

**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

**Name of Superintendent:** Larry Snelling  
**Name of Principal:** Chris Knoch  
**Lead Name:** Jeff Cook, SSC President  
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**Members of the School Site Council:**

Chris Knoch, Principal  
Kathi Conner, Parent & Secretary  
Linda Corr, 1<sup>st</sup> grade teacher and Vice President  
Stacey Bower, 5<sup>th</sup> grade teacher  
Cindy Coulter, Parent  
Debbie Mayer, Parent  
Stacey Gallion, Parent  
Jennifer Thompson, Parent  
Diane Maupin, Classified-Other  
Jeff Cook, Parent & President  
Theresa Tucker, 3<sup>rd</sup> grade teacher  
Michelle Corder, 3<sup>rd</sup> grade teacher

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

Chris Knoch  
Amy McKee  
Michelle Corder  
Stacey Bower  
Lisa Bernal  
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 279 students in Kindergarten through 6th grades. At Fall River Elementary School, parents play very important roles through their active participation and involvement in School Site Council, District English Language Advisory Committee, various annual events and special activities, and regular volunteering of their services in and out of the classrooms.

Fall River Elementary is served by 13 classroom teachers, 1.5 FTE special education teachers, two Title I teachers, 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, and Edusoft.*

Fall River Elementary School opened in 1932 and is in its 77<sup>th</sup> 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 November 2009

### APS –

- English/Language Arts and Mathematics curriculum is being fully implemented in all classrooms.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- Our intensive English Language Arts intervention program is fully implemented.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- Our Math boost program is implemented 4 days a week.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- Our instructional minutes for English/Language Arts, Mathematics and Intervention programs are meeting the recommended daily minutes.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- All of our teachers have been trained in SB 472 English/Language Arts and Mathematics.  
- 10/11 SY - \_\_\_\_\_; 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 - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- We have access to content experts for English/Language Arts and Mathematics.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- We do use a formalized collaboration model with agendas, minutes and summaries.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- We do have a grade-level pacing schedule in place for English/Language Arts or Mathematics.  
- 10/11 SY - \_\_\_\_\_; 11/12 SY \_\_\_\_\_
- Principal has attended AB75 principal's training  
- 10/11 SY - \_\_\_\_\_; 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:

<p><b>SCHOOL GOAL # 1. Instructional Program</b></p> <p><b>1.1 By Spring, 2010, increase the percent of students who score Proficient or Advanced on the STAR English Language Arts assessment to 56.8% in each grade level.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>2<sup>nd</sup> – 6<sup>th</sup> grade students</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Evidence provided in the form of walkthroughs, lesson plans, checklists, conference, district benchmark assessments, and CST results.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments</p>

<b>Actions to be Taken to Reach This Goal<sup>1</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>2</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>3</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
1.1.1 Implement all the components of the Houghton Mifflin adopted program with fidelity. 1.1.2 Provide RSP classroom with copies of all grade level themes	ongoing  ongoing when adoptions change			

<p><b>SCHOOL GOAL # 1. Instructional Program</b></p> <p><b>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.</b></p> <p><b>Findings: APS Rating – Fully – SRA/Reach is being implemented daily.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Students placed as “strategic” or “intensive” status – performing below grade level.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><b>2009-2010</b> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><b>2010/2011</b> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><b>2011/2012</b> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Review of Title I, RSP, and all class schedules.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments</p>

<b>Actions to be Taken to Reach This Goal<sup>4</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>5</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>6</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
1.2.1 Continued collaboration between Title I teachers and RSP teacher regarding intervention programs.	ongoing			Instructional Materials
1.2.2 RTI Program to continue implementation.	ongoing			
1.2.3 Continue implement the Reading Mastery (SRA) intervention program for K – 2 <sup>nd</sup> grades.	ongoing		\$3000	Restricted Lotteries
1.2.4 Paraprofessionals	ongoing		\$37,000/yr	
1.2.5 Title I Teacher	ongoing		\$71,000/yr	

<p><b>SCHOOL GOAL # 1. Instructional Program</b></p> <p><b>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.</b></p> <p><b>Findings: We want to maintain our continued growth and continue to meet our AYP targets.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><b>2009-2010</b> – 58% of all students and subgroups are Proficient or Advanced</p> <p><b>2010/2011</b> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><b>2011/2012</b> – 79% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Review our CST's annually and monitor the effectiveness of programs and assessments through teacher/staff/student feedback.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments</p>



