

**Fall River Elementary School  
Single Plan for Student Achievement**

**Name of District:** Fall River Joint Unified School District

**Name of School:** Fall River Elementary

**Name of Provider:** Fall River Elementary School Site Council

**Phone:** (530) 336-5551

**Members of the School Site Council:**

Chris Knoch, Principal  
Kortney Woodward, Parent  
Linda Corr, 1<sup>st</sup> grade teacher and Vice President  
Tess Dobson, 4<sup>th</sup>/5<sup>th</sup> grade teacher  
Jeanne Norris, Parent  
Debbie Mayer, Parent and Secretary  
Karen Adams, Parent  
Jennifer Thompson, Parent  
Terese Hayes, Classified-Other  
Jeff Cook, Parent & President  
Theresa Tucker, 3<sup>rd</sup> grade teacher  
Michelle Corder, 3<sup>rd</sup> grade teacher

**Name of Superintendent:** Greg Hawkins

**Name of Principal:** Chris Knoch

**Lead Name:** Jeff Cook, SSC President

**Email Address:** [jeff@springrivers.com](mailto:jeff@springrivers.com)

**Members of the Continuous School Improvement Team:**

Chris Knoch  
Amy McKee  
Roxanna Shaffer  
Laurel Cordova  
Diane Estes

**Documentation utilized to complete the School Plan for Student Achievement:** Academic Program Survey, School Site Council, teachers, site administrator. Data analyzed, API, AYP, CSTs, attendance, curriculum-embedded assessment results, school safety reports.

3/21/12

Jeffery D Cook

**Mission / Vision:**

**VISION**

- ❖ Fall River Elementary is a welcoming and safe community of learners and educators dedicated to excellence in which the dignity and diversity of all is respected.

**MISSION**

The staff at Fall River Elementary is dedicated to reaching our vision. In order for all students to realize their full potential we must:

- Encourage greater parent and community participation.
- Increase the use of technology and participate in a broad-based curriculum.
- Develop students of strong character.
- Increase achievement of all students.

By taking these steps we will greatly improve our students' educational opportunities. Providing them with the opportunity to experience the joy of learning.

**School Profile:** Fall River Elementary School is located in the Fall River Joint Unified School District in the town of Fall River Mills in Shasta County. The school is one of six in the district. The school serves 280 students in Kindergarten through 6th grades. At Fall River Elementary School, parents play very important roles through their active participation and involvement in School Site Council, District English Language Advisory Committee, various annual events and special activities, and regular volunteering of their services in and out of the classrooms.

Fall River Elementary is served by 13 classroom teachers, 1.75 FTE special education teachers, a Title I teacher, 0.5 FTE speech therapist, a district ESL teacher, a district psychologist, a district nurse, support staff, and paraprofessionals.

The children who attend Fall River Elementary School live in the relatively isolated ranching and farming communities of Fall River Mills, McArthur, Day, Pittville, Little Valley, Dana, Glenburn, Cassel, Hat Creek, and Old Station. Except some of the students who live in Fall River Mills, all students are bussed to-and-from school.

The relative isolation of the communities that are served by Fall River Elementary School has helped to create a school population of diverse backgrounds and needs. This population is served by a variety of categorical programs: Title I; State Compensatory Education; Migrant Education; Gifted and Talented; Title IV-B Indian Education and American Indian Education; and ESL Program.

Fall River Elementary School staff, parents and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment. The arts are integrated into the regular classrooms and *these* help to promote a whole school family atmosphere with an emphasis on common values for all.

All classrooms have at least two computers that are networked and online as well as an interactive SMART Board. We have a computer lab that has 32 computers that are also networked and online. Teachers use these computers to access programs such as Accelerated Math, Accelerated Reader, iPass, StarFall.com, Math Facts in a Flash, and Illuminate.

Fall River Elementary School opened in 1932 and is in its *79th* year of operation. It is a center for students, their parents, and the community.

