

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

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **4730**      School Name: **KIPP DENVER COLLEGIATE 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.

#### 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.*

Proficiency levels demonstrate a notable decline in Reading, Writing, and Math from the TCAP to the new CMAS PARCC. However, as aforementioned, there are factors at play related to a new and more rigorous assessment and standards, and implementation phases of new curriculum and instruction, accordingly. Math performance is a primary performance challenge, with proficiency levels across grades at only 18.6%. Continuing to monitor implementation of new curricula and instructional shifts in alignment with standards and assessments will be critical to improving performance.

Toward post-secondary readiness, each of the ACT subtests continued to demonstrate growth over three years, most notably in the most recent year, and proficiency levels exceed the district averages and continue to close the gap with state averages (while exceeding similar FRL schools across the state). However, the percentage of students at benchmark still lags below 80%. Though performance needs improvement in each sub test, Reading, Math, and Science are the priority performance challenges.

There most notable gap in sub-group performance is with the ELL sub-group relative to the exited ELL sub-group, particularly in Math. The school continues to support an increasing percentage of ELL students so continued focus on providing more comprehensive ELL supports, particularly in Math, will be necessary.

##### 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.*

ELA proficiency levels reveal challenges in 9<sup>th</sup> and 10<sup>th</sup> grade:

- Building vocabulary
- Building fluency and text-dependent interpretation and inference skills with complex texts
- Supporting ELL literacy development

Reading ACT performance reveals gaps in student persistence and ability in reading complex (though evidence suggests gaps are closing and strategies are working and should be continued)

Math proficiency levels reveal challenges in:

- Realigning to new standards, assessment (CMAS PARCC)
- Supporting ELL students with more rigorous, conceptual math (that often requires strong literacy skills)
- Early implementation inconsistencies of new curriculum

Regarding post-secondary readiness as reflected in ACT data, Reading ACT performance is demonstrating significant improvement over three years, most notably in the most recent year, with a more deliberate focus on students consistently reading complex texts in 11<sup>th</sup> grade English. In addressing Reading as a continued performance challenge, we need to maintain attention to implementation of appropriately complex texts in English and the humanities. As was similar in the previous year, Math ACT performance growth appears to plateau among students scoring within 3-points of benchmark. Greater attention need to be dedicated to appropriately challenging this cohort of students and deliberately progress monitoring performance. Science ACT performance increased significantly, affirming efforts to more intentionally integrate science reasoning skills consistent with the CCRS standards.

**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.*

**Major Improvement Strategy #1:** Integration literacy across disciplines and inference skills with complex texts

**Root Cause(s) Addressed:** Building vocabulary and fluency, text-based interpretation and

**Major Improvement Strategy #2:** Deepen implementation of close reading and explication in English department  
**Root Cause(s) Addressed:** Reading ACT performance reveals gaps in student persistence and ability in reading complex (though evidence suggests gaps are closing and strategies are working and should be continued)

**Major Improvement Strategy #3:** Implementation of Eureka Math Curriculum  
**Root Cause(s) Addressed:** Implementation gaps in new math curriculum to align to new standards

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

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

### 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.
	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> .

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.
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.

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

## 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):

- 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)

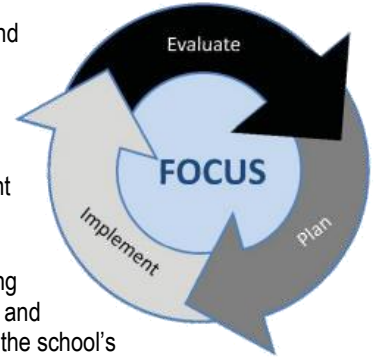
1	Name and Title	Kurt Pusch
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School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

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

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



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

### Data Narrative for School

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

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p><b>Root Cause Analysis:</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p><b>Narrative:</b> Process for Data Analysis: The analysis of this data was completed collaboratively by the KDC school leader and KDC leadership team. The school leadership team performed the root cause analysis by analyzing the data for growths and declines across disciplines and sub-groups.</p>				

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

#### Review of Current Performance:

Status targets were not met in Math and Reading, part of which may be explained by targets that were set based on performance on TCAP, and lacked a valid recalibration to the new CMAS PARCC assessment. Overall, Math performance is performance priority, with only 18.6% of students across 9<sup>th</sup> – 11<sup>th</sup> grade performing at or above expectations and 60% approaching or above expectations on CMAS PARCC. Math performance is just above the district performance, and is below the state performance. ELA performance trended higher at 42.4% at or above expectations. Though below internal targets, ELA performance showed signs of strength, particularly in 11<sup>th</sup> grade where 70% of students met or exceeded expectations. Further, in all grades, 71% of students were approaching or above expectations. ELA performance exceeds both the district and state averages across grades 9-12, and in 11<sup>th</sup> grade is double the district average and nearly double the state average.

