cde

Colorado's Unified Improvement Plan for Schools for 2013-14

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL   SPF Year: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2012-13. 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		2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % Proficient and Advanced (%P+A) in reading, writing, math and science **Expectation:** %P+A is above the 50th percentile (from 2009-10 baseline) by using 1-year or 3-years of data	R	71.65%	-	-	49.43%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	53.44%	-	-	
		W	53.52%	-	-	28.63%	-	-	
		S	47.53%	-	-	25%	-	-	
Academic Growth	Median Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth on ACCESS/CELApro 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. For English language proficiency growth, there is no adequate growth for 2012-13. The expectation is an MGP at or above 50.		Median Adequate Growth Percentile (AGP)			Median Growth Percentile (MGP)			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	49	-	-	43	-	-	
		M	66	-	-	55	-	-	
		W	57	-	-	35	-	-	
		ELP	-	-	-	36	-	-	

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 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: Approaching * 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	-	Overall Rating for Postsecondary & Workforce Readiness: -
			- using a - year grad rate		
	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.	-	-	-	
	Mean Colorado ACT Composite Score **Expectation:** At or above state average.	-	-	-	

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Accountability Status and Requirements for Improvement Plan

Denver Public Schools Summary of School Plan Timeline	October 16, 2013	All schools must upload their UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	December 13, 2014	All schools must upload their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool
	January 6, 2014	UIPs of turnaround and priority improvement schools (per CDE SPF) are sent by ARE to CDE for review.
	April 9, 2014	All schools must submit their updated UIP to the ARE website via the DPS Unified Improvement Plan Upload Tool for public viewing at www.schoolview.org

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment			
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.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

School Code: 3512   School Name: GOLDRICK ELEMENTARY 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?	
School Support Team or Expedited Review	Has (or will) the school participated in an 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)   ☐ Colorado Graduation Pathways Program (CGP)

☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Ligia Gibson, principal
	Email	Ligia_Gibson@dpsk12.org
	Phone	(720) 424-6980
	Mailing Address	1050 S. Zuni, Denver 80223
2	Name and Title	Martha Torres de Dominguez
	Email	Martha_Torres@dpsk12.org
	Phone	(720) 424-6980
	Mailing Address	1050 S. Zuni St, Denver, 80223

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Section III: Narrative on Data Analysis and Root Cause Identification

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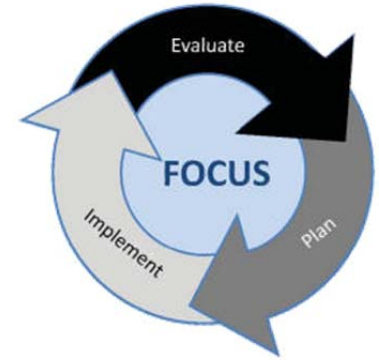
Data Narrative for School

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

Data Narrative for School

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.

Narrative:

Our leadership team followed protocols to review data in the first table and find trend statements. Later our whole staff followed a similar process to discover our school wide trend statements according to our TCAP data. A series of meetings were facilitated in order for the SLT to determine root causes.

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading-54% Math-64%	Reading 49% -5 % from target Math 53% -10% from target	Lack of cohesive vision and curriculum across grade levels in writing which influences writing across the disciplines. In math our instruction and curriculum approach was more successful in 3rd and 4th grade and not for our 5th grade students. ~~Our SLT is in the process of reviewing this data analysis to choose our root cause.~~
	Writing-40% Science 29%	Writing 29% -10% from target Science 24% -5% from target	
Academic Growth	~~R 49; M 66; W 57~~	~~R 43; M 55; W 35~~	
	Can be found in last year's UIP		
Academic Growth Gaps	Can be found in last year's UIP		
Postsecondary & Workforce Readiness			

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

cde

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.

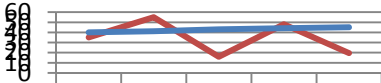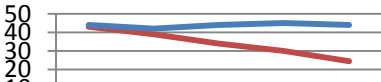| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	**TCAP status** — Reading — Math — Writing — Science 	2009	2010	2011	2012	2013
Reading	42%	43%	42%	40%	49%
Math	54%	58%	55%	47%	53%
Writing	33%	36%	33%	27%	29%
Science	15%	25%	14%	26%	24% | Reading: The percentage of proficient and advanced on TCAP Reading for students overall at Goldrick between the years of 2009-2013 have been 42%, 43%, 42%, 40%, 49% resulting in an upward trend that is 23% below the State expectation of 72%.	The percent proficient and advanced for students overall at Goldrick on TCAP R, W, M, S is well below the state expectation resulting in a flat and/or downward trend across all content areas.	Inconsistent expectations around common instructional practices. Inconsistent support for teachers specifically around writing. Unclear expectations of how to use data to drive feedback and create next steps for instruction. Surface level understanding of standards-based instruction and the CCSS.

