

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 0964 School Name: BRADLEY ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. 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 expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	76.65%	-	-	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	69.39%	-	-	
		W	53.52%	-	-	58.16%	-	-	
		S	47.53%	-	-	55.17%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
		R	Elem	MS	HS	Elem	MS	HS	
		M	36	-	-	75	-	-	
		W	60	-	-	73	-	-	
		ELP	46	-	-	72	-	-	
	44	-	-	74	-	-			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Exceeds</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
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 has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

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?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

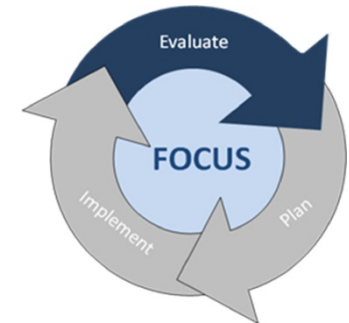
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Stephen Wera, Principal
	Email	stephen_wera@dpsk12.org
	Phone	720-424-9468
	Mailing Address	3051 S. Elm Street, Denver CO 80222
2	Name and Title	Susan Williams, Assistant Principal
	Email	susan_williams@dpsk12.org
	Phone	720-424-9468
	Mailing Address	3051 S. Elm Street, Denver CO 80222

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.



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

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 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 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<p>CSAP Reading: will increase from 68% P/A to 73% P/A</p> <p>The performance of ELL students will increase from 14% P/A to 20% P/A.</p> <p>The performance of Hispanic students will increase from 51% P/A to 56% P/A.</p> <p>The performance of African American students will increase from 46% P/A to 51% P/A.</p>	<p>TCAP Reading increased from 68% to 74%. The target was met.</p> <p>ELL performance on TCAP Reading increased from 14% to 50%. The target was met.</p> <p>The performance of Hispanic students increased from 55% to 62%. The target was met.*</p> <p>The performance of African American students increased from 39% to 62%. The target was met.*</p> <p>*Differences in data due to change in reporting categories.</p>	<p>Bradley staff spent a great deal of time focusing on students who are not proficient across all grade levels. Grade level teachers and administrators met vertically to come to a common understanding of grade appropriate expectations in all content areas.</p> <p>Because of the structures put into place last year, Grade level meetings, focused Professional Development, ELA and IB trainings as well as the use of outside consultants and rigorous data analysis, we made significant progress in all content areas.</p>

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	<p>CSAP Writing: will increase from 55% P/A to 59% P/A.</p> <p>The performance of ELL students will increase from 9% P/A to 15% P/A.</p> <p>The performance of Hispanic students will increase from 35% P/A to 40% P/A.</p> <p>The performance of African American students will increase from 36% P/A to 41% P/A.</p>	<p>TCAP Writing increased from 55% to 56%. The target was not met.</p> <p>ELL performance on TCAP Writing increased from 9% to 22%. The target was met.</p> <p>The performance of Hispanic students increased from 38% to 43%. The target was met.*</p> <p>The performance of African American students increased from 30% to 31%. The target was not met.*</p> <p>*Differences in data due to change in reporting categories.</p>	<p>Our staff is still learning how to differentiate, in the most effective manner, to meet the needs of our most challenging students.</p>
Academic Growth			
Academic Growth Gaps			
Post Secondary Readiness			

