

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **6088** School Name: **DORA MOORE ECE-8 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.*

For the past three years, we have been on a decline in status and growth for state measures. On the DPS School Performance Framework we have seen our school go from meeting expectations to being Accredited on Watch. Over the course of the past three years, we have trended downward in the overall percentage of points earned (58.9, 56.3%, 43.6%). Data gathered from the DRA2 from Spring 2015, shows the following percentages of students scoring at or above grade level: KDG- 62%, 1st- 54%, 2nd- 61%, 3rd- 76%, 4th 77%, and 5th 70% . CMAS scores from spring 2015 for 4th grade social studies showed that 0% of students were strong/distinguished. Lastly, 5th grade science resulted in 0% of students were strong/distinguished. In our middle school, we noticed that in 7% of our 8th grade students and 20% of our 4th grade students have a strong command of social studies on the CMAS exam. In 7th grade only 3% of students had a strong command of science standards and 12% of 5th graders had a strong command of science standards on the CMAS exam.

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.*

The school is continuing to have this problem because we have not had consistency in many areas including but not limited to reading instruction, data teams, vertical alignment, and the RtI process. We have seen some growth over the last year, but will continue to press forward as we know we have not yet reached our goals.

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.*

We will identify and implement structures for data teams that allow us to plan for literacy instruction and monitor student progress. Further more, based on the data reported from the 2014-2015 school year, we will continue to focus on reading instruction. We will focus on differentiated PD for teachers in each area of our school, specifically Genre Study and Guided Reading Plus for grades K-3, Expeditionary Learning for grades 4-8th, LDC for our 6-8th Social Studies and CMP3 development for math. We will do this bi-weekly during our staff PD time. We will have our support partners work with our ILT to ensure that our PD is meeting the needs in the classroom.

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

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Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	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).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
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.

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Section II: Improvement Plan Information

Additional Information about the School

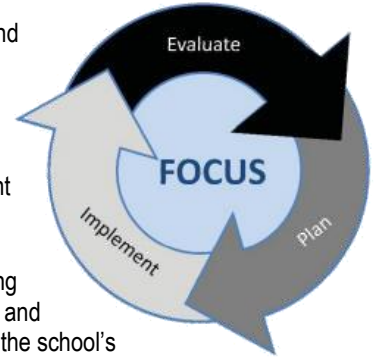
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the 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 checked="" 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 checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Karen Barker, Principal
	Email	Karen_barker@dpsk12.org
	Phone	720 424-5300
	Mailing Address	846 Corona Street Denver, CO 80128
2	Name and Title	Lara Wiant, Assistant Principal
	Email	Lara_wiant@dpsk12.org
	Phone	720 424-5300
	Mailing Address	846 Corona Street Denver, CO 80128

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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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Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Description of READ Act Results
The percentage of students reading at or above grade level in the spring increased from 57% in 2014 to 63% in 2015. All grade levels saw increases with the exception of first which

had a slight decrease from 59% to 56% from 2014-2015. Of the 19 students who were significantly below grade level in the fall, 5% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

We had 93% of our eligible students take ELA PARCC, we had 92% of eligible students take Math PARCC in 2015. Dora Moore Status on PARCC ELA 3-5 grades was 55th Percentile, because we had 25.4 % of students 3-5th grade landing in the met or above category; the district which was 31.9% of met or above. On PARCC Math 3-5th graders were in the 64th Percentile because we had 26.6% of students 3-5th grade landing in the met or above category which is slightly above the district average 26.4%. On PARCC ELA 6-8th graders were in the 45 Percentile, because we had 27.3% of students meeting or above which was below the district 34.1%. On PARCC Math 6-8th graders were in the 48th percentile because 17.3% of students were at met or above and the district was 27.5%.

ACCESS growth was 8.5% from 2014 to 2015 after dropping significantly between 2013 and 2014.

