Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

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

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 8422 School Name: SWANSEA 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 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	29.6%	-	-	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%	-	-	39.46%	-	-	
		W	53.52%	-	-	28.25%	-	-	
		S	47.53%	-	-	15.94%	-	-	
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: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	62	-	-	57	-	-	
		M	69	-	-	50	-	-	
		W	68	-	-	61	-	-	
		ELP	40	-	-	48	-	-	

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	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **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.	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.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	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.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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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 is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/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.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
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 School wide) ☐ 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	Gilberto Munoz, Principal
	Email	gilberto_munoz@dpsk12.org
	Phone	720-424-3630
	Mailing Address	4650 Columbine Street Denver, CO 80216
2	Name and Title	Annalee McBee, Assistant Principal
	Email	annalee_mcbee@dpsk12.org
	Phone	720-424-3630
	Mailing Address	4650 Columbine Street Denver, CO 80216

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.
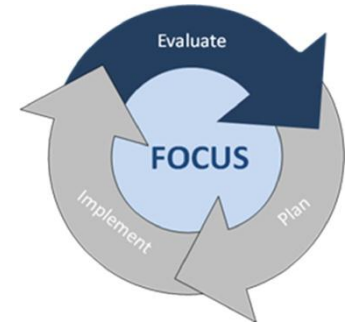
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

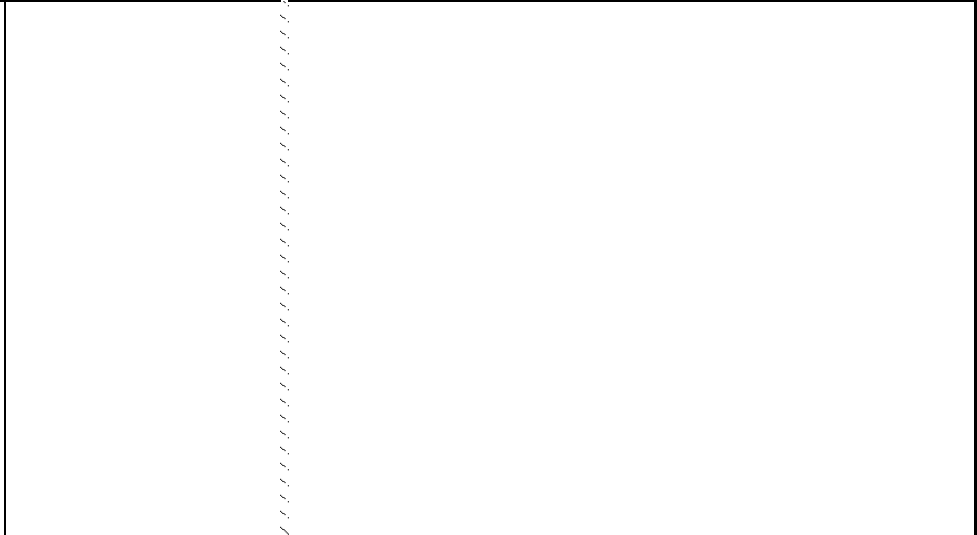| Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	The percent of students scoring proficient or advanced in reading will be 37.	The percent of students scoring proficient or advanced in reading was 30. We missed our target by 7 points.	We had specific conversations about reading. We did grade level collaboration that included sharing resources and information with each other. We had modeling of guided reading. We were clear about what we were doing. We integrated and embedded reading into all other contents. We leveraged strategies from reading into other parts of our day. Growth was due to the school wide focus including the specials teachers focusing on complete sentences and vocabulary. Everybody going in the same direction helped our scores.
Academic Growth	Our median growth percentile in reading will be 55.	Our median growth percentile in reading was 56.5. We exceeded our target by 1.5 points.	
Academic Growth Gaps	Our median growth percentile for our English Language Learners in reading will be 55.	Our median growth percentile for our English Language Learners in reading was 58. We exceeded our target by 8 points.	

