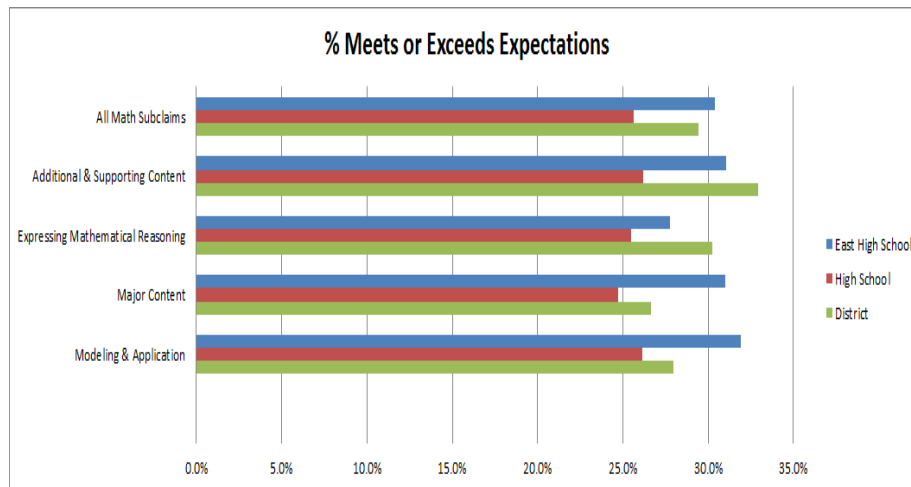
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	ni n g				
	M a j o r C o n t e n t	1 2 0 4	4 0 5 %	2 8. 5 %	31.0%
	M o d e l i n g & A p p l i c a t i o n	1 2 0 4	4 4 2 %	2 3. 9 %	31.9%

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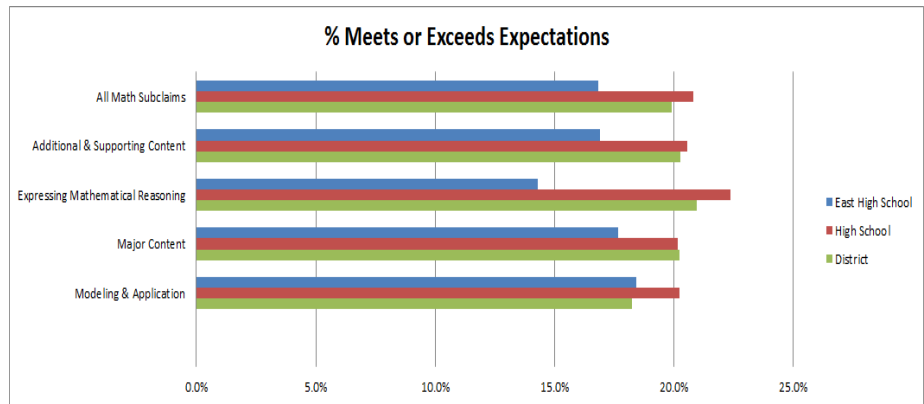
Overall CMAS PARCC Math Subclaims Comparison



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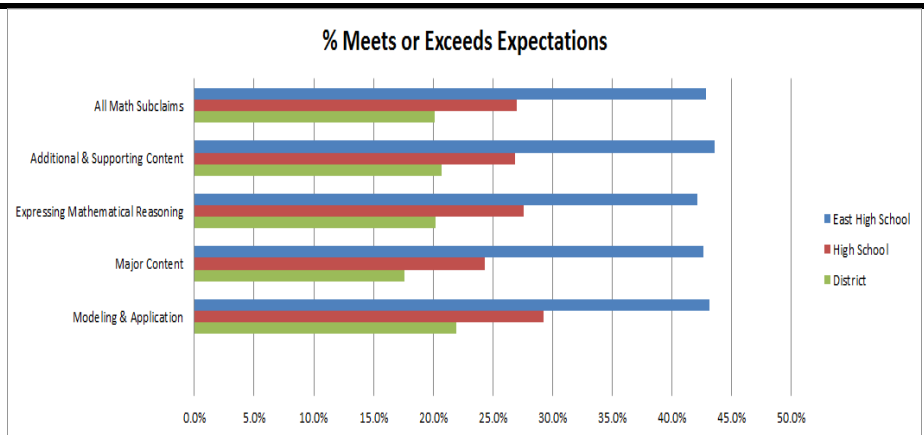
CMAS PARCC Math Algebra 1 Comparison



