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

Organization Code: 1520 District Name: DURANGO 9-R School Code: 2318 School Name: DURANGO 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.*

Despite high overall percentile rankings, DHS continues to struggle with achievement gaps among its subgroups. There have been gains made in percentile rank among most sub-groups, however achievement is not at the same level as other students. All subgroups need continued work in reading, writing, and math in order increase achievement to the level of their peers. The 4 year graduation rate also showed a significant increase in 2015, along with 2.7% decrease in the drop-out rate.

**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.*

Math instruction in the district is a weakness, thus students arrive at the high school with significant skill deficits. Students are making at least one year's growth in math, but because they are behind, they are not making adequate growth to be proficient in math at grade level. We have, until the 15-16 school year, a math support model where students take a math support class in addition to their core math class, yet that intervention only supported them with the course they are currently taking and students don't retain the skills in an unsupported environment. We need additional Tier 2 and Tier 3 interventions to specifically address skill gaps in math. In some cases, students are not ready for Mathematics I and need to take an intervention course to build skills before moving to freshman level math.

There is a lack consistent writing structure being taught across the curriculum. There's a fear that providing a structure will stifle students' creativity and style. This lack of structure proves to be exceptionally challenging for struggling writers in our gap groups. Students with IEPs are an exception due to the targeted writing support they received during their Language Arts support classes.

In addition, and this connects to PWR and achievement, there is a lack of a system to monitor students on track to graduate after each year in high school and implement strategies to change the trends, systemically, that we see. Focus has been too much been too much on individuals and not on the system. We have not analyzed trends we have seen in the data and implemented targeted interventions or adjusted first, quality instruction to address the needs or the gap groups we see in our disaggregated rate. We have

COLORADO
Department of Education

| |
|---|
| implemented Tier 3 interventions; however, we need to continue to look at Tier 1 intervention more closely. |
| **What action is the school taking to eliminate these challenges?**<br>**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.* |
| Deliver high quality instruction in the area of mathematics to ensure all students achieve one year's growth or more if needing to catch up. (#1)<br>Deliver high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up. (#2)<br>Deliver high quality instruction in the area of writing to ensure all students achieve one year's growth or more if needing to catch up. (#3) |

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

School Code: 2318 School Name: DURANGO HIGH SCHOOL

COLORADO
Department of Education

## 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/uip/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 3rd 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). |
| **ESEA and Grant Accountability** | | | |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

COLORADO
Department of Education

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

COLORADO
Department of Education

## 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):

X 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)

| | |
|---|---|
| Name and Title | Leanne Garcia, Principal |
| Email | lgarcia@durango.k12.co.us |
| Phone | (970) 259-1630 ext. 2322 |
| Mailing Address | |

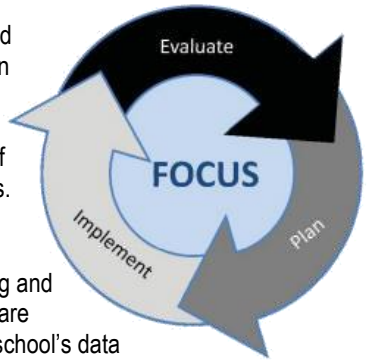
School Code: 2318 School Name: DURANGO HIGH SCHOOL

COLORADO
Department of Education

| | | |
|---|---|---|
| 2 | Name and Title | Joe Pecorino |
| | Email | jpecorino@durango.k12.co.us |
| | Phone | (970) 259-1630 ext. 2305 |
| | Mailing Address | |

COLORADO
Department of Education

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




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

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

### Data Narrative for School

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

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

School Code: 2318 School Name: DURANGO HIGH SCHOOL

***Narrative:***

***School Setting and Data Process-*** Durango High is a comprehensive high school in its final year of being organized into three Small Learning Communities: ATLAS International School of Inquiry, Basecamp School of Expeditionary Learning, and DAVINCI School of Creativity and Innovation. We have seen significant growth in our students over the last two years, particularly with students in gap groups. We also have an AVID program at DHS, which has now grown into the 3rd year and will continue to expand until we have a 4 year program available to our students. Beginning in 2016-17, teachers will be organized into grade level teams, with elements of each SLC being combined and embedded into daily instruction, as a means to better collaborate on department goals and promote unity for our entire school community.

