

Colorado's Unified Improvement Plan for Schools for 2014-15

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6350 School Name: BRUCE RANDOLPH SCHOOL Official 2014 SPF: 1 Year

Section I: Summary Information about the School

**Directions:** This section summarizes your school's 2013-14 performance on the federal and state accountability measures. 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	2013-14 Federal and State Expectations			2013-14 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
<b>Academic Achievement (Status)</b>	TCAP, CoAlt, Lectura, Escritura <b>Description:</b> % Proficient and Advanced (%P+A) in reading, writing, math and science <b>Expectation:</b> %P+A is above the 50 <sup>th</sup> percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	-	71.43%	73.33%	-	32%	34.92%	Overall Rating for Academic Achievement:  * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	33.52%	-	26.13%	9.13%	
		W	-	57.77%	50%	-	30.21%	21.83%	
<b>Academic Growth</b>	Median Growth Percentile <b>Description:</b> Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. <b>Expectation:</b> If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth:  * Consult your School Performance Framework for the ratings for each content area at each level.
		R	Elem	MS	HS	Elem	MS	HS	
		M	-	67	72	-	45	54	
		W	-	90	99	-	43	57	
		ELP	-	77	93	-	47	63	
	-	57	44	-	43	73			

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?
<b>Academic Growth Gaps</b>	<p>Median Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><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><b>Overall Rating for Growth Gaps:</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</p> <p><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</p> <p>97.5% using a 6 year grad rate</p>	<p><b>Overall Rating for Postsecondary &amp; Workforce Readiness:</b></p>
	<p>Disaggregated Graduation Rate</p> <p><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</p> <p><b>Expectation:</b> At or below state average overall (baseline of 2009-10).</p>	3.6%	1.1%	
	<p>Mean Colorado ACT Composite Score</p> <p><b>Expectation:</b> At or above state average (baseline of 2009-10).</p>	20.0	16.4	

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2014	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	December 10, 2014	UIP Due for ALL schools (via upload tool).
	April 8, 2015	2014-15 UIP due; this submission will be public on Schoolview.org in May 2015.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Plan Type Assignment	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 is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 2014 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 in UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2013.
<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.	Awarded a TIG grant	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
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?	TIG
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	No
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.	Yes, Blueprint 2013-2014 and 2014-2015

**Improvement Plan Information**

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

State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Colorado Graduation Pathways Program (CGP)

Other: \_\_\_\_\_

**School Contact Information** (Additional contacts may be added, if needed)

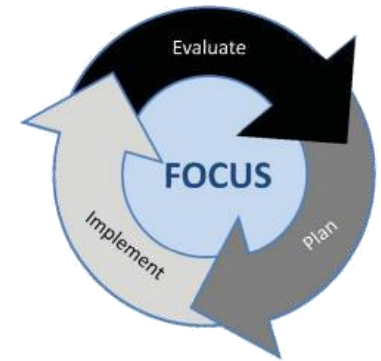
	Name and Title	Cesar Cedillo
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	Phone	720-424-1080
	Mailing Address	3955 Steele St. Denver, CO 80205

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

**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>
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**Narrative:**  
 Bruce Randolph School opened its doors in the fall of 2002 as a middle school. In its first three years the school experienced declining academic trends. A major reform effort called the Challenge 2010 Plan was instituted in the fall of 2005 to ensure students received a high quality education. The school was reconfigured to serve students in grade six through twelfth. In 2008 the school asked for and received autonomy from both union and district regulations, becoming the district’s first autonomous school. In 2010, the school had its first graduating class with 97% of students graduating. This feat received acknowledgment from President Barack Obama during his State of the Union address. The mission of Bruce Randolph School is to graduate 100% of students prepared to succeed without remediation in a four-year college or university. Bruce Randolph is the only Colorado high school to boast a 90% or higher free/reduced lunch population and a 90% or higher graduation rate.

The Instructional team (principal, assistant principals, facilitators, teacher rep, and student advisor) working with the CSC and teacher leaders analyze and revise our major improvement strategies on a quarterly basis. Assessments used to gather data include: TCAP, CELA, Aims Web, MAZE, Interims, teacher-made assessments, ACT Plan, ACT (disaggregated data). At the end of every

school year we use the data to reflect on our Major Improvement Strategies with a philosophy of always having continual improvement to meet our objectives. In the spring and summer time, the Instructional Team convenes to begin implementation of new strategies and/or modifications of our instructional program including schedule modifications and professional development implementation.

**Current Performance**

Bruce Randolph School’s goal is to reach at least 51% points on the School Performance Framework within the next two years, putting us in the “Meeting” category. We are currently on “Accredited on Watch”, according to the 2014 School Performance Framework:

Year	Rating	Percent Rating
2010	Accredited on Watch	50
2011	Accredited on Watch	46
2012	Accredited on Priority Watch	38
2013	Accredited on Priority Watch	39.2
2014	Accredited on Watch	44.5

There are two trends in our School Performance Framework between our middle school and our high school. In middle school, we have not met the standard in growth over time, status and student engagement over the last three years. The lack of growth over time in particular is weighing heavily on our overall School Performance Framework results. However, in high school we have met the growth over time indicator the last three years. We have also met the standard in post-secondary readiness status, student engagement and exceeded the standard in enrollment and parent satisfaction. Thus, our current performance indicates our high school students are outperforming our middle school students in all facets of the School Performance Framework.

**Trends and Priority Needs**

As a staff, instructional team and collaborative school committee, we considered three years of data related to academic performance trends in math, writing, reading and ACT scores. The data included state TCAP scores, school made assessments and ACT scores. The trends in achievement were consistent across all measures.

Performance Challenge: Status

TCAP: 28% of middle school students are at or above reading proficiency.

We have remained low in proficiency levels and flat in our 6-8 grade writing scores: 13% at or above proficiency in 2008 to 14% at or above proficiency in 2010 to 17% at or above proficiency in 2012. We continue to have difficulty moving students from partially proficient to proficient as we have an average of 70% of students in 6-8 grades in the partially proficient category:

	2011	2012	2013
<b>Grade 6</b>	<b>52%</b>	<b>58%</b>	<b>46%</b>
<b>Grade 7</b>	<b>73%</b>	<b>71%</b>	<b>61%</b>
<b>Grade 8</b>	<b>77%</b>	<b>77%</b>	<b>75%</b>

***3 year results for grades 6-8: flat***

Our current practices have been successful in moving students out of the unsatisfactory range into the partially proficient range. This data indicates to that there are a huge number of students with the potential to move into the proficient category.

TCAP Reading: We have increased proficiency in 6<sup>th</sup> grade, remain flat in 7<sup>th</sup> grade and declined in 8<sup>th</sup> grade. In 2010-2011, financial resources were put in to practice to fund five full-time reading

intervention teachers for all middle school students. We have also extended the school day to include silent reading time for all students. Three year middle school reading trend:

	2011 At or Above Proficient	2012 At or Above Proficient	2013 At or Above Proficient
<b>Grade 6</b>	32%	36%	41 %
<b>Grade 7</b>	30%	24%	29%
<b>Grade 8</b>	24%	27%	19 %

**Root Cause:** Language Arts and math Essential Learning Goals Standards were used inconsistently as was the tracking of mastery throughout the school year. The MAP assessment did not align to the language arts curriculum and the Essential Learning Goals, or provide the teachers with data that they found accessible and informative.

**Performance Challenge: Growth**

Data indicates our middle school growth is trending consistently below the 50 MGP and thus increasing gaps. This data is accurate among performance in all middle school grades 6-8 across all disaggregated groups: free and reduced lunch, minority, IEP and ELL's. Our school is 97.4% FRL, 97% minority and 34% English Language Learners. However, the efforts in reading interventions for students double the growth of the other grade levels where students did not receive additional reading interventions. The median growth scores for our 6-8 students in reading :

	2009	2010	2011	2012	2013
<b>Grade 6</b>	32	61	51	50	42
<b>Grade 7</b>	52	48	40	42	44.5
<b>Grade 8</b>	40	51	38	40	50.5

**Root Cause:** Language Arts and math Essential Learning Goals were used inconsistently as was the tracking of mastery throughout the school year. The MAP assessment did not align to the language arts curriculum and the Essential Learning Goals, or provide the teachers with data that they found accessible and informative.

**Performance Challenge: Post-Secondary Readiness**

Our graduation rate exceeds both the district and state averages and our dropout rate is below the state average. However, our ACT scores are increasing every year but are below the district and state average:

	2010 Composite	2011 Composite	2012 Composite	2013 Composite
<b>School</b>	14.5	15.8	16.0	15.2
<b>District</b>	18	18	18	18
<b>State</b>	20	20	21	20

The data represents consistent low performance in ACT on multiple representations of functions across all disaggregated groups. While the ACT does not require students to write how they obtained their answers, it does require students to demonstrate proficiency in usage and mechanics.

**Root Cause:**

Our school considered several factors and data as we engage in root cause analysis. Our lowest area was the English portion of the ACT. In particular, the areas of usage/mechanics and rhetorical skills were the lowest among all other sub-content areas. Our analysis lead us to identify the following root causes:

Our 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> grade TCAP scores demonstrated proficiency levels below district and state averages in reading, writing, math:

2013 MS At or Above Proficiency	2013 HS At or Above Proficiency

<b>Reading</b>	<b>29%</b>	<b>36%</b>
<b>Writing</b>	<b>24%</b>	<b>21%</b>
<b>Math</b>	<b>18%</b>	<b>8%</b>
<b>Science</b>	<b>6%</b>	<b>20%</b>

Based on our UIP Goals, TCAP data and CELA/Access data we know that our students need more time in their core content classes and additional supports. Specifically, we know that we need to increase the amount of time that students spend reading and writing to positively impact our proficiency levels. As a result, Bruce Randolph has participated in an Extended Learning Opportunity professional development where we have strategically looked at our 2013-2014 master schedule to be targeted to meet the needs of our students. There will be more time added to the school day to provide for reading and writing in the form of the DEAR (Drop Everything and Read) block, literacy skills classes for all middle school students, and BONUS Block support classes where student will receive targeted tutoring support or enrichment opportunities. Our proposed schedule adds minutes to our core classes, for example our Language Arts classes will meet on average for 100 minutes and math will be for 100 minutes. Language Arts, math, science, social studies and electives classes will meet for 50 minutes every day. The Language Arts and math departments will develop, create, and implement a short-cycle assessment program where teachers will assess students in 3-6 week cycles to determine student mastery of CCSS and re-teach as necessary. Through Compact Blue, will partner with STRIVE, which is an exemplary school who uses short-cycle assessments and has proven growth every year on the state assessment. We will partner around assessments, re-teaching and cycles of assessments. All 6<sup>th</sup> and 8<sup>th</sup> grade students will receive a 4:1 math tutoring through the Denver Math Fellows for 50 minutes daily. All high school students will be enrolled in a college seminar class that meets on alternate days for 50 minutes. These classes will focus on preparing students to explore post-secondary options, apply for scholarships, track their progress in classes, and prepare their personal statements.

All high school students will be enrolled in a college seminar class that meets on alternate days for 50 minutes. These classes will focus on preparing students to explore post-secondary options, apply for scholarships, track their progress in classes, and prepare their personal statements. The Master Schedule allows for grade level/content teachers to collaboratively plan during the school day. Every day will have a specific foci such as : data, English Language Learners, peer observations and lesson/unit planning.

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**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 (Targets set in last year's plan)	Performance in 2012-13 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)	Reading: MS: 34 HS: 37	Reading: MS: target was not met; status improved 1% to 29% at or above proficiency. Reading: HS: target was not met; status improved 3% to 36% at or above proficiency.	<p>Reading- Essential Learning Goals were used inconsistently as was the tracking of mastery of them throughout the school year. The MAP assessment did not align to the language arts curriculum and the ELG's, or provide the teachers with data that they found accessible and informative.</p> <p>Inconsistent use of time and coaching support to effectively collaborate in the development of best practices around assessing, tracking, monitoring and re-teaching best practices around assessing tracking and planning for instruction. Reading intervention classes varied in class size and the number of teacher preps impacted the ability to differentiate instruction. There was minimal support for high risk students in tutoring.</p> <p>Writing- Middle &amp; High school exceeded status targets. Rubrics were solid for providing student feedback and aligned to state rubrics or ELG's. TEXT writing strategy was fully implemented in for the full school year. Social studies intentionally collaborated with language arts to successfully plan and implement the TEXT writing strategy.</p>
	Writing: MS: 22 HS: 14	Writing: MS: target was exceeded; status improved 7% to 24% at or above proficiency. Writing: HS: target was exceeded; status improved 7% to 21% at or above proficiency.	
	Math: MS: 22 HS: 9	Math: MS: target was not met; status decreased 1% to 18% at or above proficiency. Math: HS: target was not met; status decreased 2% to 8% at or above proficiency.	
	Science: MS: 6 HS: 14	Science: MS target was not met; status decreased to 6% at or above proficiency. Science: HS: target was exceeded; status increased 8% to 20% at or above proficiency.	

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13 Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth	Reading MS: 60 Reading HS: 60	Reading MS: 45, target was not met by 15 Reading HS: 59, target was not met by 1	Math- The MAP assessment did not align to the IMP/CMP curriculum and the ELG's. Mastery of ELGs was continually assessed using SWYK tickets and Friday quizzes, however, an external metric was not used to calibrate those measures. Math skills classes were not grouped with the same teacher. Students were placed in large heterogeneous math intervention classes which limited teachers' ability to provide targeted support.
	Writing MS: 60 Writing HS: 60	Writing MS:43, target was not met by 17 Writing HS: 59, target was not met by 1	
	Math MS: 60 Math HS: 60	Math MS:32, target was not met by 28 Math HS: 58, target was not met by 2	
Academic Growth Gaps	Reading: FRL, Minority, ELL, SPED 60	MS: FRL 45; Minority; ELL 45; SPED 34 HS: FRL 60; Minority; ELL 60; SPED 58.5	
	Writing: FRL, Minority, ELL, SPED 60	MS: FRL 43; Minority; ELL 47; SPED 37 HS: FRL 59; Minority; ELL 62; SPED 53	
	Math: FRL, Minority, ELL, SPED 60	MS: FRL 32; Minority; ELL 32; SPED 40 HS: FRL 57; Minority; ELL 58.5; SPED: 55	
Post Secondary Readiness	Grad Rate:87 Dropout: %1 Mean ACT: 16.8	Grad Rate:87, yes Dropout: %1, yes Mean ACT: 16, no by .8%	

**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
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Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

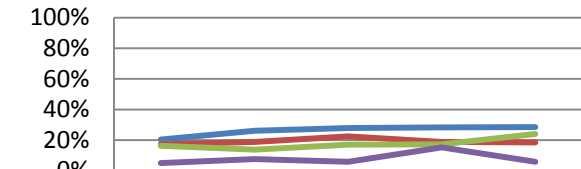
Root Causes

Academic Achievement  
(Status)

MS Reading:

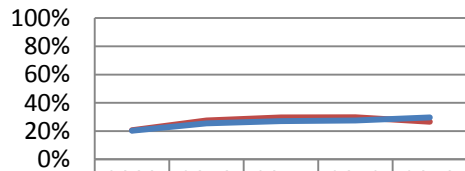
**TCAP Status**

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	20%	26%	28%	28%	29%
Math	17%	19%	22%	19%	18%
Writing	16%	14%	17%	17%	24%
Science	5%	8%	6%	15%	6%

**TCAP Reading**



	2009	2010	2011	2012	2013
Non-ELL	21%	28%	30%	30%	27%
ELL	20%	26%	27%	28%	30%

Achievement in all MS and HS subjects (reading, math, writing and science) is significantly below state targets across all disaggregated groups.

