

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **8422** School Name: **SWANSEA 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.*

For the past three years, we have not met the state's expectations for status, we have not met for growth and we met expectations for growth gaps. On the DPS School Performance Framework from the last two of five years, we have been rated as "Meets Expectations." Over the course of the past five years, we have trended upward in the overall percentage of points earned (40%, 44%, 48%, 54% and 52%) on the district SPF. Data gathered from the DRA2/EDL2 from Spring 2015, shows the following percentages of students scoring at or above grade level: KDG- 54%, 1st- 49%, 2nd- 64%, 3rd- 49%. CMAS scores from spring 2015 for 4th grade social studies showed that 2% of students were strong/distinguished. Lastly, 5th grade science resulted in 1% of students were strong/distinguished.

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.*

Our school lacks a model for instructing English Learners that results in biliteracy
We lack an understanding of how to align, implement, and differentiate our instructional practice to the standards.

What action is the school taking to eliminate these challenges?

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

We will move from a transitional bilingual model to a one- way dual language model.
We will instructionally plan to align our instructional practice to the standards related to writing.

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

Pre-Populated Report for the School

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

Accountability Status and Requirements for Improvement Plan

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

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

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

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Section II: Improvement Plan Information

Additional Information about the School

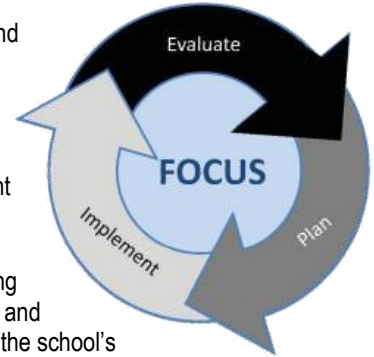
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input checked="" type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Diagnostic Review and Planning Grant <input type="checkbox"/> School Improvement Support Grant <input checked="" type="checkbox"/> READ Act Requirements <input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Gilberto Munoz, Principal
	Email	gilberto_munoz@dpsk12.org
	Phone	720-424-3630
	Mailing Address	4650 Columbine Street Denver, CO 80216
2	Name and Title	Eric Atonna, Assistant Principal
	Email	eric_atonna@dpsk12.org
	Phone	720-424-3630
	Mailing Address	4650 Columbine Street Denver, CO 80216

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Section III: Narrative on Data Analysis and Root Cause Identification

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



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

Data Narrative for School

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

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least meet state/federal expectations. Consider the previous year’s progress toward the school’s targets. Identify the overall magnitude of the school’s performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
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Data Narrative Elements: Please complete each section below. *Directions are included in italics.*

Swansea Elementary is a neighborhood school tucked in the I-70 and Columbine viaduct. As an active member of the Elyria community the school’s vision, the Swansea community will unite to empower all students to become life-long learners, have the resilience and confidence to realize their dreams, celebrate diverse perspectives and cultures and be college and career ready for the 21st century, works to unite students and families to utilize community resources for success. The development of the Unified Improvement Plan began with all Swansea staff conducting home visits to get to know their students and their families and build partnerships for student success.

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Upon return the staff began to engage in a series of discussions driven by student achievement data (TCAP and school Interim exams). Initially the staff came together as a whole to bring to light the trends and patterns in student data. Following this, the School Leadership Team, comprised of teacher leaders from each grade level and specialty area, school administrators and coaching support (SLT) convened to synthesize results from staff analysis and determined the area in which we would focus our improvement strategies this year, Writing. The SLT analyzed staff responses and grouped like ideas, eliminated factors out of school control, and established the two most impacting causes for the fluctuation in student writing growth (increase/decrease) and the downward trend in Writing status.

Description of READ Act Results

(Include a brief description of READ Act (Students Reading At/ Above Grade Level and READ Act SBGL Growth)

The percentage of students reading at or above grade level in the spring increased from 49% in 2014 to 54% in 2015. The greatest increase was in grade 2 which rose from 40% to 64% from 2014 to 2015; the largest decrease was in grade 1 which fell from 69% to 49%. Of the 77 students who were significantly below grade level in the fall, 12% were reading at or above grade level by the spring.

State and Federal Accountability Expectations

(Briefly discuss PARCC/CMAS status and ACCESS growth results.)

In 2015, 12.8% of our students met or exceeded expectations on ELA and 12.0% of our students met or exceeded expectations on the Math PARCC/CMAS assessments. Our overall median growth percentile on ACCESS in 2015 was 50.5%, which represents a drop of 14.5% from the previous year.

