

Burney Elementary School **Single Plan for Student Achievement**

Name of District: Fall River Joint Unified School District

Name of School: Burney Elementary School

Name of Superintendent: Larry Snelling

Name of Principal: Dianna Fischer

California School Improvement Team

Dianna Fischer, Principal

Marcy Schmidt, Title I Teacher

Jodi Humble, Teacher

Becky Torgrimson, SDC Teacher

Kari Rose, Teacher

Members of the School Site Council

Dianna Fischer, Principal

Jenny Arseneau, Parent/Chairperson

Jodi Humble, Teacher

Alice Yingling, Para

Kathy Urlie, Parent/Treasurer

Kim Courtright

Ginny Casaurang, Teacher

Alissa Tereba, Teacher

Joy Ford, Teacher

April Thompson, Parent

Jennifer Gideon, Parent

School Profile: Burney Elementary School (BES) is located in Shasta County approximately 55 miles east of Redding on Highway 299 East. The town of Burney has a population of about 3,500 and is the most urban of the rural communities served by the Fall River Joint Unified School District. BES serves students in kindergarten through sixth grades with an enrollment of 350 students. Burney Elementary has 15 regular classrooms, 1 Special Day Class room, 1 Resource Specialist room, 1 reading/math intervention classroom, a school library, a multipurpose/cafeteria, and small rooms for Title I, speech, Bilingual and Migrant Education. The school has two full time custodians who clean classrooms and other areas of the school daily. Regular safety inspections by administration, custodial staff, and maintenance crews are conducted, and repairs/improvements are implemented as soon as possible. The relative isolation of the communities that are served by Burney Elementary School has helped to create a school population with diverse backgrounds and needs. This population is served by a variety of programs: Title I, Migrant Education, TitleIV-B Indian Education and Bilingual Education. Certificated teachers at Burney Elementary meet all credential requirements for the California Department of Education and are NCLB qualified. Additionally, the school has one SDC teacher, one RSP teacher, one Title I teacher, and one speech therapist. A school nurse, bilingual teacher and educational psychologist are shared with the other schools in the district.

Form A: Planned Improvements in Student Performance

The school leadership team 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. Teachers meet in collaborative groups each week and analyze assessments to plan instruction, reteaching and intervention groups. 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:

SCHOOL GOAL # 1. Instructional Program

1.1 The school /district provides the most recent State Board Adopted (SBE) adopted core reading/language arts program documented to be in daily use in every classroom, with materials for every student.

Findings: APS Rating – Substantially – Most components of Macmillan/McGraw Hill Treasures are being implemented with fidelity.

Student groups and grade levels to participate in this goal:

All students in grades K-6 identified students

Anticipated annual performance growth for each group:

2010-2011 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup. Continue to meet established percent proficient rates school-wide.

2011-2012 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup. Continue to meet established percent proficient rates school-wide.

Means of evaluating progress toward this goal:

- Classroom walkthroughs, lessons plans, assessment results.
- Teacher collaboration groups work on pacing and assessments using adopted curriculum.

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Teacher-made standards based tests
- Student work samples
- Treasures theme skills and summative tests
- Benchmark tests

Done 4-6 weeks and scanned on Edusoft for prompt feedback to the teachers.

Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions	Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source
1.1.1. Implement all components of the Treasures reading language arts program in all classroom at grade levels K-6 1.1.2. All staff trained 1.1.3. Evaluate the full implementation of the program 1.1.4. Review benchmark tests	Sept. 2010-ongoing Oct.2010 thru Oct. 2011 ongoing	Student practice books Training provided by SCOE	\$1,200 \$6,000	Instructional Materials Funds, Restricted lottery funds District Staff Development funds

<p>SCHOOL GOAL # 1. Instructional Program</p> <p>1.2 The school/district provides the most recent State Board Adopted (SBE) reading/language arts intervention program with materials for every participating student.</p> <p>Findings: APS Rating – <u>Substantially</u>– There is the REACH program as the intervention program for students reading two or more years below grade level.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All identified students in grades 4-6th.</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2010-2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup. Continue to</p>

