

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 4450 School Name: JOHNSON ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	72.05%	-	-	31.94%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.11%	-	-	34.13%	-	-	
		W	54.84%	-	-	21.58%	-	-	
		S	45.36%	-	-	5.92%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	58	-	-	47	-	-	
		M	71	-	-	48	-	-	
		W	70	-	-	47	-	-	
ELP	38	-	-	43	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Priority Improvement Plan. The Plan must be submitted to CDE by January 15, 2013 to be reviewed by CDE. Refer to the UIP website for more detailed instructions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Identified as a Title I Focus School	In addition to the general requirements, Focus Schools must identify the performance challenges for the lowest achieving disaggregated student group(s). The plan must include a root cause(s) and associated action steps that address the performance challenge(s) for the disaggregated student group(s). The UIP must be approved before CDE will release 2013-14 Title IA funds to the LEA. Because the school's plan is required under state accountability to be submitted by January 15, CDE will review the plan for Title I purposes at that same time. For required elements in the improvement plans, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Expanded Learning Opportunities Grant-Denver Public Schools
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	NO
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.	NO

Improvement Plan Information

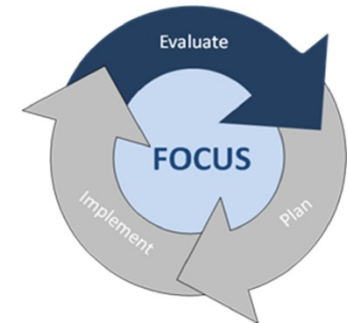
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Robert Beam
	Email	robert_beam@dpsk12.org
	Phone	720.424.6290
	Mailing Address	1850 South Irving St. Denver CO 80219
2	Name and Title	Rebecca Thomas
	Email	rebecca_thomas@dpsk12.org
	Phone	720.424.6290
	Mailing Address	1850 South Irving St. Denver CO 80219

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Johnson students will grow from 25% to 38% on -2012 CSAP in reading	The school did not meet the target. 33% of students scored proficient or advanced on the reading TCAP. The school has improved reading achievement by 8%. This performance more than doubled the district’s expectation and came within 2% of meeting the Elementary Education Division’s expectations.	School targets were not met in the 2011-2012 school year. Our performance indicates considerable improvement in most areas however we were unable to achieve the aggressive targets. The primary driver for our improvement were considerable increases in grade 3 achievement and better than typical growth in reading and writing.
	Johnson students will grow from 14% to 26% from 2011-2012	The school did not meet the target. 18% of students scored proficient or advanced on the writing TCAP. The school has improved writing achievement by 4%. This performance reverses a sharp decline in writing performance.	
Academic Growth	Johnson students will increase their MGP 43 from to 55 in reading.	The school did not meet the target. The 2012 MGP for reading was 52.5. This is a significant improvement in our overall MGP. We came within	

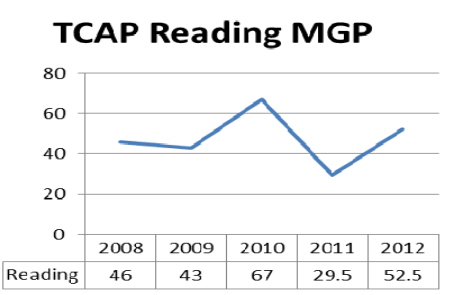
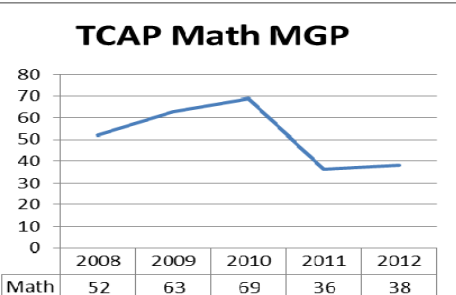
Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
		2.5% of meeting the target; about a 10% increase.	
Academic Growth Gaps	Johnson students will increase their MGP 46 from to 56 in writing.	The school did not meet the target. The 2012 MGP for reading was 51.5. This is a significant improvement in our overall MGP. We are approaching the target; a 6.5% increase.	
	Johnson students will increase their MGP 43 from to 55 in reading.	The school did not meet the target. The 2012 MGP for reading was 52.5. This is a significant improvement in our overall MGP. We came within 2.5% of meeting the target; about a 10% increase.	
	Johnson students will increase their MGP 46 from to 56 in writing.	The school did not meet the target. The 2012 MGP for reading was 51.5. This is a significant improvement in our overall MGP. We approaching the target; a 6.5% increase.	
Post Secondary Readiness	NA	NA	

