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

Organization Code: 0880   District Name: DENVER COUNTY 1   School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL   Official 2014 SPF: 1 Year

Section I: Summary Information about the School

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

Executive Summary

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

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

Overall, the percentage of students at Johnson reading below grade level and significantly below grade level includes K: 38%, 1st: 42%, 2nd: 39%, 3rd: 49%. 4th: 35% SBGL only, 5th: 17% SBGL only. 52% of K-3 NON-ELL students are reading below grade level and significantly below grade level. 22% of K-3 ELL students are reading below grade level and significantly below grade level.

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.*

At Johnson there is an absence of effective planning that is informed by data and translates into student mastery, no viable or intentional early literacy model that includes high quality training, support and resources and a lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.

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.*

1. **Effective Instruction** (PLC assessment development, instructional planning, observation and feedback, coaching and modeling aligned with CCSS, WIDA and LEAP framework): Consistent implementation of weekly action steps to drive improvement to include and enhanced and intentional focus on planning
2. **Data Inquiry Cycle in Literacy** *with a focus in K-2* (assessment data analysis, instructional planning, student grouping, adjustments): Consistent implementation of literacy PLCs, at a level of mastery, for collaboratively analyzing student data and using it to plan instruction in all content areas as measured by the Data Culture Framework.
3. **School Culture** Grounding in the school values develop coherence and community-wide clarity for our model, specifically, its academic, social and cultural goals.

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

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

Accountability Status and Requirements for Improvement Plan

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

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Improvement Plan	The school is approaching or has not met state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org.
ESEA and Grant Accountability			
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school is not identified as a Focus School and does not need to meet those additional requirements.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

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

☐ State Accreditation   ☐ Title I Focus School   ☐ Tiered Intervention Grant (TIG)   ☐ Diagnostic Review and Planning Grant

☐ School Improvement Support Grant   X READ Act Requirements   ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Rob Beam, Principal
	Email	Robert_beam@dpsk12.org
	Phone	720-424-6290
	Mailing Address	1850 South Irving St. Denver CO 80219
2	Name and Title	Elliott Lepert, Assistant Principal
	Email	Elliott_lepert@dpsk12.org
	Phone	720-424-6290
	Mailing Address	1850 South Irving St. Denver CO 80219

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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.
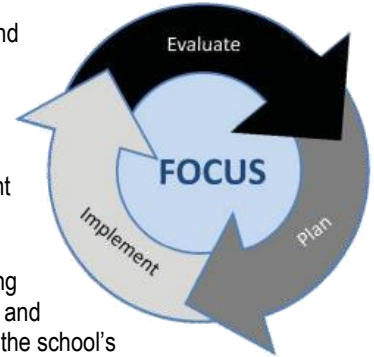
Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards 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 general process for developing the UIP and participants (e.g., School Accountability Committee).	**Review Current Performance:** Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.	**Root Cause Analysis:** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.

Narrative:

Johnson Elementary is an Expanded Learning Opportunities neighborhood school in the Southwest Network of Denver Public Schools. Johnson's enrollment in 2015-16 is 420 students: 96.1% FRL, 89% Minority, 65% ELL, and 8.2% SPED. Johnson is part of the DPS extended learning program, increasing instructional time for students by 70 minutes a day and doubling the required amount of planning time for teachers. Community partners and citywide organizations offer enrichments during the extended day, expanding the knowledge and experiences of Johnson students. Additionally, Johnson has begun to pilot elements of a student-driven personalized approach to intermediate instruction that seeks to leverage character, student agency and school culture to align student need

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

with academic and social programming.

Johnson's Instructional leadership team met in August and September for the purpose of analyzing and disaggregating key data. This team synthesized key reports and developed a protocol to engage the School Leadership Team in a facilitated collaborative process to further review data as well as develop adjustments and potential responses to key indicators.

