

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1106 School Name: BRYANT WEBSTER K-8 SCHOOL SPF Year: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

| Performance Indicators        | Measures/ Metrics  | 2012-13 Federal and State Expectations |   |        | 2012-13 School Results |                                |        | Meets Expectations? |  |
|-------------------------------|--|--|---|--------|------------------------|--------------------------------|--------|---------------------|--|
|                               |  | Elem                                   | MS                                      | HS     | Elem                   | MS                             | HS     |                     |  |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura<br>Description: % Proficient and Advanced (%P+A) in reading, writing, math and science<br>Expectation: %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data   | R                                      | 72.05%                                  | 71.35% | -                      | 43.31%                         | 53.93% | -                   | Overall Rating for Academic Achievement:<br><b>Approaching</b><br>* Consult your School Performance Framework for the ratings for each content area at each level. |
|                               |  | M                                      | 70.11%                                  | 51.63% | -                      | 52.49%                         | 39.27% | -                   |  |
|                               |  | W                                      | 54.84%                                  | 58.34% | -                      | 34.65%                         | 43.98% | -                   |  |
|                               |  | S                                      | 45.36%                                  | 48.72% | -                      | 17.89%                         | 27.07% | -                   |  |
| Academic Growth               | Median Growth Percentile<br>Description: Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro for English language proficiency.<br>Expectation: If school met adequate growth, MGP is at or above 45.<br>If school did not meet adequate growth, MGP is at or above 55.<br>For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50. |  | Median Adequate Growth Percentile (AGP) |        |                        | Median Growth Percentile (MGP) |        |                     | Overall Rating for Academic Growth:<br><b>Meets</b><br>* Consult your School Performance Framework for the ratings for each content area at each level.            |
|                               |  |  | Elem                                    | MS     | HS                     | Elem                           | MS     | HS                  |  |
|                               |  | R                                      | 58                                      | 53     | -                      | 49                             | 60     | -                   |  |
|                               |  | M                                      | 67                                      | 77     | -                      | 69                             | 51     | -                   |  |
|                               |  | W                                      | 60                                      | 61     | -                      | 46                             | 56     | -                   |  |
| ELP                           | -  | -                                      | -                                       | 52     | 63                     | -                              |        |                     |  |

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

| Performance Indicators                         | Measures/ Metrics  | 2012-13 Federal and State Expectations   | 2012-13 School Results  | Meets Expectations?  |  |
|--|--|--|---|--|--|
| <b>Academic Growth Gaps</b>                    | <p>Median Growth Percentile<br/> <b>Description:</b> Growth for reading, writing and math by disaggregated groups.<br/> <b>Expectation:</b> If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.</p> | See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient. | See your School Performance Framework for listing of median growth by each disaggregated group.   | <p>Overall Rating for Growth Gaps:<br/> <b>Meets</b></p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p> |  |
| <b>Postsecondary &amp; Workforce Readiness</b> | <p>Graduation Rate<br/> <b>Expectation:</b> At 80% or above on the best of 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<br/>                     - using a - year grad rate</p>   | -  | <p>Overall Rating for Postsecondary &amp; Workforce Readiness: -</p> |
|  | <p>Disaggregated Graduation Rate<br/> <b>Expectation:</b> At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.</p>   | At 80% or above for each disaggregated group   | See your School Performance Framework 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 ELLs. | -  |  |
|  | <p>Dropout Rate<br/> <b>Expectation:</b> At or below state average overall.</p>  | -  | -   | -  |  |
|  | <p>Mean Colorado ACT Composite Score<br/> <b>Expectation:</b> At or above state average.</p>   | -  | -   | -  |  |

Accountability Status and Requirements for Improvement Plan

|   |                   |  |
|---|-------------------|--|
| Denver Public Schools<br>Summary of School<br>Plan Timeline | October 16, 2013  | All schools must upload their UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>  |
|   | December 13, 2014 | All schools must upload their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a>  |
|   | January 6, 2014   | UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.   |
|   | April 9, 2014     | All schools must submit their updated UIP to the ARE website via the <a href="#">DPS Unified Improvement Plan Upload Tool</a> for public viewing at <a href="http://www.schoolview.org">www.schoolview.org</a> |

| Program                                    | Identification Process   | Identification for School                | Directions for Completing Improvement Plan   |
|--|--|--|--|
| <b>State Accountability</b>                |  |  |  |
| Plan Type Assignment                       |  |  |  |
| <b>ESEA and Grant Accountability</b>       |  |  |  |
| 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 TIG 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. |

