

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **9623** School Name: **WILLIAM (BILL) ROBERTS K-8 SCHOOL** Official 2015 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section summarizes your school's 2013-14 performance on the federal and state accountability measures. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations. Most of the data are pulled from the official School Performance Framework (SPF). This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations			2013-14 School Results/2014-2015 PARCC			Meets Expectations?	
Academic Achievement (Status)	TCAP/PARCC, CoAlt, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is above the 50 th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	71.43%/ N/A	-	89.53%/ 70.15%	75.36%/ 68.47%	-	
		M	70.89%	52.48%	-	90.88%/ 65.63%	67.39%/ 55.93%	-	
		W	53.52%/ N/A	57.77%/ N/A	-	79.39%/ N/A	68.84%/ N/A	-	
Academic Growth	Median Growth Percentile (TCAP 2014 Only) Description: Growth in TCAP for reading, writing and math and growth on ACCESS for English language proficiency. Expectation: If school met adequate growth, MGP is at or above 45. If school did not meet adequate growth, MGP is at or above 55.	R	Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	19	27	-	55/N/A	77/N/A	-	
		M	23	66	-	63/N/A	69/N/A	-	
		W	30	44	-	68/N/A	77/N/A	-	
		ELP	-	-	-	-	-	-	

School Code: **9623**

School Name: **WILLIAM (BILL) ROBERTS K-8 SCHOOL**

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

Performance Indicators	Measures/ Metrics	2013-14 Federal and State Expectations	2013-14 School Results	Meets Expectations?	
Academic Growth Gaps	Median Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, MGP is at or above 45. If disaggregated groups did not meet adequate growth, MGP is at or above 55.	See your School Performance Framework for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners (ELLs) and students below proficient.	See your School Performance Framework for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Postsecondary & Workforce Readiness	Graduation Rate Expectation: At 80% or above on the best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate		Overall Rating for Postsecondary & Workforce Readiness:
	Disaggregated Graduation Rate Expectation: At 80% or above on the disaggregated group's best of 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your School Performance Framework for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and ELLs.		
	Dropout Rate Expectation: At or below state average overall (baseline of 2009-10).	-	-		
	Mean Colorado ACT Composite Score Expectation: At or above state average (baseline of 2009-10).	-	-		

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	January 12, 2016	Initial 2014-15 UIP Draft Due for IS Review (via upload tool).
	January 12, 2016	UIP Due for ALL schools (via upload tool).

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, growth gaps, postsecondary and workforce readiness).		
ESEA and Grant Accountability			
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.		
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.		
Diagnostic Review Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.		
School Improvement Support (SIS) Grant	Title I competitive grant that support implementation of major improvement strategies and action steps identified in the school's action plan.		
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.		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

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

Improvement Plan Information

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

- ☐ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ Colorado Graduation Pathways Program (CGP)
☐ Other: _____

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

1	Name and Title- Patricia Lea, Principal	
	Email Patricia_lea@dpsk12.org	
	Phone 720-424-2640	
	Mailing Address 2100 Akron Way Denver, Co. 80238	
2	Name and Title- Dawn Carrico, Assistant Principal	
	Email Dawn_Carrico@dpsk12.org	
	Phone 720-424-2640	
	Mailing Address 2100 Akron Way Denver, Co. 80238	

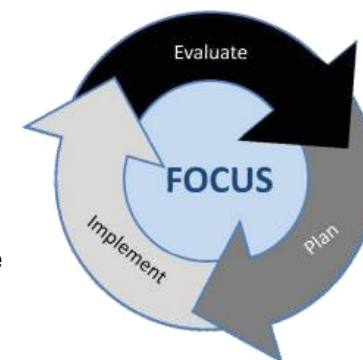
School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

3. Name and Title- Erik Cohen, Assistant Principal
Email Erik_cohen@dpsk12.org
Phone 720-424-2640
Mailing Address- 2100 Akron Way Denver, Co. 80238

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.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four 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.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.
--	--	--	--	--

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Narrative:

Bill Roberts is designed to be a seamless E-8, where, potentially, preschool students can begin their education at age 3, and not leave the school until age 14. However, this actually rarely happens. Currently there are two half-day preschool classes, **two full-day four-year-old** preschool classes, three traditional kindergartens, two advanced kindergartens, four first grades, four second grades (who platoon), **four third-grade classes that platoon, three fourth-grade classes (two classes that platoon, one class that is a job-share, and one class that is self-contained), four fifth grades who platoon, and two six grades (that also platoon),** two seventh grades, and two eighth grades who function much like a traditional middle school, with teachers departmentalizing in their content areas. There is a center-based program for Affective Needs students housed here, serving **10** students grades 3-5, of which none live in the Stapleton area. There are **a total of 857 E-8** students; **687** in elementary E-5 and **170** in middle school. Each classroom teacher is either ELA-E certified or currently working toward earning that credential. There are **31** ELA students overall, **17 in elementary, 14 in middle school,** of which **24** receive ESL services, with the majority being Spanish, Arabic, **Vietnamese,** or Mongolian speakers; **15 of those students are elementary, 9 are middle school students.** Stapleton is a young community, with a lot of young families --- in all of the elementary schools there are long waiting lists for preschool enrollment, and there are very few, if any, spots for choiced-in students in the primary grades in any of the area elementary schools. Roberts' population remains pretty steady in grades 1-5 each year, but the re-enrollment rate for 5th graders staying at Roberts for 6th grade is usually lower than 50%. **For the 2015-2016 school year, approximately 75% of current 6th graders are returning Roberts students. However, the demographics of the middle school have changed. During the 2014-2015 school year, we served students from foster homes, homeless shelters, and group homes. A lot of our newer students from the previous year only attended for a short amount of time, took the test, and transferred soon after. Their scores counted towards our overall scores. In the 2015-2016 school year, we have seen a large percentage of students new to our school in 7th and 8th grade (18.6%, 17.5%), many are identified as needing additional, targeted instruction and/or interventions. Our student population is ever evolving; therefore, our staff must remain responsive.**

	Elementary	Middle School
White/Caucasian	80%	33%
Hispanic	13%	33%
African American	5%	33%
Other	2%	
Free/Reduced Lunch	15.6%	48%
Special Education	6%	22%

Our School Leadership team met **in December,** to dig deeper into the data to determine the priority performance challenges through a protocol that was set up by our area data partners and that helped the SLT to determine the root causes. **During the green days in 2015, staff met to look at data in preparation for the Student Learning Objectives process. The Green/Blue days in January of 2016 gave teachers the opportunity to look at PARCC scores, identifying strategic grouping in class, opportunities to extend learning after school, and what, if any, new strategies need to inform the latest UIP Development.** We also used the tools through the teacher/principal portal to reference our reports and sift through our data. **We found that the root causes had not changed from 2014-15.** We spent the following PLC Friday to review this with the entire staff and started to have a conversation around root causes. We then had SLT do the same thing to verify the results to make sure there were consistencies in what we came up with.

English Language Arts:

- Our percentage of elementary students (**3rd-5th grades**) who met or exceeded expectations on the PARCC for the 2014-2015 school year in ELA was 70.15%. During the 2013-2014 school year, though according to TCAP Reading, our percent of elementary students proficient or advanced was at

89.53%.

- With no current growth scores under the new assessment system, our previous MGP in reading, according to TCAP, for the elementary compared to similar schools did not meet the spotlight scorecard. The elementary school (4th and 5th grade) only earned 0 out of 6 points. The school MGP was more than 10 percentiles below the cluster median.
- Our percentage of middle school students (6th-8th grades) who met or exceeded expectations on PARCC ELA in 2015 was 68.47%, dropped from the 75.36% who were proficient or advanced on the TCAP in the previous year. This statistic may be skewed as a result of the performance of our 6th grade class who met or exceeded (80.7%), compared to the scores of 7th grade at 65.5% and 8th grade at 59.2%.
- Our lowest class, which was similar to previous year, was our exiting 8th graders indicates a **59.2%** met or above; our second lowest class was 7th grade (current 8th grade) at 65.5% Met or above. Our 6th grade (current 7th grade) had the highest met or above scores at 80.7%.
- **In writing, the mean scale score for our 6th grade (current 7th) and 7th grade (current 8th) was 43.2 and 39.6 respectively.**

The percentage of proficient and advanced students in reading from 2010-2014 has increased from 76% to 84% overall in third through eighth grades, and 8% increase. The percentage of proficient and advanced students in math from 2010-2014 has increased from 72% to 83% overall in third through eighth grades, and 11% increase. The percentage of proficient and advanced students in writing from 2010-2014 has increased from 62% to 75% overall in third through eighth grades, and 13% increase.

It is difficult to gauge growth with only a baseline year of data available, especially under new standards, expectations, and systems of assessment. However, our previous growth can serve as a model for developing growth goals for the 2015-2016 school year.

Mathematics:

- Our percentage of elementary students (grades 3-5) who met or exceeded expectations on the PARCC for the 2014-2015 school year in mathematics was 65.63%. During the 2013-2014 school year, though according to TCAP Math, our percent of elementary students proficient or advanced was at 90.88%.
- Previously, in math, while we've had an increase overall, it has been only 83% of our total third through eighth graders showing proficient or advanced scores. Our third graders from 2013-2014 are **87%**; fourth graders were **93%** P+A; our fifth graders were at **88%** P+A. This year, those numbers were significantly lower: 70.1% in 3rd grade; 64.4% in 4th grade; and, 65.1% in 5th Grade.
- Our middle school math shows the greatest disparity between 6th grade and 7th and 8th grade. 6th Grade exceeded all other grade levels in the building with 77.2% who met or exceeded expectations. There was a significant drop in the percentage of students who met or exceeded in 7th grade (44.8%) and 8th grade (45.8%); this, compared to the final year of TCAP (2013-2014), where sixth grade was **76%** P+A; seventh grade was **64%** P+A; and, eighth grade was **60%** P+A.

