

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 9623 School Name: WILLIAM (BILL) ROBERTS K-8 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?	
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	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	71.43%	-	88.76%	68.89%	-	
		M	70.89%	52.48%	-	90%	56.3%	-	
		W	53.52%	57.77%	-	78.8%	59.26%	-	
		S	47.53%	48%	-	69.05%	68.75%	-	
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.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		M	18	31	-	60	56	-	
		W	28	63	-	59	50	-	
		W	31	57	-	62	61	-	
		ELP	-	-	-	-	-	-	

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	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. 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.	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.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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.	-	
	Dropout Rate Expectation: At or below State average overall.	-	-	-	
	Mean ACT Composite Score Expectation: At or above State average	-	-	-	

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

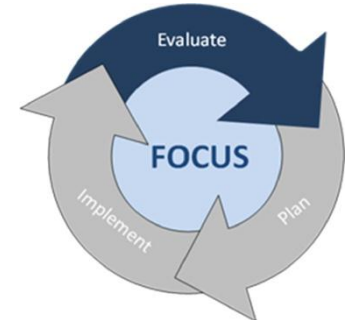
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- ☒ 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)		
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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 Unified Improvement Planning Handbook.



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

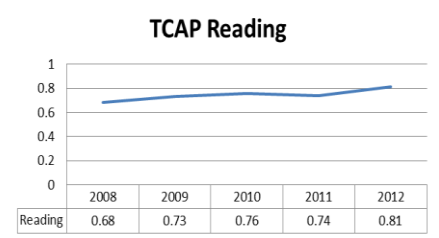
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

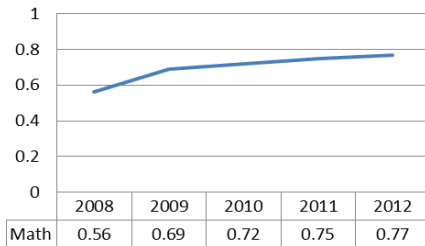
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percent of students that need to be at proficient or above as measured by CSAP in 2011/12 in writing for 3 rd - 8 th graders need to be at 70%.	Yes the target was met in the 2011-12 school year. 71% of 3 rd -8 th graders were proficient in writing of above as measured by CSAP in 2011/12.	Targets were met due to specific, focused writing Professional Development. Monthly writing prompts were shared between grade levels and vertically. Student exemplars were shown to students in the P/A categories so that student had evidence in how to improve their writing. Standard 2 was a focus.
Academic Growth	By the end of the 2011/12 school year, William Roberts median growth percentile in writing will be within 5 points of the cluster per district SPF in both Middle and Elementary School.	No longer a valid goal – district changed SPF so cluster groups are no longer comparative	
Academic Growth Gaps	By the end of the 2011/12 school year,	Yes the goal was met. ELL MGP was 80 th percentile	

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.
	the median growth percentile of the minority combined, ELL and FRL students will increase to 55 or above.	for the 2011-12 school year; and FRL MGP was 62 nd percentile for 2011-12 school year.	
	By the end of the 2011/12 school year, the median growth percentile of the SPED subgroup will be at least 45.	Yes, the goal was met. SPED was 61.5 th percentile for the 2011-12 school year.	
Post Secondary Readiness			

Worksheet #2: Data Analysis

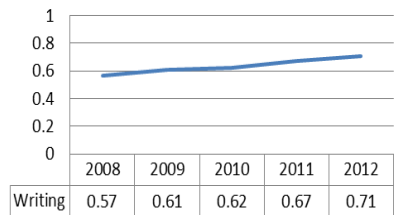
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of 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>Overall: The percentage of students P/A on TCAP in reading ranged from 68, to 73, to 76, to 74, to 81, showing an overall increase of 13% from 2008-2012</p>	<p>The Academic Achievement overall and across disaggregated groups in Writing, according to TCAP for 3rd-8th graders has increased from 2008-2012 (57, 61, 62, 67, 71) but shown the lowest proficiency scores when compared to reading and math.</p> <p>From 2009-2012, on TCAP across content, minority students combined and FRL students are scoring significantly below non-minority and non-FRL students, in the school, the district and state.</p> <p>Middle School students are scoring below district and</p>	<p>We have not identified and implemented the best practices around core instruction, in utilizing all the data to assist in planning instruction, using data to differentiate instruction and then utilizing that data to assist in providing targeted instruction to meet the needs of all students.</p>

TCAP Math

Overall:

The percentage of students P/A on TCAP in math ranged from 56, to 69, to 72, to 75, to 77, showing an overall increase of 21% from 2008-2012.