**Process for Change:** The staff, parents, students and district office administration embrace the opportunity to participate in the continual improvement of student achievement to meet our annual AYP and API target goals. A team was formed to oversee the process and to monitor the school's progress in meeting the benchmarks developed in the Single Plan for Student Achievement (SPSA). The process began with the School Site Council reviewing to understand the Essential Program Components (EPC) and the Academic Program Survey (APS). FRE School Site Council has continued to ask for input by administering a school-wide needs assessment to staff, parents, and students. Members of the current improvement team include teachers, parents and site administrator. The district continuous school improvement team also includes the superintendent, director of special education and administrative assistant. The superintendent completed the District Assistance Survey. Staff, parent and administrator focus groups were held to ensure a comprehensive perspective of the school was achieved. Members of the Improvement team met to identify corrective actions to remedy the findings from student performance data, the APS and DAS, and the focus groups and to develop the new SPSA.

## Key Findings as of February 2012

### APS –

- English/Language Arts and Mathematics curriculum is being fully implemented in all classrooms.
  - 10/11 SY – Fully implemented 11/12 SY – Fully Implemented
- Our intensive English Language Arts intervention program is fully implemented.
  - 10/11 SY – Fully implemented; 11/12 SY – Fully Implemented
- Our Math boost program is implemented 4 days a week.
  - 10/11 SY – Fully Implemented; 11/12 SY – Fully Implemented
- Our instructional minutes for English/Language Arts, Mathematics and Intervention programs are meeting the recommended daily minutes.
  - 10/11 SY – Fully Implemented; 11/12 SY – Fully Implemented
- All of our teachers have been trained in SB 472 English/Language Arts and Mathematics. – Met in Mathematics, Teachers have attended 3 of the 5 days required.
  - 10/11 SY – Substantially Met; 11/12 SY – Substantially Met
- We are formally collaborating regularly every six to eight weeks to review assessment data, determine student progress and modify instruction.
  - 10/11 SY – Substantially Met; 11/12 SY – Substantially Met (meeting formally every 12 weeks)
- We have access to content experts for English/Language Arts and Mathematics.
  - 10/11 SY – Not Met – We do not have coaches and content experts for ELA and Math; 11/12 SY Not Met – We do not have coaches and content experts for ELA and Math
- We do use a formalized collaboration model with agendas, minutes and summaries.
  - 10/11 SY – Partially Met – We do not use a formalized collaboration model with agendas, minutes, and summaries; 11/12 SY – Substantially Met – We use agendas, but do not take minutes and summarize
- We do have a grade-level pacing schedule in place for English/Language Arts and Mathematics.
  - 10/11 SY – Fully Met; 11/12 SY – Fully Implemented
- Principal has attended AB75 principal's training
  - 10/11 SY – Fully Implemented; 11/12 SY – Fully Implemented

## Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 1. Instructional Program</b></p> <p>1.1 By Spring, 2012, 78.4% of all students and subgroups will be proficient or advanced in English Language Arts on the CST.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>ALL 2<sup>nd</sup> – 6<sup>th</sup> grade students All Teachers and principal</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced – <b>Met - 62.4% (+5.6%)</b></p> <p><u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced – <b>Not Met - 62.4% (-5.2%)</b></p> <p><u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Submitted to leadership team and placed in CSI binder</li> <li>Walkthrough monitoring by principal and CSI team.</li> <li>Classroom visitations to observe teaching practices within site.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments</p>

<b>Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>2</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>3</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
1.1.1 Align Treasures curriculum by grade level with Essential Standards.	9/16/2011 Friday afternoon staff meeting – December ‘11	Substitutes if needed.	\$0.00	IMF
1.1.2 Implement all the components of the Treasures adopted ELA program with fidelity.	Ongoing from beginning of year.			
1.1.3 Provide RtI staff with data regarding student performance on essential standards for those students receiving intensive and boos ELA support for reteaching purposes.	After administration of each trimester assessment – All 4 assessment windows.			

