

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 2258 School Name: DOULL ELEMENTARY SCHOOL Official 2014 SPF: 3 Year

Section I: Summary Information about the School

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

Executive Summary

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

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

On 2014-15 state testing, Doull increase 4 and 16 percentile points respectively for ELA and math. However, proficiency levels across content areas remain below state, district, and school expectations. Doull continues to create a strong learning environment by prioritizing the structures and systems that will address our student's changing social and emotional needs. By putting "students-first" we are creating the safe environment our students need for academic growth to occur.

Why is the school continuing to have these problems?

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

We are seeing an increased trend of students coming to Doull below-grade level. Even though classroom progress is made at an accelerated rate, some students remain below grade-level while others do not translate their growth on state testing. Secondly, Doull is in the early stages of transitioning to a feedback-oriented culture that promotes data driven instruction with an emphasis on high and consistent levels of rigor.

What action is the school taking to eliminate these challenges?

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

Doull's enrichment model will be adjusted for the 2016-17 school year, simultaneously "flooding" classrooms with additional intervention, special education, and GT support. Furthermore, Doull's special education model has also been adjusted to include a Spanish-speaking special education teacher. This position will help support our ELL population (55%) and assist in identifying ELLs that need additional academic and behavioral support.

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

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability program expectations.

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
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.

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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 current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

Section II: Improvement Plan Information

Additional Information about the School

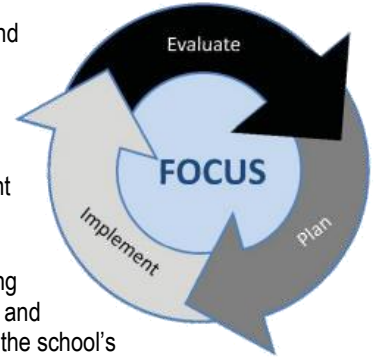
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Jo Carrigan, Principal
	Email	jodie_carrigan@dpsk12.org
	Phone	720-424-8002
	Mailing Address	2520 S. Utica Street Denver, CO 80123
2	Name and Title	Rob Suglia, Assistant Principal
	Email	robert_suglia@dpsk12.org
	Phone	720-424-8006
	Mailing Address	2520 S. Utica Street Denver, CO 80123

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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

<p>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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>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.</p>	<p>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 strategy(s) is encouraged.</p>
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Narrative:**About Doull**

Doull Elementary believes that every person, young or old, principal, teacher or student, must be a lifelong learner in order to achieve success. At Doull we begin that adventure by teaching children to be compassionate, determined and positive citizens in our community. Tucked deep into the heart of Harvey Park, Doull's diverse community is centered on student growth and achievement. Teachers at Doull provide a safe and loving environment and are continually refining their practice in order to effectively meet the educational goals of each individual in their classroom. Whether students are busy working in small cooperative groups, independently, or on their classroom's cutting edge Promethean Board, or exploring our outdoor learning landscape, critical thinking is taking place. Students are the heart of our work here at Doull. Our hallways and classrooms are filled with our greatest treasures, our kids! For a student's perspective on Doull visit <http://tinyurl.com/Doull-Student-Pride>

Demographics

Doull Elementary has 511 enrolled students for the 2015-16 school year. Of these students, 93% are of an ethnic minority (87% Hispanic, 7% White, 3% Asian, 1% Black, 1% American Indian, and 1% Multi-Racial). With 8 different native languages spoken in the homes of our students, 55% of our students are bilingual English Language Learners (ELL). Almost half (48%) of our ELL's receive direct instruction or instructional support in Spanish. Notably, 75% of Doull's gifted and talented students are ELLs. With 93% of Doull students qualifying for free or reduced lunch, Doull is a "hard-to-serve" school. Doull supports three center-based special education programs: 1.) an integrated Model 1 program for ECE students, 2.) a MI-Primary program for students in grades K-2, and 3.) a MI-Intermediate program for grades 3-5. These programs help raise the percentage of Doull students with IEPs to 18%. All classroom teachers at Doull are ELA-E and/or ELA-S endorsed and NCLB qualified.

