

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 1788 School Name: COLLEGE VIEW ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

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

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
			Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	71.65%	-	-	41.56%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	38.96%	-	-	
		W	53.52%	-	-	24.18%	-	-	
		S	47.53%	-	-	14.63%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	55	-	-	49	-	-	
		M	68	-	-	42	-	-	
		W	66	-	-	50	-	-	
ELP	41	-	-	41	-	-			

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

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

Accountability Status and Requirements for Improvement Plan

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

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
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

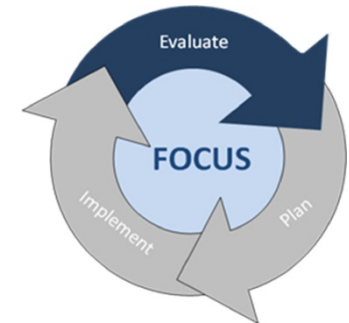
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kyle Gamba – Principal
	Email	Kyle_gamba@dpsk12.org
	Phone	720-424-6880
	Mailing Address	2675 S. Decatur St. Denver, CO 80219
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

Section III: Narrative on Data Analysis and Root Cause Identification

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



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

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

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year, students will score 28% Proficient or Advanced in CSAP writing.	Actual: There was a 1.5% decrease in the number of students scoring P/A in writing. 17% of students scored Proficient or Above. The school missed the target by 11%.	<ul style="list-style-type: none"> - ½ time Teacher Effectiveness Coach - Writing – data driven part lacking progress monitoring. PD was limited and only at the surface level. Program change mid year. - ELL – lack of common expectations
Academic Growth	By the end of the 2011-2012 school year, students will score 55 in terms of Median Student Growth percentile in writing	Actual: There was a 2% decrease in the Median Student Growth percentile in writing. The actual percentile was 51. The school missed the target by 4.	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Growth Gaps			
Post Secondary 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 and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Achievement (Status)	<p style="text-align: center;">TCAP Reading</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Reading</td> <td>34%</td> <td>32%</td> <td>32%</td> <td>33%</td> <td>40%</td> </tr> </table> <p>The percentage of students overall at College View scoring proficient and advanced on TCAP Reading between 2008-2012 were 34%, 32%, 32%, 33%, 40% resulting in a slightly upward trend that is below the state expectation of 71.65%.</p>		2008	2009	2010	2011	2012	Reading	34%	32%	32%	33%	40%	<p>The percentage of students overall at College View scoring proficient and advanced on TCAP Reading, Math, Writing, and Science between 2008-2012 has fluctuated and is well below the state expectations: Reading 40% (72%) Math 38% (71%) Writing 22% (54%) Science 19% (48%).</p>	<ol style="list-style-type: none"> 1. Inconsistent instruction 2. low levels of intentional differentiation 3. inconsistency with instructional strategies. 3. Culture was not data driven. Staff did not use appropriate data for progress monitoring nor was data presented to students in a systematic way so that students truly own their learning. 5. Inconsistency of adherence to organizational objectives.
	2008	2009	2010	2011	2012										
Reading	34%	32%	32%	33%	40%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p style="text-align: center;">TCAP Math</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Math</td> <td>38%</td> <td>36%</td> <td>36%</td> <td>38%</td> <td>38%</td> </tr> </table> <p>The percentage of students overall at College view scoring proficient and advanced on TCAP Math between 2008-2012 were 38%, 36%, 36%, 38%, 38% resulting in a flat trend that is below the state expectation of 70.89%.</p> <p style="text-align: center;">TCAP Writing</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>2008</td> <td>2009</td> <td>2010</td> <td>2011</td> <td>2012</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>21%</td> <td>16%</td> <td>22%</td> <td>22%</td> </tr> </table> <p>The percentage of students overall at College View scoring proficient and advanced on</p>		2008	2009	2010	2011	2012	Math	38%	36%	36%	38%	38%		2008	2009	2010	2011	2012	Writing	17%	21%	16%	22%	22%		
	2008	2009	2010	2011	2012																						
Math	38%	36%	36%	38%	38%																						
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Writing	17%	21%	16%	22%	22%																						

