

2009-10
SINGLE PLAN FOR STUDENT ACHIEVEMENT



Browning Road Elementary School
McFarland Unified District



The District Governing Board
approved this revision of the School
Plan on:

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Browning Road Elementary 2009-10
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
Goal 1: To increase the number of EL students to the Proficient and Advance performance band in ELA.			
1.1 Ensure consistency of material and essential standard are covered throughout all grade levels	8/2/2009	9/30/2010	\$24,350
1.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies	1/5/2010	1/5/2010	\$27,618
1.3 Supplement the regular classroom with additional services to students during and after school	6/13/2010	7/16/2010	\$18,004
1.4 Use and availability of varied technology in the classrooms and afterschool programs	8/16/2009	1/31/2011	\$39,286
1.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum	8/16/2009	1/31/2011	\$41,910
1.6 Opportunity for staff input and parent involvement in school committees	8/16/2009	1/31/2011	\$240
1.7 Recogniton of student achievements and keeping parents informed	8/16/2009	1/31/2011	\$3,758
1.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom	8/16/2009	6/30/2011	\$0
Goal 2: To decrease the number of students in the Below and Far Below performance band in ELA.			
2.1 Ensure consistency of material and essential standard are covered throughout all grade levels	1/6/2010	1/6/2010	\$0
2.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies	1/6/2010	1/6/2010	\$0
2.3 Supplement the regular classroom with additional services to students during and after school	1/6/2010	1/6/2010	\$30,656
2.4 Use and availability of varied technology in the classrooms and afterschool	8/16/2009	1/31/2011	\$0
2.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum	1/6/2010	1/6/2010	\$0
2.6 Opportunity for staff input and parent involvement in school committees	1/6/2010	1/6/2010	\$0
2.7 Recogniton of student achievements and keeping parents informed	1/6/2010	1/6/2010	\$0
2.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom	1/6/2010	1/6/2010	\$0
Mathematics			
Goal 3: Increase the number of EL students in the Proficient and Advance performance band in Math.			
3.1 Ensure consistency of material and essential standards are covered throughout all grade levels	1/6/2010	1/6/2010	\$0
3.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies	1/6/2010	1/6/2010	\$11,550
3.3 Supplement the regular classroom with additional services to students during and after school	1/6/2010	1/6/2010	\$0
3.4 Use and availability of varied technology in the classrooms and afterschool programs	1/6/2010	1/6/2010	\$0

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3.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum	1/6/2010	1/6/2010	\$0
3.6 Opportunity for staff input and parent involvement in school committees	1/6/2010	1/6/2010	\$0
3.7 Recognition of student achievements and keeping parents informed	1/6/2010	1/6/2010	\$0
3.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom	1/6/2010	1/6/2010	\$0
Goal 4: To decrease the number of students in the Below and Far Below performance band in Math.			
4.1 Ensure consistency of material and essential standards are covered throughout all grade levels	1/6/2010	1/6/2010	\$0
4.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies	1/6/2010	1/6/2010	\$0
4.3 Supplement the regular classroom with additional services to students during and after school	1/6/2010	1/6/2010	\$10,108
4.4 Use and availability of varied technology in the classrooms and afterschool programs	1/6/2010	1/6/2010	\$0
4.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum	1/6/2010	1/6/2010	\$0
4.6 Opportunity for staff input and parent involvement in school committees	1/6/2010	1/6/2010	\$0
4.7 Recognition of student achievements and keeping parents informed	1/6/2010	1/6/2010	\$0
4.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom	1/6/2010	1/6/2010	\$0
English Language Development			
Goal 5: To show improvement in at least one performance band on the CELDT, CST ELA, and CST Math.			
5.1 Ensure consistency of material and essential standards are covered throughout all grade levels	8/16/2009	1/31/2011	\$0
5.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies	8/16/2009	1/31/2011	\$6,900
5.3 Supplement the regular classroom with additional services to students during and after school	8/16/2009	1/31/2011	\$150
5.4 Use and availability of varied technology in the classrooms and afterschool programs	1/6/2010	1/6/2010	\$0
5.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum	8/16/2009	1/31/2011	\$0
5.6 Opportunity for staff input and parent involvement in school committees	8/16/2009	1/31/2011	\$0
5.7 Recognition of student achievements and keeping parents informed	1/6/2010	1/6/2010	\$0
5.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom	1/6/2010	1/6/2010	\$0
Total Annual Expenditures for Current Site Plan: \$214,530.00			

Goals

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:

Goal Area : English-Language Arts

Goal Title : Goal 1: To increase the number of EL students to the Proficient and Advance performance band in ELA.

By the end of the 2009-10 school year, according to the CST scores, 10% of the English Learners in grades 2nd - 5th, which is equivalent to 52 student schoolwide, will have improved at least one performance band from Basic to Proficient in English Language Arts, while keeping the Proficient students proficient and meeting safe harbor for the AYP target.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓		✓	✓	✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

