



COLORADO
Department of Education

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

Organization Code: 0880

District Name: Denver County 1

School Code: 0220

School Name: John Amesse Elementary

Official 2014 SPF:

Section I: Summary Information about the School

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.*

PPC Statement:

- Over the last 6 years, 2010 – 2015, across all content and across all groups, students at John Amesse have consistently performed below School, District and State expectations on TCAP Status , DRA2/EDL, and (2014, 2015) CMAS and (2015)PARRC.

EL students slightly outperformed the network averages on CMAS, but all other groups and content are below expectations on the CMAS data. While growth exceeded expectations for 2014, status continues to fall well below expectations for all groups. The greatest concerns overall include low academic performance, low student engagement and the need to develop a stronger instructional culture and practice. School wide initiatives implemented in Fall and Spring of 2015/2016 have begun influencing and changing instructional culture and practice regarding engagement, and this focus will continue.

Current results for PARRCC ELA/Math and CMAS Science and Social are far below expectations.

- The overall percentage of 3-5 students performing exceeds/ meets on PARCC ELA was 12.8% in 2014-15. This is *below* the district average of 33.5%. Based on the 2014 TCAP ELA percentile rank, John Amesse ranked in the 36th percentile; based on the 2015 CMAS ELA percentile rank, the school *decreased* 15 points to the 21st percentile.
- The overall percentage of 3-5 students performing exceeds/ meets on PARCC Math was 13.6% in 2014-15. This is *below* the district average of 24.9%. Based on the 2014 TCAP Math percentile rank, John Amesse ranked in the 34th percentile; based on the 2015 CMAS Math percentile rank, the school *increased* 4 points to the 38th percentile.
- The overall performance of students performing Strong Command/Distinguished Command in Social Studies 15 was 2% compared to 3% in 2014, a *decrease* of 1%. 2015 school results are *below* the district average of 15%:
- Science The overall performance of students performing Strong Command/Distinguished Command in Science was 14% compared to 3% in 2014, an *increase* of 11%. 2015 school results are *below* the district average of 20%:



To date, school-wide, staff are in ever evolving stages regarding backward planning, lesson planning, incorporating rigor in their instruction and culturally responsive education. This also includes full implementation of Readers/Writers Workshop and Action 100. Systems of observation, feedback, data teams and professional development have been identified and implemented to create the structure of support necessary to enhance instructional culture and practice so as to enable students to achieve greater success.

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.*

Root Cause Statements:

- We have not yet mastered consistent rigor across all content that is differentiated, culturally responsive, meaningful and engaging for ALL students across grade levels.
- We lack a system and structure to support new teachers and teachers new to our building, our students, our culture and our curriculum.
- We have not yet maximized an appropriate turnaround strategy to impact the drastic change we need in order to accelerate student growth and close the achievement gap

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.*

Major Improvement Strategies (updated for 2016/2017):

- If we deepen our understanding of our students' diverse backgrounds and improve instructional practices with intentional focus on rigor and differentiation, we can maximize teaching strategies that provide meaningful and engaging experiences for ALL students which will accelerate achievement and growth.
- If we create systems and structures to support new teachers and teachers new to our building, our students, our culture and our curriculum, we will be able to better serve our students, build teacher capacity, as well as better recruit and retain quality teachers.
- We will develop a transformation turnaround strategy to impact the drastic change needed to accelerate student growth and close the achievement gap.

During the 2015-2016 school year we have continued to set high expectation and provide supports for collaborative planning, unpacking units of study/standards, lesson planning, data driven inquiry, and ANET. The focus for instructional impact has been literacy with the first concentration on reading utilizing Lucy Calkins Reader's Workshop Units of Study and full implementation of Action 100 to support purposeful and engaged independent reading within the workshop model. Ongoing Professional development training is offered to all staff to support implementation. The collaborative planning, unpacking

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standards, and lesson planning protocols were revised and updated for the 2015/2016 school year. The protocol is utilized to support instructional planning, observation and feedback. These protocols also support collaborative planning in the 2016/2017 school year in writing and math.

The current school initiatives are aligned to district initiatives. They present an array of strategies to enhance:

- teacher effectiveness (LEAP, collaborative planning, data inquiry cycle, standards – based unit planning process, teacher effective coach and humanities facilitator),
- responsive school culture,
- parent engagement (home visits, regular meetings with families and community, and parent events),
- overall student achievement (Common Core implementation, teacher effectiveness, observation and feedback cycles),
- implementation of common ELD block as well as ELL supports/strategies throughout the day. The range of initiatives present individual focus/perspectives that then require us as school leaders to present a unified strategy to teachers to focus these various initiatives under the targeted efforts to enhance school structure to support academic success.

Moving into 2016/2017:

As a result of our School Quality Review and Denver District Board of Education initiatives for schools of our status, we have launched a school design process that will result in a strategic school plan created to steer our work over the next 3-5 years and result in radical improvement. To ensure that the design process is robust and the ensuing plan successful, we have created a Core Design Team made up of current administrators, parents, staff and district support partners. All members of the team have willingly volunteered their time for this work out of their deep desire to see the students of John Amesse Elementary succeed due to their deep commitment to the both the school and the Montebello community. Interested staff submitted applications to be considered for membership on the team. The opportunity to volunteer for the team was advertised to all parents.

The work of the Core Design Team is led by the school principal who is supported by a contracted facilitator as well as several central staff members from the district including a lead School Design and Implementation Manager. The team is charged with marrying the elements of the current school vision developed over the last year with the components of a complete strategic school plan and using the current SQR results to inform full plan development. The team is also charged with determining if John Amesse Elementary should pursue Innovation Status in order to best accomplish the work laid out in the plan. As the plan is drafted and vetted by the full Core Design Team over the spring of 2016, it will also be shared with the broader school community to ensure full engagement and feedback collection. The plan will be complete and initial implementation already begun in the fall of 2016.

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 28, 2015	
	January 6, 2016	
	April 6, 2016	

State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Schools 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).	[Plan Type] [Year]	
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a low-	Identified as a Title I Focus School	In addition to the general requirements, a Focus School's UIP must reflect the reasons for its designation. In the data narrative, the plan must address root causes for the low achievement of applicable disaggregated groups, and the action plan must include

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	achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.		strategies for addressing the root causes and improving the achievement of these subgroups. Note the specialized requirements for identified schools included in the Quality Criteria document.
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.	TIG Awardee	In addition to the general requirements, TIG schools are expected to complete the TIG addendum that corresponds to the school's approved model (i.e., Turnaround, Transformation, Closure). Note the specialized requirements for grantees included in the Quality Criteria document.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Diagnostic Review Grantee	Schools receiving a Diagnostic Review and Planning Grant must include a summary of the review and how the results of the review and planning activities have impacted the UIP in the data narrative and the action plan. The expectations are detailed further in the Quality Criteria document.
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.	SIS Grantee	Schools receiving a School Improvement Support grant must ensure that the data narrative is aligned with the implementation activities supported through the grant. These activities should be reflected in the action steps of the plan under the appropriate major improvement strategies. Associated timelines and implementation benchmarks must also be included. The expectations are detailed further in the Quality Criteria document.
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.	CGP Systems Change/Capacity Building School	In addition to the general requirements, school plans must respond to identified quality criteria for the CGP Program. Note the specialized requirements for identified schools included in the Quality Criteria document.

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Section II: Improvement Plan Information
Additional Information about the School

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Yes. The grant is Diagnostic Review Grant and a SIS (School Improvement Support) grant
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.	School Quality Review by SchoolWorks, December 2015

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

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

1	Name and Title	Amy Bruce, Principal	
	Email	Amy_Bruce@dpsk12.org	
	Phone	720-424-9902	
	Mailing Address	5440 Scranton St. Denver CO 80219	
2	Name and Title	Deborah Brennan, Principal	Blake Hammond
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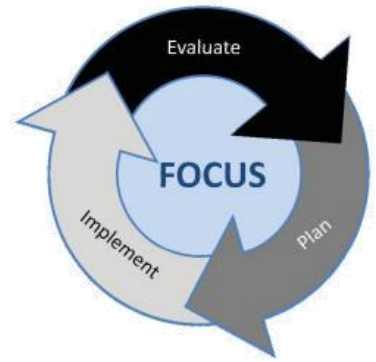
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Mailing Address	5440 Scranton St. Denver CO 80219	5440 Scranton St. Denver CO 80219
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Section III: Narrative on Data Analysis and Root Cause Identification

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.