Due to the transition to PARCC, as well as current trends at our high school, the DHS Instructional Leadership Team (ILT) decided to continue the work of the previous year and assume the same priority challenges, which did in fact hold true. The ILT has spent time developing its capacity to serve as instructional coaches with an emphasis on student engagement and collaboration. The ILT went in pairs to observe teachers in action, both to allow for calibration, but to also foster discussion among ILT members around best practices. This has been a focus of this year.

Departments then analyzed their 14-15 and 15-16 local assessment data in order to identify trends, areas of success, and areas of growth. Each department then created a PDSA form that would provide a process for the creation, action planning, progress monitoring, and revising of the department/course wide goal. They have also focused on identifying and pacing their Foundational Evidence Outcome's (FEO's), and creating a robust local assessment system that will serve as both a formative and summative tool that will help us monitor our performance targets. Action items based on last years plan, local assessment data, district goals, and most recently, PARCC results as reviewed by school administration, ILT, teachers, and finally, SAC, all played a role in the development of this plan. These items have been developed based on recent professional development and best practices that will not only increase achievement, but also allow us to continue to close our achievement and growth gaps.

***Current performance -*** Generally, Durango High School has reason to celebrate that Overall Percentile Ranks are considerably higher than anticipated, and also continue the trend of increased student achievement. The 4-year graduation rate is over 80% for the first time in at least 4 years.

Percentile Rank – TCAP to PARCC – Reading 2013-2015 – Considerable growth in overall, minority, and FRL OPR. Students with disabilities have remained stable.
Overall, 61, 81, 87%
Minority Students 22, 19, 34%
Free/Reduced Lunch Eligible 16, 23, 38%
Students with Disabilities 1, 1, 1%
English Learners 1, 3, 2%

Percentile Rank – TCAP to PARCC – Writing 2013-2015 - Considerable growth in overall, minority, and FRL OPR. Students with disabilities have remained stable. Overall 65, 78, 87%
Minority Students 21,14, 34%
Free/Reduced Lunch Eligible 17, 17, 38%
Students with Disabilities 1, 1, 1%
English Learners 5, 2, 2%

Percentile Rank – TCAP to PARCC – Math 2013-2015 – Slight growth overall, right on anticipated target, and considerable growth in overall percentile rank, minority student achievement, and FRL achievement. Students with disabilities have remained stable.
Overall 70, 72, 74%
Minority Students 26, 25, 38%
Free/Reduced Lunch Eligible 27, 24, 39%

Students with Disabilities 1, 1, 1%
English Learners 18 14 10%

***Trends -*** Trends show that growth has steadily increased over the past few years. Minority and FRL students have shown growth in each of the past 3 years. This is reason to celebrate, however, while percentile ranks are rising, in some case very quickly, we have yet to see if this will be a consistent trend. There is a downward trend among our English Learners.

***Priority Performance Challenges -*** Despite high overall percentile rankings, DHS continues to struggle with achievement gaps among its subgroups. There have been gains made in percentile rank among most sub-groups; however achievement is not at the same level as other students. It is important for us to continue our work to see long term success. We will celebrate our increased scores, but our work is far from complete. All subgroups need continued work in reading, writing, and math in order increase achievement.

Challenges: Math Achievement among all students
Reading Achievement among subgroups
Writing Achievement among all subgroups

***Root Causes -*** DHS is just beginning to develop school-wide systems for delivering and monitoring the effectiveness of instruction. We have been working hard in these areas over the last few years as indicated by our steady increase in achievement, and more significant changes are continuing as we strive to improve.

As new interventions are being implemented, math instruction in the district continues a weakness, thus students arrive at the high school with significant skill deficits. 25% of our students are not proficient in math. We have embedded a math intervention (MATH 180) into our Math support classes, and we have begun to implement Proficiency Ladders in Math 1 course to better track student progress and specifically address skill gaps in math.