- Language Arts and Math Essential Learning Goals (ELGs) were used inconsistently.
- A systematic curriculum for math interventions was not implemented.
- Reading interventions were inconsistently implemented.
- Teacher collaboration was not focused on common planning and monitoring ELGs.
- The MAP assessment did not align to the language arts curriculum and the ELG's, or provide the teachers with data that they found accessible and informative.
- Teachers have not received in-depth training on instructional strategies to support English Language Learners.
- Teachers have not received in-depth training on culturally relevant instructional strategies.

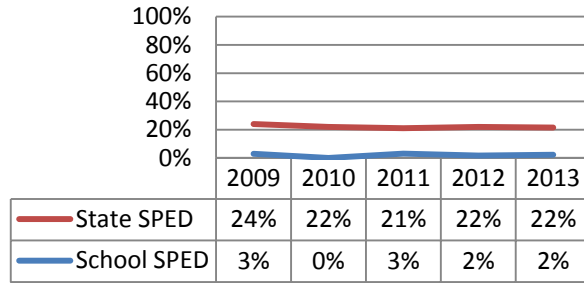
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

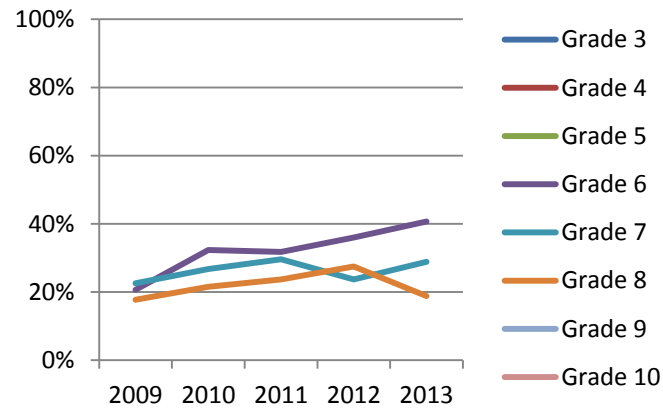
Priority Performance  
Challenges

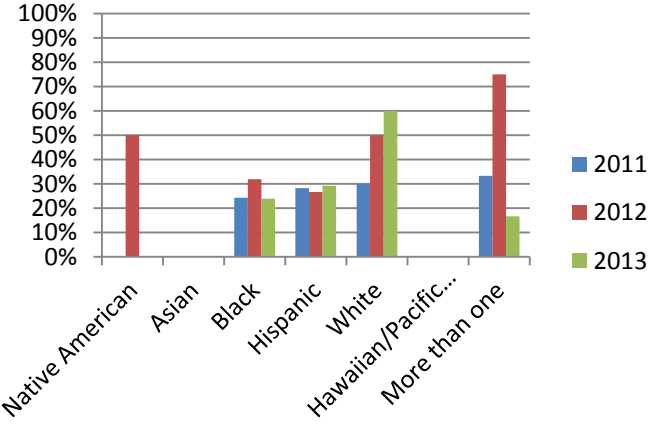
Root Causes

**TCAP Reading**



**TCAP Reading**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"><b>TCAP Reading</b></p>  <p><b>MS Reading Trends:</b> Overall achievement in MS reading has increased 9% over the past 5 years but at 29% proficient and advanced is <u>significantly</u> below the state target of 71% proficient and advanced. The following 5 year trends in MS reading achievement exist with disaggregated groups:</p> <ul style="list-style-type: none"> <li>• ELL percent proficient and above has increased 5% over the last four years compared to a stagnant rate of proficiency of non-ELLs.</li> <li>• Grades 6 and 8 have increased proficiency over the past five years.</li> <li>• The percentage of Bruce Randolph MS SPED students who score proficient and advanced is significantly below the state percentage of proficient and advanced.</li> </ul>		

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

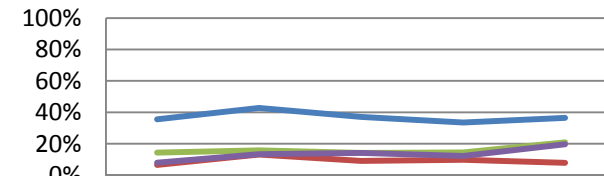
Priority Performance  
Challenges

Root Causes

HS Reading:

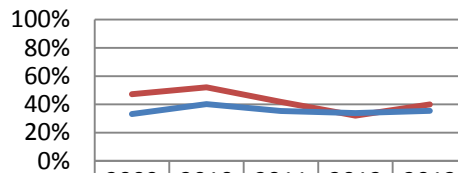
**TCAP Status**

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	35%	43%	37%	33%	36%
Math	6%	13%	9%	10%	8%
Writing	14%	16%	14%	14%	21%
Science	8%	13%	14%	12%	20%

**TCAP Reading**



	2009	2010	2011	2012	2013
Non-ELL	47%	52%	42%	32%	40%
ELL	33%	40%	35%	34%	35%

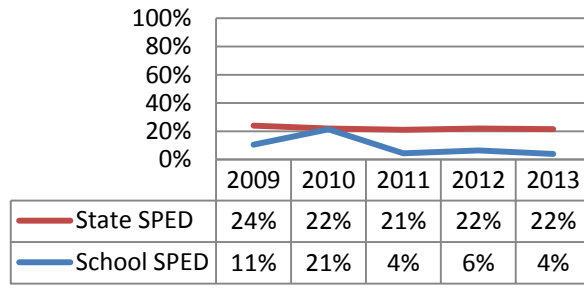
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

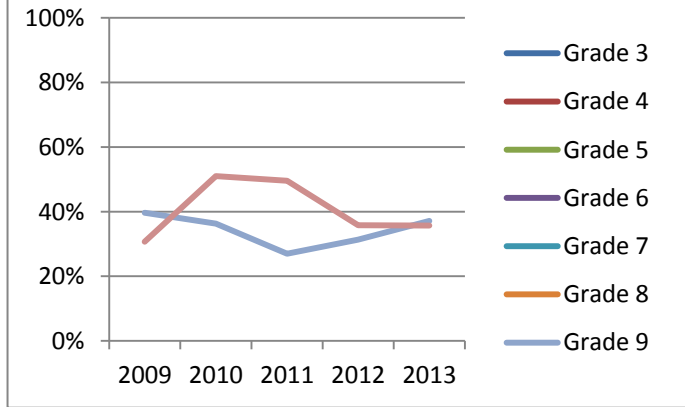
Priority Performance  
Challenges

Root Causes

**TCAP Reading**

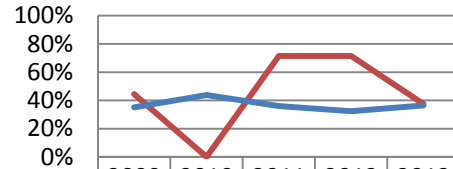


**TCAP Reading**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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### TCAP Reading



	2009	2010	2011	2012	2013
— Non-Minority	44%	0%	71%	71%	38%
— Minority	35%	44%	36%	32%	36%

**HS Reading Trends:** Overall achievement in HS reading has increased then decreased slightly over the past 5 years but at 36% proficient and advanced is significantly below the state target of 72% proficient and advanced. The following 5 year trends in HS reading achievement exist with disaggregated groups:

- ELL and Non-ELL percent proficient and above increased then decreased over the last five years.
- Grades 9 and 10 proficiency increased then decreased over the past five years with 9<sup>th</sup> grade 12% higher and 10<sup>th</sup> grade 13% higher.
- The percent of Bruce Randolph HS SPED students that are proficient and advanced is significantly below the state percentage of proficient and advanced.

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

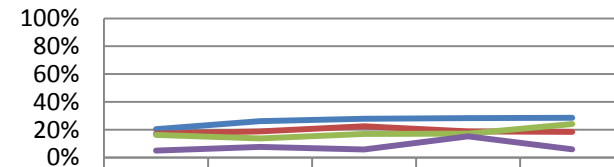
Priority Performance  
Challenges

Root Causes

MS Math:

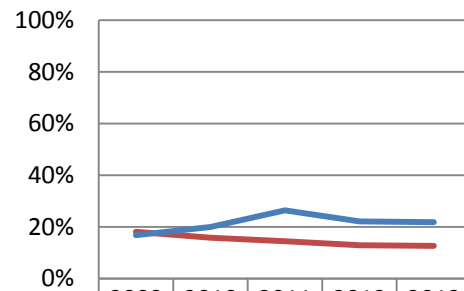
**TCAP Status**

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	20%	26%	28%	28%	29%
Math	17%	19%	22%	19%	18%
Writing	16%	14%	17%	17%	24%
Science	5%	8%	6%	15%	6%

**TCAP Math**



	2009	2010	2011	2012	2013
Non-ELL	18%	16%	14%	13%	13%
ELL	17%	20%	26%	22%	22%

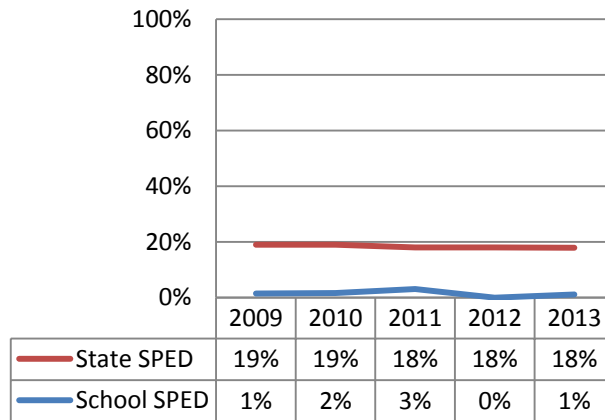
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

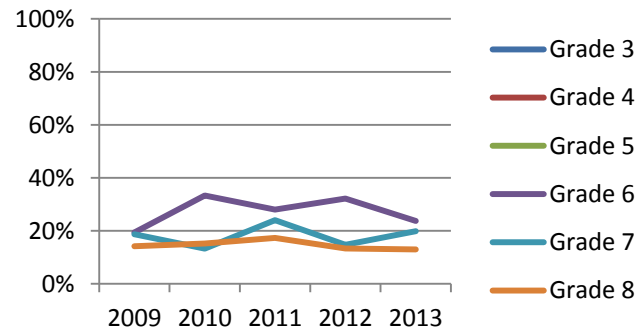
Priority Performance  
Challenges

Root Causes

**TCAP Math**

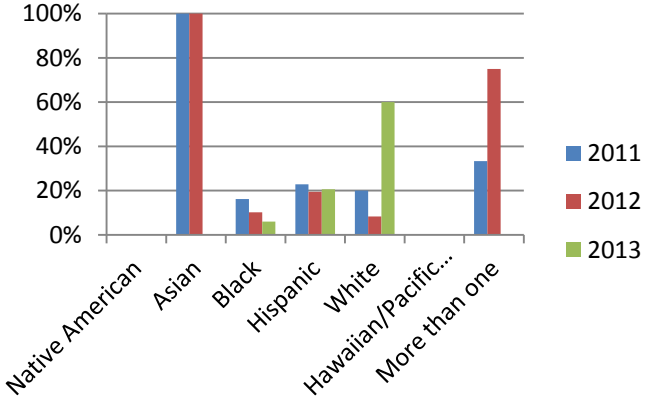


**TCAP Math**



School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"><b>TCAP Math</b></p>  <p><b>MS Math Trends:</b> Overall achievement in MS math has remained stagnant over the past 5 years but at 18% proficient and advanced is <u>significantly</u> below the state target of 51% proficient and advanced. The following 5 year trends in MS math achievement exist with disaggregated groups:</p> <ul style="list-style-type: none"> <li>• The percent of ELL students who are proficient and above has remained stagnant and is above the percentage of Non-ELL students whose percentage has decreased over the past five years.</li> <li>• Proficiencies at grades 6, 7 and 8 have remained stagnant over the past five years.</li> <li>• The percentage of Bruce Randolph MS SPED students who score proficient and advanced is significantly below the state percentage of proficient and advanced.</li> </ul>		

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

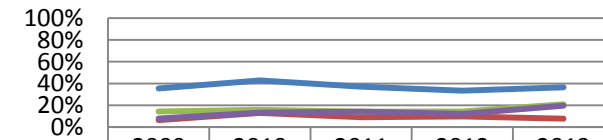
Priority Performance  
Challenges

Root Causes

HS Math:

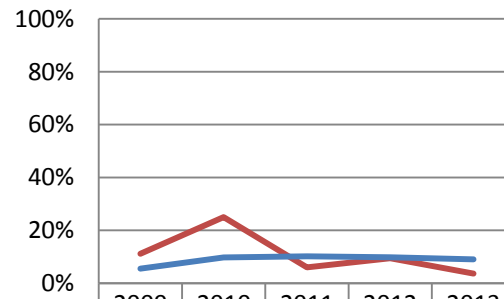
**TCAP Status**

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	35%	43%	37%	33%	36%
Math	6%	13%	9%	10%	8%
Writing	14%	16%	14%	14%	21%
Science	8%	13%	14%	12%	20%

**TCAP Math**



	2009	2010	2011	2012	2013
Non-ELL	11%	25%	6%	9%	4%
ELL	6%	10%	10%	10%	9%

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

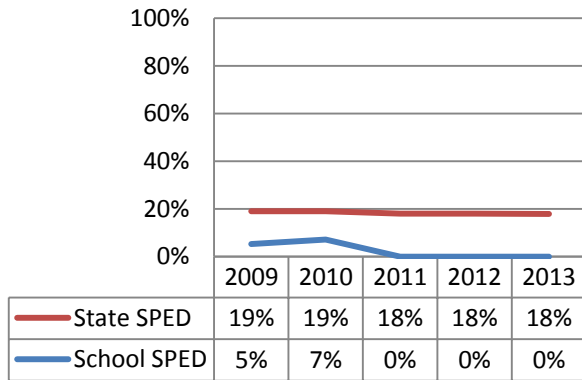
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