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	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	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	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	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
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general process for developing the UIP and participants (e.g., School Accountability Committee).

the school's targets. Identify the overall magnitude of the school's performance challenges.

statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Data Narrative - School Overview:

The Vision and the Mission of our School:

We are a vibrant and unified community where students, teachers and families are joyfully engaged! Our students are exploring, discovering, collaborating and creating.

We are culturally responsive. We know our students well. We facilitate authentic learning experiences and cultivate classroom environments safe for risk taking.

Our students put their learning into action in our local and global community. Through these authentic learning experiences we impact our children's future livelihood and they make an impact on the world!

***We choose to do the right thing!
WE ARE JOHN AMESSE!***

Our Community

John Amesse Elementary is an ECE through fifth grade school located in the far northeast region of Denver. School enrollment is presently 584 students. 95.5% of students being eligible for free or reduced lunch. John Amesse's diverse student population includes 71% Hispanic students, 18% African American students, and 4% white students. Nearly half of all students (46.8%) at John Amesse are English Language Learners and 7.4% of students receive special education. The school leaders, Principal Amy Bruce, Assistant Principal Deb Brennan are entering their 2nd year at John Amesse with the addition of Assistant Principal Blake Hammond. The current Administration team holds a deep commitment to build school community and address key challenges in order to ensure success for all students, families and the community at large. The majority of students and families who enroll at John Amesse live within the neighborhood boundaries, with only a small percentage requiring transportation services.

Family and community engagement is taking a positive turn as the school works toward revitalization and positive vision of the school community. We are making tremendous progress in building strong partnerships and relationships with the parents/guardians of our students as well as the local community.

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We strongly believe that when our community is active and involved, our bright, vibrant and energetic children have the best opportunity to succeed. In order to facilitate this growth in partnerships and continue to cultivate our current relationships with families and the community, we have significantly increased our communication blueprint through the development of an interactive website, weekly events/news publications, and automated telephone calls. We also are making it an effort to host Family Engagement events that provide our families and community the opportunity to sit along side their child and engage in exploration, discovery, and creation. We are accomplishing this work by offering over twenty-five Family Engagement events such as Multicultural Poetry Night, Family Fitness Night and Story Telling Night. Many of these events have averaged over 120 total people. We are most excited about the recent launch of the Parent Leadership Team, in which our parents are given the tools and expertise to know and be able to authentically speak about our school's academic plan as well as provide feedback/advice to our staff on the direction they want for our school. Our parents also have the opportunity to be involved in many other committees such as the Collaborative School Committee and Language and Literacy Parent Advisory Committee. With our parents/guardians and communities strong support, we are John Amesse!

Instructional Staffing and Supports:

The instructional staffing for 2015/2016 at John Amesse includes 26 classroom teachers within the following designations: 1 Spanish class per grade level; 2 Special Education teachers; .5 ESL Resource Teacher; 2 Interventionists; 1 Art teacher; 1 Music teacher; 1.5 gym teachers; 1 Library/Tech teacher; 1 Teacher Effectiveness Coach; 1 Humanities Facilitator. Staffing also includes: 1 Administrative Assistant; 1 Psychologist; Paraprofessional Nurse assistant; 3 secretaries; 12 Paraprofessionals.

Classroom teacher turnover from 2014/2015 school year to the 2015/2016 school year was close to 35%. Due to a projected decline in enrollment Reduction in Building (RIB) will impact staff turnover for the 2016/2017 school year. In 2016/2017 we will be reducing the number of general education classrooms to 3 per level, reducing the Teacher Effectiveness Coach, Humanities Facilitator, and will be introducing a Dean of Instruction (provided by the district)

We will continue our previous and ongoing efforts to improve retention of qualified staff by staying the course with prioritized investment in our teachers via professional development and teacher leadership in conjunction with quality instructional materials, intensive professional development supports, and building capacity for teacher leadership. This professional development includes Readers/Writers Workshop, Action 100, Culturally Responsive Teaching, and our social emotional learning systems (PATHs, Dinosaur School, and Positive Behavior Intervention Supports (PBIS)). In 2016/2017 a new Math curriculum with professional development will be added to the above repertoire of intensive supports for our teachers and staff.

Observation/Feedback cycles, LEAP Observations/Feedback cycles and targeted coaching supports are also included to support new initiatives, systems and structures being implemented. Administrators will be touching teachers via Observation/Feedback at least twice monthly.



Historical Information which also informs our UIP

School Quality Review:

In October of 2013 and 2015 the School Quality Review outlined strengths and areas for improvement for John Amesse Elementary and continues to be utilized as a source of reference and reflection. The results of both of these reviews is as follows:

2013 Results -

Strengths:

- Classroom interactions and organization ensure a supportive, highly structured learning environment
- The school's culture reflects high academic expectations
- The school designs professional development and collaborative supports to sustain focus on instructional improvement
- The school's culture indicates high levels of collective responsibility and trust
- The Principal effectively orchestrates the school's operations
- Parents and families are actively engaged in their students' progress and school improvement

Areas for Improvement:

- Classroom instruction is not engaging or challenging for students
- The majority of teachers regularly assess student thinking during the lesson, but few teachers use the data to make real time or follow-up adjustments to instructional delivery
- The school is continuing to create and tighten up systems to identify or support special education students, English language learners, or students who are struggling/at-risk

2015 Results –

Strengths:

- The school provides opportunities for students to form positive relationships and engages families in support of students' learning
- The school holds high expectations for academic learning
- School leaders create conditions that support educators' learning culture.

Areas for Improvement:

- The school does not consistently promote a safe environment to support students' learning.

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- The school does not consistently reflect a safe, trustworthy and growth-oriented professional climate.

Please note - 2015 SQR results were released during Winter Break of 2015 and shared with staff and community in January of 2016. In addition, 2016 results were unpacked with various stakeholders via whole staff meetings, SLT, and CSC in February, March and April to intensify next steps. The outcomes of this unpacking resulted in the creation of a checklist which will be utilized during classroom walkthroughs conducted by administration as well as various stakeholders and the Core Design Team.

Process for Data Analysis:

Data analysis included a broad range of data sources including academic, linguistic and social emotional learning, satisfaction surveys, attendance, tardy, and behavior data, School Performance Framework information, and LEAP evaluation data.

During fall and winter of 2015, school leadership engaged varying stakeholders in data analysis and planning to develop and update the 2015-2016 Unified Improvement Plan. UIP Process, ReadAct, ACCESS, SQR, IRLA and PARCC data were shared through a series of staff and parent meetings as well as meetings with SLT and CSC. Other opportunities to share data with staff and community occurred during back to school night, Academic Standards night, and school-wide community events. These meetings occurred on and around: 9/16/15, 9/22/15, 9/29/15, 10/19, 10/29, 12/10/15, 12/10/15, 1/7/16, 1/13/16, 2/25/16, 3/2/16, 3/9/16. In addition, staff analyzes reading data for all students via twice monthly data team meetings focusing on Independent Reading Literacy Assessment (IRLA) data from our implementation of Action 100 (focus on status and growth).

The data and results of the School Quality Review were included in January and February stakeholder UIP participation. In January and February of 2016, John Amesse SLT and whole staff completed UIP processes to delve into Priority Performance Challenge, Root Cause, Major Improvement Strategies, in order to confirm or deny current state of PPC/Root Cause/MIS and adjust accordingly. Root causes were verified utilizing SQR as well as 3 years of LEAP scores and adjusted as needed for review and construction of updated relevant Action Plans for the 2016/2017 UIP which are still in progress.

Data Analysis and Narratives:

2013/2014 data showed that performance for John Amesse in Status has remained somewhat flat, across all content areas and desegregated groups, and below district and state performance expectations, with some growth showing in 2014. Growth has exceeded State in some areas and groups, however, more growth is needed in order to close the gaps in Status. 2014/2015 data also shows low performance across content with some growth noted in ACCESS and DRA/EDL2.

Throughout 2014/15 and 2015/2016 Leadership has prioritized resources and planning time, including outside facilitation support, in order to comprehensively integrate all improvement strategies and efforts around priority focus areas in order to maximize time and resources towards student achievement, with intentional focus on disaggregated groups, including, but not limited to, ELLs, SpEd and minority students.

Current 15/16 data analysis included a broad range of data sources including academic, linguistic and social emotional learning, satisfaction surveys,



attendance, tardy, and behavior data, school performance framework information, and LEAP evaluation data.