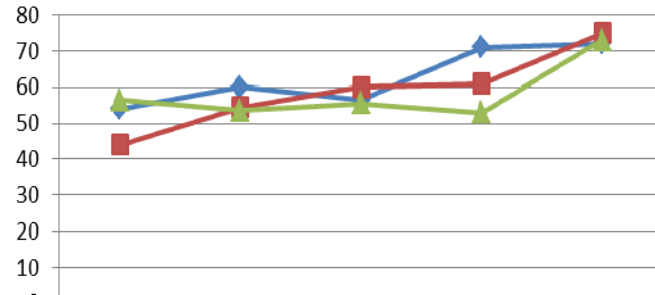
Worksheet #2: Data Analysis

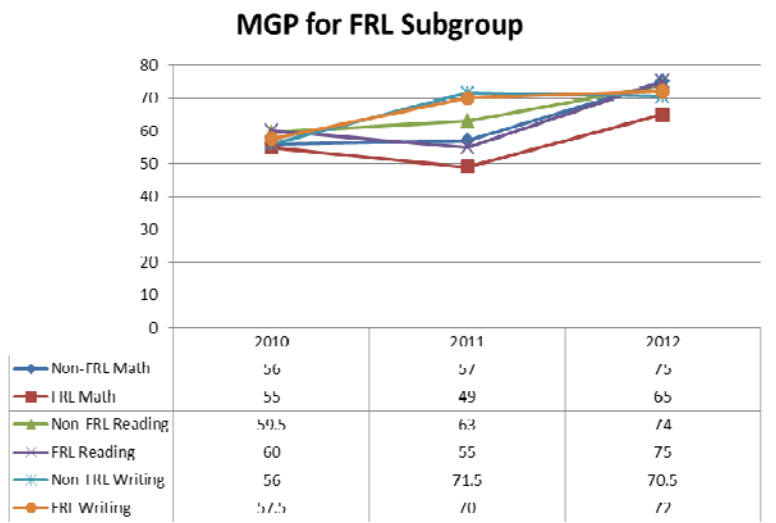
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data 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. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. 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.

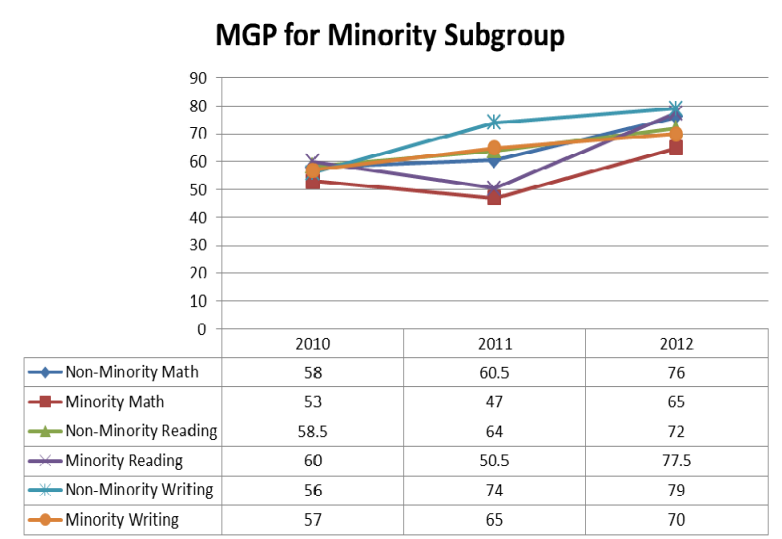
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes											
Academic Achievement (Status)	<p>The performance in Reading, Math and Science was above both the State and District levels. Writing was above State expectations, but did not exceed our school target set by DPS.</p>													
	<div style="text-align: center;"> <h3>TCAP Writing</h3> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>40%</td> <td>49%</td> <td>44%</td> <td>55%</td> <td>56%</td> </tr> </tbody> </table> </div> <p>The overall number of students at Bradley scoring A/P in writing has increased from 40% in 2008 to 56% in 2012 which meets current State and District expectations, but was 2% below the DPS target set for Bradley.</p>		2008	2009	2010	2011	2012	Writing	40%	49%	44%	55%	56%	<p>Writing TCAP performance has increased from 44% in 2010 to 56% in 2012, but is still 2% below the school target of 58% as set by DPS.</p>
	2008	2009	2010	2011	2012									
Writing	40%	49%	44%	55%	56%									

