

**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, 1st grade teacher and Vice President

Tess Dobson, 4th/5th grade teacher

Jeanne Norris, Parent

Debbie Mayer, Parent and Secretary

Stacey Gallion, Parent

Jennifer Thompson, Parent

Terese Hayes, Classified-Other

Jeff Cook, Parent & President

Theresa Tucker, 3rd grade teacher

Michelle Corder, 3rd grade teacher

Name of Superintendent: Larry Snelling

Name of Principal: Chris Knoch

Lead Name: Jeff Cook, SSC President

Email Address: jeff@springrivers.com

Members of the Continuous School Improvement Team:

Chris Knoch

Amy McKee

Michelle Corder

Stacey Bower

Roxanna Shaffer

Laurel Cordova

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.

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 270 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.

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Fall River Elementary is served by 12 classroom teachers, 1.5 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 Edusoft.

Fall River Elementary School opened in 1932 and is in its 78th 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 2011

APS –

- English/Language Arts and Mathematics curriculum is being fully implemented in all classrooms.
 - 10/11 SY – Fully implemented 11/12 SY _____
- Our intensive English Language Arts intervention program is fully implemented.
 - 10/11 SY – Fully implemented; 11/12 SY _____
- Our Math boost program is implemented 4 days a week.
 - 10/11 SY – Fully Implemented; 11/12 SY _____
- 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 _____
- 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 _____
- 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 _____
- 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 _____
- 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 _____
- We do have a grade-level pacing schedule in place for English/Language Arts and Mathematics.
 - 10/11 SY – Fully Met; 11/12 SY _____
- Principal has attended AB75 principal's training
 - 10/11 SY – Fully Implemented; 11/12 SY _____

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:

SCHOOL GOAL # 1. Instructional Program

1.1 By Spring, 2011, increase the percent of students who score Proficient or Advanced on the STAR English Language Arts assessment to 67.6% in each grade level and sub group.

Student groups and grade levels to participate in this goal:

ALL 2nd – 6th grade students

Anticipated annual performance growth for each group:

2009-2010 – 56.8% of all students and subgroups are Proficient or Advanced

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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

Means of evaluating progress toward this goal:

- Evidence provided in the form of walkthroughs, lesson plans, checklists, conference, district benchmark assessments, and CST results.

Group data to be collected to measure academic gains:

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

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 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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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

Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions	Start Date⁵ Completion Date	Proposed Expenditures⁶	Estimated Cost	Funding Source
1.2.1 Continued collaboration between Title I teacher and RSP teachers regarding intervention programs.	ongoing			
1.2.2 RTI Program to continue implementation.	ongoing			Instructional Materials
1.2.3 Continue implement the Reading Mastery (SRA) intervention program for K – 2 nd grades.	ongoing		\$3000	Restricted Lotteries
1.2.4 Paraprofessionals	ongoing		\$37,000/yr	Title I
1.2.5 Title I Teacher	ongoing		\$71,000/yr	
1.2.6 Barton – reading intervention	ongoing		\$1000	Block Grant

SCHOOL GOAL # 1. Instructional Program

1.3 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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

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

Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions	Start Date⁸ Completion Date	Proposed Expenditures⁹	Estimated Cost	Funding Source
1. Accelerated Math puts test taking in a similar format to standardize testing and format 2. Health – Adequate rest, Good nutritious snacks = better health 3. Awards – Awards given to students who meet academic goals. 4. Title I Teacher(s) – Teacher works with lowest level of students in math. 5. Math Facts in a Flash 6. Paraprofessionals	Ongoing Ongoing Ongoing 2 weeks before annual testing Ongoing Ongoing Ongoing	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 Salary, benefits, & substitutes Computers, software Salaries, benefits, substitutes	\$500/yr. \$1166.67/yr No cost \$250 \$70,913.5/yr \$277.20/yr \$37,000/yr	Title 1 EIA Block Grant Restricted Lotteries

SCHOOL GOAL # 1. Instructional Program

1.4 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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

2011/2012 – 78.4% 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

Actions to be Taken to Reach This Goal¹⁰ Consider all appropriate dimensions	Start Date¹¹ Completion Date	Proposed Expenditures¹²	Estimated Cost	Funding Source
1. Renaissance Learning Products, i.e. Accelerated Reader, STAR Reading, Fluent Reader, English in a Flash - puts test taking in a similiar format as standardized tests. Students are assessed immediately on reading comprehension. 2. Health – Adequate rest, Good nutritious snacks = better health 3. Teacher Training – Teachers need additional training 4. Reading Specialist/Title I Teacher – Works with K-3 students to bring reading skills up to grade level and works with 4 th -6 th grade students in REACH and 5 th grade ELA to avoid combination classes. 5. Awards – Awards given to students who meet academic goals. 6. REACH/Reading Mastery – Reading Intervention Programs 7. Paraprofessional – 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

1.5 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%

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;

Reduce suspensions from 102 days to 50 days;

Reduce bus tickets from 57 to 45

Increase student attendance by ½%.

2011/2012 - Reduce the incidents of misbehavior from ____ referrals to ____;

Reduce suspensions from ____ days to ____ days;

Reduce bus tickets from ____ to ____

Increase student attendance by ½%.

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Review student behavior with teachers, bus drivers and support staff. • Track number of referrals, bus tickets and suspensions. • Review attendance reports 		Group data to be collected to measure academic gains: Charting of referrals, bus tickets and suspensions. Reviewing attendance reports.		
Actions to be Taken to Reach This Goal¹³ Consider all appropriate dimensions	Start Date¹⁴ Completion Date	Proposed Expenditures¹⁵	Estimated Cost	Funding Source
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	\$100	\$100	BFREF Driscoll's
Hero vs Bullying DVD - announcements				Safe, Drug, Funds
Attendance incentives.				