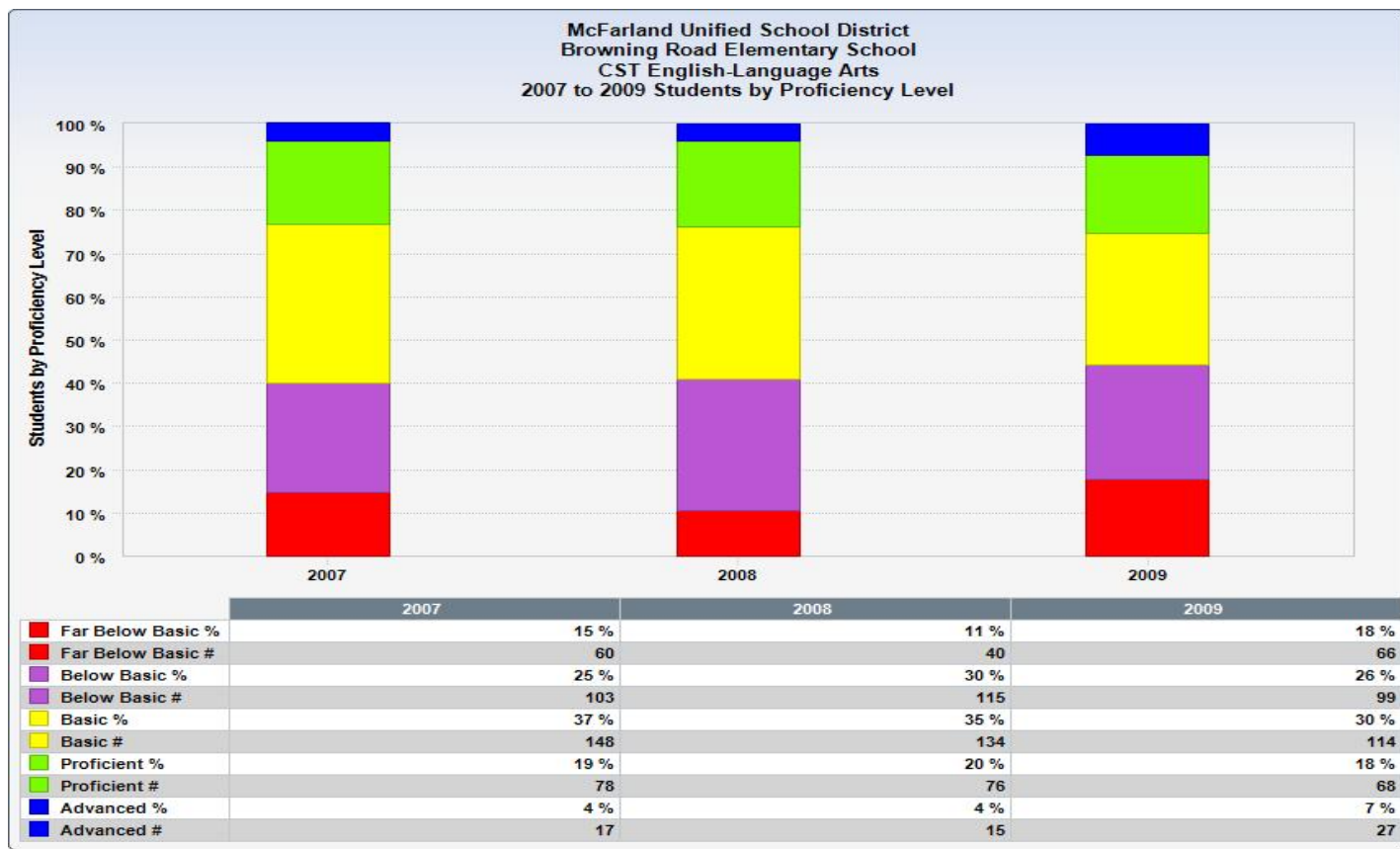
What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

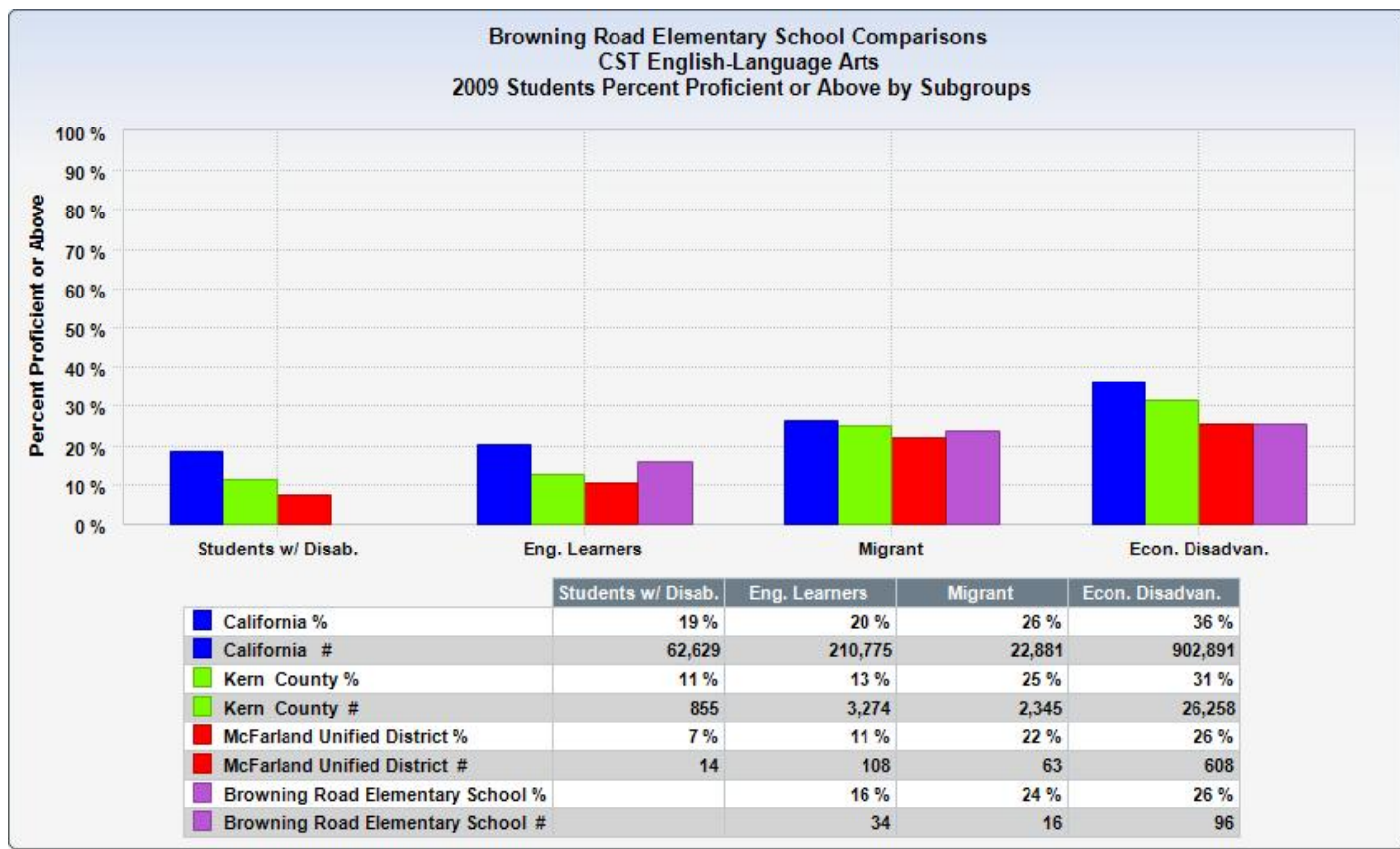
All Browning Road 2nd - 5th grade students who are identified as English Learners and are Basic in ELA, according to the 2009 Spring CST scores.