TCAP Writing

Overall:

The percentage of students P/A on TCAP in writing ranged from 57, to 61, to 62, to 67, to 71, showing an overall increase of 14% from 2008-2012.

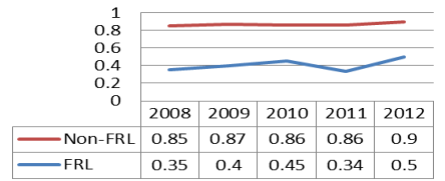
state expectations in all subject areas

The Academic Achievement of the school, according to TCAP Math for 3rd- 8th grades in P/A categories has increased from 2008-2012 (56, 69, 72, 75, 77)

The Academic Achievement of the school, according to TCAP Writing for 3rd- 8th grades in P/A categories has increased from 2008-2012 (57, 61, 62, 67, 71)

The Academic Achievement of the school, according to TCAP Reading for 3rd- 8th grades in P/A categories has increased from 2008-2012 (68, 73, 76, 74, 81)

TCAP Reading

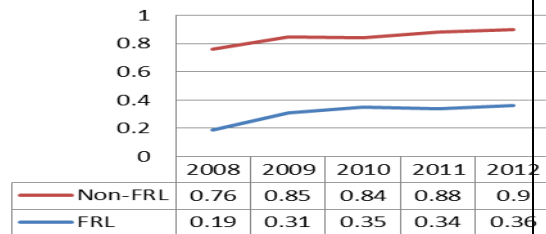


FRL:

The percentage of FRL students scoring P/A on TCAP in reading ranged from 35, to 40, to 45, to 34, to 50, showing an overall increase of 15% from 2008-2012.

The non-FRL students scoring P/A on TCAP in reading ranged from 85, to 87, to 86, to 86, to 90, remaining flat from 2008-2012.

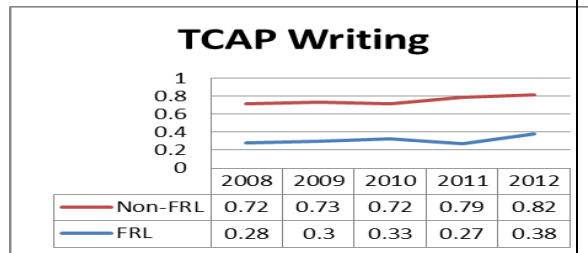
TCAP Math



FRL:

The percentage of FRL students P/A on TCAP in math ranged from 19, to 31, to 35, to 34, to 36, showing an overall increase of 17% from 2008-2012, performing below state expectations across the years overall

The percentage of non-FRL students P/A on TCAP in math ranged from 76, to 85, to 84, to 88, to 90, showing an overall increase of 14% from 2008-2012.

**FRL:**

The percentage of FRL students P/A on TCAP in writing ranged from 28, to 30, to 33, to 27, to 38, showing an overall increase of 10% from 2008-2012, performing below state expectations.

The percentage of non-FRL students P/A on TCAP in writing ranged from 72, to 73, to 72, to 79, to 82, showing an overall increase of 10% from 2008-2012.

Academic Year	Subject Name	Minority	N Count Proficiency	Percent Proficient Advanced
2010	Reading	Minority	139	56.83
2010	Reading	Non-Minority	203	89.66
2011	Reading	Minority	158	54.43
2011	Reading	Non-Minority	201	88.56
2012	Reading	Minority	163	63.19
2012	Reading	Non-Minority	235	93.19

From 2010-2012, reading achievement on TCAP for minority students has been consistently underperforming when compared to non-minority. Inconsistent growth is noted from 2010-2012 at 57%, 54% and 63% proficient or above.