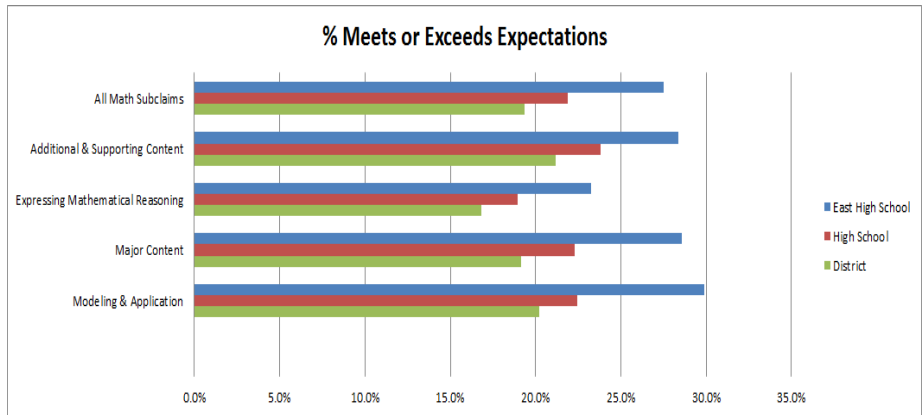
CMAS PARCC Math Algebra II Comparisons

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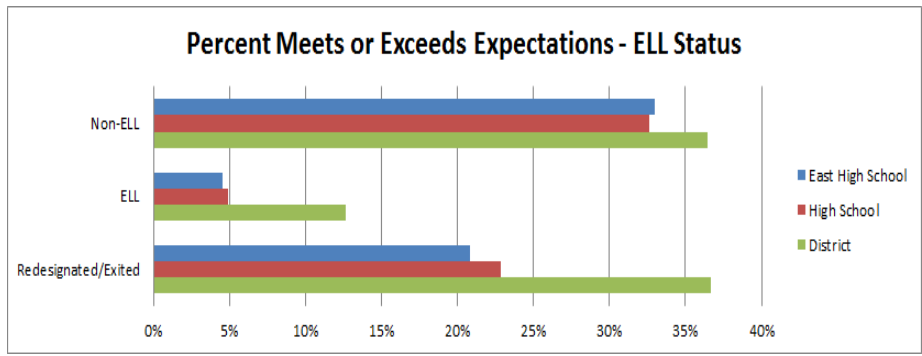
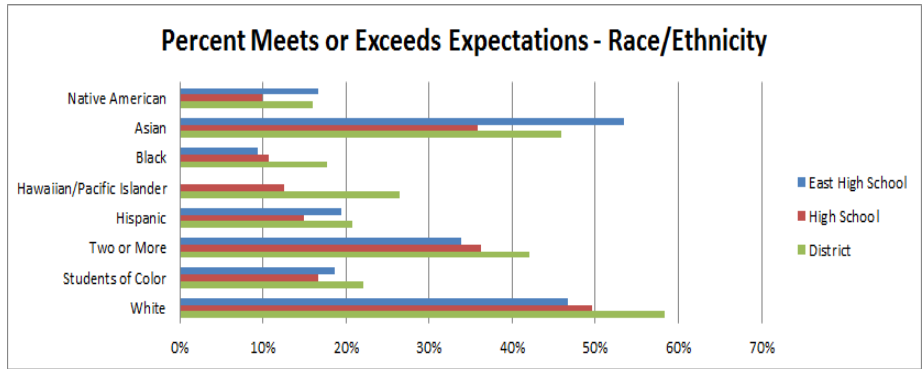