The team identified a Priority Performance Challenge as a high percentage of students at Johnson reading below grade level and significantly below grade level with K: 38%, 1st: 42%, 2nd: 39%, 3rd: 49%. 4th: 35% SBGL only, 5th: 17% SBGL only. 52% of K-3 NON-ELL students are reading below grade level and significantly below grade level. 22% of K-3 ELL students are reading below grade level and significantly below grade level.

The root causes of students reading below grade level includes: An absence of effective planning that is informed by data and translates into student mastery, absence of a viable and intentional early literacy model that includes high quality training, support and resources and lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.

The Major Improvement Strategies that the school will focus on:

4. **Effective Instruction** (PLC assessment development, instructional planning, observation and feedback, coaching and modeling aligned with CCSS, WIDA and LEAP framework): Consistent implementation of weekly action steps to drive improvement to include and enhanced and intentional focus on planning
5. **Data Inquiry Cycle in Literacy** *with a focus in K-2* (assessment data analysis, instructional planning, student grouping, adjustments): Consistent implementation of literacy PLCs, at a level of mastery, for collaboratively analyzing student data and using it to plan instruction in all content areas as measured by the Data Culture Framework.
6. **School Culture** Grounding in the school values develop coherence and community-wide clarity for our model, specifically, its academic, social and cultural goals.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*
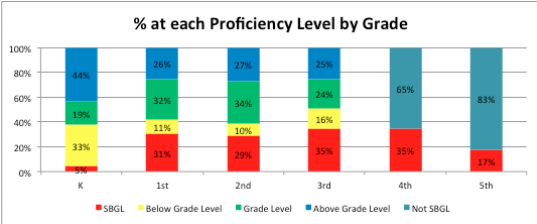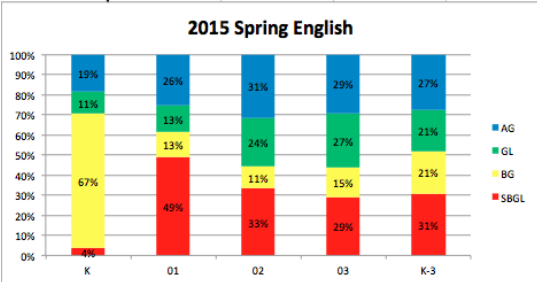
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	80% of Kindergarteners will read at or above grade level on the Spring EOY DRA/EDL assessment. 80% of 3rd graders will read at or above grade level on the Spring EOY DRA/EDL assessment.	Kindergarten: 63% (Not Met, -17 below target) 3rd: 49% (Not Met, -31 below target)	Absence of effective planning that is informed by data and translates into student mastery Absence of a viable and intentional early literacy model that includes high quality training, support and resources A lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.
		PARCC ELA 3rd-5th grade- 15.8% met or exceeded expectations PARCC Math 3-5th grade- 4 % met or exceeded expectations	
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
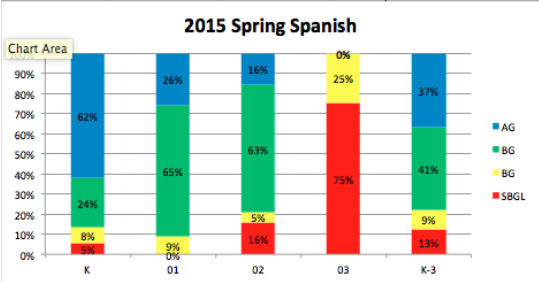Approved 6/17/2015 for 2015-2016

