

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **6314** School Name: **NORTH 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.*

Achievement:

- Achievement at North HS was on an upward trend with TCAP; however, students' PARCC results are significantly below DPS, state and federal expectations in ELA, especially when compared to schools who scored similarly to North with TCAP.
- ELA--Low participation rates; Lack of interest in taking PARCC at a high-level of fidelity; Increase of rigor on PARCC as compared to TCAP.
- Achievement at North HS began declining on TCAP; students' PARCC results are significantly below DPS, state and federal expectations in Math.
- Math--Low participation rates; Lack of interest in taking PARCC at a high-level of fidelity; Increase of rigor on PARCC as compared to TCAP.
- PARCC Science is an assessment of cumulative content knowledge

Growth:

- CMAS/PARCC MGP in ELA and Math--Unavailable due to first state administration of PARCC. ELA and Math CMAS/PARCC overall percentile ranks were significantly below schools which North has scored similarly with historically.
- Regarding ELA Specifically-- ****While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 10 points as it relates to our PARCC percentile rank. Similar schools saw increases of 3-4 points on their percentile rank.**
- Regarding Math Specifically-- **** While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 16 points as it relates to our PARCC percentile rank. Similar schools saw increases of 7 points on their percentile rank.**

Growth Gaps (No Growth gaps available for CMAS/PARCC due to the first state administration of the test):

- ACCESS-North must better support its ELLs in order to put them on a trajectory to be on track to reach ACCESS Level 5 before graduating.

PWR:

- Post-secondary readiness systems, including prevention and intervention, were partially effective
- North's graduation rate has increased, but rate is far below the school's expectations.

- In addition, ACT scores are below state and federal expectations for College and Career Readiness
- Students do not get consistent test preparation for taking the ACT; Teachers lack knowledge of how to embed ACT questions/content in grade level courses

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.*

English/Language Arts:

- Teacher instructional methods do not adequately address the demands of rigor of PARCC (text complexity, citing evidence from multiple sources, increase of non-fiction texts, and due to electronic demonstrations of writing)
- The DDI Process has not been addressing the lack of rigor and differentiation in instruction with fidelity.
- PARCC participation rates were the lowest that our school has had in four years. The district gave us the directive that all schools who did not meet their participation rate of 95% would fall one SPF level. This caused North to test any and all students—even those individuals who wished to not take it or take it seriously. Thus, scores need to be interpreted loosely on what our overall profile of true achievement looks like on our campus.

Math

- Teacher instructional methods do not adequately address the rigorous demands of PARCC (Standards of Mathematical Practice) in both form and function.
- Low scores are also attributed to lack of mathematical fluency that PARCC demands.
- The DDI Process has not been addressing the lack of rigor and differentiation with fidelity.
- Instructional tasks and assessments in math are not aligned to the rigor or complexity of PARCC.

Science:

- Teacher unit planning did not include spiraled instruction from previous Science courses (Earth Science, Physics, Biology, Physical Science, Chemistry). Seniors were tested, included individuals who were not enrolled in a Science course year 4. Lesson planning did not reflect the demands of rigor and differentiation needed for PARCC.

ACCESS (Achievement for ELLS)

- Teacher lesson plans and observations did not focus on differentiation for English Language Learners at their Reading, Writing, Speaking, and Listening ACCESS level to determine appropriate instructional tasks and outcomes for all ELA students.
- There are no systems in place for tracking ELL strategy implementation (WIDA strategies) in individual teacher classrooms.

DDI as it Relates to CCR:

- Lack of fidelity and efficiency in implementing a tiered prevention and intervention system for attendance, student behavior, and academic supports and monitoring for on-track to graduation status.
- Prevention/Intervention team did not hold weekly meetings that focused on each grade level so students are continuously monitored. Students and their families must be met with early and often so that a true team approach can assist each student to stay on track.
- Counselors have not continuously monitored on-track to graduate status in tandem with working with teachers and families to plan for needed interventions.

- Students entering grade 9 significantly at-risk according to ABC Stoplight Data (a district report) are not monitored appropriately to ensure timely intervention and positive on track to graduate status.

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: Implement an Effective Data Driven Instructional System that results in improved achievement for all students.

Action Steps:

- Establish structures to support implementation of an effective school-wide DDI system
- Ensure DDI processes support student mastery of learning objectives (SLOs) focused on DPS priority CCSS
- Implement, monitor and adjust DDI system resulting in improved student achievement

Major Improvement Strategy #2: Support student achievement and growth of the whole child by implementing intentional systems to promote a dynamic staff and student culture.

Implement common school-wide classroom expectations to support a focus on learning

- Establish, support teachers and monitor the implementation of common classroom expectations
- Implement school-wide positive behavior support, discipline procedures, and restorative approach strategies
- Implement learning of the trauma informed classroom

Focus on whole child by increasing student satisfaction and engagement at school by:

- Participation in Personal Success Factors pilot
- Re-structuring of Learning Communities to Increase continuity of care
- 9th Grade Academy
- Increase the percent of students engaged in sports and activities

Implement an Intentional and Culturally Responsive Parent and Student Engagement Strategy:

- Home Visitation Program
- Create platforms to promote Parent, Community, and Student Voice (CSC, ELA-PAC, PTSA, Weekly Communication, Student Leadership)
- Effective and Ongoing Communication in all appropriate languages
- Student Led Conferences facilitated by Learning Community Mentors

Implement a Year Long Plan to Build and Sustain a Positive School Culture that includes:

- New Teacher Induction (New to North) and support plan
- Staff Communication Plan
- Effective collaborative decision making procedures
- Intentional planned staff recognition

Major Improvement Strategy #3: College and Career Readiness: Utilize strategic structures, systems, processes, and professional development to ensure all students graduate ready for success in college and career.