SOCIAL EMOTIONAL/BEHAVIOR DATA –

Negative Behavior, Fights and Suspensions have decreased significantly from 2014-15 school year to the 2015-16 school year. Number of suspensions have decreased from 15 suspensions in 14/15 to 1 in 15/16. The decrease is attributed to the following:

- Implementation of our School wide PBIS system
 - One grade level at a time in cafeteria and recess with increased supervision staff for this year
 - Restorative conversations with student in conflict follow up conversations and check ins
- Office Referrals have also decreased significantly this year. The decrease is attributed to the following:
 - Newly implemented Behavior ladder which includes interventions, Behavior Contracts and ongoing parent contact
 - More Social Emotional support
 - Monthly data team meetings/ planning
 - Full time School psychologist - individual consults and small group
 - 2nd year of school wide PATHS and Dinosaur Schools SEL curriculum
- Increased focus on school wide Positive Behavior Supports
 - Core Values- monthly student led presentations, consistent recognition through individual scholar dollars and class incentives/ rewards for all areas of school
 - PBIS team meet bi weekly to plan,, implement, evaluate and readjust
 - Restorative approach to inappropriate behaviors

PARENT SATISFACTION SURVEY:

District Parent Satisfaction for John Amesse, overall, increased by 3% from 72% in 2014 to 75% in 2015:

- General Satisfaction *increased* by 2% from 64% in 2014 to 66% in 2015
- Involvement Opportunities *increased* by 2% from 73% in 2014 to 75% in 2015
- Communication *increased* by 6% from 64% in 2014 to 70% in 2015
- Academics *increased* by 2% from 79% in 2014 to 81% in 2015
- School Environment *increased* by 1% from 78% in 2014 to 79% in 2015

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ACADEMIC DATA:

READ Act 2014/2015:

Overall - Percentage of READ Act students performing at our above in 2015 was 40% *equal to* 40% in 2014, 12% below district average of 62%.

ELL - Percentage of READ Act students performing at or above in 2015 is 40%, 7% *more than* 2014.

Non-ELL - Percentage of READ Act students performing at or above in 2015 is 41% , 3% *less than* 2014.

FRL - Percentage of READ Act students performing at or above in 2015 is 42%, 3% *less than* 2014.

Non-FRL - Percentage of READ Act students performing at or above in 2015 is 46%, 10% *more than* 2014.

School SpEd - Percentage of READ Act students performing at or above in 2015 is 16%, 4% *more than* 2014.

Students of Color - Percentage of READ Act students performing at or above in 2015 is 41%, 3% *more than* 2014.

White - Percentage of READ Act students performing at or above in 2015 is 31%, 5% *less than* in 2014.

ELL, Non-FRL, SpEd, and Students of Color show an increase in performance percentages compared to 2014 while Non-ELL, FRL, and White show a decrease in performance percentages compared to 2015.

ACCESS data 2014/2015:

Growth:

- Overall- 64.5, remaining steady compared to 2014 and is exceeding district and state expectations
- 1st Grade - *increase* of 39 compared to 2014
- 2nd Grade - *decline* of 8 compared to 2014
- 3rd Grade - *increase* of 3 compared to 2014
- 4th Grade - *decline* of 14.5 compared to 2014
- 5th Grade - *decline* of 5 compared to 2014

Academic Trend Analysis: Since this is the initial year of PARCC, data trend statements will be scribed as status statements vs. trend statements. CMAS results are in their 2nd year, therefore, also do not meet the required 3 – 5 yeas to state true notable trends and will be scribed as status statement compared to the previous year. The following is our best attempt to mark and analyze the data. This table of data was further explored with SLT, Staff and CSC in December/January/February of the 2015/2016 school year.

Data Statements:

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ELA:

The **overall** percentage of 3-5 students performing exceeds/ meets on PARCC ELA was **12.8%** in 2014-15. This is 20.7% points below the district average of 33.5%

- Based on the 2014 TCAP ELA percentile rank, John Amesse ranked in the **36th percentile**;
- Based on the 2015 PARCC/CMAS ELA percentile rank, the school **decreased 15 points to the 21st percentile**.
- Plus:
 - ELL students are performing close to district average
 - John Amesse students are showing less of a gender gap than other DPS students
 - 5th grade students are performing just 8% below other DPS students
- Delta:
 - African American students are underperforming by 7.3%
 - Non-ELL students are underperforming by 32.6%
 - Students with IEPs are underperforming by 23.3%

MATH:

The **overall** percentage of 3-5 students performing exceeds/ meets on PARCC Math was **13.6%** in 2014-15. This is 11.3% points below the district average of 24.9%.

- Based on the 2014 TCAP Math percentile rank, John Amesse ranked in the **34th percentile**;
- based on the 2015 CMAS Math percentile rank, the school **increased 4 points to the 38th percentile**.
- Plus:
 - ELL student, Non-ELL student, redesignated ELL student performance is similar to DPS with redesignated ELLs outperforming DPS
 - Hispanic students at John Amesse outperformed DPS by 8%
 - John Amesse students are showing less of a gender gap than other DPS students
 - FRL students performance is similar to DPS
- Delta:
 - African American students are underperforming by 7.3%
 - Non-ELL students are underperforming by 32.6%
 - Students with IEPs are underperforming by 23.3%

STATUS SOCIAL STUDIES AND SCIENCE OVERALL

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Trends –

SCIENCE:

- The overall performance of students performing Strong Command/Distinguished Command in Science was **14%** compared to 3% in 2014, showing an **increase of 11% in 2015 and below the district average of 20%**
- *Plus:*
 - *African American students increased by 5% and outperformed DPS by 6%*
 - *Redesignated ELLs increased by 33% and outperformed the district by 6%*
 - *Male (9%) and Female (17%) students showed an increase from 2014 to 2015*
 - *Hispanic students at John Amesse increased performance by 14% and outperformed DPS by 4%*
 - *FRL students showed an increase of 11% outperforming district by 4%*
- *Delta:*
 - *ELL student performance remained flat at 0% between 2014 and 2015 and below DPS by 2%*
 - *Students with IEPs remained flat at 0% and are below DPS by 3%*

Priority Performance Challenge(s)

SLT, CSC and staff meetings led to the affirmation of the current overarching Priority Performance Challenge:

- Over the last five 6 years, 2010 – 2015, across all content and across all groups, students at John Amesse, while showing some growth in DRA/EDL and ACCESS, have consistently performed below School, District and State expectations on TCAP Status , DRA2/EDL, and (2014 – 2015) CMAS and (2015)PARRC.

Root Cause Analysis:

Root Cause Analysis was reached via several facilitated root cause analysis sessions with whole staff and SLT. Outcomes of this deep dive into root cause were shared with CSC. Verification data included reviewing historical academic data (ACCESS, DRA/EDL, TCAP), current new data (CMAS, PARCC) and teacher performance data (Framework for Teacher Effectiveness – Leading Effective Academic Practice: LEAP); and Social/Emotional data. Participants followed a process of working in clustered groups to determine how to explain the PPC, during whole group these clusters were facilitated by Teacher Leaders. Following whole group, SLT then met to synthesize the explanation statements categorized by whole staff, therefore, narrowing down root cause based upon the data and voices of all participants. Root Cause statements were verified and narrowed down to the following:

- We have not yet mastered consistent rigor across all content that is differentiated, culturally responsive, meaningful and engaging for ALL students



across grade levels.

- We lack a system and structure to support new teachers and teachers new to our building, our students, our culture and our curriculum.

Participants agree that this aligns with our concerns overall which include low academic performance, low student engagement and the need to develop a stronger instructional culture and practice. In addition, as we have focused intensively on Reading initiatives for 15/16, data also supports keeping the following sub categories of root cause for 16/17:

- Math: We lack a consistent structure for Math instruction. All components of program are not being fully implemented across the grade levels
- Writing: We have not yet fully mastered consistent systems and structures around writing instruction

2015/2016 – changes to instructional practices are being supported by intensive professional development as well as systems and structures to consistently and regularly assess student progress in reading. These changes will continue into the 2016/2017 school year with the addition of a Dean of Instruction, phase II roll out of our Teacher Leadership and Collaboration initiative and the work of the Core Design Team.

During the 2014-2015 school year, we will continued to set high expectations and provide supports for collaborative planning, unpacking standards integrated within the Data Driven Inquiry Cycle and ANET. During the 2014/2015 School Year, the focus for instructional impact has been literacy with the first concentration on Reading. Ongoing Professional development training was offered to all staff to support implementation. The collaborative planning and unpacking standards protocol was revised and updated for the 2015/2016 school year. The protocol was utilized to support instructional planning, observation and feedback. These protocols will roll out across the 2016/2017 school year in writing and math.