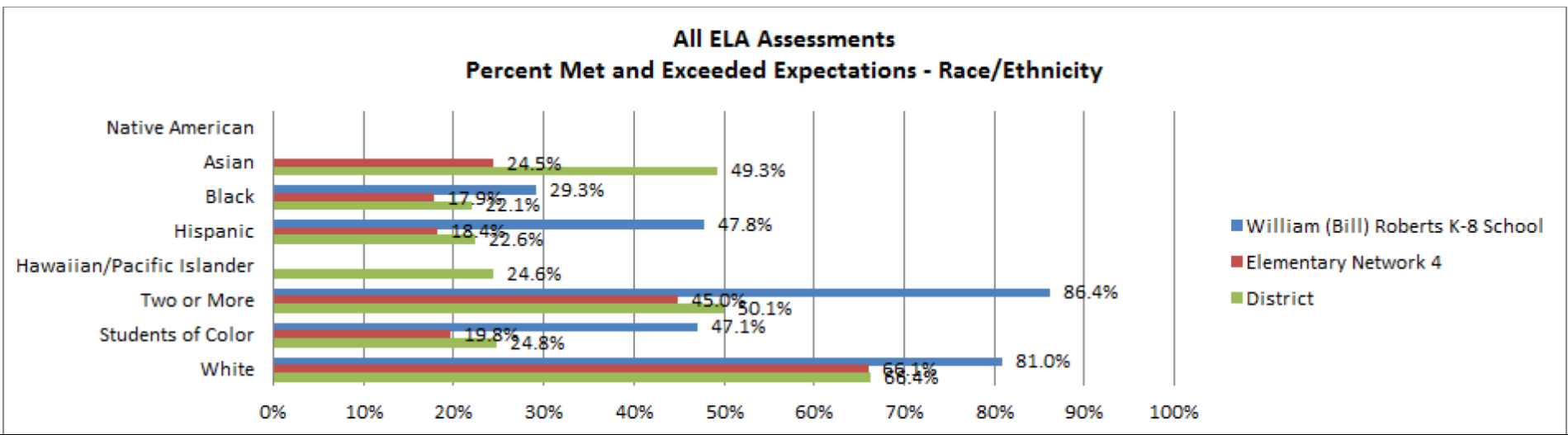
From 2010-2014 the percentage of minority students P+A in TCAP scored significantly lower than non-minority students in all content areas.

With regards to growth scores at William Roberts; in reading, Blacks decreased 54.5 to 52; Hispanics increased 63 to 76.5; whites increased 56 to 65; SpEd increased 49 to 57 from 2013-2014. In writing, Blacks decreased 58 to 47; Hispanics increased 70 to 73; whites decreased 77 to 74; SpEd decreased 56 to 37. In math Blacks increased from 62 to

63; Hispanics increased 53.5 to 68.5; whites decreased 65 to 62; SpEd increased 30 to 39 from 2014 to 2014.

Current data from the 2014-2015 PARCC scores showed a similar trend in that our achievement gap between minority students and their more affluent peers remained in tact. The following chart and table represent the disaggregated performance of grades 3-8 student subgroups in ELA on the PARCC for 2014-2015:

William (Bill) Roberts K-8 School								
Race/Ethnicity	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	% Approaching and Above	% Met and Above
Native American								
Asian	*							
Black	75	16.0%	24.0%	30.7%	28.0%	1.3%	60.0%	29.3%
Hispanic	46	10.9%	10.9%	30.4%	34.8%	13.0%	78.3%	47.8%
Hawaiian/Pacific Islander	*							
Two or More	22	0.0%	0.0%	13.6%	59.1%	27.3%	100.0%	86.4%
Students of Color	155	11.6%	14.8%	26.5%	37.4%	9.7%	73.5%	47.1%
White	306	1.6%	5.6%	11.8%	58.5%	22.5%	92.8%	81.0%



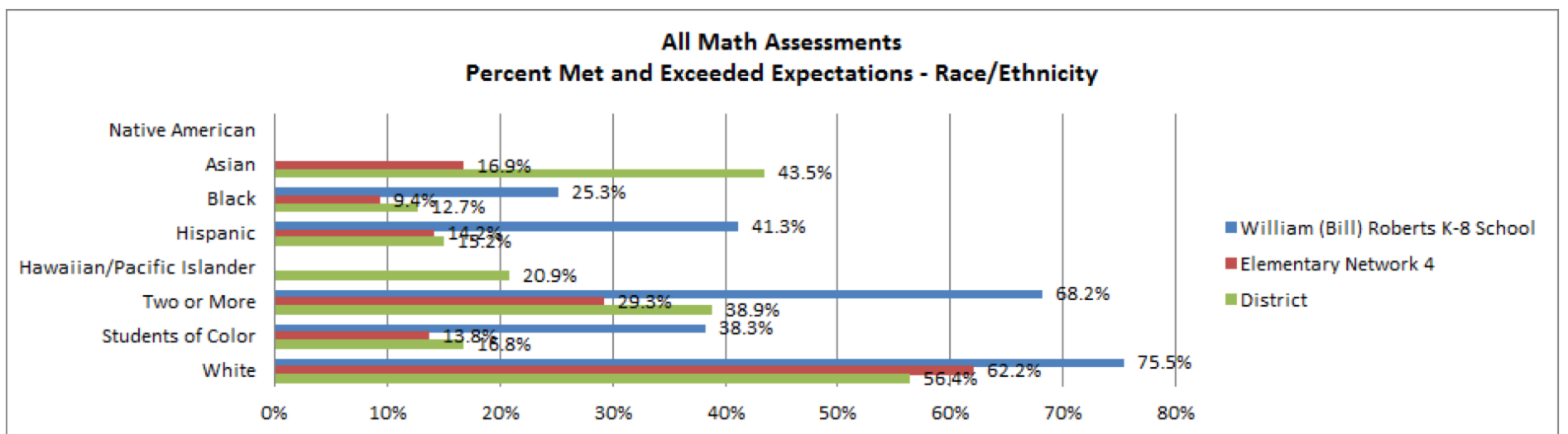
School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

In looking at the data above, Bill Roberts exceeds district and network performance for minority students; however, the gap between our white students and students of color remains at 81% and 47.1% respectively, with our African American students performing the lowest, with only 29.3% meeting or exceeding expectations.

The following chart and table represent the disaggregated performance of grades 3-8 student subgroups in math on the PARCC for 2014-2015:

William (Bill) Roberts K-8 School								
Race/Ethnicity	Test Taken	% Did not yet meet expectations	% Partially Met Expectations	% Approached Expectations	% Met Expectations	% Exceeded Expectations	%Approaching and Above	%Met and Above
Native American								
Asian	*							
Black	75	18.7%	33.3%	22.7%	25.3%	0.0%	48.0%	25.3%
Hispanic	46	6.5%	30.4%	21.7%	32.6%	8.7%	63.0%	41.3%
Hawaiian/Pacific Islander	*							
Two or More	22	4.5%	4.5%	22.7%	54.5%	13.6%	90.9%	68.2%
Students of Color	154	12.3%	26.6%	22.7%	33.1%	5.2%	61.0%	38.3%
White	302	1.0%	4.3%	19.2%	58.6%	16.9%	94.7%	75.5%



Similar to ELA, the performance in math, demonstrates that an achievement gap currently exists between our white students and students of color, with our African American population performing significantly lower at 25.3% meeting or exceeding.

As previously mentioned, the baseline year provides no data on growth. However, given that performance gaps are similar this year as in previous years, a narrative on previous MGP is included to provide some type of reference to how the school has performed over time. The growth levels in 2013-2014 indicate that instruction is not pushing our white students to make the growth they need. The status scores are higher, but the growth is lower in all ethnicity areas. Our MGP in elementary in reading, compared to similar schools, is rated as not meeting; our MGP compared to similar schools in math is rated approaching. The MGP in middle school in reading, writing and math are all rated exceeding expectations. According to our SPF, elementary student growth over time only earned 64% of the possible points, while the middle school earned 86% of the possible points. The school's focus group performance relative to the reference group was low in previous years. The elementary school earned less than 50% of the disaggregated group growth comparison points in relation to FRL and Minority students. In Middle School, the Disaggregated Growth Comparison for Minority Students did not meet the spotlight scorecard, earning 0 out of 2 points. The Middle School earned less than 50% of disaggregated group growth comparison points. Again, while there is no growth data available, current status scores from the 2014-2015 school suggest that a focus must remain geared towards closing the achievement gap by accelerating the growth of our minority students.

Priority Performance Challenges:

Overall, our status scores based on PARCC results from the 2014-2015 school year, while lower than previous years, provide a baseline. Taking into consideration previous years' trends (which align with existing baseline data), our priority challenges will remain the same for the 2015-2016 school year.

Previously, the leadership team looked at all of our trend analysis, focusing on the status area that this year's data provided, but also looked at the growth data in Reading, Math

and Writing that we had from previous years. We analyzed each content area, MGP's, growth in subgroups as well as status in subgroups. The team, along with district support agreed on the following Priority Performance Challenge:

The Academic Achievement overall and across disaggregated groups in Writing, according to TCAP for 3rd-8th graders has increased from 2010-2014 (62, 67, 71, 73, 75) but has shown the least amount of proficiency over all testing areas of TCAP. Moreover, the median writing scores in middle school according to PARCC in 2014-2015 show a decrease in status.

While we were very aware that our writing scores have shown the lowest percentage of Proficient and Advanced students, the data also made us realize that the disaggregated groups are showing great growth, but the status scores in school, District and state expectations are affecting our ability to move into the distinguished category in our SPF. We are also not getting the growth we need in our proficient and advanced students, contributing to this as well, especially in reading and math.