In ACT performance, overall more students achieved the composite benchmark compared to the previous year, with growth across all subject areas, particularly in Science. The average composite score of 19.7 (increase from 18.4), English score of 18.7 (increase from 17.1), Reading score of 19.1 (increase from 16.5), Math score of 20.2 (increase from 19.5), and Science score (increase from 18.5) This may be explained by increased alignment of curriculum to ACT CCRS standards across grade levels.

#### Trend Analysis and Performance Challenges:

Proficiency levels demonstrate a notable decline in Reading, Writing, and Math from the TCAP to the new CMAS PARCC. However, as aforementioned, there are factors at play related to a new and more rigorous assessment and standards, and implementation phases of new curriculum and instruction, accordingly. Math performance is a primary performance challenge, with proficiency levels across grades at only 18.6%. Continuing to monitor implementation of new curricula and instructional shifts in alignment with standards and assessments will be critical to improving performance.

Toward post-secondary readiness, each of the ACT subtests continued to demonstrate growth over three years, most notably in the most recent year, and proficiency levels exceed the district averages and continue to close the gap with state averages (while exceeding similar FRL schools across the state). However, the percentage of students at benchmark still lags below 80%. Though performance needs improvement in each sub test, Reading, Math, and Science are the priority performance challenges.

There most notable gap in sub-group performance is with the ELL sub-group relative to the exited ELL sub-group, particularly in Math. The school continues to support an increasing percentage of ELL students so continued focus on providing more comprehensive ELL supports, particularly in Math, will be necessary.

#### Root Cause Analysis:

The primary root causes to the Math proficiency challenge are:

- Realigning to new standards, assessment (CMAS PARCC)
- Supporting ELL students with more rigorous, conceptual math (that often requires strong literacy skills)



- Early implementation inconsistencies of new curriculum

Regarding post-secondary readiness as reflected in ACT data, Reading ACT performance is demonstrating significant improvement over three years, most notably in the most recent year, with a more deliberate focus on students consistently reading complex texts in 11<sup>th</sup> grade English. In addressing Reading as a continued performance challenge, we need to maintain attention to implementation of appropriately complex texts in English and the humanities. As was similar in the previous year, Math ACT performance growth appears to plateau among students scoring within 3-points of benchmark. Greater attention need to be dedicated to appropriately challenging this cohort of students and deliberately progress monitoring performance. Science ACT performance increased significantly, affirming efforts to more intentionally integrate science reasoning skills consistent with the CCRS standards.

**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)	ELA: 65% (PARCC CMAS, all grades)	ELA: 42.4% (PARCC CMAS, all grades) Not met by 22.6 percentage points	Previous targets were not met in part because of implementation dips in transitioning to PARCC CMAS. Shifting from TCAP to PARCC, we lacked a valid reference point for setting goals. Our goals reflected performance trends on TCAP, and did not accurately reflect differences in rigor on PARCC. More importantly, goals were not met because our instruction is still transitioning to the demands of the new Colorado Academic Standards and new curriculum. In short, we have to increase the amount of thinking students are doing in classes and move away from more teacher-centered instruction.
	Math: 54% (PARCC CMAS, all grades)	Math: 18.6% (PARCC CMAS, all grades) Not met by 35.4 percentage points	
Academic Growth	No growth data in 2014-2015	No growth data available	
	No growth data in 2014-2015	No growth data available	
Academic Growth Gaps	No growth data in 2014-2015	No growth data available	
	No growth data in 2014-2015	No growth data available	
Postsecondary & Workforce Readiness	Mean CO ACT: 23	Mean CO ACT: 20 No, not met by 3 points	