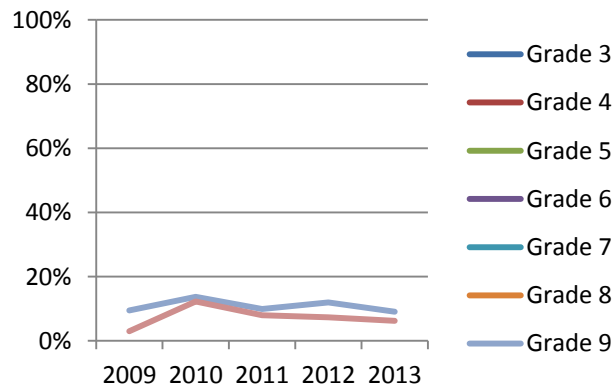
Priority Performance  
Challenges

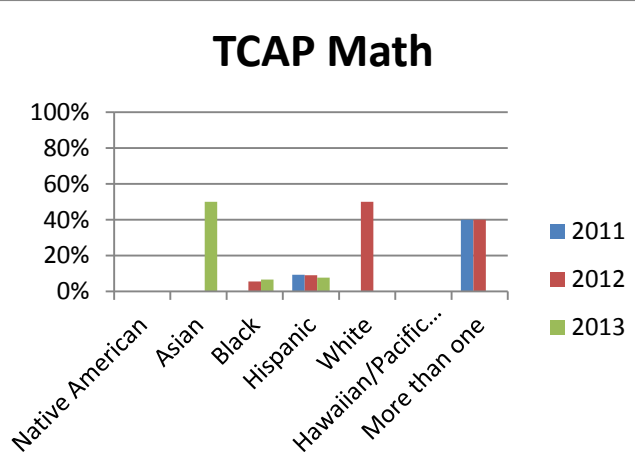
Root Causes

**TCAP Math**



**TCAP Math**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"><b>TCAP Math</b></p>  <p><b>HS Math Trends:</b> Overall achievement in HS math has increased then decreased over the past 5 years but at 8% proficient and advanced is <u>significantly</u> below the state target of 30% proficient and advanced. The following 5 year trends in HS math achievement exist with dissaggregated groups:</p> <ul style="list-style-type: none"> <li>• The percent of ELL students who are proficient and above increased and then remained stagnant and remain above Non-ELL students percentage proficient and above which increased then decreased over the past five years.</li> <li>• Proficiencies at grades 9 and 10 have increased over the past five years.</li> <li>• The percentage of Bruce Randolph MS SPED students who score proficient and advanced is significantly below the state percentage of proficient and advanced.</li> </ul>		

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

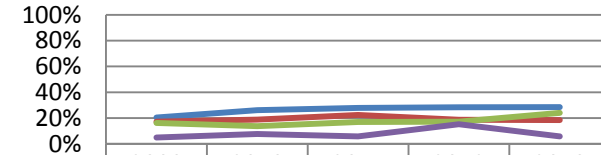
Priority Performance  
Challenges

Root Causes

**Writing:**  
**MS Writing:**

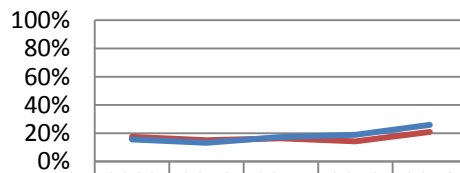
**TCAP Status**

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	20%	26%	28%	28%	29%
Math	17%	19%	22%	19%	18%
Writing	16%	14%	17%	17%	24%
Science	5%	8%	6%	15%	6%

**TCAP Writing**



	2009	2010	2011	2012	2013
Non-ELL	17%	15%	16%	14%	21%
ELL	16%	13%	17%	19%	26%

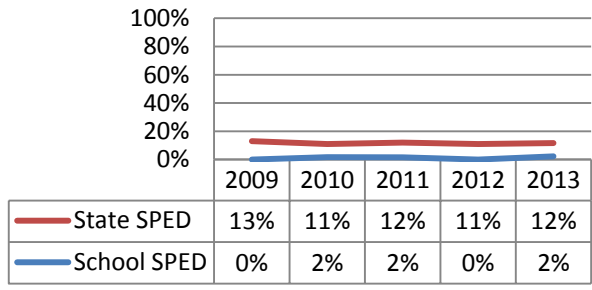
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

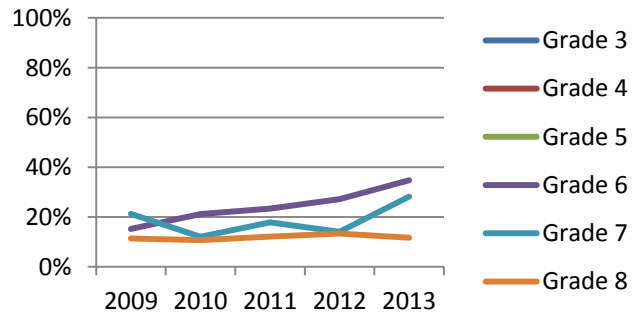
Priority Performance  
Challenges

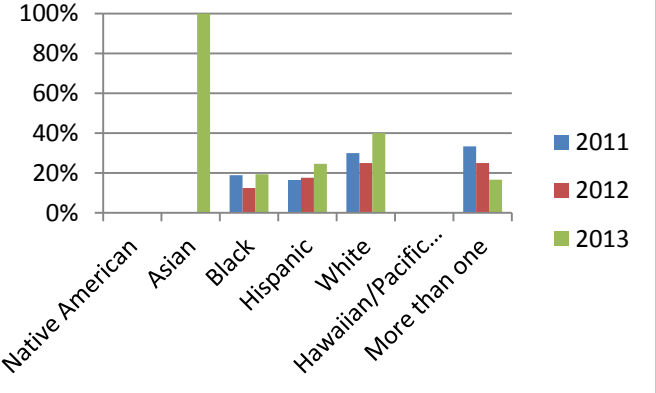
Root Causes

**TCAP Writing**



**TCAP Writing**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"><b>TCAP Writing</b></p>  <p><b>MS Writing Trends:</b> Overall achievement in MS writing has increased 8% over the past 5 years but at 24% proficient and advanced is <u>significantly</u> below the state target of 58% proficient and advanced. The following 5 year trends in MS writing achievement exist with disaggregated groups:</p> <ul style="list-style-type: none"> <li>• The percent of ELL students who are proficient and above has increased and is above the percentage of Non-ELL students whose percentage has remained stagnant over the past five years.</li> <li>• Proficiencies at grades 6 and 7 have increased while 8<sup>th</sup> grade have remained stagnant over the past five years.</li> <li>• The percentage of Bruce Randolph MS SPED students who score proficient has increased then decreased and is now below the state percentage of proficient and advanced.</li> </ul>		

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

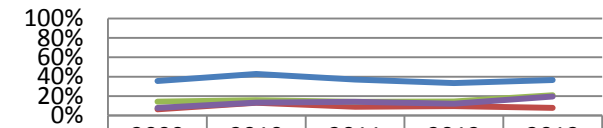
Priority Performance  
Challenges

Root Causes

HS Writing:

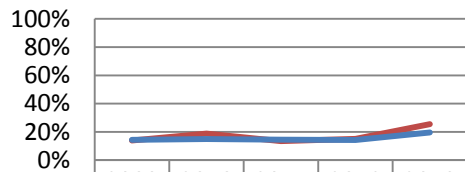
**TCAP Status**

Reading Math Writing Science



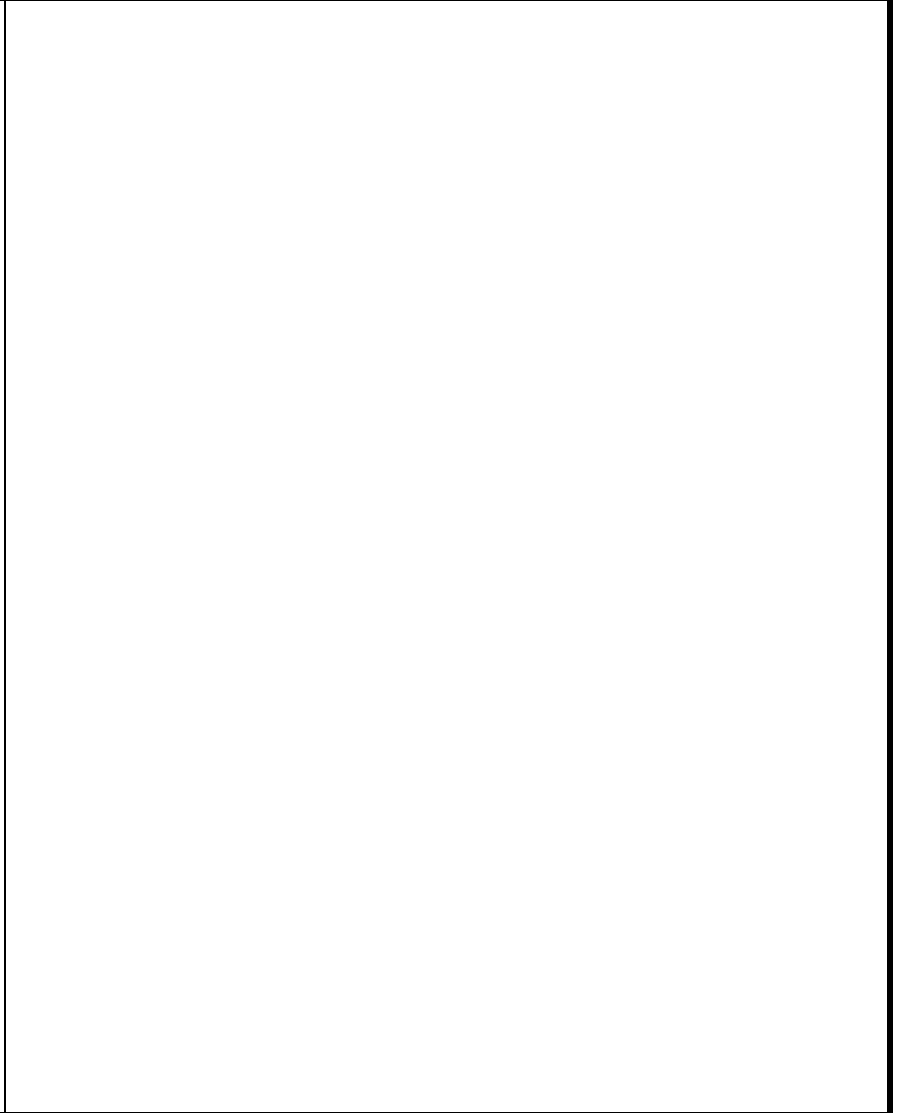
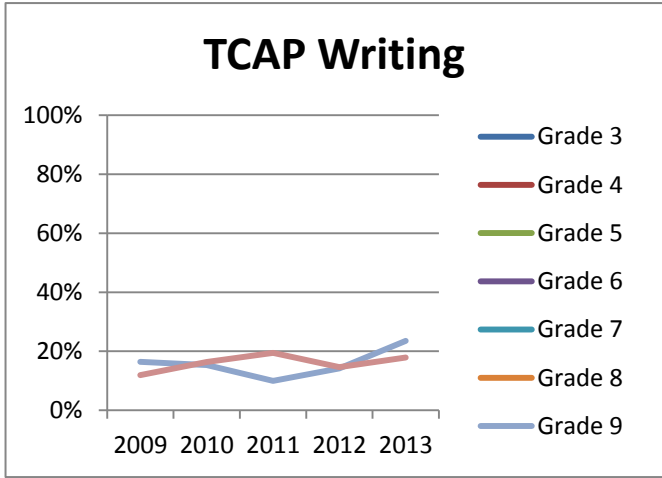
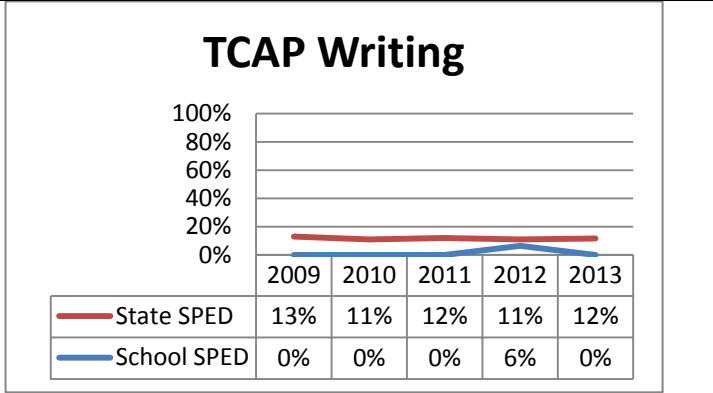
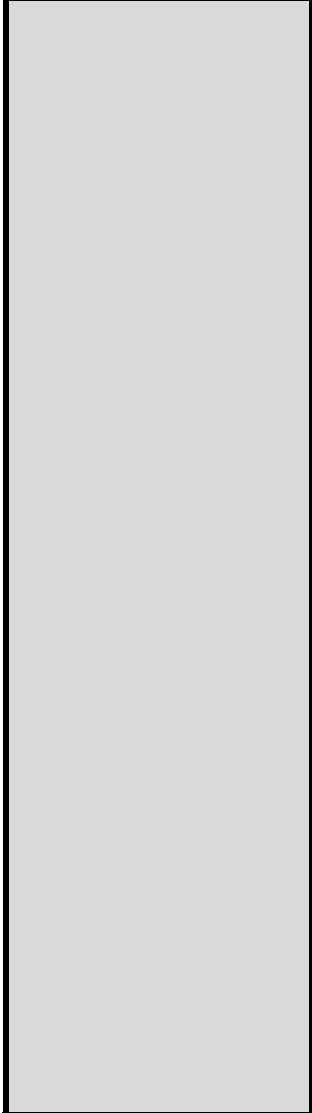
	2009	2010	2011	2012	2013
Reading	35%	43%	37%	33%	36%
Math	6%	13%	9%	10%	8%
Writing	14%	16%	14%	14%	21%
Science	8%	13%	14%	12%	20%

**TCAP Writing**



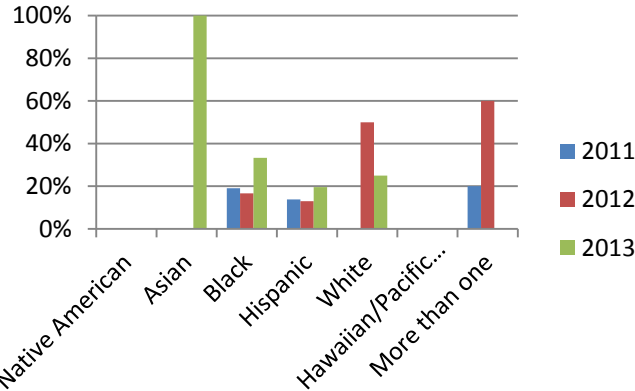
	2009	2010	2011	2012	2013
Non-ELL	14%	19%	13%	15%	25%
ELL	14%	15%	14%	14%	20%

Performance Indicators      Description of Notable Trends (3 years of past state and local data)      Priority Performance Challenges      Root Causes



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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### TCAP Writing



**HS Writing Trends:** Overall achievement in HS writing has increased over the past 5 years but at 21% proficient and advanced is significantly below the state target of 49% proficient and advanced. The following 5 year trends in HS writing achievement exist with disaggregated groups:

- The percent of ELL students and Non-ELL students who are proficient and above has increased slightly over the past five years.
- Proficiencies at grades 9 and 10 have increased 9% and 3% over the last year.
- The percentage of Bruce Randolph MS SPED students who score proficient is below the state percentage of proficient and advanced.