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

As we reflected on our data after our TCAP results, we recognized the fact that our disaggregated groups were not making the anticipated targets. Our SLT has implemented the following steps: adding a full-time intervention teacher to work with middle school students; a .5 math teacher who will be working with non-proficient math students in grades 4, 6, and 8. We increased the FTE of a GT teacher from .5 to 1.0.

For the 2015-2016 school year, we are searching for common math curriculum supplements for middle school in order to close the gap between achievement in 6th grade and 7/8th grade. We identified the Singapore Math/Connected Math program is being a unifying resource for the middle school math program. We have focused on a more streamlined, systems-based MTSS program to identify to students who are struggling in reading, math, writing, and for behavior reasons. This, in addition, to fostering a more collaborative working environment between core math teachers and a .5 math interventionist.

For the 2016-2017 school year, the .5 math interventionist position will be attached to a .5 Team Lead position focused on facilitating best practices in instruction and data driven instruction across grades 4-8.

Root Cause

While our Priority Performance Challenges centered on disaggregated groups, the staff also spent time looking at the performance of the entire school. Over 60 teachers spent countless hours sifting through the data, talking, researching our PD implementation, taking surveys to determine our Root Cause. We brought our PEBC facilitator in, talked to our data specialists who took us through a protocol to determine the root causes. We agreed that the lack of consistency in core instruction, differentiation, RTI and intervention has impeded our progress to show the needed growth.

There has not been consistent core instruction, including differentiation, intervention, and progress monitoring in writing instruction throughout the E-8.

We have not identified the best practices around core instruction, in utilizing all the data to assist in planning instruction, data to differentiate instruction and then utilizing that data to assist in providing targeted instruction to meet the needs of all students.

There have been limited interventions, differentiation, and a lack of RTI procedures in the typical classrooms to meet the wide range of gaps.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2013-14 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 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? 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)	By the end of 2014-15 school year, William Roberts overall scores for all students, including minority students combined and students identified as FRL will increase 4-5% overall proficiency in reading, writing and math, based on state measurement scores.	Overall scores for 2013-14 for elementary, in terms of meeting our percentage of increases were as follows: Reading was missed by 1.01% Math was missed by 1.77% Writing was made well above the goal. On the Middle School, Reading and Writing goals were met and math was not met. Minority Groups: Reading decreased by 3% Math decreased by 3% Writing stayed the same as the previous year.	In elementary, our goals and focus was around writing so PD and the implementation of writing is working. Reading was not a focus and the leadership team deducted that there was not enough guided reading happening in the intermediate grades. Math in third grade was lower than the previous year. In the Middle school, there was a similar structure put in place for Reading and Writing, using the "Race" structure and format(restate, cite evidence, explain,). In math, we had a significant decrease in 6 th grade math status scores for the previous year. Our minority students are not making enough progress. However, the influx of Sped. Students we are getting is increasing each year and coming here at a lower level. The development of core teachers needs to include concrete strategies for working with struggling students.
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce			

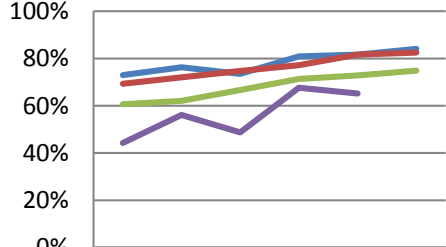
School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Targets for 2013-14 school year (Targets set in last year's plan)	Performance in 2013-14? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Readiness			

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																			
Academic Achievement (Status)	<div><h3>TCAP Status</h3><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>Reading</td><td>73%</td><td>76%</td><td>74%</td><td>81%</td><td>82%</td><td>84%</td></tr><tr><td>Math</td><td>69%</td><td>72%</td><td>75%</td><td>77%</td><td>82%</td><td>83%</td></tr><tr><td>Writing</td><td>61%</td><td>62%</td><td>67%</td><td>71%</td><td>73%</td><td>75%</td></tr><tr><td>Science</td><td>44%</td><td>56%</td><td>49%</td><td>68%</td><td>65%</td><td></td></tr></tbody></table></div>		2009	2010	2011	2012	2013	2014	Reading	73%	76%	74%	81%	82%	84%	Math	69%	72%	75%	77%	82%	83%	Writing	61%	62%	67%	71%	73%	75%	Science	44%	56%	49%	68%	65%		<p>The Academic Achievement overall and across disaggregated groups in Writing, according to TCAP for 3rd-8th graders has increased from 2010-2014 (62, 67, 71, 73, 75) but shown the lowest proficiency scores when compared to reading and math.</p> <p>From 2010-2014, on TCAP across content, minority students are scoring significantly below non-minority students, in the school.</p> <p>Middle School students are scoring significantly below our elementary students in all subject</p>	<p>We have not identified and implemented the best practices around core instruction, in utilizing all the data to assist in planning instruction, using data to differentiate instruction and then utilizing that data to assist in providing targeted instruction to meet the needs of all students.</p>
		2009	2010	2011	2012	2013	2014																															
Reading	73%	76%	74%	81%	82%	84%																																
Math	69%	72%	75%	77%	82%	83%																																
Writing	61%	62%	67%	71%	73%	75%																																
Science	44%	56%	49%	68%	65%																																	

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Overall Reading:</p> <p>The percentage of students Meeting or Exceeding on PARCC were lower than those who were P/A on TCAP in reading. The range on PARCC was from 59.2% to 80.7%, with middle school showing both the highest and the lowest. If we use this as a baseline, we anticipate our growth to be similar or greater than that experienced from 2010-2014, which was at 5%.</p> <p>In 2015, the percentage of student M/E in ELA according to PARCC:</p> <p>3rd grade = 70.1%</p> <p>4th grade = 73.6%</p> <p>5th grade = 67.3%</p> <p>6th grade = 80.7%</p> <p>7th grade = 65.5%</p> <p>8th grade = 59.2%</p> <p>Overall Math:</p> <p>The percentage of students Meeting or Exceeding on PARCC were lower than those who were P/A on TCAP in math. The range on PARCC was from 44.8% to 77.2%. If we use this as a baseline, we anticipate our growth to be similar or greater than that experienced from 2010-2014, which was at 7%.</p>	<p>areas, with the exception of writing.</p>	

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>In 2015, the percentage of student M/E in math according to PARCC:</p> <p>3rd grade = 70.1%</p> <p>4th grade = 64.4%</p> <p>5th grade = 65.1%</p> <p>6th grade = 77.2%</p> <p>7th grade = 44.8%</p> <p>8th grade = 45.8%</p>		
	<p>The Academic Achievement of the school, according to TCAP Reading for 3rd- 8th grades in P/A categories has increased from 2010-2014 (76, 74, 81, 82, 84). According to PARCC, the percent meeting or exceeding expectations was at 69.6%.</p> <p>The Academic Achievement of the school, according to TCAP Math for 3rd- 8th grades in P/A categories has increased from 2010-2014 (72, 75, 77, 82, 83). According to PARCC, the percent meeting or exceeding expectations was at 62.9%.</p> <p>The Academic Achievement of the school, according to TCAP Writing for 3rd- 8th grades in P/A categories has increased from 2010-2014 (62, 67, 71, 73, 75).</p> <p>Current state according to baseline data from PARCC and how it fits with TCAP trends:</p>		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>PARCC Analysis shows that there are areas for growth in both math and reading. It is uncertain how subsequent testing will affect growth of students and whether it aligns with previous trends according to TCAP. It remains to be seen whether the high score in 6th grade for reading (80.7% M/E) and math (77.2% M/E) will be replicated and how much growth is able to come. If previous trends show, growing our proficient and advanced students has been a challenge.</p> <p>The current status of our disaggregated groups, specifically the performance of our students of color and African American students, show that the trend of an achievement gap between minority students and their affluent peers exists.</p> <p>TCAP Analysis and Trends for 2014 TCAP The achievement overall in Reading according to TCAP for the 3rd-8th graders increased from 2013-2014 by 2%. In 2012, the percentage of 3rd-8th graders that were P/A in Reading was 81% In 2013, the percentage of 3rd-8th graders that were P/A in Reading was 82%, an overall increase of 1%. In 2014, the percentage of 3rd-8th graders that were P/A in Reading was 84%, and increase of 2% as compared to 2013, and of 3% for the past three years.</p>		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>In 2012, the percentage of our 3rd-8th graders that were P/A in Math was 77%.</p> <p>In 2013, the percentage of our 3rd-8th graders that were P/A in Math was 82%, an overall increase of 5%.</p> <p>In 2014, the percentage of our 3rd-8th graders that were P/A in Math was 83%, an overall increase of 1% as compared to 2013, and of 5% for the past three years.</p> <p>In 2012, the percentage of our 3rd-8th graders that were P/A in Writing was 71%.</p> <p>In 2013, the percentage of our 3rd-8th graders that were P/A in Writing was 73%, an overall increase of 2%.</p> <p>In 2014, the percentage of our 3rd-8th graders that were P/A in Writing was 75%, an overall increase of 2% as compared to 2013, and of 4% over the past three years.</p> <p>Overall, the TCAP status scores in 7th grade in reading showed the most increase at 12% compared to the previous year. In Math, 8th graders had a 4% increase compared to the previous year. The 5th grade writing scores had a 8% increase, and 7th grade showed a 11% increase, as compared to the previous year. The fifth graders scores in 2014 increased in every area when compared to</p>		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p>the previous fifth grade scores. They increased 4% in Reading (85% - 89%), increased 3% in Math (85% - 88%) and in Writing they increased 8% (74%-82%). 7th grade and 8th grade showed increases in all areas, as compared to 2013.</p> <p>Reading: 7th 64-76% = 12% increase 8th 67-71% = 4% increase</p> <p>Math: 7th 62-64% = 2% increase 8th 56-60% = 4% increase</p> <p>Writing: 7th 68-79% = 11% increase 8th 54-56% = 2% increase</p> <div><p>TCAP Reading</p><table><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr><tr><td>School SPED</td><td></td><td></td><td>14%</td><td>38%</td><td>24%</td><td>24%</td></tr><tr><td>State SPED</td><td></td><td></td><td>21%</td><td>22%</td><td>22%</td><td>21%</td></tr></table></div>		2009	2010	2011	2012	2013	2014	School SPED			14%	38%	24%	24%	State SPED			21%	22%	22%	21%		
	2009	2010	2011	2012	2013	2014																		
School SPED			14%	38%	24%	24%																		
State SPED			21%	22%	22%	21%																		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>In 2012, the percentage of our Special Ed 3rd-8th graders that were P/A in Reading was 38%.</p> <p>In 2013, the percentage of our Special Ed 3rd-8th graders that were P/A in Reading was 24%.</p> <p>In 2014, the percentage of our Special Ed 3rd-8th graders that were P/A in Reading was 12%.</p> <p>In 2015, the percentage of our Special Ed 3rd-8th graders that Met or Exceeded expectations in reading was 14%, compared to 76.4% of students without an IEP. The percent not meeting showed a similar statistic from the previous year.</p>		

