COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
03/07/2025 for 2025-2026

Executive Summary

School Information

School Name

East High School

Grades Served

Phone

7204238300

District Name

Denver County 1

Website

http://east.dpsk12.org

Description

East High School is located in the Central region and supports grades 09-12. Here is their website http://east.dpsk12.org
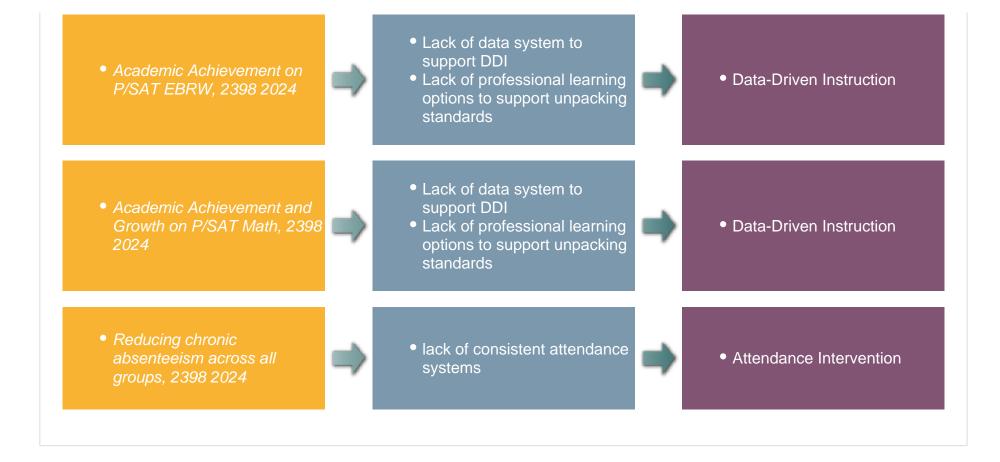
School Contact Information

Relationship of UIP Elements

Priority Performance Priorities

Root Cause

Major Improvement Strategies

• *Academic Achievement on P/SAT EBRW, 2398 2024*	• Lack of data system to support DDI • Lack of professional learning options to support unpacking standards	• Data-Driven Instruction
• *Academic Achievement and Growth on P/SAT Math, 2398 2024*	• Lack of data system to support DDI • Lack of professional learning options to support unpacking standards	• Data-Driven Instruction
• *Reducing chronic absenteeism across all groups, 2398 2024*	• lack of consistent attendance systems	• Attendance Intervention

Student Performance Priorities

Student Performance Priority Summary

These SPPs were chosen because they are the highest leverage priorities. Focusing on chronic absenteeism supports the whole child and helps students show up present for learning. Students with disabilities and English language learners are consistently lower when we look at achievement benchmarks for P/SAT. P/SAT in Math is a focus because we are not meeting targets for all student groups, which is a trend from previous years. We did NOT choose our other data points identified as priorities because in focusing on the above three, we are still making an impact on the others. For example, students who are absent less will be present for learning more, receiving instruction and growing academic skills. We chose to focus on chronic absenteeism instead of average daily attendance because our overall attendance is meeting

expectations, however when we look at students who are chronically absent, it shows our SOC, SWD, and MLL students need our support. We know that in focusing on P/SAT, this will help our ACCESS and CMAS scores, too. Although behavior and discipline are a priority, we established some new systems this year that we will continue to implement.

Student Performance Priority # 1 : Academic Achievement on P/SAT EBRW, 2398 2024

Student Performance Priority Category

English/Language Arts achievement

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

Students with disabilities/IEPs All Student Population English Language Learners/Multi-Language Learners

9 10 11

Student Performance Priority # 2 : Academic Achievement and Growth on P/SAT Math, 2398 2024

Student Performance Priority Category

Math growth

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

All Student Population

10 11

Student Performance Priority # 3 : Reducing chronic absenteeism across all groups, 2398 2024

Student Performance Priority Category

Student Engagement (e.g. attendance, mobility, chronic absenteeism)

What group(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

What grade(s) is this Student Performance Priority focused on? (Choose all that apply OR select "All Grades Served")

English Learners/Multi-Language Learners Black/African-American Hispanic/Latinx Students with disabilities/IEPs All Student Population

All Grades Served

Root Cause Analysis

🎯 Academic Achievement on P/SAT EBRW, 2398 2024

🌱 Lack of data system to support DDI

Our school does not have effective tools for providing data by standard easily.