Programming

Doull's intervention program is designed to give all of our students what they need. With two 40-minute blocks, students will take art, music, computer technology, physical education, or strength and movement. If an academic intervention is needed, students will use this time to attend intervention groups in reading or math while other students participate in rigorous group work through our GT program. With a "GT Challenge Program" designed around inclusion, even students not formally identified as GT can participate in the program.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	<ul style="list-style-type: none"> 61% proficient 	ELA PARCC 2014-15 <ul style="list-style-type: none"> 27% "Did not yet Meet" 31% "Partially Met" 24.5% "Approached Expectations" 16% "Met Expectations" 1% "Exceeded Expectations" 41.8% "Approaching and Above" 17.4% "Met or Above" 	<p>Reading concerns:</p> <ul style="list-style-type: none"> - language transition from 3rd-4th - where do they start for growth measures? - so we are keeping Ss where they are, but not getting the catch-up growth - Ss not learning to read in guided reading – a major shift needs to occur to get out of 40% range - students don't have phonics to decode the words they know (not using Houghton/Miffl guides) -lack of strong RTI procedure in the bldg. <p>Writing concerns:</p> <ul style="list-style-type: none"> -Ss not on task for 100% of the work time across the board during writing or reading -More Ss need to speak in complete sentences -with ELLs, writing is the final component of mastering a language -are Ss writing every single day in every single grade level in every single content area? (can we rule out that Ss are spending the time on task)
	<ul style="list-style-type: none"> 40% proficient 	Math PARCC 2014-15 <ul style="list-style-type: none"> 24% "Did not yet Meet" 29% "Partially Met" 33.8% "Approached Expectations" 12.6% "Met Expectations" 0.5% "Exceeded Expectations" 46.9% "Approaching and Above" 13% "Met or Above" 	
Academic Growth	ELA PARCC 2014-15 <ul style="list-style-type: none"> +6 (36th %tile) 		
	Math PARCC 2014-15 <ul style="list-style-type: none"> +14 (37th %tile) 		

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps	<p>Growth Gap #1: Students with IEPs</p> <p>Doull with IEPs v. Doull without IEPs</p> <p>“Did not yet Meet”</p> <ul style="list-style-type: none"> • 61% v. 19.9% (ELA) • 60% v. 16.9% (Math) <p>“Partially Met”</p> <ul style="list-style-type: none"> • 33% v. 30.5% (ELA) • 25.7% v. 29.7% (Math) <p>“Approached Expectations”</p> <ul style="list-style-type: none"> • 6% v. 28.5% (ELA) • 14.3% v. 37.8% (Math) <p>“Met Expectations”</p> <ul style="list-style-type: none"> • 0% v. 19.9% (ELA) • 0% v. 15% (Math) <p>“Exceeded Expectations”</p> <ul style="list-style-type: none"> • 0% v. 1% (ELA) • 0% v. 0.6% (Math) <p>Doull v. Network</p> <p>“Approaching and Above”</p> <ul style="list-style-type: none"> • 6% v. 14% (ELA) • 14% v. 50% (Math) <p>“Met and Above”</p> <ul style="list-style-type: none"> • 0% v. 4% (ELA) • 3.5% v. 20% <p>District: ELA - Students with IEPs</p>		<p>Math concerns:</p> <ul style="list-style-type: none"> -we don't have a coherent system to provide math interventions to Ss, other than tutoring in 4th grade -differences/variety in CCSS aligned math lessons based on EM – is there one out there -memorization of math facts is needed -need for Ss to explain orally & in writing how they got to their answer

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Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
	"Approaching and Above" <ul style="list-style-type: none"> • 6% v. 19.8% (ELA) • 18% v. 55% (Math) "Met and Above" <ul style="list-style-type: none"> • 0% v. 8% (ELA) • 6% v. 27.6% (Math) 		
	Growth Gap #2: "Approaching and Above" ELA <ul style="list-style-type: none"> • Doull: 41.8% • Network: 50.7% • District: 57% Math <ul style="list-style-type: none"> • Doull: 41.8% • Network: 50.7% • District: 57% 		
Postsecondary & Workforce Readiness	80% or above		

Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>ELA PARCC 2014-15</p> <ul style="list-style-type: none"> • 27% "Did not yet Meet" • 31% "Partially Met" • 24.5% "Approached Expectations" • 16% "Met Expectations" • 1% "Exceeded Expectations" • 41.8% "Approaching and Above" • 17.4% "Met or Above" 		<p>Reading concerns:</p> <ul style="list-style-type: none"> - language transition from 3rd-4th - where do they start for growth measures? - so we are keeping Ss where they are, but not getting the catch-up growth - Ss not learning to read in guided reading – a major shift needs to occur to get out of 40% range - students don't have phonics to decode the words they know (not using Houghton/Miffl guides) -lack of strong RTI procedure in the bldg. <p>Writing concerns:</p> <ul style="list-style-type: none"> -Ss not on task for 100% of the work time across the board during writing or reading -More Ss need to speak in complete sentences -with ELLs, writing is the final component of mastering a language -are Ss writing every single day in every single grade level in every single content area? (can we rule out that Ss are spending the time on task)

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Math PARCC 2014-15</p> <ul style="list-style-type: none"> • 24% “Did not yet Meet” • 29% “Partially Met” • 33.8% “Approached Expectations” • 12.6% “Met Expectations” • 0.5% “Exceeded Expectations” • 46.9% “Approaching and Above” • 13% “Met or Above” 		<p>Math concerns:</p> <ul style="list-style-type: none"> -we don’t have a coherent system to provide math interventions to Ss, other than tutoring in 4th grade -differences/variety in CCSS aligned math lessons based on EM – is there one out there -memorization of math facts is needed -need for Ss to explain orally & in writing how they got to their answer
Academic Growth	AGP: 53 (Reading), 69 (Math), Writing (63), ELP (30)		
	MGP: 60 (Reading), 60 (Math), Writing (63), ELP (60)		
Academic Growth Gaps	<p>Growth Gap #1: Students with IEPs</p> <p>Doull with IEPs v. Doull without IEPs</p> <p>“Did not yet Meet”</p> <ul style="list-style-type: none"> • 61% v. 19.9% (ELA) • 60% v. 16.9% (Math) <p>“Partially Met”</p> <ul style="list-style-type: none"> • 33% v. 30.5% (ELA) • 25.7% v. 29.7% (Math) <p>“Approached Expectations”</p> <ul style="list-style-type: none"> • 6% v. 28.5% (ELA) • 14.3% v. 37.8% (Math) <p>“Met Expectations”</p> <ul style="list-style-type: none"> • 0% v. 19.9% (ELA) • 0% v. 15% (Math) <p>“Exceeded Expectations”</p> <ul style="list-style-type: none"> • 0% v. 1% (ELA) • 0% v. 0.6% (Math) 		

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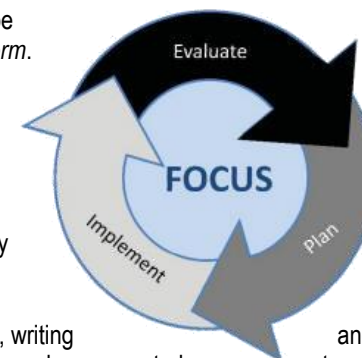
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Doull v. Network</p> <p>“Approaching and Above”</p> <ul style="list-style-type: none"> • 6% v. 14% (ELA) • 14% v.50% (Math) <p>“Met and Above”</p> <ul style="list-style-type: none"> • 0% v. 4% (ELA) • 3.5% v. 20% <p>District: ELA - Students with IEPs</p> <p>“Approaching and Above”</p> <ul style="list-style-type: none"> • 6% v. 19.8% (ELA) • 18% v. 55% (Math) <p>“Met and Above”</p> <ul style="list-style-type: none"> • 0% v.8% (ELA) • 6% v. 27.6% (Math) 		
	<p>Growth Gap #2: “Approaching and Above”</p> <p>ELA</p> <ul style="list-style-type: none"> • Doull: 41.8% • Network: 50.7% • District: 57% <p>Math</p> <ul style="list-style-type: none"> • Doull: 41.8% • Network: 50.7% • District: 57% 		
<p>Postsecondary & Workforce Readiness</p>	<p>At 80% or above</p>	<p>///</p>	