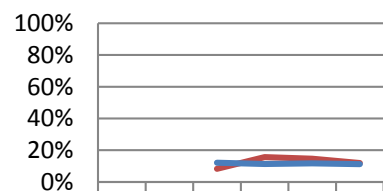
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<div><h3>TCAP Math</h3><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>School SPED</td><td></td><td></td><td>17%</td><td>34%</td><td>17%</td><td>19%</td></tr><tr><td>State SPED</td><td></td><td></td><td>18%</td><td>18%</td><td>18%</td><td>17%</td></tr></tbody></table></div> <p>In 2012, the percentage of our Special Ed 3rd-8th graders that were P/A in Math was 34%.</p> <p>In 2013, the percentage of our Special Ed 3rd-8th graders that were P/A in Math was 17%.</p> <p>In 2014, the percentage of our Special Ed 3rd-8th graders that were P/A in Math was 19%.</p> <p>In 2015, the percentage of our Special Ed 3rd – 8TH graders that met or exceeded expectations in math was 12% compared to 69.2% of students without an IEP, which showed a drop off in previous years.</p>		2009	2010	2011	2012	2013	2014	School SPED			17%	34%	17%	19%	State SPED			18%	18%	18%	17%		
	2009	2010	2011	2012	2013	2014																		
School SPED			17%	34%	17%	19%																		
State SPED			18%	18%	18%	17%																		

Performance Indicators

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

Root Causes

TCAP Writing



School SPED			8%	16%	15%	12%
State SPED			12%	11%	12%	11%

In 2012, the percentage of our Special Ed 3rd-8th graders that were P/A in Writing was 16%.

In 2013, the percentage of our Special Ed 3rd-8th graders that were P/A in Writing was 15%.

In 2014, the percentage of our Special Ed 3rd-8th graders that were P/A in Writing was 12%.

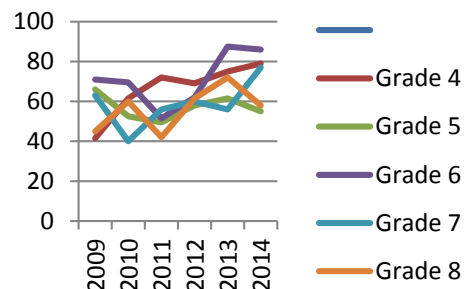
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																		
Academic Growth	<div><div><div>TCAP Overall</div><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>Reading</td><td>59</td><td>61</td><td>61</td><td>58.5</td><td>57</td><td>65</td></tr><tr><td>Math</td><td>62</td><td>64</td><td>65</td><td>54</td><td>62</td><td>65</td></tr><tr><td>Writing</td><td>54.5</td><td>57.5</td><td>56</td><td>61</td><td>71.5</td><td>70.5</td></tr><tr><td>Science</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table></div></div>		2009	2010	2011	2012	2013	2014	Reading	59	61	61	58.5	57	65	Math	62	64	65	54	62	65	Writing	54.5	57.5	56	61	71.5	70.5	Science							We have not identified and implemented the best practices around core instruction, in utilizing all the data to assist in planning instruction, using data to differentiate instruction and then utilizing that data to assist in providing targeted instruction to meet the needs of all students.
	2009	2010	2011	2012	2013	2014																															
Reading	59	61	61	58.5	57	65																															
Math	62	64	65	54	62	65																															
Writing	54.5	57.5	56	61	71.5	70.5																															
Science																																					

Performance Indicators

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

Root Causes

TCAP Writing



	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2009	41.5	66	71	63	45
2010	61.5	52.5	69.5	40	60
2011	72	49.5	51.5	56	42
2012	69	58	62	60	61.5
2013	75	61.5	87.5	56	72
2014	79	55	86	77	58

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>MGP of 4th grade in Writing according to TCAP has increased from 41/61.5/72/70/75 from 2009-2014 exceeding the minimum district expectation of 50.</p> <p>Between 2009-2010 the MGP increased from 41-61.5</p> <p>Between 2010-2011 the MGP increased from 61.5-72</p> <p>Between 2011-2012 the MGP decreased from 72-70</p> <p>Between 2012-2013 the MGP increased from 70-75</p> <p>Between 2013-2014 the MGP stayed the same from 75-75.</p> <p>The MGP of 5th grade in Writing according to TCAP has increased from 66/53/50/58 from 2008-2012 exceeding the minimum district expectation of 50.</p> <p>Between 2009-2010 the MGP decreased from 66-53</p> <p>Between 2010-2011 the MGP decreased from 53-50</p> <p>Between 2011-2012 the MGP increased from 50-58</p> <p>Between 2012-2013 the MGP increased from 58-61.5</p> <p>Between 2013-2014 the MGP decreased from 61.5-55</p> <p>The MGP of 6th grade in Writing according to</p>		

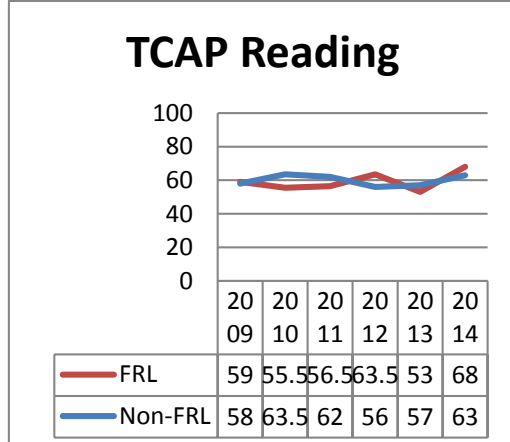
School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>TCAP has increased from 71/69/51.5/62/88/86 from 2009-2014, exceeding the minimum district expectation of 50.</p> <p>Between 2009-2010 the MGP decreased from 71-69</p> <p>Between 2010-2011 the MGP decreased from 69-51.5</p> <p>Between 2011-2012 the MGP increased from 51.5-62</p> <p>Between 2012-2013 the MGP increased from 62-87.5</p> <p>Between 2013-2014 the MGP decreased from 88-86</p> <p>The MGP of 7th grade in Writing according to TCAP has increased from 40/56/60/57/77 from 2009-2014, exceeding the minimum district expectation of 50.</p> <p>Between 2009-2010 the MGP decreased from 63-40</p> <p>Between 2010-2011 the MGP increased from 40-56</p> <p>Between 2011-2012 the MGP increased from 56-60</p> <p>Between 2012-2013 the MGP decreased from 60-57</p> <p>Between 2013-2014 the MGP increased from 57-77</p> <p>The MGP of 8th grade in Writing according to TCAP has increased from 48.5/45/60/42/61 from 2008-2012, remaining above the minimum district expectation of 50.</p>		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p>Between 2009-2010 the MGP increased from 45-60</p> <p>Between 2010-2011 the MGP deceased from 60-42</p> <p>Between 2011-2012 the MGP increased from 42-61</p> <p>Between 2012-2013 the MGP increased from 61 to 73</p> <p>Between 2013-2014 the MGP decreased from 73-58.5</p>																							
Academic Growth Gaps	<div><h3>TCAP Reading</h3><table><thead><tr><th></th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>FRL</td><td>59</td><td>55.5</td><td>56.5</td><td>63.5</td><td>53</td><td>68</td></tr><tr><td>Non-FRL</td><td>58</td><td>63.5</td><td>62</td><td>56</td><td>57</td><td>63</td></tr></tbody></table><p>FRL: The FRL student growth on TCAP in reading ranged from 59, to 55.5, to 56.5, to 63.5, to 53, and 68 showing an overall MGP increase of 9 from 2009-2014.</p></div>		2009	2010	2011	2012	2013	2014	FRL	59	55.5	56.5	63.5	53	68	Non-FRL	58	63.5	62	56	57	63		We have not identified and implemented the best practices around core instruction, in utilizing all the data to assist in planning instruction, using data to differentiate instruction and then utilizing that data to assist in providing targeted instruction to meet the needs of all students.
	2009	2010	2011	2012	2013	2014																		
FRL	59	55.5	56.5	63.5	53	68																		
Non-FRL	58	63.5	62	56	57	63																		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																							
	<p>In 2015, the percentage of students identified as FRL that met or exceeded expectations in reading was 35.8%, compared to 79.7% non-FRL.</p> <p>The non-FRL student growth on TCAP in reading ranged from 58, to 63.5, to 62, to 56, to 57 to 63, showing an overall MGP increase of 5 from 2009-2014. Lack of growth is currently available under PARCC.</p>																																									
	<div><h3>TCAP Reading</h3><table><caption>TCAP Reading Scores (Estimated)</caption><thead><tr><th>Student Group</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th></tr></thead><tbody><tr><td>Native American</td><td>40</td><td>65</td><td>80</td><td>65</td></tr><tr><td>Asian</td><td>45</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Black</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Hispanic</td><td>55</td><td>60</td><td>60</td><td>60</td></tr><tr><td>White</td><td>55</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Hawaiian/Pacific Islanders</td><td>55</td><td>60</td><td>60</td><td>60</td></tr><tr><td>More than one</td><td>55</td><td>60</td><td>60</td><td>60</td></tr></tbody></table></div>	Student Group	Year 1	Year 2	Year 3	Year 4	Native American	40	65	80	65	Asian	45	55	55	55	Black	55	55	55	55	Hispanic	55	60	60	60	White	55	60	60	60	Hawaiian/Pacific Islanders	55	60	60	60	More than one	55	60	60	60	
Student Group	Year 1	Year 2	Year 3	Year 4																																						
Native American	40	65	80	65																																						
Asian	45	55	55	55																																						
Black	55	55	55	55																																						
Hispanic	55	60	60	60																																						
White	55	60	60	60																																						
Hawaiian/Pacific Islanders	55	60	60	60																																						
More than one	55	60	60	60																																						

