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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2258 School Name: DOULL ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	72.05%	-	-	42.34%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	43.4%	-	-	
		W	54.84%	-	-	30.74%	-	-	
		S	45.36%	-	-	10.29%	-	-	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	54	-	-	64	-	-	
		M	68	-	-	61	-	-	
		W	66	-	-	69	-	-	
		ELP	45	-	-	71	-	-	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	**Median Student Growth Percentile** **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	**Graduation Rate** **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information
Directions: This section should be completed by the school or district.

Additional Information about the School

| Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

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

☒ State Accountability   ☐ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)	
1 Name and Title	Jodie Carrigan, Principal
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Phone	720-424-8002
Mailing Address	Doull Elementary School, 2520 S. Utica St., Denver, CO 80219
2 Name and Title	Eric Brandt, Assistant Principal
Email	Eric_Brandt@dpsk12.org
Phone	720-424-8003
Mailing Address	Doull Elementary School, 2520 S. Utica St., Denver, CO 80219

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.
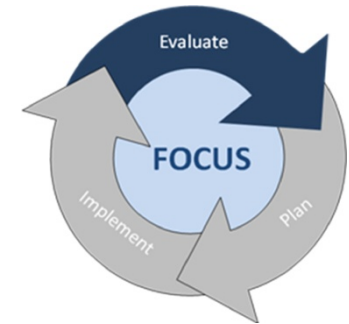
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	In 2012 the students at Doull will score 48% proficient/advanced on TCAP Reading.	Doull students scored 40% proficient/advanced on TCAP Reading. The target was not met. Doull was 8% short of the target.	Academic Status and Academic Growth continue to trend upward at Doull Elementary. We attribute that the 8% shortage is due to student's challenges in understanding academic content and questions. Students also struggle to express their ideas and understandings in an articulate manner that utilizes their academic language vocabulary. Last year Doull focused on: • Increase student talk, decrease teacher talk • Direct implementation of PD and teaching strategies • Objectives clearly communicated and posted
Academic Growth	The academic growth goal for reading was 66%.	Although we did not meet our set goal of a median adequate SGP of 66% for reading, our median SGP was 61%, exceeding the Federal and State median adequate GP of 54% by 7%.	
Academic Growth Gaps	Meet MSGP in reading, writing, and math for all disaggregated groups. Disaggregated student groups include: free/reduced lunch eligible, minority	We met Federal and State MSGPs for reading, writing, and math by disaggregated groups. The target was met for all groups in all subject areas.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	students, students with disabilities, English language learners, and students needing to catch up.		Our overall rate of growth in reading exceeds the Federal and State adequate MGP.
Post Secondary Readiness			

Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading: 2010 – 37% prof/adv 2011 – 40% prof/adv 2012 – 40% prof/adv (CDE says 42%)	-The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Reading has trended upward from 2010-2012, but it remains 32% below	Reading: In order to continue to make growth in reading, we need to move from grouping students by DRA level to grouping students by skills regardless of their DRA level. Through flexible grouping teachers will have a better understanding of what skills are being measured at that level of DRA and also the next level to help improve student