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
	<p>TCAP Writing between 2008-2012 were 17%, 21%, 16%, 22%, 22% resulting in a slightly upward trend that is below the state expectation of 53.52%.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>3%</td> <td>10%</td> <td>12%</td> <td>10%</td> <td>19%</td> </tr> </tbody> </table> </div> <p>The percentage of students overall at College View scoring proficient and advanced on TCAP Reading between 2008-2012 were 3%, 10%, 12%, 10%, 19% resulting in an upward trend that is below the state expectation of 47.53%.</p>		2008	2009	2010	2011	2012	Science	3%	10%	12%	10%	19%		
	2008	2009	2010	2011	2012										
Science	3%	10%	12%	10%	19%										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
Academic Growth	<p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59.5</td> <td>48.5</td> <td>45</td> <td>42</td> <td>49</td> </tr> </tbody> </table> <p>The Median Growth Percentile for students overall at College View on TCAP Reading between 2008 and 2012 were 59.5, 48.5, 45, 42, 49, resulting in a downward trend that is below the state expectation of 55 for Median Adequate Growth.</p>		2008	2009	2010	2011	2012	Reading	59.5	48.5	45	42	49	<p>Overall students at College View are not meeting the state expectation for Median Adequate Growth in Reading 49(55) Math 42(68) or Writing 50(66) as measured by TCAP.</p>	<p>Culture was not data driven. Staff did not use appropriate data for progress monitoring nor was data presented to students in a systematic way so that students truly own their learning.</p>
	2008	2009	2010	2011	2012										
Reading	59.5	48.5	45	42	49										

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																								
	<p style="text-align: center;">TCAP Math MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>59</td> <td>56</td> <td>51.5</td> <td>38.5</td> <td>42</td> </tr> </tbody> </table> <p>The Median Growth Percentile for students overall at College View on TCAP Math between 2008 and 2012 were 59, 56, 51.5, 38.5, 42, resulting in a downward trend that is below the state expectation of 68 for Median Adequate Growth.</p> <p style="text-align: center;">TCAP Writing MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>42</td> <td>44.5</td> <td>45.5</td> <td>52</td> <td>50</td> </tr> </tbody> </table> <p>The Median Growth Percentile for students overall at College View on TCAP Writing between 2008 and 2012</p>		2008	2009	2010	2011	2012	Math	59	56	51.5	38.5	42		2008	2009	2010	2011	2012	Writing	42	44.5	45.5	52	50		
	2008	2009	2010	2011	2012																						
Math	59	56	51.5	38.5	42																						
	2008	2009	2010	2011	2012																						
Writing	42	44.5	45.5	52	50																						

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	<p>were 42, 44.5, 45.5, 52, 50, resulting in an upward trend that is below the state expectation of 66 for Median Adequate Growth.</p>																				
Academic Growth Gaps	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">TCAP Reading MGP</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>ELL</td> <td>60</td> <td>49.5</td> <td>52.5</td> <td>50</td> <td>63.5</td> </tr> <tr> <td>Non-ELL</td> <td>55</td> <td>47.5</td> <td>29</td> <td>27.5</td> <td>35</td> </tr> </tbody> </table> </div> <p>The Median Growth Percentile for Non ELL students at College View on TCAP Reading in 2012 was 35, which was 20 points below the state expectation of Median Adequate Growth of 55. Between the years of 2008 - 2012 ELL students have had significantly more growth than Non ELL students 55/60 ELL, 47.5/49.5 ELL, 29/52.5 ELL, 27.5/50 ELL, 35/63.5 ELL.</p>		2008	2009	2010	2011	2012	ELL	60	49.5	52.5	50	63.5	Non-ELL	55	47.5	29	27.5	35	<p>Non-ELL students at College View are not meeting the state expectation for Median Adequate Growth in Reading 35(55) Math 37(68) or Writing 29(66) as measured by 2012 TCAP.</p>	<p>Culture was not data driven. Staff did not use appropriate data for progress monitoring nor was data presented to students in a systematic way so that students truly own their learning.</p>
	2008	2009	2010	2011	2012																
ELL	60	49.5	52.5	50	63.5																
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>was 37 points below the state expectation of Median Adequate Growth of 66. Between the years of 2008 - 2012 ELL students have had significantly more growth than Non ELL students 37/47 ELL, 43/48.5 ELL, 29/49 ELL, 45/55 ELL, 29/56.5 ELL.</p>		
Post Secondary & Workforce Readiness			