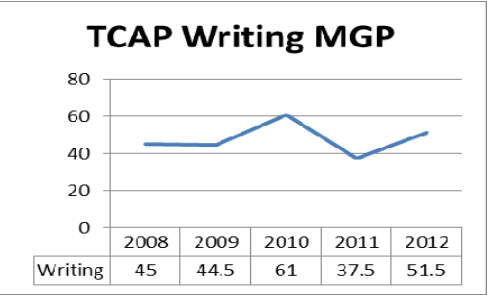
Worksheet #2: Data Analysis

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

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
Academic Achievement (Status)	<div style="text-align: center;"> <p>TCAP Reading</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>27%</td> <td>30%</td> <td>33%</td> <td>25%</td> <td>33%</td> </tr> </table> </div> <p>The percentage of students overall at Johnson scoring proficient and advanced on TCAP Reading between the years of 2008-2012 were 27%, 30%, 33%, 25%, 33% resulting in a slightly upward trend that is well below the state expectation of 72.05%.</p> <div style="text-align: center;"> <p>TCAP Math</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>32%</td> <td>38%</td> <td>47%</td> <td>27%</td> <td>31%</td> </tr> </table> </div> <p>The percentage of students overall at Johnson scoring</p>		2008	2009	2010	2011	2012	Reading	27%	30%	33%	25%	33%		2008	2009	2010	2011	2012	Math	32%	38%	47%	27%	31%	<p>For the past 5 years the percentage of students overall at Johnson scoring proficient and advanced on TCAP Reading, Writing, Math and Science has remained relatively flat and are well below the state expectations:</p> <p>Reading 33%(72.05%) Math 31%(70.11%) Writing 18%(54.84%) Science 7%(45.36%)</p>	<p>. Consider revising using I1 and I4, i.e. if you're focusing on those indicators, how were those indicators falling short? What was inconsistent?</p>
	2008	2009	2010	2011	2012																						
Reading	27%	30%	33%	25%	33%																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p>proficient and advanced on TCAP Math between the years of 2008-2012 were 32%, 38%, 47%, 27%, 31% resulting in a flat trend that is well below the state expectaion of 70.11%.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">TCAP Writing</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">2008</td> <td style="width: 10%;">2009</td> <td style="width: 10%;">2010</td> <td style="width: 10%;">2011</td> <td style="width: 10%;">2012</td> </tr> <tr> <td style="text-align: right;">Writing</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">18%</td> </tr> </table> </div> <p>The percentage of students overall at Johnson scoring proficient and advanced on TCAP Writing between the years of 2008-2012 were 16%, 17%, 25%, 14%, 18% resulting in a flat trend that is well below the state expectaion of 54.84%.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">TCAP Science</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">2008</td> <td style="width: 10%;">2009</td> <td style="width: 10%;">2010</td> <td style="width: 10%;">2011</td> <td style="width: 10%;">2012</td> </tr> <tr> <td style="text-align: right;">Science</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">7%</td> </tr> </table> </div> <p>The percentage of students overall at Johnson scoring proficient and advanced on TCAP Science between the years of 2008-2012 were 2%, 2%, 8%, 5%, 7% resulting in a slightly upward trend that is well below the state expectaion of 45.36%.</p>		2008	2009	2010	2011	2012	Writing	16%	17%	25%	14%	18%		2008	2009	2010	2011	2012	Science	2%	2%	8%	5%	7%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
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	2008	2009	2010	2011	2012																						
Reading	46	43	67	29.5	52.5																						
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Math	52	63	69	36	38																						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
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	2008	2009	2010	2011	2012										
Writing	45	44.5	61	37.5	51.5										
Academic Growth Gaps		<p>The MGP of Non-ELL students at Johnson on TCAP Reading and TCAP Writing, as well as the MGP for SPED</p>	<p>We are not implementing strong literacy instruction that supports academic language development for ALL students, especially Non-ELLs</p>												

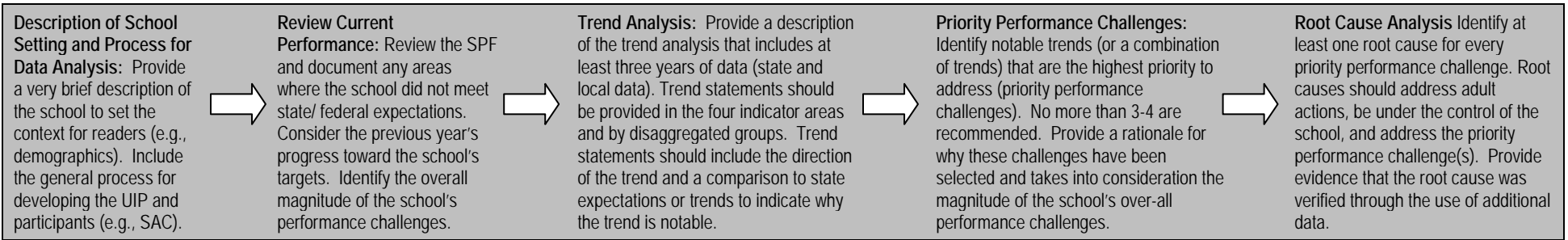
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	2008	2009	2010	2011	2012																																		
ELL	60	49	67.5	25	58.5																																		
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	2008	2009	2010	2011	2012																
School SPED	31.5	38.5	49	17	33																
State SPED	42	40	41	43	44																
Post Secondary & Workforce Readiness																					

