Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

COLORADO
Department of Education

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Colorado's Unified Improvement Plan for Schools for 2015-16

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 provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- PPC #1- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in middle school math and literacy is low, below the district and state expectations. Our challenge is to accelerate the increase levels of academic achievement in MS math and literacy, in particular with English Language Learners.
- PPC #2- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in high school math and literacy is low, below the district and state expectations but higher than the network. Our challenge is to accelerate the increase levels of academic achievement in HS math and literacy, in particular with English Language Learners.
- PPC#3- (Growth): ACCESS MGP growth dropped from 42.5 in 2014 to 29 in 2015. Our challenge is to increase the MGP growth across grade levels in both MS and HS.
- PPC #4- (Postsecondary Readiness): 4-year graduation rate has fallen significantly. The 5 -year rate is almost at 100% (99% for 2013).
- PPC #5- (Postsecondary Readiness): ACT Composite and Content Scores are below the state mean and ACT Benchmarks but are trending upward.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

PPC #1 (Achievement) Middle School ELA & Math PARCC

- Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction.

- 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
- Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.
- 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.
- Instruction and texts are not always targeted to the rigor of the grade-level common core standard.
- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.

PPC #2 (Achievement) High School ELA & Math PARCC

- Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction.
- 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
- Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.
- 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.
- Instruction and texts are not always targeted to the rigor of the grade-level common core standard.
- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.

PPC #3 (Growth) ACCESS MGP ELP

- As a TNLI school with 43% of students identified as English Language Learners our teachers need targeted, in-depth and embedded training on instructional strategies to support English Language Learners.

PPC #4 (Postsecondary Readiness) Graduation

- Due to more students entering the State's College First Program, (6 in 2013, 15in 2014 and 15 in 2015), the 4-year graduation rate has been affected. In the 2015-2016 school year, 43 students out 99 are eligible for College First which will have a significant impact on the 4-year rate but will be strong in the 5-year rate.

PPC #5 (Postsecondary Readiness) ACT

- The school did not implement an articulated curriculum designed with the ACT as an end goal.
- The school was opened as a middle school only. The re-design was focused on 100% graduation rate not on post-secondary readiness.
- 9th and 10th grade students have not attained proficiency in reading/writing/math to be ready to hit the ACT benchmarks.
- Implementation of intentional ACT preparation in 9-12 college prep classes
- ACT PREP Academy where students rotate between strength and growth areas based on pretest data

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What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

1. **Major Improvement Strategy #1:** Use Data Driven Instruction systems to monitor student progress toward standards (Common Core State Standards [CCSS], BCC, WIDA, Next Generation Science Standards [NGSS], and Colorado Academic Standards [CAS]) in math, reading, writing, science, social studies, ELD, and electives.

2. **Major Improvement Strategy #2:** All students will have an extended Math and English Language Arts block of 100 minutes. Students receive additional interventions at the beginning of the day during a 30 minute academic support class.

3. **Major Improvement Strategy #3:** Cultivate, communicate, and practice The Bruce Way (mission, values, and mindset) through professional development, celebration, and engagement of parents, families, and students.

4. **Major Improvement Strategy #4:** Increase participation in postsecondary 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.

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

6. **Major Improvement Strategy #6:** Teacher/Paraprofessional qualification.

Access School Performance Frameworks here: http://www.cde.state.co.us/schoolview/performance

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Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	An optional submission for review is available on October 15, 2015 for early feedback from CDE. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp.

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Not serving grades K-3	This schools is not currently serving grades K-3.
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			

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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 - Transformation. Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.

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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.

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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 (Tiered Intervention Grant)
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, 2014-2015, and 2015-2016

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) ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant ☐ READ Act Requirements ☐ Other: _____

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

1	Name and Title	Cesar Cedillo, Principal
	Email	Cesar_cedillo@dpsk12.org

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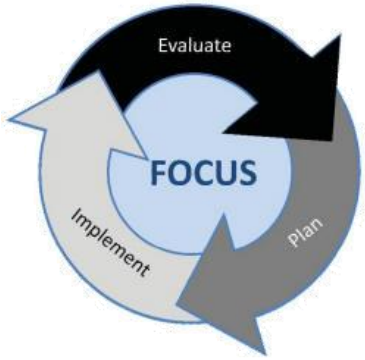
	Phone	720-424-1080
	Mailing Address	3955 Steele St. Denver, CO 80205
2	Name and Title	Zachary McDowell, Middle School Principal
	Email	Zachary_mcdowell@dpsk12.org
	Phone	720-424-1080
	Mailing Address	3955 Steele St. Denver, CO 80205

Section III: Narrative on Data Analysis and Root Cause Identification



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

Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school's data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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.

Description of School Setting and Process for Data Analysis: Provide a	**Review Current Performance:** Review recent state and local data. Document any areas	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local	**Priority Performance Challenges:** Identify notable trends (or a combination of trends)	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes

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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., School Accountability Committee).	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.	data), if available. 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.	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.	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 strategy(s) is encouraged.

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 one of the only Colorado high schools to boast a 90% or higher free/reduced lunch population and a 90% or higher graduation rate.

In the 2015-16 school year Bruce Randolph School serves 824 students sixth-twelfth. Bruce Randolph's middle school serves a student body of approximately 422 students; 97% receive FRL, 98% Minority, 78% Hispanic, 16% African American, 61% ELA (current and redesignated), and 23% of students receive Special Education services. Bruce Randolph's high school serves a student body of approximately 402 students; 95% receive FRL, 99% Minority, 92% Hispanic, 6% African American, 79% ELA (current and redesignated), and 12% of students receive Special Education services.

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 semester basis. Assessments used to gather data include: CMAS, TCAP, CELA, ACCESS, ANet Interims (6th-8th grade), Interims, teacher–made assessments, AP tests, 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. In the fall the process restarts with the CSC reexamining the current Major Improvement Strategies.

Current Performance

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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. No 2015 SPF rating was given as a result of the transition from TCAP to CMAS or PARCC.

BRS SPF Historical Results	Accredited On Priority Watch	Accredited On Priority Watch	Accredited On Watch	No SPF Rating Given
	2012	**2013**	**2014**	**2015**
% of Points Earned	37.8%	39.2%	44.1%	NA
Points Earned	150	154	167	NA
Points Possible	397	393	379	NA

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 rated 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 2014 performance indicates our high school students are outperforming our middle school students in all facets of the School Performance Framework.

2014-15 PARCC Data

- ELA
  - 8.8% of middle school students scored *meets expectations* or above on the PARCC ELA Assessments.
  - 21.9% of high school students scored *meets expectations* or above on the PARCC ELA Assessments.
- Math
  - 7.3% of of middle school students scored *meets expectations* or above on the PARCC Math Assessments.
  - 6.8% of of high school students scored *meets expectations* or above on the PARCC Math Assessments.

2014-2015 ACT

- Composite - 17.1

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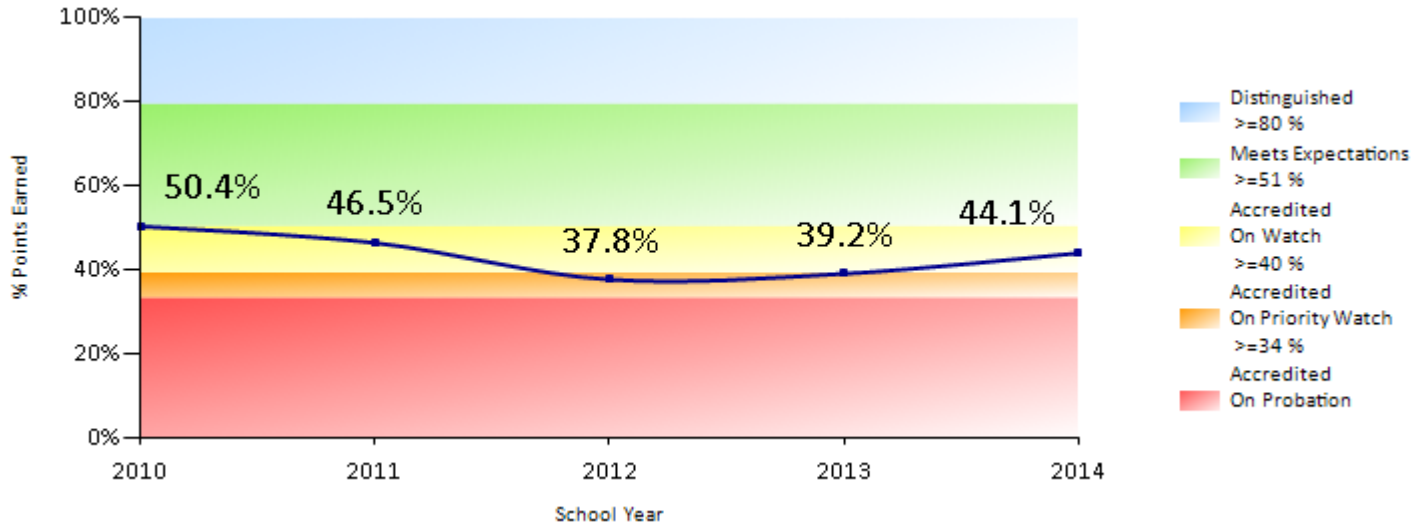
Trend Analysis

Bruce Randolph SPF Historial Trends



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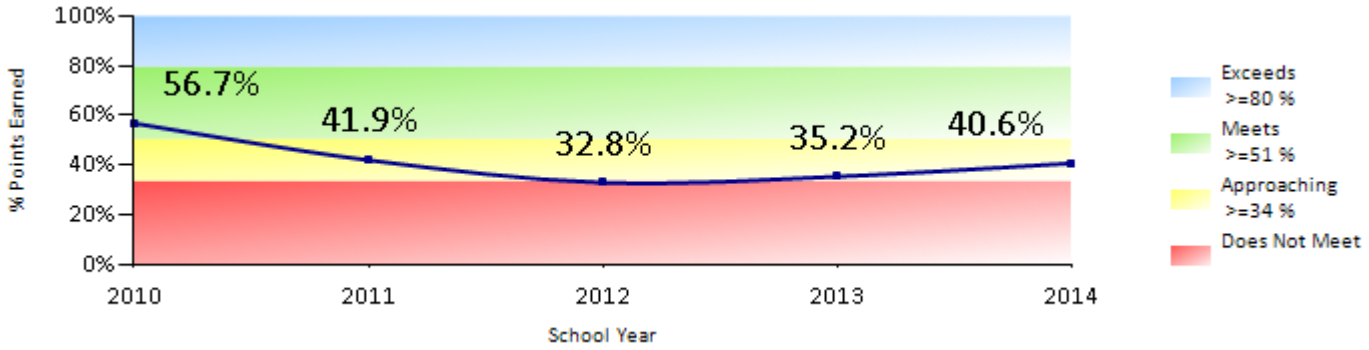
	Accredited On Watch	Accredited On Watch	Accredited On Priority Watch	Accredited On Priority Watch	Accredited On Watch
	2010	2011	2012	2013	2014
% Points Earned	50.4%	46.5%	37.8%	39.2%	44.1%
Points Earned	179	166	150	154	167
Points Possible	355	357	397	393	379