### CMAS PARCC Math Geometry Comparisons



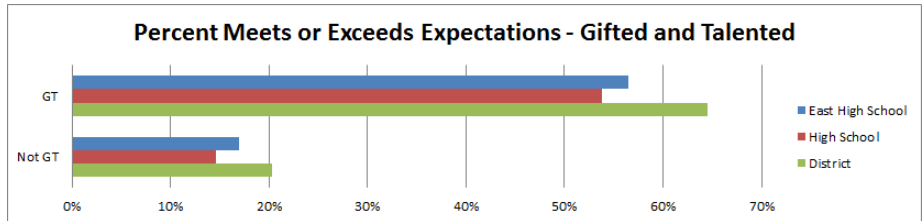
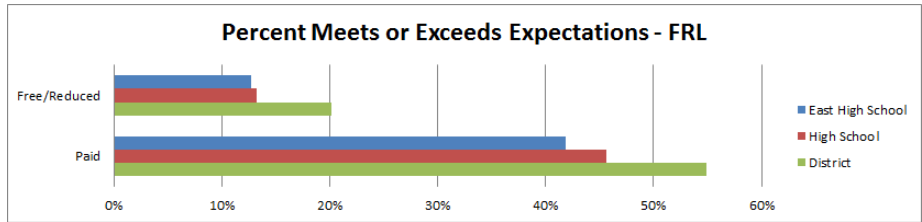
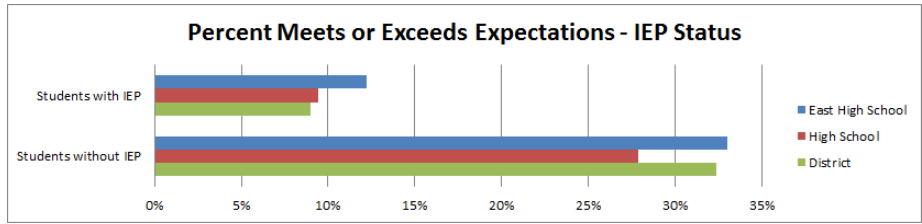
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**Prior TCAP Math Trends**

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	<p><b>Math Trends:</b> Overall math achievement at East High School has increased slightly over the past 6 years and at 46% P/A is above the DPS “meets” expectation of 20% P/A and the state and federal expectation of 30.53% P/A. The achievement of students who qualify for Free and Reduced Lunch (19% P/A), Minority students (21% PA) and ELs (20%) is significantly below DPS, state and federal expectations.</p> <p>SpED student achievement (3% P/A) is below the state SpED achievement (17% P/A).</p> <p><b>Current CMAS Math Achievement Overview</b></p> <p>The new CMAS Math achievement score comparison to last year’s TCAP achievement score comparison placed East HS in the 91st percentile. Based on 2015 CMAS Math data, East experienced a 6 point percentile drop to the 85th percentile. East’s subclaim scores of meets or exceeds are above the high school and district average in every subclaim category, with the exception of Additional and Supporting Content (31.1%) and Expressing Mathematical Reasoning (27.7%) in CMAS Math (above high school average in both subclaims but not district average). In Algebra 1, East students scored below the high school and district averages for meets and exceeds (16.8%), but far outperform high school and district averages in Algebra II (42.9%) and Geometry (27.5%). East students of color scoring meets or exceeds (18.7%) are above the high school average but not the district,, and students with IEPs (12.3%) are higher performing when compared to both high school and district averages. White students scoring meets or exceeds (46.7%) are below high school and district averages, ELL students (4.5%) are below high school and district averages, FRL students (12.7%) are below high school and district averages, and</p>			
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	gifted and talented students (56.5%) are above the high school average but below the district average.												
	<p><b>Graduation Rate:</b></p> <table border="1" style="margin-left: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Graduation Trend: East HS's graduation rate improved over four years and decreased slightly in 2015, but still meets state targets; however, the graduation rate of black and Hispanic students is lower than state targets.</p> <p><b>Dropout Rate:</b></p>											<p>ACT Composite Scores and AP pass rates for minorities are below DPS targets.</p>	<p>Inconsistent expectations for alignment and curriculum across AP classes.</p> <p>Inconsistent implementation of instructional adjustments and differentiation for struggling students.</p> <p>Lack of training for teachers on how to align instruction to ACT benchmarks.</p>