CMAS – Science

Strong or Above	Percentile and Rank of "Strong or Above" Within Grade(s) for eligible DPS schools
22%	66th percentile (ranked 35 out of 93)
7%	49th percentile (ranked 31 out of 52)

Strong or Above	Percentile and Rank of "Strong or Above" Within Grade(s) for eligible DPS schools
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CMAS – Social Studies

12.2%	63rd percentile (ranked 36 out of 85)
2.8%	40th percentile (ranked 35 out of 46)

Progress Toward Last Year's Targets:

Target: The percentage of our students scoring proficient or advanced on the district literacy spring interim will be 40. The percentage of our students scoring proficient or advanced on the district literacy spring interim was 58. We exceeded our target by 18 points. Target: The percentage of our male students scoring proficient or advanced on the district literacy spring interim will be 40. The percentage of our male students scoring proficient or advanced on the district literacy spring interim was 56. We exceeded our target by 16

points.

We believe that a focus on intentional planning and on reading as a school is why we were able to make this goal.

We had intentional data teams where 40 minutes once a week teachers looked at gaps that students had in order to identify next steps in their reading and writing.

As a school team we focused on planning rigorous objectives, matching the task to the rigor, and checking for students' understanding of the objective.

Trends Data

Based on our current CMAS PARCC data, we noticed that our male students are underperforming our female students by 14.9 on ELA. In math the gap is only 3% and the males students are out pacing our female students.

Priority Performance Challenges

Since there is still a huge gap in ELA between the boys and girls, this will continue to be our focus for 2015-2016 school year.

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)	The percentage of our students scoring proficient or advanced on the district literacy spring interim will be 40.	The percentage of our students scoring proficient or advanced on the district literacy spring interim was 58. We exceeded our target by 18 points.	We believe that a focus on intentional planning and on reading as a school is why we were able to make this goal.
			We had intentional data teams where 40 minutes once a week teachers looked at gaps that students had in order to identify next steps in their reading and writing.
Academic Growth	The percentage of our students scoring proficient or advanced on the district literacy spring interim will be 40.	The percentage of our students scoring proficient or advanced on the district literacy spring interim was 58. We exceeded our target by 18 points.	As a school team we focused on planning rigorous objectives, matching the task to the rigor, and checking for students' understanding of the objective.
Academic Growth Gaps	The percentage of our male students scoring proficient or advanced on the district literacy spring interim will be 40.	The percentage of our male students scoring proficient or advanced on the district literacy spring interim was 56. We exceeded our target by 16 points.	
Postsecondary & Workforce Readiness	N/A		