Section II: Improvement Plan Information

Additional Information about the School

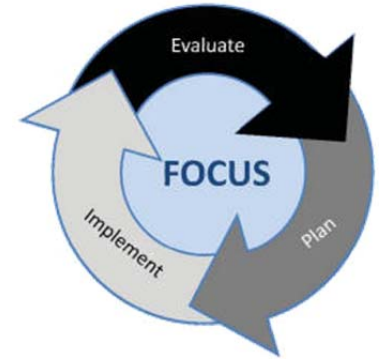
| Comprehensive Review and Selected Grant History  |  |  |
|--|--|--|
| Related Grant Awards   | Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?  |  |
| School Support Team or Expedited Review  | Has (or will) the school participated in an SST or Expedited Review? If so, 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):   |  |  |
| <input checked="" type="checkbox"/> State Accreditation <input checked="" type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)<br><input type="checkbox"/> Other: _____ |  |  |
| School Contact Information (Additional contacts may be added, if needed)   |  |  |
| 1  | Name and Title   | Pamela Liñan   |
|  | Email  | <a href="mailto:Pamela_linan@dpsk12.org">Pamela_linan@dpsk12.org</a>         |
|  | Phone  | 720 424-9170   |
|  | Mailing Address  | 3635 Quivas Street Denver, Co 80211  |
| 2  | Name and Title   | Vanessa Trussell   |
|  | Email  | <a href="mailto:Vanessa_Trussell@dpsk12.org">Vanessa_Trussell@dpsk12.org</a> |
|  | Phone  | 720 424-9170   |
|  | Mailing Address  | 3635 Quivas Street, Denver, CO 80211   |

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

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



**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.

**Data Narrative for School**

|   |  |   |   |   |
|---|--|---|---|---|
| <p><b>Description of School Setting and Process for Data Analysis:</b> 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., SAC).</p> | <p><b>Review Current Performance:</b> Review the SPF and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p> | <p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p> | <p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.</p> | <p><b>Root Cause Analysis:</b> 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 strategies is encouraged.</p> |
| <p><b>Narrative:</b></p>  |  |   |   |   |

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year<br>(Targets set in last year's plan)              | Performance in 2012-13? 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) | Elementary Reading- overall P&A will increase from 41% in 2011 to 48% in 2012.    | Yes. P&A was 49%.   | Targets were met. However, we continue to be concerned that there is lack of consistency in implementing best practice in literacy instruction. Teachers do not have the expertise to fully implement guided reading.                    |
|                               | Middle School Reading- overall P&A will increase from 57% in 2011 to 61% in 2012. | No. P&A was 54.55%, 6.45% under target.   | Target was not met. We continue to be concerned that there is lack of consistency in implementing best practice in literacy instruction. Teachers do not have the expertise to fully implement guided reading.                           |
|                               | Elementary Math- overall P&A will increase from 46% in 2011 to 51% in 2012.       | No. P&A was 44.96%, 6% under target   | Target was not met. We are concerned that there is lack of consistency in understanding, implementing and monitoring best practice in math instruction.  |
|                               | Middle School Math- overall P&A will increase from 48% in 2011 to 51% in 2012.    | No. P&A was 38.08%, 13% under target.   | Target was not met. We are concerned that there is lack of consistency in understanding, implementing and monitoring best practice in math instruction with existing and new staff.  |
|                               | Elementary Writing- overall P&A will increase from 35% in 2011 to 38% in 2012.    | No. P&A was 36%, 2% under target.   | Targets in Elem Writing were not met. We were becoming familiar with the new writing rubrics and developing a more consistent vision of proficiency. Teachers are refining their understandings of best practice in writing instruction. |

