

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

Jennifer Baker, SCOE

Members of the School Site Council

Dianna Fischer, Principal

Jenny Arseneau, Parent/Chairperson

Jodi Humble, Teacher

Deanna Riddell, Para

April Thompson, Parent

Kathy Urlic, Parent/Treasurer

Ginny Casaurang, Teacher

Alissa Tereba, Teacher

Kari Rose, Teacher

Tink Fanucchi, Parent

Jennifer Gideon, Parent

Documentation utilized to complete the School Plan for Student Achievement: Academic Program Survey, District Assistance Survey, focus groups with parents, teachers, site administrators, and district office staff. Data analyzed: API, AYP, CSTs, participation rates, attendance rates, curriculum-embedded assessment results, parent participation rates, and school safety reports.

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 344 students. Burney Elementary has 16 regular classrooms, 1 Special Day Class room, 1 Resource Specialist room, 1 reading 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, School Improvement Program, Gifted and Talented, 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, two Title I teachers, with one being a Reading Recovery 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 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>SCHOOL GOAL # 1. Instructional Program</p> <p>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.</p> <p>Findings: APS Rating – <u>Substantially</u> – Not all components of Houghton Mifflin are being implemented with fidelity.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students in grades K-6 identified students</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2006-2007</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.</p> <p><u>2007-2008</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.</p> <p><u>2008-2010</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.</p>

Means of evaluating progress toward this goal:

- Classroom walkthroughs, lessons plans, assessment results.
- Teacher teams do classroom walkthroughs

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
 - HM Reading theme skills and summative tests
 - Math 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 Houghton Mifflin reading language arts program in all classroom at grade levels K-5 1.1.2. 1.1.3. Pilot HM for the sixth grade students in the 5/6 combo. 1.1.4. Evaluate the full implementation of the program	Sept. 2007-ongoing Nov. 2007,- Feb.2007, May 2008 9-08 ongoing	Purchase any items to complete all resource kits K-5 Student practice books	\$500 \$1,200	Instructional Materials Funds, Restricted lottery funds

SCHOOL GOAL # 1. Instructional Program

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

Findings: APS Rating – Fully– There is the REACH program as the intervention program for students reading two or more years below grade level.

Student groups and grade levels to participate in this goal:

All identified students in grades 4-6th.

Anticipated annual performance growth for each group:

2006-2007 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.

2007-2008 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.

2008-2010 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"> • Invoices • System for inventorying, distributing, and replacing intervention program materials • Evidence of classroom distribution system • Classroom walkthroughs 		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 • Scanned tests in Edusoft 4-6 weeks • Teacher-made tests • Student work samples 		
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. Identify a day to review intervention programs 1.2.2. Select an intervention program 1.2.3. Purchase appropriate materials and resources 1.2.4. Develop a system for distribution and collection of intervention materials 1.2.5. Continue to use Read Naturally & REACH 1.2.6. Title I teacher to be literacy coach to help with reteach materials and strategies	Jan. 2007 Feb. 2007 May 2007 Sept. 2007 – ongoing Ongoing . 2009-2010	Purchase SRA/Reach materials and supplies Mileage for training Ongoing training	\$5,050 \$45.00 \$2,000	IMF SIP Title I

SCHOOL GOAL # 1. Instructional Program

1.3 The school district provides the most recent State Board Adopted (SBE) instructional program in mathematics, documented to be in daily use in every classroom, documented to be in daily use for students., with materials for every student, including students who require intervention.

Findings: APS Rating – Substantially – Pacing guides may not be used in all classroom to ensure all students have the opportunity to master the adopted program.

Student groups and grade levels to participate in this goal:

- All students in grades K-6

Anticipated annual performance growth for each group:

2006-2007 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.

2006-2008 2007-2008 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.

2006-2009 2008-2010 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"> • Lesson plans, walkthroughs, curriculum-embedded assessment results • Evaluation and revision of pacing guides 		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 • 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. Week long teacher training 1.3.3. Evaluate the full implementation of the program	Sept. 2009 - ongoing August 2008 Sept., Nov. 09, Feb., May 10	Annual consumables	\$2,500	Restricted lottery

SCHOOL GOAL # 2 Instructional Time

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

Findings: APS Rating – Substantially – Kindergarten does not have 30 minutes of extra time to support students struggling in the adopted reading/language arts program.

Student groups and grade levels to participate in this goal:

- Kindergarten students who have been identified as struggling to master the content of the core program.