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		the State expectation of 72%. (We have seen a steady increase in our reading achievement over the last three years. However, our overall proficiency rates are well below what is acceptable to the school. One trend that was noticed was that 99% of our exited ELL's last year scored proficient or above on CSAP Reading. Whereas only 67% of our non-ELL students were proficient or advanced.	achievement. Math: Our students need to practice and memorize basic math facts until they demonstrate proficiency at their grade level in accordance with the Common Core State Standards. Students also need to be able to explain their thinking both either oral or written. (We will look at addressing mathematical fluency through students oral and written responses. We will look at the strategy of oral language and written response during the math block.) Writing: Writing Workshop needs to be adhered to strictly so that students are spending a more than adequate amount of time practicing their writing each day. Students need to be given multiple opportunities to write in all content areas.
	Math: 2010 – 39% prof/adv 2011 – 49% prof/adv (CDE says 46%) 2012 – 45% prof/adv (CDE says 44%) Writing: 2010 – 23% prof/adv 2011 – 19% prof/adv (CDE says 27%)	-The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Math has trended upward from 2008-2012. However, it remains 25% below the State expectation of 70%. -The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP	Science: The strategies used during reading and writing will be adhered to during the science block.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012 – 32% prof/adv (CDE says 33%) Science: 2010 – 10% prof/adv (CDE) 2011 – 5% prof/adv (CDE) 2012 – 10% prof/adv (CDE says 13%)	in Writing has been trending upward over time from 2008-2012. However, it remains 22% below the State expectation of 54%. - The percentage of students in grades 3-5 scoring proficient or advanced on CSAP/TCAP in Science has also trended upward from 2008-2012, but it remains 38% below the State expectation of 48%.	
Academic Growth			
Academic Growth Gaps	We met State expectations in growth for all disaggregated groups. Disaggregated student groups include: free/reduced lunch eligible, minority students, students with disabilities, English language learners, and students needing to catch up.		
Post Secondary &			

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

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Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

| Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC). | Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges. | Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable. | Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges. | Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. |

Narrative:

Doull Elementary School is a TNLI school in Southwest Denver that provides academic instruction in both Spanish and English. Doull Elementary serves students from ECE-5th grade. Currently, Doull has three full day ECE programs and two half-day ECE programs. Doull also provides three full day Kindergartens and two half-day Kindergarten programs. An Intensive ECE and two Multi-Intensive Center Programs are also based at Doull. To meet the needs of our struggling students we have a full-time interventionist who is working with students at all grade levels. This teacher works daily with small groups and provides a "double dip" in reading or math instruction. The school environment at Doull is also very important which is why we have been part of the Colorado Department of Education's Positive Behavior Supports Program for the past seven years. Doull also offers an after school-tutoring program from Glowmundo free of charge to families. Educating the whole child is important at Doull; we currently offer PE, Music, Art and Technology. We also have several other afterschool programs, including choir and band.

STUDENT POPULATION:
Doull Elementary currently enrolls 534 students for the 2012-2012 school year. The student population at Doull Elementary includes 79% Hispanic, 12% White, 1% Black, 1% Asian, and 1% American Indian. Second language learners at Doull make up approximately 62% of the population and of these students approximately 160 are receiving instruction in Spanish. All teachers at Doull are ELA-E and/or ELA-S endorsed and NCLB qualified. The special education support staff at Doull serves 15% of the student body who are currently on an IEP. We also house two center-based programs: the MI-Primary Program (Multi-intensive grades K-2), and the MI-Intermediate Program (grades 3-5) . Additionally, Doull is classified as a Hard-to-Serve school because of the 94% of students qualify for free or reduced lunch.
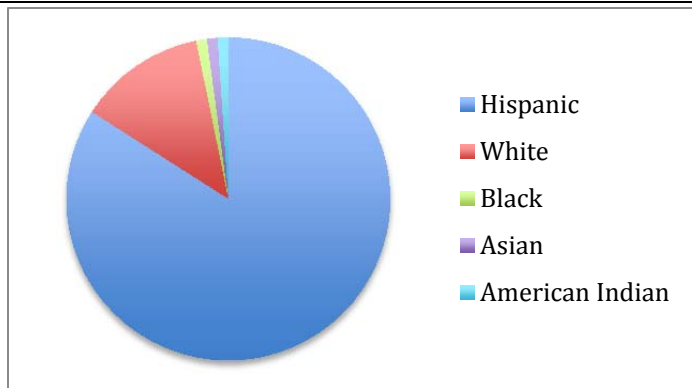
Doull Student Population
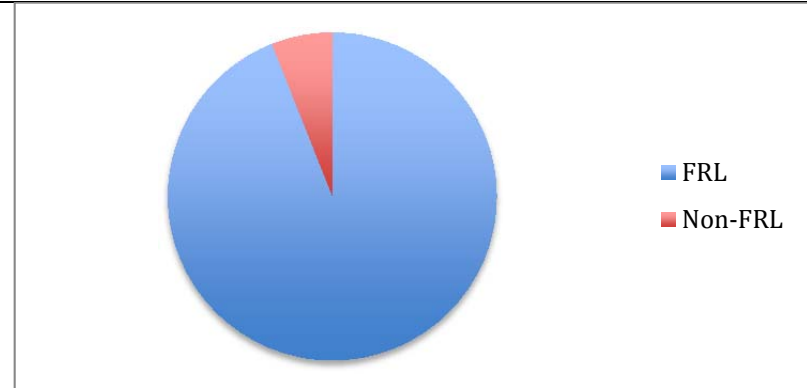
Doull Free & Reduced Lunch