**Science:**

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

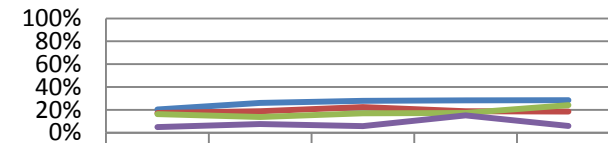
Priority Performance  
Challenges

Root Causes

**MS Science:**

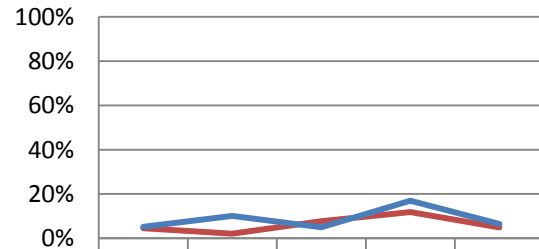
**TCAP Status**

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	20%	26%	28%	28%	29%
Math	17%	19%	22%	19%	18%
Writing	16%	14%	17%	17%	24%
Science	5%	8%	6%	15%	6%

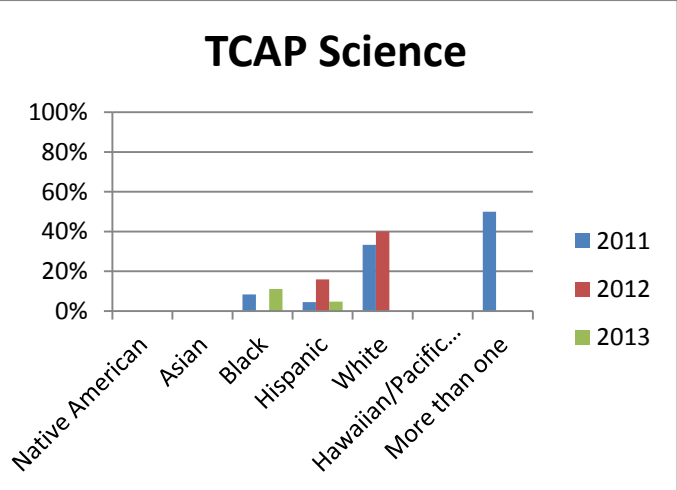
**TCAP Science**



	2009	2010	2011	2012	2013
Non-ELL	5%	2%	8%	12%	5%
ELL	5%	10%	5%	17%	6%

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;"><b>TCAP Science</b></p>  <p><b>MS Science Trends:</b> Overall achievement in MS science has decreased then increased over the past 5 years but at 6% proficient and advanced is <u>significantly</u> below the state target of 48% proficient and advanced.</p>		

Performance Indicators

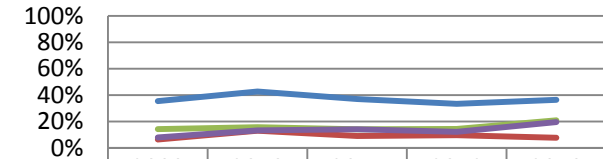
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

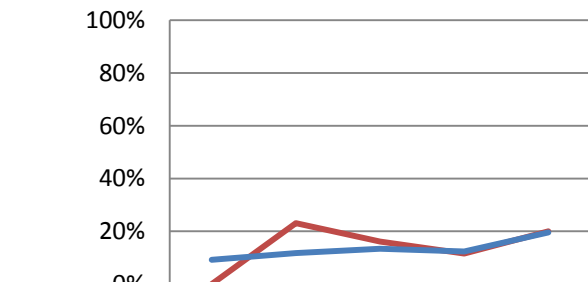
### TCAP Status

Reading Math Writing Science



	2009	2010	2011	2012	2013
Reading	35%	43%	37%	33%	36%
Math	6%	13%	9%	10%	8%
Writing	14%	16%	14%	14%	21%
Science	8%	13%	14%	12%	20%

### TCAP Science

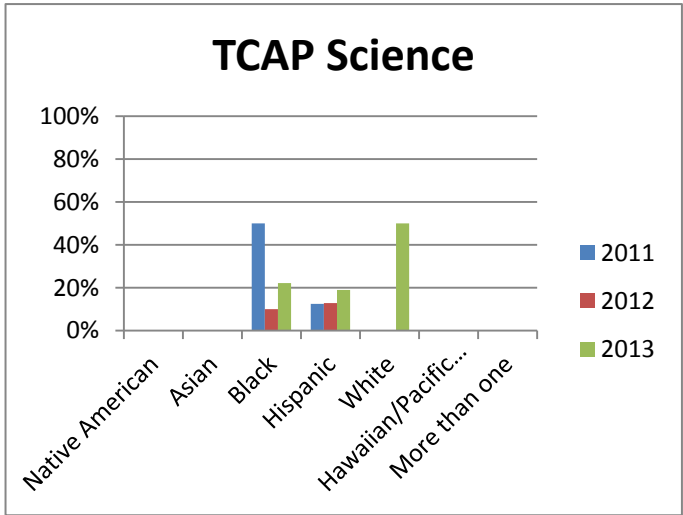


	2009	2010	2011	2012	2013
Non-ELL	0%	23%	16%	12%	20%
ELL	9%	12%	13%	12%	20%

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators      Description of Notable Trends (3 years of past state and local data)      Priority Performance Challenges      Root Causes



**HS Science Trends:**  
Overall achievement in HS science has increased then remained stagnant over the past 5 years Proficiency increased 8% but at 20% proficient is significantly below the state target of 50% proficient and advanced.

**English Language Achievement (CELA):**

Percent Scoring CELA 5					
	2008	2009	2010	2011	2012
MS	2	4	10	3	5
HS	7	1	8	5	5

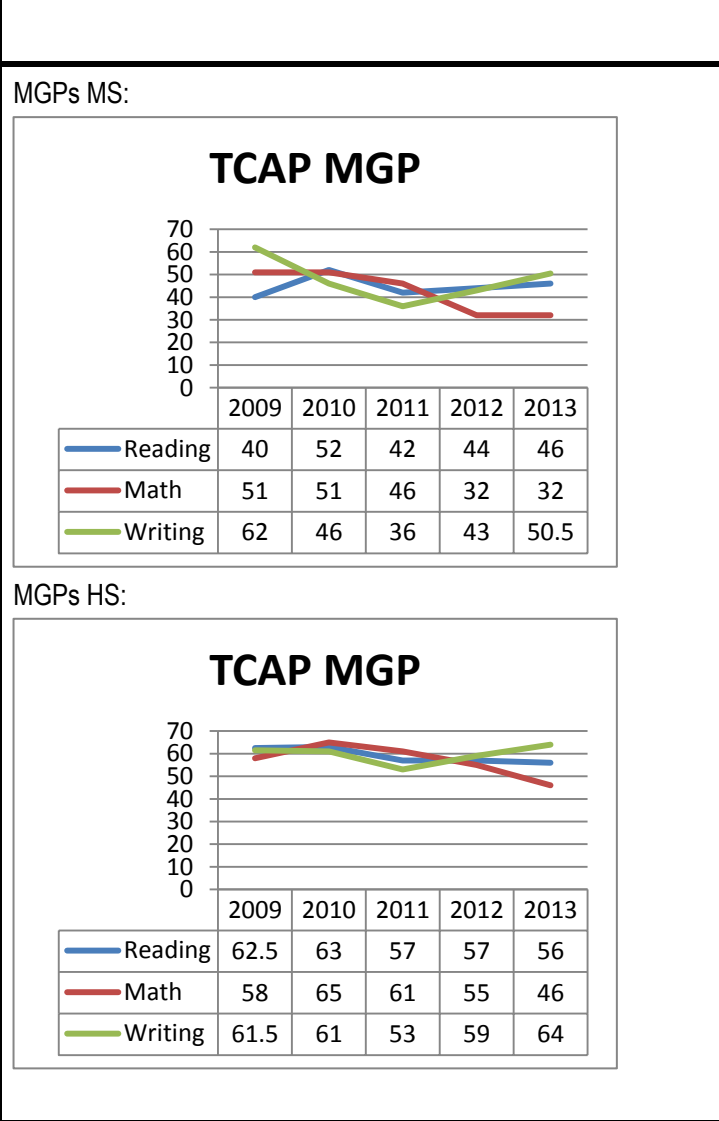
Priority Performance Challenges

Root Causes

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p><b>Trend:</b> The percent of MS and HS students attaining a level 5 on the CELA assessment increased then decreased over the past 5 years and is below state targets.</p>		

Performance Indicators      Description of Notable Trends (3 years of past state and local data)      Priority Performance Challenges      Root Causes

Academic Growth



MGPs in MS reading, writing, math are below DPS targets and well below state adequate growth targets.

Median Growth Percentiles of our ELP students are well below state adequate growth targets in MS and HS.

- Language Arts and Math Essential Learning Goals (ELGs) were used inconsistently.
- A systematic curriculum for math interventions was not implemented.
- Reading interventions were inconsistently implemented.
- Teacher collaboration was not focused on common planning and monitoring ELGs.
- The MAP assessment did not align to the language arts curriculum and the ELG's, or provide the teachers with data that they found accessible and informative.
- Teachers have not received in-depth training on instructional strategies to support English Language Learners.
- Teachers have not received in-depth training on culturally relevant instructional strategies.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																								
	<p>Middle School :</p> <table border="1" data-bbox="415 375 1018 565"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52</td> <td>42</td> <td>45</td> <td>46</td> </tr> <tr> <td>Writing</td> <td>46</td> <td>36</td> <td>43</td> <td>50.5</td> </tr> <tr> <td>Math</td> <td>51</td> <td>46</td> <td>32</td> <td>32</td> </tr> </tbody> </table> <p><b>MS MGP Trends:</b></p> <ul style="list-style-type: none"> <li>MGPs in MS reading increased then decreased over the past four years and at 46 are well below the DPS target of 55 or state adequate median growth percentile of 69.</li> <li>MGPs in MS Writing have decreased over the past four years but increases in 2013 to 50.5, below district target of 55 or state adequate median growth percentile of 79.</li> <li>MGPs in MS Math have decreased over the past four years and at 32 are well below district target of 55 or state adequate median growth percentile of 88.</li> </ul> <p>High School :</p> <table border="1" data-bbox="415 1068 1018 1258"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63</td> <td>57</td> <td>59</td> <td>56</td> </tr> <tr> <td>Writing</td> <td>61</td> <td>53</td> <td>59</td> <td>64</td> </tr> <tr> <td>Math</td> <td>65</td> <td>61</td> <td>58</td> <td>46</td> </tr> </tbody> </table> <p><b>HS MGP Trends:</b></p> <ul style="list-style-type: none"> <li>MGPs in HS reading and writing exceed DPS targets of 55.</li> <li>MGPs in HS reading decreased slightly over the past four</li> </ul>		2010	2011	2012	2013	Reading	52	42	45	46	Writing	46	36	43	50.5	Math	51	46	32	32		2010	2011	2012	2013	Reading	63	57	59	56	Writing	61	53	59	64	Math	65	61	58	46		
	2010	2011	2012	2013																																							
Reading	52	42	45	46																																							
Writing	46	36	43	50.5																																							
Math	51	46	32	32																																							
	2010	2011	2012	2013																																							
Reading	63	57	59	56																																							
Writing	61	53	59	64																																							
Math	65	61	58	46																																							

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																								
	<p>years and at 56 are below state adequate median growth percentile of 78.</p> <ul style="list-style-type: none"> <li>MGPs in HS writing increased in 2013 64 are above the district average but below state adequate median growth percentile of 95.</li> <li>MGPs in HS Math have remained stagnant over the past four years and at 46 well below state adequate median growth percentile of 99.</li> </ul> <p><b>CELA MGPs:</b></p> <table border="1" data-bbox="415 751 1104 1157"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>35</td> <td>62</td> <td>45</td> <td>39</td> </tr> <tr> <td>7</td> <td>33</td> <td>42</td> <td>47.5</td> <td>31</td> </tr> <tr> <td>8</td> <td>35</td> <td>47</td> <td>32</td> <td>24</td> </tr> <tr> <td>9</td> <td>49.5</td> <td>58</td> <td>37</td> <td>29</td> </tr> <tr> <td>10</td> <td>23.5</td> <td>62</td> <td>-</td> <td>49.5</td> </tr> <tr> <td>11</td> <td>-</td> <td>-</td> <td>41</td> <td>37</td> </tr> <tr> <td>12</td> <td>38</td> <td>58.5</td> <td>42.5</td> <td>37</td> </tr> </tbody> </table> <p><b>Trends with CELA MGPs:</b> CELA MGPs increased then decreased and are <u>significantly</u> below DPS targets and the state adequate ELP median growth targets of MS: 51 and HS: 73.</p>		2009	2010	2011	2012	6	35	62	45	39	7	33	42	47.5	31	8	35	47	32	24	9	49.5	58	37	29	10	23.5	62	-	49.5	11	-	-	41	37	12	38	58.5	42.5	37		
	2009	2010	2011	2012																																							
6	35	62	45	39																																							
7	33	42	47.5	31																																							
8	35	47	32	24																																							
9	49.5	58	37	29																																							
10	23.5	62	-	49.5																																							
11	-	-	41	37																																							
12	38	58.5	42.5	37																																							
Academic Growth Gaps	<b>Reading:</b>	MGPs in all MS math	• Math Essential Learning Goals (ELGs) were																																								

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																				
	<p><b>MS Reading:</b></p> <div data-bbox="415 414 982 862"> <p><b>TCAP Reading MGP</b></p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>42</td> <td>55.5</td> <td>44</td> <td>44</td> <td>48</td> </tr> <tr> <td>Non-ELL</td> <td>39</td> <td>42</td> <td>40</td> <td>40.5</td> <td>40</td> </tr> </tbody> </table> </div> <div data-bbox="415 911 1039 1359"> <p><b>TCAP Reading MGP</b></p> <table border="1"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>School SPED</td> <td>37.5</td> <td>42.5</td> <td>31</td> <td>33</td> <td>38</td> </tr> <tr> <td>State SPED</td> <td>44</td> <td>42</td> <td>44</td> <td>45</td> <td>44</td> </tr> </tbody> </table> </div>		2009	2010	2011	2012	2013	ELL	42	55.5	44	44	48	Non-ELL	39	42	40	40.5	40		2009	2010	2011	2012	2013	School SPED	37.5	42.5	31	33	38	State SPED	44	42	44	45	44	<p>grades have decreased and are significantly below DPS and state adequate MGPs.</p>	<p>used inconsistently.</p> <ul style="list-style-type: none"> <li>• A systematic curriculum for math interventions was not implemented.</li> <li>• Teacher collaboration was not focused on common planning and monitoring ELGs.</li> <li>• Students were not receiving supports matched to their core teacher in math.</li> <li>• There was minimal support for high risk students in tutoring.</li> <li>• The MAP assessment did not align to the language arts curriculum and the ELG's, or provide the teachers with data that they found accessible and informative.</li> <li>• Teachers have not received in-depth training on instructional strategies to support English Language Learners.</li> <li>• Teachers have not received in-depth training on culturally relevant instructional strategies.</li> </ul>
	2009	2010	2011	2012	2013																																		
ELL	42	55.5	44	44	48																																		
Non-ELL	39	42	40	40.5	40																																		
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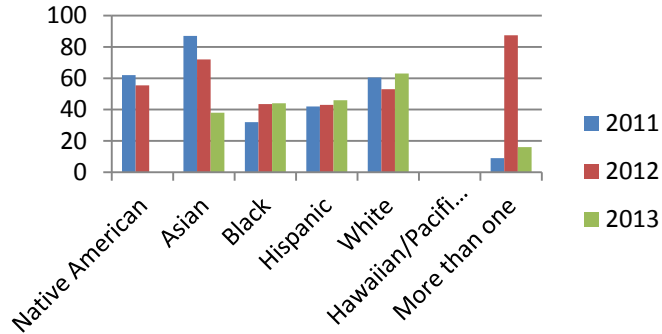
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

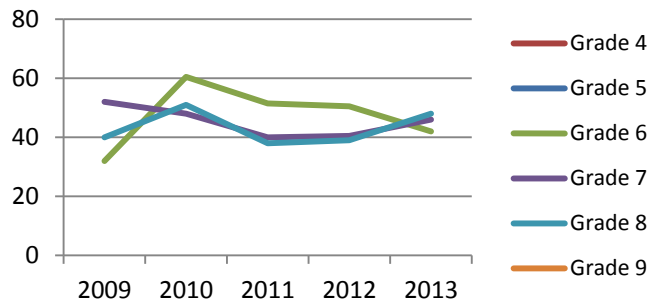
Priority Performance  
Challenges

Root Causes

**TCAP Reading MGP**



**TCAP Reading MGP**



**MS Reading MGP Gaps:**

MGPs of all disaggregated groups are stagnant and well below state targets; MGPs of sixth grade students increased significantly than decreased.