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>The % of Bradley 3rd grade students scoring A/P in writing has increased from 29% in 2008 to 54% in 2012 (+25%).</p> <p>The % of Bradley 4th grade students scoring A/P in writing has increased from 33% in 2008 to 52% in 2012 (+ 19%).</p> <p>The % of Bradley 5th grade students scoring A/P in writing has increased from 60% in 2008 to 64% in 2012 (+ 4%).</p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px 0;"> <h3>TCAP Reading</h3> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>71%</td> <td>68%</td> <td>68%</td> <td>74%</td> </tr> </tbody> </table> </div> <p>The overall number of students at Bradley scoring A/P in reading has increased from 61% in 2008 to 74% in 2012 which meets both State and District expectations. This is a 13% increase.</p>		2008	2009	2010	2011	2012	Reading	61%	71%	68%	68%	74%		
	2008	2009	2010	2011	2012										
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	2008	2009	2010	2011	2012																						
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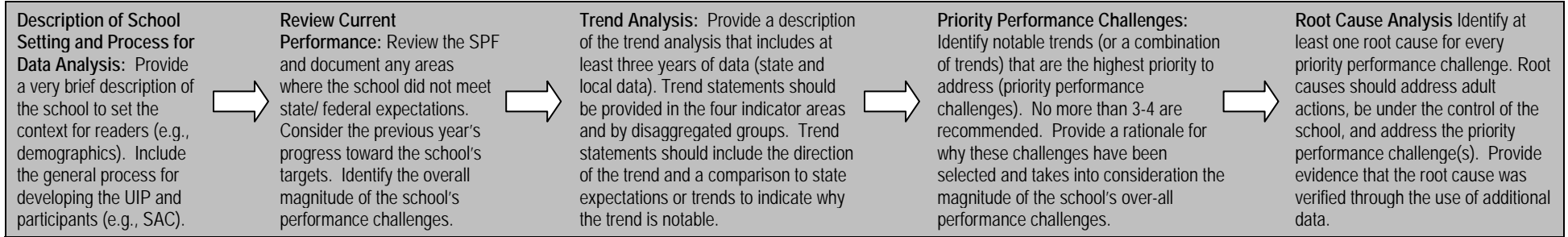
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	<p style="text-align: center;">MGP for Minority Subgroup</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Non-Minority Math</td> <td>58</td> <td>60.5</td> <td>76</td> </tr> <tr> <td>Minority Math</td> <td>53</td> <td>47</td> <td>65</td> </tr> <tr> <td>Non-Minority Reading</td> <td>58.5</td> <td>64</td> <td>72</td> </tr> <tr> <td>Minority Reading</td> <td>60</td> <td>50.5</td> <td>77.5</td> </tr> <tr> <td>Non-Minority Writing</td> <td>56</td> <td>74</td> <td>79</td> </tr> <tr> <td>Minority Writing</td> <td>57</td> <td>65</td> <td>70</td> </tr> </tbody> </table> <p>The MGP for the Minority Subgroup in Math decreased from 53 in 2010 to 47 in 2011 followed by an increase to 65 in 2012 which exceeds the district expectation and state median of 50.</p> <p>The MGP for the Minority Subgroup in Reading decreased from 60 in 2010 to 50.5 in 2011 followed by an increase to 77.5 in 2012 which exceeds the district expectation and state median of 50.</p> <p>The MGP for the Minority Subgroup in Writing increased from 57 in 2010 to 65 in 2011 and 70 in 2012 which exceeds the district expectation and state median of 50.</p>		2010	2011	2012	Non-Minority Math	58	60.5	76	Minority Math	53	47	65	Non-Minority Reading	58.5	64	72	Minority Reading	60	50.5	77.5	Non-Minority Writing	56	74	79	Minority Writing	57	65	70		
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Post Secondary & Workforce Readiness																															

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School



DATA NARRATIVE:

As a Bradley Community, our teachers, parents and staff have collaborated in writing our UIP. We have made progress toward addressing the root cause outlined in our UIP. This year, we have streamlined our data teams, focusing on “how” to talk about student data and address next steps for student growth. Every classroom teacher also identified 5 students who are performing below grade level in reading and writing. Teachers meet with this group of students at least twice a week for small group writing instruction. The Writing Alive rubrics are used to determine areas of focus for this small group time. Student writing is tracked on a Writing Record form, so that students can see the progress they’ve made and where they still have more work to do.

These five students have also been closely monitored using STAR, as well as Accelerated Reader and are provided frequent feedback on their scores and setting goals for continued progress. Moreover, students who are reading below grade level currently receive targeted intervention to address their needs and progress is being made; however, the growth is not where it needs to be in order to close the gap faster. This year we have revised our school schedule to provide a “double-dip” in reading instruction for at-risk students, in order to provide them with both core instruction (90-minute reading block) as well as a targeted reading intervention program. Additionally, Accelerated Reader (AR) has been expanded to all grades during the 2012-2013 school year. Students have shown steady growth and progress, and are motivated to become better readers. We are confident that we have made significant progress towards meeting the needs of our identified students, but we know there is more work to do to further decrease the achievement gap.