The School Satisfaction Survey indicates 93% satisfaction rate overall from parents 90% from our students. We have focused on PBS, bully proofing, and creating a positive school environment over the past two years.   Our average daily attendance continues to trend upward in the 2011-2012 school year to 94.5% and is an area we continually seek to improve.

The student TCAP data shows a consistent yearly increase across content areas. In Reading in 2010, Doull had 37% of our students proficient or advanced, in 2011 we increased to 40% proficient or advanced and in 2012 we maintained our 40% proficient/advanced level. In Lectura, Doull continues to experience a decrease from 79% proficient/advanced in 2010 to 73% in 2011 to 11% in 2012 as we move more of our ELL learners to taking the TCAP in English. In Math, 39% of our students were proficient/advanced in 2010, 46% were proficient/advanced in 2011, and 45% were proficient/advanced in 2012. In Writing, we grew from 23% proficient in 2010 to 27% proficient/advanced in 2011. We continued on this growth trajectory in 2012, rising to 32% proficient/advanced on writing. On Escritura in 2009, we had 56% proficient and we rose to 83% proficient in 2010, however, with the choice of moving more students into the English CSAP our 2011 scores decreased to 55% proficient/advanced. On the Science TCAP, 10% of 5th graders were proficient/advanced in 2010. Our Science scores fell in 2011 to 5%, but improved in 2012 to 10% of our students scoring proficient/advanced.

In our Median Student Growth Percentile, we met the state expectation in math and writing and exceeded the state goal in Reading.

ROOT CAUSE: Low Reading Achievement and Growth
In looking closely at reading data, we identified strengths and areas of growth. Considering that our UIP focus has been around reading for the past four years, last year we only experienced a 3% growth overall in Reading at Doull.

We identified the following possible explanations:

#1. We need to move from grouping students by DRA level to grouping students by skills regardless of their DRA level. Through flexible grouping teachers will have a better understanding of what skills are being measured at that level of DRA and also the next level to help improve student achievement.

- Through PD we will look at making these things consistent:
- ✓ Objectives are communicated (students can articulate them)
- ✓ Collaboration among grade levels
- ✓ Structures of workshop will be utilized to increase rigor and meet the differentiation needs of students (mini-lesson, connections, active engagements, links, small strategy groups, individual conferences, share time)
- ✓ We will look at the amount of student talk vs. teacher talk to increase student achievement
- ✓ Data formally and informally, along with flexible student grouping, will be consistently utilized to inform rigorous instructional change.
- ✓ Descriptive feedback will become consistent during conferences, assessment notebooks, small groups, and student to student.

#2. Our students need to practice and memorize basic math facts until they demonstrate proficiency at their grade level in accordance with the Common Core State Standards.

Students also need to be able to explain their thinking both either oral or written. We will look at addressing mathematical fluency through students oral and written responses. We will look at the strategy of oral language and written response during the math block.

- Through PD we will look at making these things consistent:
- ✓ Objectives are communicated (students can articulate them)
- ✓ Collaboration among grade levels
- ✓ Structures of workshop will be utilized to increase rigor and meet the differentiation needs of students (mini-lesson, connections, active engagements, links, small strategy groups, individual conferences, share time)
- ✓ We will look at the amount of student talk vs. teacher talk to increase student achievement
- ✓ Data formally and informally, along with flexible student grouping, will be consistently utilized to inform rigorous instructional change.
- ✓ Descriptive feedback will become consistent during conferences, small groups, and student to student.