Student Progress Over Time - Growth



Student Achievement - Status

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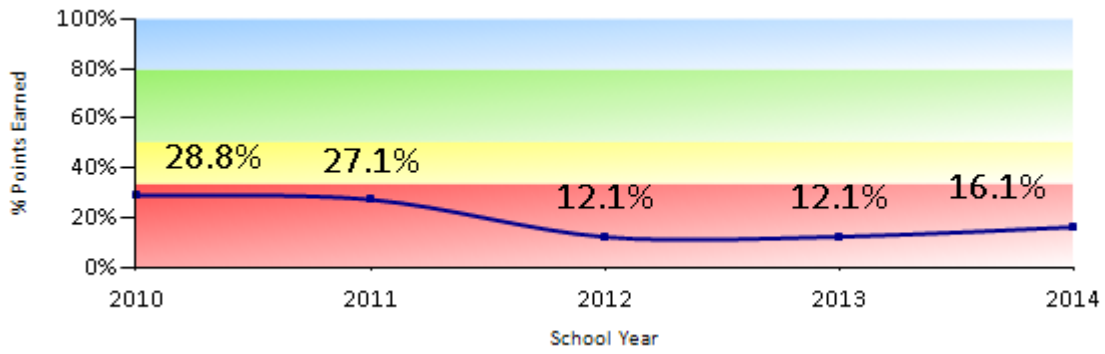
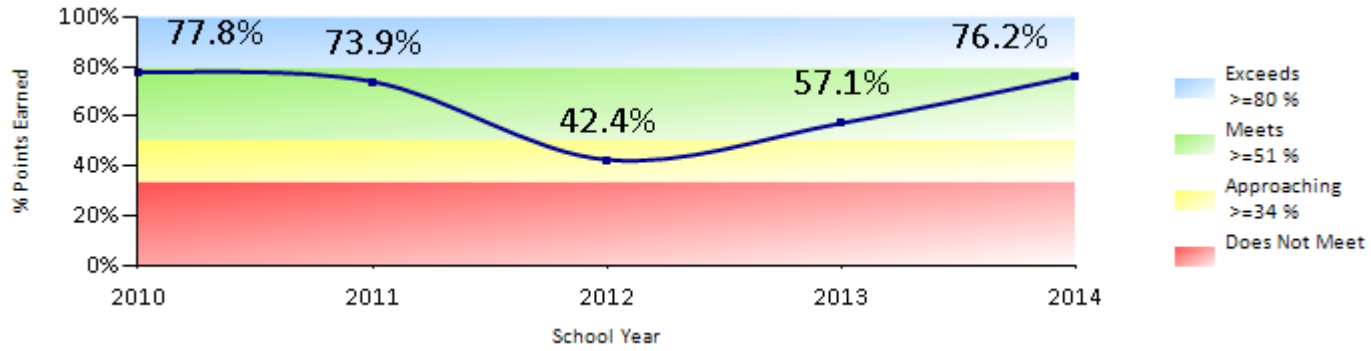


Post Secondary Readiness - Growth



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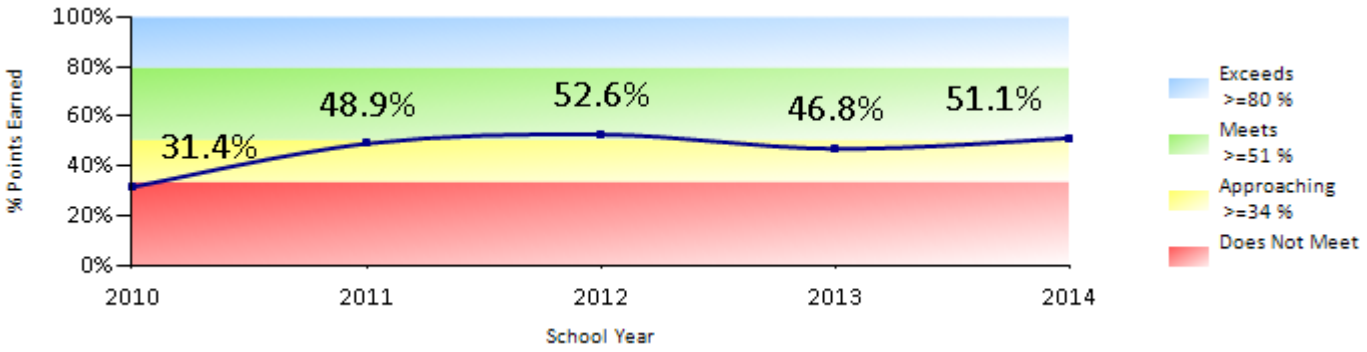
Post Secondary Readiness - Status



Priority Performance Challenges

- PPC #1- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in middle school math and literacy is low, below the district and state expectations. Our challenge is to accelerate the increase levels of academic achievement in MS math and literacy, in particular with English Language Learners.
- PPC #2- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in high school math and literacy is low, below the district and state expectations but higher than the network. Our challenge is to accelerate the increase levels of academic achievement in HS math and literacy, in particular with English Language Learners.
- PPC#3- (Growth): ACCESS MGP growth dropped from 42.5 in 2014 to 29 in 2015. Our challenge is to increase the MGP growth across grade levels in both MS and HS.
- PPC #4- (Postsecondary Readiness): 4-year graduation rate has fallen significantly. The 5 -year rate is almost at 100% (99% for 2013).
- PPC #5- (Postsecondary Readiness): ACT Composite and Content Scores are below the state mean and ACT Benchmarks but are trending upward.

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Root Cause Analysis

Bruce Randolph has made significant gains in post secondary readiness: five year graduation rate of 99%, three year trend of gains on the ACT. These gains are a result of intentionality in systems to support post secondary readiness; including a college seminar for all high school students, and intentionality around ACT prep grades 9-11. 2014-15 PARCC data indicates that achievement at Bruce Randolph still lags behind the district and state; major root causes include a breakdown in standards based data driven instruction and an unclear school culture among students, staff, and families.

PPC #1 (Achievement) Middle School ELA & Math PARCC

- Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction.
- 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
- Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.
- 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.
- Instruction and texts are not always targeted to the rigor of the grade-level common core standard.
- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.

PPC #2 (Achievement) High School ELA & Math PARCC

- Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction.
- 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
- Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.
- 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.
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- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.

PPC #3 (Growth) ACCESS MGP ELP
- As a TNLI school with 43% of students identified as English Language Learners our teachers need targeted, in-depth and embedded training on instructional strategies to support English Language Learners.

PPC #4 (Postsecondary Readiness) Graduation
- Due to more students entering the State's College First Program, (6 in 2013, 15in 2014 and 15 in 2015), the 4-year graduation rate has been affected. In the 2015-2016 school year, 43 students out 99 are eligible for College First which will have a significant impact on the 4-year rate but will be strong in the 5-year rate.

PPC #5 (Postsecondary Readiness) ACT
- The school did not implement an articulated curriculum designed with the ACT as an end goal.
- The school was opened as a middle school only. The re-design was focused on 100% graduation rate not on post-secondary readiness.
- 9th and 10th grade students have not attained proficiency in reading/writing/math to be ready to hit the ACT benchmarks.
- Implementation of intentional ACT preparation in 9-12 college prep classes
- ACT PREP Academy where students rotate between strength and growth areas based on pretest data

Major Improvement Strategies

1. **Major Improvement Strategy #1:** Use Data Driven Instruction systems to monitor student progress toward standards (Common Core State Standards [CCSS], BCC, WIDA, Next Generation Science Standards [NGSS], and Colorado Academic Standards [CAS]) in math, reading, writing, science, social studies, ELD, and electives.
2. **Major Improvement Strategy #2:** All students will have an extended Math and English Language Arts block of 100 minutes. Students receive additional interventions at the beginning of the day during a 30 minute academic support class.
3. **Major Improvement Strategy #3:** Cultivate, communicate, and practice The Bruce Way (mission, values, and mindset) through professional development, celebration, and engagement of parents, families, and students.
4. **Major Improvement Strategy #4:** Increase participation in postsecondary 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.

5. **Major Improvement Strategy #5:** Increase both parent communication and parent involvement.
6. **Major Improvement Strategy #6:** Teacher/Paraprofessional qualification.

The major improvement strategies will be tracked by the school administration using UIP google document at least quarterly, this information will allow the team to monitor progress and adjust based on ongoing data analysis.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	**Reading** 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 math TCAP.	Students took the PARCC Assessments 8.8% of middle school students scored *meets expectations* or above on the PARCC ELA Assessments.. 21.9% of high school students scored *meets expectations* or above on the PARCC ELA Assessments..	PARCC ELA and Math Colorado transitioned from the TCAP state assessment to the PARCC assessment this year. The PARCC assessment reflects Common Core State Standards and is a more rigorous assessment. The increased difficulty of the assessment is reflected in performance scores across contents. 2014-15 targets are unable to be assessed due to the transition to the PARCC. The 2014-15 PARCC performance results will be used to determine targets for 2015-16 and 2016-17 and will set a baseline for determining
	Math 32% of the middle school students will score proficient or advanced overall on	Students took the PARCC Assessments 7.3% of of middle school students scored *meets expectations* or above on the PARCC	

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	the math TCAP. 19% of the high school students will score proficient or advanced overall on the reading TCAP.	Math Assessments. 6.8% of of high school students scored *meets expectations* or above on the PARCC Math Assessments.	academic growth gaps. 2014-15 Academic Growth data not available for this year due to transition to PARCC Assessments. Graduation Rate ● Data on 2014-2015 has not yet been released. ● Bruce Randolph's 2013-14 five year graduation rate was 99% which exceeds the goal of 91%. ● Bruce Randolph's 2013-14 four year graduation rate does not reflect the students participating in College First and Ascent programs. Dropout Rate ● Data on 2014-2015 has not yet been released. ● Bruce Randolph's 2013-14 dropout rate was 0.6%, less than one percent. ● While systems have been put in place to eliminate dropouts, those systems still need to be perfected to ensure no
	Writing 33% of the middle school students will 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.	Students took the PARCC Assessments which combine reading and writing in ELA 8.8% of middle school students scored *meets expectations* or above on the PARCC ELA Assessments.. 21.9% of high school students scored *meets expectations* or above on the PARCC ELA Assessments..	
	Science 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	Students took the PARCC Assessments Data not available for this year due to transition to PARCC Assessments.	

	the science TCAP.		student ever drops out of school, and that those transferring out of state or country are not counted as dropouts. .
Academic Growth	**Reading** Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	ACT While continuing a trend of three years of growth on the ACT, Bruce Randolph School fell short of the performance target of an average of an 18 on the ACT composite. Bruce Randolph's average Composite ACT score of a 17.1 was less than one point away from the target.
	Math Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	
	Writing Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	
	Science Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	
Academic Growth Gaps	**Reading** Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	Three year growth trend ● Implementation of intentional ACT