In conclusion:

The current school initiatives include and are aligned to district initiatives. They present an array of strategies to enhance teacher effectiveness:

- school culture (LEAP, collaborative planning, data inquiry cycle, standards – based unit planning process and coaching, Dean of Instruction, Teacher Leadership and Collaboration, Core Design Team),
- culturally responsive education, parent engagement (home visits, regular meetings with families and community, parent events, Parent Leadership Team, Core Design Team, Collaborative School Committee),
- overall student achievement (Common Core based instruction, teacher effectiveness, observation and feedback cycles),
- implementation of rigorous instruction across content,
- common ELD block as well as ELL supports/strategies throughout the day.

The range of initiatives present individual focus/perspectives that then require school leaders to present a unified strategy to teachers to focus these various



initiatives under the targeted efforts to enhance school structure to support academic success.

Moving into 2016/2017:

As a result of our School Quality Review and Denver District Board of Education initiatives for Schools of our status, we have launched a school design process that will result in a strategic school plan created to steer our work over the next 3-5 years and result in radical improvement. To ensure that the design process is robust and the ensuing plan successful, we have created a Core Design Team made up of current administrators, parents, staff and district support partners. All members of the team have willingly volunteered their time for this work out of their deep desire to see the students of John Amesse Elementary succeed and due to their deep commitment to both the school and the Montebello community. Interested staff submitted applications to be considered for membership on the team. The opportunity to volunteer for the team was advertised to all parents.

The work of the Core Design Team is led by the school principal who is supported by a contracted facilitator as well as several central staff members from the district including a lead School Design and Implementation Manager. The team is charged with marrying the elements of the current school vision developed over the last year with the components of a complete strategic school plan and using the current SQR results to inform full plan development. The team is also charged with determining if John Amesse Elementary should pursue Innovation Status in order to best accomplish the work laid out in the plan. As the plan is drafted and vetted by the full Core Design Team over the spring of 2016, it will also be shared with the broader school community to ensure full engagement and feedback collection. The plan will be complete and initial implementation already begun in the fall of 2016.

In order to implement the plan, the school community will draw upon the experience of School Leadership, SLT, CSC, Coaching supports, Dean of Instruction, Deputy Instructional Superintendent and Instructional Support Partners. The biggest challenge to implementation will be the broad range of expectations paired with insufficient resources to support implementation. We continue to struggle to provide enough resources to support our initiatives to the degree we wish to take them. This includes replenishing books needed for independent reading and to take home in both English and Spanish as well as a need to ramp up our technology resources (i.e, promethean boards, classroom computers for student use, etc.).

School leaders and teachers will regularly evaluate the School Performance Framework indicators, ANET (transition to Illuminate interim assessments in Fall 2016), LEAP, DRA2/EDL2, independent reading level (IRLA), standards mastery and other specific measurements (possible measures include attendance, enrollment, discipline, parent satisfaction) in order to monitor progress toward these goals and provide meaningful feedback to staff in order to growth and determine next steps.

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

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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)	<p>Reading – From 2014-2015 John Amesse students will: increase proficiency to 62% or above on EOY ANET and District Interims Kindergarten - 80% of students will be at grade level or above on the EOY DRA2/EDL2 1 - 5th grade: DRA2/EDL2 62% or above EOY READ Act: The percent of students in grades 1 -3 who are reading significantly below grade level in the fall of 2014 will decrease to 25% in the spring as measured by DRA2/EDL2</p> <p>Writing – From 2014-2015 John Amesse will increase proficiency to 41% EOY ANET and District Interims</p>	<p>CMAS ELA : <i>Target not met</i> <i>The overall percentage of 3-5 students performing exceeds/ meets on ELA was 12.8% in 2014-15</i> <i>This is below the district average of 33.5%</i> DRA2/EDL2 – Goal was not met Overall School performance was 42% ✓ Kinder – 48% ✓ 1st – 34% ✓ 2nd – 38% ✓ 3rd – 43% (Kinder through 3rd grade outcomes based on the scores of the READ Act assessment chosen by the school (DRA2/EDL2)</p>	<p>Over the last 6 years, 2010 – 2015, across all content and across all groups, students at John Amesse have consistently performed below School, District and State expectations on TCAP Status , DRA2/EDL, and (2014, 2015) CMAS and (2015)PARRC. EL students slightly outperformed the network averages on CMAS, but all other groups and content are below expectations on the CMAS data. While growth exceeded expectations for 2014, status continues to fall well below expectations for all groups. The greatest concerns overall include low academic performance, low student engagement and the need to develop a stronger instructional culture and practice. School wide initiatives implemented in Fall and Spring of</p>
	<p>Math – From 2014-2015 John Amesse will increase proficiency to 64% EOY ANET and District</p>	<p><i>Target was not met.</i> <i>The overall percentage of 3-5 students performing exceeds/ meets on Math</i></p>	

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	Interims Kindergarten)	<i>was 13.6% in 2014-15. This is below the district average of 24.9</i>	<p>2015/2016 have begun influencing and changing instructional culture and practice regarding engagement, and this focus will continue.</p> <p>Reading: We continue to be challenged in providing consistent and rigorous instruction that meets all of our students needs and that leads to accelerating our urgent need to close the achievement gap. Improvements have been made in instructional practices in reading due to implementation of Readers Workshop and Action 100 with pockets of data to date showing increased achievement, however, school-wide accelerated achievement is inconsistent across grade levels.</p> <p>Writing and Math: Inconsistent systems, structures and practices in these content areas may explain some of the low performance. Initiatives in 16/17 will include focus on these areas in addition to reading.</p>
Academic Growth	Reading and Writing – 60 – 70 MGP	<i>Target not met. Based on the 2014 TCAP ELA percentile rank, John Amesse ranked in the 36th percentile; based on the 2015 CMAS ELA percentile rank, the school decreased 15 points to the 21st percentile.</i>	
	Math – 60 – 70 MGP	<i>Target not met. %. Based on the 2014 TCAP Math percentile rank, John Amesse ranked in the 34th percentile; based on the 2015 CMAS Math percentile rank, the school increased 4 points to the 38th percentile.</i>	
Academic Growth Gaps	Reading and Writing – 60- 70 MGP for all subgroups including FRL, SPED, Minority & ELL	tbd	
	Math – 60- 70 MGP for all subgroups including FRL, SPED, Minority & ELL	tbd	
Postsecondary & Workforce Readiness			



Worksheet #2: Data Analysis

Directions: *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, 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>2014/2015: READ Act Overall - Percentage of READ Act students performing at our above in 2015 was 40% <i>equal to</i> 40% in 2014, 12% below district average of 62%. ELL - Percentage of READ Act students performing at or above in 2015 is 40%, 7% <i>more than</i> 2014. Non-ELL - Percentage of READ Act students performing at or above in 2015 is 41% , 3% <i>less than</i> 2014. FRL - Percentage of READ Act students performing at or above in 2015 is 42%, 3% <i>less than</i> 2014. Non-FRL - Percentage of READ Act students performing at or above in 2015 is 46%, 10%</p>	<p>Over the last five 6 years, 2010 – 2015, across all content and across all groups, students at John Amesse, while showing some growth in DRA/EDL and ACCESS, have consistently performed below School, District and State expectations on TCAP Status ,</p>	<p>2015/2016 – We have not yet mastered consistent rigor across all content that is differentiated, culturally responsive, meaningful and engaging for ALL students across grade levels.</p> <p>We lack a system and structure to support new teachers and teachers new to our building, our students, our culture and our curriculum</p>

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	<p><i>more than 2014.</i></p> <p>School SpEd - Percentage of READ Act students performing at or above in 2015 is 16%, 4% <i>more than 2014.</i></p> <p>Students of Color - Percentage of READ Act students performing at or above in 2015 is 41%, 3% <i>more than 2014.</i></p> <p>White - Percentage of READ Act students performing at or above in 2015 is 31%, 5% <i>less than</i> in 2014.</p> <p>ELL, Non-FRL, SpEd, and Students of Color show an increase in performance percentages compared to 2014 while Non-ELL, FRL, and White show a decrease in performance percentages compared to 2015.</p> <p>CMAS ELA :</p> <p><i>The overall percentage of 3-5 students performing exceeds/ meets on ELA was 12.8% in 2014-15. This is 20.7% points below the district average of 33.5%</i></p> <p>CMAS Math:</p> <p><i>The overall percentage of 3-5 students performing exceeds/ meets on Math was 13.6% in 2014-15. This is below the district average of 26.4%.</i></p> <p>CMAS SOCIAL STUDIES:</p> <p><i>The overall performance of students</i></p>	<p>DRA2/EDL, and (2014 – 2015) CMAS and (2015)PARRC.</p>	
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	<p><i>performing Strong Command/Distinguished Command in <u>Social Studies</u> was 2% compared to 3% in 2014, showing a decrease of 1% in 2015 and below the district average of 15%</i></p> <p>CMAS SCIENCE: <i>The overall performance of students performing Strong Command/Distinguished Command in Science was 14% compared to 3% in 2014, showing an increase of 11% in 2015 and below the district average of 20%</i></p>		
Academic Growth	<p>CMAS ELA – <i>Based on the 2014 TCAP ELA percentile rank, John Amesse ranked in the 36th percentile; based on the 2015 CMAS ELA percentile rank, the school decreased 15 points to the 21st percentile.</i></p>		Too soon to explain growth accurately given the first year of the ELA and Math CMAS assessments
	<p>CMAS Math – <i>Based on the 2014 TCAP Math percentile rank, John Amesse ranked in the 34th percentile; based on the 2015 CMAS Math percentile rank, the school increased 4 points to the 38th percentile.</i></p>		