We have streamlined our PD strategies to be consistent in all curricular areas and this will enable us to monitor our data frequently.

Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

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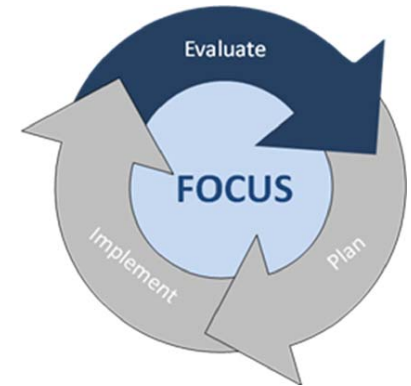
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percentage points needed to meet the 2013 target is 14 points in reading.	55% proficient or advanced	61% proficient or advanced	STAR 3 times a year minimum, DRA twice a year, Interim testing 3 times a year, progress monitoring throughout the school year.	Through collaboration, grade level expectations will be agreed upon and shared with all stakeholders.

Teachers will purposefully teach, model and plan for students to articulate their thinking by increasing the amount of accountable talk, focusing on non-fiction/ science, feedback loops, and language objectives in reading and math. |
		M	The percentage points needed to meet the 2013 target is 14 points in math.	58% proficient or advanced	63% proficient or advanced		
		W		36% proficient or advanced	40% proficient or advanced		
		S		22% proficient or advanced	31% proficient or advanced		
Academic Growth	Median Student Growth Percentile	R					
		M					
		W					

	(TCAP/CSAP & CELApro)	ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: Through collaboration, grade level expectations will be agreed upon and shared with all stakeholders.
Root Cause(s) Addressed: Lack of understanding and collaboration around grade level expectations.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):
☐ School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance plan requirements   ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Provide professional development for staff around CCSS and grade level expectations	August 2012-May 2013	Principal, AP, Facilitator, TLA classroom teachers	Local funds	Weekly grade level meetings	In progress
Coaching Cycles will be focused on grouping students by DRA level to grouping students by skills regardless of their DRA level.	September 2012-May 2013	Facilitator	Title One funds	The coaching cycle will be ongoing during the 2012-2013 school year	In progress
Teachers will utilize common planning time to meet weekly to collaborate around expectations, student data, objectives, problem of practice and implementation of instructional strategies. DE privatizing our classrooms.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator, SLT	No resources necessary	School-wide wiki space to document the agenda and minutes of their meetings.	In progress
Monthly opportunities for grade levels to share vertically what they are working on at team meetings. Monthly opportunities to self reflect and self-rate how we are progressing on the strategies that are outlined in our root cause through sharing student data and teacher modeling.	December 2012-May 2013	All staff	No resources necessary	Self rating, exit slips	In progress
Through professional development the staff will	September	Principal, AP,	Title One funds	Data will be gathered	In progress

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provide students with academically focused descriptive feedback aligned to the objectives and grade level expectations (I.7).	2012-May 2013	Facilitator, TLA classroom teachers, SLT, all staff		around I.7 during walkthroughs, partials and full observations using the indicators from the Framework for Effective Teaching.	
Teachers will observe colleagues to gather evidence of academically focused descriptive feedback aligned to the objectives and grade level expectations (I.7) and will share the feedback with each other.	October 2012-May 2013	All classroom teachers	No resources necessary	Teachers will use tracking sheets to log their visits to classroom	In Progress
Through staff development, teachers will purposefully plan for student talk throughout their workshop to increase opportunities for feedback. Teachers will also learn about where (in their workshop) to utilize feedback loops. Through staff development, teachers will also expand their learning about different types of feedback and when to use them.	October 2012-May 2013	Principal, AP, Facilitator, SLT, all staff	No resources necessary	PD exit tickets to gather data around teachers understanding of new concepts. Data will be gathered around I.7 during walkthroughs, partials and full observations using the indicators from the Framework for Effective Teaching.	In Progress
Collaborative backwards planning of units with grade level expectations in mind.	November 2012-May 2013	Specific grade level teams	No resources necessary	Planned out units, I tasks	In progress
Through the school newsletter, PTO, and parent teacher conferences we will build an understanding of grade level expectations.	School Year	All Staff	No resources necessary	Newsletter Teachers continuously looking at student data	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