<b>Actions to be Taken to Reach This Goal<sup>7</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>8</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>9</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
<ol style="list-style-type: none"> <li>1. <b>Accel Test</b> puts test taking in a similar format to standardized testing.</li> <li>2. <b>Accelerated Math</b> puts test taking in a similar format to standardize testing and format</li> <li>3. <b>Health</b> – Adequate rest, Good nutritious snacks = better health</li> <li>4. <b>Awards</b> – Awards given to students who meet academic goals.</li> <li>5. <b>Title I Teacher(s)</b> – Teacher works with lowest level of students in math.</li> <li>6. <b>Math Facts in a Flash</b></li> <li>7. <b>Paraprofessionals</b></li> </ol>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2 weeks before annual testing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Accel Test &amp; Accelerated Math software, ESP, Copy paper, scan cards, Magic Rub erasers, #2 pencils, printer ink, pocket folders, computer hardware i.e. server, hubs, switches, printers, scanners, etc.</p> <p>Principal's bulletin addressing test taking strategies</p> <p>Salary, benefits, &amp; substitutes</p> <p>Computers, software</p> <p>Salaries, benefits, substitutes</p>	<p>\$200/yr.</p> <p>\$1166.67/yr</p> <p>No cost</p> <p>\$250</p> <p>\$70,913.5/yr</p> <p>\$277.20/yr</p> <p>\$37,000/yr</p>	<p>Title 1</p> <p>EIA</p> <p>Block Grant</p> <p>Restricted</p> <p>Lotteries</p>

<p><b>SCHOOL GOAL # 1. Instructional Program</b></p> <p><b>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.</b></p> <p><b>Findings: Current AYP scores indicate that the SES and Hispanic students at our school are not meeting AYP requirements in English Language Arts.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Review our CST's annually and monitor the effectiveness of programs and assessments through teacher/staff/student feedback.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data, and district benchmark assessments</p>

<b>Actions to be Taken to Reach This Goal<sup>10</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>11</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>12</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
1. <b>Renaissance Learning Products, i.e. Accelerated Reader, STAR Reading, Grammar &amp; Spelling, Fluent Reader, English in a Flash</b> - puts test taking in a similiar format as standardized tests. Students are assessed immediately on reading comprehension.	Ongoing	Printers, library quizzes, book labels, book tape, computer hardware, copy paper, printer ink, Scanners, etc., software, ESP, trade books	\$2000/yr.	Title 1 Block Grant EIA
2. <b>Health</b> – Adequate rest, Good nutritious snacks = better health	2 weeks before annual testing	Principal’s bulletin addressing test taking strategies	\$50	Title I Block Grant EIA
3. <b>Teacher Training</b> – Teachers need additional training	Ongoing	Teacher & Staff Development	\$5000	Title I Block Grant EIA
4. <b>Reading Specialist/Title I Teacher</b> – Works with K-3 students to bring reading skills up to grade level and works with 4 <sup>th</sup> -6 <sup>th</sup> grade students in REACH and 5 <sup>th</sup> grade ELA to avoid combination classes.	Ongoing	Teacher Salary, benefits, substitutes, Reading materials	\$71,000	Title I Block Grant EIA
5. <b>Awards</b> – Awards given to students who meet academic goals.	Ongoing		\$250	
6. <b>REACH/Reading Mastery</b> – Reading Intervention Programs	Ongoing	Consumable workbooks, paper, pencils, Tch materials	\$3000	Title I Block Grant EIA
7. <b>Paraprofessional</b> – Additional small group reading time	Ongoing	Salaries	\$37,000	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 08-09 school year, our school had 203 referrals, 85 days of suspension and 117 bus tickets. In 08-09 school year, FRE's Regular Ed.'s attendance was 94.16%.**

**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;  
Reduce suspensions from 85 days to 50 days;  
Reduce bus tickets from 117 to 90  
Increase student attendance by ½%.

**2010/2011** – Reduce the incidents of misbehavior from 180 referrals to 160;  
Reduce suspensions from 50 days to 30 days;  
Reduce bus tickets from 90 to 70  
Increase student attendance by ½%.