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What is the expected growth?

Ten percent of the identified English Learners will grow one performance band from Basic to Proficient in ELA.



What data will be collected to measure student achievement?

English Learner students enrolled in 2nd - 5th grade, who were Basic in ELA on the CST from the previous year's CST test and have been identified by staff as their target students will be the group of students whose data will be collected to measure our annual goal.

What process will you use to monitor and evaluate the data?

The California Standards Tests, the local/district benchmark assessments and grade level curriculum assessment results will be used to evaluate progress toward our goal.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: 1.1 Ensure consistency of material and essential standard are covered throughout all grade levels

Means of Achievement: Alignment of instruction with content standards

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Tasks :

1. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the ELA power standards, locate them within the curriculum, and pace them throughout the year. Each standard will be taught to ensure that student have better success on the benchmarks in Language Arts. At the end of the year, students will be offered incentives and awards-certificates and trophies-for Perfect Attendance and Principal's Honor Roll.
2. Grade level representatives from 1st - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Language Arts, according to the pacing calendar.
3. An afterschool district sponsored Language Arts program, aligned with a standards based curriculum, was offered to all students who were identified as having achieved on the Basic performance band on the CST to provide them with additional support outside of the classroom to increase their deficiencies in Language Arts.
4. The Leadership team, who is comprised of the grade level chairs, collaborates with the Principal toward the goal of increased student achievement. They are the facilitators of their grade levels Professional Learning Communities, where student data is shared and analyzed. They plan, share and discuss common strategies they use in their classrooms, and ensure grade levels standards are sufficiently taught to improve student achievement.
5. As an incentive to encourage independent reading and taking regular quizzes, students who reach a pre-set amount of points, can participate in the Reading Counts store to purchase rewards using their points.
6. This year, to encourage and motivate students to do their best on the CST, rewards, incentives and activities will be planned on the month of the testing window to establish the best testing and motivational conitions to promote student achievement on the CST.

Measures :

1. A continued growth from one benchmark assessments to the another in English Language Arts, that were developed to measure growth in standards identified as the most heavily weighted on the CST, in each grade level and a 10% growth of students moving from the Basic Proficiency band to the Proficient band in ELA.
2. Pre- and post-assessments of the effectiveness of the afterschool program.
3. Sign in sheets of teacher grade level collaboration, along with collaboration worksheets completed by each grade level.

People Assigned :

Site level Reading Coaches from both elementary schools, district level coaches, and grade level representatives from Kinder - 5th grades from both elementary sites.

Start Date : 8/2/2009

Completion Date : 9/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Cost of subs as teachers worked on Pacing guides.	\$1,320
Economic Impact Aid: Limited English Proficiency (LEP)	Cost of subs as teachers work on Benchmark assessments	\$1,830
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	End of year recogniton awards & trophies for students	\$5,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Leadership Team stipend: 1500 X 6 teachers	\$9,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Reading Counts incentives	\$3,500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Incentives to motivate and encourage students to do their best for CST testing	\$3,700

Action Title: 1.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Implement district adopted state standards-based curriculum in ELA.
2. Supplement the core ELA curriculum that is part of the adopted curriculum, in addition to other standards-based curriculum--ie. web-based programs, Standards Plus-- and contracting out for duplication of supplemental material-- Otter Creek Family Facts--as agreed to by staff.
3. Purchase of classroom material and supplies needed by staff and students to implement curriculum, effectively. Maintaining copy machines in good repair at all times, throughout the year.
4. Purchase of the afterschool standards-based curriculum and cost of staff training of new curriculum, to match the academic needs of the targeted Basic students in ELA.
5. Teachers are encouraged to identify student engagement strategies in their lesson and discuss their effectiveness during their Professional Learning Community collaboration, and make modifications throughout the need, to ensure all students are engaged in the learning process, while committing themselves to specific strategies that they will be using in their grade level to improve student achievement.
6. Teachers will have access to the copy machines and collator to make and/or reproduce additional supplemental materials to help facilitate teaching and mastering the standards to improve student achievement. Maintenance of the computers will be maintained so staff will have access to duplication of their materials and resources for classroom use. The office will maintain sufficient supplies for teacher use, such as laminating film, ink for the copy machines, and any other supplies teachers use to make or reproduce their materials.