**SCHOOL GOAL # 1. Instructional Program**

1.2 The school provides State Board Adopted (SBE) reading/language arts intervention program texts for identified students documented to be in use in every reading intervention programs, documented to be in daily use in every intervention classroom with materials for every participating student.

**Findings:** *APS Rating – Fully – SRA/Reach or McGraw/Hill Triumphs is being implemented daily.*

**Student groups and grade levels to participate in this goal:**

Students placed as “strategic” or “intensive” status – performing below grade level.

**Anticipated annual performance growth for each group:**

2009-2010 – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

2011/2012 – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Review of Title I, RSP, and all class schedules.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments

<b>Actions to be Taken to Reach This Goal<sup>4</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>5</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>6</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
1.2.1 Continued collaboration between RtI teachers regarding intervention programs.	ongoing			
1.2.2 RTI Program to continue implementation.	ongoing			IMF
1.2.3 Continue implement the Reading Mastery (SRA) boost intervention program for K – 2 <sup>nd</sup> grades.	ongoing		\$3000	Restricted Lotteries
1.2.4 Paraprofessionals				Title I
1.2.5 Title I Teacher	ongoing		\$37,000/yr	
1.2.6 Barton – reading intervention	ongoing		\$71,000/yr	Block Grant
1.2.7 Continue to research and implement programs that will increase student achievement of our struggling students	ongoing		\$50	
1.2.8 Scientific Learning – FAST ForWORD	March 2012	Student Licenses	\$5000	Title I



**SCHOOL GOAL # 1. Instructional Program**

1.3 By Spring, 2012, 79% of all students and subgroups will be proficient or advanced in Mathematics on the CST.

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

All teachers and principal

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Submitted to leadership team and placed in CSI binder
- Walkthrough monitoring by principal and CSI team.
- Classroom visitations to observe teaching practices within site.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments

<b>Actions to be Taken to Reach This Goal<sup>7</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>8</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>9</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
<ul style="list-style-type: none"> <li>• Align Envision curriculum by grade level with essential standards.</li>   <li>• Implement all components of the Envision adopted math program with fidelity.</li>   <li>• Provide RtI staff with data regarding student performance on essential standards for those students receiving boost math support for reteaching purposes.</li> </ul>	<p>11/4/2011 Friday afternoon staff mtg – Dec. ‘11</p> <p>Ongoing from beginning of year</p> <p>After administration of each trimester assessment – all 4 assessment windows</p>	<p>Substitutes if needed</p>		<p>Title 1</p>

**SCHOOL GOAL # 1. Instructional Program**

1.4 The school provides supplemental programs, intervention programs, staffing support and training in math curriculums to be used during intervention programs, as assessment tools and for daily use school wide.

**Findings:** *We want to maintain our continued growth and continue to meet our AYP targets.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Review our CST's annually and monitor the effectiveness of programs and assessments through teacher/staff/student feedback.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments

<b>Actions to be Taken to Reach This Goal<sup>10</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>11</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>12</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
<p><b>1. Accelerated Math</b> puts test taking in a similar format to standardize testing and format</p> <p><b>2. Health</b> – Adequate rest, Good nutritious snacks = better health</p> <p><b>3. Awards</b> – Awards given to students who meet academic goals.</p> <p><b>4. Title I Teacher(s)</b> – Teacher works with lowest level of students in math.</p> <p><b>5. Math Facts in a Flash</b></p> <p><b>6. Paraprofessionals</b></p> <p><b>7. iPass</b> – Math intervention program that focuses on specific skills for individual students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2 weeks before annual testing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Accelerated Math software, Copy paper, scan cards, Magic Rub erasers, #2 pencils, printer ink, pocket folders, computer hardware i.e. server, hubs, switches, printers, scanners, etc. SMART Board Principal's bulletin addressing test taking strategies</p> <p>Salary, benefits, &amp; substitutes</p> <p>Computers, software Salaries, benefits, substitutes Licensing for 5 yrs</p>	<p>\$500/yr.</p> <p>\$1166.67/yr</p> <p>No cost</p> <p>\$250</p> <p>\$70,913.5/yr</p> <p>\$277.20/yr</p> <p>\$37,000/yr</p> <p>\$2000</p>	<p>Title 1 EIA Block Grant Restricted Lotteries</p>

**SCHOOL GOAL # 1. Instructional Program**

1.5 By Spring, 2012, 80% of all classrooms schoolwide will meet 100% of instructional norms established by staff as measured by CSI walkthrough data.