Academic Year	Subject Name	Minority	N Count Proficiency	Percent Proficient Advanced
2010	Writing	Minority	139	43.88
2010	Writing	Non-Minority	204	74.51
2011	Writing	Minority	158	48.73
2011	Writing	Non-Minority	199	80.9
2012	Writing	Minority	163	52.15
2012	Writing	Non-Minority	235	84.68

From 2010-2012, writing achievement on TCAP for minority students has been consistently underperforming when compared to non-minority.

Increases growth is noted from 2010-2012 at 44%, 49% and 52% proficient or above.

Academic Year	Subject Name	Minority	N Count Proficiency	Percent Proficient Advanced
2010	Math	Minority	139	51.08
2010	Math	Non-Minority	204	86.27
2011	Math	Minority	157	56.05
2011	Math	Non-Minority	199	89.45
2012	Math	Minority	163	55.21
2012	Math	Non-Minority	235	92.34

From 2010-2012, reading achievement on TCAP for minority students has been consistently underperforming when compared to non-minority. Increasing then flat growth is noted from 2010-2012 at 51%, 56% and 55% proficient or above.

Academic Growth

MGP of 4th grade in Writing according to TCAP has **increased** from 54.5/41/61.5/72/70 from 2008-2012 exceeding the minimum district expectation of 50.
Between 2008-2009 the MGP **decreased** from 54.5-41
Between 2009-2010 the MGP **increased** from 41-61.5
Between 2010-2011 the MGP **increased** from 61.5-72
Between 2011-2012 the MGP **decreased** from 72-70

	<p>The MGP of 5th grade in Writing according to TCAP has increased from 53/66/53/50/58 from 2008-2012 exceeding the minimum district expectation of 50.</p> <p>Between 2008-2009 the MGP increased from 53-66</p> <p>Between 2009-2010 the MGP decreased from 66-53</p> <p>Between 2010-2011 the MGP decreased from 53-50</p> <p>Between 2011-2012 the MGP increased from 50-58</p> <p>The MGP of 6th grade in Writing according to TCAP has increased from 34/71/69/51.5/62 from 2008-2012, exceeding the minimum district expectation of 50.</p> <p>Between 2008-2009 the MGP increased from 34-71</p> <p>Between 2009-2010 the MGP decreased from 71-69</p> <p>Between 2010-2011 the MGP decreased from 69-51.5</p> <p>Between 2011-2012 the MGP increased from 51.5-62</p> <p>The MGP of 7th grade in Writing according to TCAP has increased from 57.5/63/40/56/60 from 2008-2012, exceeding the minimum district expectation of 50.</p> <p>Between 2008-2009 the MGP increased from 57.5-63</p> <p>Between 2009-2010 the MGP decreased from 63-40</p> <p>Between 2010-2011 the MGP increased from 40-56</p> <p>Between 2011-2012 the MGP increased from 56-60</p> <p>The MGP of 8th grade in Writing according to TCAP has increased from 48.5/45/60/42/61 from</p>	
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	2008-2012, remaining above the minimum district expectation of 50. Between 2008-2009 the MGP decreased from 48.5-45 Between 2009-2010 the MGP increased from 45-60 Between 2010-2011 the MGP deceased from 60-42 Between 2011-2012 the MGP increased from 42-61	
Academic Growth Gaps		
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