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	<p>ACCESS: Growth: Overall- 64.5, remaining steady compared to 2014 and is exceeding district and state expectations</p> <ul style="list-style-type: none"> • 1st Grade - <i>increase</i> of 39 compared to 2014 • 2nd Grade - <i>decline</i> of 8 compared to 2014 • 3rd Grade - <i>increase</i> of 3 compared to 2014 • 4th Grade - <i>decline</i> of 14.5 compared to 2014 • 5th Grade - <i>decline</i> of 5 compared to 2014 		<p>ACCESS Growth and Stability can be attributed to intentional focus in ELD block with a scientifically research based ELD curriculum and consistent expectation for Content Language Objectives (CLO) for key content areas. Next steps for growth can be accomplished by increasing expectations for CLOs for all content areas and improving sheltered instruction practices across the day and across all content (beyond the Content Language Objectives).</p>
<p>Academic Growth Gaps</p>	<p><i>Note: 95% of John Amesse Elementary students are minority students and 97% are identified as FRL.</i></p>	<p>Over the last five 6 years, 2010 – 2015, across all content and across all groups, students at John Amesse, while showing some growth in DRA/EDL and ACCESS, have consistently performed below School, District and</p>	<p>Too soon to explain growth accurately given the first year of the ELA and Math CMAS assessments</p>

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		State expectations on TCAP Status , DRA2/EDL, and (2014 – 2015) CMAS and (2015)PARRC.	
Postsecondary & Workforce Readiness			

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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

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 Updated 2015/2016 - Over the last five 6 years, 2010 – 2015, across all content and across all groups, students at John Amesse, while showing some growth in DRA/EDL	Reading – CMAS ELA - 23% of students will score meets/exceeds K – 5 th : 70% of students will score at or above on the EOY DRA2/EDL2) READ Act: 62% of 1 – 3 rd grade students will score at or above EOY DRA/EDL	Reading – CMAS ELA - 28% of students will score meets/exceeds 62% of students will score at or above on EOY ANET K- 5 th - 80% of students will at or above on the EOY DRA2/EDL2) READ Act: 62% of 1 – 3 rd grade students will score at or above EOY	Reading – K- 5: <i>Independent Reading Level</i> will be analyzed monthly using DRA2/EDL2 Assessments and Progress Monitoring Tools IRLA <i>Monthly Progress Monitoring Meetings/Data Wall</i> (for independent reading level and standards mastery) Grades 1 – 5, <i>District Interims</i>	If we deepen our understanding of our students’ diverse backgrounds and improve instructional practices with intentional focus on rigor and differentiation, we can maximize teaching strategies that provide

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			<p>and ACCESS, have consistently performed below School, District and State expectations on TCAP Status , DRA2/EDL, and (2014 – 2015) CMAS and (2015)PARRC.</p>	<p>DRA/EDL</p>	<p>– for ELA-S classrooms as appropriately identified, 3 x per year 2 – 5 ANET Interims - 3x during the 14/15 School Year Illuminate for ELA for the 16/17 School year Common Formative Assessments created during Unit Planning – assessed ongoingly and by duration of specific unit (dependent upon grade level) El Achieve assessments by unit (dependent upon grade level) Beginning January 2015, core assessments will be reported by disaggregated groups</p> <p>Writing – Grades 1 – 5, <i>District Interims</i> – for ELA-S classrooms as appropriately identified, 3 x per year 2 – 5 ANET Interims - 3x during the 14/15, 15/16 School Year Common Formative Assessments created during Unit Planning – assessed</p>	<p>meaningful and engaging experiences for ALL students which will accelerate achievement and growth.</p> <p>If we create systems and structures to support new teaches and teachers new to our building, our students, our culture and our curriculum, we will be able to better serve our students, build teacher capacity, as well as better recruit and retain quality teachers.</p> <p>We will develop a transformation turnaround strategy to impact drastic change, accelerate student growth and close the achievement gap.</p>
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						<p>ongoingly and by duration of specific unit (dependent upon grade level)</p> <p>Beginning January 2015, core assessments will be reported by disaggregated groups</p>
		READ	<p>READ Act:</p> <p>The percent of students in grades 1 -3 who are reading significantly below grade level in the fall of 2015 will decrease to 25% in the spring of 2016 as measured by DRA2/EDL2</p>	<p>READ Act:</p> <p>The percent of students in grades 1 -3 who are reading significantly below grade level in the fall of 2015 will decrease to 15% in the spring of 2016 as measured by DRA2/EDL2</p>		
		M	<p>CMAS MATH - 18% of students will score at or above on EOY ANET</p> <p>From 2014-2015 John Amesse will increase proficiency to 64% EOY ANET and District Interims Kindergarten)</p>	<p>CMAS ELA - 24% of students will score meets/exceeds</p>	<p>Grade1, <i>District Interims</i> – for ELA-E and ELA-S classrooms as appropriately identified, 3 x per year</p> <p>2 – 5 <i>ANET</i> - 3x during the 15/16 School Year</p> <p>Illuminate for the 16/17 school year</p> <p>Monthly Progress Monitoring Meetings</p>	
		S	<p>CMAS Science - 19% of students will score strong command/distinguished</p>	<p>CMAS Science - 26% of students will score strong command/distinguished</p>		

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA	Over the last five years, 2010 – 2014, across all content and across all groups, students at John Amesse, while showing some increases, have consistently performed below School, District and State expectations on TCAP Status and DRA2/EDL2.	50 MGP	50 MGP	<p><i>K- 5: Independent Reading Level</i> will be analyzed monthly using <i>DRA2/EDL2 Assessments</i> and Progress Monitoring Tools</p> <p><i>Monthly Progress Monitoring Meetings/Data Wall</i> (for independent reading level and standards mastery)</p> <p>Grades 1 – 5, <i>District Interims</i> – (Spanish for 2 -5, English and Spanish for grade 1), 3 x per year</p> <p>2 – 5 <i>ANET Interims</i> - 3x during the 14/15 School Year (English only)</p> <p><i>Common Formative Assessments</i> created during Unit Planning – assessed ongoingly and by duration of specific unit (dependent upon grade level)</p> <p>Beginning January 2015, core assessments will be reported by disaggregated groups</p> <p><i>K- 5: Independent Reading Level</i> will be analyzed monthly using <i>DRA2/EDL2 Assessments</i> and Progress</p>	If we deepen understanding of our students' diverse backgrounds, then we will be able to maximize teaching strategies and accelerate achievement and growth with particular attention to ELL students and students from diverse background (55.4% ELL, total percent minority is 93.1%)
		M		60- 70 MGP		<p><i>Kinder – Unit Assessments, TS Gold</i></p> <p><i>Grades 1 – 5 District interims -</i></p>	

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						<p>3x during the 14/15 School Year (Spanish for 2 -5, English and Spanish for grade 1)</p> <p>2 – 5 ANET - 3x during the 14/15 School Year (English only for language arts, English and Spanish for Math)</p> <p>Monthly Progress Monitoring Meetings</p> <p><i>Common Formative Assessments</i></p>	
		ELP		60 – 70 MGP		<i>El Achieve assessments</i> by unit (dependent upon grade level)	
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	Over the last five years, 2010 – 2014, across all content and across all groups, students at John Amesse, while showing some increases, have consistently performed below School, District and State expectations on TCAP Status and DRA2/EDL2.	Reading and Writing: 60- 70 MGP for all subgroups including FRL, SPED, Minority & ELL		<p>Reading:</p> <p>K- 5: <i>Independent Reading Level</i> will be analyzed monthly using <i>DRA2/EDL2 Assessments</i> and Progress Monitoring Tools</p> <p>Grades 1 – 5, <i>District Interims</i> – (Spanish for 2 -5, English and Spanish for grade 1), 3 x per year</p> <p>2 – 5 ANET Interims - 3x during the 14/15 School Year (English only)</p> <p><i>Common Formative</i></p>	

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						<p><i>Assessments</i> created during Unit Planning – assessed ongoingly by duration of specific unit</p> <p>Monthly Progress Monitoring Meetings/Data Wall (for independent reading level and standards mastery)</p> <p>By the end of the 14/15 school year, core assessments will be reported by disaggregated groups</p> <p>Writing:</p> <p><i>District Interims</i> – see writing status</p> <p><i>ANET Interims</i> – see writing status</p> <p>Monthly Progress Monitoring Meetings/ (standards mastery)</p> <p><i>Common Formative Assessments</i></p>	
		M		60- 70 MGP for all subgroups including FRL, SPED, Minority & ELL		<p>Kinder -<i>District Interims</i></p> <p>2 – 5 <i>ANET Interims (English and Spanish)</i> – 3x/year</p> <p><i>Common Formative Assessments</i></p>	



Action Planning Form for 2015-16 and 2016-17

Major Improvement Strategy 1a: If we deepen our understanding our students’ diverse backgrounds and improve our instructional practices with intentional focus on rigor and differentiation, we can maximize teaching strateiges that provide meaningful and engaging experiences for ALL students which will accelerate achievement and growth.