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

All teachers, principal and CSI team

**Anticipated annual performance growth for each group:**

2009-2010 – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

2011/2012 – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Walkthrough data sheets
- CSI approval of walkthrough data sheet
- Schedule

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments

<b>Actions to be Taken to Reach This Goal<sup>13</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>14</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>15</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
<ul style="list-style-type: none"> <li>• Establish collective norms for instruction through collaborative staff meeting.</li> <li>• Develop walkthrough data tracking sheet</li> <li>• Schedule walkthroughs</li> </ul>	<p>October 2011 – March 2012</p> <p>Beginning of year through January 2012</p> <p>Begin scheduling in January 2012</p>	<p>Substitutes if needed</p>		<p>Title 1</p>

**SCHOOL GOAL # 1. Instructional Program**

1.6 The school provides supplemental programs, intervention programs, staffing support and training in reading/language arts curriculums to be used during intervention programs, as assessment tools and for daily use school wide.

**Findings:** *Current AYP scores indicate that the SES and Hispanic students at our school are not meeting AYP requirements in English Language Arts.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

2009-2010 – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**  
2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**  
2011/2012 – 78.4% of all students and subgroups are Proficient or Advance

**Means of evaluating progress toward this goal:**

- Review our CST's annually and monitor the effectiveness of programs and assessments through teacher/staff/student feedback.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments

<b>Actions to be Taken to Reach This Goal<sup>16</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>17</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>18</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
1. <b>Renaissance Learning Products, i.e. Accelerated Reader, STAR Reading, Fluent Reader, English in a Flash</b> - puts test taking in a similar format as standardized tests. Students are assessed immediately on reading comprehension. 2. <b>Health</b> – Adequate rest, Good nutritious snacks = better health 3. <b>Teacher Training</b> – Teachers need additional training 4. <b>Reading Specialist/Title I Teacher</b> – Works with K-3 students to bring reading skills up to grade level and works with 4 <sup>th</sup> -6 <sup>th</sup> grade students in REACH and 5 <sup>th</sup> grade ELA to avoid combination classes. 5. <b>Awards</b> – Awards given to students who meet academic goals. 6. <b>REACH/Reading Mastery</b> – Reading Intervention Programs 7. <b>Paraprofessional</b> – Additional small group reading time	Ongoing  2 weeks before annual testing Ongoing  Ongoing  Ongoing  Ongoing  Ongoing	Printers, library quizzes, book labels, book tape, computer hardware, copy paper, printer ink, Scanners, etc., software, trade books  Principal's bulletin addressing test taking strategies Teacher & Staff Development  Teacher Salary, benefits, substitutes, Reading materials  Consumable workbooks, paper, pencils, Tch materials Salaries	\$2000/yr.  \$50 \$5000  \$71,000  \$250  \$3000  \$37,000	Title 1 Block Grant EIA  Title I Block Grant EIA  Title I Block Grant EIA  Title I Block Grant EIA



**SCHOOL GOAL # 1. Instructional Program**

1.7 The school provides behavioral intervention programs, awards and incentives to increase attendance and participation and decrease suspensions, referrals and bus tickets.