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Performance Indicators

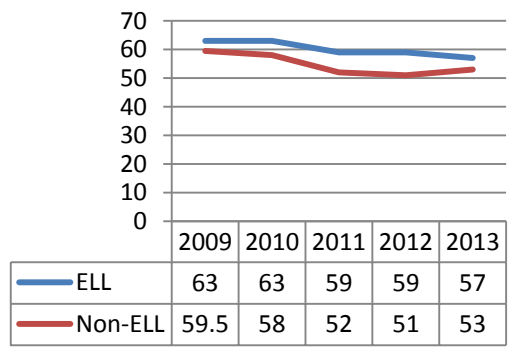
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

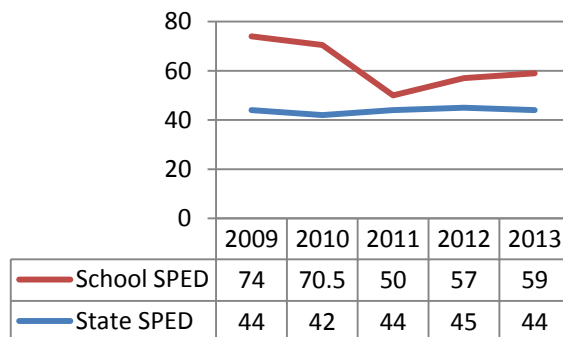
Root Causes

HS Reading:

**TCAP Reading MGP**



**TCAP Reading MGP**



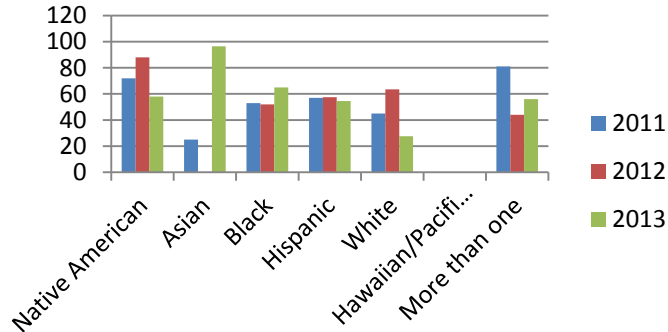
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

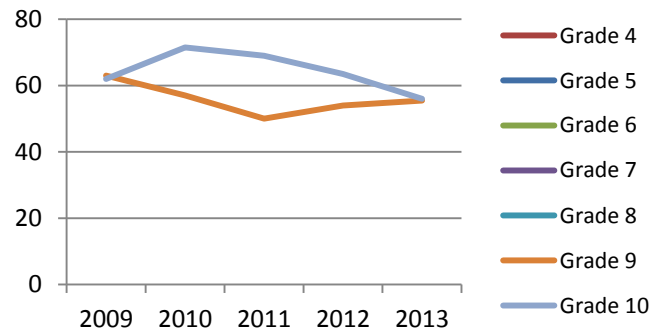
Priority Performance  
Challenges

Root Causes

**TCAP Reading MGP**



**TCAP Reading MGP**



**Trends HS Reading MGP Gaps:**

MGPs of all disaggregated groups are well below state targets.  
MGPs of ELL students are higher than Non-ELL which have

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																		
	<p>declined in the last 5 years.</p> <p><b>MS Math:</b></p> <div data-bbox="415 496 1003 979"> <table border="1"> <caption>TCAP Math MGP</caption> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>53</td> <td>52</td> <td>46</td> <td>32</td> <td>32</td> </tr> <tr> <td>Non-ELL</td> <td>45</td> <td>46.5</td> <td>46</td> <td>38</td> <td>30</td> </tr> </tbody> </table> </div>		2009	2010	2011	2012	2013	ELL	53	52	46	32	32	Non-ELL	45	46.5	46	38	30		
	2009	2010	2011	2012	2013																
ELL	53	52	46	32	32																
Non-ELL	45	46.5	46	38	30																

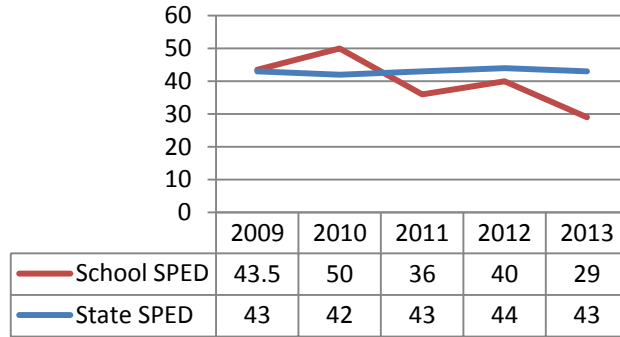
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

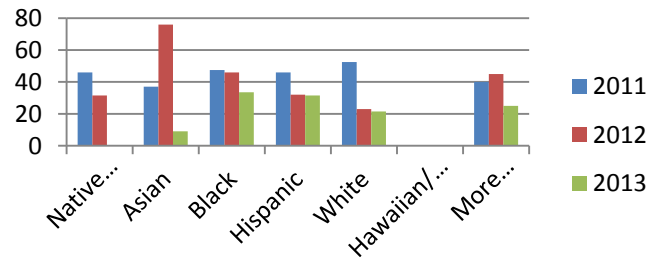
Priority Performance  
Challenges

Root Causes

**TCAP Math MGP**

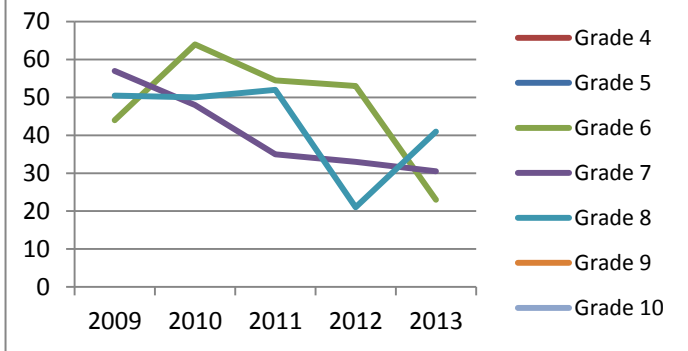


**TCAP Math MGP**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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### TCAP Math MGP



**MS Math MGP Gap Trends:**

MGPs of all disaggregated groups and in each grade level has declined over the past 5 years. MGPs in eighth grade math have increased on 2013. All MGPs are below DPS and state adequate median growth targets.

**HS Math:**

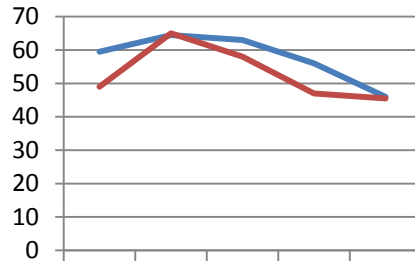
Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes

**TCAP Math MGP**



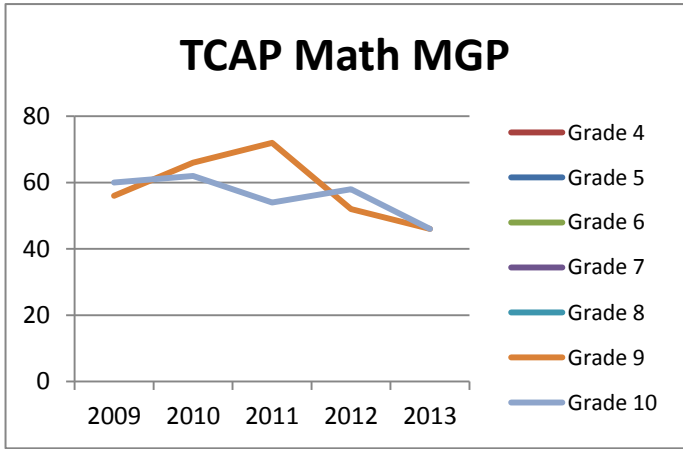
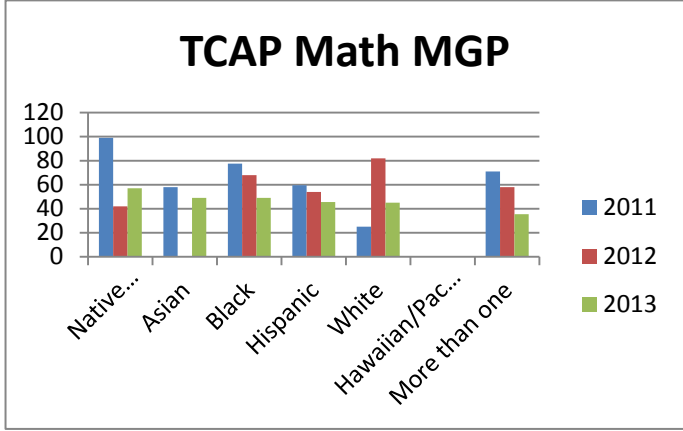
	2009	2010	2011	2012	2013
ELL	59.5	64.5	63	56	46
Non-ELL	49	65	58	47	45.5

**TCAP Math MGP**



	2009	2010	2011	2012	2013
School SPED	63	56.5	65	52	64
State SPED	43	42	43	44	43

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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**HS Math Growth Gap Trends:**  
Math MGPs of each disaggregated group have declined in the past 5 years and are below state adequate growth targets.

Performance Indicators

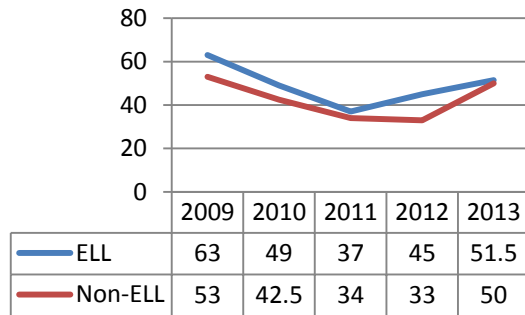
Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

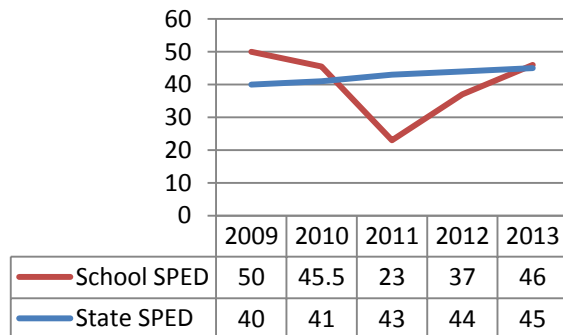
Root Causes

Writing:  
MS Writing:

**TCAP Writing MGP**



**TCAP Writing MGP**



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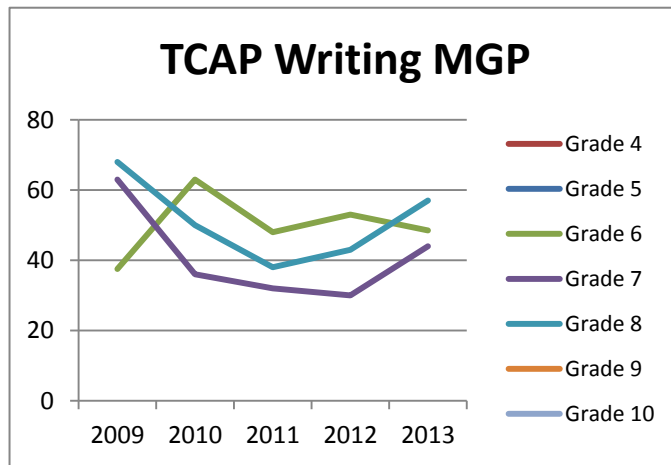
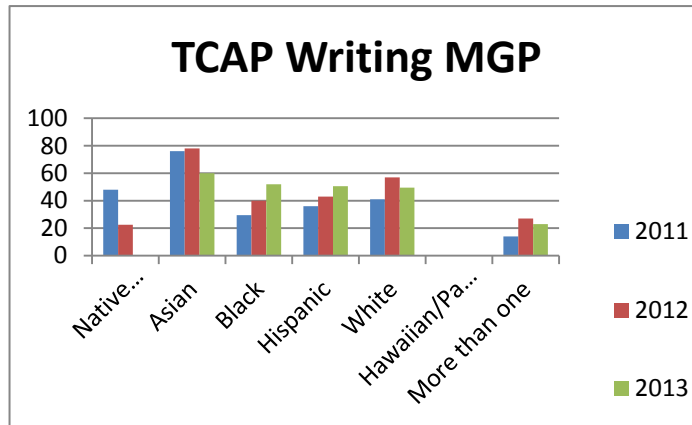
School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators

Description of Notable Trends  
(3 years of past state and local data)

Priority Performance  
Challenges

Root Causes



**MS Writing MGP Gaps:**

MGPs of all disaggregated groups are relatively stagnant with a decline in MGPs of Non-ELL students; 7<sup>th</sup> and 8<sup>th</sup> grade have closed gaps but MGPs are well below state adequate growth

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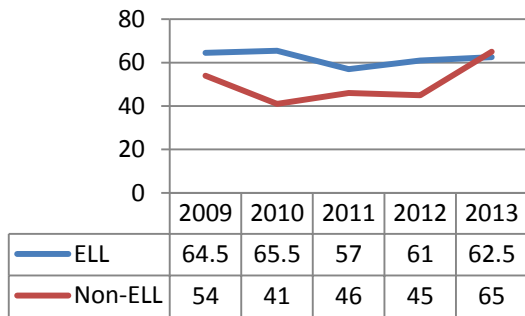
School Name: BRUCE RANDOLPH SCHOOL

Performance Indicators      Description of Notable Trends (3 years of past state and local data)      Priority Performance Challenges      Root Causes

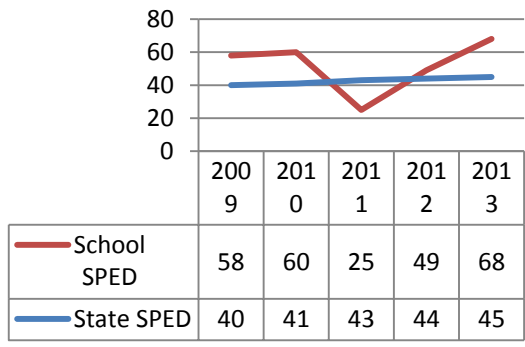
targets.