Root Cause(s) Addressed : We have not yet mastered consistent rigor across all content that is differentiated, culturally responsive, meaningful and engaging for ALL students across grade levels.

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				
Reading Action Step Action 100 & Lucy Calkins Reading & Writing Strategies 1. Instructional Strategies <ul style="list-style-type: none"> • 1:1 conferencing & Small Groups • Quality Mini-Lesson • Use I do, We do, You do • Provide a share recap • Students articulate learning 2. Progress Monitoring: regular collaborative planning and data driven planning	June 2015-Feb 2016 Fall 2015-Spring 2016	July 2016-May 2017 Fall 2016-Spring 2017	School Leaders SLT Teacher Effectiveness Coach Humanities Facilitator Dean of Instruction (16/17)	<i>DRG Funds:</i> \$3600.00 <i>American Reading Company:</i> \$2600.00 <i>Building Funds:</i> \$3,000.00 Canopy Advisory Group; \$20,000.00 American Reading Company <i>SIS Grant:</i> \$7,000.00 Teacher Stipends for June Literacy PD; \$5,000.00 for presenter; \$10,000.00 <i>Heinemann Publishing</i> ;	Training on Reader’s and Writer’s workshop June 2015 Action 100 training: Six sessions June-December 2015; Four sessions Jan-February 2016 Calibration of ILT of classroom observations: Fall 2015 Weekly ILT August 2015-current; Weekly ILT using Coaching Reports October 2015 100% of identified Teacher	Completed Completed Completed Ongoing

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				\$8,000.00 American Reading Company	<p>Leaders will receive training and will facilitate Data related PD in grade level teams as measured by agendas and summary notes beginning January 2015 and continuing through May 2016</p> <p>100% of Teachers use Weekly Collaborative planning DDI meetings in Reading—August-December 2015 and across other content beginning January 2016 – June 2017</p> <p>100% of Teachers use Weekly Collaborative planning DDI meetings in Reading 3x monthly & math 1x monthly—January 2016-May 2016</p>	<p>In Progress</p> <p>Ongoing</p> <p>Not begun</p>
2. Monitoring instructional strategies implementation, connect it to LEAP Framework evaluative indicators (11,12,13,14,15)	Fall 2015-Spring 2016	Fall 2016-Spring 2017 or as determined by LEAP data	School Leaders, TEC (15/16), Humanities Facilitator (15/16) Dean of Instruction (16/17)		<p>In November, 100% will begin implementation of small group and 1:1 conferencing</p> <p>100% of identified classrooms are using a variety of instructional strategies that support students diverse learning and language needs (including small group & 1:1 conferencing)</p> <p>In January, 100% will begin implementation of quality minilessons</p> <p>In February, 100% of identified classroom teachers will be</p>	<p>Begun and ongoing</p> <p>In progress</p> <p>Not begun</p>

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					modeling a quality minlesson In January 2016 conduct a data walk to launch instructional strategy PD sessions Feb-May 2016.	Not begun Not begun
ANET & District Interim Leadership, School Leadership Team and grade level teams will use Data to monitor the school's progress toward accomplishing UIP goals for Reading, Writing and Math	August 2013-May 2016	Fall 2016-Spring 2017	School Leaders and ANET Coach	<i>District funded:</i> ANET	100 % of Teachers will collaboratively meet for backward planning in literacy instruction based on student data as measured by collaborative planning documents to be turned in: a. Standards Mastery Tracker b. Lesson Plan Note-catcher	Completed Fall In progress Three times a year
Bimonthly Observation & Feedback We will maximize instruction through regular observations and feedback opportunities. Teachers will be observed and receive feedback at a minimum of twice monthly through the year School Leaders will share School-wide LEAP data with Staff SLT to Review/Create plan for Teachers Leaders to be supported to build capacity to conduct peer observations and feedback via walkthroughs.	August 2013-May 2014	August 2014 – January 2015: focus on Reading May 2016: Incorporate cycles to writing, math and language	School leaders, teachers	SIS Grant: \$15,000.00 Canopy Advisory Group	100% of Teachers will use student data to plan and differentiate instruction as measure by P2 on the LEAP Professionalism Rubric (8/13-2015) 100% of Grade level teams will meet to update the Independent Reading Levels and Standards Mastery of students on the School Data Wall (8/13-2015).	In Progress In Progress



MidYear and End Of Year Feedback	August 2013-May 2014	August 2014 – May 2016	School Leaders	Local	School Leaders will share School-wide LEAP data with all staff at the closing of each LEAP window as measured by agenda, presentation notes and teacher feedback (1/15 – 6/16)	In progress
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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.

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Major Improvement Strategy 1b: If we deepen our understanding our students’ diverse backgrounds and improve our instructional practices with intentional focus on rigor and differentiation, we can maximize teaching strateiges that provide meaningful and engaging experiences for ALL students which will accelerate achievement and growth.

Root Cause(s) Addressed: We have not yet mastered consistent rigor across all content that is differentiated, culturally responsive, meaningful and engaging for ALL students across grade levels.

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 and Planning 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				
Culturally Responsive Systems & Teaching <ul style="list-style-type: none"> • Creating clear systems for multi-tiered system of supports • Culturally responsive teaching, • Authentic relationship building, • Creating a culture of high expectations; and planning for cultural sustainability 	August 2013 → 3 sessions in 2015;	expected 2-3 sessions in 2016	Dr. Darlene Sampson Assistant Principal - Deb Brennan All Staff Behavioral Administrative Assistant	Local	Within the Data Inquiry process, Implement a clear system for for MTSS, School Intervention Team and READ Act 100% of Teachers and Paraprofessionals will attend CRE PD as documented by sign-in sheets and reflection/exit slips (beginning November 11, 2014 through June 2015)	Begun and ongoing Begun and ongoing

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					<p>100% of School Leaders will provide observations, feedback, coaching to monitor implementation and support development of culturally responsive teaching (2014 - 2016) as measured by LE.1 in the LEAP Framework</p> <p>100% of Staff will reflect on their current state and growth in CRE as measured by the CRE self-audit (1/15-6/16)</p>	<p>Begun and ongoing</p> <p>Completed: 1/15 Not Begun: 6/16</p>
<p>Focus on ELLs</p> <ul style="list-style-type: none"> • ELD teachers will receive 2 years of E.L. Achieve training • Continue effective monitoring and support through ISA team practices and DAC/LLPAC • Analyze ACCESS data and ongoing analysis of EL Achieve data 	<p>EL Achieve Pilot 2014-2015 Year 1; 2015-2016 Year 2 Spring 2014 ISA-current Spring 2015 ACCESS data-current</p>	<p>2016-2017 E.L. Achieve training for new teachers committees and teacher data work ongoing</p>	<p>School Leaders Teachers Net 4 Partners</p>	<p>Pilot funds for materials and substitutes to cover training days DRG: \$5250.00 - Imagine Learning</p>	<p>100% of Teachers will implement and adjust best practices for ELLs throughout the day as measured by school leader observations and I.1, I.5, and I.6 on the LEAP framework (2014 – 2016)</p> <p>100 % of EL Achieve Pilot Teachers will effectively implement the ELD block as measured by observations by School Leaders utilizing the district rubric for ELD (beginning 1/15 – 6/16)</p> <p>ISA team will meet regularly on Wednesday afternoons to analyze student placement and/or re-designation and</p>	<p>System in place and active</p> <p>Begun and Ongoing</p> <p>System and structure in place and active</p>