			<p>meet established percent proficient rates school-wide.</p> <p><u>2011-2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup. Continue to meet established percent proficient rates school-wide.</p>	
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Invoices • System for inventorying, distributing, and replacing intervention program materials • Classroom walkthroughs 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Scanned tests in Edusoft 4-6 weeks • Teacher-made tests • Student work samples 			
<p>Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions</p>	<p>Start Date⁵ Completion Date</p>	<p>Proposed Expenditures⁶</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1.2.1. Review intervention programs</p> <p>1.2.2. Select an intervention program</p> <p>1.2.3. Purchase appropriate materials and resources</p> <p>1.2.4. Continue to use Read Naturally & REACH (or other intervention program)</p>	<p>May 2011</p> <p>August 2011</p> <p>August 2011</p> <p>Sept. 2010 – ongoing</p>	<p>Purchase materials and supplies</p>	<p>\$5,050</p>	<p>IMF/Title I</p>

1.2.5 Title I teacher to be literacy coach	Ongoing			Title I
--	---------	--	--	---------

<p>SCHOOL GOAL # 1. Instructional Program</p> <p>1.3 The school district provides the most recent State Board Adopted (SBE) instructional program in mathematics, documented to be in daily use for students., with materials for every student, including students who require intervention.</p> <p>Findings: APS Rating – Substantially</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> • Female students grades 2-5 • All students in grades K-6 	<p>Anticipated annual performance growth for each group:</p> <p>2010-2011 5% increase in proficiency rates in the female population in grades 3 & 5. 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p><u>2011-2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p>2012-2013 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Lesson plans, walkthroughs, curriculum-embedded assessment results • Weekly collaboration meetings • Evaluation and revision of pacing guides 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Edusoft scanned tests 4-6 weeks • Teacher-made tests • Student work samples

Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions	Start Date⁸ Completion Date	Proposed Expenditures⁹	Estimated Cost	Funding Source
1.3.1. Implement all components of the state adopted mathematics program in all classroom at all grade levels 1.3.2. Evaluate the full implementation of the program 1.3.3. Review benchmark tests	ongoing ongoing ongoing	Annual consumables	\$500	Restricted lottery

<p>SCHOOL GOAL # 2 Instructional Time</p> <p>2.2 The school provides the following additional time for reading/language arts students taking the intervention reading program: K-30 minutes; grades 1-3 30-45 minutes daily; grades 4-6 30-45 minutes daily</p> <p>Findings: APS Rating – <u>Substantially</u> – Kindergarten does not have 30 minutes of extra time to support students struggling in the adopted reading/language arts program.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> Kindergarten students who have been identified as struggling to master the content of the core program. 	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> Kindergarten assessment results from the curriculum embedded assessments, indicate students are mastering the knowledge and skills expected at the kindergarten level.

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Kindergarten schedules 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> Classroom observations Curriculum-embedded assessments Concepts About Print assessments Checklists 		
Actions to be Taken to Reach This Goal¹⁰ Consider all appropriate dimensions	Start Date¹¹ Completion Date	Proposed Expenditures¹²	Estimated Cost	Funding Source
2.2.1. Kindergarten schedule to include 30 minutes of extra time to support those students identified as struggling in mastering the content of the reading/language arts program	ongoing			

--	--	--	--	--

SCHOOL GOAL # 2 Instructional Time

2.4 Schools provide the following additional time for mathematics students needing intervention: Kindergarten – 15 minutes daily; grades 1-6 15 minutes daily

Findings: APS Rating – Partially – Classroom schedules partially reflect the extra 15 minutes for re-teaching the skills and concepts needed to master the core curriculum in mathematics.

Student groups and grade levels to participate in this goal:

All K-6 identified students

Anticipated annual performance growth for each group:

2010-2011 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

2011-2012 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

2012-2013 Indian subgroup; 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress toward this goal:

- Revised schedules
- Evaluate pacing guides

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Edusoft scanned tests 4-6 weeks
- Teacher-made tests
- Student work samples

<p>Actions to be Taken to Reach This Goal¹³ Consider all appropriate dimensions</p>	<p>Start Date¹⁴ Completion Date</p>	<p>Proposed Expenditures¹⁵</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>2.4.1. Evaluate student progress over time to ensure the extra time is ensuring students are mastering the required skills.</p> <p>2.4.2. During collaboration time, evaluate the pacing guides</p> <p>2.4.3. During Collaboration time evaluate</p> <p>2.4.4. assessments and intervention groups.</p>	<p>ongoing</p>			

<p>SCHOOL GOAL # 4 Teacher Credential Professional Development</p> <p>4.2 District provides teachers the SB 472 like Professional Development Program for reading/language arts through SCOE.</p> <p>Findings: APS Rating –Substantially</p>	
<p>Student groups and grade levels to participate in this goal:</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2010-2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p><u>2011-2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> All teachers complete the SB472 like training in reading/language arts. 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> California Standards Test data disaggregated by subgroups Curriculum-embedded assessments administered and analyzed every 6-8 weeks Teacher-made tests Student work samples 		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
4.2.1. Teachers participate in Treasures training	Oct 2010-Oct. 2011	SCOE coming to train teachers	\$6,000	District staff development funds