Data Narrative for School

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

Data Narrative for School

<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., SAC).</p>	<p>Review Current Performance: Review the SPF and document any areas where the school did not 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). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends 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 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all 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.</p>
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Narrative:

The first data dig took place in early September, with the principal and members of the School Leadership Team (SLT). This was the first opportunity for the team to look at data together from the previous year and reflect upon the results. From that group, a smaller, more data centered group was created to look deeper at our school's outcomes and trends so that we could clearly identify priority performance challenges and engage in a root cause analysis. This team came together on four separate occasions in October and November with the bulk of the work being completed at a ½ day data retreat facilitated by a Senior Research Analyst from the Accountability, Research and Evaluation department. Parents have also had opportunities to provide input through our Parent and Family Engagement Committee, Principal coffees and CSC collaborations.

When we look at **our performance last year compared to our targets set last year**, there was a 1.5% decrease in the number of students scoring P/A in **writing**. 17% of students scored Proficient or Above. The school missed the target of 28% by 11%. Additionally, there was a 2% decrease in the Median Student Growth percentile in writing. The actual percentile was 51. The school missed the target of 55 by 4.

In terms of a **trends analysis**, the data shows the percent of students who scored proficient or advanced on **math TCAP/CSAP** increased from 28% to 38% between 2009 and 2008 and has remained stable around 38% to 2012 well below the minimum state expectation of 72%.

The percent of students who scored proficient or advanced on **reading TCAP/CSAP** increased from 26% to 34% between 2007 and 2008, however, scores remained relatively flat around 32% with an increase in 2012 to 40% which is well below the minimum state expectation of 72%.

The percent of students who scored proficient or advanced on **writing TCAP/CSAP** from 2007 to 2012 has fluctuated between 14% in 2007 and 22% in 2012, which is well below the minimum state expectation of 54%.

Finally, the percent of students who scored proficient or advanced on **science TCAP/CSAP** has remained relatively flat around 10% with an increase in 2012 to 19% well below the minimum state expectation of 48%.

While these trends show a small bump in achievement in 2012, it is clear that the entire school is underperforming across all subject levels.

As for our **Priority Improvement Challenges**:

Status

- The percent of students proficient or advanced in **reading, math, writing and science** on CSAP/TCAP has fluctuated between 2007 and 2012 and has remained **well below the minimum state expectations of 72%, 71%, 54%, 48%**, respectively.
- **Persistent gaps** in status remain from 2007 to 2012 for SPED, Ethnic Minority, and ELL students and their peers.

Growth

- The CSAP/TCAP **median growth percentile for all students declined in math and reading** from 59 to 42 and 59.5 to 49, respectively between 2008 and 2012, currently below the minimum expectation of 55.
- The **CELA median growth percentile for all students steadily declined** from 55 to 41 between 2009 and 2012, currently below the minimum expectation of 45.

Growth Gaps

- The CSAP/TCAP median growth percentile for **Non-ELL, Black and 4th grade students** declined in reading and writing and in math for **Non-ELL and White and Black students** between 2008 and 2012, all currently below the minimum expectation of 55 representing large gaps between them and their peers.
- **Persistent gaps** in status remain from 2007 to 2012 for SPED, Ethnic Minority, and ELL students and their peers.

Upon completion of "**The Five Whys: Root Cause Identification**" protocol, we came to the consensus that as a school staff, we were not data driven. Staff did not use appropriate data for progress monitoring nor was data presented to students in a systematic way so that students truly owned their learning.

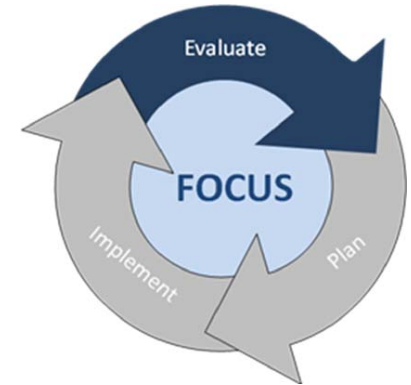
Section IV: Action Plan(s)