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					gather relevant paperwork from teachers to ensure needs of ELL students are properly met as measured by ELL report list and ongoing requests from ELA department (8/14 -6/16) Attendance at LLPAC meeting will increase from previous years as measured by parent sign-in sheets (2015 – 2016) – increase of 3 in 2016	In progress
<p>Cultivate opportunities to actively engage families in student learning</p> <ul style="list-style-type: none"> -Host parent/community family night events including sharing data updates (i.e., Back to School BBQ; Community Resources, School Visioning Events, etc.) -Continue support and expectation for home visit program - Host Friday morning ‘Snack and Chat’ events for parents to meet with Principal - Schedule LLPAC (Literacy and Language Parent Advisory Committee) meetings - In Collaboration with the districts’ Family and Community Engagement office (FACE), implement initial pilot of the Parent Teacher Leadership Team (PTLT) 	<p>August 2013 →</p> <p>Winter 2014 →</p>	<p>2014-2016</p> <p>2015/2016</p>	<p>Teachers SLT Assistant Principal Principal Teachers SDT Teacher Leaders</p>	<p>Title I: \$3,924.00</p> <p>Responding to needs by hiring in Title I Funding: \$133,920.00 (2 teachers grades 4 and 5); \$30,801.00 - .46 librarian; \$39,595.00 - .5 interventionist; \$279 supplies</p>	<p>Family Event attendance will increase throughout the school year as measured by sign-in sheets and reflection forms beginning 8/14-6/16</p> <p>Family satisfaction will improve by 20 percentage points as measured by the district parent satisfaction survey, family focus groups, family reflections/feedback and CSC feedback</p> <p>Home visits will increase to 55% as measured by program logging and parent comments beginning 8/14-6/16</p>	<p>In progress and increasing</p> <p>District Parent Satisfaction for John Amesse, overall, increased by 3% from 72% in 2014 to 75% in 2015</p> <p>In progress and increasing (recognized by the FACE dept. for most home visits for Spring 2016)</p>

* 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 #2: If we create systems and structures to support new teaches and teachers new to our building, our students, our culture and our curriculum, we will be able to better serve our students, build teacher capacity, as well as better recruit and retain quality teachers.

Root Cause(s) Addressed: We lack a system and structure to support new teachers and teachers new to our building, our students, our culture and our curriculum.

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				
<p><i>Purpose:</i> <i>Recruit and Retain High Quality Teachers via initial roll out of Teacher Leadership and Collaboration Design</i></p> <p>Partner in thought with other schools implementing now to inform our design and to engage our teachers in conversations about the design</p>	Fall 2015 – Summer 2016		Admin Coaches Teachers	Sub coverage costs funded by school budget = \$500.00	In development	

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Tier I Learning Labs and/or Peer Observations for interested teachers led by admin to practice learning from each other and build trust <ul style="list-style-type: none"> Grade 1 - December An intermediate grade 	December 2015 – June 2016					
Teacher Leaders will build expertise in RW/Action 100 instructional skills via building PD and side by side coachin	August 2015 – June 2016		ARC Consultants Coaches	\$10, 000 (need fund source)	In development	
Teacher Leaders will build expertise in instructional planning, DDI skills	August 2015 – June 2016		Admin Coaches		In development	
ILT (admin and coaches) LEAP observations for calibration	Fall 2015 Spring 2016		Admin Peer Observers		In development	
Adaptive Schools training for SLT which is made up of admin and Team Specialists and reps from Sped/Intervention and Specials		Fall to Spring 2016/2017	Admin	TBD	In development	
Identify Team Specialists who lead their grade level (ECE-5) but may not become STLs next year. This is practice for next year:		Fall to Spring 2016/2017		TBD	In development	

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<ul style="list-style-type: none"> • Backward planning • Blue days • PD • Tues./Wed. Data Team and follow up planning 						
<p>Tier II Learning Labs and/or Peer Observations co-led by admin and TS</p> <ul style="list-style-type: none"> • Expand to all grade levels • Focused on LEAP indicators 		<p>Fall to Spring 2016/2017</p>	<p>Admin Dean of Instruction</p>	<p>Sub costs from School Budget + \$2,000.00</p>	<p>In development</p>	
<p>Teacher Leaders will build deeper expertise in instructional planning, DDI and <i>time management skills</i></p>		<p>Fall to Spring 2016/2017</p>	<p>Dean of Instruction</p>		<p>In development</p>	



Section IV

Required 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.

<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>X 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”). State here: what are we doing at JA that will lead to positive student outcomes</p> <p>**NOTE- PLEASE SEE BELOW FOR EXPLANATION AND TIMELINE of our TRANSFORMATION MODEL**</p>
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John Amesse Parent/Guardian Event Calendar 2015/2016

August 22, 2015 (Saturday)	Back to School Festival	School Sponsored & Led
September 4, 2015 (Friday)	Morning Parent Snack and Chat	School Sponsored & Led
September 10, 2015 (Thursday)	Back to School Night	School Sponsored & Led
September 23, 2015 (Wednesday)	Let's Get Moving Family Involvement Night	Community Resources Led
October 1, 2015 (Wednesday)	Evening Parent Snack & Chat	School Sponsored & Led
October 15, 2015 (Thursday)	Academic Standards Night	School Sponsored & Led
October 22, 2015 (Thursday)	Parent Teacher Conferences	School Sponsored & Led
October 27, 2015 (Tuesday)	Parent Teacher Conferences	School Sponsored & Led
November 11, 2015 (Wednesday)	Multicultural Night - The Celebration of Food and Music	Community Resources Led

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November 20, 2015 (Friday)	Thanksgiving Luncheon	School Sponsored & Led
December 3, 2015 (Thursday)	Evening Parent Snack & Chat	School Sponsored & Led
December 9, 2015 (Wednesday)	Primary Music Festival	School Sponsored
December 16, 2015 (Wednesday)	Intermediate Music Festival	School Sponsored
January 27, 2016 (Wednesday)	Storytelling Night - The Celebration of Three Unique Cultures	Community Resources Led
Feb 3, 2016 (Wednesday)	Community Meeting/School Dance	School Sponsored & Led
February 24, 2016 (Wednesday)	Slam It: Poetry Night	Scholars Unlimited Sponsored & Led
March 2, 2016 (Wednesday)	Read Across America Day	School Sponsored & Led
March 4, 2016 (Friday)	Morning Parent Snack & Chat	School Sponsored & Led

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March 16, 2016 (Wednesday)	Family Art Night (Rotations)	Community Resources Led
March 23, 2016 (Wednesday)	Parent Teacher Conferences	School Sponsored & Led
March 24, 2016 (Thursday)	Parent Teacher Conferences	School Sponsored & Led
April 4, 2016 (Thursday)	Evening Parent Snack & Chat	School Sponsored & Led
April 27, 2016 (Wednesday)	Cooking in our Garden Family Night	Scholars Unlimited Sponsored & Led
May 6, 2016 (Friday)	Morning Parent Snack & Chat	School Sponsored & Led
May 11, 2016 (Wednesday)	Academic Standards Night	School Sponsored & Led

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John Amesse Learning Walk Checklist (SQR related)

Domain 1 - Instruction - (Classroom observations)

1. Teachers publically acknowledge positive student behaviors and student work
 All interactions in the classroom are positive between staff and students
 Teachers anticipate and consistently address/redirect all misbehavior and off task behavior
2. Students use non-linguistic and multisensory learning materials (graphic organizers, concept maps, media etc.) to represent their learning
 Teachers engage all students in higher order thinking via planned questions aligned with and scaffolded through Bloom's taxonomy
 All students engage in metacognitive thinking via teacher questioning Ex. What do you need to practice most to reach your goal? What types of questions should you ask yourself to help you understand the concept more?
 All students engage in rigorous thinking and work:
 - aligned with grade level CCSS
 - applying learning to new contexts
 - explaining their thinking and supporting it with evidence to justify an answer
 - analyzing and critiquing their own and peer's thinking/work to establish next steps in their learning
 - identifying solutions when multiple pathways are possible
 - engaging with grade level complex text
3. Teacher ensures checks for understanding (exit tickets, thumb voting etc.) assess all students' progress toward mastery of the learning objective
 Teacher ensures checks for understanding require all students to justify their thinking
 Teacher provides timely, frequent and specific feedback to all students based on checks for understanding
 Teacher collects data for progress monitoring based on checks for understanding of all students

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Cross Cutting Instructional Practices of Focus (not specific to SQR)