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.
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Bill Roberts is designed to be a seamless E-8, where, potentially, preschool students can begin their education at age 3, and not leave the school until age 14. However, this actually rarely happens. Currently there are two half-day preschool classes, one full-day preschool class, three traditional kindergartens, two advanced kindergartens, four first grades, four second grades (who platoon), one traditional third grade class, six platooning (looping and platooning/departmentalizing) 3rd and 4th grade classes, three platooning fifth grades, and two six grades, two seventh grades, and two eighth grades who function much like a traditional middle school, with teachers departmentalizing in their content areas. There is a center-based program for Affective Needs students housed here, serving 15 students grades 3-5, of which none live in the Stapleton area. There are 783 students; 646 in elementary and 137 in middle school. Each classroom teacher is either ELA-E certified or currently working toward earning that credential. There are 43 ELA students overall, of which 24 receive ESL services, with the majority being Spanish, Arabic, or Mongolian speakers; 8 of those students are middle school students. Stapleton is a young community, with a lot of young families --- in all of the elementary schools there are long waiting lists for preschool enrollment, and there are very few, if any, spots for choiced-in students in the primary grades in any of the area elementary schools. Roberts' population remains pretty steady in grades 1-5 each year, but the re-enrollment rate for 5th graders staying at Roberts for 6th grade is usually lower than 50%, though that number is increasing each year. This year sees Roberts' best returns so far, with 51% of the 5th graders returning for 6th grade middle school at Roberts. Beginning in sixth grade, the Roberts middle school enrolls nearly half (74 of 137) of their population from outside the Stapleton area through the choice-in DPS policy, many from the Northeast/Montbello area, only a few miles east on I-70. With the increase in choiced-in students, the overall demographics and diversity of the middle school population change dramatically, as well:

	Elementary	Middle School
White/Caucasian	80%	33%
Hispanic	13%	33%
African American	5%	33%
Other	2%	
Free/Reduced Lunch	16%	52%

Special Education

6%

22%

The entire staff met together on 9/21/2012 to review the school data, looked at trends, developed trend statements for MGPs for each grade level and each content area, and also developed trend statements for proficient and advanced students for the last five years. The staff also looked at the data for our growth gaps, growth and achievement for the past four to five years. The data reviewed included TCAP, the TCAP assessment frameworks, the District SPF which provides evidence and detailed information around the scores given for your school, the Stoplight scorecard, and the similar cluster groups. We also used the tools through the teacher/principal portal to reference our reports and sift through our data. Our School Leadership team met on 9/26/2012, along with our data partners, to dig deeper into the data to determine the priority performance challenges through a protocol that was set up by our area data partners and that helped the SLT to determine the root causes. We spent the following PLC Friday to review this with the entire staff and started to have a conversation around root causes. During the month of October the leadership team repeated the entire process with the growth and gap areas. We then had SLT do the same thing to verify the results to make sure there were consistencies in what we came up with.

Our percentage of students who are P+A on TCAP in reading showed a 7% gain from the previous year. Our lowest classes, seventh grade, indicates a 61% P+A, while sixth grade was 72% P+A. The percentage of student P+A in writing has continued to grow from 2008 to 2012, from 57% in 2008 to 71% P+A in 2012. Sixth grade P+A was 61%; seventh was 59%; grade 8 was 60% P+A. Sixth grade showed a +7% change score, and eighth showed a +2% change score, but seventh grade was a -4% change score.

The percentage of proficient and advanced students in reading from 2008-2012 has increased from 68% to 81% overall in third through eighth grades. In math we've increased 21% from 2008 to 2012, but with only 77% of our students being proficient and advanced. While we've had an increase overall, it's only 77% of our total third through eighth graders showing proficient or advanced scores. Our third graders from last year are 97% P+A; last year's fourth graders are 87% P+A; our fifth graders are at 81% P+A; sixth grade is 74% P+A; seventh grade is 39% P+A; eighth grade is 56% P+A. Our last year's seventh and eighth graders were significantly lower than the third through sixth graders.

From 2009 to 2012 the minority students and FRL combined scored significantly lower than non-minority and non-FRL students in all content areas. At William Roberts every ethnicity subgroup increased, with the exception of the Asian population, which decreased 20% in reading.