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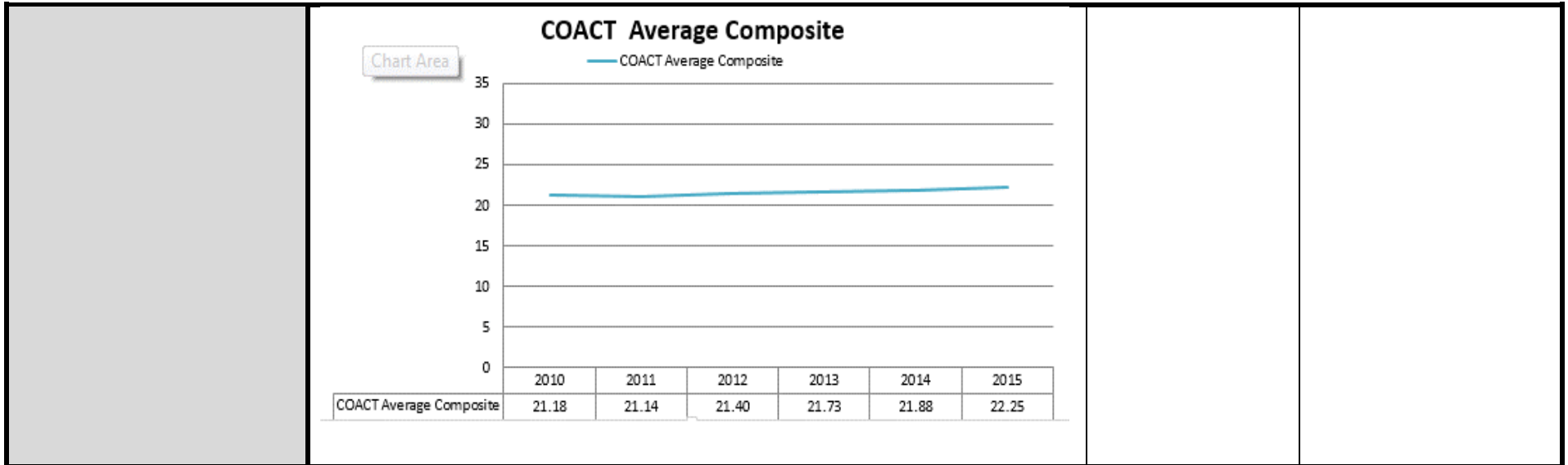




	2	2	2	2	2			<p><b>ACT Trends:</b>            ACT achievement has increased in all sub content areas over the past six years. The achievement of black, Hispanic, English language learning and students who qualify for free and reduced lunch is lower than white students. Black students college readiness percentages in all categories have decreased slightly from 2014 to 2015.</p>
	0	0	0	0	0			
	1	1	1	1	1			
	0	1	2	3	4			
<p>Dropout Trends: East HS's dropout rate has remained relatively stable and meets DPS, state and federal targets.</p> <p><b>ACT:</b></p>								