In writing, we lack a consistent structure being taught across the curriculum. There's a fear that providing a structure will stifle students' creativity and style. This lack of structure proves to be exceptionally challenging for struggling writers in our gap groups. Students with IEPs are an exception due to the targeted writing support they received during their Language Arts support classes. We are in the early stages of the use of common assessments and the TurnItIn Software Program.

For Postsecondary & Workforce Readiness, DHS lack's of a system to monitor students on track to graduate after each year in high school and implement strategies to change the trends, systemically, that we see. Focus has been too much on individuals and not on the system. We have not analyzed trends we have seen in the data, mplemented targeted interventions or adjusted first, quality instruction to address the needs or the gap groups we see in our disaggregated rate. We have implemented Tier 3 interventions; however, we need to look at Tier 1 intervention more closely.

COLORADO
Department of Education

COLORADO
Department of Education

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

| Performance Indicators | Targets for 2014-15 school year (Targets set in last year's plan) | Performance in 2014-15? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met. |
|---|---|---|---|
| Academic Achievement (Status) | Reading – Meet or exceed School Percentile ranking of 70 as per SPF<br>Writing – Meet or exceed School Percentile ranking of 74 as per SPF<br>Math – Meet or exceed School Percentile ranking of 77 as per SPF<br>S – Meet or exceed 95% participation rate<br>Social Studies - Meet or exceed 95% participation rate | R - 87%<br>W – 87%<br>M – 74%<br>S – Not available<br>SS – Not available | It is fantastic to know that we are Level 4/5, the highest levels possible for reading and writing, and Level 3 for Math. These achievements mark progress in implementing a guaranteed and viable curriculum across all content areas.<br>Teachers are using common instructional practices to engage all students. Common assessment practices are a continued work in progress, however not all departments utilize common formative assessments. The Instructional Leadership team has been conducting tandem walk-throughs focused on student engagement and collaboration.<br>Writing was a focus for us as well. We implemented common writing assessments, and teachers collaborated on writing instruction and calibrated scoring of writing to ensure that students were being held to the same standard across all courses and teachers. |
| | | | |
| Academic Growth | ACCESS | NA | |
| | | | |
| Academic Growth Gaps | NA | NA | |
| | | | |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

COLORADO
Department of Education

| 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. |
|---|---|---|---|
| Postsecondary & Workforce Readiness | 80% 4/5/6/7 yr rate<br>75% 4 yr rate<br><br>Drop-out Rate – 3.5%<br><br>Mean CO-ACT – 21.8 | 81.0% 4 year grad rate<br>85.3% 5 year grad rate<br>77.7% 6 year grad rate<br><br>1.8% Drop-Out rate<br><br>Mean CO – ACT – 21.0 | There was a continued focus on high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up.<br><br>The 4 year graduation rate also showed a significant increase in 2015, along with 2.7% decrease in the drop-out rate. |
| | | | |

COLORADO
Department of Education

## 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 |
|---|---|---|---|

COLORADO
Department of Education

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|---|---|---|---|
| Academic Achievement (Status) | **Percentile Rank – TCAP to PARCC – Reading 2013-2015**<br><br>Minority Students 22, 19, 34%<br>Free/Reduced Lunch Eligible 16, 23, 38%<br>Students with Disabilities 1, 1, 1%<br>English Learners 1, 3, 2%<br><br>**Percentile Rank – TCAP to PARCC – Writing 2013-2015**<br><br>Minority Students 21,14, 34%<br>Free/Reduced Lunch Eligible 17, 17, 38%<br>Students with Disabilities 1, 1, 1<br>English Learners 5, 2, 2%<br><br>**Percentile Rank – TCAP to PARCC – Math 2013-2015**<br>Minority Students 26, 25, 38%<br>Free/Reduced Lunch Eligible 27, 24, 39%<br>Students with Disabilities 1, 1, 1%<br>English Learners 18 14 10% | Despite high overall percentile rankings, DHS continues to struggle with achievement gaps among its subgroups. There have been gains made in Percentile rank among most sub-groups, however achievement is not at the same level as other students.<br><br>All subgroups need continued work in reading, writing, and math in order increase achievement. | Math: Math instruction in the district is a weakness, thus students arrive at the high school with significant skill deficits. Students are making at least one year's growth in math, but because they are behind, they are not making adequate growth to be proficient in math at grade level. We have a math support model where students take a math support class in addition to their core math class, yet that intervention only supports them with the course they are currently taking and students don't retain the skills in an unsupported environment. We need additional Tier 2 and Tier 3 interventions to specifically address skill gaps in math. In some cases, students are not ready for Mathematics I and need to take an intervention course to build skills before moving to freshman level math.<br><br>Writing: Lack consistent writing structure being taught across the curriculum. There's a fear that providing a structure will stifle students' creativity and style. This lack of structure proves to be exceptionally challenging for struggling writers in our gap groups. Students with IEPs are an exception due to the targeted writing support they received during their Language Arts support classes. |
| | | | |
| Academic Growth | NA | | |
| | | | |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