Progress Toward Last Year's Targets

(Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals. See worksheet 1 below.)

The percentage of our students scoring proficient and advanced on the spring district literacy interim was 43. We exceeded our target by of 28 by 15 points.

Trends Data

(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. We do not have trends for PARCC and CMAS since we do not have enough years of data.)

We exceeded our previous targets by 5 percentage points because we spent a lot of time establishing data teams and building a collaborative culture, worked closely with district partners to help plan instruction and analyze data and our Professional Development focused on writing

Priority Performance Challenges

(Explain how you prioritized performance challenges. Specifically, how did you arrive at the answer to question 2 in the executive summary?)

We arrived at our conclusion that our school lacks a model for instructing English Learners that results in biliteracy and that we lack an understanding of how to align, implement, and differentiate our instructional practice to the standards by analyzing our interims, DRA2/EDL2 data and formative writing assessments and from extensive analysis and discussion with the staff about the our needs in light of the data.

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

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

Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 28.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 43. We exceeded our target by 15 points.	We exceeded our previous targets by 5 percentage points because we spent a lot of time establishing data teams and building a collaborative culture, worked closely with district partners to help plan instruction and analyze data and our Professional Development focused on writing.
Academic Growth	The percentage of our students scoring proficient and advanced on the spring district literacy interim will be 28.	The percentage of our students scoring proficient and advanced on the spring district literacy interim was 43. We exceeded our target by 15 points.	
Academic Growth Gaps	The percentage of our English Language Learners scoring proficient and advanced on the spring district literacy interim will be 28.	The percentage of our English Language Learners scoring proficient and advanced on the spring district literacy interim was 43. We exceeded our target by 15 points.	
Postsecondary & Workforce Readiness			

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Worksheet #2: Data Analysis

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

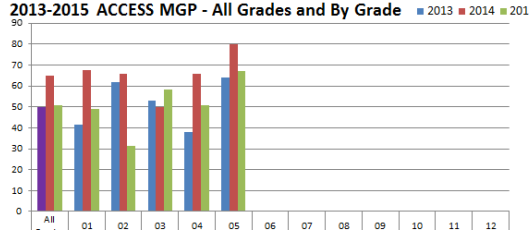
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)		The percentage of students meeting or exceeding expectations on the PARCC: CMAS ELA was 12.8.	<ul style="list-style-type: none"> School lacks a model for instructing English Learners that results in biliteracy. We lack an understanding of how to align, implement, and differentiate our instructional practice to the standards.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade ■ 2013 ■ 2014 ■ 2015</p>  <table border="1" data-bbox="493 625 1018 690"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>50</td> <td>41.5</td> <td>62</td> <td>53</td> <td>38</td> <td>64</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>65</td> <td>67.5</td> <td>66</td> <td>50</td> <td>66</td> <td>80</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>51</td> <td>49</td> <td>31.5</td> <td>58.5</td> <td>51</td> <td>67</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	50	41.5	62	53	38	64	0	0	0	0	0	0	0	2014	65	67.5	66	50	66	80	0	0	0	0	0	0	0	2015	51	49	31.5	58.5	51	67	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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2015	51	49	31.5	58.5	51	67	0	0	0	0	0	0	0																																														
Academic Growth Gaps	N/A																																																										
Postsecondary & Workforce Readiness	N/A																																																										

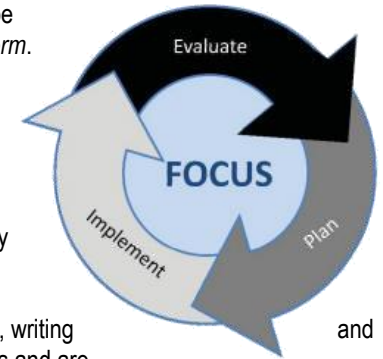
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC ELA was 12.8.	The percentage of our students meeting or exceeding expectations on the 2016 CMAS: PARCC ELA will be 18.	The percentage of our students meeting or exceeding expectations on the 2016CMAS: PARCC ELA will be 25.	Illuminate interim assessments Data team pre and post unit assessment Weekly formative assessments during data teams	Move from a transitional bilingual model to a one-way dual language model. We will instructionally plan to align our instructional practice to the standards related to writing.
		READ	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring was 12.	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring will be 15.	The percentage of our students reading significantly below grade level in the fall moving to reading at grade level in the spring will be 20.	I-station interim assessments Running Records Progress Monitoring passages	
		M	The percentage of our students meeting or exceeding expectations on the 2015 CMAS: PARCC Math was 12.0.	The percentage of our students meeting or exceeding expectations on the 2016 CMAS: PARCC Math will be 21.	The percentage of our students meeting or exceeding expectations on the 2016 CMAS: PARCC Math will be 26.	Illuminate interim assessments Data team pre and post unit assessment Weekly formative assessments during data teams	
		S					
Academic Growth	Median Growth Percentile, TCAP,	ELA					
		M					