**Findings:** *In 09-10 school year, our school had 148 referrals, 102 days of suspension, and 57 bus tickets. In 09-10 school year, FRE's Regular Ed.'s attendance was 93.90%. In 10-11 school year, our school had 139 referrals, 30 days of suspension, and 69 bus tickets. In 10-11 school year, FRE's Regular Ed.'s attendance was 94.14%.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – Reduce the incidents of misbehavior from 203 referrals to 180; - **MET**

Reduce suspensions from 85 days to 50 days; - **Not Met**

Reduce bus tickets from 117 to 90 - **MET**

Increase student attendance by ½%. – **Not Met** (08/09 - 94.16% to 09/10 - 93.90%)

**2010/2011** – Reduce the incidents of misbehavior from 148 referrals to 130; - **Not Met**

Reduce suspensions from 102 days to 50 days; - **MET**

Reduce bus tickets from 57 to 45 – **Not Met**

Increase student attendance by ½%. – **Not Met**

**2011/2012** - Reduce the incidents of misbehavior from 139 referrals to 130;

Maintain suspensions at 30 days;

Reduce bus tickets from 69 to 50 tickets;

Increase student attendance by ½%.

<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Review student behavior with teachers, bus drivers and support staff.</li> <li>• Track number of referrals, bus tickets and suspensions.</li> <li>• Review attendance reports</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>Charting of referrals, bus tickets and suspensions.</p> <p>Reviewing attendance reports.</p>
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<b>Actions to be Taken to Reach This Goal<sup>19</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>20</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>21</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
Character Counts, Second Step & Wise Skills are all Character Education programs that the teachers will use to incorporate Character Education into their core curriculum.	Ongoing	\$500	\$500	Title I Block Grant
Anti Bullying Assemblies	Ongoing	\$1000	\$1000	BFREF Driscoll's
Hero vs Bullying DVD – announcements	Daily	\$0.00		Safe, Drug, Funds
No Excuses University	Ongoing			Donations State Farm
Attendance incentives.	Ongoing			Sponsorship

**SCHOOL GOAL # 1. Instructional Program**

**1.8 The school provides physical fitness instruction and assessments that are aligned with state frameworks.**

**Findings: Spring 2010 5<sup>th</sup> grade physical fitness testing results:      Spring 2011 5<sup>th</sup> grade physical fitness testing results:**

	% In HFZ	% Not in HFZ		% In HFZ	% Not in HFZ
Aerobic Capacity	62.5%	37.5%	Aerobic Capacity	65.9%	34.1%
Body Composition	78.1%	21.9%	Body Composition	59.1%	40.9%
Abdominal Strength	87.5%	12.5%	Abdominal Strength	95.5%	4.5%
Trunk Extension Strength	100%	0%	Trunk Extension Strength	97.7%	2.3%
Upper Body Strength	78.1%	21.9%	Upper Body Strength	93.2%	6.8%
Flexibility	84.4%	15.6%	Flexibility	77.3%	22.7%

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** Aerobic Capacity increase % in HFZ by 5% - **Not Met**; Body Composition increase % in HFZ by 3% - **Not Met**; Abdominal Strength increase % in HFZ by 2% - **Not Met**; Trunk Extension Strength increase % in HFZ by 0% - **Met**; Upper Body Strength increase % in HFZ by 4% - **Met**; Flexibility increase % in HFZ by 4% - **Not Met**.

**2010 -2011** Aerobic Capacity increase % in HFZ by 5% - **Not Met**; Body Composition increase % in HFZ by 3% - **Not Met**; Abdominal Strength increase % in HFZ by 2% - **Met**; Trunk Extension Strength increase % in HFZ by 0% - **Not Met**; Upper Body Strength increase % in HFZ by 4% - **Met**; Flexibility increase % in HFZ by 4% - **Not Met**.

**2011-2012** Aerobic Capacity increase % in HFZ by 5%; Body Composition increase % in HFZ by 3%; Abdominal Strength increase % in HFZ by 2%; Trunk Extension Strength increase % in HFZ by 0%; Upper Body Strength increase % in HFZ by 4%; Flexibility increase % in HFZ by 4%

<b>Means of evaluating progress toward this goal:</b> <ul style="list-style-type: none"> <li>• Annual state physical fitness exams.</li> <li>• Parent volunteer school wide assessments.</li> </ul>		<b>Group data to be collected to measure academic gains:</b> Performance scores on physical fitness tests.		
<b>Actions to be Taken to Reach This Goal<sup>22</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>23</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>24</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
Physical fitness instruction & assessments will be aligned with state frameworks.  SPARK Program  Encourage Healthy Eating  Harvest of the Month / UCD Cooperative Ext.  Nutrition Lesson / UCD Cooperative Ext.	Ongoing			Block Grant  BFREF Driscoll's  UCD Cooperative Ext.