Review Current Performance

On August 20th and 21st, our staff met to review last year’s targets. We met 6 of the 8 targets that we set in last year’s UIP. (see charts on pages 5 and 6) Our 2011-2012 Academic Achievement results were: Reading = 76.65%, Math = 69.39%, Writing = 58.16% and 5th grade Science = 55.17% proficient or above. We met State Expectations for Academic Achievement. As for our Academic Growth, we exceeded the Median Adequate SGP in all areas as well. Reading 75, Math 73, Writing 72 and English Language Proficiency 74.

Trend Analysis

On August 23rd and 24th, the entire staff examined our progress on the CSAP and TCAP status and growth reports across all content areas. We found that over the past 5 years (2008-2012), Bradley 3rd, 4th and 5th grade students have had steady increases in status on: Reading (61% to 74%), Writing (40% to 56%), Math (57% to 69%); Science (43% to 54%). Our Growth has also shown consistent improvement as our Median Growth Percentiles has moved from: 44 to 75 in Reading; 54 to 72 in Writing; and 56.5 to 73 in Math. All areas are above 70!

Priority Performance Challenges

During the month of August, the School Leadership Team (SLT) examined data trends across content areas and subgroups. We captured our observations and agreed upon the following priority performance challenge: Writing TCAP performance has increased from 44% in 2010 to 56% in 2012, but was 2% below the school target of 58% as set by DPS.

Root Cause Analysis

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on August 21st. We presented the priority performance challenge and generated all possible explanations. We then removed explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations. Some of the possible root causes we generated were as follows:

- The Writing Alive program is not designed to pull small groups.
- We have not proficiency grouped students for writing instruction.
- We have not targeted students using specific writing strategies.
- Due to the pacing of the program we have not reflected on student writing as frequently as we would like.

The SLT then convened on August 24th to begin prioritizing the remaining items and to examine “why.” A few additional explanations were generated.

- Writing Alive focuses on individualized writing 5 days a week.
- There is no structure built-in to have proficiency grouping in writing (as we have in reading).
- We have not targeted strategies school-wide
- We are not altering our literacy block to include reflection, grouping and individualized strategies.
-

In the end, the following root cause was identified: In Writing, we have not provided specific supports for students who are not proficient.

We then verified the root causes by having teachers meet vertically and horizontally to discuss how our interventions, time and resources have been aligned to include reflection, grouping and tracking student progress.

ONGOING

Interim Measures

At a minimum, consider the following points in the year for review of data based on availability of results:

- September: District Writing Interim, scoring and reflection by staff
- January: District Writing Interim, scoring and reflection by staff
- April: District Writing Interim, scoring and reflection by staff
- Every month, additional formal and informal scoring and reflection included in the Writing Alive portion of the Literacy block.

At least 4-10 times a year (after each writing genre) in the primary grades (K-2)

At least 10-15 times a year (after each writing genre) in the intermediate grades (3-5)

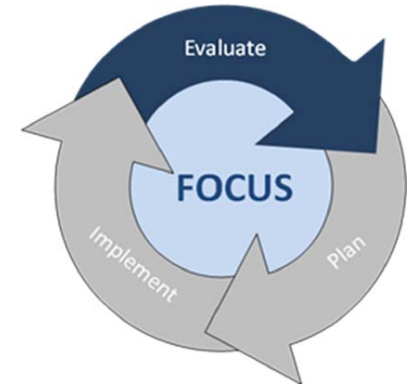
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for 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 are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. 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.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R					
		M					
		W	Writing TCAP performance has increased from 44% in 2010 to 56% in 2012, but was 2% below the school target of 58% as set by DPS.	The overall aggregate Advanced and Proficient scores at Bradley in grades 3 through 5 will increase from 56% of our students to 63%.	The overall aggregate Advanced and Proficient scores at Bradley in grades 3 through 5 will increase from 63% of our students to 65%.	District Writing Interims will be used 3 times over the year (September, December and April) Fall Interim Data (September) by grade level: 2 nd – 12% P/A 3 rd – 40% P/A 4 th – 12% P/A 5 th – 28% P/A 2 nd – 5 th grades – 24% P/A	Using the RTI model, teachers will provide differentiation and intervention based on interim measures and progress monitoring for all students struggling with writing.
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					

Post Secondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps 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. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Priority Performance Challenge: Writing TCAP performance has increased from 44% in 2010 to 56% in 2012, but is still 2% below the school target of 58% as set by DPS.