- Maintain a school wide master schedule and structures/systems that extend learning time for students, increase class offerings for concurrent enrollment classes, and provide learning supports such as ROW (after-school re-mastery, office hours, and work time), Wednesday AP support groups, Saturday School, and AP Summer Boot Camp for students.
- Increase the number of students enrolled in CE classes (CU Succeeds, Math 050/055,/121+ CCR 092/121+ or equivalent) by 12% in order to qualify 15% more students to Ascent programming.
- Systematic identification using all available data (TCAP/PARCC, Princeton Review, ACT, course grades) to increase number of students in Honors and Pre-AP courses with an intentional focus of students in school's opportunity gap group.

Increase graduation rates and decrease dropout rates.

- Implement system to monitor OTG status for each student, bi-weekly monitoring of D/F report, grade level teams meet with students to monitor progress.
- Assign students to support programs for extra help.
- Referral to MTSS
- Transition students to Multiple Pathways based on best fit

Implement intentional systems to increase ACT scores for all students.

- Provide professional development to teachers for Princeton Review ACT Prep
- Utilize data to create targeted ACT Prep cohorts in Learning Community
- Increase in number of ACT practice tests
- Monitor Progress of all systems and analyze data to evaluate effectiveness of programs to adjust for next year.

Implement system to support seniors with college applications, submitting FAFSA and applying for scholarships.

- Provide weekly guidance to learning community mentors on ICAPs, Naviance and College in Colorado
- Host 9th and 12th grade orientations

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 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: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	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).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	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.

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<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>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>

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Section II: Improvement Plan Information

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	District School Improvement Grant Early College/JFF Grant
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.	NO

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)

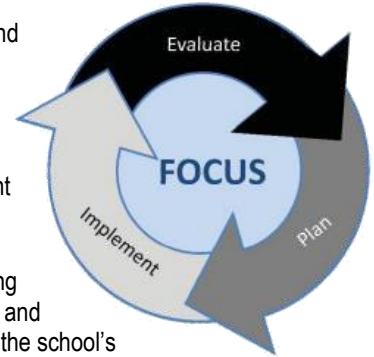
1	Name and Title	Scott Wolf, Principal
	Email	scott_wolf@dpsk12.org
	Phone	720-423-2905
	Mailing Address	2960 N. Speer Blvd, Denver, CO, 80211
2	Name and Title	Stacy Parrish, Principal Resident/Assistant Principal
	Email	stacy_parrish@dpsk12.org
	Phone	720-423-2855
	Mailing Address	2960 N. Speer Blvd, Denver, CO, 80211

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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.

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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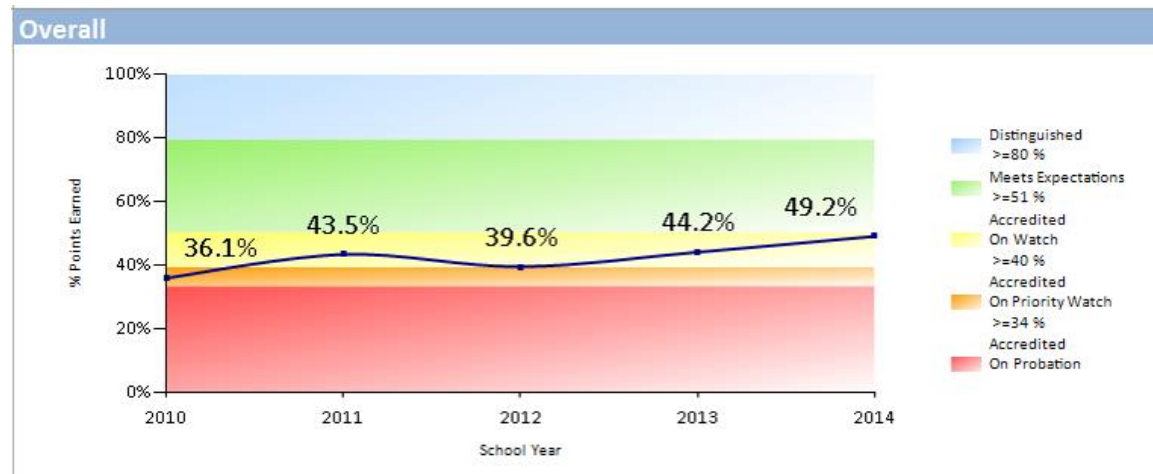
Narrative:
North High School is a Denver Public Schools public, non-charter, school originally opened in 1911 and has served the northwest Denver neighborhood community continuously since that time. Over the last three years North has increased its Advanced Placement (AP) course offerings and the number of students taking AP courses. North has also increased the number of students taking concurrent enrollment college courses. North currently has partnerships with Denver Scholarship Fund, CEC, Emily Griffith, City Year, MiCasa Neighborhood Center, Project Pave, YESS Mentoring, and is a partner in a national research grant focused on building sustainable Restorative Practices/Justice programming at a comprehensive high school. Students at North have access to a wealth

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of opportunities to extend their learning due to the increase in class offerings, extended learning time and the partnerships that support the students' success. 100% of teachers at North High School are supported by an administrator or a Teacher Leader (instructional coach) and engage in weekly cycles of observation and feedback and regular cycles of assessment analysis. The school also hired a Gear Up sponsored Student Success Coordinator to facilitate the tiered intervention efforts of the counseling, mental and physical health, discipline/attendance offices, and various community partnerships.

North currently serves 1022 students, including the students in the 18-21 Star/Step-Up transition program. Students in grades 9-12 are 90% minority, 45% are ELL, 85% eligible for free or reduced lunch, and 27% Special Education Qualified.