HS Writing:

**TCAP Writing MGP**

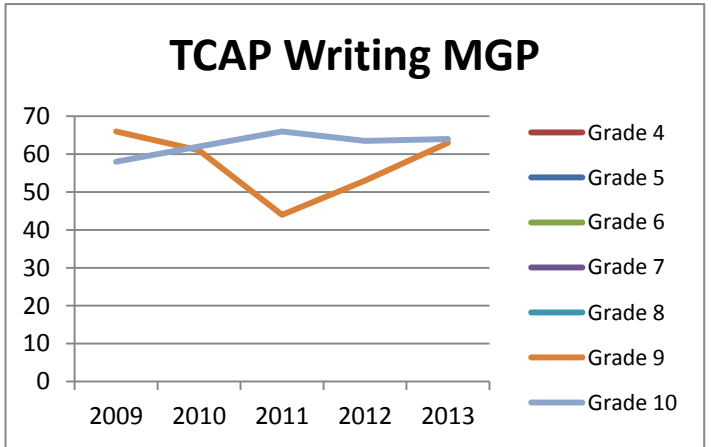
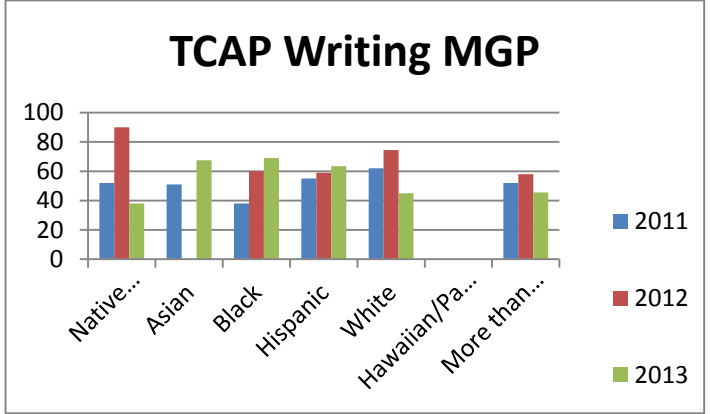


**TCAP Writing MGP**



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
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Performance Indicators



**HS Writing MGP Gaps:**  
 MGPs of ELL and Non-ELL students have declined over the past five years with Non-ELLs MGPs scoring 18 percentile points below ELL students. MGPs of 10<sup>th</sup> grade have remained

Priority Performance Challenges

Root Causes

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																				
	stagnant while MGPs of 9 <sup>th</sup> grade have improved in 2013 but MGPs are below state adequate growth targets.																																																						
Post-Secondary & Workforce Readiness	<p><b>Graduation Rate:</b></p> <table border="1" data-bbox="415 544 1104 646"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>86%</td> <td>87%</td> <td>88%</td> <td>97.5%</td> </tr> </table> <p>Trend: Bruce Randolph's graduation rate improved over two years and meets state targets.</p> <p><b>Dropout Rate:</b></p> <table border="1" data-bbox="415 813 1060 915"> <tr> <td>2010</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>1%</td> <td>1%</td> <td>.9%</td> <td>.7%</td> </tr> </table> <p>Trend: Bruce Randolph's dropout rate remained the same over two years and exceeds state targets.</p> <p><b>ACT Achievement:</b></p> <table border="1" data-bbox="415 1083 1024 1450"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>ACT Benchmark State Mean</th> </tr> </thead> <tbody> <tr> <td>Composite</td> <td>14</td> <td>16</td> <td>16</td> <td>15.4</td> <td>20</td> </tr> <tr> <td>English</td> <td>12.6</td> <td>14</td> <td>15.3</td> <td>13.5</td> <td>18</td> </tr> <tr> <td>Math</td> <td>15.5</td> <td>17</td> <td>17.3</td> <td>16.3</td> <td>22</td> </tr> <tr> <td>Reading</td> <td>14.4</td> <td>15.3</td> <td>14.9</td> <td>15.1</td> <td>21</td> </tr> <tr> <td>Science</td> <td>15</td> <td>16</td> <td>16.3</td> <td>15.4</td> <td>24</td> </tr> </tbody> </table>	2010	2011	2012	2013	86%	87%	88%	97.5%	2010	2011	2012	2013	1%	1%	.9%	.7%		2010	2011	2012	2013	ACT Benchmark State Mean	Composite	14	16	16	15.4	20	English	12.6	14	15.3	13.5	18	Math	15.5	17	17.3	16.3	22	Reading	14.4	15.3	14.9	15.1	21	Science	15	16	16.3	15.4	24	ACT Composite and Content Scores are below the state mean and ACT Benchmarks.	<ul style="list-style-type: none"> <li>The school did not implement an articulated curriculum designed with the ACT as an end goal.</li> <li>Intentional ACT preparation has not been integrated into the school day.</li> <li>The school was opened as a middle school only. The re-design was focused on 100% graduation rate not on post-secondary readiness.</li> <li>9<sup>th</sup> and 10<sup>th</sup> grade students have not attained proficiency in reading/writing/math to be ready to hit the ACT benchmarks.</li> </ul>
2010	2011	2012	2013																																																				
86%	87%	88%	97.5%																																																				
2010	2011	2012	2013																																																				
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p><b>2012 ACT Disaggregated Achievement:</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Composite</th> <th>English</th> <th>Reading</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>14</td> <td>13</td> <td>14</td> <td>16</td> <td>13</td> </tr> <tr> <td>Hispanic</td> <td>15</td> <td>13</td> <td>15</td> <td>16</td> <td>15</td> </tr> <tr> <td>ELL</td> <td>15</td> <td>13</td> <td>15</td> <td>16</td> <td>15</td> </tr> </tbody> </table> <p><b>ACT Trends:</b> ACT composite and content scores have increased over the past four years yet are still below the state mean and ACT Benchmarks. Black students' scores are lower than Hispanic or ELL students' scores.</p>	Group	Composite	English	Reading	Math	Science	Black	14	13	14	16	13	Hispanic	15	13	15	16	15	ELL	15	13	15	16	15		
Group	Composite	English	Reading	Math	Science																						
Black	14	13	14	16	13																						
Hispanic	15	13	15	16	15																						
ELL	15	13	15	16	15																						

**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	29% of middle school students are at or above reading proficiency.  36% of high school students are at or above reading proficiency.	36% of the middle school students will score proficient or advanced overall on the reading TCAP.  42% of the high school students will score proficient or advanced overall on the reading TCAP.	42% of the middle school students will score proficient or advanced overall on the reading TCAP.  48% of the high school students will score proficient or advanced overall on the reading TCAP.	District Interim Assessment (3 times a year). Short-cycle assessments (3 times a year) Quarterly assessments (4 times a year), Reading fluency assessments (every three weeks).	Revise a master schedule that will allow daily supported collaborative time for content teams.  Content level teams will collaboratively track mastery of standards  Language Arts team will develop, plan and implement the use short-cycle assessments Social studies will continue to implement a school-wide writing

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							<p>expectation to complement language arts.</p> <p>Provide four data days for teachers to analyze student performance on Interim assessments and school-wide writing and plan for instruction.</p> <p>ELD and Literacy Skills will assess reading abilities on a 6-8 weeks.</p> <p>Schedule all middle school students in a homogenously grouped 50 minute reading intervention/ELD class:</p> <ul style="list-style-type: none"> <li>-daily fluency curriculum (6 Minute Solutions) to boost students' comprehension, vocabulary component</li> <li>present in all classes, the targeting of instruction based on data identifying skill deficits.</li> </ul> <p>Use ELG's and progress monitor for mastery.</p> <p>Align sequence of reading curriculum 6<sup>th</sup> -12<sup>th</sup> grade using the Springboard curriculum</p> <p>Instruction responsive to Interim assessment data</p> <p>Increased progress monitoring assessment of</p>
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							reading strategy use (during the quarter and in between Interim assessment windows.)  Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		M	18% of middle school students are at or above math proficiency.  8% of high school students are at or above math proficiency	26% of the middle school students will score proficient or advanced overall on the math TCAP.  14% of the high school students will score proficient or advanced overall on the reading TCAP.	32% of the middle school students will score proficient or advanced overall on the math TCAP.  19% of the high school students will score proficient or advanced overall on the reading TCAP.	Interim assessments (4 times a year), weekly quizzing.	Use ELGs in middle school and write ELGs for high school to focus on big goals (What do Our students need to know?) Assessing with SWYK tickets and weekly quizzes, unit assessments, quarterly assessments (How do we know what they know?) Using common scoring rubrics, unit trackers and year-long trackers to provide feedback to our students. Use these and Interim assessment tools to drive our instruction. Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		W	24% of middle school students are at or	26% of the middle school students will	33% of the middle school students will	Quarterly ECR assessment (4 times a year).Monthly	Use of a common writing rubric which offers specific

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			above writing proficiency.  21% of high school students are at or above writing proficiency.	score proficient or advanced overall on the writing TCAP.  22% of the high school students will score proficient or advanced overall on the writing TCAP.	score proficient or advanced overall on the writing TCAP.  28% of the high school students will score proficient or advanced overall on the writing TCAP.	SCR assessments.	feedback to guide revision of both Extended Constructed Response and Short Constructed Response  Instruction responsive to data from assessments using the CDE writing rubric.  Implement write-to-read monthly writing prompt to increase stamina and SCR proficiency.  Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		S	6% of middle school students are at or above science proficiency.  20% of high school students are at or above science proficiency.	15% of the middle school students will score proficient or advanced overall on the science TCAP.  21% of the high school students will score proficient or advanced overall on the science TCAP.	21% of the middle school students will score proficient or advanced overall on the science TCAP.  26% of the high school students will score proficient or advanced overall on the science TCAP.	Quarterly assessment (4 times a year). Weekly quizzing.	Focus on Standard 1 in grades 6-11.  Use common assessments with leveled questioning.  Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
Academic Growth	Median Student Growth Percentile (TCAP/CSAP)	R	MS MGP 45, not attaining MGP growth	Middle/High school target will be 65 MGP.	Middle/High school target will be 65 MGP.	Interim Assessment (4 times a year). Unit assessments, SCR assessments. Aims Web, Words Their Way	Revise a master schedule that will allow daily supported collaborative time for content teams.

	& CELApro)						<p>Content level teams will collaboratively track mastery of standards</p> <p>Language Arts team will develop, plan and implement the use short-cycle assessments</p> <p>Social studies will continue to implement a school-wide writing expectation to complement language arts.</p> <p>Provide four data days for teachers to analyze student performance on Interim assessments and school-wide writing and plan for instruction.</p> <p>ELD and Literacy Skills will assess reading abilities on a 6-8 weeks.</p> <p>Schedule all middle school students in a homogenously grouped 50 minute reading intervention/ELD class:</p> <ul style="list-style-type: none"> <li>-daily fluency curriculum (6 Minute Solutions) to boost students' comprehension, vocabulary component present in all classes, the targeting of instruction based on data identifying</li> </ul>
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							<p>skill deficits.</p> <p>Use ELG's and progress monitor for mastery.</p> <p>Align sequence of reading curriculum 6th -12th grade using the Springboard curriculum</p> <p>Instruction responsive to Interim assessment data</p> <p>Increased progress monitoring assessment of reading strategy use (during the quarter and in between Interim assessment windows.)</p> <p>Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.</p> <p>Use ELGs in middle school and write ELGs for high school to focus on big goals (What do Our students need to know?)</p> <p>Assessing with SWYK tickets and weekly quizzes, unit assessments, quarterly assessments (How do we know what they know?)</p> <p>Using common scoring rubrics, unit trackers and year-long trackers to provide feedback to our students.</p>
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							Use these and Interim assessment tools to drive our instruction. Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		M	MS MGP 32 not attaining MGP growth	Middle/High school target will be 65 MGP.	Middle/High school target will be 65 MGP.	Interim Assessment (4 times a year). Unit assessments, Weekly quizzing.	Use ELGs in middle school and write ELGs for high school to focus on big goals (What do Our students need to know?) Assessing with SWYK tickets and weekly quizzes, unit assessments, quarterly assessments (How do we know what they know?) Using common scoring rubrics, unit trackers and year-long trackers to provide feedback to our students. Use these and Interim assessment tools to drive our instruction. Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		W	MS MGP 43 not attaining MGP growth	Middle/high school target will be 65 MGP.	Middle/high school target will be 65 MGP.	District Interim Assessment, unit assessments, ECR and SCR assessments using CDE rubric. Monthly writing	Use of a common writing rubric which offers specific feedback to guide revision of both Extended Constructed Response

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						prompts.	and Short Constructed Response  Instruction responsive to data from assessments using the CDE writing rubric. Implement write-to-read monthly writing prompt to increase stamina and SCR proficiency. Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		ELP	MS- not attaining MGP growth	Middle/high school target will be 65 MGP.	Middle/high school target will be 65 MGP.	Monthly and quarterly English Language Development assessments, reading interventions assessments.	Partner with the University of Colorado-Denver to provide year-long professional development to all teachers and administrators. Implement ELD blocks for students identified in the ACCESS 1, 2,3 and 4 category. Provide a required planning time for ELD teachers to plan, use data, and receive assistance for content coach.
Academic Growth Gaps	Median Student Growth Percentile	R	MS: FRL 45; ELL 45; SPED 34 HS: FRL 60; ELL 60; SPED 58.5	Middle/High school target: 65 MGP.	Middle/High school target: 65 MGP.	District Interim Assessment (3 times a year).Quarterly assessments (4 times a year), Reading fluency assessments (every three	Schedule all middle school students in a homogenously grouped 50 minute reading

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						weeks).	intervention class: -daily fluency curriculum (6 Minute Solutions) to boost students' comprehension, vocabulary component present in all classes, the targeting of instruction based on data identifying skill deficits. Use ELG's and progress monitor for mastery. Align sequence of reading curriculum 6 <sup>th</sup> -12 <sup>th</sup> grade using the Springboard curriculum  Continued use of strategy-based instruction  Instruction responsive to Interim assessment data  Increased progress monitoring assessment of reading strategy use (during the quarter and in between Interim assessment windows.)  Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
		M	MS: FRL 32; ELL 32; SPED 40	Middle/High school target: 65 MGP.	Middle/High school target: 65 MGP.	Interim assessments (4 times a year), weekly	Implement daily high dosage 4:1 math tutoring at 6 <sup>th</sup> and 8 <sup>th</sup> grade using