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
		Native American	Asian	Black	Hispanic	White		
	2011		80.5	53	58	66		
	2012	40	47.5	57.5	60	59		
	2013		57	54.5	63	56		
	2014	64.5	55	52	76.5	65		
<p>The MGP of Asian students in reading on TCAP decreased by 25.5 between 2011 and 2014, ranging from 8.5 to 55 in 2014.</p> <p>The MGP of Black students in reading on TCAP decreased by 1 between 2011 and 2014, ranging from 53 to 52 in 2014.</p> <p>The MGP of Hispanic students in reading on TCAP increased by 18.5 between 2011 and 2014, ranging from 58 to 76.5 in 2014.</p>								

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p>The MPG of White students in reading on TCAP decreased by 1 between 2011 and 2014, ranging from 66 to 65 in 2014.</p> <div><p>TCAP Math</p><table><tr><td></td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>FRL</td><td>58.5</td><td>58</td><td>62</td><td>50</td><td>58</td><td>67</td></tr><tr><td>Non-FRL</td><td>63.5</td><td>66.5</td><td>66</td><td>58</td><td>63</td><td>64.5</td></tr></table></div> <p>FRL: The MGP of FRL students on TCAP in math ranged from 58.5 in 2009, to 67 in 2014, and increase of 8.5.</p> <p>The MPG of non-FRL students on TCAP in math ranged from 63.5, to 64.5, and increase of 1 from 2009-2014.</p>		2009	2010	2011	2012	2013	2014	FRL	58.5	58	62	50	58	67	Non-FRL	63.5	66.5	66	58	63	64.5		
	2009	2010	2011	2012	2013	2014																		
FRL	58.5	58	62	50	58	67																		
Non-FRL	63.5	66.5	66	58	63	64.5																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																								
	<div><h3>TCAP Math</h3><table><thead><tr><th>Ethnic Group</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>Native American</td><td>20</td><td>25</td><td>25</td><td>50</td></tr><tr><td>Asian</td><td>52</td><td>83</td><td>65</td><td>80</td></tr><tr><td>Black</td><td>54</td><td>45</td><td>62</td><td>65</td></tr><tr><td>Hispanic</td><td>64</td><td>55</td><td>55</td><td>68</td></tr><tr><td>White</td><td>68</td><td>60</td><td>62</td><td>62</td></tr><tr><td>Hawaiian/Pacific...</td><td>62</td><td>60</td><td>62</td><td>62</td></tr><tr><td>More than one</td><td>62</td><td>60</td><td>62</td><td>62</td></tr></tbody></table></div>	Ethnic Group	2011	2012	2013	2014	Native American	20	25	25	50	Asian	52	83	65	80	Black	54	45	62	65	Hispanic	64	55	55	68	White	68	60	62	62	Hawaiian/Pacific...	62	60	62	62	More than one	62	60	62	62		
	Ethnic Group	2011	2012	2013	2014																																						
Native American	20	25	25	50																																							
Asian	52	83	65	80																																							
Black	54	45	62	65																																							
Hispanic	64	55	55	68																																							
White	68	60	62	62																																							
Hawaiian/Pacific...	62	60	62	62																																							
More than one	62	60	62	62																																							
	<table><tr><th></th><th>Native American</th><th>Asian</th><th>Black</th><th>Hispanic</th><th>White</th></tr><tr><td>2011</td><td>20</td><td>52</td><td>54</td><td>64</td><td>68</td></tr><tr><td>2012</td><td>11</td><td>5</td><td></td><td></td><td>5</td></tr></table>		Native American	Asian	Black	Hispanic	White	2011	20	52	54	64	68	2012	11	5			5																								
	Native American	Asian	Black	Hispanic	White																																						
2011	20	52	54	64	68																																						
2012	11	5			5																																						

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	2012	26	83.5	46.5	56.5	59		
	2013		66	62	53.5	65		
	2014	50	80	63	68.5	62		
	Race/Ethnicity: The MGP of Asian students in math on TCAP increased by 27.5 between 2011 and 2014, ranging from 52.5% in 2011 to 80 in 2014.							
	The MGP of Black students in math on TCAP increased by 9 between 2011 and 2014, ranging from 54 in 2011 to 63 in 2014.							
	The MGP of Hispanic students in math on TCAP increased by 4.5 between 2011 and 2014, ranging from 64 in 2011 to 68.5 in 2014.							
	The MGP of White students in math on TCAP decreased by 6.5 between 2011 and 2014, ranging from 68.5 in 2011 to 62 in 2014.							

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<div><h3>TCAP Writing</h3><table><tr><td></td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>FRL</td><td>56</td><td>53.5</td><td>49</td><td>62</td><td>66</td><td>65</td></tr><tr><td>Non-FRL</td><td>50</td><td>60</td><td>61</td><td>61</td><td>74</td><td>74.5</td></tr></table></div> <p>FRL: The MGP of FRL students on TCAP in writing scored from 56, to 65 between 2009 and 2014, an increase of 9.</p> <p>The MGP of non-FRL students on TCAP in writing scored from 50 to 74.5, an overall increase of 24.5 from 2009-2014.</p>		2009	2010	2011	2012	2013	2014	FRL	56	53.5	49	62	66	65	Non-FRL	50	60	61	61	74	74.5		
	2009	2010	2011	2012	2013	2014																		
FRL	56	53.5	49	62	66	65																		
Non-FRL	50	60	61	61	74	74.5																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																				
	<div><h3>TCAP Writing</h3><table><thead><tr><th>Ethnic Group</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th></tr></thead><tbody><tr><td>Native American</td><td>32</td><td>32</td><td>50</td><td>50</td></tr><tr><td>Asian</td><td>88</td><td>82</td><td>82</td><td>72</td></tr><tr><td>Black</td><td>50</td><td>58</td><td>58</td><td>48</td></tr><tr><td>Hispanic</td><td>45</td><td>60</td><td>72</td><td>72</td></tr><tr><td>White</td><td>62</td><td>62</td><td>78</td><td>72</td></tr><tr><td>Hawaiian/Pacific...</td><td>62</td><td>62</td><td>78</td><td>72</td></tr><tr><td>More than one</td><td>62</td><td>62</td><td>78</td><td>72</td></tr></tbody></table></div> <table><tr><td></td><td>Native American</td><td>Asian</td><td>Black</td><td>Hispanic</td><td>White</td></tr><tr><td>2011</td><td></td><td>87.5</td><td>49</td><td>45</td><td>64</td></tr></table>	Ethnic Group	2011	2012	2013	2014	Native American	32	32	50	50	Asian	88	82	82	72	Black	50	58	58	48	Hispanic	45	60	72	72	White	62	62	78	72	Hawaiian/Pacific...	62	62	78	72	More than one	62	62	78	72		Native American	Asian	Black	Hispanic	White	2011		87.5	49	45	64		
Ethnic Group	2011	2012	2013	2014																																																			
Native American	32	32	50	50																																																			
Asian	88	82	82	72																																																			
Black	50	58	58	48																																																			
Hispanic	45	60	72	72																																																			
White	62	62	78	72																																																			
Hawaiian/Pacific...	62	62	78	72																																																			
More than one	62	62	78	72																																																			
	Native American	Asian	Black	Hispanic	White																																																		
2011		87.5	49	45	64																																																		

School Code: 9623

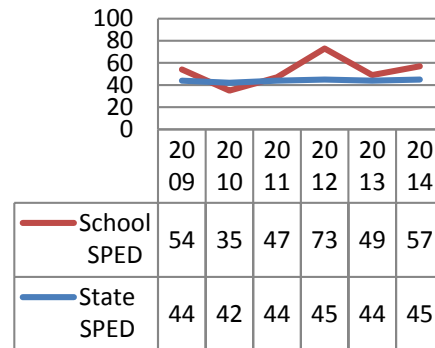
School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)						Priority Performance Challenges	Root Causes
	2012	32	80.5	58.5	61	59		
	2013		82	58	70	77		
	2014	50.5	73	47	73	74		
	Race/Ethnicity: The MGP of Asian students in writing on TCAP decreased by 14.5 between 2011 and 2014, ranging from 87.5 to 73 in 2014. The MPG of Black students in writing on TCAP decreased 2 between 2011 and 2014, scoring from 49 to 47 in 2014. The MGP of Hispanic students in writing on TCAP increased by 28 between 2011 and 2014, ranging from 45 to 73 in 2014. The MGP of White students in writing on TCAP increased by 10 between 2011 and 2014, ranging from 64 to 74 in 2014.							