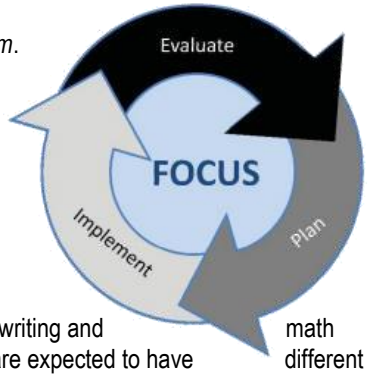
COLORADO
Department of Education

| Performance Indicators | Description of Notable Trends (3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|---|---|---|---|
| Academic Growth Gaps | NA | See achievement | |
| | | | |
| Postsecondary & Workforce Readiness | Grad Rate 12-13 (6 yr) 13-14 (5 yr) 14-15 (4-year)<br>ALL 80.6 79.4 81.0<br>FRL 66.4 66.1 68.1<br>Minority 66.3 67.5<br>ELL - - 33.3<br>IEP 73.2 80 53.6 | | Lack of a system to monitor students on track to graduate after each year in high school and implement strategies to change the trends, systemically, that we see. Focus has been too much been too much on individuals and not on the system. We have not analyzed trends we have seen in the data and implemented targeted interventions or adjusted first, quality instruction to address the needs or the gap groups we see in our disaggregated rate. We have implemented Tier 3 interventions; however, we need to look at Tier 1 intervention more closely. |
| | | | |

COLORADO
Department of Education

## 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.

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

COLORADO
Department of Education

**School Target Setting Form**

| Performance Indicators | Measures/ Metrics | | Priority Performance Challenges | Annual Performance Targets 2015-16 | Annual Performance Targets 2016-17 | Interim Measures for 2015-16 | Major Improvement Strategy |
|---|---|---|---|---|---|---|---|
| Academic Achievement (Status) | CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures | EL A | Address achievement deficits among subgroups | Minority Students 36%<br>Free/Reduced Lunch Eligible 40%<br>Students with Disabilities 2%<br>English Learners 4% | Minority Students 38%<br>Free/Reduced Lunch Eligible 42%<br>Students with Disabilities 4%<br>English Learners 6% | DHS will administer formative assessments twice a year, reflect on student results, and adjust action plans. Target: average score of 80% on all CDAs.<br>*Review of CDA data end of Semester 1:*<br>*Issues/21st Cent: 66%*<br>*World History: 84%*<br>*US History: 80%*<br>*Government: 74%*<br>*Integrated Science: 79%*<br>*Biology: 74%*<br>*Con Chem: 85%*<br>*Chemistry: 84%*<br>*Anat/Phys: 78%*<br>*Physics: 84%*<br>*ELA 9: 67%*<br>*ELA 10: 69%*<br>*ELA 11: 78%*<br>*ELA 12: 77%*<br>*Math 1: 67%*<br>*Math 2: 78%*<br>*Math 3: 55%* | Deliver high quality instruction in the area of mathematics to ensure all students achieve one year's growth or more if needing to catch up. (#1)<br>Deliver high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up. (#2)<br>Deliver high quality instruction in the area of writing to ensure all students achieve one year's growth or more if needing to catch up. (#3) |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