Bruce Randolph ACT Composite Average		
12-13	13-14	14-15
15.9	16.4	17.1

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			preparation in 9-12 college prep classes ● ACT PREP Academy where students rotate between strength and growth areas based on pretest data ● Alignment of 9-10 testing with the ACT.
	Math Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	
	Writing Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	
	Science Middle/High school target will be 65 MGP.	Data not available for this year due to transition to PARCC Assessments.	
Postsecondary & Workforce Readiness	Graduation Rate 91%	2013-2014 Graduation Rate 4 year 63% 5 year 99%	
	Disaggregated Graduation Rate 91%	Data Not Available	
	Dropout Rate 0%	2013-14 Dropout Rate	

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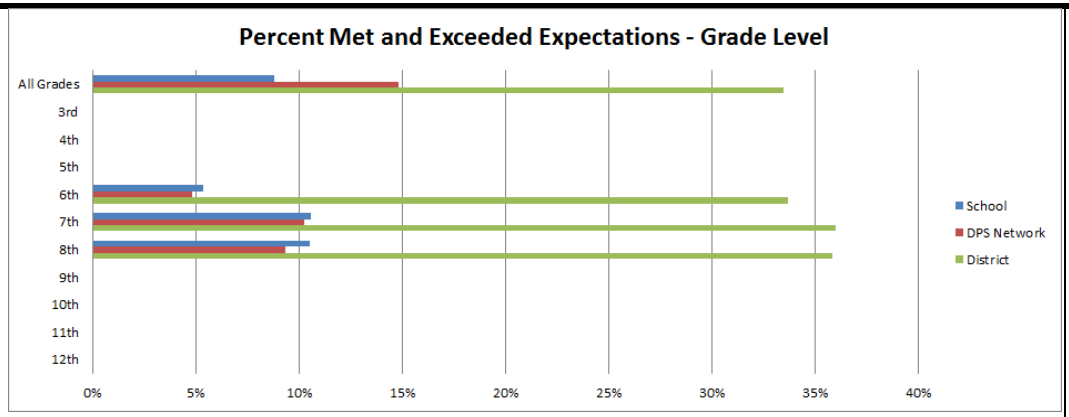
		0.6%	
	Composite ACT score of 18	Composite ACT 17.1	

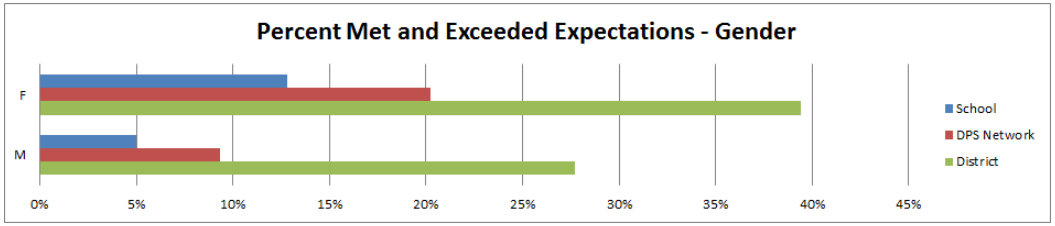
Worksheet #2: Data Analysis

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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**Middle School Achievement:** **English Language Arts:**	PPC #1- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in middle school math and literacy is low, below the district and state expectations. Our challenge is to accelerate the increase levels of	• Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction. • Students need more academic time in order to attain more than a year's growth. There was minimal support for high

School Code: 6350 School Name: BRUCE RANDOLPH SCHOOL





academic achievement in MS math and literacy, in particular with English Language Learners.

- risk students in tutoring
- Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.
- 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.
- Instruction and texts are

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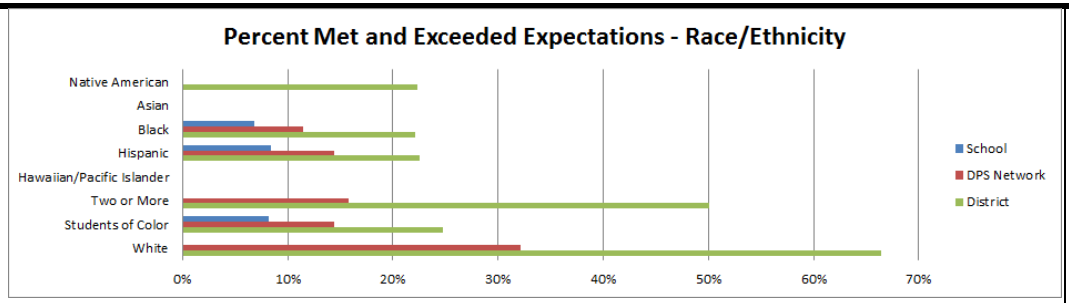

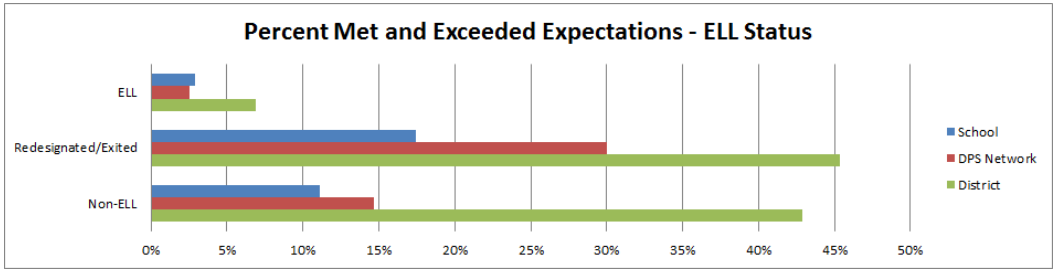

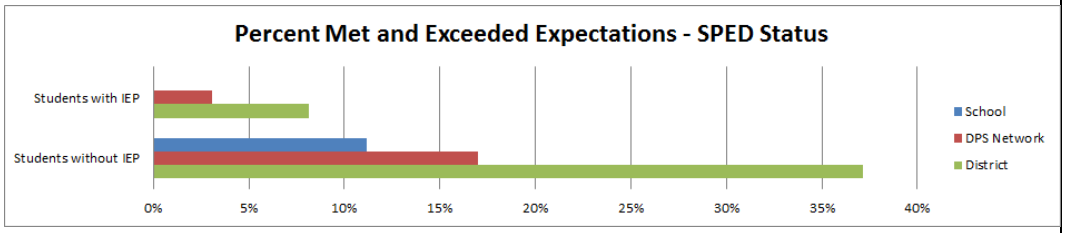

- not always targeted to the rigor of the grade-level common core standard.
- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.

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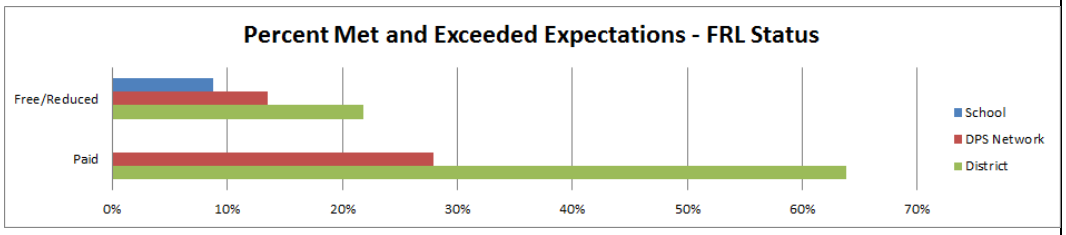

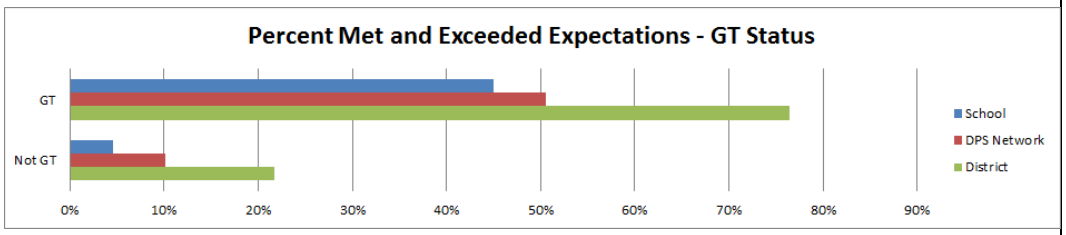

Middle School ELA Trend Statement:

The percent of Bruce Randolph Middle School students scoring *meets or above* on the 2015 PARCC ELA test was 6.8% which is significantly below the DPS average of a 33.5%. Achievement of 6th graders (5.4%), males (5.0%), ELL (2.9%), and Students with IEPs (0.0%) were lower than other disaggregated groups. The disaggregated groups with the most success were redesignated ELL students (17.4%) and students identified as GT (45%).

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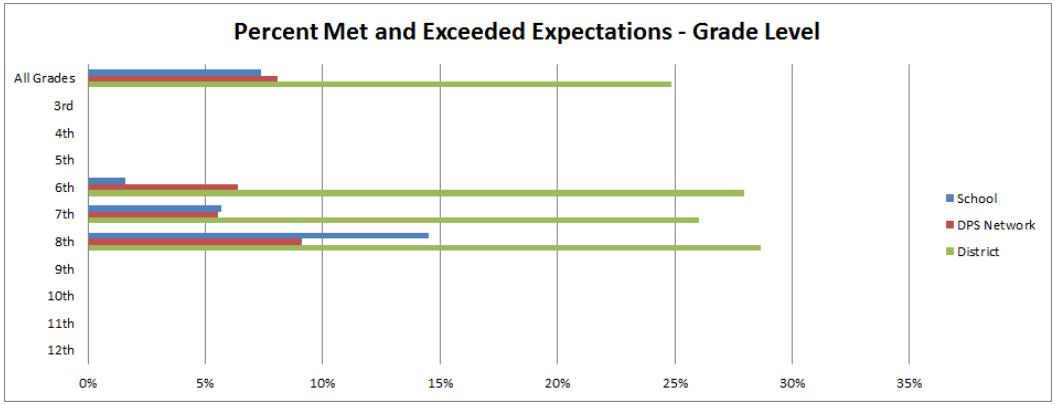
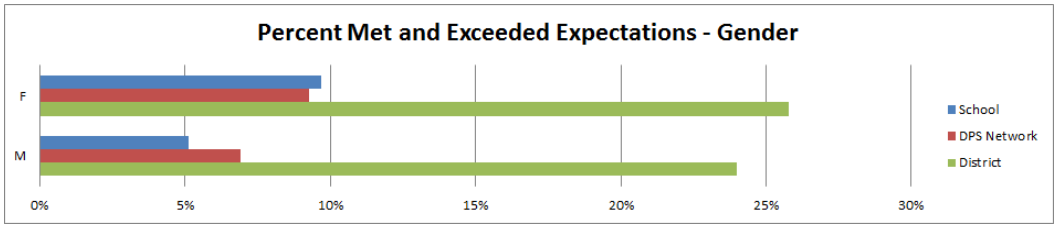
Middle School Math:





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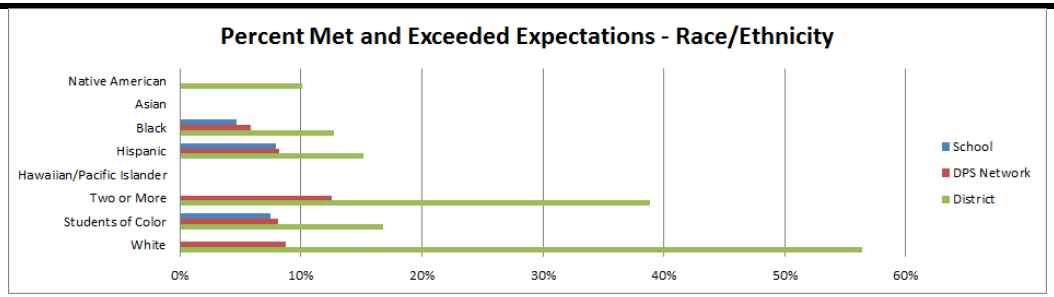

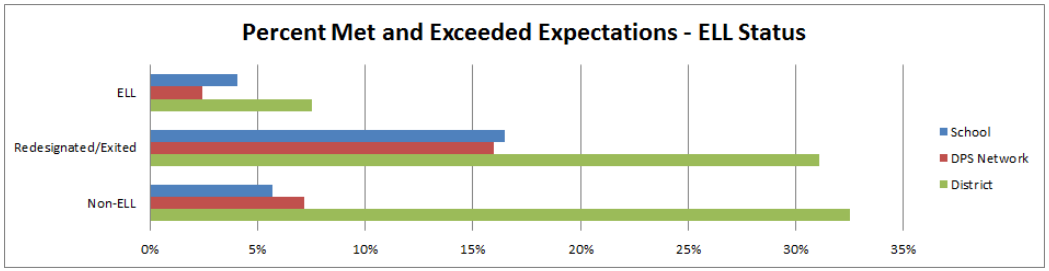

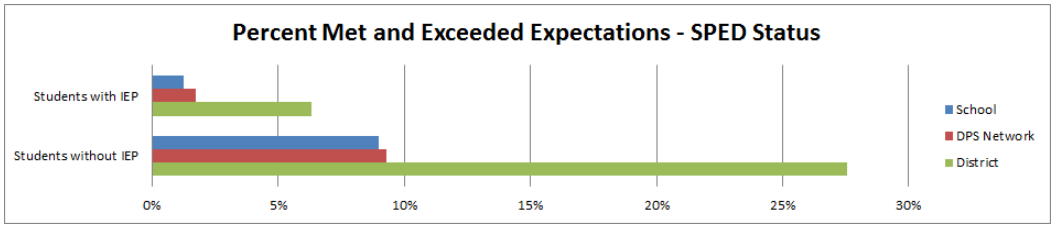

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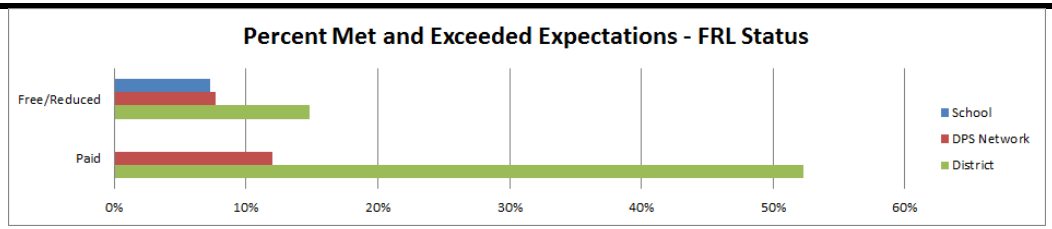

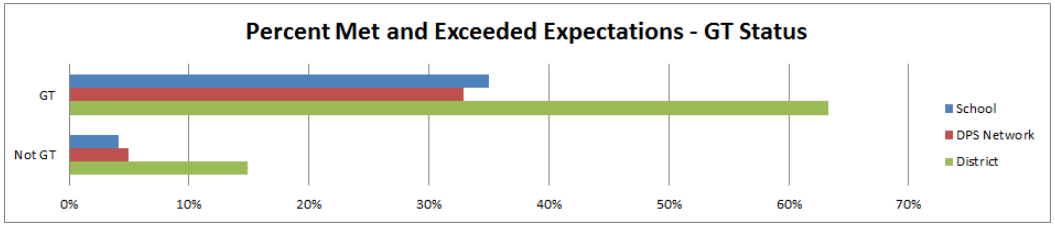

Middle School Math Trend Statement:

The percent of Bruce Randolph Middle School students scoring *meets or above* on the 2015 PARCC Math test was 7.3% which is significantly below the DPS average of a 24.9%. Achievement of 6th graders (1.6%), males (5.1%), Black students (4.7%), ELL (4.0%), and Students with IEPs (1.2%) were lower than other disaggregated groups. The disaggregated groups with the most success were redesignated ELL students (16.5%) and students identified as GT (35%).

- Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction.
- Students need more academic time in order to attain more than a year's growth. There was minimal support for high

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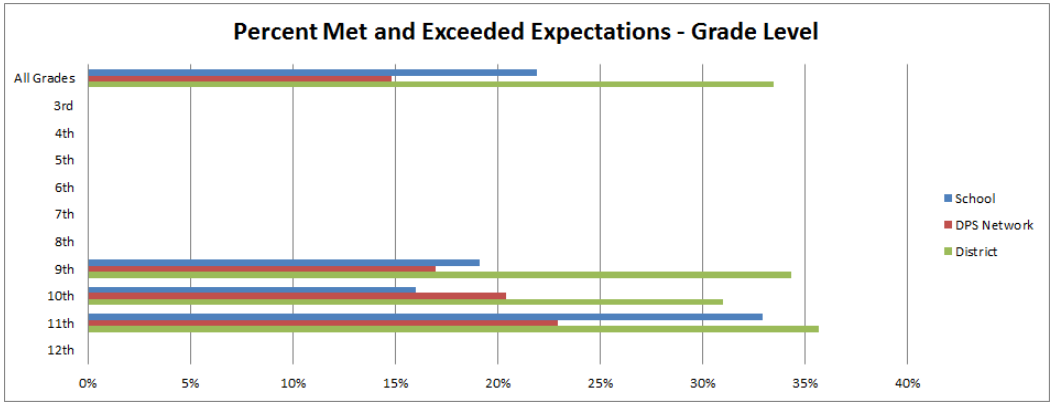
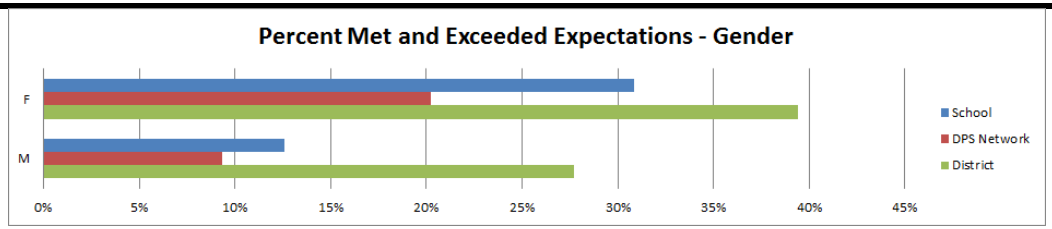
High School

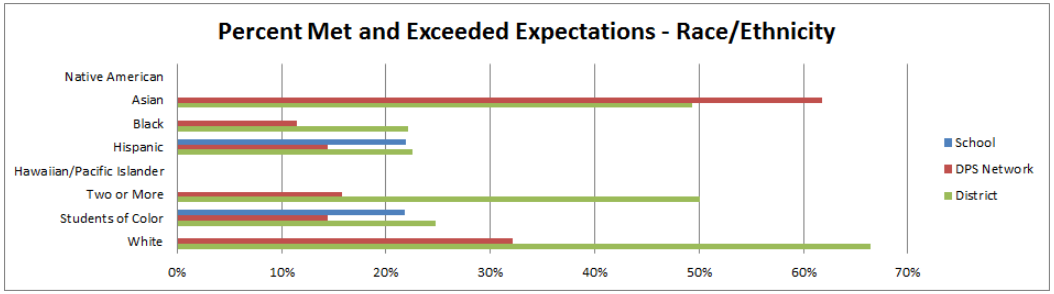
English Language Arts

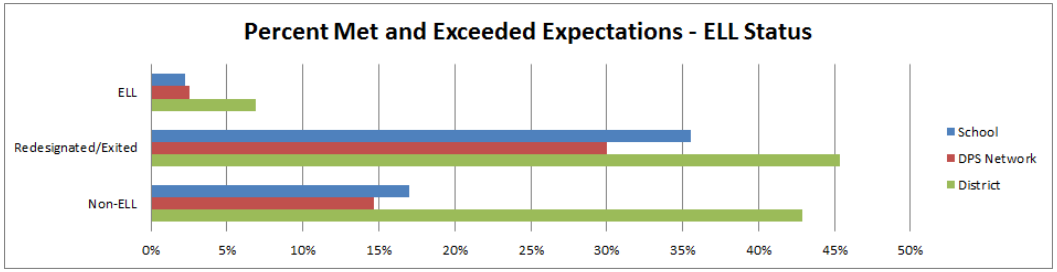


PPC #2- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in high school math and literacy is low, below the district and state expectations but higher than the network. Our challenge is to accelerate the increase levels of academic achievement in HS math and literacy, in particular with English

- risk students in tutoring
- Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.
- 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.
- Instruction and texts are







Language Learners.

- not always targeted to the rigor of the grade-level common core standard.
- Teachers need additional professional development and support to meet the needs of diverse learners including English language learners, Special Education students, students who are behind grade level and culturally diverse students.