Measures :

1. Increased test scores on the local assessments and the CST in ELA.
2. Copy of collaboration forms and sign-in sheets of PLC meetings.

People Assigned :

1. Site administrator, Academic coach, teachers, and district personnel.

Start Date : 1/5/2010

Completion Date : 1/5/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Cost of supplemental curriculum: 515 students X \$10	\$5,150
Economic Impact Aid: Limited English Proficiency (LEP)	Cost of supplemental curriculum: 515 students X \$20	\$10,300
Lottery: Unrestricted	Teacher's portion of the lottery: restricted and unrestricted	\$12,168

Action Title: 1.3 Supplement the regular classroom with additional services to students during and after school

Means of Achievement: Extended learning time

Tasks :

1. Migrant has extended day programs for the migrant population throughout the year.
2. District sponsored an extended day program for the Basic students, which 67% were EL students.
3. Both Migrant and the district offer a Summer School Program for students who are educationally disadvantaged.
4. District offers Supplemental Educational Services to all eligible students in the area of ELA for the basic students, if space permits after all students in the Below and Far Below performance bands have been given the opportunity to apply and get accepted.

Measures :

1. Pre-and post-assessments of the programs to demonstrates growth and students attendance records.

People Assigned :

The Migrant Coordinator, Summer school principals, and district coordinator.

Start Date : 6/13/2010

Completion Date : 7/16/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Afterschool LEXIA: 9 staff X 13 days X 38.47 X 2 hours	\$9,002
Economic Impact Aid: Limited English Proficiency (LEP)	Afterschool LEXIA: 9 staff X 13 days X 38.47 X 2 hours	\$9,002

Action Title: 1.4 Use and availability of varied technology in the classrooms and afterschool programs

Means of Achievement: Increased educational opportunity

Tasks :

1. Staff have access to student data--CST, CELDT, Benchmark assessment results, teacher generated assessments, test bank items--through EduSoft, a web-based data reporting program.
2. Through Infinite Campus, staff can generate grades for report cards, develop their lesson plans, record grades in the gradebook, generate seating charts, and have immediate access to student information in their classrooms.
3. All classrooms will be receiving an ELMO for classroom use, and will be trained on how to use them effectively in the classrooms.
4. In addition, staff and students also have access to web-based programs like, but not limited to, Reading Counts, SRI Reading assessments, for their use in the classroom or afterschool programs.
5. The Reading Counts program is widely used throughout the school to encourage independent student reading to help improve student achievement. Through the library, books and quizzes can be purchased to increase the availability of a variety of titles. Each book is appropriately identified by level with a colored sticker and is included into the inventory system in the library computer.
6. There is a school site technology technician who is available to provide support to school staff in the use of and operation of computer systems and other technology.
7. The cafeteria sound system will be upgraded in order to provide a better sound system for staff trainings, staff meetings, parent meetings, and student assemblies. Additionally, the mobile sound system will also be upgraded in order to provide a better sound system for outdoor events like the Spring Festival, Track and Field Day, and/or other outdoor student incentive activities, trainings and/or educational events for staff, students and/or parents.

Measures :

1. Staff is able to immediately evaluate and analysis student data through reports generated in EduSoft.
2. Staff can produce grades and GPA through Infifnite Campus and see student progress.
3. Students are reading independently more, according to Reading Counts generated points.

People Assigned :

1. Teachers, Reading coach and site administrator, librarian and site technology technician.

Start Date : 8/16/2009

Completion Date : 1/31/2011

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Cost of EduSoft for the year	\$4,778
Discretionary Block Grant – School Site	ELMO's for every classroom: \$670 X 29 classes	\$19,500
Discretionary Block Grant – School Site	Upgrade mobile sound system	\$9,663
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Upgrade cafeteria sound system	\$4,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Upgrade mobile sound system	\$337
School and Library Improvement Block Grant	To purchase books, exams, supplies for Reading First activities	\$1,008

Action Title: 1.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum

Means of Achievement: Staff development and professional collaboration

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Tasks :