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| Performance Indicators | Targets for 2012-13 school year<br>(Targets set in last year's plan)  | Performance in 2012-13? Was the target met? How close was the school to meeting the target?   | Brief reflection on why previous targets were met or not met.  |
|------------------------|---|---|--|
|                        | <p>Middle School Writing- overall P&amp;A will increase from 50% in 2011 to 53% in 2012.</p> <p>Elementary Science- overall P&amp;A will increase from 13% in 2011 to 20% in 2012.</p> <p>Middle School Science- overall P&amp;A will increase from 32% in 2011 to 36% in 2012.</p>   | <p>No. P&amp;A was 47%, 6% under target.</p> <p>Yes. P&amp;A was 21%, 1% over target.</p> <p>No. P&amp;A was 32%, 4% under target.</p>  | <p>Targets in MS Writing were not met. We were becoming familiar with the new writing rubrics and developing a more consistent vision of proficiency. Teachers are refining their understandings of best practice in writing instruction.</p> <p>Target was met. Teachers took an active role in examining science standards and working towards proficiency.</p>  |
| Academic Growth        | <p>Elementary Reading- overall MGP will increase from 51 in 2011 to 54 in 2012.</p> <p>Middle School Reading- overall MGP will increase from 53 in 2011 to 56 in 2012.</p> <p>Elementary Math- overall MGP will increase from 57 in 2011 to 60 in 2012.</p> <p>Middle School Math- overall MGP will increase from 57 in 2011 to 65 in 2012.</p> | <p>No. Overall MGP in 2012 was 53, which was 1 percentile below target.</p> <p>Yes. Overall MGP in 2012 was 59, which was 4 percentile above the target.</p> <p>Yes. Overall MGP in 2012 was 66, 6 percentile above target.</p> | <p>Target not met. We need to engage in a similar process as that followed by the elementary teachers reviewing the science standards and working towards proficiency.</p> <p>Target was not met. We began to implement best practices in literacy instruction; nevertheless, there was still some inconsistency between grade levels.</p> <p>Target was met. Teachers took an active role in examining literacy standards and working towards proficiency.</p> <p>Target was met. Teachers took an active role in moving students at least one proficiency level.</p> |

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| Performance Indicators              | Targets for 2012-13 school year<br>(Targets set in last year's plan) | Performance in 2012-13? Was the target met? How close was the school to meeting the target? | Brief reflection on why previous targets were met or not met.   |
|-------------------------------------|--|---|---|
|                                     | No targets were set for writing.<br>No targets were set for science. |   | e.g. U to PP, PP to P, P to A.  |
| Academic Growth Gaps                |  |   | Target was not met. We are concerned that there is lack of consistency in understanding, implementing and monitoring best practice in math instruction with existing and new staff. |
|                                     |  |   |   |
| Postsecondary & Workforce 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<br>(3 years of past state and local data) | Priority Performance Challenges | Root Causes |
|--|---|---------------------------------|-------------|
| Academic Achievement<br>(Status)       |   |                                 |             |
|  |   |                                 |             |
| Academic Growth                        |   |                                 |             |
|  |   |                                 |             |
| Academic Growth Gaps                   |   |                                 |             |
|  |   |                                 |             |
| Postsecondary & Workforce<br>Readiness |   |                                 |             |
|  |   |                                 |             |

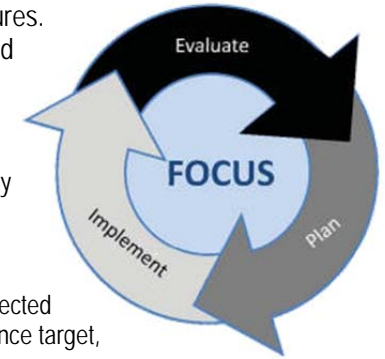
## Section IV: Action Plan(s)