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Writing: The percentage of proficient and advanced on TCAP Writing for students overall at Goldrick between the years of 2009-2013 have been 33%, 36%, 33%, 27%, 29% resulting in a downward trend that is 25% below the State expectation of 54%. Math: The percentage of proficient and advanced on TCAP Math for students overall at Goldrick between the years of 2009-2013 have been 54%, 58%, 55%, 47%, 53% resulting in a flat trend that is 18% below the State expectation of 71%. Science: The percentage of proficient and advanced on TCAP Science for students overall at Goldrick between the years of 2009-2013 have been 15%, 25%, 14%, 26%, 24% resulting in an unstable trend that is 29% below the State expectation of 48%.		

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth	**TCAP MGP** 		200 9	201 0	201 1	201 2	201 3
Reading	47	49	39	46	42
Math	62	63	44	53	55
Writing	48	51	28	49	35 | Math- The MGP for TCAP Math for students overall at Goldrick between 2009-2013 have been 62, 63, 44, 53, 55, resulting in a downward trend that meets the State expectation of 55. Writing- The MGP for TCAP Writing for students overall at Goldrick between 2009-2013 have been 48, 51, 28, 49, 35, resulting in a downward trend that is 22 pts below the State expectation of 57. Reading- The MGP for TCAP Reading for students overall at Goldrick between 2009-2013 have been 47, 49,39, 46, 42, resulting in a flat trend that is 7 pts below the State expectation of 49.	The Median Growth Percentile for students overall at Goldrick on TCAP R, W, M, is well below the state expectation resulting in a flat and/or downward trend across all content areas.	Inconsistent expectations around common instructional practices. Inconsistent support for teachers specifically around writing. Unclear expectations of how to use data to drive feedback and create next steps for instruction. Surface level understanding of standards-based instruction and the CCSS.

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

cde

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps	**TCAP Writing MGP** 		2009	2010	2011	2012	2013
School SPED	35	55	16	48	19.5
State SPED	40	41	43	44	45 | **TCAP Reading MGP** |	2009	2010	2011	2012	2013
School SPED	43	39	34	30	24.5
State SPED	44	42	44	45	44	 The MGP for SPED Students at Goldrick Elementary on TCAP Reading between the years of 2009-2013 has been 43, 39, 34, 30, 24.5 resulting in a downward trend and a 25.5 gap between Goldrick students and the state.	The median growth percentile for SPED students at Goldrick Elementary in Reading and Writing are 19.5 pts below the state MGP for SPED (Reading) and 25.5 pts below the state SPED MGP (writing).	Inconsistent expectations around common instructional practices. Inconsistent support for teachers in literacy and math ~~specifically~~ especially around writing. Unclear expectations of how to use data to drive feedback and create next steps for instruction. Surface level understanding of standards-based instruction. ~~and the CCSS.~~

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The MGP for SPED Students at Goldrick Elementary on TCAP Writing between the years of 2009-2013 has been 35, 55, 16, 48, 19.5 resulting in a downward trend and a 19.5 gap between Goldrick students and the state.		
Postsecondary & Workforce Readiness			

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

cde

Section IV: Action Plan(s)

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

School Target Setting Form

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

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

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

cde
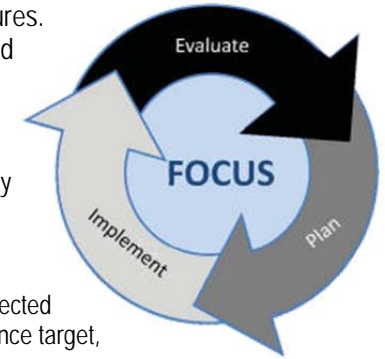
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy
				2013-14	2014-15		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percent proficient and advanced for students overall at Goldrick on TCAP R, W, M, S is well below the state expectation resulting in a flat and/or downward trend across all content areas.	Read-60% Math- 68% Writing- 43% Science- 36%	Read- 66% Math- 73% Writing- 46% Science- 44%	SCAN Assessments, Interims	Implement the 5 Step Data Team Process for data inquiry. Consistent implementation of the Workshop model across content areas as a foundation for common instructional practices.
		M					
		W					
		S					
Academic Growth	Median Growth Percentile (TCAP/CSAP & ACCESS)	R	The Median Growth Percentile for students overall at Goldrick on TCAP R, W, M, is well below the state expectation resulting in a flat and/or downward trend across all content areas.	60 for all students	60 for all students	SCAN Assessments, Interims	
		M					
		W					
		ELP					
Academic Growth Gaps	Median Growth Percentile	R	The median growth percentile for SPED students at Goldrick Elementary in Reading and Writing are 19.5 pts below the state MGP for SPED (Reading) and 25.5 pts below the state SPED MGP (writing).				
		M					
		W					

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Postsecondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean CO ACT					

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

Action Planning Form for 2013-14 and 2014-15

Directions: Identify the major improvement strategy(s) for 2013-14 and 2014-15 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: Implement the 5 Step Data Team Process for data inquiry.