Data Narrative for School

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

Data Narrative for School



Narrative:

Narrative:

Trend Analysis:

Johnson Elementary has conducted a comprehensive data review that has yielded significant and meaningful analysis. Staff reviews (September, January and May), a multiple measures matrix of student data that aligns with our root cause analysis; performance challenges and action plan steps. Parents, families and community are engaged in the conversation about our planning and performance in conferences (October and February), CSC meetings (monthly) and through reviews of our school "data wall" which is updated three times a year (October, February and August). The reviews echo the story told by the UIP report and indicates mixed results for 2012. Grade 3 experienced significant improvements in all 3 content areas for our status scores while grades 4 and 5 generally saw static or slightly decreased achievement. Our growth scores, as measured by MGP saw improvement in every area however, at 4th grade we need continued/sustained improvement in our MGP. Our charge is to analyze root cause and devise processes and systems that leverage our internal capacity to continue and dramatically accelerate our growth numbers and to create significantly higher achievement at all levels of the school. Furthermore, a consistent and thoughtful formative assessment of the effectiveness of instruction should yield an instructional program that meets the needs of ALL students. Our current improvement in growth needs to not only become a trend but must also be increased significantly.

Trends:

Growth:

Johnson has experienced a significant increase in our average median growth percentile for all content areas during the 2011-2012 school year trend analysis. Across grade levels and content areas we have experienced a mixed year for growth. Our initial efforts to implement systems and several change initiatives are having some positive impact but significantly more needs to be done to positively impact student success.

Content/Year	2008	2009	2010	2011	2012
Reading	46	43	67	29.5	52.5
Writing	43	45	61	37.5	51.5
Math	53	63	69	36	38
Average Growth Total	47	50	66	34	47

Johnson has demonstrated a strong increase in our overall MGP score but we must accelerate this growth in order to close the gaps in a meaningful, timely way. Additionally, we must examine our math instruction to better understand the continued low growth performance

SPF (School Performance Framework):

The SPF is the Denver Public School's school accountability tool. Johnson has fallen to the lowest category; "Red" with 25% total SPF points. This decrease has starkly clarified the urgency and necessity for

dramatically improving our performance and growth.

Summary of SPF scorecards 2007-2012

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Growth	MEETS	APPROACHING	MEETS	APPROACHING	DOES NOT MEET 25%
Achievement	APPROACHING	DOES NOT MEET	DOES NOT MEET	DOES NOT MEET	DOES NOT MEET 11%
Student Engagement	MEETS	APPROACHING	APPROACHING	APPROACHING	APPROACHING 33%
Re-enrollment	DOES NOT MEET* <small>(school demand measure)</small>	MEETS	APPROACHING	APPROACHING	APPROACHING 50%
Parent Satisfaction	NA	EXCEEDS	MEETS	MEETS	MEETS 75%
Overall School Performance	MEETS 51%	ACCREDITED ON WATCH 45%	MEETS 58%	ACCREDITED ON WATCH 41%	ACCREDITED ON PROBATION 25%

Negative Trends:

Achievement:

Student academic achievement is not meeting standard. We continue to struggle with closing our gap with the state and district for student achievement at all levels of the system. Our CSAP/TCAP, interim and internal data is indicating insufficient achievement results for meeting the needs of ALL students if we are to prepare them to be college and career ready. This trend can be most readily witnessed in the following tables:

CSAP/TCAP:

Reading	2006	2007	2008	2009	2010	2011	2012
Grade 3	26%	28%	44%	41%	24%	25%	53%
Grade 4	17%	10%	16%	21%	30%	19%	19%
Grade 5	18%	29%	24%	30%	44%	32%	33%
Overall	20%	22%	27%	30%	33%	25%	33%

Writing	2006	2007	2008	2009	2010	2011	2012
Grade 3	9%	10%	21%	19%	13%	8%	26%
Grade 4	14%	8%	4%	12%	22%	8%	8%
Grade 5	7%	25%	20%	20%	36%	25%	22%
Overall	11%	15%	16%	17%	25%	14%	19%

Math	2006	2007	2008	2009	2010	2011	2012
Grade 3	28%	27%	34%	35%	33%	16%	32%
Grade 4	22%	45%	27%	39%	54%	28%	25%
Grade 5	12%	25%	34%	39%	55%	40%	36%
Overall	21%	32%	32%	38%	47%	27%	31%

*Lectura and Escritura are not included here as student numbers are too small to analyze for significant trends. Additionally, scores tended to align with the general trajectory of grade 3 and scores are either completely absent or < 5 students at other grade levels.