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)	<p>TCAP Targets:</p> <p>60% P/A in Reading 22% P/A in Math 35% P/A in Writing 38% P/A in Science</p>	<p>**New state assessment results. Target met status is not applicable due to the change of TCAP to CSAP and PARCC.</p> <p>PARCC Results: Grade 9 ELA—Met/Above 20.9% Grade 10 ELA--Met/Above 23.4% Grade 11 ELA—Met/Above 23.0% (*ELA PARCC Combines both Reading and Writing in one test)</p> <p>Algebra—Met/Above 3.4% Geometry—Met/Above 1.9% Algebra II—Met/Above 3.4%</p> <p>CMAS Science---8% Met/Above</p>	<p>The Academic Achievement Status differs significantly this year due to TCAP being replaced with PARCC. Thus, the achievement scores seen below are a reflection of how students achieved on PARCC. TCAP and PARCC scores cannot and should not be compared.</p> <p>ACCESS targets were not met due to lack of detailed lesson plans which included differentiated supports and outcomes for students based upon their Reading, Writing, Speaking, and Listening ACCESS levels.</p> <p>ACT goals were not met by 3.3% points. Teachers lacked understanding as to how to embed ACT-type questions/skills in daily instruction. ACT Prep classes began too late in the semester to make any meaningful impact. ACT Prep class organization resulted in low participation rates in the course overall. Insufficient and/or inconsistent professional development on school-wide strategies to support critical thinking and effective instruction to prepare students of ACT</p>
Academic Growth	<p>TCAP:</p> <p>66% MGP in Reading 66% MGP in Math 66% MGP in Writing</p>	<p>**Academic Growth is not measurable due to the change from TCAP to PARCC.</p> <p>ACCESS: ACCESS MGP 13/14—60% ACCESS MGP 14/15—60%</p>	<p>ACT goals were not met by 3.3% points. Teachers lacked understanding as to how to embed ACT-type questions/skills in daily instruction. ACT Prep classes began too late in the semester to make any meaningful impact. ACT Prep class organization resulted in low participation rates in the course overall. Insufficient and/or inconsistent professional development on school-wide strategies to support critical thinking and effective instruction to prepare students of ACT</p>

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	ACCESS: 66% MGP in ELP	This target failed to meet the target by 6%.	AP targets were not met as the school shifted its push of increasing the number of students in AP courses to appropriately enrolling students in Concurrent Enrollment classes based upon Accuplacer and ACT data in order to reduce college remediation rates.
Academic Growth Gaps	66% in Reading 66% in Math 66% in Writing	Academic Growth Gaps not measurable due to the change from TCAP to PARCC.	
Postsecondary & Workforce Readiness	Graduation Rate—76% Disaggregated Grad Rate—78% Dropout Rate—2% Mean CO ACT—20 Other PWR—60% of Juniors and Seniors Taking AP Courses	4 Year Grade Rate—70.9% in 2014 (Did not meet) Dropout Rate— 1.4% in 2014 (Target was Met) MEAN CO ACT---16.7 (Not Met—Gap of 3.3%) Other PWR—42.5% Juniors and Seniors in AP Courses (Not Met)	