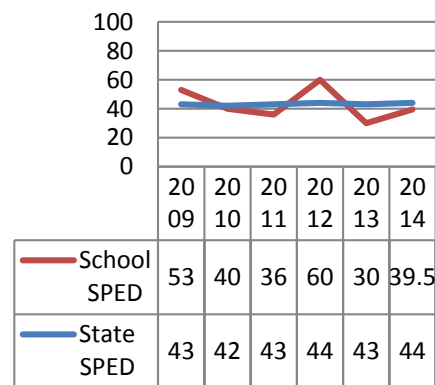
Performance Indicators

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

Root Causes

TCAP Reading

The MGP of Special Ed students in TCAP in reading increased from 54 in 2009 to 57 in 2014, and increase of 3.

TCAP Math

School Code: 9623

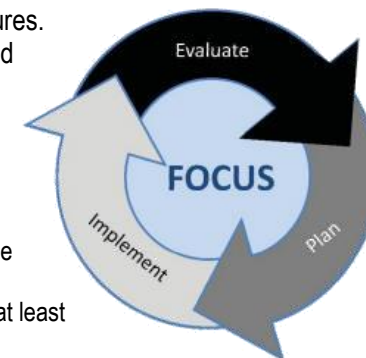
School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																					
	<p>The MGP of Special Ed students on TCAP in math decreased 13.5 from 53 in 2009 to 39.5 in 2014.</p> <div><p>TCAP Writing</p><table><tr><td></td><td>2009</td><td>2010</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>School SPED</td><td>43.5</td><td>55</td><td>39</td><td>61</td><td>56</td><td>37</td></tr><tr><td>State SPED</td><td>40</td><td>41</td><td>43</td><td>44</td><td>45</td><td>44</td></tr></table></div> <p>The MGP of Special Ed students on TCAP writing decreased from 43.5 in 2009 to 37 in 2014, by 6.5.</p> <p>Because there is no growth data from the PARCC assessment, the above data on historical trends related to growth will inform the UIP in addition to the current status scores from 2014-2015.</p>		2009	2010	2011	2012	2013	2014	School SPED	43.5	55	39	61	56	37	State SPED	40	41	43	44	45	44		
	2009	2010	2011	2012	2013	2014																		
School SPED	43.5	55	39	61	56	37																		
State SPED	40	41	43	44	45	44																		

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

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*.

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators (i.e., Academic Achievement, Academic Growth, Academic Growth Gaps, Postsecondary & Workforce Readiness) where state expectations are 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 is transitioning 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 may not be 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 next 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 Handbook and guidance documents on the UIP website for options and considerations.

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2014-15	Major Improvement Strategy
			2014-15	2015-16		
Academic Achievement (Status)	TCAP, CoAlt/, Lectura, Escritura, K-3 literacy (READ Act), local measures	R				
		M				
		W				
		S	<p>From 2009-2012, on TCAP across content, minority students combined and FRL students are scoring significantly below non-minority and non-FRL students, in the school, the district and state.</p> <p>The percentage of Special Ed students who are scoring Proficient is declining.</p>	<p>By the end of 2013-14 school year, William Roberts overall scores for all students, including minority students combined and students identified as FRL, and Special Ed students, will increase 4-5% overall proficiency in reading, writing and math, based on TCAP scores.</p>	<p>In elementary, reading the school did not meet the target by 1.2%; in middle school reading the target was met by the increase was 5%. The school exceeded the state in this area.</p> <p>For the end of the 2014-2015 school year, the percentage of students M/E in grades 3 – 8 was 69.6%. For the 2015-2016 school, we hope to see an overall increase of 10% for all students in grades 3-8 to 76.5%</p> <p>For the 2015-2016 school year, our target growth for ELA scores in 3rd – 8th grade minority students combined and students identified as FRL, and</p>	<p>Grade-level writing prompts measured using grade-level writing rubrics between Jan. 2013 and May 2013.</p> <p>2-8 District Reading, Writing and Math Interims – End of Year</p> <p>Star Reading</p> <p>DRA2/EDL2</p> <p>By August 2015 the disaggregated groups (including Special Ed) will have met the 4-5% gain as measured by the Interim End of Year assessment in reading, writing, and math.</p> <p>Update on Mid-year data: Math – 54% of minority K-8 students are proficient in math as measured by the mid-year interims. This is a decrease of 1% compared to the beginning of the year interims. 43% of the minority students are proficient in math at grades 3-8.</p>

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

				<p>Special Ed students overall is 4-5%.</p> <p>In 2013-2014, in elementary math the school did not meet the target by 2%; in middle school math, the school did not meet the target.. The school exceeded the state in this area.</p> <p>For the end of the 2014-2015 school year, the percentage of students M/E in grades 3 – 8 was 62.9%. For the 2015-2016 school, we hope to see an overall increase of 10% for all students in grades 3-8 to 69.1%</p> <p>For the 2015-2016 school year, our target growth for Math scores in 3rd – 8th grade for minority students combined and students identified as FRL, and Special Ed students overall is 4-5%</p> <p>In elementary writing, the school did not meet</p>	<p>Writing – 61% of the minority grades 2-8 students are proficient in writing as measured by the mid-year interims. This is an increase of 9% compared to the beginning of the year interims. 59% of the minority students are proficient in writing at grades 3-8.</p> <p>Reading - 74% of the minority grades 6-8 students are proficient in reading as measured by the beginning of the year interims. 51% of the 6-8 minority students are proficient, a decrease of 23%.</p> <p>62% of grades 3-5 minority students in reading were proficient at the beginning of the year as measured by STAR benchmark. 66% of minority 3-5 grades students are proficient in reading at mid-year as measured by STAR benchmark.</p>	
--	--	--	--	--	---	--

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

					<p>the target, by .99%; in middle school writing the school did not meet the target, by .75%. The school exceeded the state in this area.</p> <p>By the end of 2015-2016 school year, William Roberts overall scores for all students, including minority students combined and students identified as FRL will increase by 7% overall proficiency in reading, writing and math, based on state measurement scores.</p>		
Academic Growth	Median Growth Percentile (TCAP & ACCESS), local measures	R	<p>MGP for reading in elementary increased from 52 to 55, and in middle school increased 62 to 77. We exceeded the federal and state expectations in this area.</p>		<p>By the end of 2015-2016 school year, William Roberts overall ELA scores for all students, including minority students combined and students identified as FRL will be at least one year's worth of growth for elementary students and middle school students.</p>		
		M	<p>MGP for math in elementary increased from 57 to 63; in</p>		<p>By the end of 2015-2016 school year, William Roberts overall</p>		

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

			middle school math scores increased from 68 to 69. We exceeded the federal and state expectations in this area.		Math scores for all students, including minority students combined and students identified as FRL will be at least one year's worth of growth for elementary students and middle school students.		
		W	MGP for writing performance decreased in elementary from 69 to 68, and in middle school from 74 to 77. We exceeded the federal and state expectations in this area.				
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	R					
		M					
		W					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

Action Planning Form for 2014-15 and 2015-16

Directions: Identify the major improvement strategy(s) for 2014-15 and 2015-16 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. 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: We will implement and provide structures and support to build consistency in core instruction, including differentiation, progress monitoring and implementing RtI in instruction E-8, with particular focus on students within disaggregated groups. **Root Cause(s) Addressed:** There has not been consistent core instruction, including differentiation, intervention, and progress monitoring in instruction throughout the E-8, particularly with students in disaggregated groups.

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

- ☐ State Accreditation
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
 ☐ Diagnostic Review Grant
 ☐ School Improvement Support Grant
☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16	2016-2017				
Researching, selecting, and introducing a supplemental school-wide curriculum/framework on writing instruction (specifically grammar and usage) and differentiation. Investigate Engage NY curriculum.	Research : Jan 2013 Selection by May 2014 Introduction by September 2014	Research Sept. – Dec. 2014		Teachers, SLT, TLAs, Interventionist sAdministration, Differentiated Leads	Small stipend for SLT and TLAs \$1000 resource books	Research by SLT, DRs, TLs, and admin by December 2014. Teacher review period completed by February 2015. Selection and purchase finalized by May 2015. During the 2015-16 school year, we are supplementing our Middle School math curriculum (grades 6-8) with Singapore Math. We are using Kahn Academy to provide a blended learning approach at an individualized level. We are including an Academic Prep	Writing Alive-looked at it, decided against it Selection by March 2013 is unlikely Writing Plus(FROM ccira)- K. Gallagher and Jeff Anderson 6 and up Lucy Calkins is updating her program. Engage NY curriculum – currently supplementing with this. Middle school instituted using a writing format for citing evidence (R.A.C.E.).