1. Thinking Map training will be made available to staff not yet trained during the school day. A refresher training to be set up, through the district office, in accordance with the Title III Action Plan.
2. ELPD training will be offered to staff not trained on the most updated ELD strategies, in accordance with the district office Title III Action Plan. The school district will offer the training on Friday evenings and Saturdays. The county office also offers a training twice a year county-wide. Staff will have several opportunities to attend a training.
3. FabVocab refresher training will be provided to all staff, in accordance with the district office Title III Action Plan.
4. A 5-part training on Response to Intervention will be provided through Kern County Superintendent of Schools to select staff in grades K-3rd grades. Additionally, paraprofessionals will also be trained in FabVocab strategies.
5. Quality Education Services will provide additional support and training on data analysis for 2nd - 5th grade staff. In addition, QES will also provide a refresher on Student Engagement Strategies and Checking for Understanding to the whole staff.
6. Teachers will be provided release time to analyze CST, benchmark and RtI data; and to observe other teachers within the district or outside the district.
7. A curriculum committee will be established so that standards-based lessons are organized and available as resources for staff members to use within their curriculum, teachers will either be given release time during the school day or given additional pay to come in during the summer break to work on it.
8. Standards-based online resources and/or web-based resources will be purchased and used by teachers within their lessons to improve student success on the state standards.
9. Staff may request or be requested to attend trainings on classroom strategies or other effective research-based trainings--differentiated instruction, discipline, engagement strategies, etc.--to help improve student achievement and instructional delivery.
10. Staff will be trained on any new additional resources that is introduced to the site to supplement existing curriculum during and/or after school--ie. ELMO training for the whole staff.
11. The site technology technician will assist and/or provide training on the computer based program already in existence or that will be purchased for the school or classroom for use in the regular school program and/or the afterschool program.
12. Staff meet regularly, either on their own afterschool, or during the Early Release Wednesdays for grade level planning, collaboration and data analysis.

Measures :

1. Sign in sheets will be provided at each training and meeting to ensure all staff be credited for their participation and/or attendance, locally or county level.
2. A sign in sheet will be available for data analysis, and record of number of substitutes who will release teachers for observation of other teachers.
3. Purchase of supplemental curriculum or web-based resources for teacher use.
4. Copy of training agenda.

People Assigned :

Site administrator, Reading Coach, and staff.

Start Date : 8/16/2009

Completion Date : 1/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Quality Education Investment Act	RtI Training for 7 staff members	\$1,335
Quality Education Investment Act	Safe School Trainings for 3 staff members	\$490
Quality Education Investment Act	Student Assistance Team Training for 2 staff	\$160
Quality Education Investment Act	Classroom strategies training: Dr. Anita Archer for 5 staff members	\$1,135
Quality Education Investment Act	English Learners Professional Development for 12 staff members	\$18,000

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Funding Resources	Related Expenditures	Estimated Cost
Quality Education Investment Act	Release time for teachers (27) for data analysis X 3/per year	\$8,910
Quality Education Investment Act	Release time for data chats 27 staff X 3 days X 3/per year	\$8,910
Quality Education Investment Act	Release time for teachers for classroom observations 27 staff X 1 day	\$2,970

Action Title: 1.6 Opportunity for staff input and parent involvement in school committees

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and or the Migrant Parent Advisory Council (MPAC).
2. Staff are involved through the Leadership Team, as a staff to give input on the SPSA, on the SSC, on the ELAC, and during staff meetings on some site decisions.
3. Staff also have input through their grade level planning, AKA Professional Learning Communities.
4. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the English Language Arts power standards and locate them within the curriculum and pace them throughout the year so that each standard will be taught to ensure that student have better success on the benchmarks in Language Arts.
5. Grade level representatives from 1st - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Language Arts, according to the pacing calendar.

Measures :

1. Sign in sheets are used to validate attendance of all parents.
2. Sign in sheets are used to validate staff attendance at meetings.

People Assigned :

Site administrator, grade level chairs, ELAC coordinator, SSC President and Migrant coordinator.

Start Date : 8/16/2009

Completion Date : 1/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Cost for ELAC refreshments for parent attendees: 6 mtgs X \$40	\$240

Action Title: 1.7 Recogniton of student achievements and keeping parents informed

Means of Achievement: Auxilliary services for students and parents

Tasks :

1. Students are recognized each quarter at quarterly awards assembly, they are recognized for their academic achievement, perfect attendance, citizenship and for Student of the Month.
2. Parents are also provided with a student handbook at the beginning of the year with all school site information, activities, policies, and school rules, which is contracted out for duplication each year.
3. Parents are also kept informed by either newsletters and regular notices to inform them of any special events, invitations, announcements; through the marquee; by mail, internet and by phone calls.
4. Fall parent conferences are conducted for all parents, at all grade levels.

Measures :

1. Awards assembly each quarter.
2. Updated student handbook and copies of all notices passed out to parents.

People Assigned :

Site administrator, school counselor, office staff and teaching staff

Start Date : 8/16/2009

Completion Date : 1/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Targeted Instructional Improvement Block Grant	Cost of awards certificates and trophies and refreshments: 400 students X \$5	\$2,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Cost of student handbook, contracted out for duplication	\$1,758

Action Title: 1.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Site administrator, site coach, other staff members, district staff and administrators will make routinely walk through the classroom looking for engagement strategies, checking for understanding and direct instruction in the classrooms.
2. Site administrator also monitors, and does walkthroughs of the afterschool programs and during grade level Professional Learning Communities.
3. Three quarters out of the year, the site administrator, with the support of the QES consultant, meets with all grade levels to analyze their benchmark data, identify the next essential standards they have to prepare for the next benchmark, and review the standards they struggled with and how they are going to address the areas of student needs.
4. The site administrator also meets with individual staff members to review their data, discuss their challenges, talk about possible solutions, and review the D's and F's list for that quarter. We also discuss how their focus students are doing, while ensuring proficient stay proficient, and also keep their eyes on the most struggling students for additional support in an afterschool program.
5. Site administrator monitors and reviews each student report card through Infinite Campus each quarter.