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. 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; 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 2013-14 | Major Improvement Strategy  |  |
|-------------------------------|--|---------------------------------|--|---|------------------------------|---|--|
|                               |  |                                 | 2013-14  | 2014-15   |                              |   |  |
| Academic Achievement (Status) | TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura | R                               | Overall reading scores have increased only slightly from 43% proficient or advanced in 2008 to 49% in 2012.  | <p><b>Elementary</b><br/>Overall Proficient and Advanced in Reading will increase to 53% in 2014.</p> <p><b>Middle</b><br/>Overall Proficient and Advanced in Reading will increase to 62% in 2014.</p> |                              | District Interim Assessments<br><br>STAR<br><br>SRI<br><br>DRA2/EDL2<br><br>Running Records<br><br>School wide assessments with rubrics | Ongoing six-week professional development cycles, consisting of: <ol style="list-style-type: none"> <li>1) Identifying proficiency</li> <li>2) Deepening theoretical understandings</li> <li>3) Reviewing data</li> <li>4) Creating and implementing instruction based on data</li> <li>5) Progress monitoring student growth toward proficiency</li> <li>6) Intervention and differentiation for students not achieving proficiency</li> <li>7) Ongoing modeling and coaching from humanities facilitator</li> <li>8) Ongoing monitoring of practice</li> </ol> Collaborating with special educators and GT teachers to differentiate |
|                               |  | M                               | The percentage of students achieving at the proficient or advanced level in math has fluctuated up and down for the past five years, but the most recent score | <p><b>Elementary</b><br/>Overall Proficient and Advanced in Math will increase from 59 to 64% in 2014.</p>  |                              | District Interim Assessments<br><br>Everyday Math (EDM)<br>RSA's and End of Unit Tests<br><br>Connected Math and End of                 | Ongoing six-week professional development cycles, consisting of: <ol style="list-style-type: none"> <li>1) Identifying proficiency</li> <li>2) Deepening</li> </ol>  |

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|  |  |   |   |   |  |  |  |
|--|--|---|---|---|--|--|--|
|  |  |   | (42% proficient or advanced) is one percentage point lower than the score of 43% proficient or advanced in 2008 | <p><b>Middle</b><br/>Overall Proficient and Advanced in Reading will increase from 48% proficient and advanced to 53% in 2014.</p>  |  | <p>Unit tests<br/>Math Olympics</p>  | <p>theoretical understandings<br/>3) Reviewing data<br/>4) Creating and implementing instruction based on data<br/>5) Progress monitoring student growth toward proficiency<br/>6) Intervention and differentiation for students not achieving proficiency<br/>7) Ongoing modeling and coaching from teacher leaders<br/>8) Ongoing monitoring of practice<br/>Collaborating with special educators and GT teachers to differentiate</p> |
|  |  | W | Overall writing scores have remained at 38% proficient or advanced since 2008.                                  | <p><b>Elementary</b><br/>Overall Proficient and Advanced in Writing will increase to 41% in 2014.</p> <p><b>Middle</b><br/>Overall Proficient and Advanced in Writing will increase to 57% in 2014.</p> |  | <p>District Interim Assessments<br/><br/>School wide Writing Samples four times each year<br/><br/>Classroom writing samples</p> | <p>Ongoing six-week professional development cycles, consisting of:</p> <ol style="list-style-type: none"> <li>1) Identifying proficiency</li> <li>2) Deepening theoretical understandings</li> <li>3) Reviewing data</li> <li>4) Creating and implementing instruction based on data</li> <li>5) Progress monitoring student growth</li> </ol>  |

|                 |   |   |  |  |  |   |  |
|-----------------|---|---|--|--|--|---|--|
|                 |   |   |  |  |  |   | toward proficiency<br>6) Intervention and differentiation for students not achieving proficiency<br>7) Ongoing modeling and coaching from humanities facilitator<br>8) Ongoing monitoring of practice<br>Collaborating with special educators and GT teachers to differentiate |
|                 |   | S | Overall scores for science in 2008 were 26% and in 2012, 27%. The proficient and advanced levels have fluctuated up and down during the last five years. | <b>Elementary</b><br>Overall P & A in Science will increase from 28% Proficient and Advanced in 2013 to 33% in 2014.<br><br><b>Middle</b><br>Overall Proficient and Advanced in Science will increase from 36% in 2013 to 41% in 2014. |  | Unit assessments  | School-wide monitoring of academic vocabulary and enduring understandings.   |
| Academic Growth | Median Growth Percentile (TCAP/CSAP & ACCESS) | R | In Reading, the overall Median Growth Percentile has dropped from 56 in 2008 to 52 in 2012.  | <b>Elementary</b><br>By the end of the 2013-2014 school year, the Median Student Growth percentile in reading will increase from 58.5 to 63.5.<br><br><b>Middle School</b><br>By the end of the 2013-                                  |  | District Interim Assessments<br><br>STAR<br><br>SRI<br><br>DRA2/EDL2<br><br>Running Records | Professional Development will focus on implementation of the Common Core Standards, reading theory, and using assessment to drive instruction<br><br>School wide progress monitoring will be   |