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)	Overall, the percentage of students at Johnson reading below grade level and significantly below grade level includes K: 38%, 1st: 42%, 2nd: 39%, 3rd: 49%. 4th: 35% SBGL only, 5th: 17% SBGL only.	Overall, the percentage of students at Johnson reading below grade level and significantly below grade level includes K: 38%, 1st: 42%, 2nd: 39%, 3rd: 49%. 4th: 35% SBGL only, 5th: 17% SBGL only. 52% of K-3 NON-ELL students are reading below grade level and significantly below grade level. 22% of K-3 ELL students are reading below grade level and significantly below grade level.	Absence of effective planning that is informed by data and translates into student mastery. Absence of a viable and intentional early literacy model that includes high quality training, support and resources. A lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	52% of K-3 NON-ELL students are reading below grade level and significantly below grade level. The percentage of NON ELL students reading BG and SBGL at each grade level includes K: 71%, 1st: 62%, 2nd: 44%, 3rd: 44%. 22% of K-3 ELL students are reading below grade level and significantly below grade level. The percentage of ELL students reading BG and SBGL at each grade level includes K: 13%, 1st: 9%, 2nd: 21%, 3rd: 100%.		

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All ELA Assessments Percent Met and Exceeded Expectations All Grades — 15.8% / 23.8% / 33.5% 3rd — 10.0% / 18.9% / 31.2% 4th — 11.8% / 23.5% / 31.8% 5th — 23.2% / 24.2% / 32.8% 6th 7th 8th 9th 10th 11th 12th 0% 20% 40% ■ Johnson Elementary School ■ Elementary Network 2 ■ District 3rd-5th grade performing below district levels with 3-4th grade in particular are far (+/-20%) below	3rd-5th grade performed at 15.8 % "Met Expectations" in ELA assessments	Absence of effective planning that is informed by data and translates into student mastery Absence of a viable and intentional early literacy model that includes high quality training, support and resources A lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All ELA Assessments Percent Met and Exceeded Expectations - ELL Status ELL: 6.1%, 9.2%, 6.9% Redesignated/Exited: 36.4%, 48.3%, 45.4% Non-ELL: 25.0%, 28.2%, 42.9% ■ Johnson Elementary School ■ Elementary Network 2 ■ District ELLs slightly below ELLs in the district by .8% and the network by 3.1%		

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	All Math Assessments Percent Met and Exceeded Expectations 3-5th grade students performed at 4.5%	Johnson lacks a viable mathematics program, curricula or aligned intervention program.	Absence of effective planning that is informed by data and translates into student mastery A lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

| | proficiency overall | | |

All Math Assessments
Percent Met and Exceeded Expectations - ELL Status

Redesignated ELL students at 31.8% proficiency in math, ahead of the district percentage.

2015 CMAS: PARCC ELA

School CMAS ELA % met or above	District CMAS ELA % met or above	CMAS ELA Rank (within grade range)	2014 TCAP Reading and Writing Rank (within grade range) *Note: TCAP ELA percentile ranks based on combined Reading/Writing proficiency, excluding Lectura/Escritura, as CMAS is English only	Change in Percentile from 2014 TCAP to 2015 CMAS (within ELA and grade range, and population >15 in both years)
15.8%	31.9%	29th percentile	14th percentile	15

3rd-5th grade students at Johnson performed the same as or better than 29% of their peers across the state which is an increase of 15 percentile points from the previous year's TCAP percentile rank.

2015 CMAS: PARCC Math

School CMAS Math N tested	School CMAS Math % met or above	District CMAS Math % met or above	CMAS Math Rank (within grade range)	2014 TCAP Math Rank (within grade range)	Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)
200	4.5%	26.4%	3rd percentile	14th percentile	-11

3rd-5th grade students at Johnson in the bottom percentiles for math. They decreased by 11 percentile points from their performance in 2014

5% of Johnson 3-5 grade students "met expectations" on the PARCC Math assessment

| Academic Growth | | | |

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

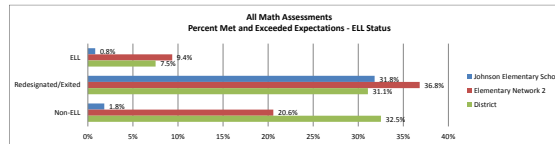| Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