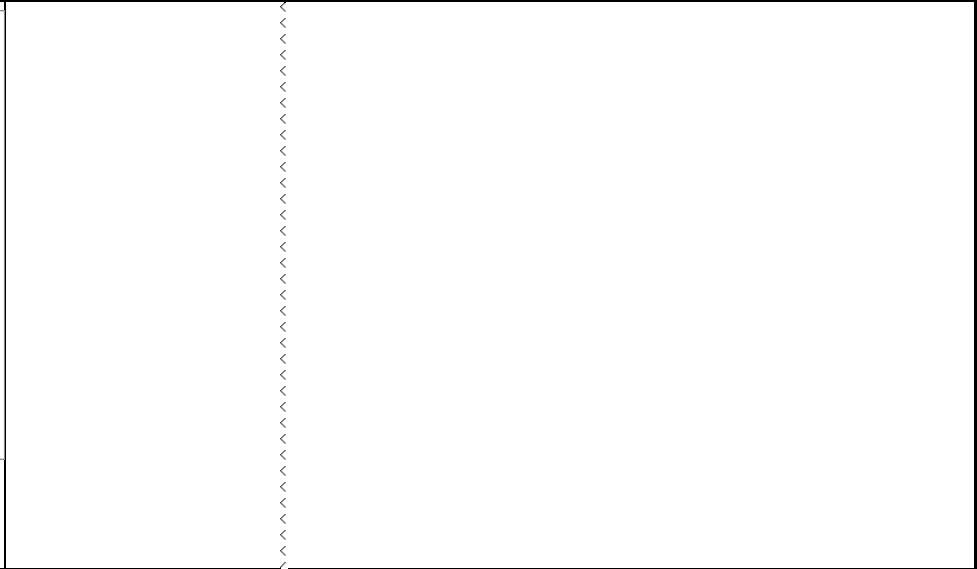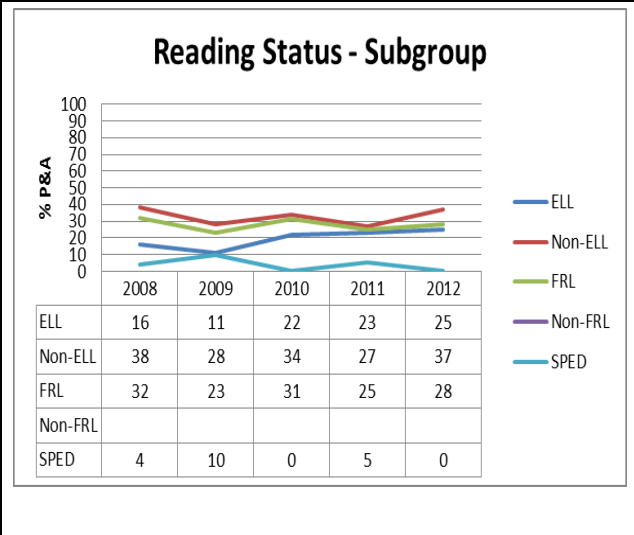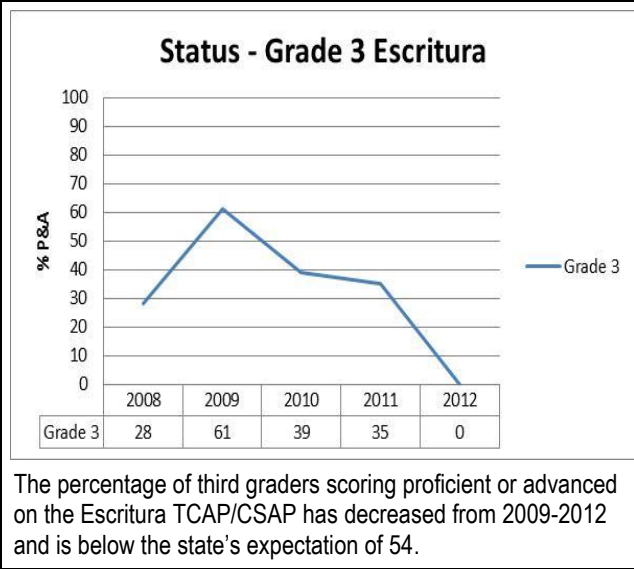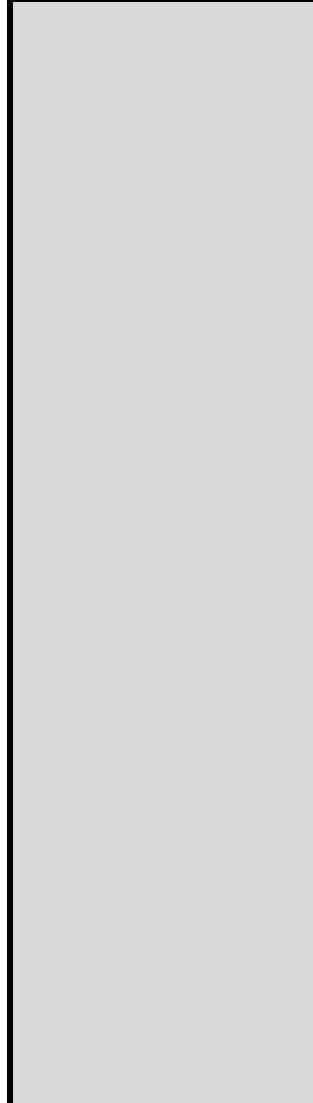| Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Post Secondary Readiness	N/A		

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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 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 are 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)	**Status - Overall** 		2008	2009	2010	2011	2012
---	---	---	---	---	---
Reading	32	25	31	28	30
Writing	20	14	19	26	30
Math	35	36	38	41	39
Science	6	5	4	7	15 | The percentage of students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 72. The percentage of students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2009-2012 and is below the state's expectation of 54. The percentage of students scoring proficient or advanced on the math TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 71.	The percentage of our students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (32, 25, 31, 28, 30) and is 42 points below the state's expectation of 72.	We lack shared knowledge around and implementation of best practices in reading. We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction for a variety of learners in reading.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of students scoring proficient or advanced on the science TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 48.		