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	CMAS/PARCC, ACCESS, local measures	ELP	The median growth percentile for our English Language Learners for ACCESS overall was 51.	The median growth percentile for our English Language Learners for ACCESS overall will be 55.	The median growth percentile for our English Language Learners for ACCESS overall will be 60.	EL Achieve curricular assessments	
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

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

Major Improvement Strategy #1: Move from a transitional bilingual model to a one- way dual language model.

Root Cause(s) Addressed: School lacks a model for instructing English Learners that results in biliteracy.

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				
Implement Systematic ELD to provide students dedicated study of how English works. Teachers will learn to teach English to EL's that is systematic based on student language level.	Aug- Jan	TBD	District/ teachers	EL Achieve program resources	100% of students will be grouped for language proficiency and will receive the appropriate instruction	In progress
Monitoring the implementation of the systemic sequence and pacing of the lessons for EL Achieve	Wednesdays once/mo	TBD	EL TEC director, Assistant EL TEC director, and TEC	EL Achieve curriculum, grouping reports	100% of teachers will be Observed against the scope and sequence observation tracker	In progress
ELA-S Teachers will unpack the Language Allocation guidelines by grade level teams through planning the unit architecture for the strategic use of two languages.	½ day release for each unit will be provided prior to	TBD	Sarah Tilton, ELA-S Teachers	LAG and Mondo curriculum Substitute for Backwards Design	100% of third grade teachers will provide unit plans that include objective and language use to be reviewed by the administration once per unit.	Not Begun

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	implementing the unit for each team to plan each unit of instruction					
ELA-S Teachers will plan bridging lessons and the strategic use of two languages within the Mondo Curriculum.	October-May ½ day release for each unit will be provided prior to implementing the unit for each team to plan each unit of instruction	TBD	Sarah Tilton, Literacy Support Partner	Mondo Curriculum <i>Teaching for Biliteracy</i>	ELA/S teachers will submit Step A unit plans that include clear native language and second language lessons specifically focused on the essential learning target of the unit.	Not started
PD on developing strong standards-based Learning Objectives, specifically the language component	October 21 st , two other dates TBD	TBD	ILT	Sarah Tilton, Network Meeting Resources (lesson plan)	Lesson plans and posted objectives Walk-throughs	In progress

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

Major Improvement Strategy #2: We will instructionally plan to align our instructional practice to the standards related to writing.

Root Cause(s) Addressed: We lack an understanding of how to align, implement, and differentiate our instructional practice to the standards.

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				
Teachers will be released to unpack CCSS writing standards(differentiated by grade level and genre) during Step A planning	Oct - May	Sept-May	teachers	Substitute pay	Attendance, exit ticket Step A Unit plan	In progress
Checks for understanding are built into data team process to monitor students progress towards meeting the standard.	Sept 2015 – May 2016	Sept-May	ILT	Student work each week	Data team notes	In progress
Site Visits from Mondo Staff (with feedback and observation from Mondo)	Full day site visits September November 9 th ,	February, March Days TBD	Mondo Trainers + Teachers	Release time for prebrief, observation of trainer model and debrief	ILT will conduct classroom observations (walkthroughs) to observe writing process.	In progress
School wide professional development on Mondo Curriculum for teachers during Green Days	Dec 9 th	Jan 4 th , Feb 29 th April 11 th	Mondo Trainers + Teachers	Mondo Trainers and materials (free)	Teachers will gain an increased level of comfort in implementing the curriculum with fidelity	In progress
Teacher Leaders turnkey PD from Mondo Leader training (also in prep for	Oct 7, Dec 16, April 6	NA		Instructional Coach and 2 nd grade teacher	Teachers will gain an increased level of comfort in implementing the curriculum	Completed

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future Senior Team Lead roles)					with fidelity. Build capacity within our building.	

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

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

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

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

Section V: Appendices

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

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

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