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|  |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  |  |   | 2014 school year, the Median Student Growth percentile in reading will increase from 57.5 to 62.5.  |  | School wide assessments with rubrics   | implemented on a consistent basis   |
|  |  | M | <p>The Median Growth Percentile in math declined slightly, from 54% in 2008 to 53% in 2012. Bryant Webster's scores are significantly below the state's expectation of 70% proficient or advanced for elementary students and 78% for middle school students.</p> | <p><b>Elementary</b><br/>By the end of the 2013-2014 school year, the Median Student Growth percentile in math will increase from 83 to 86.</p> <p><b>Middle School</b><br/>By the end of the 2013-2014 school year, the Median Student Growth percentile in math will increase from 48 to 53.</p> | <p>District Interim Assessments<br/>Everyday Math (EDM)<br/>RSA's and end of unit tests<br/>Connected Math Program and End of Unit tests<br/>Math Olympics</p> | <p>Professional Development will focus on implementation of the Common Core Standards, writing constructed responses, promoting higher level thinking, and differentiation.</p> <p>School wide progress monitoring will be implemented on a consistent basis.</p> |
|  |  | W | <p>In Writing the Median Growth Percentile has declined seven points, from 59% in 2008 to 52% in 2012.</p>  | <p>Elementary<br/>By the end of the 2013-2014 school year, the Median Student Growth percentile in writing will increase from 56.5 to 61.5.</p> <p>Middle School<br/>By the end of the 2013-2014 school year, the Median Student Growth percentile in writing will increase from 58.3 to</p>       | <p>District Interim Assessments</p> <p>School wide writing Samples four times each year</p> <p>Weekly classroom writing samples</p>                            | <p>Professional Development will focus on implementation of the Common Core Standards, writing theory, and using assessment to drive instruction.</p> <p>School wide progress monitoring will be implemented on a consistent basis</p>                            |

|  |  |     |  |   |  |   |   |
|--|--|-----|--|---|--|---|---|
|  |  |     | 63.3.  |   |  |   |   |
|  |  | ELP | <p>235 students tested in CELA-pro last school year (2011-2012). 100 of those students (43%) are on track to reach CELA level 5 at a rate identified as appropriate by DPS. 90 students (38%) are not on track to reach CELA level 5. 45 students (19%) are new to CELA and are not at a CELA level 5.</p> <p>Of the students who are on track, 2% are currently at a level 2, 37% are at a level 3, 47% are at a level 4, and 14% are at a level 5.</p> <p>Of the students who are off track, 4% are at a level 1, 18% are at a level 2, 31% are at a level 3, and 44% are at a level 4.</p> <p>Of the students who are new to CELA, 16% are at a level 1, 40% are at a level 2, 13% are at a level 3 and</p> | <p>Elementary/Middle School:</p> <p>According to the baseline data collected in 2012-2013, scores will increase by 5% or more in proficiency for the year of 2013-2014.</p> |  | <p>School/district mandated progress monitoring</p> <p>STAR</p> <p>ELD</p> <p>IPT</p> <p>Writing samples</p> <p>Interims (grades 4-8)</p> | <p>For 2012-2013, 50 identified students will participate in Imagine Learning.</p> <p>Continue with the Dual Language Program.</p> <p>Professional Development will focus on implementation of the Common Core Standards, writing constructed responses, promoting higher level thinking, second language acquisition, modeling appropriate language structures and differentiation.</p> <p>School wide progress monitoring will be implemented on a consistent basis.</p> <p>Development of no-excuse words. Vertical alignment of grade level expectations for conventions.</p> |