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

School Target Setting Form

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

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



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
			2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percentage of students overall at College View scoring proficient and advanced on TCAP Reading, Math, Writing, and Science between 2008-2012 has fluctuated and is well below the state expectations: Reading 40%(72%)	By the end of the 2012-2013 school year, students will score 48.56% Proficient or Advanced in TCAP Reading which is a 7% increase.	By the end of the 2013-2014 school year, students will score 58.56% Proficient or Advanced in TCAP Reading which is a 10% increase.	<p>Clear consistent system for looking at data in reading to inform instructional decisions.</p> <p>PD structures that are clear and utilize the three coaches to improve individual practice.</p>
		M	The percentage of students overall at College View scoring proficient and advanced on TCAP Reading, Math, Writing, and Science between 2008-2012 has fluctuated and is well below the state expectations: Math 38%(71%)	By the end of the 2012-2013 school year, students will score 45.96% Proficient or Advanced in TCAP Math which is a 7% increase.	By the end of the 2013-2014 school year, students will score 55.96% Proficient or Advanced in TCAP Math which is a 10% increase.	<p>Clear consistent system for looking at data in math to inform instructional decisions.</p> <p>PD structures that are clear and utilize the three coaches to improve individual practice.</p>
		W	The percentage of students overall at College View scoring proficient and advanced on TCAP Reading, Math,	By the end of the 2012-2013 school year, students will score 31.18% Proficient or Advanced in TCAP Writing which is a 7%	By the end of the 2013-2014 school year, students will score 41.18% Proficient or Advanced in TCAP Writing which is a 10%	<p>Clear consistent system for looking at data in writing to inform instructional decisions.</p> <p>PD structures that are</p>

			Writing, and Science between 2008-2012 has fluctuated and is well below the state expectations: Writing 22%(54%)	increase.	increase.		clear and utilize the three coaches to improve individual practice.
		S	The percentage of students overall at College View scoring proficient and advanced on TCAP Reading, Math, Writing, and Science between 2008-2012 has fluctuated and is well below the state expectations: Science 19%(48%).	By the end of the 2012-2013 school year, students will score 21.63% Proficient or Advanced in TCAP Science which is a 7% increase.	By the end of the 2013-2014 school year, students will score 31.63% Proficient or Advanced in TCAP Science which is a 10% increase.		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The CSAP/TCAP median growth percentile for all students declined in math and reading from 59 to 42 and 59.5 to 49, respectively between 2008 and 2012, currently below the minimum expectation of 55. The CELA median growth percentile for all students steadily declined from 55 to 41 between 2009 and 2012, currently below	By the end of the 2012-2013 school year, students will score 52 MGP in reading which is a 6-point increase.	By the end of the 2013-2014 school year, students will score 57 MGP in reading which is a 5-point increase.		Clear consistent system for looking at data in reading to inform instructional decisions. PD structures that are clear and utilize the three coaches to improve individual practice.

			the minimum expectation of 45.				
		M		By the end of the 2012-2013 school year, students will score 52 MGP in math, which is a 10-point increase.	By the end of the 2013-2014 school year, students will score 60 MGP in reading which is a 8 point increase		Clear consistent system for looking at data in math to inform instructional decisions. PD structures that are clear and utilize the three coaches to improve individual practice.
		W		By the end of the 2012-2013 school year, students will score 58 MGP in math, which is a 8-point increase.	By the end of the 2013-2014 school year, students will score 66 MGP in reading which is a 8 point increase		Clear consistent system for looking at data in writing to inform instructional decisions. PD structures that are clear and utilize the three coaches to improve individual practice.
		ELP		By the end of the 2012-2013 school year, students will score 45 MGP in ELP, which is a 5-point increase.	By the end of the 2013-2014 school year, students will score 50 MGP in reading which is a 5-point increase		
Academic Growth Gaps	Median Student Growth Percentile	R	The CSAP/TCAP median growth percentile for Non-ELL and 4th grade students declined in reading and writing and in math for	By the end of the 2012-2013 school year, 4 th grade students will score 50 MGP in Reading, which is an 8-	By the end of the 2013-2014 school year, 4 th grade students will score 58 MGP in Reading, which is an 8-		Clear consistent system for looking at data in reading to inform instructional decisions.