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)	<p>From 2012-2014 North has increased academic achievement in reading, math, writing and science according to TCAP measures, There was a plateau in 2012/13 in all areas. In 2013/14, Reading and Writing are trending upward, while math plateaued from 2012/13 to 2013/14.</p> <p>Reading scores increased for 9th grade students, while 2013/14 saw the first decline in three years for 10th grade students on TCAP. For students identified as ELL and FRL the gap between P/A increased 4% and 2% respectively in 2013/14, and students with IEP increased by 2% and Minority student achievement plateaued. In each area, the trend is moving toward meeting the DPS expectation yet significant increases are needed to meet State and Federal targets.</p> <p>Writing scores increased overall from 25% P/A to 30% P/A during the administration of TCAP. The increase was based on 9th moving from 27% P/A to 33% P/A, while 10th grade had an increase from 23% to 28%. Achievement in FRL and Minority were up 7% and 4% respectively. ELL and IEP subgroups saw a plateau and gains were not made.</p> <p>Achievement is trending upward and moving toward reaching DPS expectation.</p>	Achievement at North HS was on an upward trend with TCAP; however, students' PARCC results are significantly below DPS, state and federal expectations in ELA. Low participation rates;	<p>ELA---Teacher instructional methods do not adequately address the demands of rigor of PARCC (text complexity, citing evidence from multiple sources, increase of non-fiction texts, and due to electronic demonstrations of writing)</p> <p>The DDI Process has not been addressing the lack of rigor and differentiation in instruction with fidelity.</p> <p>PARCC participation rates were the lowest that our school has had in four years. The district gave us the directive that all schools who did not meet their participation rate of 95% would fall one SPF level. This caused North to test any and all students—even those individuals who wished to not take it or take it seriously. Thus, scores need to be interpreted loosely on what our overall profile of true achievement looks like on our campus.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>ELA—The overall percentage of students meeting or exceeding the proficiency standards in ELA for all ELA subclaims was 29.9% at North on TCAP. This is 12.7% points below all other district high schools and 7.7 % below the district average. The largest gaps amongst subclaims were in informational and literary text, and in the area of vocabulary.</p> <p>**While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 10 points as it relates to our PARCC percentile rank. Similar schools saw increases of 3-4 points on their percentile rank.</p>	<p>Lack of interest in taking PARCC at a high-level of fidelity; Increase of rigor on PARCC as compared to TCAP.</p>	
	<p>Math scores increased for 9th grade students, while 2013/14 saw the first decline in three years for 10th grade on TCAP. For students identified as ELL and SPED, the gap between P/A decreased 2% in 2013/14, and FRL and Minority increased by 4% and 5% respectively. Increased achievement is shown in Minority and FRL students. The % of students P/A is almost 8% below DPS expectations, and below State and Federal expectations for TCAP.</p> <p>As it relates to PARCC, the overall percentage of students meeting or exceeding the proficiency standards in Math for all Math subclaims was 8.7% at North. This is 16.9% points below all other district high schools and 20.7% below the district average. The largest gaps amongst subclaims were in Major and Additional and Supporting Content, with the largest</p>	<p>Achievement at North HS began declining on TCAP; students' PARCC results are significantly below DPS, state and federal</p>	<p>Math—Teacher instructional methods do not adequately address the rigorous demands of PARCC (Standards of Mathematical Practice) in both form and function.</p> <p>Low scores are also attributed to lack of mathematical fluency that PARCC demands.</p> <p>The DDI Process has not been addressing the lack of rigor and differentiation with fidelity.</p> <p>Instructional tasks and assessments in math are not aligned to the rigor or complexity of PARCC.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>gap being in Additional and Supporting Content. North scored 18.9% points below the High School average and 25.6% below the district average in the Additional and Supporting Content scores.</p> <p>While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 16 points as it relates to our PARCC percentile rank. Similar schools saw increases of 7 points on their percentile rank.</p>	<p>expectations in Math.</p> <p>Low participation rates; Lack of interest in taking PARCC at a high-level of fidelity; Increase of rigor on PARCC as compared to TCAP.</p>	
	<p>TCAP Science—38% Proficient/Advanced (No trend data available)</p>	<p>PARCC Science is an assessment of cumulative content knowledge.</p>	<p>Teacher unit planning did not include spiraled instruction from previous Science courses (Earth Science, Physics, Biology, Physical Science, Chemistry). Seniors were tested, included individuals who were not enrolled in a Science course year 4. Lesson planning did not reflect the demands of rigor and differentiation needed for PARCC.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	<p>CMAS/PARCC MGP in ELA and Math---Unavailable due to first state administration of PARCC.</p> <p>Regarding ELA-- **While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 10 points as it relates to our PARCC percentile rank. Similar schools saw increases of 3-4 points on their percentile rank.</p> <p>Regarding Math--** While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 16 points as it relates to our PARCC percentile rank. Similar schools saw increases of 7 points on their percentile rank.</p> <p>ACCESS---North continued its upward trend on ACCESS in every grade level except 10th in 2015. (9th-+3 over district average, 11th +16 over district average, 12th +28 on district average). Of the students with two years of ACCESS data, 41% are On-Track to reach ACCESS Level 5 and 25% are Off-Track, a decrease in 5% from 13/14.</p> <ul style="list-style-type: none"> • Level 2 (3 students) – 100% moved one band and 33% move 2 or more bands. • Level 3 (29 students) – 75.86% moved one band and 17.24% move 2 or more bands. • Level 4 (48 students) – 54.17% moved one band and 16.67% moved two or more bands. 	<p>CMAS/PARCC MGP in ELA and Math---Unavailable due to first state administration of PARCC.</p> <p>ACCESS-North must better support its ELLs in order to put them on a trajectory to be on track to reach ACCESS Level 5 before graduating.</p>	<p>ELA---Teacher instructional methods do not adequately address the demands of rigor of PARCC (text complexity, citing evidence from multiple sources, increase of non-fiction texts, and due to electronic demonstrations of writing)</p> <p>The DDI Process has not been addressing the lack of rigor and differentiation in instruction with fidelity.</p> <p>PARCC participation rates were the lowest that our school has had in four years. The district gave us the directive that all schools who did not meet their participation rate of 95% would fall one SPF level. This caused North to test any and all students—even those individuals who wished to not take it or take it seriously. Thus, scores need to be interpreted loosely on what our overall profile of true achievement looks like on our campus.</p> <p>Math—Teacher instructional methods do not adequately address the rigorous demands of PARCC (Standards of Mathematical Practice) in both form and function.</p> <p>Low scores are also attributed to lack of mathematical fluency that PARCC demands.</p> <p>The DDI Process has not been addressing the lack of rigor and differentiation with fidelity.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<ul style="list-style-type: none"> Level 5 (26 students) – 19.23% moved one band. <p>The ACCESS MGP for North increased .5% in 2015 to 60%, besting the district average of 55%.</p>		<p>Instructional tasks and assessments in math are not aligned to the rigor or complexity of PARCC.</p> <p>Teacher lesson plans and observations did not focus on differentiation for English Language Learners at their Reading, Writing, Speaking, and Listening ACCESS level to determine appropriate instructional tasks and outcomes for all ELA students.</p> <p>There are no systems in place for tracking ELL strategy implementation (WIDA strategies) in individual teacher classrooms.</p>
Academic Growth Gaps	<p>*CMAS/PARCC Unavailable in 2015/2016</p> <p>ACCESS---North continued its upward trend on ACCESS in every grade level except 10th in 2015. (9th+3 over district average, 11th +16 over district average, 12th +28 on district average). Of the students with two years of ACCESS data,</p>	<p>CMAS/PARCC Unavailable in 2015/2016</p> <p>ACCESS-North must better support</p>	<p>CMAS/PARCC Unavailable in 2015/2016</p> <p>Teacher lesson plans and observations did not focus on differentiation for English Language Learners at their Reading, Writing, Speaking, and Listening ACCESS level to determine appropriate instructional tasks and outcomes for all ELA students.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>41% are On-Track to reach ACCESS Level 5 and 25% are Off-Track, a decrease in 5% from 13/14.</p> <ul style="list-style-type: none"> Level 2 (3 students) – 100% moved one band and 33% move 2 or more bands. Level 3 (29 students) – 75.86% moved one band and 17.24% move 2 or more bands. Level 4 (48 students) – 54.17% moved one band and 16.67% moved two or more bands. Level 5 (26 students) – 19.23% moved one band. <p>The ACCESS MGP for North increased .5% in 2015 to 60%, besting the district average of 55%.</p>	<p>its ELLs in order to put them on a trajectory to be on track to reach ACCESS Level 5 before graduating</p>	<p>There are no systems in place for tracking ELL strategy implementation (WIDA strategies) in individual teacher classrooms.</p>																		
<p>Postsecondary & Workforce Readiness</p>	<p>Graduation Rate:</p> <table border="1" data-bbox="495 902 1142 1156"> <thead> <tr> <th>Graduation Rate</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Overall (CDE 4 year)</td> <td>64.79</td> <td>53.4</td> <td>56.65</td> <td>69.6</td> <td>70.9</td> </tr> <tr> <td>Overall (CDE Best-Of)</td> <td>74.25</td> <td>75.11</td> <td>76.6</td> <td>74.2</td> <td>71.2</td> </tr> </tbody> </table> <p>The graduation rate took a significant drop from 2012 to 2013 from 64.79% to 53.4%. It is now moving up and was at 56.65% for 2014. The overall graduation (CDE Best-Of) continues to increase annually.</p>	Graduation Rate	2011	2012	2013	2014	2015	Overall (CDE 4 year)	64.79	53.4	56.65	69.6	70.9	Overall (CDE Best-Of)	74.25	75.11	76.6	74.2	71.2	<p>North's graduation rate has increased, but rate is far below the school's expectations.</p> <p>In addition, ACT scores are below state and federal</p>	<p>Lack of fidelity and efficiency in implementing a tiered prevention and intervention system for attendance, student behavior, and academic supports and monitoring for on-track to graduation status.</p> <p>Prevention/Intervention team did not hold weekly meetings that focused on each grade level so students are continuously monitored. Students and their families must be met with early and often so that a true team approach can assist each student to stay on track.</p> <p>Counselors have not continuously monitored on-track to graduate status in tandem with working with teachers and families to plan for needed interventions.</p> <p>Students entering grade 9 significantly at-risk according to ABC Stoplight Data (a district report) are not monitored</p>
Graduation Rate	2011	2012	2013	2014	2015																
Overall (CDE 4 year)	64.79	53.4	56.65	69.6	70.9																
Overall (CDE Best-Of)	74.25	75.11	76.6	74.2	71.2																