**SCHOOL GOAL # 2. Instructional Time**

**2.1** The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions.

**Findings:** *APS Rating – Fully –The classrooms have the appropriate time allocations for students in the adopted reading/language arts “core” program.*

**Student groups and grade levels to participate in this goal:**

All students in all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Review of school wide and classroom schedules.
- Classroom walk-throughs & observations.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>25</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>26</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>27</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.1.1 All teachers evaluate instructional time in reading language arts daily. 2.1.2 Maintain instructional time to meet the objectives.	ongoing  ongoing			

**SCHOOL GOAL # 2. Instructional Time**

**2.2** School provides the following additional time for reading/language arts students taking the intervention reading program.

**Findings:** *APS Rating – Fully – 100% of the classrooms have the appropriate time allocations for students taking the intervention reading program.*

**Student groups and grade levels to participate in this goal:**

Students receiving Reading/Language Arts intervention programs.

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Review of ALL grade classroom schedules.
- Classroom walk-throughs & observations.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>28</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>29</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>30</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.2.1 Continue intervention for K – 2 grades for full year.	Ongoing			
2.2.2 Ensure intervention time for all grade levels.	Ongoing			



**SCHOOL GOAL # 2. Instructional Time**

**2.3** School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions.

**Findings:** *APS Rating – Fully – The classrooms have the appropriate time allocations for students in mathematics.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced.

**Means of evaluating progress toward this goal:**

- Review of classroom schedules.
- Classroom walk-throughs & observations.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>31</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>32</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>33</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.3.1. Maintain schedules and revise as needed to ensure daily minutes being met.	ongoing			

**SCHOOL GOAL # 2. Instructional Time**

**2.4** School provides the following additional time for mathematics students needing intervention.

**Findings:** *APS Rating –Fully – 100% of the classrooms have the appropriate time allocations for students who need additional instruction and practice in mathematics.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Review of classroom schedules.
- Classroom walk-throughs & observations.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>34</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>35</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>36</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.4.1 All teachers evaluate time of intervention programs and implement 15 minutes per day.	ongoing			

**SCHOOL GOAL # 3. Credentialed Teachers and Professional Development Opportunity**

**3.1** The district provides the school's teachers (in all grade levels/programs) the AB 466 (SB 472, Pending) Professional Development Program through a state board authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.

**Findings:** *APS Rating – Substantially – Most of the school's teachers have completed the AB 466 (SB 472, Pending) training in reading/language arts.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**  
**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**  
**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Registration of teachers and attendance verification.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>37</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>38</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>39</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
3.1.1 Schedule last 2 days of training for teachers with Jennifer Baker	August 2011	\$12,750.00	\$850/teacher	Title I  Title II Part A

**SCHOOL GOAL # 3. Credentialed Teachers and Professional Development Opportunity**

**3.2** The district provides the school's teachers (in all grade levels) the AB 466 (SB 472, Pending) Professional Development Program through a State Board-authorized provider. The training features the district's adopted core program for mathematics for each teacher's grade level or program level.

**Findings:** *APS Rating – Fully – All of the school's teachers have completed the AB 466 (SB 472, Pending) training in mathematics.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

2009-2010 – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

2011/2012 – 79% of all students and subgroups are Proficient or Advanced.