In math, when we compare the percent of Asian students scoring P+A on TCAP in the 2011 school year they went from 89% in 2011 to 80% in 2012. The black population in math in 2011 were at 33% P+A, and in 2012 they were at 31% P+A. Hispanic students scoring P+A in math in 2011 was 65%, and it dropped to 63% in 2012. The percentage of white students scoring proficient and advanced in math went from 89% to 92%, increasing 3%. The whites were the only subgroup that increased their math scores.

In writing the Asian students dropped 10%, from 80% P+A in 2011 to 70% P+A in 2012. The black population stayed exactly the same, at 30% P+A. Hispanic students increased 4%, from 56% P+A to 60% P+A in writing. The white population increased 4%, scoring 81% P+A in 2011 to 85% P+A in 2012 in writing.

Priority Performance Challenges: Overall, our writing scores, according to TCAP, have increased throughout the years, but compared to math and reading, the percent of students who are P+A in writing are at 71%, while math is 77%, and reading is at 81%. Only 30% of our black students are P+A writers. The low performance of this subgroup, (blacks low performance), made the staff realize the need to differentiate instruction, the need to use data, to assist in providing targeted instruction in order to meet the needs of all students.

The leadership team looked at all of our trend analysis, focusing on the status area but also looked at the growth data in Reading, Math and Writing. We analyzed each content area, MGP's, growth in subgroups as well as status in subgroups. The team, along with district support agreed on the following Priority Performance Challenge:

The Academic Achievement overall and across disaggregated groups in Writing, according to TCAP for 3rd-8th graders has increased from 2009-2012 (61,62,67,) but shown the least amount of growth.

While we were very aware that our writing scores have shown the lowest percentage of Proficient and Advanced students, the data also made us realize that the disaggregated groups were significantly below school, District and state expectations and this was really affecting our ability to move into the distinguished category in our SPF.

We then used this data, the trends to discuss the causes of the possible causes of the problem which helped us determine our root causes.

As we reflected on our data after our Winter Interims, we recognized the fact that our disaggregated groups were not making the anticipated targets. Our SLT has implemented the following steps: adding a full-time intervention teacher to work with middle school students; a .5 math teacher who will be working with non-proficient math students in grades 4, 6, and 8;

Root Cause

While our Priority Performance Challenges centered on disaggregated groups, the staff also spent time looking at the performance of the entire school. Over 60 teachers spent countless hours sifting through the data, talking, researching our PD implementation, taking surveys to determine our Root Cause. We brought our PEBC facilitator in, talked to our data specialists who took us through a protocol to determine the root causes. We agreed

that the lack of consistency in core instruction, differentiation, RTI and intervention has impeded our progress to show the needed growth.

- There has not been consistent core instruction, including differentiation, intervention, and progress monitoring in writing instruction throughout the E-8.
- We have not identified the best practices around core instruction, in utilizing all the data to assist in planning instruction, data to differentiate instruction and then utilizing that data to assist in providing targeted instruction to meet the needs of all students.
- There has been limited interventions, differentiation, and a lack of RTI procedures in the typical classrooms to meet the wide range of gaps.

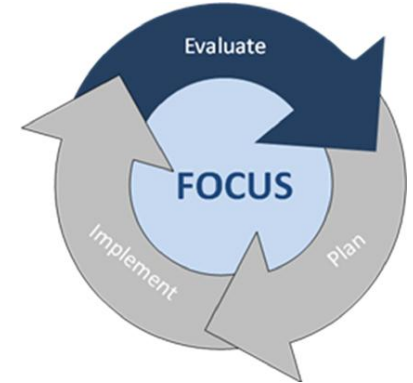
Section IV: Action Plan(s)