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes						
	<p>Graduation Trend: The number of graduates continues to increase each year and while we are moving close to the DPS graduation expectations, we are still falling short.</p> <p>Dropout Rate:</p> <table border="1" data-bbox="495 599 926 735"> <thead> <tr> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> </tr> </thead> <tbody> <tr> <td>3.4</td> <td>1.4</td> <td>1.3</td> </tr> </tbody> </table> <p>Dropout Trend: The Dropout Rate has consistently declined over the last three years.</p>	2012-2013	2013-2014	2014-2015	3.4	1.4	1.3	<p>expectations for College and Career Readiness</p>	<p>appropriately to ensure timely intervention and positive on track to graduate status.</p>
2012-2013	2013-2014	2014-2015							
3.4	1.4	1.3							

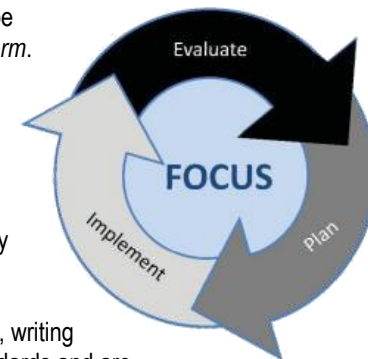
Section IV: Action Plan(s)

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	Achievement at North was on an upward trend with TCAP in ELA; however, students' PARCC results are significantly below DPS and state averages.	Grade 9 ELA-50% Met/Above	Grade 9 ELA-65% Met/Above	<p>Quarterly monitoring of proficiency data and more often for students who read below grade level.</p> <p>50% of Grade 9 students will meet or exceed proficiency on mid-year course assessments in English classes.</p> <p>Quarterly deep dive into data to identify individual student needs.</p>	1, 2, 3
		READ	---	---	---	---	---
		M	Achievement at North HS began declining on TCAP; students' PARCC results are significantly below DPS, state and federal expectations in Math.	<p>Algebra 22% Met/Above</p> <p>Geometry 22% Met/Above</p>	<p>Algebra 37% Met/Above</p> <p>Geometry 37% Met/Above</p>	<p>School-wide Proficiency data monitoring.</p> <p>DPS interim assessments.</p> <p>Quarterly deep-dive into data to identify individual student needs.</p> <p>22% of Algebra and Geometry grade 9 students will meet or exceed proficiency on mid-year</p>	1, 2, 3

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						course assessments in Math classes.	
		S	PARCC Science is an assessment of cumulative content knowledge.	38% CMAS/PARCC Science Met/Above	53% CMAS/PARCC Science Met/Above	School-wide quarterly Proficiency data monitoring DPS interim assessments. Quarterly deep-dive into data to identify individual student's needs. 38% of Chemistry students will meet or exceed proficiency on mid-year course assessments.	1, 2, 3
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	CMAS/PARCC MGP in ELA and Math--- Unavailable due to first state administration of PARCC. Regarding ELA-- **While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High	ELA 55 MGP on CMAS/PARCC	ELA 65 MGP on CMAS/PARCC	School-wide Quarterly monitoring of proficiency data, and more often for students who read below grade level. SRI throughout the year and every six-week monitoring for students who read below grade level. DPS interim assessments Quarterly deep-dive into data to identify individual student's needs. Teachers will receive scores of 5 and above on LEAP for differentiation (1.3) in co-	1, 2, 3

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			School saw a decrease of 10 points as it relates to our PARCC percentile rank. Similar schools saw increases of 3-4 points on their percentile rank.			taught SPED and ELD classes.	
		M	Regarding Math--** While this is only year 1 of PARCC results and no trend data is available, it is important to note that when comparing our school's previous TCAP percentile rank to other like-schools with the same or similar TCAP percentile rank in DPS, North High School saw a decrease of 16 points as it relates to our PARCC percentile rank. Similar schools saw increases of 7 points on their percentile rank.	Math CMAS/PARCC 55 MGP	Math CMAS/PARCC 65 MGP	School-wide Quarterly monitoring of proficiency data, and more often for students who read below grade level. DPS interim assessments Quarterly deep-dive into data to identify individual student's needs. Teachers will receive scores of 5 and above on LEAP for differentiation (1.3) in co-taught SPED and ELD classes.	1, 2, 3
		ELP	ACCESS-North must better support its ELLs in order to put them	66% ACCESS MGP	76% ACCESS MGP	SRI administered 2 x's a year and more often for	1, 2, 3

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			on a trajectory to be on track to reach ACCESS Level 5 before graduating.			<p>students who read below grade level.</p> <p>Formative assessments provided monthly for ELLs with ACCESS levels 1-3 in ELD courses.</p> <p>Teachers will receive scores of 5 and above on LEAP for differentiation in co-taught ELD classes.</p>	
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	<p>Achievement at North was on an upward trend with TCAP; however, students' PARCC results are significantly below DPS and state averages. Historically, MGP at North as been high—66+ in ELA. This number is unavailable for CMAS/PARCC.</p>	ELA 55 MGP on CMAS/PARCC	ELA 65 MGP on CMAS/PARCC	<p>School-wide proficiency data monitoring quarterly and more often for students who read below grade level.</p> <p>DPS Interim Assessments</p> <p>SRI throughout the year and more often for students who read below grade level.</p> <p>Quarterly deep-dive into data to identify individual student's needs.</p> <p>TABE administration twice per year for students with an IEP to track progress</p>	1, 2, 3