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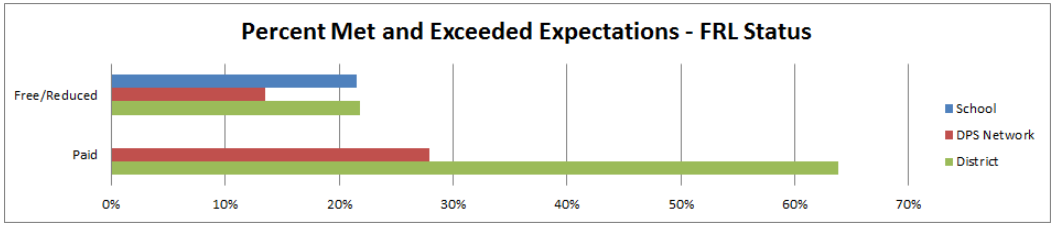
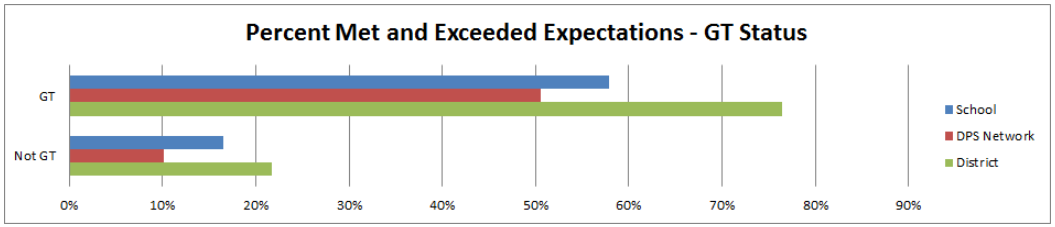
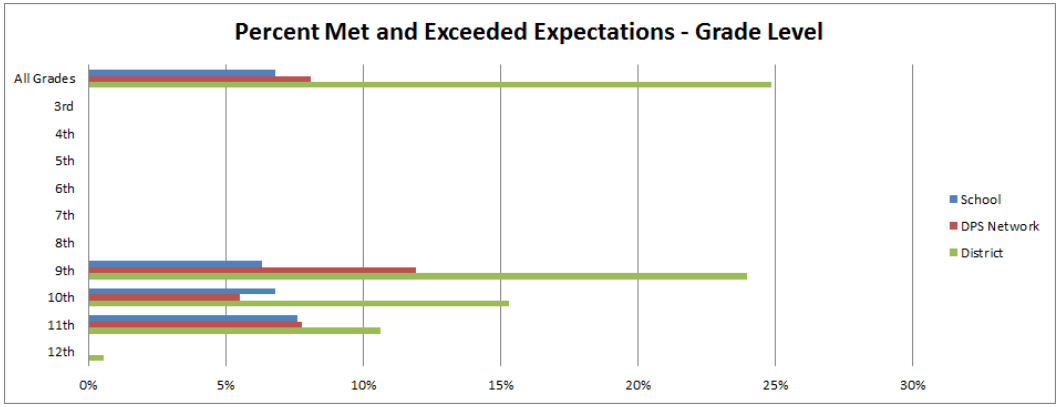


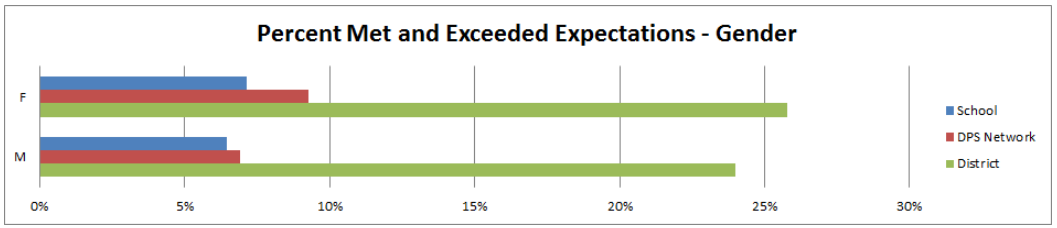


High School ELA Trend Statement:

The percent of Bruce Randolph High School students scoring *meets or above* on the 2015 PARCC ELA test was 21.9% which is below the DPS average of a 33.5%. Achievement of 10th graders (16.0%), males (12.6%), ELL (2.2%), and Students with IEPs (5.4%) were lower than other disaggregated groups. The disaggregated groups with the most success were females (30.9%), redesignated ELL students (35.6%) and students identified as GT (57.9%).

High School Math Achievement:





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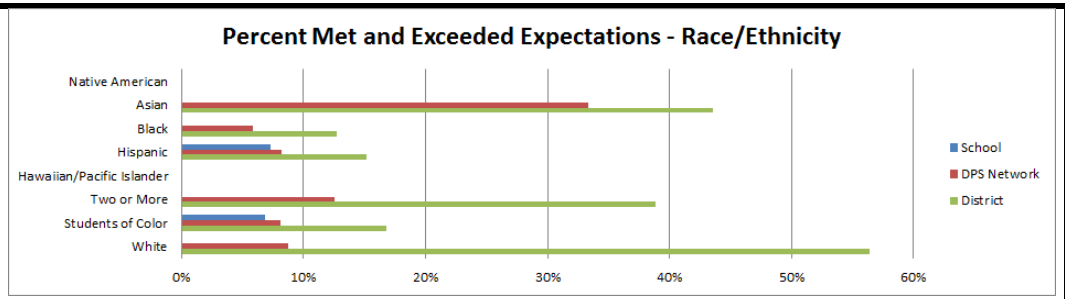

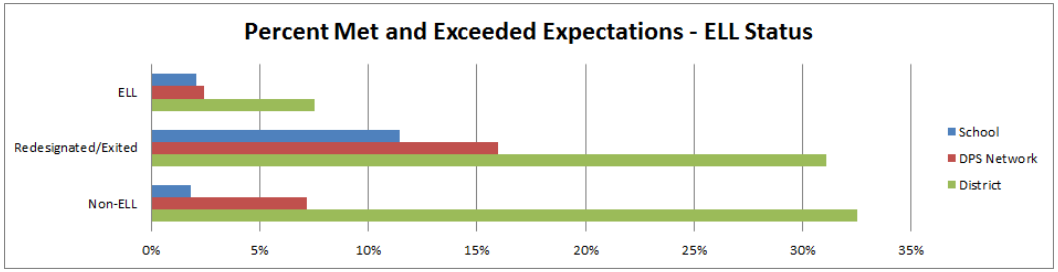

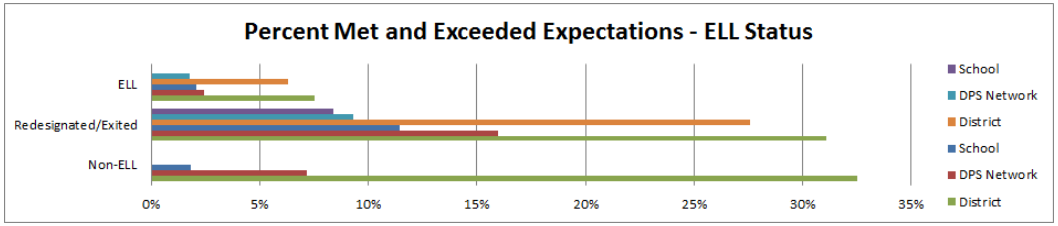

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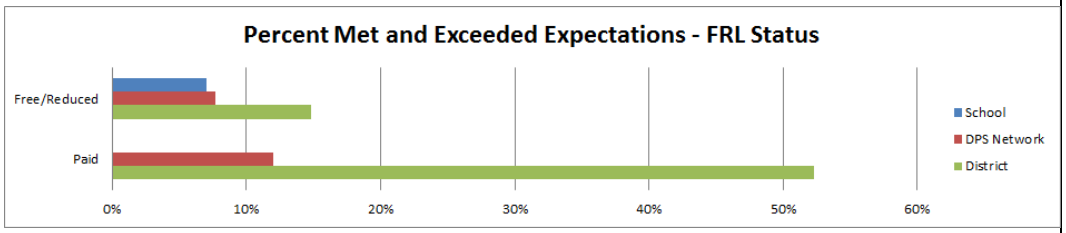

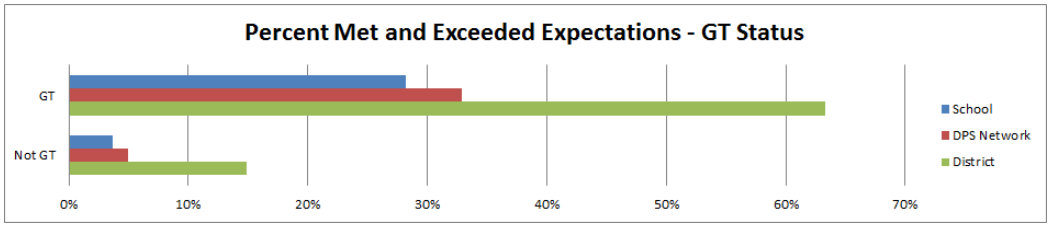

High School Math Trend Statement:

The percent of Bruce Randolph High School students scoring *meets or above* on the 2015 PARCC Math test was 6.8% which is significantly below the DPS average of a 24.9%. Achievement of ELL (2.1%), and Students with IEPs (0.0%) were lower than other disaggregated groups. The disaggregated groups with the most success were redesignated ELL students (11.5%) and students identified as GT (28.2%).

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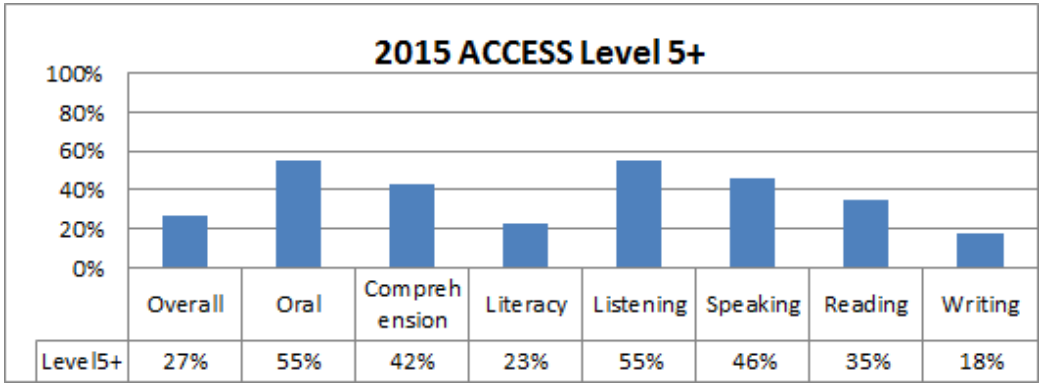
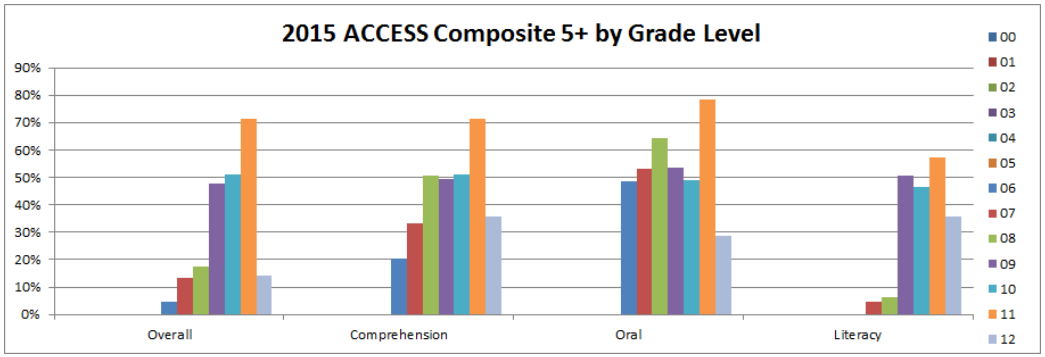
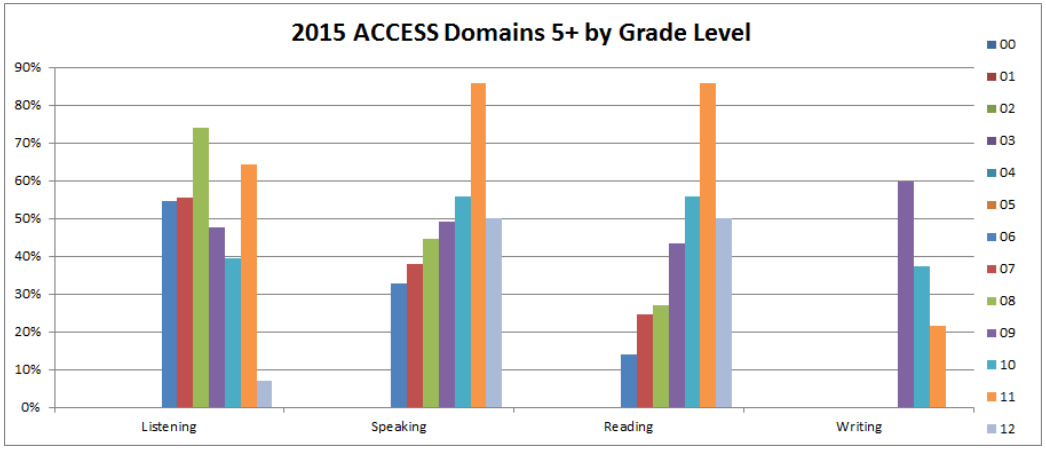
Middle School and High School ELA Trajectory:







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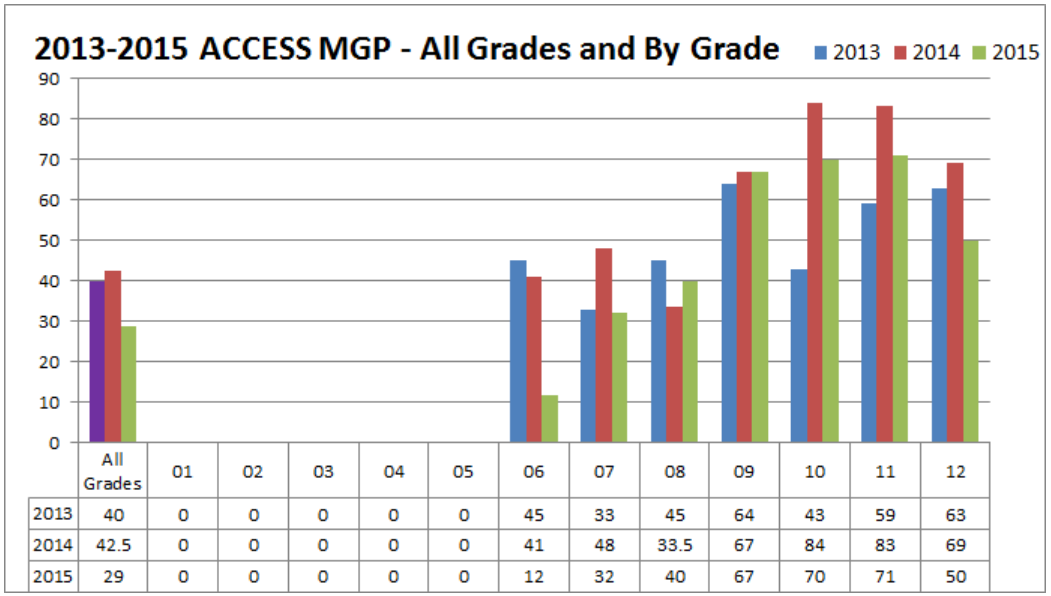
	ACCESS Trajectory Trend Statement: The percent of Bruce Randolph Middle School students On-track fell from 52% in 2014 to 39% in 2015. Most dramatically, sixth grade dropped from 22% in 2014 to 0% in 2015 and twelfth grade dropped from 48% in 2014 to 21% On-track in 2015. All grades showed a decline in the number of students On-track.		
Academic Growth	**No TCAP to PARCC MGP data available in 2015**		

	ACCESS MGP:	PPC#3- (Growth): ACCESS MGP growth dropped from 42.5 in 2014 to 29 in 2015. Our challenge is to increase the MGP growth across grade levels in both MS and HS.	As a TNLI school with 43% of students identified as English Language Learners our teachers need targeted, in-depth and embedded training on instructional strategies to support English Language Learners.



	All Grades	01	02	03	04	05	06	07	08	09	10	11	12
2013	40	0	0	0	0	0	45	33	45	64	43	59	63
2014	42.5	0	0	0	0	0	41	48	33.5	67	84	83	69
2015	29	0	0	0	0	0	12	32	40	67	70	71	50

ELP Growth Trend Statement:

Growth in English Language Proficiency as measured by ACCESS MGPs declined in most grade levels. ACCESS MGP growth saw a gain of 2.5 points in 2014, a jump from 40 in 2013 to 42.5 in 2014. However, 2015 saw a 13.5 point dip from 2014. Sixth grade had the most dramatic drop, from 41 to 12. Grades that didn't drop, include ninth grade, which held firm at 67, and eighth grade which gained 6.5 points and was the only grade to show growth from 2014 to 2015.

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<table>
<tr><td>Academic Growth Gaps</td><td>No MGP data available in 2015</td><td></td><td></td></tr>
<tr><td>Postsecondary & Workforce Readiness</td><td>Graduation Rate:
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<tr><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr>
<tr><td>4 year
85%

5 year
98%</td><td>4 year
91%

5 year
93%</td><td>4 year
63
%

5 year
99
%</td><td>Not yet released</td></tr>
</table>
Graduation Trend:
Bruce Randolph’s Graduation Rate 5 year trend is headed upwards. Bruce sends a significant number of students to the State's College First Program, (6 in 2013, 15 in 2014 and 15 in 2015), which has directly impacted 4-year graduation rate. In the 2015-2016 school year, 43 students out 99 are eligible for College First which will have a significant impact on the 4-year rate. However, the program in conjunction with systems to ensure students are On-track has culminated in five</td><td>PP #4-(Postsecondary Readiness): 4-year graduation rate has fallen significantly. The 5 -year rate is almost at 100% (99% for 2013).</td><td>Due to more students entering the State’s College First Program, (6 in 2013, 15in 2014 and 15 in 2015), the 4-year graduation rate has been affected. In the 2015-2016 school year, 43 students out 99 are eligible for College First which will have a significant impact on the 4-year rate but will be strong in the 5-year rate.</td></tr>
</table>

<table>
<tr>
<td></td>
<td>year graduation rate of 99%.

Dropout Rate:
<table>
<tr><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr>
<tr><td>0.7%</td><td>1.1%</td><td>0.6%</td><td>Not yet released</td></tr>
</table>
Dropout Trends: Data on 2014-2015 has not yet been released. Bruce Randolph's 2013-14 dropout rate was 0.6%, less than one percent. While systems have been put in place to eliminate dropouts, those systems still need to be perfected to ensure no student ever drops out of school, and that those transferring out of state or country are not counted as dropouts.</td>
<td></td>
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<tr>
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<td>ACT:</td>
<td>PPC#5-(Postsecondary Readiness): ACT Composite and Content Scores are below the state mean and ACT Benchmarks but are trending upward.</td>
<td>• The school did not implement an articulated curriculum designed with the ACT as an end goal.
• The school was opened as a middle school only. The re-design was focused on 100% graduation rate not on post-secondary readiness.</td>
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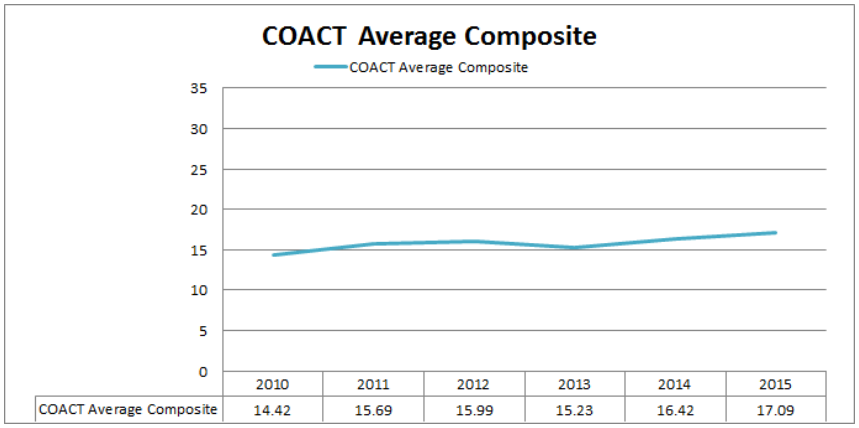
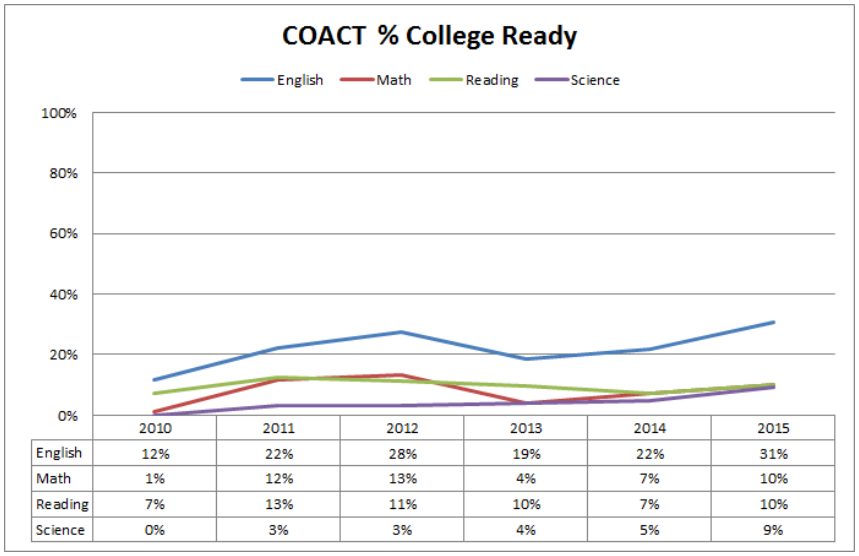


- 9th and 10th grade students have not attained proficiency in reading/writing/math to be ready to hit the ACT benchmarks.
- Implementation of intentional ACT preparation in 9-12 college prep classes
- ACT PREP Academy where students rotate between strength and growth areas based on pretest data



	2010	2011	2012	2013	2014	2015
English	12%	22%	28%	19%	22%	31%
Math	1%	12%	13%	4%	7%	10%
Reading	7%	13%	11%	10%	7%	10%
Science	0%	3%	3%	4%	5%	9%

ACT Trend:

Bruce Randolph's composite and content scores have increased over the past four years, yet are still below the state mean and ACT Benchmarks. However, scores show a three year trend of improvement.