COLORADO
Department of Education

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | READ | Address achievement gaps among subgroups | Minority Students<br>36%<br>Free/Reduced Lunch Eligible<br>40%<br>Students with Disabilities<br>1%<br>English Learners<br>2% | Minority Students<br>38%<br>Free/Reduced Lunch Eligible<br>42%<br>Students with Disabilities<br>2%<br>English Learners<br>4% | DHS will administer formative assessments twice a year, reflect on student results, and adjust action plans. Target: average score of 80% on all CDAs.<br>*Review of CDA data end of Semester 1:*<br>*Issues/21st Cent: 66%*<br>*World History: 84%*<br>*US History: 80%*<br>*Government: 74%*<br><br>*Integrated Science: 79%*<br>*Biology: 74%*<br>*Con Chem: 85%*<br>*Chemistry: 84%*<br>*Anat/Phys: 78%*<br>*Physics: 84%*<br><br>*ELA 9: 67%*<br>*ELA 10: 69%*<br>*ELA 11: 78%*<br>*ELA 12: 77%*<br><br>*Math 1: 67%*<br>*Math 2: 78%*<br>*Math 3: 55%* | Deliver high quality instruction in the area of mathematics to ensure all students achieve one year's growth or more if needing to catch up. (#1)<br><br>Deliver high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up. (#2)<br><br>Deliver high quality instruction in the area of writing to ensure all students achieve one year's growth or more if needing to catch up. (#3) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | M | Address achievement gaps among subgroups | Minority Students<br>40%<br>Free/Reduced Lunch Eligible<br>41%<br>Students with Disabilities<br>2%<br>English Learners<br>10% | Minority Students<br>42%<br>Free/Reduced Lunch Eligible<br>43%<br>Students with Disabilities<br>4%<br>English Learners<br>12% | DHS will administer formative assessments twice a year, reflect on student results, and adjust action plans. Target: average score of 80% on all CDAs.<br>*Review of CDA data end of Semester 1:*<br>*Issues/21st Cent: 66%*<br>*World History: 84%*<br>*US History: 80%*<br>*Government: 74%*<br><br>*Integrated Science: 79%*<br>*Biology: 74%*<br>*Con Chem: 85%*<br>*Chemistry: 84%*<br>*Anat/Phys: 78%*<br>*Physics: 84%*<br><br>*ELA 9: 67%*<br>*ELA 10: 69%*<br>*ELA 11: 78%*<br>*ELA 12: 77%*<br><br>*Math 1: 67%*<br>*Math 2: 78%*<br>*Math 3: 55%* | Deliver high quality instruction in the area of mathematics to ensure all students achieve one year's growth or more if needing to catch up. (#1)<br><br>Deliver high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up. (#2)<br><br>Deliver high quality instruction in the area of writing to ensure all students achieve one year's growth or more if needing to catch up. (#3) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | S | Address achievement gaps among subgroups | Meet or exceed 95% participation rate | Meet or exceed 95% participation rate | DHS will administer formative assessments twice a year, reflect on student results, and adjust action plans. Target: average score of 80% on all CDAs.<br>*Review of CDA data end of Semester 1:*<br>*Issues/21st Cent: 66%*<br>*World History: 84%*<br>*US History: 80%*<br>*Government: 74%*<br><br>*Integrated Science: 79%*<br>*Biology: 74%*<br>*Con Chem: 85%*<br>*Chemistry: 84%*<br>*Anat/Phys: 78%*<br>*Physics: 84%*<br><br>*ELA 9: 67%*<br>*ELA 10: 69%*<br>*ELA 11: 78%*<br>*ELA 12: 77%*<br><br>*Math 1: 67%*<br>*Math 2: 78%*<br>*Math 3: 55%* | Deliver high quality instruction in the area of mathematics to ensure all students achieve one year's growth or more if needing to catch up. (#1)<br><br>Deliver high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up. (#2)<br><br>Deliver high quality instruction in the area of writing to ensure all students achieve one year's growth or more if needing to catch up. (#3) |
| Academic Growth | Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures | ELA | NA | NA | NA | NA | NA |
| | | M | NA | NA | NA | NA | NA |
| | | ELP | NA | NA | NA | NA | NA |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