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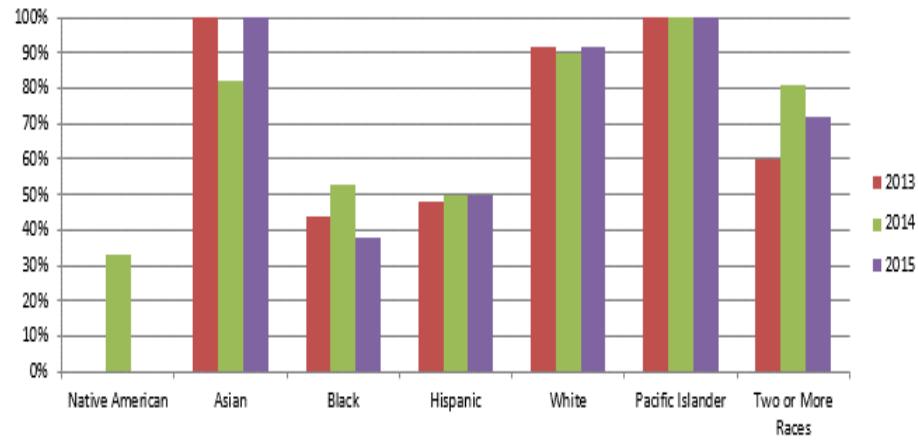
School Name: EAST HIGH SCHOOL



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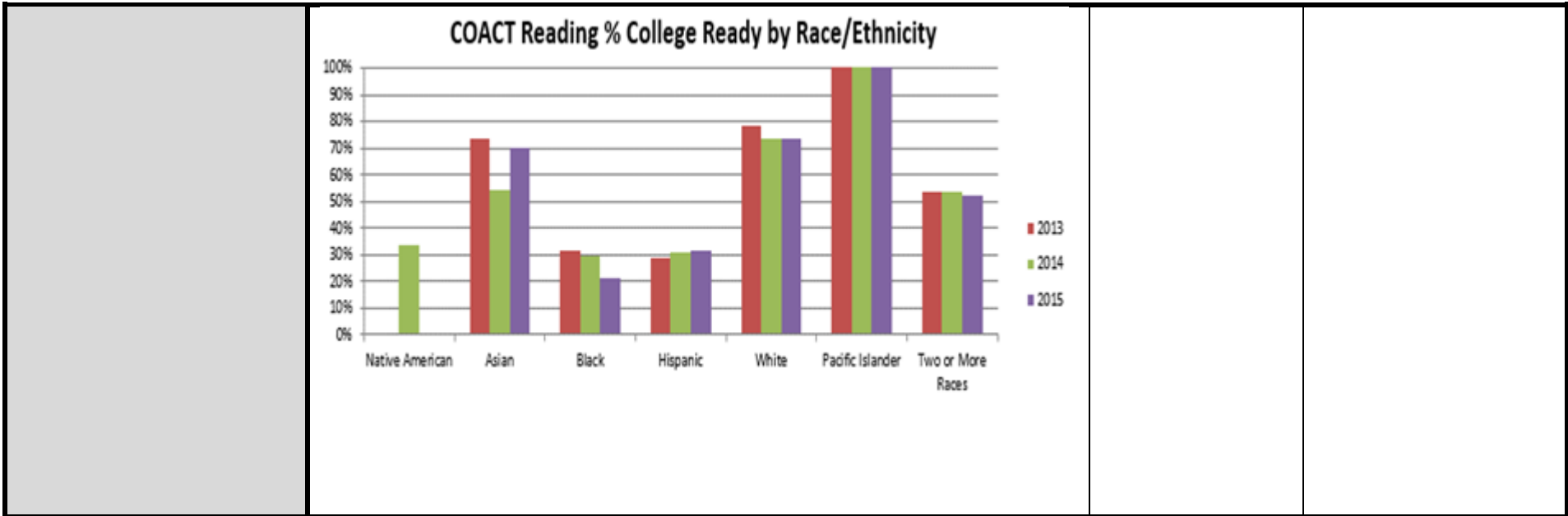
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COACT English % College Ready by Race/Ethnicity