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	From 2009-2012, on TCAP across content, minority students combined and FRL students are scoring significantly below non-minority and non-FRL students, in the school, the district and state.	By the end of 2012-13 school year, William Roberts overall scores for all students, including minority students combined and students identified as FRL meet or exceed the following district targets moving 4 - 5% proficient to advanced	By the end of 2012-13 school year, William Roberts overall scores for all students, including minority students combined and students identified as FRL will increase 4-5% overall proficiency in reading, writing and math, based on TCAP scores.	Grade-level writing prompts measured using grade-level writing rubrics between Jan. 2013 and May 2013. 2-8 District Reading, Writing and Math Interims (3 times a year) Star Reading DRA2/EDL2 By Jan. 2013 the disaggregated groups will have met the 4-5% gain as measured by the Interim assessment in reading, writing, and math. Update on Mid-year data: Math – 54% of minority K-8 students are proficient in math as measured by the mid-year interims. This is a decrease of 1% compared to the beginning of the year interims. 43% of the minority students are proficient in math at grades 3-8. Writing – 61% of the minority grades 2-8 students are proficient in writing as	We will implement and provide structures and support to build consistency in core instruction, including differentiation, progress monitoring and implementing RtI in grades E-8, with particular focus on students within disaggregated groups.
		M					
		W					

						<p>measured by the mid-year interims. This is an increase of 9% compared to the beginning of the year interims. 59% of the minority students are proficient in writing at grades 3-8.</p> <p>Reading - 74% of the minority grades 6-8 students are proficient in reading as measured by the beginning of the year interims. 51% of the 6-8 minority students are proficient, a decrease of 23%.</p> <p>62% of grades 3-5 minority students in reading were proficient at the beginning of the year as measured by STAR benchmark. 66% of minority 3-5 grades students are proficient in reading at mid-year as measured by STAR benchmark.</p>	
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic	Median	R					

Growth Gaps	Student Growth Percentile	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.

Major Improvement Strategy #1: We will implement and provide structures and support to build consistency in core instruction, including differentiation, progress monitoring and implementing RtI in instruction E-8, with particular focus on students within disaggregated groups. **Root Cause(s) Addressed:** There has not been consistent core instruction, including differentiation, intervention, and progress monitoring in instruction throughout the E-8, particularly with students in disaggregated groups.

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)
Researching, selecting, and introducing a supplemental school-wide curriculum/framework on writing instruction (specifically grammar and usage) and differentiation.	Research: Jan 2013 Selection by May 2013 Introduction by September 2013	Teachers, SLT, TLAs, Interventionists, Administration	Small stipend for SLT and TLAs \$1000 resource books Administration supplies fund	Research by SLT and admin by January 2013. Teacher review period completed by February 2013. Selection and purchased finalized by March 2013.	Not begun – ongoing Writing Alive-looked at it, decided against it Selection by March 2013 in unlikely Writing Plus(FROM ccira)- L. Gallagher and Jeff Anderson 6 and up Lucy Calkins is updating her program

We will finalize decisions, understandings and implementation around a K-8 school-wide writing rubric (genre-specific) during the following collaborative structures: grade level meetings, data meetings, PLCs, and through cross-grade scoring on writing pieces, aligning with the planning and pacing guides, inter-rater reliability training and practice.	Jan 2013-May 2014	Teachers, SLT, TLAs, Interventionists, Administrations	Small stipend for SLT and TLAs \$25.00/hour	100% of classroom teachers will work collaboratively to score student work using the K-8 school-wide writing rubrics as evidenced by meeting notes, student's scores, beginning January 2013 through May 2014. Begin to gather exemplars of different levels with cross-grade and vertical level scoring/ (low/prof/adv)	In progress Grades 3 and 4 are in progress; 2 nd grade in progress; 7 and 8 in progress; 5 th and 6 th looking at writing expectations, beginning to compare and identify expectations/rubrics; 1 st grade looking at rubrics, not nec. student work;
We will develop and implement a progress monitoring system school-wide in order to meet the needs of all learners and to differentiate instruction accordingly.	Jan 2013-May 2014	SLT, Interventionists, administration	Time	100% classroom teachers will begin progress monitoring with input from teammates and with intentional focus on disaggregated student groups beginning January 2013 through May 2014.	In progress Reading: STAR, AimsWeb, LLI, Data Teams, Skills Blocks, Running Records, RtI PD, Interim data analysis; Disaggregated: need to build focused record-keeping systems
Integrate the cognitive thinking strategies across content areas, using <i>Making Thinking Visible</i> by Ron Ritchart as facilitated by PEBC consultant.	2012-2013	Staff and PEBC, and administration	\$20,000 PEBC fee Title II fund	100% of staff will display thinking strategy work through their content area monthly, i.e. artifacts, classroom environment, academic language. Teachers volunteer for individual coaching,	On-going Monthly PD focused on thinking routines, with artifacts, reflection, PDU documentation, coaching notes, exit slips