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			HS: FRL 57; ELL 58.5; SPED 55			quizzing.	<p>the Navigator, Do The Math, Do The Math Now program through Blueprint.</p> <p>Grade level material will be used for 15 minutes per day.</p> <p>Scholastic Math Inventory (SMI) will be used to track by Fellows and individual students.</p> <p>Use ELGs in middle school and write ELGs for high school to focus on big goals (What do Our students need to know?)</p> <p>Assessing with SWYK tickets and weekly quizzes, unit assessments, quarterly assessments (How do we know what they know?)</p> <p>Using common scoring rubrics, unit trackers and year-long trackers to provide feedback to our students.</p> <p>Use these and Interim assessment tools to drive our instruction.</p> <p>Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.</p>
		W	MS: FRL 43; ELL 47;	Middle/High school	Middle/High school	Quarterly ECR assessment	Use of a common writing rubric which offers specific

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			SPED 37 HS: FRL 59; ELL 62; SPED 53	target: 65 MGP.	target: 65 MGP.	(4 times a year).Monthly SCR assessments.	feedback to guide revision of both Extended Constructed Response and Short Constructed Response  Instruction responsive to data from assessments using the CDE writing rubric.  Implement write-to-read monthly writing prompt to increase stamina and SCR proficiency.  Provide a required planning time for teachers to plan, use data, and receive assistance for content coach.
Post Secondary & Workforce Readiness	Graduation Rate	Grad Rate 86%	Grad Rate 88%	Grad Rate 91%	Weekly progress reports, semester grades, gradel level meetings with Problem Solving Cycles around attendance, behavior and credits.	9 thru12 grade transcript review in August, December, January and May.  Adopt-A-Senior campaign  Offer school-based credit recovery using APEX 9-12 students scheduled into a 50 minute college seminar class.  Offer summer school program for credit mastery and recvery	
	Disaggregated Grad Rate	Grad Rate 86%	Grad Rate 88%	Grad Rate 91%	Weekly progress reports, semester grades	9 thru12 grade transcript review in August, December, January and	

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						<p>May.</p> <p>Adopt-A-Senior campaign, Engagement Center/APEX for credit recovery.</p> <p>9-12 students scheduled into a college seminar class.</p>
	Dropout Rate	1%	1%%	0%	Weekly progress reports, semester grades, credit recovery, home visits by social worker	Social worker, principal communicating with students and parents as needed.
	Mean ACT	2012 Composite of 15.2, below district and state levels.	2013 target is a Composite score of 17	2014 target is a Composite score of 18	Quarterly assessments (5 times a year), Interim Assessment (3 times a year).	<p>11<sup>th</sup> grade students take Princeton ACT practice test two times/year</p> <p>ACT Plan for sophomores</p> <p>Focus on usage/mechanics and rhetorical skills</p> <p>Align sequence of reading and writing curriculum 6<sup>th</sup> - 12<sup>th</sup> grade using the Springboard curriculum</p> <p>Increase AP enrollment and passing rates, increase concurrent enrollment.</p>

**Action Planning Form for 2014-2015 and 2015-16**

**Directions:** Identify the major improvement strategy(s) for 2014-15 and 2015-16 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:** Use collaborative time to monitor student progress toward standards (Essential Learning Goals [ELGs], WIDA, Common Core State Standards [CCSS] and Next Generation Science Standards [NGSS], Colorado Academic Standards [CAS]) in math, reading, writing, science and social studies.

- **Root Cause(s) Addressed:** Inconsistent use of time and coaching support to effectively collaborate in the development of best practices around assessing, tracking, monitoring and re-teaching around assessing, tracking, and planning for instruction.

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

- School Plan under State Accountability   
  Title I School-wide 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 (2014-15 and 2015-2016)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Revise a master schedule that will allow daily supported collaborative time for content teams, including cross-content collaboration for Language Arts & Social Studies and Math & Science.	August 2014 to June 2015	Cesar Cedillo, Principal, Zachary McDowell Middle School principal, Melissa Boyd Asst. Principal, CSC, Facilitators, Teacher Committee	General Fund	Master schedule	Completed in May 2014
Use Data Driven Instruction: partner with the Achievement Network to develop and implement item analysis structures to monitor student content mastery. Using other assessments such as: SCAN, district end of year assessments, E-assessment for ELD,	August 2014 June 2015	Cesar Cedillo, Principal, Zachary McDowell Middle School principal, Melissa Boyd Asst. Principal, Heather Riley Asst Principal, Facilitators			
Use a fast and frequent feedback model between	August 2014 to	Administrators	General Fund	Use of protocols	In Progress

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administrators and teachers in order to give bite-size action steps to improve instruction. Facilitators will support teachers in implementing action steps.	June 2015	Facilitators			
<p>Content level teams will collaboratively track mastery of standards</p> <ul style="list-style-type: none"> <li>- Math develops, tracks and analyzes weekly quizzes focused on standards</li> <li>- Language Arts team will utilize grade level assessments which are aligned to the CCSS to monitor student progress of the standards.</li> <li>- Social studies will continue to implement a school-wide writing expectation to complement language arts.</li> <li>- Literacy Skills will assess and monitor reading abilities every 6-8 weeks.</li> <li>- ELD will assess and monitor, across domains, using e-assessment and/or teacher made assessments for each unit.</li> </ul>	August 2014 to June 2015	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Language Arts, math, social studies teachers</li> <li>-ELD and Literacy Skills Teachers</li> <li>-Facilitators</li> </ul>	General fund, District curriculum	Daily department meetings from August 2014 to June 2015 are in place to discuss course sequence and curriculum. Analysis of data will show an aligned intervention curriculum (with high fidelity) and rigorous tasks will positively impact student reading achievement.	In progress
Provide four data days for teachers to score, analyze, create re-teaching plans and reflect on gains.	August 2014 to June 2015	Administrators, teachers	General fund, District	Master calendar Assessments will be given four times a year.	In progress
Re-evaluate effectiveness of collaborative schedule to revise in Semester 2 of 2014 and in 2015-2016	January 2014 Spring 2015	Administrators, Instructional Team and teachers	General Fund	Scheduling meetings during spring 2015	In Progress

\* 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:** All students will have an extended Math and English Language Arts block, 100 minutes and receive appropriate interventions throughout the day during a 30 minute academic support class.

- **Root Cause(s) Addressed:** Students need more academic time in order to attain more than a year’s growth. There was minimal support for high risk students in tutoring.

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

- School Plan under State Accountability   
  Title I School-wide 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)
Provide an extended day for all students.	August 2014 to June 2015	All staff	General Fund, TIG	Master schedule	Completed
Schedule all 6 <sup>th</sup> -8 <sup>th</sup> grade students into a 50 minute literacy skills class, except students identified as English Language Learners and students with an IEP.  -for unsatisfactory/low partially proficient students receive daily fluency curriculum (6 Minute Solutions) to boost students' comprehension, vocabulary component is present in all classes, and targeting of instruction based on data identifying skill deficits.  -students enrolling without proficiency data who demonstrate reading skills below grade level will be administered a battery of assessments to determine their specific reading needs and appropriately schedule them into a literacy skills class.	August 2014 to June 2015	-Principal, Cesar Cedillo -Literacy Skills Facilitator, Emily Park-Friend -Assistant Principal, Heather Riley	General Fund, TIG	Master schedule will include interventions classes. Courses will be systematically aligned to WIDA, CCSS standards and sub-standards. Daily department collaboration meetings from August 2014 to June 2015 are in place to discuss course sequence and curriculum. Analysis of data will show an aligned intervention curriculum (with high fidelity) and rigorous tasks will positively impact student reading achievement.	Completed  In progress  In progress
Implement daily high dosage 4:1 math tutoring at 6 <sup>th</sup> and 8 <sup>th</sup> grade with Math Fellows using the Math	August 2014 to June 2015	Administrators, Math Fellows	Mill Levy	Weekly observations of Fellows with a debrief.	In Progress

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Navigator program. Math Fellows will teach grade level material for 20 minutes per day. Scholastic Math Inventory (SMI) will be used to track student and Fellow growth and progress.		Coordinator, Math Fellows		Math Fellows join the math team for weekly collaboration. Five visits by Blueprint to gauge effectiveness and give feedback	
Use City Year corps members to assist in providing targeted small group support to students in 7 <sup>th</sup> grade math and language arts.	August 2014 to June 2015	Administrators, Math facilitator, City Year, Teachers	TIG	August 2014 to June 2015	In Progress
Schedule all students 6-12 in 100 minute math and language arts classes for grade level and intervention work.	August 2014 to June 2015	All staff, Math Fellows	General Fund, Mill Levy	Schedule students Weekly quizzes Interim assessments	In progress
Provide a tutoring bonus block/enrichment/Restorative Approaches for students 6-11	August 2014 to June 2015	Administrators, Restorative Approaches Coordinator, teachers	General Fund	Master Schedule Semester changes: December 2014	In progress
Provide teachers coaching support in reading and math interventions.	August 2014 to May 2015	Facilitators, CSR coach	General fund, District	Math- weekly tracker Reading- fluency, vocab, LEAP ratings increase as a result of coaching/admin	In progress
Provide Tier 3, small group instruction targeted to support specific math and reading needs for students on an IEP.	August 2014 to May 2015	Special Education team		Progress monitor data; Screener data	In Progress

**Major Improvement Strategy #3:** Provide year-long, in-depth professional development to teachers and staff focused on English Language Learners through a partnership with the University of Colorado-Denver.

- **Root Cause(s) Addressed:** As a TNLI school with 43% of students identified as English Language Learners our teachers need on-going, in-depth and embedded training on instructional strategies to support English Language Learners.

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

- School Plan under State Accountability   
  Title I School-wide 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)
Partner with the University of Colorado-Denver to provide year-long professional development to all teachers, administrators, Math Fellows, and City Year.	August 2014 to June 2015	Principal- Cesar Cedillo Assistant Principals Facilitators University of Colorado-Denver Faculty	\$25,000.00 Contract with UCD (TIG)	Independent Contract signed.	In progress
Master schedule will reflect an early release every Wednesday at 2:42 pm for professional development from 3:00 – 4:15 pm	August 2014 to June 2015	Principal- Cesar Cedillo	General fund	Master schedule	In progress
Provide weekly professional development focusing on strategies to support teachers to develop and implement linguistically responsive practices related to: <ul style="list-style-type: none"> <li>- Checking for Understanding</li> <li>- Questioning</li> <li>- Rigor</li> </ul>	August 2014 to June 2015	Administrators, Teachers and University of Colorado-Denver faculty Facilitators	\$25,000 General Fund	-Classroom walkthroughs to identify ELL best practice strategies. - weekly professional development meetings - Learning Labs three times year - building sustainability of Learning Labs with ELD and SS teams in year 2 of LL implementation. - LEAP ratings	In progress

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Provide a required planning time: UCD with administrators and UCD with Instructional Team	August 2014 to June 2015	Administrators, UCD personnel Instructional Team	General fund, District	Instructional Team Meetings Admin Meetings	In progress
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**Major Improvement Strategy #4:** Increase participation in post-secondary programs for our students by: increasing the number of AP classes offered, increasing on-campus and off-campus concurrent enrollment classes offered, increasing the eligibility of College First students, implementing an intentional ACT preparation program, and offering developmental education courses on-campus.

- **Root Cause(s) Addressed:** The school did not implement an articulated curriculum designed with post-secondary readiness as an end goal. Intentional ACT preparation has not been integrated into the school day. 9<sup>th</sup> and 10<sup>th</sup> grade students have not attained proficiency in reading/writing/math to be ready to hit the PSR benchmarks. The school was opened as a middle school only and the re-design was focused on 100% graduation rate not on post-secondary readiness.

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

- School Plan under State Accountability       Title IA School Improvement/Corrective Action Plan       Application for a Tiered Intervention Grant  
 Title I school-wide or targeted assistance plan requirements       School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Implement a rigorous curriculum that is focused, coherent, appropriately challenging and that prepares students for college-level work: AP Course Offerings: <ul style="list-style-type: none"> <li>• AP English Language, AP English Literature, AP US History, AP Spanish Language, AP Statistics, AP Human Geography</li> <li>• On-Campus CE courses -CCD: BTE101/102 (all 9<sup>th</sup> graders), MAT120 (spring), MAT 050, Math 055, AAA109 (all 10<sup>th</sup> graders), CIS 113, CCR092 (fall and spring)</li> <li>• 30 students enrolled through CEC for coursework during 2014-2015 school year.</li> </ul>	August 2014 to June 2015	Principal- Cesar Cedillo Asst. Principal- Heather Riley Teachers School Counselor	General Fund	Increase the number of students in AP classes by 3.5%  Increase passing scores by 3.5%  Increase concurrent enrollment by 3.5%	In progress   In progress
Offer a college seminar class to all high school students	August 2014 to June 2015	Principal- Cesar Cedillo Asst. Principal- Heather Riley	General Fund	Seniors will apply to at least 3 colleges College acceptance will reach 100%	In progress

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		Denver Scholarship Fund Advisor GEARUP Advisor School Counselor		Sophomores will research a career path by completing PEP requirements Freshmen will learn high school credit system by completing PEP requirements	
Adjunct Bruce Randolph teachers at CCD and CCA	August 2014 to June 2015	Principal- Cesar Cedillo Asst. Principal- Heather Riley School Counselor	General Fund	August 2014 to June 2015	In progress
Princeton Review ACT practice test for juniors. Each student will receive their disaggregated scores and work on growth areas.  ACT Plan test administered to all sophomores	October 2014	Principal- Cesar Cedillo Asst. Principal- Heather Riley Cam Hill	District provided	October 2014	In progress
Teachers attend ongoing professional development through the Princeton Review implement an ACT readiness curriculum.	Fall 2014	Teachers			In progress
Focus on usage/mechanics and rhetorical skills.	August 2014 to June 2015	Language Arts department Language and Literacy Department	General fund	May 2015 to discuss course sequence and curriculum.	In progress
Enroll 100% of sophomores in AAA109 or BTE 101	August 2014 to June 2015	Asst. Principal- Heather Riley	General Fund	During bonus block everyday	In progress
Students in 11th grade math skills classes will focus on ACT preparation.	August 2014 to June 2015	High School math teachers	SBB	August 2014 to June 2015	In progress

**Major Improvement Strategy #5:** Increase both parent communication and parent involvement.

**Root Cause(s) Addressed by the Major Improvement Strategy:** Parental support in assisting school mission is critical; the school needs to communicate to a broader parent group to educate and parents on school initiatives and support the school program at home.