Root Cause(s) Addressed: Unclear expectations of how to use data to drive feedback and create next steps for instruction. Surface level understanding of standards-based instruction and the CCSS.

_____

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2013-14	Timeline 2014-15	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Increase teacher-planning time to collaboratively use data to inform instruction.	X	X	Principal Assistant Principal, Literacy Facilitator, Teachers & Instructional partner	Implement 5 Step Data process specifically in writing Work with District Resources to find structures that can improve our master schedule to increase time	CCSS writing rubrics, Grade level writing examples, Writing Interims and SCAN, Teacher feedback Have a frame by beginning of January and completed by Budget process time of master schedule with increased time	In process, gradual release from SW instructional partners leading process to building Facilitator leading process. Beginning process with Leadership team
Develop a systematic PD calendar	Begin	Complete	Principal, AP, Leadership Team, Teachers & SW Instructional partner	Needs based surveys, current expertise from SW partners and district partners	-Completion of calendar by August 2014	January/February- begin needs process survey; April/May – have draft calendar and finalize by August.

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

PD on Common Formative Assessment and Tasks		X	SCAN affinity group, Facilitator, SW Instructional Partner	District Resources, Book Studies, establish Learning Groups among teachers,	<u>100% of Teachers</u> will participate <u>will use common Formative assessments 4 times per unit, as evidenced by records of teaching</u>	Currently in SCAN, otherwise work not begun
PD on giving feedback/Problem of Practice circles/Learning Walks, etc.	Begin Spring of 2014	Complete implementation by Spring 2015	Principal, Assistant Principal, Facilitators, Teachers, SW Instructional Partner	Substitutes for classrooms teacher to participate in Learning Walks, Create Learning Group around Problem of Practice,	By end of Spring 1 grade level will participate in Learning Walks; By Fall of 2014, 3 grade levels will participate in Learning Walk or Problem of Practice circle; By Spring 2015 all grade levels will have participated in at least on round of a Learning Walk or Problem of Practice Circle	Not begun
PD on student goal setting and students tracking their own data.		X	Principal, Assistant Principal, Teachers	Data trackers, SW Instructional Partners	100% of classroom teachers will participate in PD. At least 1 classroom per grade level will begin implementing student goal setting and tracking by mid Fall 2014. By end of Spring 2015 all classrooms will have student goal setting conferences and data trackers.	Not 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.

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

cde

Major Improvement Strategy #2: Consistent implementation of the Workshop model across content areas as a foundation for common instructional practices.

Root Cause(s) Addressed: Inconsistent expectations around common instructional practices. Inconsistent support for teachers specifically around writing. Surface level understanding of standards-based instruction and the CCSS.

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

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

☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2013-14	2014-15				
Apply for the TIFF Grant to provide time and resources for Intervention teachers to provide instructional coaching and support.	X	X- implement if accepted	TIFF staff, Differentiated Roles Team	Pursuing differentiated Roles Pilot to increase coaching cycles for each teacher.	Attend district workshops with team	In process of pursuing this with team, will be completed by end of January and expected to hear if approved by early February.
PD around the Workshop model	Spring 14	X	Principal, Assistant Principal, Facilitator, Teachers	SW Instructional partners; Teacher models/leaders, Budget resources for technology School-wide writing curriculum	Selection of writing curriculum will occur by March 2014. Technological resources will be purchased and in use by end of Spring 2014. 100% of teachers will participate in PD and implement Workshop Model in Writing by Fall of 2014.	Not begun
Observation and Feedback Loops	X	X	Principal, Assistant Principal, Differentiated Roles Team		By February 2014 all teachers will have had a full observation by Principal or Assistant Principal with Feedback Conversation; In 2014-15 school year all classroom teachers will receive weekly observation and feedback.	In progress Not begun yet

School Code: 3512 School Name: GOLDRICK ELEMENTARY SCHOOL

* 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.

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL

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)

School Code: 3512   School Name: GOLDRICK ELEMENTARY SCHOOL