Status - Grade 3 Lectura

	2008	2009	2010	2011	2012
Grade 3	53	52	49	45	11

The percentage of third graders scoring proficient or advanced on the Lectura TCAP/CSAP has decreased from 2008-2012 and is below the state's expectation of 72.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Status - Grade 3 Escritura % P&A chart 	Grade 3 values: 2008: 28, 2009: 61, 2010: 39, 2011: 35, 2012: 0		

Status - Grade 3 Escritura

	2008	2009	2010	2011	2012
Grade 3	28	61	39	35	0

The percentage of third graders scoring proficient or advanced on the Escritura TCAP/CSAP has decreased from 2009-2012 and is below the state's expectation of 54.

Reading Status - Subgroup

	2008	2009	2010	2011	2012
ELL	16	11	22	23	25
Non-ELL	38	28	34	27	37
FRL	32	23	31	25	28
Non-FRL					
SPED	4	10	0	5	0

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of English Language Learners scoring proficient or advanced on the reading TCAP/CSAP has increased from 2009-2012 and is below the state's expectation of 72.		
	The percentage of Non-English Language Learners and Free and Reduced Lunch students scoring proficient or advanced on the reading TCAP/CSAP has increased and decreased from 2008-2012 and is below the state's expectation of 72.		
	The percentage of Special Education students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 72.		

Writing Status - Subgroup

	2008	2009	2010	2011	2012
ELL	10	6	15	19	26
Non-ELL	25	13	13	27	32
FRL	20	13	20	23	29
Non-FRL					
SPED	4	0	0	5	0

The percentages of English Language Learners, Non-English Language Learners, and Free and Reduced Lunch students scoring proficient or advanced on the writing TCAP/CSAP have increased from 2009-2012 and is below the state's expectation of 54.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of Special Education students scoring proficient or advanced on the writing TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 72.		

Math Status - Subgroup

% P&A

	2008	2009	2010	2011	2012
ELL	27	30	38	40	36
Non-ELL	33	31	23	27	40
FRL	35	37	42	39	37
Non-FRL					
SPED	12	8	0	0	0

Legend: ELL, Non-ELL, FRL, Non-FRL, SPED

The percentages of English Language Learners and and Free and Reduced Lunch students scoring proficient or advanced on the math TCAP/CSAP have decreased and increased from 2008-2012 and are below the state's expectation of 71.

The percentage of Non-English Language Learners scoring proficient or advanced on the math TCAP/CSAP has increased from 2010-2012 and is below the state's expectation of 71.

The percentage of Non-English Language Learners scoring proficient or advanced on the math TCAP/CSAP has remained stable from 2010-2012 and is below the state's expectation of 71.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	Science Status - Subgroup % P&A / ELL / Non-ELL / FRL / Non-FRL / SPED 		

	2008	2009	2010	2011	2012
ELL	0	0	0	3	9
Non-ELL					
FRL	7	3	4	6	14
Non-FRL					
SPED					

The percentage of English Language Learners scoring proficient or advanced on the science TCAP/CSAP has increased from 2010-2012 and is below the state's expectation of 48.

The percentage of Free and Reduced Lunch students scoring proficient or advanced on the science TCAP/CSAP has increased from 2009-2012 and is below the state's expectation of 48.

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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	**Growth - Overall** (MGP chart) 	Reading	53	46	52	51	56.5
Writing	51	40	51	44	61
Math	57	49	53	50	49.5 | The median growth percentile for our students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50. The median growth percentile for our students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is above the state's median of 50. The median growth percentile for our students on the reading TCAP/CSAP has decreased from 2010 to 2012 and is below the state's median of 50.	The median growth percentile for our students on the reading TCAP/CSAP has remained stable from 2008-2012 (53, 46, 52, 51, 56.5) and is 5.5 points below adequate growth.	We lack shared knowledge around and implementation of best practices in literacy. We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction for a variety of learners in our core instruction.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	CELA Overall Growth MGP 100 90 80 70 60 50 40 30 20 10 0 CELA 	2009	2010	2011	2012
CELA	48.5	43	30	48	 The overall median growth percentile for students on the CELA has decreased and increased from 2009-2012 and is above the adequate growth percentile of 40.		
Academic Growth Gaps	**Reading Growth - Subgroup** MGP 100 90 80 70 60 50 40 30 20 10 0 Hispanic ELL Non-ELL FRL SPED 		2008	2009	2010	2011	2012
---	---	---	---	---	---
Hispanic	53	46	52	51	57
ELL	54	45	52.5	51	58
Non-ELL	40	52	49	44.5	48
FRL	53	47	52	51	57
SPED	20	66	51.5	31	22		The median growth percentile for our English Language Learners on the reading TCAP/CSAP has remained stable from 2008-2012 (54, 45, 52.5, 51, 58) and is 5 points below our median adequate growth percentile of 63.	We lack knowledge, shared beliefs, expertise, and best practices around English Language Acquisition and English Language Development.