Measures :

1. Staff will be provided with feedback from district staff and administrators by way of a survey indicating the percentage of teachers having been seen doing one of the following activities state above.
2. Sign in sheets for each meeting with site administrator for data analysis or "data chats".
3. Administrator reviews and provides feedback to all staff on report card findings.

People Assigned :

Site administrator, district administrator, district staff, reading coach.

Start Date : 8/16/2009

Completion Date : 6/30/2011

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Goal Area : Mathematics

Goal Title : Goal 3: Increase the number of EL students in the Proficient and Advance performance band in Math.

By the end of the 2009-10 school year, 48% of all students in grades 2nd-5th, 193 students out of 396 students, and 113 EL students out 232 students, will have improved at least one performance band from Basic to Proficient in Mathematics, while keeping the proficient students proficient and meeting safe harbor for the AYP target.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓		✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

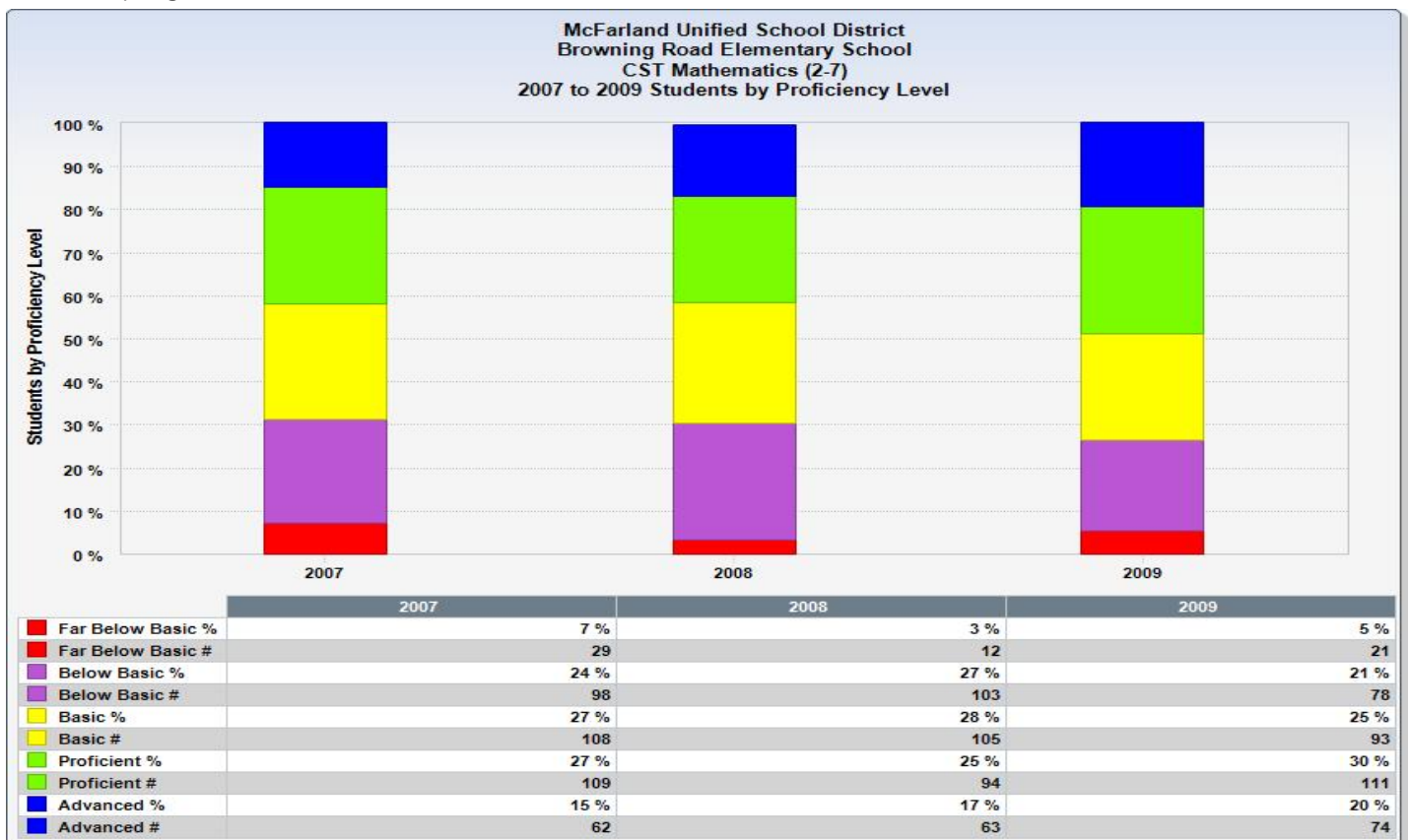
How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