			<p>Non-ELL and 4th grade students between 2008 and 2012, all currently below the minimum expectation of 55 representing large gaps between them and their peers.</p>	<p>point increase.</p> <p>By the end of the 2012-2013 school year, the Non-ELL students will score 43 MGP in Reading, which is an 8-point increase.</p>	<p>point increase.</p> <p>By the end of the 2013-2014 school year, the Non-ELL students will score 51 MGP in Reading, which is an 8-point increase.</p>		<p>PD structures that are clear and utilize the three coaches to improve individual practice.</p>
		M	<p>Paste Priority Performance Challenge here too (or merge the cells).</p>	<p>By the end of the 2012-2013 school year, 4th grade students will score 50 MGP in Math, which is a 8-point increase.</p> <p>By the end of the 2012 – 2013 school year, the Non-ELL students will score 45 MGP in Math, which is an 8-point increase.</p>	<p>By the end of the 2013-2014 school year, 4th grade students will score 58 MGP in Math, which is an 8-point increase.</p> <p>By the end of the 2013-2014 school year, the Non-ELL students will score 53 MGP in Math, which is an 8-point increase.</p>	<p>Interim measures, EDM Assessments, STAR math, etc, LEAP</p>	<p>Clear consistent system for looking at data in math to inform instructional decisions.</p> <p>PD structures that are clear and utilize the three coaches to improve individual practice.</p>
		W	<p>Paste Priority Performance Challenge here too (or merge the cells).</p>	<p>By the end of the 2012-2013 school year, 4th grade students will score 44 MGP in Writing, which is a 10-point increase.</p> <p>By the end of the 2012 – 2013 school year, the Non-ELL students will score 42 MGP in Writing, which is an 13-point increase.</p>	<p>By the end of the 2013-2014 school year, 4th grade students will score 55 MGP in Writing, which is an 11-point increase.</p> <p>By the end of the 2013-2014 school year, the Non-ELL students will score 50 MGP in Writing, which is an 8-point increase.</p>		<p>Clear consistent system for looking at data in writing to inform instructional decisions.</p> <p>PD structures that are clear and utilize the three coaches to improve individual practice.</p>

Post Secondary & Workforce Readiness	Graduation Rate					
	Disaggregated Grad Rate					
	Dropout Rate					
	Mean ACT					

Action Planning Form for 2012-13 and 2013-14

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

Major Improvement Strategy #1: __Implement the 6 Step Data Teams Process to collect, access and utilize data with teachers and students to inform instructional decisions.

Root Cause(s) Addressed: _1. Inconsistent instruction 2. low levels of intentional differentiation 3. inconsistency with instructional strategies. 4. Culture was not data driven. Staff did not use appropriate data for progress monitoring nor was data presented to students in a systematic way so that students truly own their learning.

5. Inconsistency of adherence to organizational objectives.

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

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

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Begin school-wide data-driven system – Utilize and analyze the following data points and assessments to inform instructional decisions: TCAP, Interims, IRLA, monthly writing samples, and EM unit assessments.	8/2012 - Ongoing	All staff		100% of teachers meeting weekly, following data teams protocol, and seeing student movement from pre to post assessment.	In progress
Training and Support from American Reading Company – Consultant visits to train, model, coach, and support teachers with Independent Reading Level Assessment Framework and classroom implementation of CCSS and independent reading.	25 days in 2012/13	American Reading Consultants, Administration, Coaches, Teachers		100% of teachers will know how to use the Independent Reading Level Assessment Framework, as reflected during collaborative level checks.	In progress
School-wide focus on increase of volume of student reading. Systems are put in place to monitor	8/2012 - Ongoing	All staff, parents		Collaborative level	In progress