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The median growth percentiles for our Hispanic students, English Language Learners, and Free and Reduced Lunch students on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and are above the state's median of 50. The median growth percentile for our Non-English Language Learners on the reading TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's median of 50. The median growth percentile for our Special Education students on the reading TCAP/CSAP has decreased from 2009 to 2012 and is below the state's median of 50.		
	Writing Growth - Subgroup 		2008	2009	2010	2011	2012
---	---	---	---	---
Hispanic	50	40	51	44	61
ELL	50	40	51	42	60
Non-ELL	52	34	50.5	51.5	64
FRL	52	39	51	44	59.5
SPED	33.5	28	51	19	22 | The median growth percentiles for our Hispanic students, English Language Learners, and Free and Reduced Lunch students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and are above the state's median		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	of 50. The median growth percentile for our Non-English Language Learners on the writing TCAP/CSAP has increased from 2009 to 2012 and is above the state's median of 50. The median growth percentile for our Special Education students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012 and is below the state's median of 50.		
	  The median growth percentiles for our Hispanic students, our English Language Learners, and our Free and Reduced Lunch students on the math TCAP/CSAP have decreased and increased from 2008 to 2012 and is above the state's median of 50. The median growth percentile for our Non-English Language Learners and our Special Education students on the writing TCAP/CSAP has decreased and increased from 2008 to 2012		

Math Growth - Subgroup

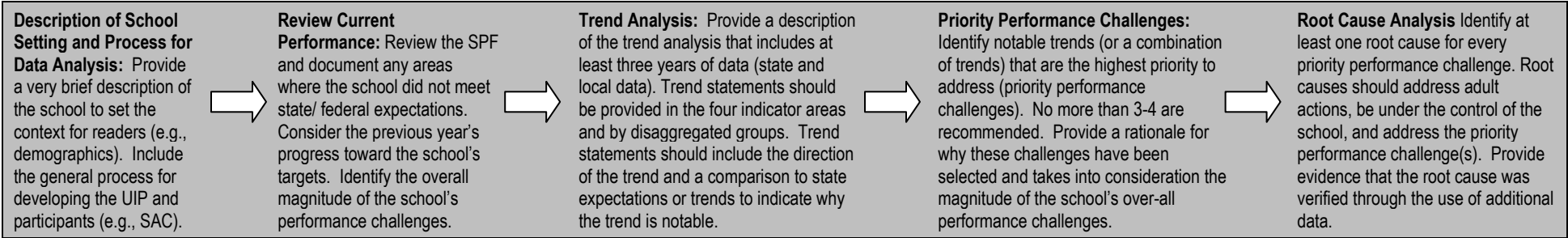|	2008	2009	2010	2011	2012
Hispanic	58.5	49	55	52	50.5
ELL	58	49	56	50	54
Non-ELL	53	50	50	58	34
FRL	56	49	51	49	52
SPED	47	21	32	16.5	19

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	and is below the state's median of 50.		
Post Secondary & Workforce Readiness	N/A		

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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

| 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). | 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. | 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. | 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. | 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. |

Description of School and Process for Data Analysis

In the fall of 2012, our entire teaching staff met alongside the leadership team and a Data Assessment Partner to look at the TCAP results. At this time, cross-grade level teams met to read through the TCAP data for all content areas, as well as the TCAP Sub-group scores. From this analysis, teachers created trend statements regarding the specific data and provided their initial thinking regarding what was the root cause for the specific data. As lists were created with hypotheses, the team worked to rule out which root causes were actually ones that they had leverage and control over. If the specific hypothesis was one that was not able to shift, then it was eliminated. This initial group of root causes was then moved to our School Leadership Team, where the team looked at the root causes trend statements to narrow the thinking. When the team determine which root causes was deemed most reflective of the data, a 5 Why Protocol was used to ask the question why this would be the area we could leverage most to increase student achievement.

Title I School-wide Program and Improvement Support Partnership Grant

Swansea administration partnered with the Denver Foundation to facilitate process with the community in spring of 2012 to create a shared vision between different stakeholders and the school. The purpose was to give the community a voice in how the school is run and what it looks like. The administration has a morning breakfast meeting with parents, "Muffins with Muñoz", every other week and a parent leadership meeting once a month where part of the agenda is on school reform and academic achievement. Time is spent with parents reviewing student achievement data and the strategies the school is implementing to improve performance.

Review Current Performance

On August 29, 2012 our staff convened to review last year's targets and whether we met expectations. Our results are as follows:

We did not meet expectations for status; we did meet expectations for growth and for growth gaps. The following chart shows our targets from last year as well as explanations of why we made or did not make targets.

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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)	The percent of students scoring proficient or advanced in reading will be 37.	The percent of students scoring proficient or advanced in reading was 30. We missed our target by 7 points.	We had specific conversations about reading. We did grade level collaboration that included sharing resources and information with each other. We had modeling of guided reading. We were clear about what we were doing. We integrated and embedded reading into all other contents. We leveraged strategies from reading into other parts of our day. Growth was due to the school wide focus including the specials teachers focusing on complete sentences and vocabulary. Everybody going in the same direction helped our scores.
Academic Growth	Our median growth percentile in reading will be 55.	Our median growth percentile in reading was 56.5. We exceeded our target by 1.5 points.	
Academic Growth Gaps	Our median growth percentile for our English Language Learners in reading will be 55.	Our median growth percentile for our English Language Learners in reading was 58. We exceeded our target by 8 points.	