Disaggregated Groups:

Grade 3:

Students in grade 3 experienced a significant, broad increase in achievement in 2012. Please note the grade 3 rows of data in the above charts as evidence of this trend. In all three content areas achievement is well below standard but has experienced a meaningful upswing in performance. Our third grade students demonstrated sustained growth during the school year as measured by our interim and formative assessments.

Non ELL's:

The non-ELL population is seeing a significantly lower MGP than our ELL students. The concern here is that the trend carries through reading and mathematics and has occurred in 4 of the last 5 years. We will continue to examine the data to develop a more sophisticated hypothesis/treatment for supporting this group.

Performance Challenges:

Root Cause Analysis: Low Reading Achievement

Johnson has engaged in a multi-step process of data analysis and reflection to arrive at the conclusions presented in this plan. The process began in the Spring of 2012 with several leadership reviews of internal and state data to identify areas of success and areas for growth and further study. Additionally, with district support Johnson utilized the Expanded Learning Opportunities grant process to further study and align growth and achievement results. In the Summer/Fall of 2012 the leadership team completed an in depth review of TCAP/CSAP data and current trends to support the facilitation of a school-wide analysis of data at an early professional development session during the early return "Green Days". The results of these steps are the analyses listed below.

1. Effective ELD to support transitional students-Our transitioning students need a differentiated and carefully designed transitional program to insure long-term success. We are not currently moving students from the *Proficiency* indicator on CELA to *Above Proficiency* indicator and subsequently to exiting the program at a sufficient rate. This stall occurs because we do not currently have the knowledge of the skills and abilities essential to move students at this level. We also would like to note that this focus on language is a primary catalyst to support improved mathematics growth as it is our contention that academic language proficiency will have the highest impact on transitional students in mathematics.
2. Literacy Instruction-Johnson Elementary believes that a more strategic, longer, targeted and more intensive literacy program will be essential to meeting our students needs. Some systemic obstacles that currently sustain the challenges include absence of adequate time to implement programming as well as inconsistent expectations and understandings about the *what* and the *how* of using formative reading assessment (i.e.: running records and reading conferences, STAR assessments), best practices for guided and small group reading instruction are not fully implemented and a comprehensive RTI data team (PLC) structure is not yet in place.
3. A cohesive research-evidenced, collaborative planning approach-We have not developed a systemic approach to collaboratively planning instruction for students that is reflective of successful benchmarks of schools that close the achievement gap for their students. While our staff engages in conversations about students, data and teaching we have not moved to the type of collaborative communication and action that adjusts practice, impacts teaching and learning and develops new habits of mind that create success for students.
4. A Comprehensive Response to Intervention/Instruction Framework-The development and implementation of an operating model for meeting the needs of students at the targeted and intensive levels of literacy development has provided struggling students with the necessary supports and scaffolds needed to remediate their deficits. As this framework is refined and evaluated Johnson teachers will be able to adequately measure the response of students on two integral metrics. First, are students receiving effective universal/core instruction as reflected against their success in intervening instruction and secondly are they making adequate progress towards developing a trajectory that meaningfully closes the achievement gap. Furthermore, we are currently struggling with developing an adequate "menu" of interventions that serve our population in English and Spanish

Verification of Root Cause:

1. Our root cause was verified through the use of a comparative analysis of our 2010-11 results with our 2011-2012 results. This was completed through our improved collection of formative data within the school and demonstrating predictability for test scores. At our intermediate grades we improved our ability to measure and act on student data. The data indicate that at grade 3 where we saw the greatest improvement we also recognized the greatest correlation between effective practice and formative assessment.
2. Comprehensive Data Sort-In the 2011-2012 school year we continued with a further refined Comprehensive Data Sort that utilized a Multiple Measures Matrix. This data sort yielded supporting results to the standardized assessment data we observed in the initial trend analysis. Below is an excerpt of the MMM for a couple of students.

Using this tool along with our SLT discussion we have confirmed our analysis that we need to more effectively monitor and respond to student need in Universal, Targeted and Intensive reading instruction.