**Means of evaluating progress toward this goal:**

- Registration of teachers and attendance verification.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>40</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>41</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>42</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
3.2.1 Any new teachers confirm they receive training	Ongoing	\$850/teacher	\$850/teacher	Title I  Title II Part A



**SCHOOL GOAL # 4. Student Achievement Monitoring System**

**4.1** The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.

**Findings:** *APS Rating – Fully – Reading/language arts curriculum-embedded assessments are in regular use at the school.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Minutes taken during collaborative grade level meetings.
- Summaries of curriculum-embedded assessment data and proposed strategies to re-teach “strategic” and “intensive” students.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>43</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>44</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>45</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
4.1.1 All teachers collaborate every 6-8 weeks to review student curriculum-embedded assessment data to determine student progress and modify instruction.	ongoing	Sub pay for grade level collaboration time every 6-8 weeks	\$95/day	Title II Part A  Title I

**SCHOOL GOAL # 5. Ongoing Instructional Assistance and Support for Teachers**

**5.1** The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

**Findings:** *APS Rating – Partially – The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted materials.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

2009-2010 – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

2011/2012 – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Log of classroom observations and coaching tips

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>46</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>47</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>48</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
5.1.1 Train a support person (i.e., coach) and provide time/substitute teachers for this person to allow coaching time in reading/language arts	ongoing	Sub pay for periodic peer coaching and support	\$95/day	Title II Part A
5.1.2 Explore cognitive coaching training for more qualified onsite reading coaching.	ongoing	Cognitive coaching training (cognitivecoaching.com)	\$15,000+	Title I
5.1.3 Offer school wide opportunity for teachers to observe peers on an as need basis.	ongoing			

**SCHOOL GOAL # 5. Ongoing Instructional Assistance and Support for Teachers**

**5.2** The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.

**Findings:** *APS Rating – Partially – The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

2009-2010 – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

2011/2012 – 79% of all students and subgroups are Proficient or Advanced.

**Means of evaluating progress toward this goal:**

- Log of classroom observations and coaching tips

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>49</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>50</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>51</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
5.2.1 Train a support person (i.e., coach) and provide time/substitute teachers for this person to allow coaching time in mathematics	ongoing	Sub pay for periodic peer coaching and support	\$95/day	Title II Part A
5.2.2 Explore cognitive coaching training for more qualified onsite reading coaching.	ongoing	Cognitive coaching training (cognitivecoaching.com)	\$15,000+	Title I
5.2.3 Offer school wide opportunity for teachers to observe peers on an as need basis.	ongoing			

**SCHOOL GOAL # 6. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal**

**6.1** The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).

**Findings:** *APS Rating – Fully – The school/district provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning and lesson delivery in reading/language arts.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Agenda, minutes and summary of collaborative grade-level meeting (e.g., review of assessment data, pacing guide).

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>52</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>53</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>54</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
6.1.1 Continue with formalized collaboration time in reading/language arts.	Ongoing			



**SCHOOL GOAL # 6. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal**

**6.2** The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).

**Findings:** *APS Rating – Fully – The school/district provides regular opportunities for teachers to collaborate by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning and lesson delivery in mathematics.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Agenda, minutes and summary of collaborative grade-level meeting (e.g., review of assessment data, pacing guide)

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>55</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>56</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>57</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
6.2.1. Continue formalize collaboration time in mathematics.	Ongoing			

**SCHOOL GOAL # 7. Lesson Pacing Schedule**

**7.1** The school/district prepares and distributes an annual district/school wide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.

**Findings:** *APS Rating – Fully – A district/school wide pacing schedule for the reading/language arts program has been distributed to few of the grade levels or instructional levels offered at the school.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

2009-2010 – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**  
2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**  
2011/2012 – 78.4% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Documented pacing schedules by grade level for Treasures McGraw-Hill curriculum (K-6) by month for the academic school year.
- Walkthroughs, checklists, lesson plans and verbal confirmation.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>58</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>59</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>60</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
7.1.1 Teachers collaborate to develop grade-level pacing schedules (including assessment windows, reporting periods and holidays) for reading/ language arts and distribute copies school wide.	Ongoing to update annually.			
7.1.1 Implement school wide pacing schedule for reading/language arts.	Ongoing to update annually.			