Root Cause(s) Addressed: In Writing, we have not provided specific supports for students who are not proficient.

Major Improvement Strategy #1: Using the RTI model, teachers will provide differentiation and intervention based on interim measures and progress monitoring for students struggling with writing.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p><u>Professional Development and Data Teams:</u> Provide teachers with PD to improve their ability to scaffold instruction for second language learners and students who are struggling. The PD has and will continue to focus on developing students' academic language through content/language objectives and sentence stems; writing using Writing Alive curriculum and rubrics; the CCSS; and reading (STAR and Accelerated Reading).</p> <p>This year, PD will focus on the CCSS standards W1 and W2 to support teachers in implementing the new standards and using</p>	<p>2012-2014 Every other Wednesday for PD</p> <p>Meet in writing data teams at least once a month</p> <p>After every round of</p>	<p>Principal/AA Writing Alive personnel; Writing Teacher Leaders, Teacher Leaders, ESL Teachers SPED Teachers Trained staff</p>	<p>\$8000 in Writing Alive Consultants District funds for the Writing Alive Program</p>	<p>Data Teams at the end of each writing genre to review student work,</p> <p>Writing Alive tracking tool,</p> <p>District Interim Writing Assessments</p> <p>Review of Interim Data TCAP</p>	<p>Writing Alive Vertical Alignment – In Progress</p> <p>Data Team Meetings – In progress</p> <p>Rtl in Reading – In progress</p>

<p>them to guide their instruction in writing. Teachers will continue to discuss vertical alignment of the writing program to clarify expectations by grade level (what students should be able to do at each grade level)</p> <p>Data Teams meet every 2-3 weeks to review student work samples and discuss reading data to determine if students are making adequate progress.</p> <p>ELL Teacher – Where appropriate the ELL teacher will push-in to classrooms to support second language learners in writing. She will also provide supports and strategies for teachers to help them meet the needs of their ELL students.</p> <p>Writing Alive trainers have modeled lessons and met with teachers individually to review student work and discuss strategies for helping students who are struggling.</p> <p>Writing Alive lead teachers provided professional development around revision of writing and strategies teachers can use to support students.</p> <p>Teacher Leaders have provided training in implementation of the Common Core State Standards as well as the Math Instructional Tasks. TLAs also provided training in content/language objectives and how to use</p>	<p>writing Interims</p>			<p>Review of TCAP performance</p>	<p>ELL Teacher Support – Not yet implemented</p> <p>Writing Alive Trainers – In progress</p> <p>Writing Alive PD on Revision – Completed</p> <p>TLA PD for Instructional Tasks and Content/Language Objectives – In progress</p> <p>Inquiry-Based Learning PDU – In Progress</p>
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<p>academic language when writing daily objectives.</p> <p>Inquiry-Based Learning PDU – A majority of classroom teachers are participating in a PDU to gain a better understanding of how to implement inquiry in the classroom. Teachers meet once a month to discuss reading and strategies they have tried.</p>					
<p><u>Collaborative Planning:</u> Collaborative planning to support the differentiation of instruction. Grade level teachers meet regularly to discuss student progress on Writing Alive planners</p>	<p>2012-2014 Teachers meet, reflect, discuss and plan the implementation of Writing Alive with colleagues on a weekly basis.</p>	<p>Writing Teacher Leaders, Grade Level Teacher Leaders, ESL Teachers SPED Teachers Trained staff</p>	<p>Writing Teacher Leaders</p>	<p>Grade Level writing Rubrics Student Tracking Sheets Anecdotal data Formal and informal writing conferences</p>	<p>Comparing and sharing writing across the grade levels Grouping students by individual need</p>

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)