What factors, under the control of the school, likely caused this to emerge as a priority?

Infrastructure (data, systems, identification)

What factors, under the control of the school, likely caused this to emerge as a priority?

This root cause was identified through observations and anecdotal information on implementing curriculum and assessments with fidelity.

🌱 Lack of professional learning options to support unpacking standards

Our school does not provide professional learning focused on unpacking standards.

What factors, under the control of the school, likely caused this to emerge as a priority?

Teacher Development Systems

What factors, under the control of the school, likely caused this to emerge as a priority?

This root cause is validated through an audit with all departments that showed a lack of standards aligned curriculum and assessments.

Academic Achievement and Growth on P/SAT Math, 2398 2024

Lack of data system to support DDI

Our school does not have effective tools for providing data by standard easily.

What factors, under the control of the school, likely caused this to emerge as a priority?

Infrastructure (data, systems, identification)

What factors, under the control of the school, likely caused this to emerge as a priority?

This root cause was identified through observations and anecdotal information on implementing curriculum and assessments with fidelity.

Lack of professional learning options to support unpacking standards

Our school does not provide professional learning focused on unpacking standards.

What factors, under the control of the school, likely caused this to emerge as a priority?

Teacher Development Systems

What factors, under the control of the school, likely caused this to emerge as a priority?

This root cause is validated through an audit with all departments that showed a lack of standards aligned curriculum and assessments.

Reducing chronic absenteeism across all groups, 2398 2024

lack of consistent attendance systems

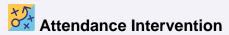**Our school is lacking Tier 1 attendance systems.**

What factors, under the control of the school, likely caused this to emerge as a priority?

Student engagement systems

What factors, under the control of the school, likely caused this to emerge as a priority?

We know this root cause is accurate based on anecdotal data shared by student council through interviews.

Major Improvement Strategies

Attendance Intervention

An Attendance Intervention System is a comprehensive, school-wide system that models and promotes school attendance while supporting students and families through a layered continuum of interventions. While the Attendance Intervention System is a subset of the Multi-Tiered System of Supports (MTSS), this strategy guide focuses specifically on processes, data and interventions around attendance. Vision for Implementation:

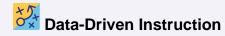What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- **lack of consistent attendance systems**

Describe the evidence/research that supports this Major Improvement Strategy.

Attendance Intervention Systems have an evidence base from researchers including R. Balfanz, J. Epstein and Attendance Works.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other (foundation grant, etc.)

Data-Driven Instruction

Data-Informed Instruction is a robust set of ongoing practices that focuses on assessing student learning, analyzing assessment data, and adjusting instruction in response to the assessment data in intentional cycles (daily, weekly, etc). DDI at our school will include intentional assessment of student learning, data analysis structures and routines, and instructional practices informed by data analysis. Vision for Implementation:

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

- **Lack of data system to support DDI**

Describe the evidence/research that supports this Major Improvement Strategy.

DDI has an evidence base from researchers such as Paul Bambrick-Santoyo, Michael Fullan and Jim Knight.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other (foundation grant, etc.)

🗺️ Coaching/Observation-Feedback

Teacher coaching is a partnership between a teacher and an expert that is focused on improving teacher performance. Feedback is information provided to teachers about student learning in their classrooms and/or their performance toward professional goals. Effective coaching and feedback results in changes to teacher practice and student achievement. Coaching at our school will include: roles, systems, structures and training; foundational elements and common practices of effective coaching; data analysis to inform coaching; and cycles of effective feedback. Vision for Implementation:

What Root Causes does this Major Improvement Strategy address? (Check all that apply.)

Describe the evidence/research that supports this Major Improvement Strategy.

Teacher Coaching has an evidence base from researchers such as Paul Bambrick-Santoyo, Linda Darling-Hammond, Michael Fullan and Jim Knight.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

Other (foundation grant, etc.)

Assurances & Requirements

Requirement	Required for...	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	All Schools and Districts	✓ I agree

The plan was developed in partnership with stakeholders, including the principal and

| other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page. | All Schools and Districts | ☐ I agree |
| The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year. | All Schools and Districts | ☑ I agree |

Attachments

- Final_~V2 East High School UIP 2024-25.pdf
- Final_~V1 East High School UIP 2024-25.pdf