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|   |                                |   |                       |     |     |     |     |
|---|--------------------------------|---|-----------------------|-----|-----|-----|-----|
|   |                                |   | 31% are at a level 4. |     |     |     |     |
| Academic<br>Growth Gaps                   | Median<br>Growth<br>Percentile | R |                       |     |     |     |     |
|   |                                | M |                       |     |     |     |     |
|   |                                | W |                       |     |     |     |     |
| Postsecondary<br>& Workforce<br>Readiness | Graduation Rate                |   | N/A                   | N/A | N/A | N/A | N/A |
|   | Disaggregated Grad Rate        |   | N/A                   | N/A | N/A | N/A | N/A |
|   | Dropout Rate                   |   | N/A                   | N/A | N/A | N/A | N/A |
|   | Mean CO ACT                    |   | N/A                   | N/A | N/A | N/A | N/A |



**Action Planning Form for 2013-14 and 2014-15**

**Directions:** Identify the major improvement strategy(s) for 2013-14 and 2014-15 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. 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:** Develop consistency in understandings of reading theory and implement best practices in classrooms.

**Root Cause(s) Addressed:** Inconsistent understandings and implementation of the elements of reading instruction.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy   | Timeline |         | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local)      | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun)   |
|---|----------|---------|--|---|---|--|
|   | 2013-14  | 2014-15 |  |   |   |  |
| Staff, including classroom teachers, electives, specialists, and paraprofessionals, will receive professional development and coaching in:<br>- Elements of effective guided reading instruction<br>- Implementation of CCSS and ELG's, as outlined in the DPS' Scope and Sequence (ECE-8)<br>- Implementation of strategies (e.g. close reading, making logical inferences, citing textual evidence) as appropriate for developing student proficiency |          |         | Administrator<br>Humanities Facilitator<br>Teacher Leaders<br>All Teachers | Title I budget<br>School budget<br>Purchase instructional exemplars | Weekly data teams, beginning August, 2013<br><br>Opportunity for classroom observations by teachers to view best practices and, using reflection/commitment sheets to implement at least one effective element that was observed to improve classroom instruction | Begun and in progress as teachers will continue to have PD and coaching<br><br>Observations are in progress<br><br>Observation sheets have been created. |
| Weekly team meetings by grade level   |          |         | Administrator  | Title 1 Budget  | Utilizing progress monitoring   | In place   |

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**Major Improvement Strategy #2:** Implement consistent elements of writing instruction.

**Root Cause(s) Addressed:** Inconsistent understanding and implementation of best practice in writing instruction school-wide.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)  
 Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy  | Timeline |         | Key Personnel*  | Resources<br>(Amount and Source: federal, state, and/or local)   | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun)  |
|--|----------|---------|---|--|---|---|
|  | 2013-14  | 2014-15 |   |  |   |   |
| Staff, including classroom teachers, and specialists, will receive professional development and coaching in: <ul style="list-style-type: none"> <li>- Elements of effective writing instruction (e.g. writing workshop, mini-lesson, conferring, publishing)</li> <li>- Elements of effective writing (leads, specificity and elaboration, organization, revision, conclusions)</li> <li>- Implementation of DPS Curriculum (including DPS Planning Guides and Springboard)</li> </ul> Leadership team will conduct walkthroughs, using observation sheets to monitor implementation of best practices using protocols introduced during weekly team or staff meetings |          |         | Administrators<br>Humanities Facilitator<br>Teacher Leaders<br>All Teachers | Title I budget<br>School budget<br>PCK writing modules<br>LEAP professional development resources<br>SIG grant | Professional development for staff in the elements of reading and writing instruction, beginning August, 2013<br><br>Opportunity for classroom observations by teachers to view best practices and, using reflection/commitment sheets to implement at least one effective element that was observed to improve classroom instruction | Begun and in progress as teachers will continue to have PD throughout the school year<br>Observations are in progress<br><br>In progress<br><br>In progress<br><br>Observation sheets created |
| Teachers will use writing data to create S.M.A.R.T. goals, teach to student  |          |         | Administrators<br>Teacher Leaders   | Title I budget<br>School budget  | Approximately every three weeks   | In progress   |