Anticipated annual performance growth for each group:

- 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:

- Kindergarten schedules

Group data to be collected to measure academic gains:

- 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. Revise 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	Sept. 09			

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:

2006-2007 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.

2007-2008 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.

2008-2010 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:

- 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

Actions to be Taken to Reach This Goal¹³ Consider all appropriate dimensions	Start Date¹⁴ Completion Date	Proposed Expenditures¹⁵	Estimated Cost	Funding Source
2.4.1. Revise classroom schedules to identify the extra 15 minutes of instruction in mathematics for those students struggling to master the concepts and skills needed to be successful.	Sept.2009			
2.4.2. Implement the revised schedule and evaluate student progress over time to ensure the extra time is ensuring students are mastering the required skills.	Sept. 2009			
2.4.3. During collaboration time, evaluate the pacing guides	Feb. 2009			

SCHOOL GOAL # 3.1 Instructional Time

3.1 The district provides the school’s principal with AB430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a SBE – authorized provider.

Findings: APS Rating –Substantially – The principal completed AB430 program.

Student groups and grade levels to participate in this goal:

Principal

Anticipated annual performance growth for each group:

2006-2010 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.

2007-2008 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.

2008-2010 5% increase in proficiency rates In the American Indian subgroup; 5% increase in the proficiency rates in the socio-economically disadvantaged subgroup.

Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Certificate of completion 		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 Goal¹⁶ Consider all appropriate dimensions	Start Date¹⁷ Completion Date	Proposed Expenditures¹⁸	Estimated Cost	Funding Source
3.1.1. Principal completes Module 1	September 2006-June 2007			

SCHOOL GOAL # 3.2 Instructional Time

3.2 The site administrator participates in the School Leadership Program for Math

Findings: APS Rating –Substantially– The principal has completed the SB472

<p>Student groups and grade levels to participate in this goal: Principal</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2006-2007</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.</p> <p><u>2007-2008</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.</p> <p><u>2008-2009</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.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none">• Principal will observe during the SB472 training in mathematics	<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 Goal¹⁹ Consider all appropriate dimensions	Start Date²⁰ Completion Date	Proposed Expenditures²¹	Estimated Cost	Funding Source
3.2.1. Principal observed in the SB472(no spaces available to actively participate)	June 2009 – September 2010			

SCHOOL GOAL # 4 Teacher Credential Professional Development

4.2 District provides teachers the SB 472 Professional Development Program for reading/language Arts and reading interventions.

Findings: APS Rating –Minimally –Teachers have not participated in SB472 training in reading/language arts.

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

2006-2007 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.

2007-2008 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.

2008-2009 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:

- All teachers complete the SB472 training in reading/language arts and the 80 hour practicum

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 Date²³ Completion Date	Proposed Expenditures²⁴	Estimated Cost	Funding Source
4.2.1. Teachers participate in Houghton Mifflin training and in selected intervention program	Summer 2007	Transportation and lodging	\$5,000	Title I

SCHOOL GOAL # 4 Teacher Credential Professional Development

4.3 District provides teachers the SB 472 Professional Development Program for core Math Program

Findings: APS Rating –Minimally

<p>Student groups and grade levels to participate in this goal:</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2006-2007</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.</p> <p><u>2007-2008</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.</p> <p><u>2008-2009</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.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none">• Teachers complete the SB472 training and the 80 hour practicum in mathematics.	<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 Goal²⁵ Consider all appropriate dimensions	Start Date²⁶ Completion Date	Proposed Expenditures²⁷	Estimated Cost	Funding Source
4.3.1 Teachers participate in Math AB 472 for selected Math adoption 4.3.2. Teachers complete 80 hour practicum	June 2009	Transportation and Lodging	\$5,000	Title I

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:

2006-2007 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.

2007-2008 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.

2008-2009 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:**
- A formalized system is developed
 - The system is implemented
 - Teachers receive training on the program
 - Edusoft data program
 - Teachers access student data on a regular basis to inform instruction
 - Teachers evaluate the process/system and make revisions accordingly.

- 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 assessments 4-6 weeks
 - Teacher-made tests
 - Student work sample

Actions to be Taken to Reach This Goal²⁸ Consider all appropriate dimensions	Start Date²⁹ Completion Date	Proposed Expenditures³⁰	Estimated Cost	Funding Source
5.1.1 During Faculty meeting, faculty reviews the Teacher Assessment Booklet available in classroom kits	December 2006			
5.1.2 Teachers utilize curriculum embedded assessments	January 2007-on-going			
5.1.3 Build an assessment schedule for curriculum embedded assessments by grade level 5.1.3 Substitutes will be hired to allow teachers time to assess students and review results.	May 2007 – on-going March 2007	Substitute’s pay	\$5,000	SIP

SCHOOL GOAL # 5 Student Achievement Monitoring

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.