Section IV: Action Plan(s)

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

School Target Setting Form

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



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

School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	Reading Spring Interim 2013 to 2014 (+/-%): 47% (-5%) Writing Spring Interim 2013 to 2014 (+/-%): 44% (+4%) DRA: At or Above GL 2014 to 2015 (+/-%) Kinder: 61% (-9%) Grade 1: 80% (+12%) Grade 2: 51% (-13%) Grade 3: 42% (0%)	40% Proficient	40% Proficient		Create a system & structure for DDI that includes backwards planning and defining rigor.
		READ	READ Act Overall Percent "At or Above" GL 2013 to 2015: +3% 2014 to 2015: -2% READ Act Overall 2014 to 2015 (+/-%) Doull v. District (+/-%) (-2%) All Grades: 60% (-2%) Grade 1: 81% (-4%) Grade 2: 70% (+11%) Grade 3: 95% (0%) Grade 4: 72% (-12%) Grade 5: 61% (+7%)				Create a system & structure for DDI that includes backwards planning and defining rigor.
		M	Spring Interim 2013 to 2014 (+/-%): 44% (-9%)				
		S	CMAS Science 2014 to 2015 (+/-%) Limited Command (-4%) Moderate Command (+3%) Strong Command (+4%) Distinguished (N/A) Strong & Distinguished (+4%)				
		S	CMAS Social Studies 2014 to 2015 (+/-%) Limited Command (+3%) Moderate Command (+4%) Strong Command (-1%) Distinguished (0%) Strong & Distinguished (0%)				

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	2015 PARCC - % Approaching or Above (41.8%) - % Met or Above (17.4%) - Did not yet meet: 27.2% - Partially met: 24.5% - Met expectations: 16.3% - Exceeded expectations: 1.1%	40% Proficient	40% Proficient		Create a system & structure for DDI that includes backwards planning and defining rigor.
		M	2015 PARCC % Approaching or Above (46.9%) % Met or Above (13%) - Did not yet meet: 24.2% - Partially met: 29% - Met expectations: 12.6% - Exceeded expectations: 0.5%	61% Proficient	61% Proficient		Create a system & structure for DDI that includes backwards planning and defining rigor.
		ELP	ACCESS MGP (+/-%) 2013 to 2015: +14.5% 2014 to 2015: +1.5% ACCESS On-Track 2014 to 2015 (+/-%) All Grades: 77% (+1%) Grade 1: 81% (-4%) Grade 2: 70% (+11%) Grade 3: 95% (N/A) Grade 4: 72% (-12%) Grade 5: 61% (+7%)				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate		At 80% or above				
	Disag. Grad Rate		At 80% or above for each disaggregated group				
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Create a system & structure for DDI that includes backwards planning and defining rigor.

Root Cause(s) Addressed: We are not defining proficiency and rigor during backwards planning.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Protocol for DDI meetings	Yearlong	Yearlong	P, AP, TL	N/A	-Choose protocol for DDI Meetings	Complete
Consistent meeting	Yearlong	Yearlong	All staff	N/A	-Teachers will meet weekly during common planning -Data analysis of SCAN formative assessments, interims, student work, exit tickets, etc. -Admin attends all data team meetings	In progress - meet weekly throughout the 2014-2015 school year. Admin meets with vertical data teams weekly.
Consistent data	Yearlong	Yearlong	All staff	N/A	-Grade levels will share findings, highlight CCSS noticings and chart grade level gaps.	In progress we work on this during weekly data teams.