Bruce Randolph ACT Composite Average

12-13	13-14	14-15
15.9	16.4	17.1

Advanced Placement:

AP Passing Rates:

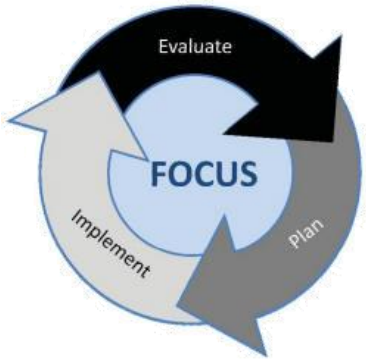
AP	2013		2014		2015	
	# tested	# passed	# tested	# passed	# tested	# passed
Total	155	30	139	36	157	36
Hispanic	139	29	126	36	146	35
Black	10	0	9	0	6	1

AP Trends:

	The number of students passing AP exams stayed consistent from 2014 to 2015. The number of students passing over the last two years shows about 20% growth from 2013. Despite more students taking AP exams in 2015 the number of students passing an AP exam remained fairly consistent.		

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. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

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School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2015-16	Annual Performance Targets 2016-17	Interim Measures for 2015-16	Major Improvement Strategy
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA and Math	PPC #1- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in middle school math and literacy is low, below the district and state expectations. Our challenge is to accelerate the increase levels of academic achievement in MS math and literacy, in particular with English Language Learners.	MS ELA- 15% meets or exceeds expectations on the PARCC ELA Assessments. MS Math- 12% meets or exceeds expectations on the PARCC ELA Assessments.	MS ELA- 20% meets or exceeds expectations on the PARCC ELA Assessments. MS Math- 17% meets or exceeds expectations on the PARCC ELA Assessments.	Teacher-made assessments (weekly/unit) ANet ELA Interim Assessments SLO Body of Evidence DPS unit and course assessments Math Fellows MAP assessments	MIS #1 MIS #2
			PPC #2- (Achievement) CMAS: PARCC data from 2014-15 indicates that overall status in all disaggregated groups in high school math and literacy is low, below the district and state expectations but higher than the network. Our challenge is to	HS ELA- 27% meets or exceeds expectations on the PARCC ELA Assessments. HS Math 12% meets or exceeds expectations on the	HS ELA- 32% meets or exceeds expectations on the PARCC ELA Assessments. HS Math 17% meets or exceeds expectations on the	Teacher-made assessments (weekly/unit/semester) SLO Body of Evidence DPS unit and course assessments	MIS #1 MIS #2

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			accelerate the increase levels of academic achievement in HS math and literacy, in particular with English Language Learners.	PARCC ELA Assessments.	PARCC ELA Assessments.		
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA and Math		Middle and High School targets for Math and ELA will be set once MGPs are released from the state.	Middle and High School targets for Math and ELA will be set once MGPs are released from the state.		MIS #1 MIS #2
		ELP	PPC#3- (Growth): ACCESS MGP growth dropped from 42.5 in 2014 to 29 in 2015. Our challenge is to increase the MGP growth across grade levels in both MS and HS.	MS MGP- 50 HS MGP- 70	MS MGP- 60 HS MGP- 70	Teacher-made assessments Edge and Inside assessments SLO Body of Evidence	MIS #1 MIS #2
Postsecondary & Workforce Readiness	Graduation Rate		PPC #4- (Postsecondary Readiness): 4-year graduation rate has fallen significantly. The 5 -year rate is almost at 100% (99%	4 year grad rate of 80% 5 year grad rate of 100%	4 year grad rate of 80% 5 year grad rate of 100%	On-track data for all HS students twice per semester College First enrollment	MIS #4

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		for 2013).				
	Disag. Grad Rate					MIS #4
	Dropout Rate		<1%	<1%		MIS #4
	Mean CO ACT	PPC #5- (Postsecondary Readiness): ACT Composite and Content Scores are below the state mean and ACT Benchmarks (17.1) but are trending upward.	MEAN Composite 18.1	Transition to SAT	Princeton Review Assessments three times per year Mock ACT assessments three times per year	MIS #4

Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: Use Data Driven Instruction systems to monitor student progress toward standards (Common Core State Standards [CCSS], BCC, WIDA, Next Generation Science Standards [NGSS], and Colorado Academic Standards [CAS]) in math, reading, writing, science, social studies, ELD, and electives.

Root Cause(s) Addressed: Inconsistent use of a rigorous assessment cycles to effectively develop best practices around assessing, tracking, monitoring, re-teaching and planning for instruction.

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

☐ State Accreditation ☐ Title I Focus School ☑ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Use of a rigorous Data Driven Instruction cycle: partner with the Achievement Network (ANet) to develop and implement item analysis structures to monitor student content	August 2015 to June 2016	August 2016 to June 2017	Cesar Cedillo, Principal, Zachary McDowell Middle School principal, Melissa Boyd,	General Fund	Scheduled three ANet assessments and data meetings throughout the 2015-2016 year.	In progress

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mastery. Using other assessments such as: teacher made assessments (weekly, unit, end of year), district end of year assessments, and MAPS			Principal Resident , Heather Riley Asst. Principal, Facilitators			
Revise a master schedule that will allow daily supported collaborative planning time (CPT) for content teams, including cross-content collaboration for Language Arts & Social Studies and Math & Science.	August 2015 to June 2016	August 2016 to June 2017	Cesar Cedillo, Principal, Zachary McDowell Middle School principal, Melissa Boyd Asst. Principal, CSC, Facilitators	General Fund	Master schedule	Completed in May 2015
Use a fast and frequent feedback model between administrators and teachers in order to give bite-size action steps to improve instruction. Facilitators will support teachers in implementing action steps.	August 2015 to June 2016	August 2016 to June 2017	Administrators and Facilitators	General Fund	Bi-monthly fast and frequent feedback sessions with all teachers.	In Progress
Content level teams will collaboratively track mastery of standards - Math & Science develops, tracks and analyzes weekly quizzes focused on standards. Science uses Grade Cam software. Middle school math teachers use ANet resources	August 2015 to June 2016	August 2016 to June 2017	Administrators -Language Arts, math, social studies teachers -ELD and Literacy Skills Teachers -Facilitators	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	In progress

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- Language Arts team will utilize grade level assessments which are aligned to the CCSS to monitor student progress of the standards. Middle school teachers use ANet resources - Social studies will focus on W.1 to implement a school-wide writing expectation to complement language arts. - ELD will assess and monitor, across domains, using Model, curriculum, and teacher made assessments. - Electives will use district assessments (PE) and teacher made assessments					achievement.	
Provide four data days for teachers to score, analyze, create re-teaching plans and reflect on gains.	August 2015 to June 2016	August 2016 to June 2017	Administrators, teachers	General fund,	On 2015-2016 Master calendar Assessments will be given four times a year	In progress
Re-evaluate effectiveness of collaborative schedule to revise in Semester 2 of 2016 and in 2016-2017	Spring 2016	August 2016 to June 2017	Administrators, Instructional Team and teachers	General Fund	Scheduling meetings during spring 2016	In Progress

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* 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.

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Major Improvement Strategy #2: All students will have an extended Math and English Language Arts block of 100 minutes. Students receive additional interventions at the beginning of 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):

☐ State Accreditation ☐ Title I Focus School ☑ Tiered Intervention Grant (TIG) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Provide an extended day for all students.	August 2015 to June 2016	August 2016 to June 2017	All staff	General Fund, TIG	Master schedule	Completed
Implement daily high dosage 4:1 math tutoring at 6th and 8th grade with Math Fellows using ANet resources Math Fellows will teach targeted grade level material and foundational skills. MAPS will be used to track student and Fellow growth and progress.	August 2015 to June 2016	August 2016 to June 2017	Administrators , Math Fellows Coordinator, Math Fellows	Mill Levy	Weekly observations of Fellows with a debrief. Math Fellows join the math team for weekly collaboration. Two- three visits by Blueprint to gauge effectiveness and	In Progress

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					give feedback	
Use City Year corps members to assist in providing targeted small group support to students in 6th and 7th grade contents areas, targeting math and language arts.	August 2015 to June 2016	August 2016 to June 2017	Administrators, Math facilitator, City Year, Teachers	TIG	August 2015 to June 2016	In Progress
Schedule all students 6-12 in 100 minute math and language arts classes for grade level and intervention work.	August 2015 to June 2016	August 2016 to June 2017	All staff	General Fund, Mill Levy	Schedule students Weekly quizzes	In progress
Provide an advisory block/enrichment/Restorative Approaches for students 6-12	August 2015 to June 2016	August 2016 to June 2017	Administrators, Restorative Approaches Coordinator, teachers	General Fund	Master Schedule Semester changes: December 2014	In progress
Provide Tier 3, small group instruction targeted to support specific math and reading needs for students on an IEP.	August 2015 to June 2016	August 2016 to June 2017	Special Education team	General Fund	Progress monitor data; Screener data	In Progress
Revise master schedule in Spring of 2016 around extended day and block schedules	Spring 2016	August 2016 to June 2017	Administrators Teachers Instructional	General Fund	Solicit feedback in Spring of 2016 form a scheduling committee	In Progress

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			Team			

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

Major Improvement Strategy #3: Cultivate, communicate, and practice The Bruce Way (mission, values, and mindset) through professional development, celebration, and engagement of parents, families, and students.

Root Cause(s) Addressed: Unclear school culture among students, staff, and families which led to inconsistent investment in school. Vague school-wide systems and approaches for all students and staff, such as varied implementation of behavioral expectations, academic rigor, extra-curricular programming, and reinforcement of BRUCE values in pursuit of our mission.

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) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Master schedule will reflect an early release every Wednesday at 2:39 pm for professional development from 3:00 – 4:15 pm	August 2015 to June 2016	August 2016 to June 2017	Principal- Cesar Cedillo	General fund	Master schedule	In progress
Provide weekly professional development focusing on strategies to support teachers to develop and implement culturally responsive practices related to:	August 2015 to June 2016	August 2016 to June 2017	Administrators , Teachers , and Instructional	General Fund TIG	-Classroom walkthroughs to identify best culturally and instructional practice strategies. - weekly professional	In progress

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- PBIS Systems - Level Systems - Rigor			Coaches.		development meetings - LEAP ratings	
Provide a required common text for all staff to interact with: Teach Like a Champion 2.0. Teachers will use Wednesday PD time to read a strategy, watch video, and have colleagues show how they implement the strategy in their classroom.	August 2015 to June 2016	August 2016 to June 2017	Administrators , Instructional Team	General fund, District	Instructional Team Meetings Admin Meetings Open/close of class Least invasive re-direction	In progress
Implementing school-wide PBIS systems - Good behavior is connected to the BRUCE (brilliance, respect unity, character and effort) Values - Students earn "BRUCE Bucks" for demonstrating one of the BRUCE values (middle school students) - A weekly BRUCE Bucks drawing (middle school students) -create and implement incentive programming	August 2015 to June 2016	August 2016 to June 2017	Principal School Leadership Team Teachers	TIG	Principal, Assistant Principal and School Leadership	In progress

Creation of a Behavior team which will review engagement and behavior data on: - Monitor student engagement (attendance, behavior, grades) - Monitor behavior data (individual students, groups, grade levels, teacher specific) and school trends (attendance, ALC, ISS,OSS).	August 2015 to June 2016	August 2016 to June 2017	Behavior Team Administrators		Team monitor student behavior weekly (ALC, ISS, OSS) for improvement. Positive student perception surveys are also a benchmark. Monitor behavior data (individual students, groups, grade levels, teacher specific) and school trends.	
During bi-monthly grade level meetings teachers will celebrate 4-5 students who show specific BRUCE values by sending positive note cards home. A student picture and short quote naming the value earned will be displayed in the grade level hallway.	August 2015 to June 2016	August 2016 to June 2017	All staff Grade level teams	General Funds TIG	New students will be added on a bi monthly basis.	In progress
Define The Bruce Way - Students - Staff – restorative model for The Bruce Way for conferencing with students.	January 2016 to June 2016	August 2016 to June 2017	Stakeholders Students, Staff, Families	General Funds TIG	Form a committee of students, staff members, and family second semester. Plan ready for August 2016.	