Findings: APS Rating – Substantially

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

2006-2007 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.

2007-2008 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.

2008-2009 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:

- 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.

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 Goal³¹ Consider all appropriate dimensions	Start Date³²	Proposed Expenditures³³	Estimated Cost	Funding Source
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SCHOOL GOAL # 6 Ongoing Instructional Assistance and Support for Teachers

6.1 The school/district provides instructional assistance and support to teachers of reading/language arts.

Findings: APS Rating – Substantially

<p>Student groups and grade levels to participate in this goal: All K-6 students</p>	<p>Anticipated annual performance growth for each group:</p>			
<p>Means of evaluating progress toward this goal:</p>	<p>Group data to be collected to measure academic gains:</p>			
<p>Actions to be Taken to Reach This Goal³² Consider all appropriate dimensions</p>	<p>Start Date³² Completion Date</p>	<p>Proposed Expenditures³²</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

	Completion Date			
5.2.1 During Faculty meeting, faculty reviews the Teacher Assessment Booklet available in classroom kits 5.2.2 Teachers utilize curriculum embedded assessments Use of Edusoft scanned tests 5.2.3 Build an assessment schedule for curriculum embedded assessments by grade level	December 2006 January 2007- on-going May 2007 – on-going			

5.2.1 During Faculty meeting, faculty reviews the Teacher Assessment Booklet available in classroom kits 5.2.2 Teachers utilize curriculum embedded assessments 5.2.3 Build an assessment schedule for curriculum embedded assessments by grade level	December 2006 January 2007- on-going May 2007 – on-going			Instructional Materials Funds
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<p>SCHOOL GOAL # 6. Ongoing instructional assistance and support for teachers</p> <p>6.1 The school/district provides instructional assistance and support to teachers of language arts</p> <p>Findings: APS Rating – Partially – The Title I teacher is working as the literacy coach to help support teachers reading/language arts/reteaching</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All K-6 teachers of reading/language arts</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2008-2009</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.</p> <p><u>2008-2009</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.</p> <p><u>2008-2009</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.</p>

Means of evaluating progress toward this goal:

- A teacher support and assistance program is in place with a content expert trained in cognitive coaching.
- A log of classroom demonstration lessons, observations, and conference sessions is maintained

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 Goal³⁴ Consider all appropriate dimensions	Start Date³⁵ Completion Date	Proposed Expenditures³⁶	Estimated Cost	Funding Source
6.1.1 Coaching job description 6.1.2 Designate/Hire coach 6.1.3 Provide coach training 6.1.4 Develop coaching goals and objectives for the year 6.1.5 Implement program 6.1.6 Evaluate effectiveness of coaching	Sept. 2008 Oct. 2008 2008 2008 2008 2009	Training costs Mileage, lodging , meals	\$1500 \$2500	Title I

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:

2006-2007 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.

2007-2008 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.

2008-2009 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.

<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • A teacher support and assistance program is in place with a content expert trained in cognitive coaching. • A log of classroom demonstration lessons, observations, and conference sessions is maintained 	<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 • Teacher perceptions about their competence in delivering the curriculum
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Actions to be Taken to Reach This Goal³⁷ Consider all appropriate dimensions	Start Date³⁸ Completion Date	Proposed Expenditures³⁹	Estimated Cost	Funding Source
6.2.1 Coaching job description 6.2.2 Designate/Hire coach 6.2.3 Provide coach training 6.2.4 Develop coaching goals and objectives for the year 6.2.5 Implement program 6.2.6 Evaluate effectiveness of coaching	2010 2010 2010 2010 2010 2010	Training, lodging, meals, 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 jprocess being fine tuned

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

2006-2007 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.

2007-2008 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.

2008-2009 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"> • 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 Goal⁴⁰ Consider all appropriate dimensions	Start Date⁴¹ Completion Date	Proposed Expenditures⁴²	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 	Feb. 2007 Feb. 2007 Feb. 2007-ongoing Feb. 2007-ongoing Feb. 2007-ongoing Jan 2009-ongoing Oct. 2008-Ongoing	Supplies for meeting	\$120	PI

SCHOOL GOAL # 7. Weekly collaboration by grade level or program level for teachers facilitated by the principal and CSI team.

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.

Findings: APS Rating – Substantial- 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:

2006-2007 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.