classroom and home independent reading. Celebrations are formally held to motivate students to increase their volume.				checks	
Weekly planning and debrief to maintain focus on data-driven reading and writing instruction (for PLCs and Individual Coaching with teachers).	8/2012 - Ongoing	Coaches and leadership		Schedule and calendar reflecting that teachers are up to date with data entry.	In progress
Input and update reading skills/color levels for each student into SchoolPace on a monthly basis.	9/2012 – Ongoing	Classroom Teachers		August 2012 – Planning and training from consultant visits, Monthly PLCs to check data entry completion	In progress
Individual coaching cycles – data-driven with student-achievement or Framework goal.	9/2012 - Ongoing	Coaches, Teachers		Schedule and calendar, track progress using coaching plans	In progress
Monthly PLC – Analyze writing progress monitoring sample. Were goals met? Determine instructional applications.	9/2012 - Ongoing	Teachers, Coaches		Monthly PLCs – writing samples brought, analyzed and synthesized in a data collection log	In progress
Weekly Action 100 data meeting – analysis of reading growth, volume, and American Reading visit reports – determination of next steps.	10/2012 - Ongoing	Coaches, Administration		Create agenda and revisit minutes each week and determine next steps.	In progress
Monthly or Bi-Monthly PLC – Focus on analysis of students' reading color levels, skills and grouping. Determine instructional applications (for both reading and intervention block) and progress towards every student's Power Goal.	10/2012 - Ongoing	Teachers, Coaches, Para-professionals		Monthly PLCs to check data entry completion, progress towards Power Goals, and moving students in interventions based on skills level check in IRLA.	In progress
Tri annual walk-throughs to collect observational data on Framework indicator – I-1 – School-wide focus. Analyze and discuss results to determine next steps for professional development and coaching.	10/2012 - Ongoing	Administration, Coaches		Schedule and calendar walk-throughs and debrief notes, teachers LEAP scores.	In progress

Mid-Year Discussions with all staff to discuss long term and strategic alignment of school goals.	12/2012	Administration, Teachers		Schedule and calendar. 100% of teachers will bring current student data, ie. STAR, IRLA and current formative data and LEAP. Leadership will see improvement reflected in student and walk through data.	In progress
Gallery Walk – Teachers will share their systems for data collection/organization, and student ownership of goals and progress.	12/21/2012	Teachers, Coaches, Administration		99 % of teachers participated in a learning walk and demonstrated their data collection system and student progress toward learning goals.	Completed

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

Major Improvement Strategy #2

Root Cause(s) Addressed: _____

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

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

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



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

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

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

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

Section V: Appendices

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

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

Title I Accountability Provision #1: Parent Involvement/Communication

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I schoolwide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks

Back To School Meet and Greet / Ice Cream Social	August 23, 2012	Principal, AP, Parent Community Engagement Specialist (PCES), Teachers	Local	Informal evaluation
Back To School Night - Parent Meeting – Curriculum and school information –	September 5, 2012	Principal, AP, PCES, Teachers	Local	Parent attendance via sign in sheet and informal evaluation
Monthly parent meetings on a variety of topics such as Positive Behavior Support, Mental and Medical Health, services, CSAP, Love and Logic Parent Training.	October 2012 - through May 2013	Principal, AP, PCES	Title I Funding for food and supplies for parent meetings -	Parent attendance via sign in sheet and informal evaluation
American Reading Company – Action 100 parent Meeting / Title I informational meeting	September 25, 2012 8:00am session 1 3:00pm session 2	AMC Rep, Principal, AP, Parent Community Engagement Specialist (PCES), Teachers	ARC and Title 1 funds	Parent attendance via sign in sheet and informal evaluation
Scholastic Book Fair	October 15-19, 2012	PCES	Local	N/A
Fifth Grade Continuation	May 2012	Principal & Grade 5 Teachers	Title I Funds – Food - \$300	Attendance
Parent Teacher Conferences: 1 per semester	Fall 2012 (Oct 16/18) & Spring 2013	Principal & Teachers	Local	Goal is to achieve 100% attendance. Conferences are held to discuss student progress.
Progress Report Indicators	1 per Trimester	Teachers	Local	Trimester reports indicate achievement or progress towards standards.
RTI Process	Throughout school year	Principal, RTI Coordinator, Psychologist, SPED representative	Local	College View informs parents via US mail when there is an academic, behavioral, or other concern. Invites parents to meet with school staff.
Acquisition of full time Parent and Community Engagement Specialist (PCES) through the office of Community Engagement. Responsible for community partnerships,	Throughout school year	PCES, AmeriCorp Members	Local	Accountable to Office of Community Engagement.

parent engagement and mediation, and coordination with AmeriCorp members to facilitate attendance support and service projects.				
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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

- School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.