- _____ Teachers clearly communicate content language objectives aligned to Common Core standards
- _____ Students know and understand the CLO as the goal of their learning
- _____ The thinking and work that students do throughout the lesson is rigorous
- _____ The thinking and work that students do throughout the lesson aligns with the CLO
- _____ Teachers monitor all student progress toward mastery of the CLO through checks for understanding and record evidence of progress for all students appropriately
- _____ Teachers provide specific academic feedback regarding progress toward mastery of the CLO to all students that causes them to know next steps in their learning
- _____ Students state next steps in their learning based on teacher feedback provided

Domain 2 - Students' Opportunities to Learn - (Classroom observations of ELD block)

4. _____ There is a building wide ELD curriculum in use for native English speakers
- _____ Teachers differentiate for all student language needs in ELD block classes
 - _____ Teachers use the EL Achieve progress monitoring tools during ELD block
 - _____ All students engage in rigorous thinking and work:
 - aligned with WIDA standards
 - applying learning to new contexts
 - explaining their thinking and supporting it with evidence to justify an answer
 - analyzing and critiquing their own and peer's thinking/work to establish next steps in their learning
 - identifying solutions when multiple pathways are possible

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- engaging with grade level complex text

(Student Interviews - lunch/recess)

5. _____ Students can explain how they are taught to mediate peer conflict (bullying)
_____ Students cite that there are clear and consistent consequences for violating Roadrunner expectations
_____ Students name an adult they can talk to when worried, scared or having a problem at school

Domain 3 - Educators' Opportunities to Learn - *(Staff interviews and/or surveys)*

6. _____ Teachers state that PD is designed to address school priorities, improvement goals and identified areas of student need
7. _____ Teachers state that they seek and accept feedback from each other and share instructional practices
_____ Teachers state that administrators often have an open door policy for listening to teachers' concerns
_____ Teachers state that they provide input and feedback on proposed school wide instructional decisions via SLT when appropriate
_____ Teachers state that administrators are approachable

Domain 4 - Leadership and Community - *(Staff interviews and/or surveys)*

8. _____ There is a building wide research based CCSS aligned math curriculum in use
9. _____ Teachers state that administrators have developed systems to ensure inclusive and transparent decision making
_____ Teachers state that they know who to approach on the administrative team with feedback or concerns

(Staff and/or parent interviews and/or surveys)

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- 10. _____ Parent Leadership Team is trained to understand and advocate for our school's instructional model
- _____ Workshops/sessions that help equip parents to support student learning at home are included in fun community building events
- _____ More extra-curricular activities for students are offered than in past years

Turnaround Plan

2016/2017 Transformation Plan:

As a result of our School Quality Review and Denver District Board of Education initiatives for Schools of our status, we have launched a school design process that will result in a strategic school plan created to steer our work over the next 3-5 years and result in radical improvement. To ensure that the design process is robust and the ensuing plan successful, we have created a Core Design Team made up of current administrators, parents, staff and district support partners. All members of the team have willingly volunteered their time for this work out of their deep desire to see the students of John Amesse Elementary and their deep commitment to the both the school and the Montebello community. Interested staff submitted applications to be considered for membership on the team. The opportunity to volunteer for the team was advertised to all parents.

The work of the Core Design Team is led by the school principal who is supported by a contracted facilitator as well as several central staff members from the district including a lead School Design and Implementation Manager. The team is charged with marrying the elements of the current school vision developed over the last year with the components of a complete strategic school plan and using the current SQR results to inform full plan development. The team is also charged with determining if John Amesse Elementary should pursue Innovation Status in order to best accomplish the work laid out in the plan. As the plan is drafted and vetted by the full Core Design Team over the spring of 2016, it will also be shared with the broader school community to ensure full engagement and feedback collection. The plan will be complete and initial implementation already begun in the Fall of 2016.

The current timeline for our Core Design Action plan in preparation for Fall of 2016 is as follows:

John Amesse Core Design Team and Leadership Team Meeting Calendar

Meetings	Purpose
February 17, 2016 1-2:30p	Leadership Team Planning Meeting
February 24, 2016 1-2:30p	Leadership Team Planning Meeting <ul style="list-style-type: none"> • Talking points on improvement strategies for 2015-2016 school year

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	<ul style="list-style-type: none"> ○ Highlight success (current accomplishments) ○ Discuss areas of focus moving forward ○ (Possibly develop 1-2 slides for presentation to families and staff) ● Plan for SQR deep dive with staff <ul style="list-style-type: none"> ○ Determine how you'll present the SQR to staff, how you'll prep for that meeting (possibly not using the 30-page doc)
March 2, 2016 1-2:30p	<p>Leadership Team Planning Meeting</p> <ul style="list-style-type: none"> ● Review confirmed CDT members ● Planning for the Core Design Kick-Off Meeting (facilitation) ● Update on off site schools to visit
March 7, 2016 1-2:30p	<p>Leadership Team Planning Meeting</p>
March 9, 2016	<p>Staff Meeting - SQR rubric deep dive and identify 1 key action item per indicator</p>
March 14, 2016 4:30-7:30p	<p>Kick-off Core Design Team Meeting</p> <ul style="list-style-type: none"> ● Intros/Overview ● turnaround and best practice orientation as well as focus on what Amesse will focus on for remainder of 2015/16 ● Reviewing current vision
March 23, 2016 1-2:30p	<p>Leadership Team Planning Meeting</p> <ul style="list-style-type: none"> ● Potentially observe other school to witness high quality instruction in STEM etc.
March 24, 2016	<p>Core Design Team Meeting</p> <ul style="list-style-type: none"> ● School Visit with CDT

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	<ul style="list-style-type: none"> Reading/Independent learning (independent/small group site visits/orientation, external school visits)
April 6, 2016 1:00-2:30	<p>Leadership Team Planning Meeting</p> <ul style="list-style-type: none"> Plan for the next Core Design Meeting
April 12, 2016 4:30-7:30p	<p>Core Design Team Meeting</p> <ul style="list-style-type: none"> Mapping Amesse/Vision unpacking SQR for John Amesse Identify steps that need to take place in order to meet the mission/vision
April 20, 2016 1-2:30p	Leadership Team Planning Meeting
April 27, 2016 4:30-5:15p	Core Design Team Presentation to Full Community (Before Parental Engagement Event)
May 4, 2016 1-2:30pm	Leadership Team Planning Meeting
May 10, 2016 4:30-7:30p	<p>Core Design Team Meeting</p> <ul style="list-style-type: none"> Program/Opportunities <i>* District experts/resources to include (ELA, SPED, HR, Finance, others)</i>
May 18, 2016 1-2:30p	Leadership Team Planning Meeting
May 24, 2016 4:30-6:30p	<p>Core Design Team Meeting</p> <ul style="list-style-type: none"> Overview of Plan Draft (from the CDT meetings)

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May 25, 2016 8:00-11:00	CDT SQR action steps Amesse learning walk (self assessment)
June 8, 2016 1:00-4:00p	Leadership Team Planning Meeting
June 14, 2016 4:00-7:00 PM**(move to daytime?)	Core Design Team Meeting <ul style="list-style-type: none"> • 2016/17 Implementation of priority elements and continued planning, open to all committee members
July 20, 2016 8a-11a	Leadership Team Planning Meeting
July 26, 2016 4:00-7:00 PM**(move to daytime?)	Core Design Team Meeting <ul style="list-style-type: none"> • 2016/17 Implementation of priority elements and continued planning, open to all committee members
August 3, 2016 8:30-10a	Leadership Team Planning Meeting
August 9, 2016 4:30-6:30p	Core Design Team Meeting <ul style="list-style-type: none"> • Planning Update & Preparation for early implementation of design at start of 16/17 school year and upcoming events
August 17, 2016 1-2:30p	Leadership Team Planning Meeting
August 23, 2016 4:30-6:30pm	Core Design Team Meeting <ul style="list-style-type: none"> • Communicate key changes for 16/17 at back to school events (support broader community engagement) • Can occur at back-to-school night

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August 31, 2016 1-2:30p	Leadership Team Planning Meeting
September 13, 2016 4:30-6:30p	Core Design Team Meeting <ul style="list-style-type: none"> • Back to School Update (Committee led school evaluation)
September 14, 2016 1-2:30p	Leadership Team Planning Meeting
September 28, 2016 1-2:30p	Leadership Team Planning Meeting
Oct. 4, 2016 4:30-6:30p	Core Design Team Meeting <ul style="list-style-type: none"> • Plan Finalized (meeting specifics tbd)
October 12, 2016 1-2:30p	Leadership Team Planning Meeting
Oct. 18, 2016 4:30-6:30p	Core Design Team Meeting <ul style="list-style-type: none"> • Plan Finalized (meeting specifics tbd)
October 26, 2016 1-2:30p	Leadership Team Planning Meeting

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)

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- 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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