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- Relevance - Families (offered tours to parents) - Lexicon/Language - Students knowing teachers and teachers knowing students better - Formation of social committee for staff						
Celebrate Multiculturalism - Language: Spanish spelling bees, Spanish more visible in hallways and used in morning announcements - Using students bilingualism in the classroom as an asset - Seal of Biliteracy with the support of motivational speakers and successful bilingual adults - Use marketing materials - College First, workshops with students and families - Investigate methods to more effectively communicate with families (higher education	August 2015 – June 2016	August 2016 – June 2017	Administrators Staff Counselors	General Fund	GSA meets once a week during advisory Annual Spanish spelling bee Seal of Biliteracy given to students earned May 2016 graduation Work with DPS marketing to create marketing materials October 2015 African American Awards Banquet	In progress

institutions) - Form a black student alliance - Formation of a gay straight alliance						
Expand extracurricular activities - City Year tutoring - Metro State tutoring - Project Voyce - City Wild - YMCA - Student Council (MS/HS) - Student Board of Education - Challenge 5280 - Middle School Sports - High School Sports - Drumline - El Sistema - Drama/ Theater - Sound Body Sound Mind - Seek other extracurricular activities; NHS, art club, cross country, spoken word, drama club, choir, cooking, film studies, JROTC, Chicano/Latino studies, Spanish Honors Society	August 2015 – June 2016	August 2016 – June 2017	Administrators Staff Counselors	General Fund	Monitor on January of 2016 to check if expansion has occurred.	In Progress

* 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.

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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. 9th and 10th grade students have not attained proficiency in reading/writing/math/science to be ready to hit the PSR benchmarks.

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) ☐ Diagnostic Review Grant ☐ School Improvement Support Grant

☐ READ Act Requirements ☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Implement a rigorous curriculum that is focused, coherent, appropriately challenging and that prepares students for college-level work: AP Course Offerings: ● AP English Language, AP English Literature, AP US History, AP Spanish Literature, AP Statistics, AP Human Geography	August 2015 to June 2016	August 2016 to June 2017	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

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• On-Campus CE courses -CCD: BTE101/102 (all 9th graders), MAT120 (spring), MAT 050, Math 055, AAA109, CIS 113, CCR092 (fall and spring)						
Offer a college seminar class to all high school students	August 2015 to June 2016	August 2016 to June 2017	Principal- Cesar Cedillo Asst. Principal- Heather Riley Denver Scholarship Fund Advisor GEARUP Advisor School Counselor	General Fund	Seniors will apply to at least 4 colleges College acceptance will reach 100% Sophomores will research a career path by completing PEP requirements Freshmen will learn high school credit system by completing PEP requirements	In progress
Adjunct Bruce Randolph teachers at CCD and CCA	August 2015 to June 2016	August 2016 to June 2017	Principal- Cesar Cedillo Asst. Principal- Heather Riley School	General Fund	August 2015 to June 2016	In progress

			Counselor			
Princeton Review ACT practice test for juniors. Each student will receive their disaggregated scores and work on growth areas. ACT Prep test administered to all sophomores	August 2015 to June 2016	August 2016 to June 2017	Principal- Cesar Cedillo Asst. Principal- Heather Riley Cam Hill	District provided	October 2015	In progress
Teachers attend ongoing professional development through the Princeton Review implement an ACT readiness curriculum.	August 2015 to June 2016	August 2016 to June 2017	Teachers			In progress
Focus on usage/mechanics and rhetorical skills.	August 2015 to June 2016	August 2016 to June 2017	Language Arts department Language and Literacy Department	General fund	May 2016 to discuss course sequence and curriculum.	In progress
Enroll 100% of sophomores in AAA109 or BTE 101	August 2015 to June 2016	August 2016 to June 2017	Asst. Principal- Heather Riley	General Fund	During college seminar	In progress
Students in 11th grade math skills	August 2015 to	August 2016 to	High School math	General Fund, SEI Grant	August 2015 to June 2016	In progress

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classes will focus on ACT preparation.	June 2016	June 2017	teachers			

* 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 #5: Increase both parent communication and parent involvement.

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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):

X State Accreditation ☐ Title I Focus School X 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
	2015-16	2016-17			
TCAP, SRI, SMI, PEP, ALP data to parents via data folders at P/T Conferences	August 2015 to June 2016	August 2016 to June 2017	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	August 2015 to June 2016	August 2016 to June 2017	teachers, administrators	SBB/ Title I	• Ensure that teachers are explaining data during conferences • Challenge coaches and IT to revise expectations for PT conferences to include an emphasis on data-driven conversations and away from behavior based conversations
Parent Orientation Meeting • Attendance • Reading Program • Sign parent compact 1:1 with principal	August 2015	August 2016	teachers, administrators, family liaison	SBB/ Title I	Expectations were reviewed regarding attendance and reading program; parents signed contract for meeting expectations in these areas.

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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.	August 2015 to June 2016	August 2016 to June 2017	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 2015	Novembe r 2016	Administrators, family liaison, teachers, Parent Organizing Committee	SBB	Parents are encouraged and engaged in conversations around what a composite score means.
College Readiness Seminars with DSF, INSPIRE- Senior parent meeting, application nights, FAFSA nights	August 2015 to June 2016	August 2016 to June 2017	Principal, family liaison, DSF Advisor, DSF Intern.	SBB/ Title I	Parent & student meetings for regarding pathways to college. FAFSA Nights Deferred Action nights
Partner with parents to attend Superintended Parent Forums	August 2015 to June 2016	August 2016 to June 2017	Administrators, family liaison, Parent Organizing Committee	SBB/ Title I	Educate parents during monthly parent meetings on ELL supports
ELL parent meetings with a focus on literacy.	Fall 2015	Fall 2016	Administrators, family liaison, teachers, Parent Organizing Committee, ELA teacher	SBB/ Title I	Parents are informed of ELA initiatives.

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All Core teachers are ELA-E certified	Fall 2015	Fall 2016	Core teachers	SBB/ Title I	Communicating to parents and teachers that all teachers are ELA certified or are in the process of being certified by UCD.

* 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: As a Transitional Native Language Instruction (TNLI) model school, hiring highly-qualified content teachers, teachers who are Spanish-qualified in particular, has not occured. Non-content teachers need to be ELA-E qualified.

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

X State Accreditation ☐ Title I Focus School X 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 2015 to June 2016	August 2016 to June 2017	Principal, administrators, Human Resources Partner	N/A	Principal and Assistant Principals will conduct quarterly checks in the Administrator Portal to check for current licenses.

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We will monitor the certification of all paraprofessionals to ensure they all are highly qualified.	August 2015 to June 2016	August 2016 to June 2017	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 2015 to June 2016	August 2016 to June 2017	Principal, administrators, Human Resources Partner	N/A	School administrators will attend District sponsored job fairs Create new teacher mentoring program in school with specific professional development

* 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.

[redacted]

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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 recruiting, hiring and retaining teachers, developing a school schedule and calendar designed to fit the needs of students and the school, and financial flexibility.
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)	A new principal 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: ❖ Leads for dramatic improvement ▪ Has proven entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement ❖ Displays turnaround leadership competence ▪ 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

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		solving, and has the confidence to lead ▪ 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. 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 & A, data analysis, video observations, all of which are designed to find the best leader most aligned to the above description.
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 evaluation system 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	Incentives are offered 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.

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.	Section IV: Action Plan (p. 66)	Bruce Randolph utilizes a PLC/data team model, as well as coaching to job-embed professional development for teachers. The district developed interim assessments that are administered at the beginning and throughout the school year, which are used in school-based Professional Learning Communities. 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,"
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	Section IV: Action Plan (p. 66)	Due to Bruce's history and previous success, many teachers reach out directly to teach at Bruce. There is a performance-based component to hiring practices 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. There are several leadership opportunities for teachers at the school, as it values teacher passion

in the turnaround school.		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.
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;	Section III: Data Narrative (p. 6) and Section IV: Action Plan (p. 66)	While Bruce was previously using their own teacher-developed curriculum, 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. Bruce uses DPS curriculum materials, including Springboard, Connected Math, History Alive, Do the Math Now, and Inside.
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 individual students.	Section IV: Interim Measures on Target Setting Form (p. 9) and Action Plan (p. 66)	Mentioned above, the daily collaborative time that is built in next year's schedule will allow time for teachers to act directly upon student data, 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 on more frequent assessment and data collection to determine – and act on – student progress.
Establish schedules and implement strategies that	Section IV: Action Plan	Since the 2012-13 school year, Bruce Randolph's school day runs from 7:30-3:30 every day for

provide increased learning time.	(p. 66)	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.) 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.
Provide ongoing mechanisms for family and community engagement.	Section IV: Action Plan (p. 66)	Bruce Randolph School has a highly evolved approach for engaging parents 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).

Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)	Pages 9 and 10 and Action Plan pages 9-32.
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?	Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)	Pages 9 and 10 and Action Plan pages 9-32.
Professional Development: How are student and staff needs used to identify	Section III. Data Narrative (p. 9) and Section IV. Action	Pages 9 and 10 and Action Plan pages 9-32.

the high quality professional development?	Plan (p. 20)	
Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?	Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)	Pages 9 and 10 and Action Plan pages 9-32.

Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?	Section III: Data Narrative and Section IV: Action Plan	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. 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.
Data Analysis: How are teachers involved with assessment and	Section III. Data Narrative (p. 9) and Section IV. Action	Pages 9 and 10 and Action Plan pages 9-32.

data analysis to improve overall student achievement and classroom instruction?	Plan (p. 20)	
Timely Intervention: How will students be identified for and provided early interventions in a timely manner?	Section III. Data Narrative (p. 9) and Section IV. Action Plan (p. 20)	Pages 9 and 10 and Action Plan pages 9-32.
Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?	Section IV: Action Plan	See attached parent compact on Title I addendum pages 3 & 4
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 meeting are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for Kindergarten" or "Estoy listo para el jardindo 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:

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.

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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

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Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*