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

						<p>program after school to give students an additional opportunity to focus on academic work.</p> <p>During the 2015-2016 school year, we are implementing the EL curriculum with fidelity in grades 4-8 and engaging in site visits to monitor its effectiveness and use across the district. Our primary classes are engaging in weekly PD with district support around the implementation of guided reading.</p> <p>We created an convened a committee devoted to STEM learning to look toward building a lab to engage students beyond the core curriculum.</p> <p>We are piloting Istation as a way to progress monitor students in reading.</p>	<p>Purchased a license for teachers to use CommonCore.org for writing instruction/support.</p> <p>No curriculum was found to meet the needs of the school in 2013-14. The search continues: looking at Zaner-Bloser. Reintroducing Words Their Way.</p>
We will finalize decisions, understandings and implementation around a K-8 school-wide grading and writing rubric (genre-specific) during the following school wide collaborative structures: grade level meetings, data meetings, PLCs, and through cross-grade scoring on writing pieces, aligning	Jan 2013-May 2014			Teachers, SLT, TLAs, Interventionists, Administrations	Small stipend for SLT and TLAs \$25.00/hour	100% of classroom teachers will work collaboratively to score student work using the K-8 school-wide writing rubrics as evidenced by meeting notes, student's scores, beginning January 2013 through May 2014.	Completed

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

with the planning and pacing guides, inter-rater reliability training and practice.						Begin to gather exemplars of different levels with cross-grade and vertical level scoring/ (low/prof/adv)	
We will develop and implement a progress monitoring system and monthly writing rubric school-wide in order to meet the needs of all learners and to differentiate instruction accordingly	Jan 2013-May 2014	Sept. 2014-June 2015		SLT, Interventionist sAdministratio n Differentiated Leads	Time	100% classroom teachers will begin progress monitoring with input from teammates and with intentional focus on disaggregated student groups beginning January 2013 through May 2014	In progress Reading: Monthly STAR, AimsWeb, LLI, Data Teams, Skills Blocks, Running Records, RtI PD, Interim data analysis; Disaggregated: need to build focused record-keeping systems Weekly data meetings Progress monitoring will be conducted through the SLO process in 2014-15. First grade team will mentor other grade levels, having completed the pilot in 2013-14.
Integrate the cognitive thinking strategies across content areas, using <i>Making Thinking Visible</i> by Ron Ritchart as facilitated by PEBC consultant.	2013-2014			Staff and PEBC, and administration	\$20,000 PEBC fee Title II fund	100% of staff will display thinking strategy work through their content area monthly, i.e. artifacts, classroom environment, academic language. Teachers volunteer for individual coaching, grade level coaching with the PEBC consultant as evidenced by coaching notes, teacher reflection, PDU documentation beginning September 2012 through May 2013.	On-going Monthly PD focused on thinking routines, with artifacts, reflection, PDU documentation, coaching notes, exit slips Monthly collaborative planning following the PD week. Completed

						Differentiated Roles grant program	
Integrate the cognitive thinking strategies and inquiry across content areas, focusing on differentiation and collaboration using <i>Inquiry Circles: Comprehension and Collaboration</i> as facilitated by PEBC consultant.		2014-15		PEBC, Administration, DRs	\$20,000 PEBC fee Title II fund	100% of staff will take part in the study of inquiry instruction from Sept. 2014-Dec. 2014. In June of 2015 teachers will select an inquiry project for their class in implementing the Inquiry Circle process. Differentiated Roles teachers are supporting a cohort of teachers in this process year-long, through coaching, evaluation, and collaborating.	In progress
Investigate and research district resources regarding culturally responsive education. Administration will plan for researching and investigation of culturally responsive education choices. Hold a school wide meeting with Bill De La Cruz during the green days. Monthly meetings with Bill De la Cruz during PLCs. Monthly meeting with Bill de la Cruz and Franita Ware; Middle school team implanting equity work directly with students and among themselves. Visiting the Race Exhibit at the History Colorado	2012-2015	2014-15		Administration 2013 SLT will join in the work as well as CSC in 2013 Administration, Equity Team, Middle school staff, District Equity Team	Create an equity committee by Sept 2013 Transportation costs for field trip.	Administration will collect necessary data and resources by January 2013 and determine next steps. Scheduled Bill and Franita in monthly PD. Display of their learning through writing. Possible inquiry projects Monthly district equity meetings	Completed – (equity team formation) Culturally Professional Coaching, Culturally Professional Teaching, Culturally Professional Leadership; Culturally Proficiency (Books) Utilizing district resources and seminars In progress

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

museum to deepen their awareness and knowledge through reflection and writing in core content classes.

Continuing to build and grow the Equity Team

Introduction of a school-wide curriculum/framework on writing instruction, differentiation, progress monitoring, and Rtl.

Jan
2013-
May
2014

Teachers,
SLT, TLAs,
Interventionist
s

Small stipend for SLT and
TLAs
\$1000 resource books

100% of classroom teachers will implement and provide evidence of best practices, differentiation, and progress monitoring for all students as evidenced by regular observations and feedback conferences by administration using the LEAP Framework and Leverage Leadership as a guide for best instructional practices in data-driven instruction beginning December 2012 through May 2014. Administrators attend the Data-Driven Affinity Group for the 2013-14 school year.

During the 2015-2016 school year, first grade teachers are working with a coach to implement "step up to writing."

In progress
Best Practices and Framework from district
Using Leveraging Leadership methods
Feedback conferences
Coaching/Feedback w/o scores

Continuing – still searching for progress monitoring tools for writing.
Teachers attend off-site PD with Lucy Calkins.

Teacher will confer with students regularly to establish individual writing goals and successes.

Jan
2013-
May
2014

Teachers,
students

NA

100% of classroom teachers will implement Writing goals in student writing notebooks and students will be able to verbalize their goals as

In progress
3, 4, and 6 are conferring and have writing notebook systems
Next Steps: PD and

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

						<p>evidenced by twice monthly observations, teacher anecdotal notes and interactions with students and teachers by administration beginning December 2012 through May 2014.</p> <p>Ongoing feedback during observation feedback sessions with teachers by administration.</p> <p>For the 2015-2016 school year, all teachers selected a writing based SLO.</p>	<p>coaching for implementation of SMART goals and conferring practices</p> <p>Teachers attended summer PD with Patrick Allen on conferring. Many have implemented; continue to monitor implementation through the 2014-15 school year.</p>
PD on the workshop model and implementation of the workshop model in classrooms	Jan 2013-May 2014			<p>Staff, TLAs, SLT, PEBC</p> <p>Diff Roles teachers</p>		<p>100% teachers will implement workshop model and small group instruction as evidenced by observations by administration, PEBC facilitator using district best practices documents beginning December 2012 through May 2014</p>	<p>In progress</p> <p>Have talked about it, coaching on it, but no specific school-wide PD</p> <p>Focusing on this with teachers new to Bill Roberts this year. Monitoring the rest of the staff.</p>
<p>All teachers will align with DPS roll-out of the CCSS, teachers will dig into the writing standards and core curriculum to build common understanding of grade level learning expectations to be mastered across grade levels.</p> <p>Teachers will also study, explore, and practice creating Content Language Objectives to support best first</p>	Dec 2012-May 2013			<p>All certified staff, PEBC, TLAs, SLT, DRs</p>		<p>All teachers will complete a pre-, mid-, and post- CBAM as a way to monitor growth and determine their understandings in CCSS writing standard 2; all teachers will move up at least one level on each survey beginning December 2012 through May 2013</p>	<p>Continuing – in progress</p> <p>TLA present, SLT present, Monthly PD and planning; CDE presentation at PLC;</p> <p>CLOs: “check-in” at PLC on progress; coaching/feedback</p>

instruction. Working with Strategic School Design team in the OSRI office, along with Focus on Results consultants. Admin and DRs will continue to observe and provide feedback on implementation of CCSS instruction. Collaborative planning built into the PD schedule as part of the CCSS roll-out. Data teams per each grade level will meet weekly.	Oct. 2013- June 2014	Sept. 2014-June 2015		ILT DRs Admin PEBC		Evidence through Google Docs where work is stored and shared.	In progress.
Early literacy lead and team lead for early literacy				Admin, district, team specialist, early literacy lead	District stipend	Select the team lead and select early literacy lead. Attend district PD 4 hours/month, this lead will be keeper of information and disseminate information to staff and team lead.	Not yet begun.

* 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 #2: We will build consistency of best practices across content through data-driven instruction and collaborative planning to address the whole child and meet the needs of all students **with a focus in MIDDLE SCHOOL**, with additional attention to closing the gaps of Black, Special Ed, FRL, and Hispanic students. **Root Cause(s) Addressed:** We lack consistency of best practices regarding data-driven instruction, collaborative planning **with the support of data**, as well as monitoring student engagement and achievement.

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
☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16	2016-2017				
Administration and Leadership Team will research Best practices in approaching cultural diversity in all content areas	Aug 2013-May 2014	Sept 2014-June 2015		Staff, SLT, Admin, Equity Team, Bill de la Cruz and Franita Ware, building equity team	TBD Time	Research by administration and Leadership Team by March 2013. Teacher review period completed by April 2013. Decisions for next steps finalized by May of 2013. Continue in the district pilot with Bill and Franita. Community and student involvement	In progress Culturally Professional Coaching, Culturally Professional Teaching, Culturally Professional Leadership; Culturally Proficiency (Books) Utilizing district resources and seminars In progress
Review and refine the Rtl process as it pertains to Middle School instructional practices and will result in a clear Rtl plan. Enhance the push-in of support staff.	Jan 2013-May 2014	Sept 2014to June 2015		SLT, Interventionists, Classroom Teachers, Administration L. Burnham, SpEd team	Time	100% of MIDDLE SCHOOL classroom teachers will work collaboratively with each other and Administration to review and refine the Rtl process as evidenced by agenda, meetings notes, and Rtl plan beginning January	In progress Conferred with MS literacy with LLI-type data collection system, added to STAR data already gathered. Reconfigured skills block and curriculum