**2011/2012** - Reduce the incidents of misbehavior from 160 referrals to 140;  
Reduce suspensions from 30 days to 25 days;  
Reduce bus tickets from 70 to 60  
Increase student attendance by ½%.

<b>Means of evaluating progress toward this goal:</b> <ul style="list-style-type: none"> <li>• Review student behavior with teachers, bus drivers and support staff.</li> <li>• Track number of referrals, bus tickets and suspensions.</li> <li>• Review attendance reports</li> </ul>		<b>Group data to be collected to measure academic gains:</b> Charting of referrals, bus tickets and suspensions. Reviewing attendance reports.		
<b>Actions to be Taken to Reach This Goal<sup>13</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>14</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>15</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
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
Attendance incentives.	Ongoing	\$100	\$100	BFREF Driscoll's

**SCHOOL GOAL # 1. Instructional Program**

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

**Findings: Spring 2008 5<sup>th</sup> grade physical fitness testing results: Spring 2009 5<sup>th</sup> grade physical fitness testing results:**

	% In HFZ	% Not in HFZ		% In HFZ	% Not in HFZ
Aerobic Capacity	75.0%	25.0%	Aerobic Capacity	75.0%	25.0%
Body Composition	86.4%	13.6%	Body Composition	81.8%	18.2%
Abdominal Strength	88.6%	11.4%	Abdominal Strength	97.7%	2.3%
Trunk Extension Strength	93.2%	6.8%	Trunk Extension Strength	100%	0%
Upper Body Strength	81.8%	18.2%	Upper Body Strength	65.9%	34.1%
Flexibility	93.2%	6.8%	Flexibility	88.6%	11.4%

**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%; Body Composition increase % in HFZ by 3%; Abdominal Strength increase % in HFZ by 2; Trunk Extension Strength increase % in HFZ by 5%; Upper Body Strength increase % in HFZ by 4%; Flexibility increase % in HFZ by 4%

**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 5%; 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 5%; Upper Body Strength increase % in HFZ by 4%; Flexibility increase % in HFZ by 4%

<b>Means of evaluating progress toward this goal:</b> <ul style="list-style-type: none"> <li>• Annual state physical fitness exams.</li> <li>• Parent volunteer school wide assessments.</li> </ul>		<b>Group data to be collected to measure academic gains:</b> Performance scores on physical fitness tests.		
<b>Actions to be Taken to Reach This Goal<sup>16</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>17</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>18</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
Physical fitness instruction & assessments will be aligned with state frameworks.  SPARK Program  Encourage Healthy Eating	Ongoing			Block Grant  BFREF Driscoll's

<p><b>SCHOOL GOAL # 2. Instructional Time</b></p> <p><b>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.</b></p> <p><b>Findings: APS Rating – Fully –The classrooms have the appropriate time allocations for students in the adopted reading/language arts “core” program.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students in all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Review of school wide and classroom schedules.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>



<b>Actions to be Taken to Reach This Goal<sup>19</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>20</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>21</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
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			

<p><b>SCHOOL GOAL # 2. Instructional Time</b></p> <p><b>2.2 School provides the following additional time for reading/language arts students taking the intervention reading program.</b></p> <p><b>Findings: APS Rating – Fully – 100% of the classrooms have the appropriate time allocations for students taking the intervention reading program.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>Students receiving Reading/Language Arts intervention programs.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Review of K – 2 grade classroom schedules.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>22</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>23</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>24</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.2.1 Continue intervention for K – 2 grades for full year.  2.2.2 Ensure intervention time for all grade levels K-2.	Ongoing  Ongoing			

<p><b>SCHOOL GOAL # 2. Instructional Time</b></p> <p><b>2.3 School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions.</b></p> <p><b>Findings: APS Rating – Fully – The classrooms have the appropriate time allocations for students in mathematics.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u><b>2009-2010</b></u> – 58% of all students and subgroups are Proficient or Advanced</p> <p><u><b>2010/2011</b></u> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><u><b>2011/2012</b></u> – 79.0% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Review of classroom schedules.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>25</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>26</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>27</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.3.1. Maintain schedules and revise as needed to ensure daily minutes being met.	ongoing			