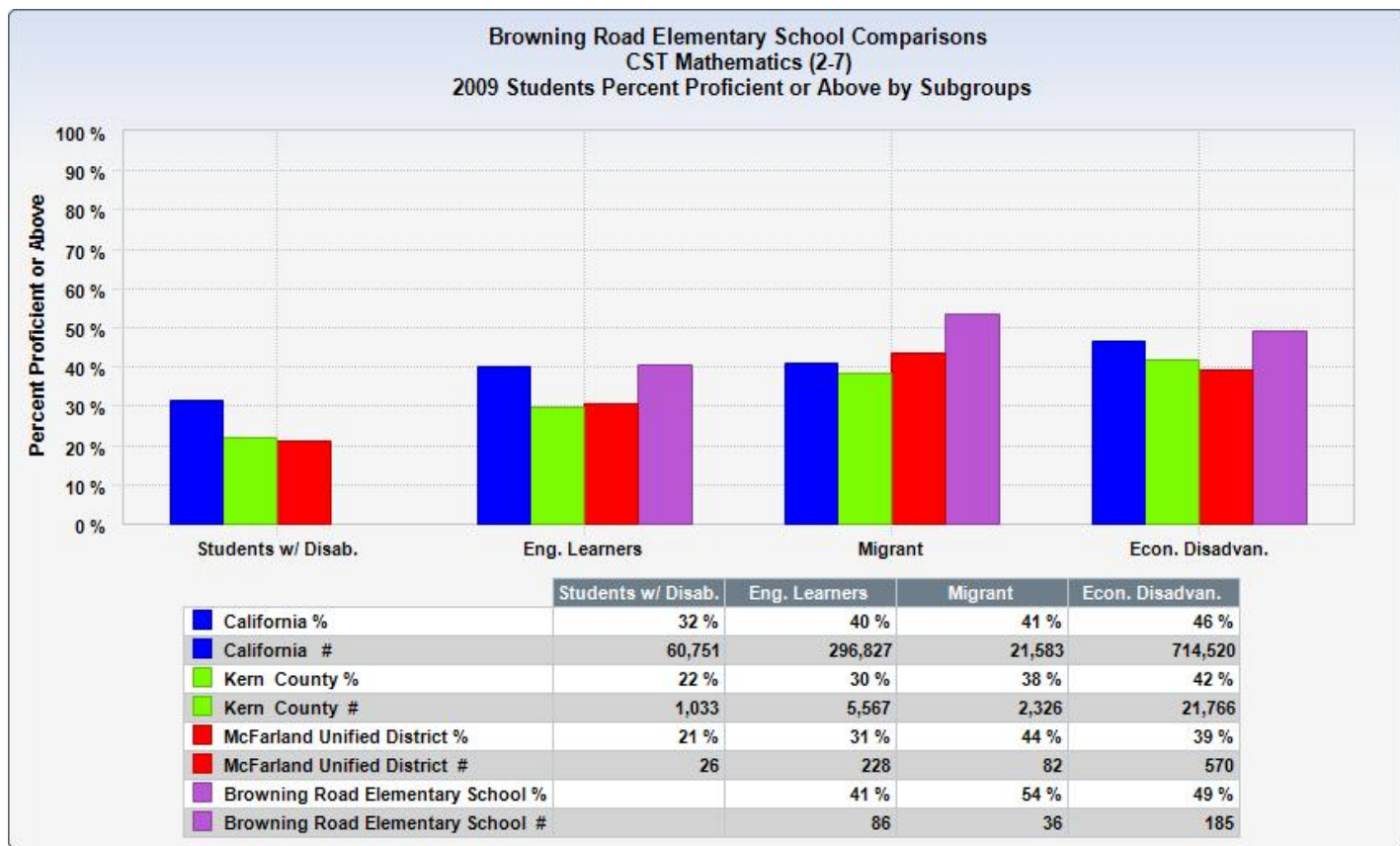
All Browning Road 2nd - 5th grade students who are identified as English Learners and are Basic in Math, according to the 2009 Spring CST scores.



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What is the expected growth?

Ten percent of the identified English Learners will grow one performance band from Basic to Proficient in Math.



What data will be collected to measure student achievement?

English Learner students enrolled in 2nd - 5th grade, who were Basic in Math on the CST from the previous year's CST test and have been identified by staff as their target students will be the group of students whose data will be collected to measure our annual goal.

What process will you use to monitor and evaluate the data?

California Standards Tests, district/local benchmark assessments and grade level curriculum assessment results will be used to evaluate progress toward our goal.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: 3.1 Ensure consistency of material and essential standards are covered throughout all grade levels

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the Math power standards, locate them within the curriculum, and pace them throughout the year. Each standard will be taught to ensure that student have better success on the benchmarks in Math.
2. Grade level representatives from Kinder - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Math, according to the pacing calendar.

Measures :

1. A continued growth from one benchmark assessments to the another in Math, that were developed to measure growth in standards identified as the most heavily weighted on the CST, in each grade level and a 10% growth of students moving from the Basic Proficiency band to the Proficient band in Math.
2. The results of the three benchmarks in Math for Kinder - 5th grades.
3. Feedback on walkthroughs from district staff.

People Assigned :

Administrator, staff, AS lead teacher, district administrators and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 3.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Implement district adopted state standards-based curriculum in Math.
2. Supplement the core Math curriculum that is part of the adopted curriculum, in addition to other standards-based curriculum--ie. web-based programs, ExcelMath, Otter Creek-- and contracting out for duplication of supplemental material, as agreed to by staff.
3. Purchase of classroom material and supplies needed by staff and students to implement the Math curriculum, effectively.
4. Purchase of the afterschool standards-based curriculum and cost of staff training of new curriculum, to match the academic needs of the targeted Basic students in ELA.
5. Teachers are encouraged to identify student engagement strategies in their lesson and discuss their effectiveness during their Professional Learning Community collaboration, and make modifications throughout the need, to ensure all students are engaged in the learning process, while committing themselves to specific strategies that they will be using in their grade level to improve student achievement.

Measures :

1. A continued growth from one benchmark assessments to the another in Math, that were developed to measure growth in standards identified as the most heavily weighted on the CST, in each grade level and a 10% growth of students moving from the Basic Proficiency band to the Proficient band in Math.
2. The results of the three benchmarks in Math for Kinder - 5th grades and the pre- and post-assessment for the AS program.
3. Feedback on walkthroughs from district staff.