COLORADO
Department of Education

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Academic Growth Gaps | Median Growth Percentile, local measures | ELA | NA | NA | NA | NA | NA |
| | | M | NA | NA | NA | NA | NA |
| Postsecondary & Workforce Readiness | Graduation Rate | | After a decline the past 3 years, graduation rate increased to 80.1% in 14-15 | 82.0% | 83.0% | 80% of all students will pass each of their core classes, both 1st and 2nd semester.<br>ELA- 91.4%<br>Math- 91.2%<br>Science- 97.7%<br>Social Studies- 94.6%<br>Total- 93.4% | Major improvement strategies #1, #2, and #3. |
| | Disag. Grad Rate | | Minority and FRL students are not graduating at the same rate as their peers. | Graduation rate will meet or exceed that of their peers. | Graduation rate will meet or exceed that of their peers. | 80% of all students will pass each of their core classes, both 1st and 2nd semester.<br>ELA- 91.4%<br>Math- 91.2%<br>Science- 97.7%<br>Social Studies- 94.6%<br>Total- 93.4% | Major improvement strategies #1, #2, and #3. |
| | Dropout Rate | | ---------- | 1.7% | 1.5% | 80% of all students will pass each of their core classes, both 1st and 2nd semester.<br>ELA- 91.4%<br>Math- 91.2%<br>Science- 97.7%<br>Social Studies- 94.6%<br>Total- 93.4% | Major improvement strategies #1, #2, and #3. |

COLORADO
Department of Education

| | | | | | | |
|---|---|---|---|---|---|---|
| | Mean CO ACT | ---------- | 21.0 | 21.7 | 90% of 11th graders will take ACT Prep course.<br><br>*78% of students are enrolled this school year.* | Major improvement strategies #1, #2, and #3. |
| | Other PWR Measures | NA | NA | NA | NA | NA |

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

COLORADO
Department of Education

**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:** Deliver high quality instruction in the area of mathematics to ensure all students achieve one year's growth or more if needing to catch up.

**Root Cause(s) Addressed:** Need for math intervention; need lessons that are consistently differentiated; need for course sequencing that promotes growth in mathematics.

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

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | | | | |
| 1. Implement Math 180 intervention for students with significant gaps in math skills. | X | X | Math 180/Math Support teacher; school administrators | School and District funds | Classroom observations and quarterly grade checks | Continue to implement Math 180 intervention for students with significant gaps in math skills. |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

| | | | | | | |
|---|---|---|---|---|---|---|
| 2. Math teachers will use PLC time to meet in grade level teams to regularly review assessment data from common assessments and develop action plans (PDSAs) to adjust instruction. | X | X | Math teachers; school administrators | N/A | Quarterly PDSA progress monitoring tool<br><br>*PDSAs completed and on file for 1st semester interim data 2/16.* | 2. Math teachers will use PLC time to meet in grade level teams to regularly review assessment data from common assessments and develop action plans (PDSAs) to adjust instruction. |
| 3. Math 1 Teachers will implement proficiency ladders as a means to close achievement gaps in math. Proficiency ladders provide a competency based approach to meeting students at their instructional level and moving them to mastery. Teachers have been and will continue to participate in training around this strategy. | X | | 9th grade math teachers | School and District | 9th grade team training and meeting minutes indicating conversations have occurred.<br>*In progress.* | 3. 9th grade math teachers implement proficiency ladders and participate in professional development. |
| 4. Math teachers will continue to collaborate on multi tiered systems of support for math students. | X-March-May | X | All math teachers | School and District | Evidence of different systems in place to support students. Evidence of data use to drive decision making. | Beginning |
| | | | | | | |

* 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.

COLORADO
Department of Education

**Major Improvement Strategy #2:** Deliver high quality instruction that engages all students in our gap groups such that the students will achieve one year's growth or more if needing to catch up.

**Root Cause(s) Addressed:** Need to develop create relevance in lessons in order to engage all learners. Relevant lessons that build upon background knowledge will better engage students in our gap areas in all content areas.