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Backwards Planning	Yearlong	Yearlong	All staff	N/A	<p>-Grade level teams will discuss SCAN formative assessments, Interims and ELG's for the trimester to backwards plan and develop lessons to address CCSS that are not focused on in the DPS curriculum.</p> <p>-Continuously analyzing student data</p>	In Progress: Completed during weekly data teams and collaborative grade level planning

* 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: Create a system that leadership uses consistently to ensure that all teachers get frequent and specific observation and feedback.
Root Cause(s) Addressed: We are not doing frequent enough observation /feedback loops with all teachers.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Determine teachers' learning styles to be able to differentiate feedback for them.	Yearlong	Yearlong	Classroom teachers, P, AP	Local	Teacher survey, face to face meetings with teachers, one on one debriefs.	In progress and ongoing throughout the 2015-2016 school year.
Clearly communicate to teachers that observation/feedback is about increasing student achievement. Culture work around "it's not evaluative" and developing a growth mindset.	Yearlong	Yearlong	P, AP	N/A	Ongoing staff discussions around what the observation/feedback entails and Carol Dweck's Growth Mindset	In progress and ongoing throughout the 2015-2016 school year.
		Yearlong	P, AP	N/A		In progress
Identify the most important area for growth that has the highest leverage and can be immediately implemented into practice.	Yearlong	Yearlong	P, AP	N/A	One on one with teachers (K, 1 st) regarding aimline and progress toward EOY goals	In progress and ongoing throughout the 2015-2016 school year.
Observations and feedback sessions are systematically tracked	Yearlong	Yearlong	P, AP	N/A	The leadership team will develop an observation tracker where observations and feedback sessions are recorded systematically.	In progress and ongoing throughout the 2015-2016 school year.

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Create a systematic building wide tracker for reading aimline progress and have monthly discussions with all teachers, SpEd and Interventionist based on the data in the tracker		2/16	AP	N/A	Tracker was developed in Feb and all staff trained on updating the tracker and expectation set for updating the school-wide tracker monthly with GR level and iStation scores.	In progress and ongoing throughout the 2015-2016 school year.
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: Creating a system for identifying student goals, sharing goals with students, and celebrating student success in attaining these goals.

Root Cause(s) Addressed: We are not defining proficiency and rigor during backwards planning.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Developing a systematic plan for goal setting with students and celebrating milestones.	Yearlong	Yearlong	All staff	N/A	Using protocol for goal setting throughout the year -Progress monitoring tracker -Guided reading goal tracker -Poster maker to display % of students on grade level -Display data for each classroom outside classroom ECE-5th -Display in hallway the data for grade levels ECE-5 th -Interventionist display data by grade level (each group)	In progress- students are keeping data binders to track their goals (daily behavior, math facts, attendance, reading goals, etc). Classroom Teachers focus on tracking and celebrating: -Guided reading goals and celebrations -STAR data -Aims Web/Reading level -iStation -Attendance -Behavior -Math fact completion -Sight words
PTHV project- including parents in goal setting	Yearlong	Yearlong	All staff	PTHV stipends for home visits	Setting goals and involving parents. Each teacher committed to doing 5 home visits. -School Psy initiative of involving families toward improved student attendance	In progress and ongoing throughout the 2015-2016 school year.

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Family Conferences	Yearlong	Yearlong	All staff	N/A	All staff met with 100% of their families for conferences and turned in sign-in sheets. School wide incentive and treats.	Complete
Glowmundo (fidelity to the daily meeting and curriculum to address social-emotional needs of our students)	Yearlong	Yearlong	Ongoing Glowmundo training & professional development	-Ongoing PD -Exit slips and student Glow notebooks	Complete	
Non Nonsense Nurturing	Yearlong	Yearlong	All staff	Attended NNN training in August	-PD (completed) -NNN PDU (completed) -Feedback from admin around implementation of NNN -Real time coaching with individual teachers as support is needed	
Daily greeting stations to build relationships with students	Yearlong	Yearlong	Non-classroom staff	N/A	All on classroom teachers are assigned to a specific location to greet students. Each student is greeted daily by 3 adults before going to class.	In progress and ongoing throughout the 2015-2016 school year.
Fun (for both students and teachers)	Yearlong	Yearlong	All staff	N/A	-Offered over 20 after-school clubs based on student interests, mostly teacher-run. -Providing opportunities to celebrate and have FUN	In progress and ongoing throughout the 2015-2016 school year.