CDE
CO
COLORADO
Department of Education

Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/17/2015 for 2015-2016

Section IV: Action Plan(s)

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

School Target Setting Form

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

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

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL
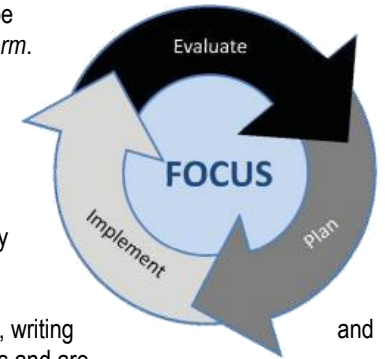
School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
				2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	15.8 % of 3rd-5th grade students "Met Expectations" in ELA assessments	35%% of 3rd-5th grade students will meet expectations in ELA assessments	55% of 3rd-5th grade students will meet expectations in ELA assessments	ANet assessments	**Data Inquiry Cycle in Literacy** *with a focus in K-2* (assessment data analysis, instructional planning, student grouping, adjustments): Consistent implementation of literacy PLCs, at a level of mastery, for collaboratively analyzing student data and using it to plan instruction in all content areas as measured by the Data Culture Framework.
		READ	Overall, the percentage of students at Johnson reading below grade level and significantly below grade level includes K: 38%, 1st: 42%, 2nd: 39%, 3rd: 49%. 4th: 35% SBGL only, 5th: 17% SBGL only. 52% of K-3 NON-ELL students are reading below grade level and significantly below grade level. 22% of K-3 ELL students are reading below grade level and significantly below grade level.	80% of K, 1st, and 3rd grade students reading at or above grade level on Spring EOY Assessment. 50% Reduction of students reading BG and SBGL across all grade levels: K: 19%, 1st: 21%, 2nd: 20%, 3rd: 25%. 4th: 8% SBGL only, 5th: 8% SBGL only. Non-ELL: K: 35%, 1st: 31%, 2nd: 22%, 3rd: 22%.	80% of all students reading at or above grade level on Spring EOY Assessment. 50% additional Reduction of students reading BG and SBGL across all grade levels: K: 10%, 1st: 10%, 2nd: 10%, 3rd: 12%. 4th: 4% SBGL only, 5th: 4% SBGL only. Non-ELL: K: 17%, 1st: 15%, 2nd: 11%, 3rd: 11%.	iStation, DRA/EDL, reading records	**Data Inquiry Cycle in Literacy** *with a focus in K-2* (assessment data analysis, instructional planning, student grouping, adjustments): Consistent implementation of literacy PLCs, at a level of mastery, for collaboratively analyzing student data and using it to plan instruction in all content areas as measured by the Data Culture Framework.

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

				ELL: K: 16%, 1: 20%, 2: 9%, 3: 15%	ELL: K: 8%, 1: 10%, 2: 4%, 3: 7%		
		M	5% of Johnson 3-5 grade students "met expectations" on the PARCC Math assessment	25% of 3rd-5th grade students will meet expectations in Math assessments	35% of 3rd-5th grade students will meet expectations in Math assessments	ANet assessments	**Effective Instruction** (PLC assessment development, instructional planning, observation and feedback, coaching and modeling aligned with CCSS, WIDA and LEAP framework): Consistent implementation of weekly action steps to drive improvement to include and enhanced and intentional focus on planning **School Culture** Grounding in the school values develop coherence and community-wide clarity for our model, specifically, its academic, social and cultural goals
		S					
Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP	84% of students are on track. 3 Year MGP is 61				
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce	Graduation Rate						
	Disag. Grad Rate						

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Readiness	Dropout Rate				
	Mean CO ACT				
	Other PWR Measures				

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Effective Instruction (PLC assessment development, instructional planning, observation and feedback, coaching and modeling aligned with CCSS, WIDA and LEAP framework): Consistent implementation of weekly action steps to drive improvement to include and enhanced and intentional focus on planning **Root Cause(s) Addressed:** At Johnson there is an absence of effective planning that is informed by data and translates into student mastery, no viable or intentional early literacy model that includes high quality training, support and resources and a lack of coherence around our observation/feedback