**SCHOOL GOAL # 7. Lesson Pacing Schedule**

**7.2** The school/district prepares and distributes an annual district/school wide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.

**Findings:** *APS Rating – Fully – A district/school wide pacing schedule for the mathematics program has been distributed to few of the grade levels or instructional levels offered at the school.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Documented pacing schedules by grade level for enVision (K-6) by month for the academic school year.
- Walkthroughs, checklists, lesson plans and verbal confirmation.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>61</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>62</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>63</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
7.2.1 Teachers collaborate to develop grade-level pacing schedules (including assessment windows, reporting periods and holidays) for mathematics and distribute copies school wide.	Ongoing – update annually			
7.2.1 Implement school wide pacing schedule for mathematics.	Ongoing – update annually			

**SCHOOL GOAL # 8. Overcoming Challenges to Program Implementation**

**8.1** The school/district will revise and/or develop a new paraprofessional training program.

**Findings:** *When we have new hires, they will be trained on how to best deliver assistance in ELA and math.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**ENGLISH-LANGUAGE ARTS**

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**MATHEMATICS**

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Teacher input (verbal and written feedback).
- Facilitator feedback.
- Formalized paraprofessional feedback form.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>64</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>65</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>66</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
8.1.1 Evaluate the program and revise as needed.	Ongoing		\$10/hour (x12) with a total of 4, one-hour training sessions.  \$30/hour for ten hours of prep/training and feedback	



**SCHOOL GOAL # 8. Overcoming Challenges to Program Implementation**

**8.2** The school/district will provide school-based support systems to supplement parent/home support.

**Findings:** *Some students come to school unprepared and with unfinished homework.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**ENGLISH-LANGUAGE ARTS**

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**MATHEMATICS**

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) –**

**Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Feedback forms with after-school program.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>67</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>68</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>69</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
8.2.1 Collaborate with after-school program to target completion of homework and other academic need areas.	Ongoing			

**SCHOOL GOAL # 8. Overcoming Challenges to Program Implementation**

**8.3** The school/district will collaborate with Project Share (the after-school program provided by Shasta County Office of Education) to supplement and enrich our social studies, science, music and arts program.

**Findings:** *School wide concentration on reading/language arts and mathematics curriculum has limited our ability to further enrich students in areas of science, social studies, art and music.*

**Student groups and grade levels to participate in this goal:**

All students at all grade levels.

**ENGLISH-LANGUAGE ARTS**

**Anticipated annual performance growth for each group:**

**2009-2010** – 56.8% of all students and subgroups are Proficient or Advanced – **Met - 62.4% (+5.6%)**

**2010/2011** – 67.6% of all students and subgroups are Proficient or Advanced – **Not Met - 62.4% (-5.2%)**

**2011/2012** – 78.4% of all students and subgroups are Proficient or Advanced

**MATHEMATICS**

**Anticipated annual performance growth for each group:**

**2009-2010** – 58% of all students and subgroups are Proficient or Advanced – **Met – 68.3% (+10.3%)**

**2010/2011** – 68.5% of all students and subgroups are Proficient or Advanced – **Met – 70.3% (+1.8%) – Socioeconomically Disadvantaged Sub group – Not Met - 59.6% (-8.9%)**

**2011/2012** – 79% of all students and subgroups are Proficient or Advanced

**Means of evaluating progress toward this goal:**

- Feedback forms with after-school program.
- After-school program agenda.
- Staff walkthroughs.

**Group data to be collected to measure academic gains:**

CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.

<b>Actions to be Taken to Reach This Goal<sup>70</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>71</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>72</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
8.3.1 Collaborate with after-school program to provide enrichment programs in areas of social studies, science, art and music. 8.3.2 Computer/Internet based informational programs to deliver support in science, social studies, art, music, ELA, and Mathematics	Ongoing	Subscriptions for Computer/Internet programs	\$5000.00	Title I FRE Block Grant BFREF grants Driscoll grants