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|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
| <p>needs, monitor progress toward learning targets, and adjust instruction. CCSS/DPS rubrics will be used to score common formative assessments. Reinforcement and feedback, will occur at a variety of levels:</p> <ul style="list-style-type: none"> <li>- Leadership team to teachers</li> <li>- Teacher to teacher</li> <li>- Teacher to students</li> <li>- Students to students</li> </ul> |  |  | <p>All teachers<br/>Paraprofessionals</p> |  |  | <ul style="list-style-type: none"> <li>- In progress</li> <li>- In progress</li> <li>- In progress</li> <li>- In progress</li> </ul> |
|  |  |  |   |  |  |  |
|  |  |  |   |  |  |  |
|  |  |  |   |  |  |  |

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

**Major Improvement Strategy #3:** Develop and implement consistent understanding and monitoring of the elements of math curriculum and instruction school-wide.

**Root Cause(s) Addressed:** Inconsistent understanding, implementation and monitoring of math instruction with existing and new staff.

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

- State Accreditation     
  Title I Focus School     
  Tiered Intervention Grant (TIG)     
  Colorado Graduation Pathways Program (CGP)
- Other: \_\_\_\_\_

| Description of Action Steps to Implement the Major Improvement Strategy   | Timeline |         | Key Personnel*   | Resources<br>(Amount and Source: federal, state, and/or local)   | Implementation Benchmarks   | Status of Action Step* (e.g., completed, in progress, not begun)  |
|---|----------|---------|--|--|---|---|
|   | 2013-14  | 2014-15 |  |  |   |   |
| Classroom teachers will receive professional development and coaching in:<br><br><b>Elementary:</b> Elements of effective math instruction (e.g. math message, teaching the lesson, partner practice, independent practice, differentiated groups, work stations)<br><br><b>Middle:</b> Elements of effective math instruction (whole class launch, explore in small groups, students summary of lesson/work completed, differentiated groups)<br><br>- Use district pacing and planning guides<br><br>- Common Core Math Standards |          |         | Administrators<br>Humanities<br>Facilitator<br>Teacher Leaders<br>All Teachers | Title I budget<br>School budget<br>Common Core Math Standards<br>LEAP professional development resources | Professional development for staff in the elements of math instruction, beginning August, 2013<br><br>Opportunity for classroom observations by teachers to view best practices, using reflection/ commitment sheets to implement at least one effective element that was observed to improve classroom instruction | Begun and in progress as teachers will continue to have PD<br><br>Observations are in progress<br><br>Observation sheets created. |
| Weekly team meetings by grade level (K-1, 2-3, 4-5, 6-8) for the purpose of:  |          |         | Administrators<br>Humanities   | Title I budget<br>School budget  | Professional development for staff in the elements of math  | Begun and in progress as teachers will continue to have   |

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|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>- Progress monitoring of key math components using quantitative data (e.g. RSA, ELP's, Math Olympics, Pre and Post Administration of End of Unit Tests)</li> <li>- Use data to plan and adjust instruction</li> <li>- Differentiate instruction to meet the needs of learners</li> <li>- Discussing and implementing best practices</li> </ul> <p>Leadership will support teachers in the collection and use of data to drive planning and delivery of instruction</p> <p>Leadership team will conduct walkthroughs to monitor implementation of best practices using protocols introduced during weekly team or staff meetings</p> |  | <p>Facilitator<br/>Teacher Leaders<br/>All Teachers</p> | <p>PCK writing modules<br/>LEAP professional development resources<br/>SIG grant</p> | <p>instruction, beginning August, 2012</p> <p>Opportunity for classroom observations by teachers to view best practices, using reflection/commitment sheets to implement at least one effective element that was observed to improve classroom instruction</p> | <p>PD</p> <p>Observations are in progress</p> <p>Observation sheets created.</p> <p>In progress- via team meetings.</p> <p>In progress</p> |
|  |  |   |  |  |  |
|  |  |   |  |  |  |
|  |  |   |  |  |  |

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

**Section V: Appendices**

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)