						<p>toward selected career pathway.</p> <p>Teachers will receive scores of 5 and above on LEAP for differentiation (1.3) in co-taught SPED and ELD classes.</p>	
		M	<p>Achievement at North HS began declining on TCAP; students' PARCC results are significantly below DPS, state and federal expectations in Math. Historically, MGP at North as been high—66+ in Math. This number is unavailable for CMAS/PARCC.</p>	<p>Math CMAS/PARCC 55 MGP</p>	<p>Math CMAS/PARCC 65 MGP</p>	<p>School-wide Quarterly monitoring of proficiency data, and more often for students who read below grade level.</p> <p>DPS interim assessments</p> <p>Quarterly deep-dive into data to identify individual student's needs.</p> <p>Teachers will receive scores of 5 and above on LEAP for differentiation (1.3) in co-taught SPED and ELD classes. Teachers will receive scores of 5 and above on LEAP for differentiation (1.3) in co-taught SPED and ELD classes.</p>	<p>1, 2, 3</p>

Postsecondary & Workforce Readiness	Graduation Rate	Post-secondary readiness systems, including prevention and intervention, were partially effective	78%	80%	On-Track to Graduate Status % of students on track to graduate remediation free at the conclusion of sem 1 in year 12	1, 2, 3
	Disag. Grad Rate	Post-secondary readiness systems, including prevention and intervention, were partially effective	80%	82%	On-Track to Graduate Status % of students on track to graduate remediation free at the conclusion of sem 1 in year 12	1, 2, 3
	Dropout Rate	Post-secondary readiness systems, including prevention and intervention, were partially effective	1.6%	1.4%	On-Track to Graduate Status % of students on track to graduate remediation free at the conclusion of sem 1 in year 12	1, 2, 3
	Mean CO ACT	Students do not get consistent test preparation for taking the ACT; Teachers lack knowledge of how to embed ACT questions/content in grade level courses	20 Composite	22 Composite	Winter Practice ACT Composite Average will be 18 (baseline taken in Fall).	1, 2, 3

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	Other PWR Measures	Post-secondary readiness systems, including prevention and intervention, were partially effective	88% Graduate College Ready in English 70% Graduate College Ready in Math 90% Graduate College Ready in Reading	92% Graduate College Ready in English 74% Graduate College Ready in Math 94% Graduate College Ready in Reading	55% End Sem 1 College Ready in English as determined by ACT score, AP equivalent, or Accuplacer 40% End Sem 1 College Ready in English as determined by ACT score, AP equivalent, or Accuplacer 60% End Sem 1 College Ready in Reading as determined by ACT score, AP equivalent, or Accuplacer	1, 2, 3
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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 an Effective Data Driven Instructional System that results in improved achievement for all students.

Root Cause(s) Addressed Insufficient and/or inconsistent teacher observation cycles to support and foster critical reflection and effective instruction, specifically around consistent progress monitoring systems, data analysis, academic prevention/intervention and observation/feedback. Additional root causes include:

- A consistent focus and monitoring of student data did not exist with all teachers.
- Daily instruction was not consistently driven by student data.
- Teacher lesson plans and observations did not focus on differentiation for English Language Learners or Special Education Needs including Gifted and Talented.
- There are no systems in place for tracking ELL strategy implementation (WIDA strategies) in individual teacher classrooms.
- North has implemented deep-dives into data analysis, but clear and concise next steps on how to plan instruction based on data and track progress needs to be implemented.
- North administration and Senior Team Leads must monitor and provide weekly feedback to improve instruction in order to significantly increase our student growth.
- School-wide systems need to be monitored on a consistent basis. While there are many adults and services offered at the school, they are not coordinated to provide maximum support to students.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Establish structures to support implementation of an effective school-wide DDI system	May 2015- Aug 2015; Revise System Dec	May 2016- Aug 2016; Revise System Dec	Administration and Instructional Leadership Team	General Fund – extra duty pay ELO Grant Title I – extra pay	Master Schedule Approved and Developed May 2015 Tutoring structures implemented by August 2015 After-School supports (ROW, AP Study Sessions, CY Focus	Completed Completed Completed

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	2015-Jan 2016	2016-Jan 2017			Groups, and Mi Casa) and Saturday School implemented by September 2015. Weekly Observation feedback cycles and assessment analysis meetings with all teachers Aug 2015-May 2016; quarterly interim assessment deep dives to inform lesson planning and needed course adjustments	In Progress
Ensure DDI processes support student mastery of learning objectives (SLOs) focused on DPS priority CCSS	Sept 2015 (BOY Readiness Levels Set) Dec 2015 (first End of Course Quarterly Assessment Analysis)	Sept 2016 (BOY Readiness Levels Set) Dec 2016 (first End of Course Quarterly Assessment Analysis)	Administration and Instructional Leadership Team, Teachers; Mid Year Feedback Survey from Teachers	General Fund – extra duty pay	SLO Readiness Levels Entered Sept 2015 Updated SLO Trackers at conclusion of each interim; Student data on trackers reflect steady attainment of learning progression EOY SLO Command Levels Entered June 2016	Completed In Progress In Progress
Implement, monitor and adjust DDI system resulting in improved student achievement	May 2015-June 2016	May 2016-June 2016	Administration and Instructional Leadership Team, Teachers	General Fund – extra duty pay	Weekly Instructional Leadership Team meetings facilitated by a Teacher Effectiveness Coach to develop the instructional leadership capacity of Senior Team Leads	In Progress