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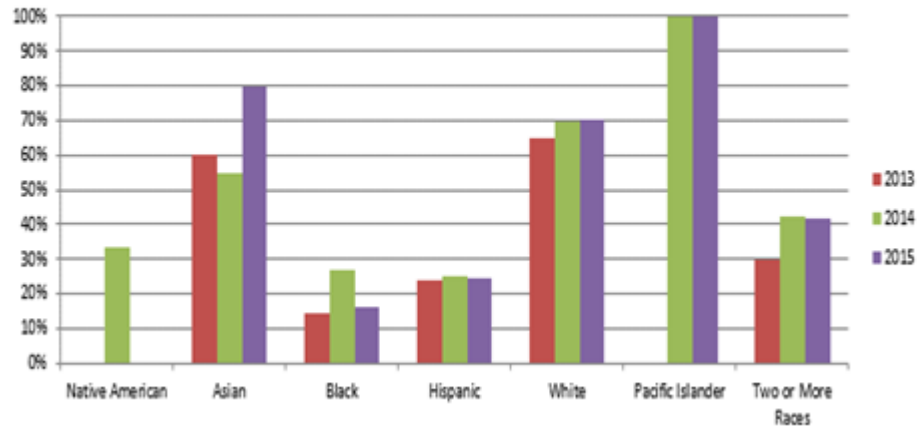
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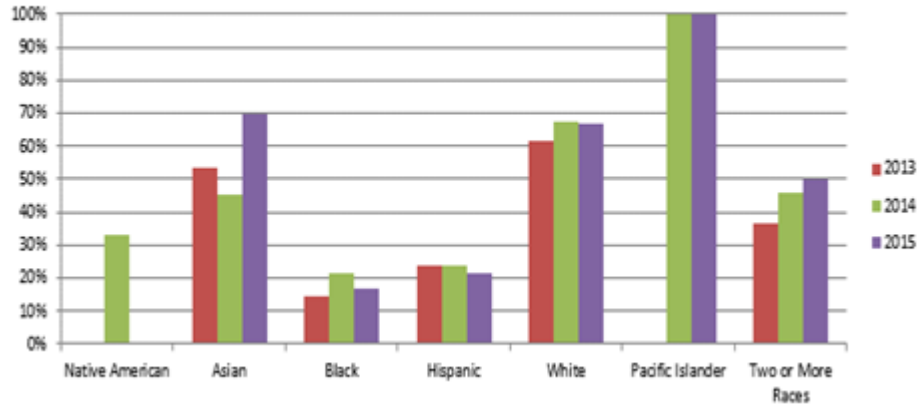
COACT Math % College Ready by Race/Ethnicity



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**COACT Science % College Ready by Race/Ethnicity**



**Advanced Placement:**

**AP Passing Rates:**

AP	2013 N teste d	2013 N pass ed	2014 N tested	2014 N passed	2015 N tested	2015 N passed

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White	1180	769	1240	795	1414	849
Hispanic	197	96	207	84	213	82
Black	110	32	172	43	185	55
Total	1487	897	1619	922	1812	986

**AP Trends:** The number of AP tests taken and passed has increased over the past 3 years for each disaggregated group. White students are taking significantly more AP tests than black or Hispanic students. White student pass rates are significantly higher than black and Hispanic students as well, with a 30% gap for black students and a 22% gap for hispanic students for 2015.

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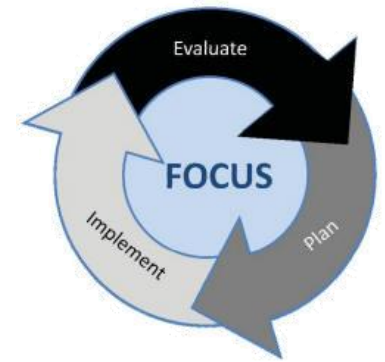
## Section IV: Action Plan(s)

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.