Student Name	Program Enrollments	Fall 2011 DRA (Instructional)	Spring 2012 DRA/EDL (Indep.)	DRA/EDL Growth (11-12)	Fall 2011 Star Percentile Rank*	Spring 2012 Percentile Rank*	CELA 1/2012: Speaking	CELA 1/2012: Listening	CELA 1/2012: Reading	CELA 1/2012: Writing	CELA 1/2012: Overall	Reading Proficiency Level	Scaled Score	Spring Writing Benchmark	Spring Math Benchmark	
			30												Partially Proficient	Unsatisfactory
		40	50	1.00	82	85						Proficient	595	Advanced	Proficient	
		18	40	2.50	11	47	Level 4	Level 3	Level 3	Level 3	Level 3	Proficient	495	Partially Proficient	Proficient	
	PPF 1 (ELA-S) Spanish	14	38	2.25	5	18	Level 4	Level 5	Level 3	Level 4	Level 4	Proficient	525	Proficient	Proficient	

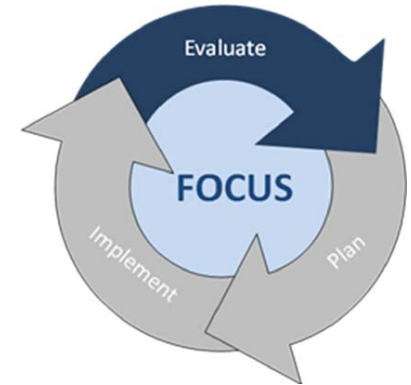
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	For the past 5 years the percentage of students overall at Johnson scoring proficient and advanced on TCAP Reading, Writing, Math and Science has remained relatively flat and are well below the state expectations: Reading 33%(72.05%) Math 31%(70.11%) Writing 18%(54.84%) Science 7%(45.36%)	Johnson students will grow from 34% to 43% on 2013 TCAP in reading	Johnson students will grow from 43% to 50% on 2014 TCAP	District Interim Assessments DRA2/EDL2 assessments administered twice a year Fall and Spring. Reading Records and classroom reading conferences administered at appropriate intervals but no less than once every three weeks (Weekly for student receiving intensive support). Reading Records and/or STAR literacy assessments administered at benchmark and as progress monitoring	Johnson Elementary-Denver Public Schools will increase academic achievement and the development of Academic Language in ALL students at the school by actively implementing the LEAP Framework, specifically indicators I1 and I4. We will observe instruction, provide feedback and facilitate professional development that supports areas of growth.
		M	For the past 5 years the percentage of students overall at Johnson scoring proficient and advanced on TCAP Reading, Writing, Math and Science has remained relatively flat and are well below the state expectations: Reading 33%(72.05%) Math 31%(70.11%) Writing 18%(54.84%) Science 7%(45.36%)	Johnson students will grow from 31% to 42% from 2012-2013	Johnson students will grow from 42% to 49% from 2013-2014		Johnson Elementary-Denver Public Schools will increase academic achievement and the development of Academic Language in ALL students at the school by actively implementing the LEAP Framework, specifically indicators I1 and I4. We will observe instruction, provide feedback and facilitate professional

							development that supports areas of growth.
		W	For the past 5 years the percentage of students overall at Johnson scoring proficient and advanced on TCAP Reading, Writing, Math and Science has remained relatively flat and are well below the state expectations: Reading 33%(72.05%) Math 31%(70.11%) Writing 18%(54.84%) Science 7%(45.36%)	Johnson students will grow from 20% to 25% from 2012-2013	Johnson students will grow from 25% to 29% from 2013-2014		Johnson Elementary-Denver Public Schools will increase academic achievement and the development of Academic Language in ALL students at the school by actively implementing the LEAP Framework, specifically indicators I1 and I4. We will observe instruction, provide feedback and facilitate professional development that supports areas of growth.
		S	For the past 5 years the percentage of students overall at Johnson scoring proficient and advanced on TCAP Reading, Writing, Math and Science has remained relatively flat and are well below the state expectations: Reading 33%(72.05%) Math 31%(70.11%) Writing 18%(54.84%) Science 7%(45.36%)				Johnson Elementary-Denver Public Schools will increase academic achievement and the development of Academic Language in ALL students at the school by actively implementing the LEAP Framework, specifically indicators I1 and I4. We will observe instruction, provide feedback and facilitate professional development that supports areas of growth.
Academic Growth	Median Student Growth Percentile	R	The MGP for students overall at Johnson on TCAP Reading, Math and Writing are below	Johnson students will increase their MGP from 53 to 58 in	Johnson students will increase their MGP from 58 to 61 in reading	District Interim Assessments DRA2/EDL2 assessments administered twice a year Fall and	Using a Response to Instruction (RtI) framework and approach, teachers