				Weekly Observation feedback cycles and assessment analysis meetings with all teachers Aug 2015-May 2016; Quarterly interim assessment deep dives to inform lesson planning and needed course adjustments facilitated by Admin or Senior Team Lead	In Progress
				First quarter assessments developed by Sept 2015	Complete
				First semester common assessment developed by October 2015	Complete
				Third quarter common assessment developed January 2016	Complete
				Second semester common assessment developed by Feb 2016	Complete

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

Major Improvement Strategy #2: Support student achievement and growth of the whole child by implementing intentional systems to promote a dynamic staff and student culture.
Root Cause(s) Addressed: Daily instructional practices demonstrate a lack of understanding of culturally responsive educational practices to meet the need of a wide variety of learners; insufficient student data tracking systems, and expectations caused students to get behind academically without timely and appropriate intervention

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				
Implement common school-wide classroom expectations to support a focus on learning <ul style="list-style-type: none"> Establish, support teachers and monitor the implementation of common classroom expectations Implement school-wide positive behavior support, discipline procedures, and restorative approach strategies Implement learning of the trauma informed classroom 	August 2015 Ongoing	August 2016 Ongoing	Principal Leadership Team Instructional Leadership Team Student Success Coordinator Teachers	General Fund – extra duty pay FTE and community partner contract 21 st Century Grant through Mi Casa SEI Grant ELO Grant	School-wide culture walks in Sept, November, January, and March by Leadership Team ILT Calibrates on LEAP--LE 1-4 and I.3 Ratings in Aug-Sept 2015 1 st FULL LEAP Observation Window 2 nd End of Year Observation Window ISS/OSS/ISI Rate	In Progress Complete Complete In Progress In Progress
Focus on whole child by increasing student satisfaction and engagement at school by: <ul style="list-style-type: none"> Participation in Personal Success Factors pilot 	Aug 2015 Ongoing	August 2016 Ongoing	Principal Leadership Team	General Fund – extra duty pay FTE and community partner contract 21 st Century Grant through Mi Casa	Weekly At-Promise Rates <3% on Grade Level Tracker; Weekly Bubble Rates <15% on Grade Level Tracker	In Progress

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<ul style="list-style-type: none"> • Re-structuring of Learning Communities to Increase continuity of care • 9th Grade Academy • Increase the percent of students engaged in sports and activities 			<p>Student Success Coordinator Teachers Counseling Staff</p>	<p>SEI Grant ELO Grant Title I– extra pay</p>	<p>Student Satisfaction Surveys (Jan 2016)</p>	<p>Complete</p>
<p>Implement an Intentional and Culturally Responsive Parent and Student Engagement Strategy:</p> <ul style="list-style-type: none"> • Home Visitation Program • Create platforms to promote Parent, Community, and Student Voice (CSC, ELA-PAC, PTSA, Weekly Communication, Student Leadership) • Effective and Ongoing Communication in all appropriate languages • Student Led Conferences facilitated by Learning Community Mentors 	<p>July 2015 Ongoing</p>	<p>July 2016 Ongoing</p>	<p>Principal Leadership Team Parent Engagement Coordinator Marketing Coordinator Student Success Coordinator Teachers</p>	<p>General Fund – extra duty pay FTE and community partner contract 21st Century Grant through Mi Casa SEI Grant Title I– extra pay</p>	<p>August Door Knock Target=220 Before the first day of School</p> <p>District Home Visit Training Aug 2015 (requested again as needed)</p> <p>Monitor totals of monthly home visits</p> <p>100% of Seats in ELA-PAC/DAC and PTSA filled with representative population by Oct 2015; monthly meetings in place Aug 2015</p> <p>CSC Trained Aug 2015</p> <p>Body of Evidence Folders maintained a min of two times a year (Oct; Jan)</p> <p>Student Led Conferences reflect that 100% of families</p>	<p>Complete</p> <p>In Progress (as needed additional trainings)</p> <p>In Progress</p> <p>In Progress</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>

					<p>had access to native language interpreter</p> <p>Weekly (and when applicable) communication on a variety of platforms and languages</p> <p>Student Led Conference Attendance Fall and Spring</p> <p>Parent Satisfaction Survey</p>	<p>In Progress</p> <p>Complete</p> <p>In Progress</p>
<p>Implement a Year Long Plan to Build and Sustain a Positive School Culture that includes:</p> <ul style="list-style-type: none"> • New Teacher Induction (New to North) and support plan • Staff Communication Plan • Effective collaborative decision making procedures • Intentional planned staff recognition 	<p>May 2015</p> <p>Ongoing</p>	<p>May 2016</p> <p>Ongoing</p>	<p>Principal Leadership Team</p> <p>Instructional Leadership Team</p> <p>Student Success Coordinator</p> <p>Teachers</p>	<p>General Fund FTE and community partner contract</p> <p>21st Century Grant through Mi Casa</p> <p>SEI Grant</p> <p>ELO Grant</p> <p>Title I</p>	<p>EOY Needs Assessment April 2015</p> <p>Sem 1 Staff Survey Dec 2015</p> <p>EOY Needs Assessment April 2016</p> <p>Weekly Norse Code</p> <p>RELAY Culture Calendar Completed June 2015</p>	<p>Complete</p> <p>Complete</p> <p>In Progress</p> <p>In Progress</p> <p>Complete</p>

					NTI Training and BBQ Aug 2015 (monthly meetings will following throughout SY)	Complete
					Culture Club members in place	Complete

* 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: College and Career Readiness: Utilize strategic structures, systems, processes, and professional development to ensure all students graduate ready for success in college and career.

Root Cause(s) Addressed:

- A consistent focus and monitoring of student data did not exist with all teachers and support staff
- Systems and structures were not in place for administration and Senior Team Leaders to have frequent conversations with teachers regarding student mastery
- Daily instruction was not consistently driven by student data
- Post-secondary readiness systems, including prevention and intervention, were partially effective.
- Students do not get consistent preparation and individual guidance for taking the ACT.
- There was insufficient professional development so teachers understand PLAN and EXPLORE data to start planning for increased achievement in grades 9 and 10 so students will be prepared for the 11th grade ACT exam.
- There is no backwards planning to prepare students for AP.