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### School Target Setting Form

Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	75% prof or above				
		READ					
		M	65% prof or above				
		S	65% prof or above				
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	65 MGP				
		M	55 MGP				
		ELP	65 MGP				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	65 MGP				
		M	50 MGP				
Postsecondary & Workforce Readiness	Graduation Rate		94 Grad Rate				
	Disag. Grad Rate		85%				
	Dropout Rate		1%				

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	Mean CO ACT	23				
	Other PWR Measures	94% CE pass rate				

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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 systematic strategy to close the opportunity gap at East High School. **Root Cause(s) Addressed:** The school has not consistently provided instructional experiences for our students of color or second language learners that affectively and instructionally are engaging to all students. The school has not consistently engaged students in both rigorous and relevant learning experiences in mathematics or reading.

**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				
ISA Monitoring Team to assess the progress of ELL Students on I.S.A list. <ul style="list-style-type: none"> <li>Meet monthly to monitor growth of ELA students, grades and interim scores. Spring to summer work will include transitioning ISA team to ELA coordinator.</li> </ul>	Aug-May		ISA Team	Local, Principal Portal	Placement data, reports from ELA, grades, on track rate	In progress

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English Language Development (ELD) classes to be offered for students scoring below 5 on the Access test,	Aug-May		ELD teachers, ISA team, counselors	ACCESS reports	Placement reports, student outcomes	In progress
Professional development will be provided focused on supporting and implementing differentiated instructional strategies to increase relevance for minority and low socio-economic students.	Aug-May		ILT team	Tomlinson text, staff, student data	LEAP scores, teacher instruction	In progress
<ul style="list-style-type: none"> <li>PDU created and offered for differentiated instruction.</li> </ul>						
<p>Enhance Family and Community Outreach to groups that have been historically under represented at East.</p> <ul style="list-style-type: none"> <li>AP outreach to parents and students of color to inform them of AP opportunities.</li> <li>Identification and support of underrepresented students to access AP.</li> <li>English classes, refugee classes.</li> <li>Creation of Family Navigators</li> <li>AVID family night, more translation into Spanish for parents this year.</li> <li>FAFSA nights in Spanish.</li> <li>Block out conferences out for struggling students first before opening to entire population, six week</li> </ul>	Aug-May		Counselors, AVID staff, admin, ELA team, ELA-S paras		Parent participation/student demographic shift	In progress

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progress reports sent out to anyone with a D or F.						
Home visits to initiate a conversation between the school and the parents in a non-school setting around academic achievement, attendance, and affective needs.	Aug-May		Deans, Rtl, Mental Health Team	Attendance data, Attendance Mediation workshops, other behavior data	Improved attendance, discipline and parent presence in various situations	In progress
Participating in the national Seal of Biliteracy program to support, honor, and promote linguistic and cultural diversity.	Aug-March		ELA/ISA team	District provided data around qualified, eligible students	Numbers of students who earn the Seal	In progress

**Major Improvement Strategy #2:** Implement data-driven instruction to support student growth and improve student learning outcomes at East High School.

**Root Cause(s) Addressed:** The school has not provided systematic support for teachers to implement data-driven instruction.

**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				
Designating Differentiated Roles teachers to support data driven instruction during common planning.	Aug		ILT	LEAP data	Leap scores, student outcomes as linked to aligned assessments	Completed

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Revising coaches roles to support PD and instruction.	Aug-May		ILT	LEAP data, staff surveys, Common Plan and Team Time outcomes	Student outcomes in formative and summative assessments by course to measure effectiveness of coaching. Teacher outcomes in practice and LEAP scores.	In progress
Revising schedule to provide common planning for majority of core content teachers.	Aug-May		Counselors, ILT, tech and schedule support	Schedule, course alignment needs	Common Plan groups	Completed/In progress for 16-17
Redefining TEAM Time to improve vertical alignment within departments.	Aug-May		ILT	School and district data	Team Time products from departments and how they support students and teachers	In progress
Revised leadership structure to include DRs and coaches to provide more targeted support for observation and feedback.	Aug		ILT/Admin	LEAP and observation data	Staff survey data, observation outcomes as linked to teacher growth	In progress
Aligning common planning and TEAM Time to the SLO process to support data-driven instruction.	Aug-May		ILT	SLO application	SLO progress and completion rate, demonstrated impact on students	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.