**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 (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
	2013-14	2014-15			
TCAP, SRI, SMI, PEP, ALP data to parents via data folders at P/T Conferences	October 22 and 24, 2013	October 21 and 23 2014	teachers, administrators, family liaison	SBB/ Title I Interpreters	All parents received data packets to inform them of their child's CSAP growth in math, reading, writing and science
Assist teachers and students in analyzing TCAP, SRI, PEP data with parents and students using data folders at Spring P/T Conferences	February 2014	February 2015	teachers, administrators	SBB/ Title I	<ul style="list-style-type: none"> <li>Ensure that teachers are explaining data during conferences</li> <li>Challenge coaches and IT to revise expectations for PT conferences to include an emphasis on data-driven conversations and away from behavior based conversations</li> </ul>
Parent Orientation Meeting <ul style="list-style-type: none"> <li>Attendance</li> <li>Reading Program</li> <li>Sign parent compact 1:1 with principal</li> </ul>	August 2013	August 2014	teachers, administrators, family liaison	SBB/ Title I	Expectations were reviewed regarding attendance and reading program; parents signed contract for meeting expectations in these areas.
Parents and teachers can help students analyze and understand their TCAP, QA data. Collaborative School Committee will measure growth and assist with giving recommendation to the Instructional Team.	2013-2014	2014-2015	Parents, teachers/staff, administrators, family liaison	SBB/ Title I	Students are able to participate in data – driven conversations at PT conferences.
Parent Meeting with presentation of ACT Composite Data	November 2013	November 2014	Administrators, family liaison, teachers, Parent Organizing Committee	SBB	Parents are encouraged and engaged in conversations around what a composite score means.

ACT Plan	October 2013	October 2014	Teachers, administrators	SBB	Parent meeting to help with data analysis of PLAN scores
College Readiness Seminars with DSF- Senior parent meeting, application nights, FAFSA nights	2013-2014	2014-2015	Principal, family liaison, DSF Advisor, DSF Intern.	SBB/ Title I	<ul style="list-style-type: none"> <li>• Parent &amp; student meetings for regarding pathways to college.</li> <li>• FAFSA Nights</li> <li>• Deferred Action nights</li> </ul>
Parents supporting reading program to transfer skills to writing proficiency.	Fall 2013	Fall 2014	Administrators, family liaison, teachers, Parent Organizing Committee	SBB/ Title I	<ul style="list-style-type: none"> <li>• Continue home reading program through the reading calendar. Make this asset agenda item during monthly parent meeting.</li> </ul>
Partner with parents to support ELL students in acquiring skills in listening, speaking, reading, and writing in English	Fall 2013	Fall 2014	Administrators, family liaison, teachers, Parent Organizing Committee	SBB/ Title I	<ul style="list-style-type: none"> <li>• Educate parents during monthly parent meetings on ELL supports</li> </ul>
ELL parent meetings with a focus on literacy.	Fall 2013	Fall 2014	Administrators, family liaison, teachers, Parent Organizing Committee, ELA teacher	SBB/ Title I	<ul style="list-style-type: none"> <li>• Parents are informed of ELA initiatives.</li> </ul>
All Core teachers are ELA-E certified	Fall 2013	Fall 2014	Core teachers	SBB/ Title I	<ul style="list-style-type: none"> <li>• Communicating to parents and teachers that all teachers are ELA certified or are in the process of being certified by UCD.</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 #6:** Teacher/Paraprofessional qualification.

**Root Cause(s) Addressed by the Major Improvement Strategy:** Parental support in assisting school mission is critical; the school needs to communicate to a broader parent group to educate and parents on school initiatives and support the school program at home.

**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 (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
	2013-14	2014-15			
We will monitor the certification of all teachers to ensure they all are highly qualified.	August 2013- June 2014	August 2014 to June 2015	Principal, administrators, Human Resources Partner	N/A	Principal and Assistant Principals will conduct quarterly checks in the Administrator Portal to check for current licenses.
We will monitor the certification of all paraprofessionals to ensure they all are highly qualified.	August 2013- June 2014	August 2014 to June 2015	Principal, administrators, Human Resources Partner	N/A	Principal and Assistant Principals will conduct quarterly checks in the Administrator Portal to check for current licenses.
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers.	August 2013- June 2014	August 2014 to June 2015	Principal, administrators, Human Resources Partner	N/A	<ul style="list-style-type: none"> <li>School administrators will attend District sponsored job fairs</li> <li>Create new teacher mentoring program in school with specific professional development</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.

**Section V: Supporting Addenda Forms**

**For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model**

Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	Bruce Randolph is the state's first "autonomous school." This provides the school with operational flexibility as it pertains to <u>recruiting, hiring and retaining teachers, developing a school schedule and calendar designed to fit the needs of students and the school, and financial flexibility.</u>
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan (p. 66) or Required TIG Addendum	The district provides regular, on-the-ground school turnaround, school improvement, and data supports are available through district-level teams. In addition, the DPS Director of School Turnaround and Turnaround Finance/Data Analysis have worked and will continue to work closely with district leaders and the principal of Bruce Randolph in preparing the TIG application, monitoring progress, and ensuring ongoing plan and budget alignment in accordance with 1003(g) guidance. A communications manager will also be available to support the school. Bruce will also continue to partner with the University of Colorado Denver and will build a partnership with City Year. If there are additional partners needed, those connections will be made.
Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).	Section IV: Action Plan (p. 66)	<p>A <u>new principal</u> will be hired to lead Bruce Randolph Middle School. Prospective candidates are in the process of being identified through our Lead In Denver initiative. Turnaround instructional leaders have met with Lead in Denver staff and incorporated turnaround language into the recruitment, selection, and hiring processes. For example, the job description includes the following:</p> <ul style="list-style-type: none"> <li>❖ Leads for dramatic improvement                             <ul style="list-style-type: none"> <li>▪ Has proven entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement</li> </ul> </li> <li>❖ Displays turnaround leadership competence                             <ul style="list-style-type: none"> <li>▪ Results-oriented, action-oriented, is aware of impact and influence both inside and outside of the school, leads high-performing teams, is skilled in planning and problem solving, and has the confidence to lead</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>Brings strong sense of mission and vision, high-level management skills, out-of-the box thinking, budget acumen, long-term planning focus, problem-solving mindset, ability to connect and communicate with parents and community, and solid ethical commitment to this work.</li> </ul> <p>The job description has been posted and in June, a team of district leaders will identify 4 potential candidates. These candidates will participate in a rigorous interview process, that includes Q &amp; A, data analysis, video observations, all of which are designed to find the best leader most aligned to the above description.</p>
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.	Section IV: Action Plan (p. 66) or Required TIG Addendum	Bruce Randolph piloted all components of Empowering Effective Education and specifically, the teacher-developed LEAP Observation and Feedback tool, which will ultimately become the <u>evaluation system</u> for DPS teachers. The system includes multiple classroom observations, as well as student achievement data. The LEAP systems was developed by cross-functional district teams, including principals and teachers.
Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.	Section IV: Action Plan (p. 66) or Required TIG Addendum	<u>Incentives are offered</u> through our ProComp compensation system, as well as financial bonuses for teaching in hard-to-serve schools. There are multiple teacher leadership opportunities and professional growth opportunities due to the infusion of additional resources. The LEAP system requires principals to be in classrooms observing instruction, which helps them identify teachers in need of an improvement plan right away in order to take next steps if necessary.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
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<p>Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Section IV: Action Plan (p. 66)</p>	<p>Bruce Randolph utilizes a PLC/data team model, as well as coaching to <u>job-embed professional development</u> for teachers. The district developed interim assessments that are administered at the beginning and throughout the school year, which are used in school-based <u>Professional Learning Communities</u>. Roughly 3-4 hours per week are spent in collaborative time, including weekly sessions with UCD on culturally and linguistically responsive practices, grade level data team meetings, content-focused teacher collaborative planning facilitated by instructional coaches, individual coaching cycles, and full-day "data days,"</p>
<p>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</p>	<p>Section IV: Action Plan (p. 66)</p>	<p>Due to Bruce's history and previous success, many teachers reach out directly to teach at Bruce. There is a performance-based component to <u>hiring practices</u> and school leaders observe the prospective teachers' instruction. Bruce has a relationship with Teach for America and many TFAers, who often will leave a placement after two years, will opt to teach longer at Bruce.</p> <p>There are several leadership opportunities for teachers at the school, as it values teacher passion and expertise. Teachers skilled in a particular area, such as classroom management, are provided release time to coach other teachers. There are also several examples of promotion from within, including elevating teachers to instructional coach or administration. Specifically, all current administrators at the school have been promoted. The newest structure in place is for teachers who stand out at each grade level to co-facilitate grade-level teams with a data coach. There is also an "ally team," a group of teachers well-versed in linguistically and culturally responsive practices who lead this work in collaboration with UCD. Bruce also pays above and beyond the district hourly pay for additional time worked.</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p>	<p>Section III: Data Narrative (p. 6) and Section IV: Action Plan (p. 66)</p>	<p>While Bruce was previously using their own teacher-developed <u>curriculum</u>, this year the school moved to utilizing DPS' Essential Learning Goals (ELGs), which are linked directly to the Common Core. Data days provide time to review student progress toward ELGs, review district-wide assessments, review student work, and establish baselines for instruction. The next level of this work, to happen this year, is to provide daily collaborative planning, allowing teachers to plan daily to directly address student needs.</p> <p>Bruce uses DPS curriculum materials, including Springboard, Connected Math, History Alive, Do the Math Now, and Inside.</p>
<p>Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of</p>	<p>Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p.</p>	<p>Mentioned above, the daily collaborative time that is built in next year's schedule will allow time for teachers to <u>act directly upon student data</u>, including formative data from SMI and SRI assessments. Quarterly data days offer the opportunity to review summative pieces as related to ELGs. Bruce Randolph uses district interim assessment for five key summative data points throughout the year. District staff will continue to support Bruce in the development of a monitoring system that focuses</p>

individual students.	66)	on more frequent assessment and data collection to determine – and act on – student progress.
Establish schedules and implement strategies that provide increased learning time.	Section IV: Action Plan (p. 66)	<p>For the 2012-13 school year, Bruce Randolph’s <u>school day</u> runs from 7:30-3:30 every day for teachers and students, which is at least 30 minutes longer than a typical DPS middle school. The teacher-student contact will remain the same for the 13-14 school year, but the schedule has been revised to accommodate for over 400 minutes of content instruction per week, which exceeds the 12-13 time by 20 minutes. Bruce is also building in collaboration time for all content teams (i.e. 6-12 content-based teachers will have a daily time to strengthen Tier I and ELL instruction. This includes all school staff, including coaches and facilitators.)</p> <p>Bruce leaders participated in sessions with National Center on Time and Learning and used multiple tools to assess the maximization of instructional time and that is a key focus of the school. This content has also helped them think through the upgrades to an already extended school day schedule.</p>
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan (p. 66)	Bruce Randolph School has a highly evolved approach for <u>engaging parents</u> in the academic life of the school and they will continue to build upon and improve communication efforts to community with support from district school turnaround communications manager. The school would benefit from additional resources to support a communications consultant to update the website and other parent communication materials. (Please see p. 11 for a full description of parent engagement activities).

**Section V: Supporting Addenda Forms**

**For Schools Operating a Title I Schoolwide Program (Optional)**

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)</p>	<p>Pages 9 and 10 and Action Plan pages 9-32.</p>
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)</p>	<p>Pages 9 and 10 and Action Plan pages 9-32.</p>
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)</p>	<p>Pages 9 and 10 and Action Plan pages 9-32.</p>
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)</p>	<p>Pages 9 and 10 and Action Plan pages 9-32.</p>

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention:</p> <p>What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>The ProComp teacher compensation system provides bonuses for teachers who serve in high poverty schools, and in positions which are difficult to staff. Teachers who serve in these high poverty schools will receive about \$2500, and, if they also teach subjects for which DPS has difficulty finding high quality teacher (and these positions are usually open in the same high poverty schools, they receive an additional \$2500). This is a significant salary differential.</p> <p>DPS provides programs to improve the quality of the mentoring of new teachers especially in high poverty schools with a lot of teacher turnover. Our goal is to retain high quality teachers in those buildings for the long term, the turnover will reduce, and the inexperience gap will take care of itself. Data systems measure the long term success of this plan and new teacher retention figures are available upon request. DPS is using other grant funds for our teacher residency program where new/inexperienced teachers work with master teachers in high poverty schools for a year to develop the expertise to teach and succeed in those schools. These teachers will earn a master’s degree in the process, which also helps them with pay differentials to encourage them to remain.</p>
<p>Data Analysis:</p> <p>How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)</p>	<p>Pages 9 and 10 and Action Plan pages 9-32.</p>
<p>Timely Intervention:</p> <p>How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)</p>	<p>Pages 9 and 10 and Action Plan pages 9-32.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced</p>	<p>Section IV: Action Plan</p>	<p>See attached parent compact on Title I addendum pages 3 &amp; 4</p>

on state assessments?		
Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?	Section IV: Action Plan	In order to ease the transition between preschool and elementary school, the parent liaisons in the early childhood programs schedule meetings with the parents of all students in the early childhood classes. These meetings are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for Kindergarten" or "Estoy listo para el jardino infancia." The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten.
Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?	Section IV: Action Plan, Resource Column	Major Improvement Strategies #1, #2, #3, #4, #5 Resource Column p.9-32
Additional Information/ Comments		These items are available upon request in the Title I Department: Title I Annual Parent Meeting agendas and sign-in sheets, HQ Principal Attestation, Parent Compact/Policy, SES and Choice participation

## Parent- Student-School Compact

### School Responsibilities

#### Bruce Randolph School will:

1. Monitor student attendance to ensure that all **students attend 95% of the time and miss no more than nine days** during the entire school year.
2. Provide high quality curriculum and instruction from highly qualified teachers in a supportive learning environment.
3. Schedule student/parent/teacher conferences as needed.
4. Provide parents with weekly student progress reports every Thursday.
5. Contact parents regarding outstanding student performance and when attendance, behavior, or academic concerns arise.
6. Provide Parents opportunities to volunteer and participate in their child's school, and to observe classroom activities.
7. Retain students who do not meet grade level requirements.
8. Provide each student a safe learning environment.
9. Ensure that every student receives quality instruction that meets his academic needs.

### Parent Responsibilities

#### As parents, we will:

School Code: 6350

School Name: BRUCE RANDOLPH SCHOOL

1. Guarantee **student attendance 95% of the time**; Student will **miss no more than nine** days during the entire school year; phone in excused absences.
2. Ensure that homework is completed.
3. Ensure that my student attends tutoring or Saturday School as needed.
4. Review and sign the daily reading calendar.
5. Review and sign weekly progress reports each Thursday.
6. Participate in school functions at least once each grading period.
7. Participate in decisions relating to my child's education.
8. Promote positive use of my child's extra-curricular time.
9. Stays informed about my child's education and communicate with the school regularly.

**Student Responsibilities**  
**As a student, I will:**

1. **Attend school on time at least 95% of the time; miss no more than nine days** during the entire school year.
2. Exert effort towards demonstrating high quality achievement on every assignment.
3. Set reasonable and appropriate academic goals.
4. Earn credit for every class.
5. Attend after-school or Saturday tutoring to help me earn credits.
6. Read at least 30 minutes every day.
7. Carry all required school supplies to class every day.
8. Do my homework every day and ask for help when I need it.
9. Stay organized using my school planner and other organizational tools.
10. Give my weekly progress report to my parent or guardian and return it to my teacher with my adult's signature the following day.

\_\_\_\_\_

School Representative

\_\_\_\_\_

Date

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date