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Major Improvement Strategy #2: Teachers will purposefully teach, model and plan for students to articulate their thinking by increasing the amount of accountable talk, focusing on non-fiction/ science, feedback loops, and language objectives in reading and math. **Root Cause(s) Addressed:** Students have a difficult time elaborating and cannot articulate their thinking.

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

☐ School Plan under State Accountability   ☐ Title I Schoolwide or Targeted Assistance Plan requirements   ☐ Title I Focus School Plan requirements

☐ Application for a Tiered Intervention Grant (TIG)   ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Teachers will increase the level of instructional focus on Nonfiction/Science in their classrooms through PD, vertical conversations and grade level meetings	School year	Classroom teachers, Principal, AP, Facilitator	Facilitator monies for additional books and classroom resources	Walk throughs, partials and full observations	In progress
Teachers will utilize Accountable Talk strategies from last year's PD and continued discussions and articles around increasing student talk.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator	No resources necessary	Walk throughs, partials and full observations	In progress
Teachers will broaden their learning about feedback loops and about actionable and goal referenced feedback. Teachers will read articles, identify various types of feedback and practice giving actionable and goal referenced feedback during PD, observations and self-reflection of classroom feedback.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator	No resources necessary	Colleague observations, Walk throughs, partials and full observations, PD exit slips	In progress
Through PD teachers will learn about how to model, coach and increase student to student feedback.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator, students	No resources necessary	Colleague observations, Walk throughs, partials and full observations, PD exit slips, student surveys	In progress
Teachers will purposefully teach, model and plan for students to articulate their thinking by explicitly teaching and modeling during guided reading.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator	No resources necessary	Coaching cycles data Classroom observations GR lesson plans	In progress
Teachers will utilize common planning time to meet weekly to collaborate around strategies and lessons	September	Classroom teachers, Principal, AP,	No resources necessary	School-wide wiki space to document the agenda	In progress

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around increasing student articulation of thinking.	2012-May 2013	Facilitator		and minutes of their meetings.	
Provide PGP professional development for staff	August 2012-May 2013	Principal, AP, Facilitator, TLA classroom teachers	Local funds	-Colleague data collected and shared monthly -LEAP	In progress
PDU	August 2012-May 2013	Facilitator, classroom teachers	District funds	Teacher data Teacher reflection	In progress
Utilizing the district iTasks as a check in for how our students are progressing toward the standard and how they are able to explain their thinking and strategies.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator, students	No resources necessary	Itasks collaboratively scored by grade levels	In progress
During PD, teachers will collaboratively create a bank of common language objectives to build cohesion throughout the grade levels and content areas. These language objectives will be scaffolded to address the varying language needs in the room to help students articulate their thinking.	September 2012-May 2013	Classroom teachers, Principal, AP, Facilitator	No resources necessary	Colleague observations, Walk throughs, partials and full observations, PD exit slips, student surveys	Bank created November 2012 Implementation- in progress

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Title I Accountability Provision #1: Parent Involvement/Communication