SCHOOL GOAL # 1. Instructional Program

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

Findings: Spring 2009 5 th grade physical fitness testing results:		Spring 2010 5 th grade physical fitness testing results:	
% In HFZ	% Not in HFZ	% In HFZ	% Not in HFZ
60	40	60	40

Aerobic Capacity	75.0%	25.0%	Aerobic Capacity	62.5%	37.5%
Body Composition	81.8%	18.2%	Body Composition	78.1%	21.9%
Abdominal Strength	97.7%	2.3%	Abdominal Strength	87.5%	12.5%
Trunk Extension Strength	100%	0%	Trunk Extension Strength	100%	0%
Upper Body Strength	65.9%	34.1%	Upper Body Strength	78.1%	21.9%
Flexibility	88.6%	11.4%	Flexibility	84.4%	15.6%

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%; 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%

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%

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Annual state physical fitness exams. • Parent volunteer school wide assessments. 		Group data to be collected to measure academic gains: Performance scores on physical fitness tests.		
Actions to be Taken to Reach This Goal¹⁶ Consider all appropriate dimensions	Start Date¹⁷ Completion Date	Proposed Expenditures¹⁸	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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.

Actions to be Taken to Reach This Goal¹⁹ Consider all appropriate dimensions	Start Date²⁰ Completion Date	Proposed Expenditures²¹	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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.

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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% 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.

Actions to be Taken to Reach This Goal²⁵ Consider all appropriate dimensions	Start Date²⁶ Completion Date	Proposed Expenditures²⁷	Estimated Cost	Funding Source
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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% 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.

Actions to be Taken to Reach This Goal²⁸ Consider all appropriate dimensions	Start Date²⁹ Completion Date	Proposed Expenditures³⁰	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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.

Actions to be Taken to Reach This Goal³¹ Consider all appropriate dimensions	Start Date³² Completion Date	Proposed Expenditures³³	Estimated Cost	Funding Source
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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% 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.

Actions to be Taken to Reach This Goal³⁴ Consider all appropriate dimensions	Start Date³⁵ Completion Date	Proposed Expenditures³⁶	Estimated Cost	Funding Source
3.2.1 Any new teachers confirm they receive training	Ongoing	\$850/teacher	\$850/teacher	Title I Title II Part A AB 472

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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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.

Actions to be Taken to Reach This Goal³⁷ Consider all appropriate dimensions	Start Date³⁸ Completion Date	Proposed Expenditures³⁹	Estimated Cost	Funding Source
4.1.1 qAll 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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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.

Actions to be Taken to Reach This Goal⁴⁰ Consider all appropriate dimensions	Start Date⁴¹ Completion Date	Proposed Expenditures⁴²	Estimated Cost	Funding Source
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: <u>2009-2010</u> – 58% of all students and subgroups are Proficient or Advanced <u>2010/2011</u> – 68.5% of all students and subgroups are Proficient or Advanced <u>2011/2012</u> – 79.0% of all students and subgroups are Proficient or Advanced
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> 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.

Actions to be Taken to Reach This Goal⁴³ Consider all appropriate dimensions	Start Date⁴⁴ Completion Date	Proposed Expenditures⁴⁵	Estimated Cost	Funding Source
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
2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced
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.

Actions to be Taken to Reach This Goal⁴⁶ Consider all appropriate dimensions	Start Date⁴⁷ Completion Date	Proposed Expenditures⁴⁸	Estimated Cost	Funding Source
6.1.1 Continue with formalized collaboration time in reading/language arts.	Ongoing			

<p>SCHOOL GOAL # 6. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</p> <p>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]).</p> <p>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.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students at all grade levels.</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2009-2010</u> – 58% of all students and subgroups are Proficient or Advanced</p> <p><u>2010/2011</u> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><u>2011/2012</u> – 79.0% of all students and subgroups are Proficient or Advanced</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Agenda, minutes and summary of collaborative grade-level meeting (e.g., review of assessment data, pacing guide) 	<p>Group data to be collected to measure academic gains:</p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

Actions to be Taken to Reach This Goal⁴⁹ Consider all appropriate dimensions	Start Date⁵⁰ Completion Date	Proposed Expenditures⁵¹	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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 Houghton Mifflin English Language Arts curriculum (K-5) and Prentice Hall curriculum (6th grade) 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.

Actions to be Taken to Reach This Goal⁵² Consider all appropriate dimensions	Start Date⁵³ Completion Date	Proposed Expenditures⁵⁴	Estimated Cost	Funding Source
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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% of all students and subgroups are Proficient or Advanced

Means of evaluating progress toward this goal:

- Documented pacing schedules by grade level for Houghton Mifflin Mathematics curriculum (K-3) and Saxon curriculum (4-6) 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.

Actions to be Taken to Reach This Goal⁵⁵ Consider all appropriate dimensions	Start Date⁵⁶ Completion Date	Proposed Expenditures⁵⁷	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% 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.

Actions to be Taken to Reach This Goal⁵⁸ Consider all appropriate dimensions	Start Date⁵⁹ Completion Date	Proposed Expenditures⁶⁰	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% 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.

Actions to be Taken to Reach This Goal⁶¹ Consider all appropriate dimensions	Start Date⁶² Completion Date	Proposed Expenditures⁶³	Estimated Cost	Funding Source
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

2010/2011 – 67.6% of all students and subgroups are Proficient or Advanced

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

2010/2011 – 68.5% of all students and subgroups are Proficient or Advanced

2011/2012 – 79.0% 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.

Actions to be Taken to Reach This Goal⁶⁴ Consider all appropriate dimensions	Start Date⁶⁵ Completion Date	Proposed Expenditures⁶⁶	Estimated Cost	Funding Source
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