Trend Analysis

On August 29, 2012 the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

- The percent of students scoring proficient or advanced in reading was 30. We missed our target by 7 points.
- Our median growth percentile in reading was 56.5. We exceeded our target by 1.5 points.
- Our median growth percentile for our English Language Learners in reading was 58. We exceeded our target by 8 points.
- The percentage of students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 72.
- The percentage of students scoring proficient or advanced on the writing TCAP/CSAP has increased from 2009-2012 and is below the state's expectation of 54.
- The percentage of students scoring proficient or advanced on the math TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 71.
- The percentage of students scoring proficient or advanced on the science TCAP/CSAP has remained stable from 2008-2012 and is below the state's expectation of 48.

For a complete list of trends, please see the trends column above.

Priority Performance Challenges

On September 6, 2012 the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups utilizing this tool:

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	Reading				Writing				Math				Science			
	B TCAP Stat	C Trend	D TCAP Growth	E Trend	R TCAP Stat	S Trend	T TCAP Growth	U Trend	AB TCAP Stat	AC Trend	AD TCAP Growth	AE Trend	AH TCAP Stat	AI Trend	AJ TCAP Growth	AK Trend
	30	→	56.5	→	30	↑	61	↑	39	→	49.5	↓	15	↑		
	27	→			22	→			30	↓						
	17	↓	42.5	↓	19	↓	53	incon	33	↓	28	↓				
	48	↑	67.5	↑	49	↑	72.5	↑	56	↑	66	↑	15	↑		
	31		57	↑	30		61	↑	39		50.5	↓	16			
	27	→			21	→			34	→			18	↑		
	33	→			37	↑			42	→			13	↑		
	28	→	57	↑	29	↑	59.5	↑	37	→	52	→	14	↑		
	25	↑	58	↑	26	↑	60	↑	36	→	54	→	9	↑		
	37	→	48	→	32	↑	64	↑	40	↑	34	↓	29	↑		
	0	↓	22	↓	0	→	22	↓	0	→	19	↓	0	→		
	36	→			35	↑			45	→			16	↑		

We selected reading as a content area of focus so that we can leverage our work to improve across all content areas. We captured our noticings, applied the REAL criteria and agreed upon the following priority performance challenges:

Status:
The percentage of our students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (32, 25, 31, 28, 30) with our most recent score being 41.6 points below state expectations.

Growth:
The median growth percentile for our students on the reading TCAP/CSAP has remained stable from 2008-2012 (53, 46, 52, 51, 56.5) with our most recent score being 5.5 points below adequate growth.

Growth Gaps
The median growth percentile for our English Language Learners on the reading TCAP/CSAP has remained stable from 2008-2012 (54, 45, 52.5, 51, 58) with our most recent score being 5 points below adequate growth 63.

Root Cause Analysis

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 12, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then removed explanations that we could not control or were not supported by data. We consolidated and then named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We lack consistency and purposeful implementation of guided reading.
- We don't scaffold instruction. We have not mastered the transition of students form Spanish to English.
- We lack ELL support in all content areas and classrooms
- We lack appropriate early interventions for struggling readers.
- We lack sufficient instructional materials.
- We have not mastered the skills needed to determine next instructional steps for each leaner.

The SLT then convened on September 13, 2012 to begin prioritizing the remaining items and to examine "why." The following root causes were identified:

- We lack shared knowledge around and implementation of best practices in literacy.
- We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction for a variety of learners in our core instruction.
- We lack knowledge, shared beliefs, expertise, and best practices around ELA and ELD.

We then verified the root causes through anecdotal data and classroom observations.

<u>**ONGOING**</u>

Interim Measures

At a minimum, consider the following points in the year for review of data based on availability of results:

January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data.

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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.

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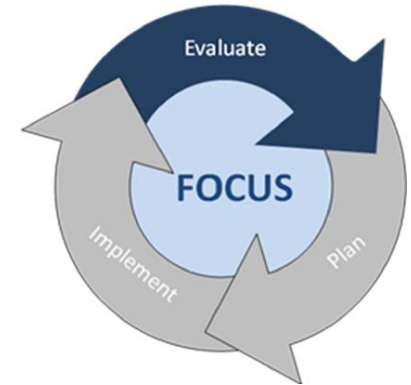
School Target Setting Form

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 our students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (32, 25, 31, 28, 30) and is 42 points below the state's expectation of 72.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 44.	The percentage of our students scoring proficient or advanced on the reading TCAP will be 51.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and	Study and implement best practices in guided reading. Increase effectiveness in identifying student needs, select strategies, progress monitor, and adjust instruction.

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					May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The median growth percentile for our students on the reading TCAP/CSAP has remained stable from 2008-2012 (53, 46, 52, 51, 56.5) and is 5.5 points below adequate growth.	The median growth percentile for our students on the reading TCAP/CSAP will be 58.	The median growth percentile for our students on the reading TCAP/CSAP will be 58.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of	Study and implement best practices in guided reading. Increase effectiveness in identifying student needs, select strategies, progress monitor, and adjust instruction.