**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)	Proficient or Advanced: <table border="1"> <thead> <tr> <th></th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>55.2%</td> <td></td> </tr> <tr> <td>Math</td> <td>32%</td> <td>34%</td> <td>18.6%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>42%</td> <td></td> </tr> <tr> <td>ELA</td> <td></td> <td></td> <td>42.4%</td> </tr> </tbody> </table>		12-13	13-14	14-15	Reading	62%	55.2%		Math	32%	34%	18.6%	Writing	42%	42%		ELA			42.4%	Math proficiency is a priority performance challenge	Root causes for challenges in math proficiency: <ul style="list-style-type: none"> <li>- Transitioning to a new curriculum and new expectations under PARCC posing challenges for teacher</li> <li>- Student conceptual understanding still lags</li> </ul> ELA proficiency levels reveal challenges in 9 <sup>th</sup> and 10 <sup>th</sup> grade: <ul style="list-style-type: none"> <li>- Building vocabulary</li> <li>- Building fluency and text-dependent interpretation and inference skills with complex texts</li> <li>- Supporting ELL literacy development</li> </ul>
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School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																									
	Math 73 65 n/a Writing 72 64 n/a																											
	ACCESS 2013 2014 2015 63 48 62	9 <sup>th</sup> grade ACCESS growth	Implementation gaps in new ELD curriculum																									
Academic Growth Gaps	<b>FRL/Non:</b> n/a -- school is 95% FRL <b>Minority/Non:</b> n/a -- school is 95.5% minority  <b>ELL/Non/Exited</b> <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80/79</td> <td>68/64</td> <td></td> </tr> <tr> <td>Writing</td> <td>72/67</td> <td>65/65</td> <td></td> </tr> <tr> <td>Math</td> <td>73/69</td> <td>64/64</td> <td>4/14/28 (status)</td> </tr> <tr> <td>ELA</td> <td></td> <td></td> <td>18/9/63 (status)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Growth gap data not available for 2015. Status gap data used instead for 2015.</li> </ul>		2013	2014	2015	Reading	80/79	68/64		Writing	72/67	65/65		Math	73/69	64/64	4/14/28 (status)	ELA			18/9/63 (status)	Math ELL gaps	Root causes - Gaps in comprehension of and application of skills in multi-faceted word problems					
	2013	2014	2015																									
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Postsecondary & Workforce Readiness	<u>ACT, % at Benchmark</u> <table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>53%</td> <td>47%</td> <td>52%</td> <td>54%</td> </tr> <tr> <td>Math</td> <td>38%</td> <td>29%</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>Reading</td> <td>21%</td> <td>9%</td> <td>32%</td> <td>33%</td> </tr> <tr> <td>Science</td> <td>14%</td> <td>9%</td> <td>15%</td> <td>28%</td> </tr> </tbody> </table>		2012	2013	2014	2015	English	53%	47%	52%	54%	Math	38%	29%	32%	36%	Reading	21%	9%	32%	33%	Science	14%	9%	15%	28%	Math and Reading proficiencies	Math root causes – - Fluency gaps  Reading root causes – - Vocabulary gaps - Fluency with complex passages
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School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

School Code: 4730

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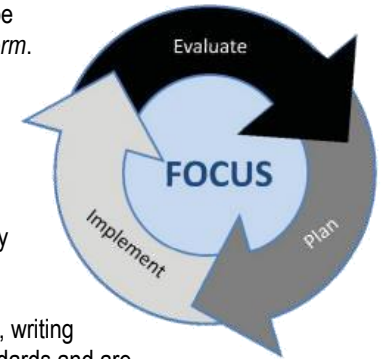
## Section IV: Action Plan(s)

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.



### 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 Proficiencies in 9 <sup>th</sup> and 10 <sup>th</sup> grade  Proficiencies with ELL subgroup	53%	63%	Six, six-week standards aligned interim assessments	Integration of literacy across disciplines:  <ul style="list-style-type: none"> <li>- Independent reading initiative</li> <li>- Integration of complex texts across disciplines, and close reading and explication strategies</li> </ul> Guided Reading program for lowest performing readers in 9 <sup>th</sup> grade  ELD class and sheltering strategies to support ELL growth
		REA D				
		M Proficiencies in 10 <sup>th</sup> grade Geometry  Proficiencies with ELL sub group	30%	40%		

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

							Collaborative lesson planning and lesson tuning protocols  Data study protocols
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	No data available	70	70	No data available	See above
		M	No data available	70	70	No data available	See above
		ELP	9 <sup>th</sup> grade ACCESS growth, ACCESS levels	70	70	Six, six-week standards aligned interim assessments	Revised ELD curriculum to improve alignment to WIDA
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	No data available	No gaps	No gaps		
		M	No data available	No gaps	No gaps		
Postsecondary & Workforce Readiness	Graduation Rate			90%	90%	Advisory system Credit monitoring system	Advisory system Credit monitoring system
	Disag. Grad Rate			90%	90%	Advisory system Credit monitoring system	Advisory system Credit monitoring system
	Dropout Rate			0%	0%	Advisory system Credit monitoring system	Advisory system Credit monitoring system
	Mean CO ACT			20	21	Six, six-week standards aligned interim assessments	Data analysis system on ACT interim assessments
	Other PWR Measures						

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL



### 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:** Integration literacy across disciplines  
inference skills with complex texts

**Root Cause(s) Addressed:** Building vocabulary and fluency, text-based interpretation and

A lapse in more concerted focus on supporting lower readers within the general education Literature class.