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

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | | | | |
| 1. ILT will continue to participate in district and school trainings focused on leading instruction and engaging teachers in developing thinking strategies to deeply engage students. | X | X | ILT | School and district | Meeting and Training notes. | PEBC trainings occurred earlier in the fall, and ILT has met monthly. |
| 2. ILT will conduct instructional walkthroughs to gather data about the level of student collaboration and engagement in classrooms. | X | X | ILT | NA | Walkthrough evidence and discussions. | In progress. |
| 3. Teachers will share engagement strategies and best practices at staff meetings throughout the year. | X | X | Teachers and Administration | NA | Staff Meeting minutes. | In progress. |
| 4. The AVID Program will continue to grow and impact students' ability to succeed in rigorous coursework. | X | | AVID Teachers, School Admin | NA | Growth of AVID program each year leading to a 4 year program. | In progress |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

| | | | | | | |
|---|---|---|---|---|---|---|
| 5. All teachers will enhance their lessons by including evidence-based engagement strategies into their lessons that activate prior knowledge, build background knowledge, build off student interests, and improve students' ability to think critically and solve problems. | X | | All teachers | N/A | Lesson plans; walk through data | In progress |
| 6. ILT will develop and implement a structure to allow teachers to observe other teachers. | | X | ILT | School | ILT meeting notes, schedule of classroom observations. Evidence of a classroom observation protocol. | Beginning |
| 7. Title VII teacher will provide academic support to teachers during their plan times to actively support teachers in engaging Native American students. | X | | Title VII teacher | District Staffing | Calendar of meeting times with teachers who support Native American students | In progress. |
| 8. Title VII teacher will push in to academic classes to support students with their class work. | X | | Title VII teacher | District Staffing | Title VII teacher's schedule of supporting students in classrooms | In progress. |
| 9. ESS department will work with teachers during their plan times to proactively accommodate lessons for students based on their IEP goals and state standards. | X | X | ESS Department; administration | School and district | Classroom walkthroughs will evidence students working independently in the general education classroom. ESS teachers will share accommodated lessons within the department and with their evaluator. | In progress. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10. Professional development for staff will include Critical Friends protocols where teachers are actively tuning lessons to include thinking strategies and student collaboration. | | X | All staff; administration | School | Professional development calendar with time built in for Critical Friends work. Schedule of tuning work across the year and across grade levels and departments. | |

* 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.

COLORADO
Department of Education

**Major Improvement Strategy #3:** Develop a culture at where all students are connected to the supports in school that will help them feel a part of the school and have the supports they need to achieve one year's growth or more if needing to catch up.

**Root Cause(s) Addressed:** Students in our gap groups need intentional instruction to close achievement gaps. Too many students are not receiving the support they need and are often not connected to anyone or anything at school.

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

X State Accreditation ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ Other: _____

| Description of Action Steps to Implement the Major Improvement Strategy | Timeline | | Key Personnel* | Resources (Amount and Source: federal, state, and/or local) | Implementation Benchmarks | Status of Action Step* (e.g., completed, in progress, not begun) |
|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | | | | |
| 1. Identify a team of staff to lead an MTSS system in our school. | | X | Administration | School and district support | A team will be identified by October 2016. | Not begun |
| 1. Train a team of staff in MTSS. | | X | Counselors, Academic Advisors, Teachers, and Administrators | School and district | Training will occur by December 2016. | Not begun |
| 2. MTSS team will use the training to develop a tiered system of support for all students. | | X | MTSS team | School and district | A draft plan will be in place by March 2016. | Not begun |
| 3. Implement the MTSS plan during 4th quarter and gather results to refine plan for continued implementation in 2017-2018. | | X | MTSS team; all staff | School | MTSS minutes; results of MTSS implementation | Not begun |

School Code: 2318 School Name: DURANGO HIGH SCHOOL

| | | | | | | |
|---|---|---|---|---|---|---|
| 4. Advisors will ensure that all students in their advisory have been connected with a co-curricular or extra curricular activity. | | X | All advisors | School | Advisory records each quarter of student connections made during the quarter. | Not begun |

* 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.

COLORADO
Department of Education

## 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.*