SCHOOL GOAL # 5 Student Achievement Monitoring System 5.1 The school/district has an assessment and monitoring system (every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. 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. Findings: APS Rating – Substantially – Edusoft student monitoring system in place.	
Student groups and grade levels to participate in this goal: All 1-6 students	Anticipated annual performance growth for each group: <u>2010-2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to

		<p>meet established percent proficient rates school-wide.</p> <p><u>2011-2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • A formalized system is developed • The system is implemented • Edusoft data program • Teachers access student data on a regular basis to inform instruction • Teachers evaluate the process/system and make revisions accordingly. • Teachers review data in collaboration groups and complete analyses forms. 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Edusoft scanned assessments 4-6 weeks • Teacher-made tests • Student work sample 			
<p>Actions to be Taken to Reach This Goal¹⁶ Consider all appropriate dimensions</p>		<p>Start Date¹⁷ Completion Date</p>	<p>Proposed Expenditures¹⁸</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>5.1.1 Teachers utilize curriculum embedded assessments</p>		<p>ongoing</p>			
<p>5.1.3 Build and update an assessment schedule for curriculum embedded assessments by grade level</p>		<p>on-going</p>	<p>Substitute teachers</p>	<p>\$2,000</p>	<p>Title I</p>

--	--	--	--	--

<p>SCHOOL GOAL # 5 Student Achievement Monitoring</p> <p>5.2 The school/district has an assessment and monitoring system (every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These curriculum-embedded assessments are based on the adopted mathematics 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.</p> <p>Findings: APS Rating – Substantially</p>				
<p>Student groups and grade levels to participate in this goal:</p> <p>All K-6 students</p>		<p>Anticipated annual performance growth for each group:</p> <p><u>2010-2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p><u>2011-2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • A formalized system is developed • The system is implemented • Teachers receive training on the program • Teachers access student data on a regular basis to inform instruction • Teachers evaluate the process/system and make revisions accordingly. 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Teacher-made tests • Student work samples 		

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
5.2.1 Teachers utilize curriculum embedded assessments 5.2.2 Use of Edusoft scanned tests 5.2.3 Build an assessment schedule for curriculum embedded assessments by grade level	on-going on-going			

SCHOOL GOAL # 6. Ongoing instructional assistance and support for teachers 6.1 The school/district provides instructional assistance and support to teachers of language arts Findings: APS Rating – Partially –People from SCOE have been coming to do ELA.	
Student groups and grade levels to participate in this goal: All K-6 teachers of reading/language arts	Anticipated annual performance growth for each group: 2010/2011 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide. 2011/2012 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Some teacher support and assistance program is in place utilizing SCOE trainers. • A log of classroom demonstration lessons, observations, and conference sessions is maintained 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Teacher-made tests • Student work samples 		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Continue to provide training from SCOE		Training costs	\$1500	Title I
Continue to provide School Leadership training			\$500	

SCHOOL GOAL # 6. Ongoing instructional assistance and support for teachers 6.2 The school/district provides instructional assistance and support to teachers of mathematics Findings: APS Rating – Minimally- There is no ongoing support for teachers of mathematics.	
Student groups and grade levels to participate in this goal: All K-6 students	Anticipated annual performance growth for each group: <u>2010/2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide. <u>2011/2010</u> 5% increase in proficiency rates In the American Indian subgroup; 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Some teacher support and assistance program is in place with SCOE trainers • A log of classroom demonstration lessons, observations, and conference sessions is maintained 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Teacher-made tests • Student work samples • Teacher perceptions about their competence in delivering the curriculum 		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
6.2.1 Continue to use SCOE trainers 6.2.2 Continue school leadership training	2010/ongoing 2010/ongoing	Training, mileage	\$2500	Title I

SCHOOL GOAL # 7. Monthly collaboration by grade level or program level for teachers facilitated by the principal 7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery for the adopted program in reading/language arts. Findings: APS Rating – Substantially- time provided; process being fine tuned	
Student groups and grade levels to participate in this goal: All K-6 students	Anticipated annual performance growth for each group: <u>2010/2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

	<u>2011/2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Agendas of regularly scheduled meetings • Minutes from the minutes shared at staff meetings • Evidence of student assessment data being used to inform practice • Reteaching/reassessing evidenced in minutes • 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Edusoft scanned tests 4-6 weeks • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Teacher-made tests • Student work samples