**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  
 Colorado Graduation Pathways Program (CGP)   
  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				
Integration of complex text into planning, assessment, and instruction via defined department instructional planning rubrics and protocol <ul style="list-style-type: none"> <li>- Unit assessments and unit plans reflect intentional use of appropriately complex text within the unit (Lexile range and qualitative) to support the desired learning outcomes.</li> <li>- Departments will define criteria of intentional and appropriate use of text as is authentic to the discipline</li> </ul>	X	X	Director of Literacy  Department Chairs		All teachers meet defined department criteria for text integration in unit plans and assessments  Lesson plans and execution reflect daily integration of text across disciplines	In progress  In progress

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

<p>School-wide independent reading challenge.</p> <p>Train Advisors to implement weekly independent reading protocol in Advisory to reach the following goals:</p> <ul style="list-style-type: none"> <li>- Every KIPPster will independently read:</li> <li>- 1 million words in the year</li> <li>- 50 pages of independent reading per week</li>   <li>- Every KIPPster will achieve significant growth as a reader:</li> <li>- Below grade level: 2 years (150 points of growth)</li> <li>- On grade level: 1.5 years (115 points of growth)</li> <li>- Above grade level: 1 year (75 points of growth)</li> </ul>	X	X	<p>Director of Literacy</p> <p>Assistant Principal Advisors</p> <p>English teachers</p>		<p>Every week: 50 pages read, tracked in Advisory</p> <p>In the year: 1 million words read independently, tracked on SRC</p> <p>SRI to measure Lexile, 3 times per year</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>Guided Reading</p> <p>Train staff across content areas on a defined Guided Reading protocol to be implemented with lowest readers 4 days per week during 7<sup>th</sup> period. The implementation will achieve:</p> <ul style="list-style-type: none"> <li>- Every KIPPster will achieve significant growth as a reader: Below grade level: 2 years (150 points of growth)</li> </ul>	X	X			<p>SRI to measure Lexile, every 6 weeks</p>	<p>In progress</p>

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

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

**Major Improvement Strategy #2:** Deepen implementation of close reading and explication in English department **Root Cause(s) Addressed:** Reading ACT performance reveals gaps in student persistence and ability in reading complex (though evidence suggests gaps are closing and strategies are working and should be continued)

**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  
 Colorado Graduation Pathways Program (CGP)   
  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				
Implementation of a defined process of text explication in English department to demonstrate student interpretations of short, complex literary passages	X	X	Director of Literacy  English teachers		<b>EXPLICATION— Freshman – 20</b> By Unit 3, 50% of students will earn mastery for their summative explication. By unit 6, 65% of students will earn mastery on their summative explication  <b>Sophomore = 24</b> By Unit 3, 50% of students will earn mastery for their summative explication. By unit 6, 65% of students will earn mastery on their summative explication  <b>Junior and Seniors = 27</b> By Unit 3, 50% of students will earn mastery for their summative explication. By unit 6, 65% of students will earn mastery on their summative explication	In progress

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

Implementation of defined standards of text complexity to guide teacher integration of appropriate text			Director of Literacy  English teachers		Teachers are trained on Lexile and qualitative standards of text complexity  Teacher unit plans and lessons reflect consistent use of complex text in lessons	Completed  In progress
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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:** Implementation of Eureka Math Curriculum **Root Cause(s) Addressed:** Implementation gaps in new math curriculum to align to new standards

**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				
Content team structure and cycles: 1. Collaborative lesson planning 2. Lesson tuning 3. Looking at student work 4. Data study	x	x	Dean of Curriculum and Instruction  Department Chair		Department Chair trained in content team protocols  Teachers trained in content team protocols  Calendar of content team protocols and pre-work assignments created and normed with team  Dean observation and feedback on implementation of content team protocols  <b>Eureka Assessment Mastery (9-11):</b> 75% of students are earning a passing grade on the rubric on the specific unit module.	Completed  Completed  Completed  In progress  In progress
Coaching cycle aligned to implementation:			Dean of curriculum		Training of all math teachers in curriculum implementation plan (unit planning, lesson	Completed

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL

<p>*Cycle is defined as “pre-meeting (co-planning), observation, O3 conversation</p>			<p>and instruction</p>		<p>planning, assessment design, data analysis)</p> <p>Teacher instructional goal setting cycle implemented on 12-week cycle</p> <p>Cycle of co-planning, observation, and debrief every 1-2 weeks implemented</p> <p><b>Eureka Assessment Mastery (9-11):</b> 75% of students are earning a passing grade on the rubric on the specific unit module.</p>	<p>In progress</p> <p>In progress</p>
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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.*

School Code: 4730

School Name: KIPP DENVER COLLEGIATE HIGH SCHOOL