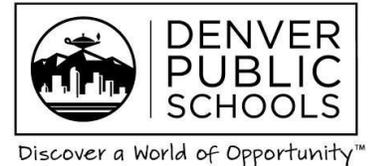


# CSC Meeting Agenda

Denver Center for International Studies  
DCIS  
574 West 6<sup>th</sup> Avenue  
Denver, CO 80204



2015-16

Date: 10/15/2015

15 October 2015

Time: 4:30pm – 6:30pm

Meeting Location: Melanie Grant Travel Center, Room #104

## DCIS Mission Statement

**Denver Center for International Studies prepares students for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world.**

Committee Members: (Please see the CSC meeting sign-in sheet for the attendee list)

## Agenda

4:30 pm Call to order, welcome

4:35-4:45 pm Agenda & Action Items (previous meeting) Review

- Reviewed with committee

4:45-5:00 pm Public Input

- No public input shared by community members

5:00-5:15 pm 2015-16 Lockouts and Lockdowns Update

- Guest - (Chief of DPS Safety & Security)
- CSC Messaging Plan

- Prior to 2 years ago, schools made the decisions re: safety procedures (i.e., lockdown, parent updates, etc.). Following, the changes resulted in the central offices have more autonomy in making those decisions. For example, schools can place themselves on a lockdown, but can't remove the status of a lockdown. The district is continuing to make progress on how to refine that system. In current times, safety procedures as reflected by current practices reflect the changes of our culture, and there was reflection on the community in which our school is in. Discussed perspectives of students, parents, and staff. The overarching goal is to balance the school's goals and safety.
- Regarding this year's responses, there was no specific reason for the increase in frequency of lockdowns. However, data does show an increase in lockdowns/lockouts across the city of Denver.
- Concerns were expressed about the perceived "hair-trigger" response to implementing lockdowns. Alternative perspective was shared regarding prioritizing safety needs, and the perceived changes to our culture as being a "safe culture." DCIS administration requested

feedback – preferably “in the moment” to help communicate what the threat is to help staff gauge response and follow up with the DCIS community.

- There is a FAQ on the website, there are informational handouts to help bridge the “awareness” across the community, and the staff with safety and security are willing to help be thought-partners with school staff to aid in education, practices, and benefits of the changes to safety practices. The staff from safety and security also agreed to help answer some of the specific concerns expressed by our school community, such as in the format of a Community Night.
- Administration will move forth with a Community Night in conjunction with DPS Safety and Security and DPD.

5:15-6:25 pm          Review the Unified Improvement Plan (UIP)

- Group Breakouts
- Discuss & Propose Updates (if applicable)
- Data review to direct discussions
  - Testing Data - final exams, MS CMAS, etc.
  - School culture - student and parent perception surveys
  - College readiness - ACT, AP, etc.
- Take-Aways and Reflections for Testing Data
  - MPGs with ELA scores - what contributed to the increases? student feedback re: what contributed to the growth?
  - Noticeable drop in second semester proficiency course finals - a couple of classes yielded consistent outcomes - questions about what contributed to the changes and outcomes
  - Questions about type of tests, how many completed the tests, what were the contributing factors re: tests; questions about consistent grading practices
  - Noticeable correlation between attendance and passing a course
  - While acknowledged data set was incomplete, recommendations included:
    - Increasing proficiency in Math and Science courses
    - Continued focus on math
    - Monitor the recent changes in grading practices set forth by departments, and evaluate the potential outcomes at the end of the year
    - Continued practice in grade level and dept teams aimed at reviewing data to identify strategies that have contributed to increases/decreases in performance over time
    - Continued intentional planning when merging state and district standards/scope and sequence - and the changes across grades
    - Ensure that all students have access to instructional materials needed to access the curricula
- Take-Aways and Reflections for School Culture Data
  - Overall, parent perception was poorer compared to student perceptions
  - There was a drop in the number of parent surveys returned last year
  - Discipline was an area that indicated the lowest rating for student responses
  - Communication with parents and students were lower than expected - need clarification for process
  - Future - area has steadily decreased across ratings for middle school and high school population

- Possible contributing factors = increase in student population, change in staff/teacher retention, long-term subs, etc.
- While acknowledged data set was incomplete, recommendations included:
  - School culture should not be a primary area of the UIP, but it does warrant a continued conversation that is on-going with students, parents, and staff
  - Continued planning efforts for advisement by increasing accountability and consistency (e.g., general practices, theme focus, etc.) across staff - focus on communication, relationships
  - Recommended more than one night for college night with families - may need to increase evening events for parents/students to access supports
  - Create learning opportunities that both students and parents can take part in, such as webinars or videos that walk students through how to navigate systems or documents
  - Increased opportunities to partner with students-parents-teachers - for example, a teacher appreciation evening ran by students, events that parents can attend
  - Helping to ensure we are linking parents to resources, such as Free/REduced Lunch applications at the advisement level
  - Training for new staff related to school practices as related to advisement
  - Continued new teacher mentoring program to assist with staff retention
- Take-Aways and Reflections for College-Readiness Data
  - Slight increase in ACT scores
  - Scores for English, Reading, Math seem to steadily decline
  - Concerns about sample size
  - There is a 50% gap in the passing of AP classes - concerns about students not wanting to take it, students not being able to access for financial constraints
  - While acknowledged data set was incomplete, recommendations included:
    - Explore the relationship between those taking AP classes and concurrent enrollment classes
    - Continued planning efforts for advisement by increasing accountability and consistency (e.g., general practices, theme focus, etc.) across staff - focus on communication, relationships
    - Recommended more than one night for college night with families - may need to increase evening events for parents/students to access supports
    - Create learning opportunities that both students and parents can take part in, such as webinars or videos that walk students through how to navigate systems or documents
    - Student board of education is addressing the negative barriers to the current practices of accessing AP and taking/not taking the AP exam
    - Increasing resources for AP classes - expanding focus on supplemental aids and instructional materials
    - Integrating ACT prep strategies (e.g., question of the day in advisement)
    - Continued targeted ACT practice during advisement
    - Having staff explore the questions on the ACT - identify how they can link the test material to their lessons

## Other Items

- November 12th will replace the November 19th meeting to avoid conflict with Open House Event

6:25-6:30 pm          Agenda Setting & Action Item Review

- Meeting Date - 11/12 - agenda below

4:30 pm                  Call to order, welcome

4:35-4:45 pm          Agenda & Action Items (previous meeting) Review

4:45-5:00 pm          Public Input

5:00 - 5:30              Continued UIP Discussions based on feedback from 10/15/15

5:30 - 6:30              Review last year's budget - identify priorities, discussion of potential decreases in FTEs

6:30 pm                  Conclusion and Depart

**NOTE:** All agendas are posted publically in a timely fashion on school's website and/or in a highly visible area in the building.