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					students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
		ELP					

| Academic Growth Gaps | Median Student Growth Percentile | R | The median growth percentile for our English Language Learners on the reading TCAP/CSAP has remained stable from 2008-2012 (54, 45, 52.5, 51, 58) and is 5 points below our median adequate growth percentile of 63. | The median growth percentile for our English Language Learners on the reading TCAP/CSAP will be 58. | The median growth percentile for our English Language Learners on the reading TCAP/CSAP will be 58. | DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines.

STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR | Study and implement best practices around English Language Acquisition and English Language Development. |

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						Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
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: Study and implement best practices around English Language Acquisition and English Language Development.
Root Cause(s) Addressed: We lack knowledge, shared beliefs, expertise, and best practices around ELA and ELD.

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

☑ School Plan under State Accountability   ☑ Title I School wide 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)
Professional development to build a foundational understanding and school-wide plan for Transitional Native Language Instruction.	October-November 2012	Dean of Instruction, Teacher Effectiveness Coaches	District guidelines	100% of students will receive instruction in the appropriate language according to the TNLI model as evidence by a school wide walkthrough.	In progress
Administrative walkthrough to observe language of instruction	Monthly, December 2012- February 2013	School Data Assessment Partner, Instructional Superintendent, Principal	Walkthrough tool	Results percentages will be communicated as completed as evidence by the weekly bulletin.	Not begun
Professional development to help teachers analyze data regarding English language learners and how to use data to inform instruction and implement best practices for ELLs	December 2012- February 2013	Dean of Instruction, Teacher Effectiveness Coaches	WIDA Access guidelines	100% of teachers will use data to inform instruction and best practices to support ELLs as evidence by classroom observations.	Not begun
Administrative walkthrough to observe best practices of ELLs	January 2013-April 2013	School administrators	Walkthrough tool	Results percentages will be communicated as completed as evidence by the weekly bulletin.	Not begun

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* 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).

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Major Improvement Strategy #2: Study and implement best practices in guided reading.
Root Cause(s) Addressed: We lack shared knowledge around and implementation of best practices for guided reading.

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

☒ School Plan under State Accountability ☒ Title I School wide 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)
Needs assessment based on best practices and accompanying look-fors around guided reading.	November 2012	School Administration, Teacher Effectiveness Coaches	District guidelines around best practices	100% of classrooms will be visited to gather baseline data as evidenced by walkthrough results; 100% of teachers will self-assess needs as evidenced by completed surveys.	In progress
Conduct 6- week coaching cycles and/or learning seminars with teachers to focus on implementation of guided reading. - Tiered support based on need: Intentional groupings, Planning, Use of running records to inform instruction	October 2012-April 2013	Teacher Effectiveness Coaches, Humanities Facilitator, Teachers	Title I $: .9 FTE Facilitator and .9 intervention teacher	100% of primary grade level teachers and 1st year teachers will complete 6-week coaching cycle as evidenced by coaching notes.	In progress
Conversations with coaches to review data	November 2012, January 2013, March 2013, May 2013	School Administration, Teacher Effectiveness Coaches, Humanities Facilitator	Title I $: .9 FTE Facilitator and .9 intervention teacher	100% of primary grade level teachers and 1st year teachers will debrief each 6-week cycle to determine growth and appropriate next steps as evidenced by coaching notes.	Not begun

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Major Improvement Strategy #3: Increase effectiveness in identifying student needs, select strategies, progress monitor, and adjust instruction.

Root Cause(s) Addressed: We have not mastered a way to identify needs, select strategies, progress monitor, and adjust instruction for a variety of learners in our core instruction.

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

☒ School Plan under State Accountability   ☒ Title I School wide 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)
Conduct weekly data team meetings focused on formative assessment, instructional strategies, and adjusting instruction.	Every Thursday beginning in mid-September 2012	School Administration, Teacher Effectiveness Coaches, Humanities Facilitator	Title I $: .9 FTE Facilitator and .9 intervention teacher	100% of teachers will engage in weekly data team meetings as evidenced by meeting notes.	In progress
Weekly minutes will be documented in common template to show specific work completed at each meeting.	Every Thursday beginning in November 2012	Teachers	Data team meeting notes	100% of grade level teams will document weekly meetings and selected strategies through use of meeting notes.	Not begun
Administrative walkthrough to observe instructional strategies being implemented per agreed upon data team meetings.	Monthly, November 2012-April 2013	School Administration	Walkthrough tool	Results percentages will be communicated as completed as evidence by the weekly bulletin.	Not begun
Teachers will maintain records of use of formative data to inform academic instruction.	December 2012- May 2013	Teachers		100% of teachers will share out their formative assessment notebooks with colleagues in April 2013.	Not begun

Major Improvement Strategy #4 : We will develop a clear and shared vision among all stakeholders to ensure everyone is working toward the same goals.
Root Cause(s) Addressed: We do not have a common vision across all stakeholders and are in our beginning stages of building a positive school culture.