				grade level coaching with the PEBC consultant as evidenced by coaching notes, teacher reflection, PDU documentation beginning September 2012 through May 2013.	Monthly collaborative planning following the PD week.
Investigate and research district resources regarding culturally responsive education. Administration will plan for researching and investigation of culturally responsive education choices.	2012-2015	Administration 2012 SLT will join in the work as well as CSC in 2013		Administration will collect necessary data and resources by January 2013 and determine next steps.	Not yet begun Culturally Professional Coaching, Culturally Professional Teaching, Culturally Professional Leadership; Culturally Proficiency (Books) Utilizing district resources and seminars
Introduction of a school-wide curriculum/framework on writing instruction, differentiation, progress monitoring, and RtI.	Jan 2013-May 2014	Teachers, SLT, TLAs, Interventionists	Small stipend for SLT and TLAs \$1000 resource books	100% of classroom teachers will implement and provide evidence of best practices, differentiation, and progress monitoring for all students as evidenced by regular observations and feedback conferences by administration using the LEAP Framework as a guide for best instructional practices beginning December 2012 through May 2014	In progress Best Practices and Framework from district Using Leveraging Leadership methods Feedback conferences Coaching/Feedback w/o scores

Teacher will confer with students regularly to establish individual writing goals and successes	Jan 2013-May 2014	Teachers, students	NA	100% of classroom teachers will implement Writing goals in student writing notebooks and students will be able to verbalize their goals as evidenced by twice monthly observations, teacher anecdotal notes and interactions with students and teachers by administration beginning December 2012 through May 2014.	In progress 3, 4, and 6 are conferring and have writing notebook systems Next Steps: PD and coaching for implementation of SMART goals and conferring practices
PD on the workshop model and implementation of the workshop model in classrooms	Jan 2013-May 2014	Staff, TLAs, SLT, PEBC	NA	100% teachers will implement workshop model and small group instruction as evidenced by observations by administration, PEBC facilitator using district best practices documents beginning December 2012 through May 2014	In progress Have talked about it, coaching on it, but no specific school-wide PD
All teachers will align with DPS roll-out of the CCSS, teachers will dig into the writing standards and core curriculum to build common understanding of grade level learning expectations to be mastered across grade levels. Teachers will also study, explore, and practice creating Content Language Objectives to support best first instruction.	Dec 2012-May 2013	All certified staff, PEBC, TLAs, SLT	NA	All teachers will complete a pre-, mid-, and post-CBAM as a way to monitor growth and determine their understandings in CCSS writing standard 2; all teachers will move up at least one level on each survey beginning December 2012 through May 2013	In progress TLA present, SLT present, Monthly PD and planning; CDE presentation at PLC; CLOs: "check-in" at PLC on progress; coaching/feedback

* 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).

Major Improvement Strategy #2: We will build consistency of best practices across content through data-driven instruction and collaborative planning, to meet the needs of all students in **MIDDLE SCHOOL**, with additional attention to closing the gaps of Black and Hispanic students.

Root Cause(s) Addressed: We lack consistency of best practices regarding data-driven instruction, collaborative planning, as well as monitoring student engagement and achievement.