	(TCAP/CSAP & CELApro)		the state expectation for Median Adequate Growth Reading 52.5(58), Math 38(71), Writing 51.5(70).	reading.		Spring. Running Records and classroom reading conferences administered at appropriate intervals but no less than once every three weeks (Weekly for student receiving intensive support). STAR literacy assessments and reading records administered at benchmark and as progress monitoring	will focus on thoughtful consistent and meaningful collection, analysis and action on appropriate benchmark, formative and progress monitoring assessments to inform and drive instruction as well as implementation and delivery of research-evidenced strategic targeted/intensive interventions.
		M	The MGP for students overall at Johnson on TCAP Reading, Math and Writing are below the state expectation for Median Adequate Growth Reading 52.5(58), Math 38(71), Writing 51.5(70).				
		W	The MGP for students overall at Johnson on TCAP Reading, Math and Writing are below the state expectation for Median Adequate Growth Reading 52.5(58), Math 38(71), Writing 51.5(70).	Johnson students will increase their MGP from 51 to 56 in writing.	Johnson students will increase their MGP from 56 to 66 in writing.		
		ELP					
Academic	Median	R	The MGP of Non-ELL	Johnson students will	Johnson students will	STAR Reading assessments	Using a Response to

Growth Gaps	Student Growth Percentile		students at Johnson on TCAP Reading and TCAP Writing, as well as the MGP for SPED students on TCAP Math are well below the state expectation for Median Adequate Growth: Reading Non-ELL 37.5(58) Writing Non-ELL 36.5(70), Math SPED 33(70).	increase their MGP from 53 to 61 in reading.	increase their MGP from 61 to 67 in reading	<p>DRA2/EDL2 assessments administered twice a year Fall and Spring.</p> <p>Running Records and classroom reading conferences administered at appropriate intervals but no less than once every three weeks (Weekly for student receiving intensive support).</p> <p>DIBELS and/or STAR literacy assessments administered at benchmark and as progress monitoring</p> <p>ACCESS, STAR Spanish field test results, avenues assessments and L1 classroom results indicators will also be analyzed.</p>	Instruction (Rtl) framework and approach, teachers will focus on thoughtful consistent and meaningful collection, analysis and action on appropriate benchmark, formative and progress monitoring assessments to inform and drive instruction as well as implementation and delivery of research-evidenced strategic targeted/intensive interventions.
		M	The MGP of Non-ELL students at Johnson on TCAP Reading and TCAP Writing, as well as the MGP for SPED students on TCAP Math are well below the state expectation for Median Adequate Growth: Reading Non-ELL 37.5(58) Writing Non-ELL 36.5(70), Math SPED 33(70).				Using a Response to Instruction (Rtl) framework and approach, teachers will focus on thoughtful collection, analysis and action on appropriate benchmark, formative and progress monitoring assessments to inform and drive instruction as well as implementation and delivery of research-evidenced strategic targeted/intensive interventions.
		W	The MGP of Non-ELL	Johnson students will	Johnson students will		Using a Response to

			students at Johnson on TCAP Reading and TCAP Writing, as well as the MGP for SPED students on TCAP Math are well below the state expectation for Median Adequate Growth: Reading Non-ELL 37.5(58) Writing Non-ELL 36.5(70), Math SPED 33(70).	increase their MGP from 51 from to 59 in writing.	increase their MGP from 59 from to 66 in writing.		Instruction (Rtl) framework and approach, teachers will focus on thoughtful consistent and meaningful collection, analysis and action on appropriate benchmark, formative and progress monitoring assessments to inform and drive instruction as well as implementation and delivery of research-evidenced strategic targeted/intensive interventions.
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: Johnson Elementary-Denver Public Schools will increase academic achievement and the development of Academic Language in ALL students at the school by actively implementing the LEAP Framework, specifically indicators I1 and I4. We will observe instruction, provide feedback and facilitate professional development that supports areas of growth. **Root Cause(s) Addressed:** We are not implementing strong literacy instruction that supports academic language development

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Johnson Elementary will implement Imagine Learning during the ELO school enrichment block.	January 2013- May 2014	Technology teacher, Grade 1-5 teachers and ELL TEC	2012-13 \$251,000-district grant 2013-14 \$125,500(predicted)-district grant SBB District funding	By May 2014, 85% of students assigned to Imagine Learning will have completed the programs recommended 40 hours and will improve by at least 1 level on their overall ACCESS score	In progress
School Leadership and the TEC will plan, deliver and evaluate professional development that focuses on Content/Language objectives. This professional development will develop support structures including coaching cycles and support for data driven instructional planning	August 2012- May 2014	Leadership team, Patricia Ritz, ELL Teacher Effectiveness Coach All teaching staff	District funded position for TEC and SBB	By May 2013 10-15 teachers will complete coaching cycles along with delivery of 5-7 professional development sessions. Teachers will demonstrate an increased score on the I1 indicator of the LEAP	In progress