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

						<p>201 through May 2014.</p> <p>Collaborative planning across content and support areas.</p> <p>September 2015 – June 2016: Create a stream-lined system for referring students in MTSS.</p> <p>September 2015 – June 2016: Meet with district personnel from the office of social/emotional learning to identify strategies and best practices to work with our more challenging students.</p>	<p>focus for each block.</p> <p>Trained in AimsWeb and MAZE</p> <p>In progress</p>
<p>Teachers will collaboratively calibrate and score student work per unit and Establish writing exemplars for all grade level (6-8) levels across content.</p> <p>Teachers will implement data teams and a data cycle process.</p> <p>Teacher Leaders will facilitate data cycles; team will collaboratively plan using data.</p>	<p>Sept 2013- June 2014</p> <p>Dec. 2013</p>	<p>Sept 2014 – June 2015</p>		<p>All Staff</p> <p>All Staff, admin, TLs, DRs</p>	<p>Time</p> <p>District SLO support person</p>	<p>Writing exemplars collected, discussed, made public</p> <p>Data Walls, data in their room posted, weekly meetings on data</p> <p>Protocol created and implemented. Google Docs shared information.</p>	<p>In progress</p> <p>Plan a PLC to teach about calibration and share/score student work.</p> <p>In progress</p>
<p>All teachers will align with DPS roll-out of the CCSS, teachers will dig into the writing standards and core curriculum to build common understanding of grade level learning expectations to be</p>	<p>Aug 2013- June 2014</p>			<p>All certified staff, PEBC, TLAs, SLT, Administration, DRs</p>		<p>1st and 7th/8th grade teachers will pilot the SLO program. They will create learning targets, assessments according to the district training they</p>	<p>Resp. Party – District SLO Team, Admin and assigned teachers - Completed</p> <p>SLOs: “check-in” at PLC</p>

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

<p>mastered across grade levels. Teachers will also study, explore, and practice creating Content Language Objectives to support best first instruction.</p> <p>This work will continue through adding the Inquiry Circle process to the instruction strategy work.</p>		Sept. 2014 – June 2015				<p>will receive.</p> <p>For the 2015-2016 school year, all teachers will participate in the SLO process, selecting an SLO around writing in all content areas.</p>	<p>on progress; coaching/feedback – completed</p> <p>In progress</p>
<p>Collect on-going data for underperforming students so teachers can meet and pull small groups across grade level for writing intervention.</p> <p>SLO process designed to address small group instruction, through the data collection and analysis. Planning collaboratively using data.</p>	Jan 2013- May 2014	Sept. 2014 – June 2015		Teachers, Interventionists, Ritchie Intern District SLO support person,	Time, common planning time	<p>100% of classroom teachers will implement and provide evidence of best practices in progress monitoring, and analysis of student work using school-wide rubric. Teacher will use Data analysis to determine next steps for instruction and to inform small group needs as evidenced by data team agenda notes and minutes beginning January 2013 – May 2014.</p> <p>Sharing information and data work through Google Docs.</p>	<p>In progress</p> <p>Develop progress monitoring system for writing; develop agreed-upon practices for small-group instruction vs. intervention</p> <p>Ongoing</p>
Hire a part-time interventionist for middle school	Oct 2012- May 2013			Admin	\$15000 Administration Supplies	Teacher hired October 2012	Completed
Teachers will receive professional development to build deeper understanding and supports and strategies for	Jan 2013- May 2014			Teachers, SLT, Interventionists, Admin., Ritchie Intern, and	Included in \$25,000 expense noted in MIS #1 above	100% of Middle School Teachers will attend Professional Development as evidenced by sign-in	<p>In progress</p> <p>Visit schools: Skinner, Slavens, Odyssey, Waller, Greenwood,</p>

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

implementation of the writing process in the classroom in order to differentiate for all students.				PEBC		<p>sheets; completion certificates and implementation of what is being learned. Evidence of implementation will include:</p> <ul style="list-style-type: none"> • Public display of student writing; • Anchor chart relevant to current instruction • Word walls • Administration will conduct frequent ongoing observations and feedback regarding targeted small group instruction; • On-going data cycles <p>...beginning December 2012 through May 2014</p> <p>Observation to ensure implantation.</p>	<p>Enhance classroom environments</p> <p>Coaching on choosing appropriate reading materials – differentiation according to student levels and needs</p> <p>Coaching cycle – Dawn's work</p>
Coaching provided to middle school language arts teacher twice monthly.		Sept. 2014 – June 2015		Assistant Principal			Ongoing
Finalize understandings and implementation around a school-wide writing rubric by genre/mode during grade level meetings, data meetings, PLCs, and through cross-grade scoring on writing pieces.	Jan 2013-May 2014			Teachers, SLT, TLAs, Interventionists, Administration, District SLO support person, Staff, TLs	<p>Small stipend for SLT and TLAs</p> <p>Extra duty pay fund \$25.00/hourly</p> <p>Time</p>	<p>100% of classroom teachers will calibrate and score written pieces of student writing with collaboratively with colleagues as evidenced by finalized rubrics, meeting notes beginning 11/12 school year and continuing through 13/14 school year (with</p>	<p>In progress</p> <p>Plan PLC time</p> <p>Plan grade-level work time</p> <p>Research writing rubrics</p> <p>Grade-level leader committee school-wide</p>

Implementation of SLOs – 2 nd year for MS and 1 st grade teachers.		Sept. 2014 – June 2015				intermittent reflective reviews throughout) Focusing on SLO process once/month at data team meetings	In progress
SLO Pilot for 1 st grade teachers, middle school teachers	Oct. 2013- June 2014			Administration 1 st grade teachers, Middle school teachers District personnel	Time Help of district implementation team	1 st grade and Middle School teams will be in a pilot in implementing the SLO process, in place of SGOs.	Completed
Developed a protocol and routine around the data cycle, specific to the needs of Bill Roberts, facilitated by Teacher Leaders. This involves data analysis, collaborative planning, and best practices for instructional steps, with small group instruction and re-teaching		Oct. 2014- June 2015		Staff, TLs, Admin, DRs,	Time	Tuesday weekly data teams; observation and feedback from administration and DRs	In progress
Consult with district personnel on available resources to support the social/emotional learning.				Administration, district personnel.		March 2016: Meet with Lee Morgan and District personnel. March 2016: Review behavior data and created new action steps with district personnel. Have a curriculum selected by May 2016 to allow for PD	Completed Completed Completed

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

						for key personnel.	
Introduce and create ongoing PDU to address the whole child.			August 2016 – June 2017	PDU facilitator, staff, team specialist and administration	Time, District staff, PDU stipend from district, Book study text. Planning time.	<p>Communication to staff around PDU</p> <p>Creation of PDU</p> <p>Select facilitator through staff self-select process</p> <p>Staff sign up to participate in PDU</p> <p>Teachers will be placed in cohorts and engage in ongoing PD/Book Study to address race and behavior systems and instructional moves. Teachers will utilize a skill building and empathy-based approach to instruction.</p> <p>Ongoing progress of PDU</p> <p>Presentation of PDU to district</p>	Not yet begun
Create a structure to support the integration of an intentional program to support the social/emotional learning of all students.			March 2016 – June 2017	District specialist, staff, culture specialist, administration, PEBC Consultant	Time, Middle school schedule, Random Acts of Kindness Curriculum with PD provided by the SEL Office of DPS, district money, key personnel.	January 2016: Draft a teacher leader & collaboration school organizing structure to include a “Culture” team specialist.	Completed

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

					<p>February 2016: Met with district personnel to investigate SEL curriculum options, chose Random Acts of Kindness.</p> <p>March 2016: Create flexible schedule for students to allow for regular, additional instruction using SEL curriculum.</p> <p>April 2016: Investigate and select SEL curriculum: Random Acts of Kindness (RAK), decision communicated to district about selection. Currently scheduled for Fridays.</p> <p>May 2016: Select culture specialist</p> <p>June 2016: Attend summer training for SEL Curriculum.</p> <p>August 2016: Completion of summer training.</p> <p>August 2016: Create Friday schedule (rotating early release PLC time).</p>	<p>Completed</p> <p>Draft completed</p> <p>Completed.</p> <p>In progress</p> <p>In progress</p> <p>Not yet begun</p> <p>In progress</p> <p>Ongoing.</p>
--	--	--	--	--	---	---

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

						2016 – 2017 school year: Planning with administration.	
Implementation of SEL curriculum and whole child focus on building a positive school culture.			August 2016 – June 2017	Counselor, staff, culture specialist, district personnel	Random Acts of Kindness curriculum, time, scheduling	<p>Ongoing 2016-2017: Counselor will work with all 7th and 8th graders once a week to supplement academic instruction with an intentional opportunity to strengthen the social/emotional development of students (SEL Curriculum, RAK)</p> <p>Counselor works with individual students and student groups to strengthen skill building for students.</p> <p>Build in PD during the green days throughout 2016 – 2017 school year</p> <p>Culture specialist will facilitate the intentionality of morning meetings, community building, positive behavior support, and a continuous reflection and analysis of behavior data.</p>	<p>Not yet begun</p> <p>Ongoing</p> <p>Not yet begun</p> <p>Ongoing</p>
Pilot Saturday School as an academic support for struggling students. Saturday School will be			May 2016 pilot Saturday	Administration, teachers.	Vending machine that will supply stipend for teachers to assist with	April – May 2016: Select students to participate	In progress

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL

defined as an intervention support for academics. Identify which students need additional academic support on a monthly basis.			School for 2 months (April and May)		Saturday School (\$120/month).	April – May 2016: Determine effectiveness by reviewing data following Saturday school, identifying if intervention helped support student grades in class and potentially correct behaviors.	
Continue and refine the structures around MTSS to include appropriate behavior and academic data and specific interventions, all documented		August 2015- June 2016	August 2016 – June 2017	District personnel, staff (mental health and teachers), and administration.	Time, schedule	<p>April 2016: Include specific PD from Lisa Piscioti to train administration on appropriate entry of behavior and intervention data in IC.</p> <p>Schedule monthly MTSS meetings with a system of referral, discussion, data collection/analysis, and action planning for students needing additional support.</p>	<p>In progress</p> <p>Ongoing</p>

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

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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
☐ 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	Status of Action Step* (e.g., completed, in progress, not begun)
	2014-15	2015-16				

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

Section V: Appendices

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

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

School Code: 9623

School Name: WILLIAM (BILL) ROBERTS K-8 SCHOOL