<p><b>SCHOOL GOAL # 2. Instructional Time</b></p> <p><b>2.4 School provides the following additional time for mathematics students needing intervention.</b></p> <p><b>Findings: APS Rating –Fully – 100% of the classrooms have the appropriate time allocations for students who need additional instruction and practice in mathematics.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 58% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 79.0% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Review of classroom schedules.</li> <li>• Research intervention programs for Kindergarten</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>28</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>29</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>30</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
2.4.1 All teachers evaluate time of intervention programs and implement 15 minutes per day.	ongoing			

<p><b>SCHOOL GOAL # 4. Credentialed Teachers and Professional Development Opportunity</b></p> <p><b>4.2 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.</b></p> <p><b>Findings: APS Rating – Substantially – Most of the school's teachers have completed the AB 466 (SB 472, Pending) training in reading/language arts.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Registration of teachers and attendance verification.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>



<b>Actions to be Taken to Reach This Goal<sup>31</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>32</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>33</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
4.2.1 Investigate AB 472 training available during 2010-2011 school year. 4.2.2 Register teachers for training.	January 2011  January 2011	\$12,750.00	\$850/teacher	Title I  Title II Part A

<p><b>SCHOOL GOAL # 4. Credentialed Teachers and Professional Development Opportunity</b></p> <p><b>4.3 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.</b></p> <p><b>Findings: APS Rating – Fully – All of the school's teachers have completed the AB 466 (SB 472, Pending) training in mathematics.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></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><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Registration of teachers and attendance verification.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>34</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>35</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>36</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
4.3.1 Any new teachers confirm they receive training	Ongoing	\$850/teacher	\$850/teacher	Title I  Title II Part A  AB 472

**SCHOOL GOAL # 5. Student Achievement Monitoring System**

**5.1 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.**

<p><b>Student groups and grade levels to participate in this goal:</b> All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b> <u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced <u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced <u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"><li>• Minutes taken during collaborative grade level meetings.</li><li>• Summaries of curriculum-embedded assessment data and proposed strategies to re-teach “strategic” and “intensive” students.</li></ul>	<p><b>Group data to be collected to measure academic gains:</b> CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>37</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>38</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>39</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
5.1.1 All teachers collaborate every 6-8 weeks to review student curriculum-embedded assessment data to determine student progress and modify instruction.	ongoing	Sub pay for grade level collaboration time every 6-8 weeks	\$95/day	Title II Part A  Title I

**SCHOOL GOAL # 6. Ongoing Instructional Assistance and Support for Teachers**

**6.1 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.

<b>Actions to be Taken to Reach This Goal<sup>40</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>41</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>42</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
6.1.1 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
6.1.2 Explore cognitive coaching training for more qualified onsite reading coaching.	ongoing	Cognitive coaching training (cognitivecoaching.com)	\$15,000+	Title I
6.1.3 Offer school wide opportunity for teachers to observe peers on an as need basis.	ongoing			

<p><b>SCHOOL GOAL # 6. Ongoing Instructional Assistance and Support for Teachers</b></p> <p><b>6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.</b></p> <p><b>Findings: APS Rating – Partially – The school/district provides limited instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></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><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Log of classroom observations and coaching tips</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>



<b>Actions to be Taken to Reach This Goal<sup>43</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>44</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>45</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
6.2.1 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
6.2.2 Explore cognitive coaching training for more qualified onsite reading coaching.	ongoing	Cognitive coaching training (cognitivecoaching.com)	\$15,000+	Title I
6.2.3 Offer school wide opportunity for teachers to observe peers on an as need basis.	ongoing			

<p><b>SCHOOL GOAL # 7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b></p> <p><b>7.1 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]).</b></p> <p><b>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.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Agenda, minutes and summary of collaborative grade-level meeting (e.g., review of assessment data, pacing guide).</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>46</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>47</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>48</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
7.1.1 Continue with formalized collaboration time in reading/language arts.	Ongoing			

<p><b>SCHOOL GOAL # 7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b></p> <p><b>7.2 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]).</b></p> <p><b>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.</b></p>				
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>		<p><b>Anticipated annual performance growth for each group:</b></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><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>Agenda, minutes and summary of collaborative grade-level meeting (e.g., review of assessment data, pacing guide)</li> </ul>		<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>		
<p><b>Actions to be Taken to Reach This Goal<sup>49</sup></b></p> <p>Consider all appropriate dimensions</p>	<p><b>Start Date<sup>50</sup></b></p>	<p><b>Proposed Expenditures<sup>51</sup></b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>