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				
Maintain a school wide master schedule and structures/systems that extend learning time for students, increase class offerings for concurrent enrollment classes, and provide learning supports such as ROW (after-school re-mastery, office hours, and work time), Wednesday AP support groups, Saturday School, and AP Summer Bootcamp for students.	May 2015 Ongoing	May 2016 Ongoing	Principal Leadership Team Site Leadership Team	General Fund – extra duty pay FTE and community partner contract 21 st Century Grant through Mi Casa SEI Grant ELO Grant Title I– extra pay	Master Schedule Approved May 2015 Monthly Wed PD Schedule Published in Google Calendar July 2015 (edited/revised as needed) for scheduling of strategic study and tutoring groups AP Summer Bootcamp	Complete In Progress Complete

School Code: 6314

School Name: NORTH HIGH SCHOOL

					<p>Content Level Teachers Determine ROW Schedule (Aug 2015)</p> <p>Weekly grade level team meetings to monitor progress, attendance, and passing rates, and to plan interventions for students.</p> <p>Identify on-site concurrent enrollment teachers to conduct CE classes; Identify university programming to increase the qualifications of existing teaching staff</p>	<p>Complete</p> <p>In Progress</p> <p>In Progress</p>
<p>Increase the number of students enrolled in CE classes (CU Succeeds, Math 050/055,/121+ CCR 092/121+ or equivalent) by 12% in order to qualify 15% more students to Ascent programming.</p>	<p>May 2015- August 2015 Ongoing</p>	<p>May 2016- August 2016 Ongoing</p>	<p>Principal Leadership Team Counseling Staff Applicable Teachers</p>	<p>General Fund – extra duty pay FTE and community partner contract 21st Century Grant through Mi Casa SEI Grant ELO Grant Title I– extra pay</p>	<p>Market CU Succeeds classes (via counselor, teachers, and LC Mentors) beginning in April 2015 (for returning students), August and Jan (for new students)</p> <p>iCAP plans reflect a student's course of study post-graduation by October of 2015 for Grade 9; Grades 10-12 Edited by Oct 2015</p> <p>Using Accuplacer data, identify and place students in</p>	<p>In Progress</p> <p>In Progress</p>

					appropriate CE courses for CORE subjects (11 th grade—March 2015, 12 th —Nov 2015 and May 2016)	
Systematic identification using all available data (TCAP/PARCC, Princeton Review, ACT, course grades) to increase number of students in Honors and Pre-AP courses with an intentional focus of students in school's opportunity gap group.	May 2015 Ongoing	May 2016 Ongoing	Same as above	General Fund	April-May 2015 Identify students for Honors and Pre-AP courses for 2015/2016 AP Committee to Meet Quarterly	In Progress
Increase graduation rates and decrease dropout rates. <ul style="list-style-type: none"> Implement system to monitor OTG status for each student, bi-weekly monitoring of D/F report, grade level teams meet with students to monitor progress. Assign students to support programs for extra help. Referral to MTSS Transition students to Multiple Pathways based on best fit 	March-July 2015 Ongoing	March-July 2016 Ongoing	Principal Leadership Team Counseling Team Grade Level Team Leaders Student Success Coordinator	General Fund FTE and community partner contract 21 st Century Grant through Mi Casa SEI Grant ELO Grant Title I	Pre-populate Engagement Trackers by "Class of" Data Weekly LC Mentors Determine OTG Status (Weekly) Grade Level Teams meet to problem-solve needed interventions on Bubble students (Weekly) Prevention and Intervention Core Team meet to problem-solve needed interventions on At-Promise and At-Promise Plus students (Weekly)	In Progress

					<p>LC Mentors Conduct Meetings with Mentees (Weekly/Bi-weekly)</p> <p>Middle School/Current Student Transition Day April 2015; Tier 2 and Tier 3 Personalized meetings conducted of all at-risk students prior to start of SY (and ongoing and as needed)</p>	
<p>Implement intentional systems to increase ACT scores for all students.</p> <ul style="list-style-type: none"> • Provide professional development to teachers for Princeton Review ACT Prep • Utilize data to create targeted ACT Prep cohorts in Learning Community • Increase in number of ACT practice tests • Monitor Progress of all systems and analyze data to evaluate effectiveness of programs to adjust for next year. 	<p>May 2015 Ongoing</p>	<p>May 2016 Ongoing</p>	<p>Principal Leadership Team Counseling Team Teachers Student Success Coordinator</p>	<p>General Fund SEI Grant ELO Grant</p>	<p>Student Success Coordinator and Counseling Staff use Fall ACT practice data to put students into ACT Prep cohorts</p> <p>ACT Prep begins October 2015</p> <p>Administer Practice ACT Tests in the Fall, December, and February and Content Specific at the end of each co-hort cycle</p>	<p>In Progress</p> <p>Complete</p> <p>Complete</p>
<p>Implement system to support seniors with college applications, submitting FAFSA and applying for scholarships.</p> <ul style="list-style-type: none"> • Provide weekly guidance to learning community mentors on ICAPs, Naviance and College in Colorado 	<p>May 2015 Ongoing</p>	<p>May 2016 Ongoing</p>	<p>Principal Leadership Team Counseling Office</p>	<p>General Fund FTE and community partner contract SEI Grant ELO Grant Gear Up Funding</p>	<p>Identify Key Personnel to makeup the Learning Community Work Group (May 2015-August 2015)</p>	<p>In Progress</p>

<ul style="list-style-type: none"> Host 9th and 12th grade orientations 			<p>Student Success Coordinator Denver Scholarship Foundation Coordinator LC Mentors</p>		<p>Complete Grade Aligned LC Syllabus Sept 2015 (revised as needed)</p> <p>Provide LC Mentors LC plans Weekly</p> <p>Calendar and Publicize the DSF College Admissions Process Calendar for Seniors (for Rising Senior Nights in May 2015)</p> <p>Host FAFSA Night (Jan 2016)</p>	<p>Complete</p> <p>In Progress</p> <p>In Progress (for 16/17 SY)</p> <p>Complete</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.*