					<ul style="list-style-type: none"> -Spirit week -After school family activities -Student Council sponsored events -Community resources Family nights -FAC -Holiday Party for staff -Talent Show -Secret Santa for staff -FIT club/running club -Zumba 	
Glowmundo parent classes	Yearlong	Yearlong	Glowmundo staff developers	-Title I parent funds to pay for training	Parent surveys and exit tickets	Completed
Traveling Trophy for Specials/Enrichment	Yearlong	Yearlong	Specials teachers	N/A	Specials teachers vote weekly on the class with the best transitions, behavior and achievement in specials	In progress and ongoing throughout the 2015-2016 school year.
Gentlemen's Lunch and Ladies Lunch	Yearlong	Yearlong		N/A	K-5 th grade students who bring homework all month long and never move to refocus	In progress and ongoing throughout the 2015-2016 school year.
Attendance Celebrations	Monthly	Monthly	P, Sch Psy.	Prizes	<ul style="list-style-type: none"> -Monthly attendance award for the class with the best attendance (they earn extra recess and the teacher leaves an hour early). -Attendance Fairy has a classroom drawing with incentives for students who have 95% attendance or higher for the month 	In progress and ongoing throughout the 2015-2016 school year.

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Trimester Award Celebrations	Trimester	Trimester	Classroom Teachers, Principal,	NA- printed certificates	Trimester awards for attendance, academic achievements, behavior, effort, etc.	In progress and ongoing throughout the 2015-2016 school year.
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* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

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

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

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?	Section III: Data Narrative and Section IV: Action Plan	Section III: pp. 5-12 Section IV: pp. 13-21
Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?	Section IV: Action Plan	Section IV: pp. 13-21
Professional Development: How are student and staff needs used to identify the	Section III: Data Narrative and Section IV: Action Plan	We utilize our teacher leaders to help identify grade-level needs for professional development. Teachers attend monthly SCAN training and turnkeys this PD for staff. Humanities facilitator provides needs-based training to staff in large group, small group, and individually. We have surveyed staff regarding their professional

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high quality professional development?		<p>development needs.</p> <p>Teachers 2nd-4th grade are participating in GR Plus training throughout the 2015-2016 school year.</p>
<p>Community Involvement:</p> <p>How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	<p>Teacher leaders, SLT, and CSC meet regularly to collaborate, reflect, and make decisions that affect the design of the school.</p>
<p>Parent Involvement:</p> <p>How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	<ul style="list-style-type: none"> • Classrooms are inviting parents for monthly classroom celebrations • Family Community resource nights • GLOWMUNDO parent trainings (2014-2015) • ELA DAC meetings • Chili Cook-Off • Art Gallery Night • Talent Show • Band/Orchestra Night • Holiday celebrations • SCORES soccer games • Basketball team, games and banquet • Afterschool clubs • Parent curriculum nights • PTHV project • Middle School Expo at Doull for 5th grade Doull families • Spelling Bee • Grade level performances <p>Informing parents about CCSS and current curricula enables parents the have a deeper understanding of what their children are being taught. Allows teachers to teach parents strategies to help facilitate student learning at home.</p>
<p>Transition Plan:</p> <p>How does the school assist in the transition of</p>	<p>Section IV: Action Plan</p>	<p>In order to ease the transition between preschool and elementary school, our teachers schedule meetings with the parents of all students in the early childhood classes. These meeting are conducted in English and in Spanish. The parents receive a packet entitled "I am ready for</p>

preschool students from early childhood programs to elementary school programs?

Kindergarten” or “Estoy listo para el jardindo infancia.” The workshop focuses on helping parents use the packets to work with their students to prepare for kindergarten. Strategies from Denver Preschool Project and Head Start are used continuously to help parents work with their students in the hope that all kindergartners will come to school prepared for kindergarten. Kindergarten teachers at Doull do Kinder “round up” and hold parent meetings to share information about the skills covered in kinder and to share ideas and strategies of support that parents can give over the summer before their student begins kinder. Kinder exemplars are also shared so that parents understand the amount of learning that needs to take place in Kinder to get their student ready for 1st grade.