	<b>Completion Date</b>			
7.2.1. Continue formalize collaboration time in mathematics.	Ongoing			

<p><b>SCHOOL GOAL # 8. Lesson Pacing Schedule</b></p> <p><b>8.1 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.</b></p> <p><b>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.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></p> <p><u>2009-2010</u> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><u>2010/2011</u> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><u>2011/2012</u> – 78.4% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Documented pacing schedules by grade level for Houghton Mifflin English Language Arts curriculum (K-5) and Prentice Hall curriculum (6<sup>th</sup> grade) by month for the academic school year.</li> <li>• Walkthroughs, checklists, lesson plans and verbal confirmation.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>

<b>Actions to be Taken to Reach This Goal<sup>52</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>53</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>54</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
8.1.1 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.			
8.1.2 Implement school wide pacing schedule for reading/language arts.	Ongoing to update annually.			

<p><b>SCHOOL GOAL # 8. Lesson Pacing Schedule</b></p> <p><b>8.2 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.</b></p> <p><b>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.</b></p>	
<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b>Anticipated annual performance growth for each group:</b></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><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Walkthroughs, checklists, lesson plans and verbal confirmation.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>



<b>Actions to be Taken to Reach This Goal<sup>55</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>56</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>57</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
8.2.1 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			
8.2.2 Implement school wide pacing schedule for mathematics.	Ongoing – update annually			

**SCHOOL GOAL # 10. Overcoming Challenges to Program Implementation**

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

**Findings: Due to the fact that there are new hires, our paraprofessional program needs revision for better service delivery in ELA and math.**

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b><u>ENGLISH-LANGUAGE ARTS</u></b></p> <p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 78.4% of all students and subgroups are Proficient or Advanced</p>	<p><b><u>MATHEMATICS</u></b></p> <p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 58% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 79.0% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Teacher input (verbal and written feedback).</li> <li>• Facilitator feedback.</li> <li>• Formalized paraprofessional feedback form.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>	

<b>Actions to be Taken to Reach This Goal<sup>58</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>59</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>60</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
10.1.1 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 # 10. Overcoming Challenges to Program Implementation**

**10.2 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.**

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b><u>ENGLISH-LANGUAGE ARTS</u></b></p> <p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 78.4% of all students and subgroups are Proficient or Advanced</p>	<p><b><u>MATHEMATICS</u></b></p> <p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 58% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 79.0% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Feedback forms with after-school program.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>	

<b>Actions to be Taken to Reach This Goal<sup>61</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>62</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>63</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
10.2.1 Collaborate with after-school program to target completion of homework and other academic need areas.	Ongoing			

**SCHOOL GOAL # 10. Overcoming Challenges to Program Implementation**

**10.3 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.**

<p><b>Student groups and grade levels to participate in this goal:</b></p> <p>All students at all grade levels.</p>	<p><b><u>ENGLISH-LANGUAGE ARTS</u></b></p> <p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 56.8% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 67.6% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 78.4% of all students and subgroups are Proficient or Advanced</p>	<p><b><u>MATHEMATICS</u></b></p> <p><b>Anticipated annual performance growth for each group:</b></p> <p><b><u>2009-2010</u></b> – 58% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2010/2011</u></b> – 68.5% of all students and subgroups are Proficient or Advanced</p> <p><b><u>2011/2012</u></b> – 79.0% of all students and subgroups are Proficient or Advanced</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ul style="list-style-type: none"> <li>• Feedback forms with after-school program.</li> <li>• After-school program agenda.</li> <li>• Staff walkthroughs.</li> </ul>	<p><b>Group data to be collected to measure academic gains:</b></p> <p>CST, curriculum-embedded assessments, teacher made assessment data disaggregated by subgroups.</p>	

<b>Actions to be Taken to Reach This Goal<sup>64</sup></b> <b>Consider all appropriate dimensions</b>	<b>Start Date<sup>65</sup></b> <b>Completion</b> <b>Date</b>	<b>Proposed Expenditures<sup>66</sup></b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>
10.3.1 Collaborate with after-school program to provide enrichment programs in areas of social studies, science, art and music.	Ongoing			