☐ School Plan under State Accountability.   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant.
☐ Title I school wide or targeted assistance requirement.   ☐ School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Back to school night meet and greet. *Introduced the staff to parents *Parents meet classroom teachers *Social event outside, popsicles *Handing out of Parent Compact	August 23, 20012	All Staff	Title 1 Involvement Funds for food, materials, etc.	Back to school night allows teachers and parents to have informal conversations about students and end of the year grade level expectations. Having an outdoor, social event also encourages parents to talk with one another as their children played. Staff will continue to reflect and brainstorm on how to further improve back to school nights in the future.
Family nights have been scheduled in collaboration with Glowmundo	Ongoing through the 2012-2013 school year	Glowmundo staff	Title 1 Involvement Funds for food, materials, etc.	
Surveys were given during registration to determine parent interests for volunteering and for parent workshops throughout the year.	August 2012	Principal, AP, classroom teachers	No resources necessary	Parent participation and feedback
Hold parent workshops to train and educate parents regarding the interests they specify based on the survey given in August.	Workshops each trimester	Staff who volunteer	Title 1 Involvement Funds for food, materials, etc.	We will record parent attendance and after the session parents will fill out a small survey to show if the information was useful to them (exit slip).
Hold Everyday Math parent workshops at various grade levels to actively engage parents and help them learn useful tools to help their students in math.	Ongoing through the 2011-2012 school year	Staff who volunteer	Title 1 Involvement Funds for food, materials, etc.	Parents will complete a survey at the end of the session to evaluate the effectiveness of information.
Send written communication in both English and Spanish to all parents in Thursday folders. *Monthly newsletters from the school to inform parents of upcoming school events. *Updates and reminders *Classroom/grade level information *Surveys	Monthly	Principal, AP and classroom teachers	No resources necessary	Parents will be informed about school wide information and events. This will help us receive positive results on our Parent Satisfaction survey.

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Place robo calls to families to notify parents of important information throughout the school year. *Meetings *Conferences *Holidays/No contact days *Deadline reminders	Ongoing through the 2012-2013 school year	AP, & School Secretary	No resources necessary	Parents will be apprised of important information. Students will not come to school on no contact days, deadlines for requested information/meetings will be met.
Parent teacher conferences *Teachers will work around parent schedules offering before and after school options, and home visits.	October 2012 February 2013	All Staff	No resources necessary	All Staff members will hold conferences to meet with 100% of parents. Parents will sign in at conferences and teachers will turn in log sheets. Any parents who do not come in will be contacted by the Principal or AP.
Send home Standards Based Progress Reports in English and Spanish to inform parents about the progress their child is making toward the grade level standards.	November 2012 February 2013 May 2013	All Staff	No resources necessary	Teachers will monitor students progress and communicate with parents on and ongoing basis. Parents will be aware of their child's strengthens and areas of growth. Teachers will log communication in IC conference tab.
Comment Box in the main lobby.	Ongoing through the 2012-2013 school year	Principal and AP	No resources necessary	Encourage families to write suggestions or comments in the new comment box in the lobby to encourage parents to voice their opinions and help us address their needs.
Spring Fling Dance	Spring 2013	PTO members and community	Title 1 parent involvement funding	Overall attendance by Doull families.
Clothing exchange	Spring 2013	Assistant Principal and Volunteers	None	Parents are asked to bring in clothing that their children have outgrown. On the clothing exchange night, the parents and community will be encouraged to "shop" for new clothing sizes for their children. Having this event will encourage community service in our community and parents as well as the collaboration of parents helping each other.
Skate City Night	Throughout the year	Principal, AP, teacher volunteers	None	Community Building for all in the Doull community

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

☐School Plan under State Accountability.　　☐ Title IA School Improvement/Corrective Action Plan　　☐　　Application for a Tiered Intervention Grant.

　　☐　Title I school wide or targeted assistance requirement.　　☐　School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Certificated and paraprofessional staff has been approved through Human Resources. All paraprofessionals have either passed the required Work Keys test or have attended the minimum amount of required college hours	On going	Principal, AP, and Human Resources	Human Resources staff	Monitor to ensure that para's have had necessary training (ie. NCI training, Reporting training, etc.)
Principal will work with the Human Resources Department to recruit, review, hire and retain highly qualified staff members. • Principal will attend job fairs • Principal will collaborate with Human Resources to support teachers on plans of remediation or to agreeable solution in the best interest of the school and its students.	On Going	Principal & AP		