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)
Administration and Leadership Team will research Best practices in approaching cultural diversity in all content areas	Aug 2012-May 2013	Staff, SLT, Admin	TBD	Research by administration and Leadership Team by March 2013. Teacher review period completed by April 2013. Decisions for next steps finalized by May of 2013.	Not begun Culturally Professional Coaching, Culturally Professional Teaching, Culturally Professional Leadership; Culturally Proficiency (Books) Utilizing district resources and seminars
Review and refine the RtI process as it pertains to Middle School instructional practices and will result in a clear RtI plan.	Jan 2013-May 2014	SLT, Interventionists, Classroom Teachers, Administration	Time	100% of MIDDLE SCHOOL classroom teachers will work collaboratively with each other and Administration to review and refine the RtI process as evidenced by	Not begun Conferred with MS literacy with LLI-type data collection system, added to STAR data already gathered.

				agenda, meetings notes, and RtI plan beginning January 201 through May 2014	Reconfigured skills block and curriculum focus for each block. Trained in AimsWeb and MAZE
Teachers will collaboratively calibrate and score student work per unit and Establish writing exemplars for all grade level (6-8) levels across content.	Dec 2013-May 2014	Teachers, SLT, TLAs, Administrations	Time	Writing exemplars collected, discussed, made public	In progress Plan a PLC to teach about calibration and share/score student work
All teachers will align with DPS roll-out of the CCSS, teachers will dig into the writing standards and core curriculum to build common understanding of grade level learning expectations to be mastered across grade levels. Teachers will also study, explore, and practice creating Content Language Objectives to support best first instruction.	Dec 2012-May 2013	All certified staff, PEBC, TLAs, SLT, Administration	NA	All teachers will complete a pre-, mid-, and post- CBAM as a way to monitor growth and determine their understandings in CCSS writing standard 2; all teachers will move up at least one level on each survey beginning December 2012 through May 2013	In progress TLA present, SLT present, Monthly PD and planning; CDE presentation at PLC; CLOs: "check-in" at PLC on progress; coaching/feedback
Collect on-going data for underperforming students so teachers can meet and pull small groups across grade level for writing intervention	Jan 2013-May 2014	Teachers, Interventionists, Ritchie Intern	NA	100% of classroom teachers will implement and provide evidence of best practices in progress monitoring, and analysis of student work using school-wide rubric. Teacher will use Data analysis to determine next steps for instruction and to inform small group needs as	In progress Develop progress monitoring system for writing; develop agreed-upon practices for small-group instruction vs. intervention

				evidenced by data team agenda notes and minutes beginning January 2013 – May 2014.	
Hire a part-time interventionist for middle school	Oct 2012-May 2013	Admin	\$15000 Administration Supplies	Teacher hired October 2012	Completed
Teachers will receive professional development to build deeper understanding and supports and strategies for implementation of the writing process in the classroom in order to differentiate for all students.	Jan 2013-May 2014	Teachers, SLT, Interventionists, Admin., Ritchie Intern, and PEBC	Included in \$25,000 expense noted in MIS #1 above	<p>100% of Middle School Teachers will attend Professional Development as evidenced by sign-in sheets; completion certificates and implementation of what is being learned. Evidence of implementation will include:</p> <ul style="list-style-type: none"> • Public display of student writing; • Anchor chart relevant to current instruction • Word walls • Administration will conduct frequent ongoing observations and feedback regarding targeted small group instruction; <p>...beginning December 2012 through May 2014</p>	<p>In progress</p> <p>Visit schools: Skinner, Slavens, Odyssey, Waller, Greenwood,</p> <p>Enhance classroom environments</p> <p>Coaching on choosing appropriate reading materials – differentiation according to student levels and needs</p> <p>Coaching cycle – Dawn's work</p>

Finalize understandings and implementation around a school-wide writing rubric by genre/mode during grade level meetings, data meetings, PLCs, and through cross-grade scoring on writing pieces.	Jan 2013-May 2014	Teachers, SLT, TLAs, Interventionists, Administration	Small stipend for SLT and TLAs Extra duty pay fund \$25.00/hourly	100% of classroom teachers will calibrate and score written pieces of student writing with collaboratively with colleagues as evidenced by finalized rubrics, meeting notes beginning 11/12 school year and continuing through 13/14 school year (with intermittent reflective reviews throughout)	In progress Plan PLC time Plan grade-level work time Research writing rubrics Grade-level leader committee school-wide
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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)