Actions to be Taken to Reach This Goal¹⁹ Consider all appropriate dimensions	Start Date²⁰ Completion Date	Proposed Expenditures²¹	Estimated Cost	Funding Source
7.1.1 Schedule 7.1.2 Protocols for data discussions 7.1.3 Minutes and agendas 7.1.4 Whole staff feedback and/or communication process 7.1.5 Lesson plans reflecting agreements from collaboration <ul style="list-style-type: none"> • Grade level collaboration 40 min. weekly • District wide collaboration four times during the year 	ongoing	Supplies for meeting	\$120	PI

--	--	--	--	--

<p>SCHOOL GOAL # 7. Weekly collaboration by grade level or program level for teachers facilitated by the principal and CSI team.</p> <p>7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery for the adopted program in mathematics.</p> <p>Findings: APS Rating – Substantial- Time provided process being fine tuned</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All K-6 students</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2010/2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p><u>2011/2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>
<p>Means of evaluating progress towards this goal:</p> <ul style="list-style-type: none"> • Agendas of regularly scheduled meetings • Minutes from the minutes shared at staff meetings • Evidence of student assessment data being used to inform practice • Reteaching/reassessing evidenced in minutes 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Edusoft scanned tests 4-6 weeks • Teacher-made tests • Student work samples

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
7.2.1 Schedule 7.2.2 Protocols for data discussions 7.2.3 Minutes and agendas 7.2.4 Whole staff feedback and/or communication process 7.2.5 Lesson plans reflecting agreements from collaboration	ongoing			

SCHOOL GOAL # 8. Lesson Pacing Schedule 8.1 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for 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 – Pacing schedule in place	
Student groups and grade levels to participate in this goal: All K-6 students	Anticipated annual performance growth for each group: <u>2010/2011</u> 5% increase in proficiency rates In the American Indian subgroup; 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide. <u>2011/2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress towards this goal:

- Meeting scheduled to revise pacing guides
- Pacing guides revised
- Pacing guides distributed to all teachers
- Evidence of use is provided through lesson plans, walkthroughs, and drop-in

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Teacher-made tests
- Student work samples

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding</p>
<p>8.1.1. Pacing schedule by grade level to be revised as needed</p> <p>8.1.2 Lesson plans reflect congruence with pacing schedule</p>	<p>ongoing</p>			

SCHOOL GOAL # 8. Lesson Pacing Schedule

8.2 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for 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 –Pacing schedule in place needs revision

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

2010/2011 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

2011/2012 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress towards this goal:

- Meeting scheduled to revise pacing guides
- Pacing guides revised
- Pacing guides distributed to all teachers
- Evidence of use is provided through lesson plans, walkthroughs, and drop-ins

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Teacher-made tests
- Student work samples

Actions to be Taken to Reach This Goal²² Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures²³	Estimated Cost	Funding Source
8.2.1. Pacing schedule by grade level 8.2.2 Lesson plans reflect congruence with pacing schedule	ongoing ongoing			

<p>SCHOOL GOAL # 9. Fiscal Support</p> <p>9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan and support research based supplemental programs and materials.</p> <p>Findings: APS Rating – Substantially- Some funding could be redirected to ensure the effective delivery of the Reading/Language Arts program</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All K-6 students</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2010/2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p><u>2011/2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>

Means of evaluating progress towards this goal:

- Scheduled meeting to analyze expenditures in reading/language arts
- Budget analyzed
- Use of 6+1 Traits of Writing
- Revised budget reviewed by Site Council and staff members

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Teacher-made tests
- Student work samples

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>
<p>9.1.1 Use of supplemental materials to support 6+1 Traits of Writing 9.1.2. Determine actual expenditures to align with single school plan 9.1.3 Revise general and categorical funding to increase resources for the delivery of the Reading/Language Arts intervention programs 9.1.4 Monitor expenditures 9.1.5 Evaluate program based on the revised budget</p>	<p>ongoing</p>	<p>Purchase supplemental materials To be determined after review</p>	<p>\$!,500 Title I</p>

SCHOOL GOAL # 9. Fiscal Support

9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.