2007-2008 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.

2008-2009 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 towards 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 • 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 Goal⁴³ Consider all appropriate dimensions	Start Date⁴⁴ Completion Date	Proposed Expenditures⁴⁵	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	2010 2010 2010 2010 2010			

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:

2006-2007 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.

2007-2008 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.

2008-2009 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 towards this goal: <ul style="list-style-type: none"> • 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: <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 Goal⁴⁶ Consider all appropriate dimensions	Start Date⁴⁷ Completion Date	Proposed Expenditures⁴⁸	Estimated Cost	Funding
8.1.1. Pacing schedule by grade level to be revised as needed 8.1.2 Lesson plans reflect congruence with pacing schedule	Sept. 2008-ongoing Sept. 2008-ongoing			

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:

2006-2007 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.

2007-2008 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.

2008-2009 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 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 Goal⁴⁹ Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures⁵⁰	Estimated Cost	Funding Source
8.2.1. Pacing schedule by grade level 8.2.2 Lesson plans reflect congruence with pacing schedule	2010-ongoing 2010-ongoing			

SCHOOL GOAL # 9. Fiscal Support

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.

Findings: APS Rating – Substantially- Some funding could be redirected to ensure the effective delivery of the Reading/Language Arts program

Student groups and grade levels to participate in this goal:

All K-6 students

Anticipated annual performance growth for each group:

2006-2007 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.

2007-2008 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.

2008-2009 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 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

Actions to be Taken to Reach This Goal⁵¹ Consider all appropriate dimensions	Start Date⁵² Completion Date	Proposed Expenditures⁵³	Estimated Cost
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	December 2006 ongoing May 2007, 2008, 2009 May 2007, 2008, 2009 May 2007-ongoing May 2008	Purchase supplemental materials To be determined after review	\$!,500 SIP

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:

2006-2007 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.

2007-2008 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.

2008-2009 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 towards this goal: <ul style="list-style-type: none"> • 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: <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 Goal⁵⁴ Consider all appropriate dimensions	Start Date⁵⁵ Completion Date	Proposed Expenditures⁵⁶	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	2010 2010 2010 2010	To be determined after review	

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

10.1 The school identifies specific strategies to improve communication and staff support for full implementation of the Single Plan for Student Achievement.

Findings: Hesitancy to fully implement the Single Plan may be an issue.

Student groups and grade levels to participate in this goal:

All staff member K-6

Anticipated annual performance growth for each group:

2006-2007 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.

2007-2008 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.

2008-2009 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 towards this goal:

- 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:

- Pre/post teacher focus group results

Actions to be Taken to Reach This Goal⁵⁷ Consider all appropriate dimensions	Start Date⁵⁸ Completion Date	Proposed Expenditures⁵⁹	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.	December 2006-ongoing 2006-2007 school year			

<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:</p> <p>All staff members K-6</p>	<p>Anticipated annual performance growth for each group:</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 Goal⁶⁰ Consider all appropriate dimensions	Start Date⁶¹ Completion Date	Proposed Expenditures⁶²	Estimated Cost	Funding Source
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.	December 2006-ongoing 2006-2007 school year	Purchase equipment	\$8,000	SIP

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:

2006-2007 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.

2007-2008 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

		<p>proficient rates school-wide.</p> <p><u>2008-2009</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.</p>		
<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 		
<p>Actions to be Taken to Reach This Goal⁶³ Consider all appropriate dimensions</p>	<p>Start Date⁶⁴ Completion Date</p>	<p>Proposed Expenditures⁶⁵</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>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</p>	<p>January 2007-ongoing February 2007-ongoing September 2007-ongoing</p>	<p>Rewards, awards</p>	<p>\$200</p>	<p>SIP</p>
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SCHOOL GOAL #10. Overcome challenges to full implementation of the Single Plan for Student Achievement

10.3 The school 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.

<p>Student groups and grade levels to participate in this goal: All K-6 students</p>	<p>Anticipated annual performance growth for each group:</p> <p><u>2006-2007</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.</p> <p><u>2007-2008</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.</p> <p><u>2008-2009</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.</p>
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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 Goal⁶⁶ Consider all appropriate dimensions	Start Date⁶⁷ Completion Date	Proposed Expenditures⁶⁸	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.	January 2007-ongoing	Staff	\$10,000	One time monies
10.3.2. Explore the option of varying the work schedule of the reading resource teacher.	March 2007			
10.3.3. Explore release time for teachers to assess students and collaborate.	March 2007-ongoing	Release time for teachers	\$1800	