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

X READ Act Requirements ☐ Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline 2015-16	Timeline 2016-17	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
School leadership will conduct weekly observations with face-to-face debriefs to include feedback and co-planning for all classroom educators and bi-weekly for all other educators	X	X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC and teachers	Student-Based Budget	Team will conduct 200 observation/Feedback cycles per semester.	In Progress-Semester I: 220 observation/feedback cycles completed
Develop and monitor a Teacher Effectiveness Plan that defines school strategy for developing and maintaining a highly effective team of educators that plans effectively from student data	X	X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC and	Student-Based Budget	Reflection on educator "reteach" lesson plans from PLC and ANet work. Analysis of reassessment data to evaluate the impanningact of intentional pl	In Progress-

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

			teachers			
Refine and extend the Differentiated Roles pilot program	X	X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC	District funding, Student-based budget, Personalized Learning grant, ELO funds	Teacher Leadership Survey results. Measure year 1 results against district and Year 2 results for growth	In Progress
School will develop clear expectations for unit, lesson, collaborative lesson plans and align it to the LEAP framework		X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC	Student-Based Budget		Not started

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

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

1. **Major Improvement Strategy #2:** **Data Inquiry Cycle in Literacy** *with a focus in K-2* (assessment data analysis, instructional planning, student grouping, adjustments): Consistent implementation of literacy PLCs, at a level of mastery, for collaboratively analyzing student data and using it to plan instruction in all content areas as measured by the Data Culture Framework. **Root Cause(s) Addressed** no viable or intentional early literacy model that includes high quality training, support and resources and a lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps.

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				
PLC teams will effectively employ the data analysis protocol in all grade E-5 literacy data meetings	X	X	All teaching staff and the Instructional Leadership Team	SBB, ELO funding	ANet interim data, Data Culture Rubric	In progress
Johnson will develop and utilize a K-2 literacy data tracker that is used weekly to monitor progress (multiple measures), define interventions and extensions and clearly indicate the students who are on/off track		X	Instructional Leadership Team	SBB	Tracker is developed and utilized by all staff by Semester I	Not Started
Teams will develop a coherent and intentional formative assessment cycle that supports instructional decisions and adjustments, is aligned to the SAS and enhances the ANet interim assessment results and impact	X	X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC and teachers	SBB	ANet, iStation, DRA/EDL,	In progress
Johnson will engage in district offered		X	Instructional	SBB	Teacher PD data in	Not Started

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

professional development for newly adopted literacy curricula, early literacy instruction and Guided Reading +			Leadership Team: Principal, AP, Teacher Leaders, TEC and teachers		SchoolNet	

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

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

Major Improvement Strategy #3: **School Culture** Grounding in the school values develop coherence and community-wide clarity for our model, specifically, its academic, social and cultural goals. **Root Cause(s) Addressed:** Lack of coherence around our observation/feedback, data-driven instruction and school culture work to generate the impact necessary to close the gaps

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				
Extend our work on School Values to include a focus on academic evidence of the values and supported by Personalized learning Plans	X	X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC and teachers	SBB	Values Report Card	In Progress
Create a coherent and updated Strategic Plan for communicating our school model development to all stakeholders		X	Instructional Leadership Team	SBB	Complete plan and feedback data	Not started
Develop structures that effectively align observation/feedback cycles, data informed instruction and school culture and values in our vision and practice	X	X	Instructional Leadership Team: Principal, AP, Teacher Leaders, TEC and teachers	SBB	LEAP/LEAD performance	In Progress

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL

COLORADO
Department of Education

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

Section V: Appendices

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

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

School Code: 4450   School Name: JOHNSON ELEMENTARY SCHOOL