Findings: APS Rating – Substantial- Some funding could be redirected to ensure the effective delivery of the mathematics program

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

2010/2011 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

2011/2012 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress towards this goal:

- Scheduled meeting to analyze expenditures in reading/language arts
- Budget analyzed
- Revised budget reviewed by Site Council and staff members

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Teacher-made tests
- Student work samples

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost
9.2.1. Determine actual expenditures 9.2.2 Revise general and categorical funding to increase resources for the delivery of the mathematics intervention programs 9.2.3 Monitor expenditures 9.2.4 Evaluate program based on the revised budget	ongoing	To be determined after review	

<p>SCHOOL GOAL # 10. Overcome challenges to full implementation of the Single Plan for Student Achievement</p> <p>10.1 The school identifies specific strategies to improve communication and staff support for full implementation of the Single Plan for Student Achievement.</p> <p>Findings: Hesitancy to fully implement the Single Plan may be an issue.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All staff member K-6</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2010/2011</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p> <p><u>2011/2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.</p>

Means of evaluating progress towards this goal: <ul style="list-style-type: none"> • Consensus is reached as to the value and need for full implementation of the Single Plan 		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • Pre/post teacher focus group results 		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
10.1.1 Provide information regarding the Single Plan for Student Achievement 10.1.2 Provide time for staff to analyze plan, make revisions.	-ongoing			

<p>SCHOOL GOAL # 11. Continue to review district technology plan and implement as stated.</p> <p>11.1 The school identifies specific strategies to improve communication and staff support for use of technology in the classrooms.</p> <p>Findings: Some equipment is outdated. Not enough technology equipment.</p>				
<p>Student groups and grade levels to participate in this goal: All staff members K-6</p>		<p>Anticipated annual performance growth for each group:</p>		
<p>Means of evaluating progress towards this goal:</p> <ul style="list-style-type: none"> • Consensus is reached as to the value and need for full implementation of the Single Plan 		<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • Pre/post teacher focus group results 		
<p>Actions to be Taken to Reach This Goal²⁴ Consider all appropriate dimensions</p>	<p>Start Date²⁵ Completion Date</p>	<p>Proposed Expenditures²⁶</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

11.1 Provide information regarding the Single Plan for Student Achievement 11.2 Develop plan for replacement and addition of technology equipment. 11.3 Provide time for staff to analyze plan, make revisions.	ongoing	Purchase equipment	\$8,000	Grant?
---	---------	--------------------	---------	--------

SCHOOL GOAL # 10. Overcome challenges to full implementation of the Single Plan for Student Achievement 10.2 The school identifies strategies, programs, actions to increase attendance rates for identified groups of students. Findings: Some subgroups in the school have poor attendance rates	
Student groups and grade levels to participate in this goal: All identified K-6 students	Anticipated annual performance growth for each group: 2010/2011 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide. <u>2011/2012</u> 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

<p>Means of evaluating progress towards this goal:</p> <ul style="list-style-type: none"> • Significant increase in student attendance rates • Improved grades on report cards • Improved performance on curriculum-embedded assessments • Improvement performance on CST's. 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • California Standards Test data disaggregated by subgroups • Curriculum-embedded assessments administered and analyzed every 6-8 weeks • Teacher-made tests • Student work samples • Parent surveys • Attendance reports • School safety reports
---	---

Actions to be Taken to Reach This Goal²⁷ Consider all appropriate dimensions	Start Date²⁸ Completion Date	Proposed Expenditures²⁹	Estimated Cost	Funding Source
10.2.1. Identify students with poor attendance rates 10.2.2. Recognize good attendance through a variety of strategies and rewards 10.2.3. Explore buddy system for at-risk students	ongoing	Rewards, awards	\$200	PTA

SCHOOL GOAL #10. Overcome challenges to full implementation of the Single Plan for Student Achievement

10.3 The school will explore options to provide more time to fully implement the Single Plan.

Findings: The current schedule does not provide sufficient time to plan for and implement all components of the Single Plan.

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

2010/2011 5% increase in proficiency rates In the American Indian subgroup; 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

2011/2012 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup; continue to meet established percent proficient rates school-wide.

Means of evaluating progress towards this goal:

- Additional time is allocated for teacher collaboration, student assessment, lesson planning, and grouping students
- Single Plan is fully implemented

Group data to be collected to measure academic gains:

- California Standards Test data disaggregated by subgroups
- Curriculum-embedded assessments administered and analyzed every 6-8 weeks
- Teacher-made tests
- Student work samples
- Parent surveys
- Attendance reports
- School safety reports

Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures³⁰	Estimated Costs	Funding Source
10.3.1. Explore the use of music /P.E. teachers to free up classroom teachers for collaboration and implementation of the Single Plan. 10.3.2. Explore release time for teachers to assess students and collaborate.	ongoing	Staff Release time for teachers	\$1800	Title I