				framework of a 5.0 or higher by January 2014.	
The Johnson leadership team will work with professional developers from the University of Colorado to increase the capacity and performance of the facilitation of PLC's	November 2012-May 2013	Leadership Team, ELL TEC, Shannon Svaldi and Jennifer QuinnWilliams	Instructional Superintendent funding the professional support	By May of 2013 leadership will evaluate the performance of PLC's and release at least 4 out of 7 to perform without leadership facilitation.	In progress
All LEAP evaluations will be conducted during the Readers Workshop in an effort to evaluate implementation and provide effective and growth-oriented feedback for reading instruction	January 2013-May 2014	Leadership team	N/A	Leadership will review LEAP score reports and feedback conversation data and teacher performance will increase by at least .5 in a teachers PGP areas.	In progress
Engage in district supported literacy professional development. Intermediate teachers will receive training and coaching in Guided Reading Plus	December 2012-February 2013	Caitlin Mohl, ELL TEC, Leadership team and intermediate teachers	District supported	Leadership will Deliver 4-6 professional development sessions. Teacher effectiveness will improve as measured by the LEAP framework and student scores on STAR reading assessments for 80% of students	In progress
Teachers will develop and include appropriate content/language objectives in all reading instruction	August 2012-May 2013	All Staff, (ECE-grade 5) TEC, leadership team	SBB and ELA funding	By May 2012 85% or more of ELL's will be making adequate progress towards language acquisition as measured by the Unit assessments in Avenues and the WIDA continuum	In progress

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

Major Improvement Strategy #2: Using a Response to Instruction (RtI) framework and approach, teachers will focus on thoughtful consistent and meaningful collection, analysis and action on appropriate benchmark, formative and progress monitoring assessments to inform and drive instruction as well as implementation and delivery of research-evidenced strategic targeted/intensive interventions. **Root Cause(s) Addressed:** We do not emphasize the use of data as the primary force behind effectively planning, delivering, assessing, evaluating and refining learning with consistency and fidelity.

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Through the extension of collaborative planning time teachers will engage in Professional Learning Communities weekly for at least 90 minutes. They will examine student work, identify "essential questions", develop goals, identify and use data team rubrics, instructional strategy and reflect on student performance in reading.	August 2012- May 2014	All Staff (ECE-grade 5)with support from teacher leaders and TEC	SBB, TLA, and ELO funding	By May 2014 Johnson will Develop "interim assessments" data analysis and re-teaching tools. The number of students demonstrating proficiency on interim measures will increase. Student performance will be evaluated during weekly Professional Learning Community (PLC's). 5 out of 7 grade level teams will produce 2 or more interim assessments.	In progress
Johnson leadership will identify and develop a model that provides intentional "vertical" communication throughout the organization bi-weekly. School reading interventionists, special educators, enrichment program teachers and specials teachers will effectively communicate to best meet students needs.	January 2013- May 2014	All Staff, leadership team	SBB and ELO	New calendar and schedule will be developed and available in August 2013.	In progress
The Johnson staff will conduct school-wide data reviews of reading data for the purpose of benchmarking current progress against the 2012-2013 goals.	August 2012 – May 2014	All Staff (ECE-grade 5), Teacher Effectiveness Coach, Teacher Leaders	SBB	We will conduct a data analysis 3 times a year using a <i>Multiple Measures Matrix (Electronic Data Wall)</i> , Schoolnet and	In progress

				principal portal data reports Public Data Wall will be constructed and used in planning decisions	
The Johnson staff will conduct 4 targeted intervention cycles that will be driven by student need based in reviews of reading data for the purpose of benchmarking current progress against and delivering highly effective targeted interventions	August 2012 – May 2014	All Staff(ECE-grade 5), Teacher Effectiveness Coach, Teacher Leaders	SBB	Reading Records, STAR assessment reports, 4 th and 6 th data points analysis and reports will be completed and utilized in the planning process	In progress

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

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

- School Plan under State Accountability
 Title I Schoolwide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

**Title I Parent Activity Plan
2012-2013**

A Title I School-wide or Targeted Assistance Plan Requirement

School Johnson

Title I Parent Involvement Strategy: Option 2-Partner with the Department of Parent and Community Outreach, Choice 4: Community Resources, Inc. Parent/Family Involvement Nights