 Title I schoolwide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
The certification of Title I teachers and paraprofessionals will be monitored to ensure they are highly qualified.	Ongoing as teachers and paraprofessionals are hired. Attestation due to Title I Office September 30 th	Principal	Local	Teachers and paraprofessionals are highly qualified.
Attract highly qualified teachers: Job Fairs	Spring 2013	Principal or AP	Local	College View will retain 75% of our current staff excluding staff lost to budget cuts. Staff will receive ongoing Professional Development aligning with the school wide focus of Standards Based Goals as well as receive specific and targeted PD to address their own personal area of growth. Staff will receive weekly PD in Professional Learning Communities as well as through all staff (ECE-5 th) PD. Administrators will provide

				ongoing feedback from both formal and informal observations to support teachers in their professional growth.

Title I Accountability Provision #3: Transition from Early Childhood Programs

School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I schoolwide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Early Childhood Education teachers and Kindergarten teachers will plan together multiple times each year	2012 – 2013 school year	Teacher Effectiveness Coach, & Principal	Local	Evaluation of planning sessions will indicate that they were useful and that expectations are aligned.
School nurse/Head Start will hold parent meetings with ECE parents and consult with teachers on topics such as on nutrition, vision and hearing, child development, etc.	2012 – 2013 school year	School Nurse & Head Start team	Local	Evaluation by parents and teachers will indicate sessions are informational.

Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs

School Plan under State Accountability.
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant.
 Title I schoolwide or targeted assistance requirement.
 School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
<u>Title I Funds:</u> -Materials and supplies -Salaries for Title I teachers -Salaries for Intervention Teachers	2011 – 2012 school year	Principal	Title I Title I ARRA Title II	School budget is reviewed by Collaborative School Committee.

Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)
 - Title I Parent Activity Plan
 - 2012-2013
 - *A Title I School-wide or Targeted Assistance Plan Requirement*
- School_College View___
- **Title I Parent Involvement Strategy:** Develop a common understanding of instructional best practices for teachers, which allows for an increase in effective communication of home strategies for parents. We will increase parental involvement through communication devices, parenting classes and culminating activities that align to classroom instruction.
- **Root Cause(s) Addressed by this Strategy:** Clear consistent system for effective communication with parents.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Thursday Folders – back and forth every Thursday with classroom papers, school newsletter and other pertinent information.	All students (ECE-5 th grade) receive them August 2012.	Teachers, Parents, students	\$475 from Title I parental engagement funds to purchase 500 folders.	ECE-5 th grade students have them and use them the entire school year.
Parenting with Love and Logic classes and text for Parents	Spring 2013	Principal – school staff to participate in "Train the trainer" training	\$1,185 in training	Training of staff completed by May, 2013. Two parental trainings completed by May, 2013
Love and Logic materials	Spring 2013	English curriculum and Spanish curriculum	\$1,413 in curriculum \$37 in local funds	Two parental trainings completed by May, 2013
			Total Funds - \$3,073	



College View Elementary

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

Student Responsibilities

- 👤 Be Responsible for your own learning and education.
- 👤 Set High expectations for yourself.
- 👤 Come to class on time every day.
- 👤 Be organized and prepared for class.
- 👤 Become an active, focused learner.

- 📌 Listen and participate in class.
- 📌 Ask questions and seek help when you need it.
- 📌 Complete all classroom and homework assignments on time.
- 📌 Challenge yourself academically.
- 📌 Follow the College View PAW behaviors and dress appropriately everyday
- 📌 Have respect for All: Self, Friends, Teachers/Staff, and ALL Adults.

Parent/Guardian Responsibilities

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



Teacher and Support Staff Responsibilities

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

Administrator Responsibilities

- 📌 Set high expectations for staff, students and parents.
- 📌 Ensure a challenging, interactive and relevant curriculum.
- 📌 Implement quality programs that will increase the academic achievement of all students.
- 📌 Ensure and maintain a positive and safe school environment.
- 📌 Commit to recruit, retain, and train highly qualified staff.
- 📌 Provide quality equipment, materials and supplies for students and teachers.
- 📌 Strengthen the role of teachers, staff, students, and parents, in the decision-making process of the school.
- 📌 Communicate frequently with teachers, students, parents and community members.

- 📌 Praise teachers, students, staff and parents. Celebrate their accomplishments.
- 📌 Have parent workshops and meetings informing parents what students are learning and how parents can help at home.