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

☑ School Plan under State Accountability   ☑ Title I School wide 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	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Steps* (e.g., completed, in progress, not begun)
Parent visioning conference.	February 2012	Principal, Parent Liaison	Denver Foundation	Conference will occur as evidence by attendance sheets.	Completed
Evidence of completion of parent visioning conference and data to support what parents/community wants from school.	May 2012	Principal	None	Parent vision will be created as evidenced by the completed document.	Completed
Teacher visioning retreat.	August 2012	School administration and faculty	CDE ISP Grant	90% of staff will participate in a visioning retreat as evidence by attendance sheets.	Completed
Evidence of common vision for school created.	August 2012	School administration, Faculty	None	Teachers in attendance at the visioning retreat will create a common vision as evidenced by the completed document.	Completed
Form a student government.	November 2012	School Administration, Teachers	None	A student government composed of 3rd-5th grade will be created as evidenced by student-government meeting notes.	Not begun

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Student Government will meet with school administration to inform overall school culture.	December 2012, March 2013	School Administration, Student Government	None	Student government meetings will document student voice in school decisions as evidenced by meeting minutes.	Not begun
Conduct a series of student vision meetings to gauge student voice in school visioning process.	February 2013	Principal, Teachers, Social Worker, Students	None	Student vision meetings will document student voice in school decisions as evidenced by meeting minutes.	Not begun
Stakeholder visioning conference.	May 2013	Administration, facilitator (Denver Foundation), parent liaison, parents, staff and students	CDE Grant	Common vision will be created as evidenced by the completed document.	Not begun

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Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:
- Title I School wide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Section V: Supporting Addenda Forms

For Schools Operating a Title I School wide Program

Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I School wide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	Communication with and input from parents is collected via monthly Parent Leadership Meetings and bimonthly parent coffee meetings and a monthly newsletter. In addition, we had a Parent Visioning Retreat in February of 2012 to get parental input and participation in the creation of a common school vision.
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	See pages 7-10 The percentage of our students scoring proficient or advanced on the reading TCAP/CSAP has remained stable from 2008-2012 (32, 25, 31, 28, 30) with our most recent score being 41.6 points below state expectations. The median growth percentile for our students on the reading TCAP/CSAP has remained stable from 2008-2012 (53, 46, 52, 51, 56.5) with our most recent score being 5.5 points below adequate growth. The median growth percentile for our English Language Learners on the reading TCAP/CSAP has remained stable from 2008-2012 (54, 45, 52.5, 51, 58) with our most recent score being 5 points below adequate growth 63.

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What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	See pages 20-23 Based on our root cause analysis, we established the following Major Improvement Strategies: • We will build our staff's understanding of best practices for ELLs, develop shared beliefs around ELA and expertise in addressing the needs of ELLs. • We will build shared knowledge around and implementation of best practices in literacy instruction. • The median growth percentile for our students on the reading TCAP/CSAP has remained stable from 2008-2012 (53, 46, 52, 51, 56.5) with our most recent score being 5.5 points below adequate growth.
All core content teachers are highly qualified.	☑ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	Teaching and paraprofessional staff qualifications are monitored by administration to ensure that all staff is highly qualified, both before hiring and after. We recruit highly qualified staff by sharing our UIP goals and explaining how all our work aligns to them. Potential staff is screened for alignment in beliefs and practices to our UIP goals. We retain teachers by providing them with robust professional development that aligns to our UIP and targets their specific needs.

Description of Title I School wide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Student achievement data drives our collective work as a staff. Student work drives the work of our data teams, our instructional delivery and the administration's observation of teacher practice. We focus our professional development on our UIP focus, Reading, and tailor it to meet individual teachers' needs. The administration's observations are a data point that helps us fine-tune our professional development needs, design and delivery.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☑ Yes ☐ No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Teachers collaborate during grade level meetings to ensure vertical alignment for essential understandings and expectations for Kindergarten readiness. The kindergarten teachers will meet with the Early Childhood Educators twice a year to discuss the academic expectations and skills needed for ECE students to progress to kindergarten. In addition, the Instructional Leadership Team co-facilitates the data team meetings and is able to share practices and expectations across grade levels. The data teams (grade level teams) share out their work and results at the end of each data cycle so that all teachers get a picture of the vertical articulation of our instructional program and make adjustments to their own program accordingly.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	The CSC is charged with oversight of our UIP. Together with the Instructional Leadership Team and the School Leadership Team, they will look over the progress monitoring data to ensure that our strategies are having an effect. Parents will be involved via the CSC.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.* Our Title I resources help us fund a .90 humanities facilitator, a .90 interventionist, a Reading Recovery Teacher, and a .25 5th grade ELA-S teacher. In addition, the remaining Title I funds are expended as follows: $4,966 for instructional supplies, $800 for Staff development materials and $3,733 toward Parent Involvement accounts.