Root Cause(s) Addressed by this Strategy: Root Cause 1 is addressed by allowing us to create meaningful connections to families we will deepen and broaden our access to meaningful data and solutions to support student reading success.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Back to School Night to introduce school and instructional program to Parents and families. Parents invited to consider participation in CSC or PTO	August 2012	Principal, AP and all staff present	Title 1 parent funding	Parent attendance and number of parents/family members on key school committees
4-6 Community nights sponsored through Community Resources and Johnson School/Beacons Program	2012-2013 school year, approximately 1 a month	Principal, AP, family engagement specialist and Tristan Connet-Beacon coordinator	School-based budget	Parent attendance and community involvement
Hiring an ELO (Extended Learning Opportunity) Coordinator <i>The coordinator will work actively with families to align Johnson's UIP with parent and communities needs and strengths. This new programming includes several leverage points that support family engagement and the coordinator will be instrumental in executing the plan.</i>	2012-2013	The specialist with direction from Principal and CSC	ELO funding-sponsored	Community surveys and needs assessment data and results..
Development of an integrated communication portfolio for Johnson that communicate and provides information for the school and the new extended day programming	2012-2013	All staff	Title I parent funding	Body of evidence that includes examples



Johnson Elementary

Parent, Teacher, Student, Administrator Compact
2012-2013 School Year

Student Responsibilities

- Be Responsible for your own learning and education.
- Set High expectations for yourself.
- Come to class on time every day.
- Be organized and prepared for class.
- Become an active, focused learner.
- Listen and participate in class.
- Ask questions and seek help when you need it.
- Complete all classroom and homework assignments on time.
- Challenge yourself academically.
- Follow the Johnson High 5's and dress appropriately everyday

Have respect for All: Self, Friends, Teachers/Staff, and ALL Adults.

Parent/Guardian Responsibilities

Be involved in your student's education at school and home.
 Come to parent meetings, Back to School Nights, Parent/Teacher Conferences, and school activities.
 Have a quiet place in your home for your child to read and do homework.
 Help your child with their homework.
 Know what is happening at school and in the classroom.
 Talk to your child's teacher often and ask how your child is doing in school.
 Volunteer within the school – in the library, playground, after-school clubs, recycling, safety, reading groups & fundraising.
 Make sure your child understands that teachers and all adults must be respected
 Have high expectations for your student.
 Ensure your student is punctual and attends school every day.
 Know the school rules and be sure your student abides by the rules
 Continuously provide structure and routine for your child.
 Praise and reward your student often.
 Show and tell your children that you really care about them and their education.
 Read daily with your children and talk about what they have read.
 Get to know the teachers.
 Be responsive to the teacher's concerns about discipline and learning.
 Support your child in dressing appropriately for learning and the weather.
 Be a positive role model.

Teacher and Support Staff Responsibilities

Encourage and motivate all students to achieve their full potential
 Set high expectations for all students.
 Implement a challenging and relevant curriculum.
 Teach to the different learning styles of the students.
 Get to know the students personally.
 Communicate frequently with students, parents, colleagues and community.
 Be available to students outside of class.

Administrator Responsibilities

Set high expectations for staff, students and parents.
 Ensure a challenging, interactive and relevant curriculum.
 Implement quality programs that will increase the academic achievement of all students.
 Ensure and maintain a positive and safe school environment.
 Commit to recruit, retain, and train highly qualified staff.
 Provide quality equipment, materials and supplies for students and teachers.
 Strengthen the role of teachers, staff, students, and parents, in the decision-making process of the school.
 Communicate frequently with teachers, students, parents and community members.
 Praise teachers, students, staff and parents. Celebrate their accomplishments.
 Have parent workshops and meetings informing parents what students are learning and how parents can help at home.

Name of student: _____ Date: _____
 Student Signature: _____ Teacher Signature: _____
 Parent /Guardian Signature: _____ Administrator Signature: _____

Section V: Supporting Addenda Forms

For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements. Per SB09-163, this includes setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp). Schools and districts with a Turnaround Plan must also identify one or more turnaround strategies from the list below as one of their major improvement strategies. The selected strategy should be indicated below and described within the UIP's Action Plan form. This addendum is required and should be attached to the district/school's UIP.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected turnaround strategy in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input checked="" type="checkbox"/> Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners. <i>Provide name of Turnaround Partner:</i> University of Colorado at Denver _____</p> <p><input type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute. <i>Provide name of Management Contractor:</i> _____</p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input type="checkbox"/> Other.* Another action of comparable or greater significance or effect has been adopted, including those interventions required for persistently low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p>

**Districts or schools selecting "Other" should consider that the turnaround strategy must be commensurate in magnitude to the district/school's identified performance challenges. High-quality implementation of the strategy should result in moving the district/school off of a Turnaround plan. Did the plan identify at least one of the options? What still needs to occur?*