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**Major Improvement Strategy #3:** Implementation of Post-Secondary Planning Protocol.  
post-secondary planning process that is developmental from grade six and into college.

**Root Cause(s) Addressed:** The school has not provided a clear and predictable

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

- X 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				
<u>Academic Systems:</u> 1. Continue an ACT/SAT and Future Choices Class in collaboration with Goodwill. <ul style="list-style-type: none"> <li>• Early and intentional identification of ACT prep students using ACT Aspire data.</li> <li>• Collaborate with content experts to support skill deficiencies.</li> <li>• Create unit and lesson plans focusing on relevance of skills</li> </ul>	May		ACT/SAT prep teachers, admin and counselors	Princeton Review, district and state ACT score reports	Princeton Review scores SPF pathway data	In progress

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and test scores for college and career success.						
<p>1. Increase equity and access to the current Advanced Placement courses 82 sections offered at East and ensure support for newly enrolled students.</p> <ul style="list-style-type: none"> <li>● Review AP demographic test data in Aug.</li> <li>● Target advanced and proficient students of color with a GPA of 3.0 or above to access AP classes in an area of strength.</li> <li>● Provide shadowing opportunity for targeted students.</li> <li>● Host parent evenings for targeted students and families.</li> <li>● Conduct Middle School outreach to inform incoming 9<sup>th</sup> graders of honors opportunities.</li> <li>● Distribute and promote AP and Honors opportunities at various events to reach out to under-represented communities. (football, basketball, Pop show)</li> </ul>	Aug-May		AP Angels for Excellence, Admin, counselors	Class demographics, pass rate, IC, SPF	Choice of studies numbers for 16-17, AP pass rate for 16	In Progress

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<p><b>College and Career Going Culture</b></p> <p>1. Practice an interpretation of grades 9-11 College-oriented assessments including required ACT (11<sup>th</sup>), and elective PSAT (10<sup>th</sup>) and SAT (11<sup>th</sup>) options.</p> <ul style="list-style-type: none"> <li>All 9<sup>th</sup> and 10<sup>th</sup> graders review and measure progress on ACT tests and transcripts and complete college goal setting activities.</li> <li>ASC data activity to identify strengths and weaknesses to make a skills based goal. in all ASC classrooms.</li> <li>AVID will complete ACT prep. Jan 2016 – April 2016.</li> <li>Spring and summer work will entail having a cumulative data sheet to make the above process more efficient.</li> <li>Counselors will continue to schedule and implement PEP completions.</li> </ul> <p>2. Counselors will also meet with all grade levels twice a year to complete all the components of the Personal Education Plan (PEP or ICAP)</p> <ul style="list-style-type: none"> <li>Counselors will continue to schedule and implement PEP completions.</li> </ul>	<p>Aug-May</p>		<p>Teachers, counselors, admin</p>	<p>ACT data, SPF, state reports, Naviance, on track reports</p>	<p>Princeton Review ASC pass rate On track data Percent of kids with access to a college class</p>	<p>In Progress</p>
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<p>3. College Camp targeting high performing students of color/1<sup>st</sup> Gen. Students are provided college resources throughout a one week course in June</p> <p>4. Concurrent Enrollment planning for decreased math remediation and 2016 summer opportunities.</p> <ul style="list-style-type: none"> <li>• Review semester grades, ACT scores and annual remediation rates.</li> <li>• Math department using BOE form to direct students to Concurrent Enrollment courses to reduce college math remediation.</li> <li>• Targeted students invited to take the Accuplacer either through the ACT battery of tests or choice to be placed in a CE class.</li> <li>• Spring and summer work will include strategizing and planning for an increase in classes.</li> </ul>						
<p>5. In the Nick of Time Application Event</p> <ul style="list-style-type: none"> <li>• Local college admissions officers support students with application process.</li> </ul>	Spring 16		counselors	Application rate	Applications submitted	Completed

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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.

### 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.*

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