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SCHOOL-PARENT COMPACT

The Swansea families will participate in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), and agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2012-2013.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Swansea school will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
   a. Hold parent-teacher conferences (at least annually) and discuss individual child's achievement. Specifically, those conferences will be held Oct. 17 and 18, 2012 from 4-8pm.
   b. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: progress reports three times a year and updates if requested by parents.
   c. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during planning times, before or after school and at lunch time.
2. Provide parents opportunities to volunteer and participate in their child's class as well as to observe classroom activities using a sign-up sheet that will be available at Back to School night.
3. Provide an open door policy for parents for additional involvement in students' learning careers such as field day, music programs, and Spring Festival, etc.
4. Provide parents and students with an opportunity to participate in family nights which will be

   scheduled at least twice – one for Math and one for Literacy.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitor attendance
2. Make sure that homework is completed as well as having child read for 20 minutes each night.
3. Volunteer in child's classroom; stay informed about child's (ren) education; communicate with the school regularly (Thursday folders).
4. Sign and return progress reports in a timely manner to the classroom teacher.
5. Dress child in school uniform daily.
6. Encourage students and families to attend family night; schedule regular visits to the school to check on student progress; attend CSC or PTO if possible.
7. Promote positive use of child's extracurricular time such as limiting TV and video games.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

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1. Complete homework every day and ask for help when needed.
2. Read at least 20 minutes every day outside the school day.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received from my school daily (Thursday Folder)
4. Return my Thursday folder every week.
5. Come to school every day on time.
6. Wear my Swansea uniform every day.
7. Honor the Swansea SMART values.
8. Follow the SMART motto every day.

School: Swansea

Parent(s) _____   Student _____   Date_____

ACUERDO ENTRE LA ESCUELA Y LOS PADRES

Las familias de la escuela Swansea participarán en actividades, servicios y programas fundados por el Título 1, Parte A del Decreto de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés), y acuerdan que este convenio describe la manera en que los padres, todo el personal de la escuela y los estudiantes, compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes además de los medios por los cuales la escuela y los padres crearán y desarrollarán una relación que ayude a los niños a lograr los altos estándares del estado.

Este acuerdo entre la escuela y los padres es para el año escolar 2012-2013.

DISPOSICIONES NECESARIAS PARA EL ACUERDO ENTRE LA ESCUELA Y LOS PADRES

Responsabilidades de la escuela Swansea
La escuela Swansea:

1. Proveerá un programa de estudios de alta calidad además de instrucción en un ambiente de apoyo y aprendizaje eficaz que permita a los niños participantes cumplir con los estándares de rendimiento académico del estado como se indica a continuación:
   a. Tener juntas de padres y maestros (por lo menos una vez al año) y hablar sobre el rendimiento académico individual de cada niño. Estas juntas en particular, se llevarán a cabo el 17 y 18 de Octubre de 2012 de 4 a 8 p.m.
   b. Proveer informes frecuentes a los padres sobre el progreso de sus hijos. Es decir, la escuela proveerá informes de la siguiente manera: reportes de progreso tres veces al año y también cuando los padres lo pidan.
   c. Otorgar a los padres la disponibilidad pertinente por parte del personal de la escuela. Es decir, el personal estará a disposición de los padres durante las horas de planificación, antes y después de la escuela y durante el almuerzo.
2. Proveerá a los padres la oportunidad de ser voluntarios y de participar en las clases de sus hijos además de poder observar las actividades del salón de clase, tras haberse apuntado para dichas actividades en una hoja que estará disponible durante la reunión de "noche de regreso a clases".
3. Proveerá una política de "puerta abierta" a los padres para que participen más en los días de actividades de aprendizaje tales como: el día de los deportes (field day), los programas de música, Festival de Primavera y el almuerzo de la escuela etc.

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4. Proveerá a los padres oportunidades para participar en las Noches Familiares, las cuales serán programadas al menos dos veces al año – una dedicada a Literatura y otra a Matematicas.

Responsabilidades de los padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

1. Supervisando la asistencia.
2. Asegurándonos de que la tarea esté completa y de que el niño lea por lo menos 20 minutos todas las noches.
3. Realizando servicio voluntario en el salón de nuestro hijo; estando al tanto de su enseñanza; manteniendo una comunicación abierta con la escuela por medio del folder de los jueves.
4. Firmando los reportes de progreso y regresándolos a tiempo al maestro.
5. Asegurándonos de que nuestro hijo use el uniforme todos los días.
6. Motivando a los estudiantes y a las familias a que asistan a la noche familiar; programando visitas regulares a la escuela para supervisar el progreso del estudiante; asistiendo a las reuniones de CSC o PTO si es posible.
7. Promoviendo el uso constructivo del tiempo libre del estudiante, tal como la limitación para ver la televisión y jugar con los juegos de video.

Responsabilidades del estudiante

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograremos los altos estándares del estado. Detalladamente haremos lo siguiente:

1. Terminaremos diariamente las tareas y pediremos ayuda cuando sea necesario.
2. Leeremos diariamente por lo menos 20 minutos fuera de la escuela.
3. Daremos diariamente, a nuestros padres o al adulto responsable por mi bienestar, todos los avisos e información de la escuela (en el folder de los jueves).
4. Regresaremos cada semana nuestro folder de los jueves.
5. Llegaremos diariamente a tiempo a la escuela.
6. Usaremos diariamente el uniforme de Swansea.
7. Respetaremos los valores SMART de Swansea.
8. Seguiremos diariamente los valores SMART.

Escuela: Swansea

Padres _____ Estudiante _____ Fecha_____