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



Escuela de College View

Pacto Entre Los Estudiantes- Los Padres- Los Maestros- Y La Administración
 2012-2013 Año Escolar

Responsabilidades de los Estudiantes










- 📌 Ser responsable por tu propia educación y enseñanza.
- 📌 Tener altas expectativas para tí mismo.
- 📌 Venir clase a tiempo todos los días.
- 📌 Estar organizado y preparado para la clase.
- 📌 Aprender de manera activa.
- 📌 Escuchar y participar en la clase.
- 📌 **Hacer** preguntas y pedir ayuda cuando lo necesites.
- 📌 Terminar a tiempo todos los trabajos de la clase y la tarea de casa.
- 📌 Retarte académicamente a ti mismo.
- 📌 Seguir los comportamientos de PAW y vestirse adecuadamente todos los días
- 📌 Mostrar respeto hacia Todos: A ti Mismo, Amigos, Maestros / Personal de la escuela, y a TODOS los Adultos.














Responsabilidades de los Padres/Tutores

- 📌 Decirles y mostrarles a los hijos que realmente te preocupas por ellos y por su educación.
- 📌 Venir a las juntas de padres, Noches de Regreso a Clases, Conferencias de Padres / Maestros, y actividades de la escuela.
- 📌 Tener un lugar callado en la casa donde tu niño puede leer y hacer la tarea.
- 📌 Ayudarle a tu niño con la tarea.
- 📌 Estar al pendiente de lo que pasa en la escuela y en el salon de clase.
- 📌 Conocer al maestro/a de to niño, hablar con el o ella frecuentement, y preguntarle como va tu niño en la escuela.
- 📌 Ser voluntario dentro de la escuela - en la biblioteca, afuera durante el recreo, grupos después de la escuela, reciclaje, seguridad, grupos de lectura, recaudar fondos, etc.
- 📌 Enseñarle a tu niño que los maestros y todos los adultos se deben respetar.
- 📌 Asegurate que tu niño es puntual y que asiste a la escuela todos los días.
- 📌 Conocer las reglas de la escuela y asegurarse que tu niño las respeta.
- 📌 Proveer estructura y rutina para tu niño continuamente.
- 📌 Leer a diario con tus hijos y hablar con ellos sobre lo que han leído.
- 📌 Ponerle atención a las preocupaciones del maestro acerca del aprendizaje y la disciplina.
- 📌 Tener altas expectativas para tus hijos.

Responsabilidades de los Maestros y Personal de apoyo

-  Animar y motivar a todos los estudiantes para que alcancen su mayor capacidad.
-  Ponerles altas expectativas a todos los estudiantes.
-  Implementar un plan de estudios relevante y que rete de manera positiva a los estudiantes.
-  Enseñar a los diferentes niveles de aprendizaje de los estudiantes.
-  Llegar a conocer a los estudiantes personalmente.
-  Comunicarse frecuentemente con los estudiantes, padres, colegas y comunidad.
-  Estar disponibles para los estudiantes y padres fuera de salón de clase.
-  Apoyar a su hijo en vestirse adecuadamente para el aprendizaje y el clima.
-  Asegurar que todos los padres se sientan bienvenidos en el salón de clase.

Responsabilidades de la Administración

-  Poner altas expectativas para el personal,estudiantes y padres.
-  Asegurar un plan de estudios que sea relevante, interactivo y que rete de manera positiva a los estudiantes.
-  Implementar programas de calidad que aumentaran el rendimiento académico de todos los estudiantes.
-  Asegurar y mantener un ambiente escolar positive y seguro.
-  Hacer una promesa de reclutar, retener y entrenar a un personal altamente capacitado.
-  Proveer equipo y materias de calidad para los maestros y estudiantes.
-  Reforzar el papel de los maestros, personal, estudiantes y padres en el proceso de hacer decisions para la escuela.
-  Comunicarse frecuentemente con los maestros, estudiantes, padres, y miembros de la cominidad.
-  Alabar a los maestros, esdtudiantes, el personal, y los padres. Celebrar sus logros.
-  Tener talles y juntas para informar a los padres sobre lo que están estudiando sus hijos y como pueden ayudarles al la casa.
-  Asegurar que todos los padres se sientan bienvenidos en la escuela.

Nombre del estudiante: _____ Fecha: _____

Firma del Estudiante: _____ Firma del Maestro: _____

Firma del Padre o Tutor: _____ Firma del Administrador: _____