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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>All ELA Assessments Percent Met and Exceeded Expectations</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Dora Moore ECE-8 School</th> <th>Elementary Network 3</th> <th>District</th> </tr> </thead> <tbody> <tr><td>All Grades</td><td>26.3%</td><td>33.5%</td><td>42.3%</td></tr> <tr><td>3rd</td><td>18.8%</td><td>31.2%</td><td>40.3%</td></tr> <tr><td>4th</td><td>19.2%</td><td>31.8%</td><td>43.2%</td></tr> <tr><td>5th</td><td>22.8%</td><td>34.4%</td><td>45.1%</td></tr> <tr><td>6th</td><td>31.7%</td><td>38.1%</td><td>44.1%</td></tr> <tr><td>7th</td><td>31.7%</td><td>36.0%</td><td>44.1%</td></tr> <tr><td>8th</td><td>30.8%</td><td>36.0%</td><td>44.1%</td></tr> <tr><td>9th</td><td>30.8%</td><td>35.8%</td><td>44.1%</td></tr> <tr><td>10th</td><td></td><td></td><td></td></tr> <tr><td>11th</td><td></td><td></td><td></td></tr> <tr><td>12th</td><td></td><td></td><td></td></tr> </tbody> </table>	Grade	Dora Moore ECE-8 School	Elementary Network 3	District	All Grades	26.3%	33.5%	42.3%	3rd	18.8%	31.2%	40.3%	4th	19.2%	31.8%	43.2%	5th	22.8%	34.4%	45.1%	6th	31.7%	38.1%	44.1%	7th	31.7%	36.0%	44.1%	8th	30.8%	36.0%	44.1%	9th	30.8%	35.8%	44.1%	10th				11th				12th				<p>The percentage of our students meeting or exceeding expectations on the CMAS: PARCC ELA was 26.3.</p>	<p>We have not had consistent systems and structures for planning for instruction and monitoring student progress.</p>
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School Name: DORA MOORE ECE-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
Academic Growth	<p>Percent At or Above Grade Level on DRA/EDL Kindergarten</p> <table border="1"> <caption>Percent At or Above Grade Level on DRA/EDL Kindergarten</caption> <thead> <tr> <th>Year</th> <th>Dora Moore</th> <th>Elem Region 3 - NNE</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>90%</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>2011</td> <td>55%</td> <td>62%</td> <td>58%</td> </tr> <tr> <td>2012</td> <td>68%</td> <td>65%</td> <td>58%</td> </tr> <tr> <td>2013</td> <td>65%</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>2014</td> <td>58%</td> <td>68%</td> <td>68%</td> </tr> <tr> <td>2015</td> <td>62%</td> <td>65%</td> <td>68%</td> </tr> </tbody> </table>	Year	Dora Moore	Elem Region 3 - NNE	District	2010	90%	78%	75%	2011	55%	62%	58%	2012	68%	65%	58%	2013	65%	65%	65%	2014	58%	68%	68%	2015	62%	65%	68%		
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School Name: DORA MOORE ECE-8 SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
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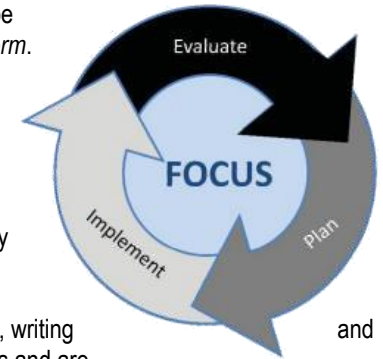
Section IV: Action Plan(s)

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	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 26.3.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be.	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA will be.	ANET – 3 times yearly DRA data – monthly for younger students, three times a year for older students Data Teams – Weekly	We will identify and implement structures for data teams that allow us to plan for literacy instruction and monitor student progress.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 5.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be.	The percentage of our students reading significantly below grade level in the fall to at or above grade level in the spring will be.	ANET – 3 times yearly Data Teams – Weekly DRA data – monthly for younger students, three times a year for older students Reading Partners – one on one tutoring and testing for students who are .5 year to 2 years behind.	We will identify and implement structures for data teams that allow us to plan for literacy instruction and monitor student progress.
		M					
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic	Median Growth	ELA					

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Growth Gaps	Percentile, local measures	M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	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: We will identify and implement structures for data teams that allow us to plan for literacy instruction and monitor student progress.

Root Cause(s) Addressed: We have not had consistent systems and structures for planning for instruction and monitoring student progress.

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				
Implementation of high quality lesson plans that include: Objectives, vocabulary, CFUs, materials, assessment, key questions, differentiation	School Year	School year	ILT, Principal, AP, all teachers	\$0	100% of classrooms have lesson plans that are accessible with our 7 agreed upon components.	In progress
Collaborate with School Data Culture Coordinator to increase the capacity of the TL to run weekly Data Teams	School Year	School Year	SDCC, principal, AP, TL	\$0	100% of TLs are leading data teams by January 2016.	In progress
Increase effectiveness of data teams	School Year	School Year	Principal, AP, TL, core teachers	\$0	Working with ILT, 100% of data team times will meet weekly and will have a re-teach planned to address gaps outlined by the data presented.	In progress

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School Name: DORA MOORE ECE-8 SCHOOL

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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 #2: _____ Root Cause(s) Addressed: _____

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

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

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

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

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

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

* 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.*

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