People Assigned :

Administrator, grade level chairs, AS lead teacher.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Cost of curriculum: 515 std X \$10	\$5,150
Economic Impact Aid: Limited English Proficiency (LEP)	Purchase of classroom supplies: 640 std X \$10	\$6,400

Action Title: 3.3 Supplement the regular classroom with additional services to students during and after school

Means of Achievement: Extended learning time

Tasks :

1. Migrant has extended day programs for the migrant population throughout the year where Math is taught.
2. Both Migrant and the district offer a Summer School Program for students who are educationally disadvantaged where Math is taught.
3. District offers Supplemental Educational Services to all eligible students in the area of Math, when applicable.
4. Browning Road School will be offering an afterschool program where students who are educationally disadvantaged will be provided the opportunity to improve their academic progress in the standards they are having the most struggles with during the regular school day.

Measures :

1. Student attendance records of extended programs and pre-post assessments.

People Assigned :

Administrator, AS lead teacher, staff, Migrant coordinator.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 3.4 Use and availability of varied technology in the classrooms and afterschool programs

Means of Achievement: Increased educational opportunity

Tasks :

1. Staff have access to student data--CST, CELDT, Benchmark assessment results, teacher generated assessments, test bank items--through EduSoft.
2. Through Infinite Campus, staff can generate grades for report cards, develop their lesson plans, record grades in the gradebook, generate seating charts, and have immediate access to student information in their classrooms.
3. All classrooms will be receiving an ELMO for classroom use.
4. In addition, staff and students also have access to web-based programs like, but not limited to, Accelerated Math, STAR Math, and/or other web-based math programs, for their use in the classroom or afterschool programs.

Measures :

1. Staff is able to immediately evaluate and analysis student data through reports generated in EduSoft.
2. Staff can produce grades and GPA through Infifnite Campus and see student progress.

People Assigned :

Administrator, and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 3.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Staff who still needs to be trained in the new Math curriculum will be given the opportunity to be trained each year the training is offered. This year staff will be offered a training on Friday evenings and Saturdays for staff who were not able to attend, due to other commitments.
2. Quality Education Services will provide additional support on data analysis in Math for 2nd - 5th grade staff, after each benchmark.
3. Teachers will be provided release time to analyze data, and/or to observe other teachers within the district or outside the district to add to their repertoire of teaching strategies.
4. A curriculum committee will be established so that standards-based lessons are organized and made available as resources for staff members to use within their curriculum, teachers will either be given release time during the school day or given additional pay to come in during the summer break to work on it.
5. Standards-based online resources and/or web-based resources will be purchased and used by teachers within their lessons to improve student success on the state standards.
6. Staff may request or be requested to attend trainings on classroom strategies or other effective research-based trainings--differentiated instruction, discipline, engagement strategies, etc.--to help improve student achievement and instructional delivery.
7. Staff will be trained on any new additional resources that are introduced to the site to supplement existing curriculum during and/or after school.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 3.6 Opportunity for staff input and parent involvement in school committees

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and or the Migrant Parent Advisory Council (MPAC).
2. Staff are involved through the Leadership Team, as a staff to give input on the SPSA, on the SSC, on the ELAC, and during staff meetings on some site decisions.
3. Staff also have input through their grade level planning, AKA Professional Learning Communities.
4. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the Math power standards and locate them within the curriculum and pace them throughout the year so that each standard will be taught to ensure that student have better success on the benchmarks in Math.
5. Grade level representatives from 1st - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Math, according to the pacing calendar.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 3.7 Recogniton of student achievements and keeping parents informed

Means of Achievement: Auxilliary services for students and parents

Tasks :

1. Students are recognized each quarter at quarterly awards assembly, they are recognized for their academic achievement, perfect attendance, citizenship and for Student of the Month.
2. Parents are also provided with a student handbook at the beginning of the year with all school site information, activities, policies, and school rules, which is contracted out for duplication each year.
3. Parents are also kept informed:
 - * by newsletters, regular notices or mail,
 - * through the internet
 - * by phone calls
 - * by way of the marque of any special events, invitations, or announcements.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 3.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Site administrator, site coach, other staff members, district staff and administrators will make routinely walk through the classroom looking for engagement strategies, checking for understanding and direct instruction in the classrooms.
2. Site administrator also monitors, and does walkthroughs of the afterschool programs and during grade level Professional Learning Communities.
3. Three quarters out of the year, the site administrator, with the support of the QES consultant, meets with all grade levels to analyze their benchmark data, identify the next essential standards they have to prepare for the next benchmark, and review the standards they struggled with and how they are going to address the areas of student needs.
4. The site administrator also meets with individual staff members to review their data, discuss their challenges, talk about possible solutions, and review the D's and F's list for that quarter. We also discuss how their focus students are doing, while ensuring proficient stay proficient, and also keep their eyes on the most struggling students for additional support in an afterschool program.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Goal Area : English Language Development

Goal Title : Goal 5: To show improvement in at least one performance band on the CELDT, CST ELA, and CST Math.

By the end of the 2009-2010 school year, students identified as English Learners will show at least a 10% growth from basic to proficient in ELA and Math on the CST scores; additionally, at least 10% of EL students (22 students) will be reclassified and show at least one performance growth on the CELDT.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have		✔			✔		✔	✔	✔

What data did you use to form this goal (findings from data analysis)?

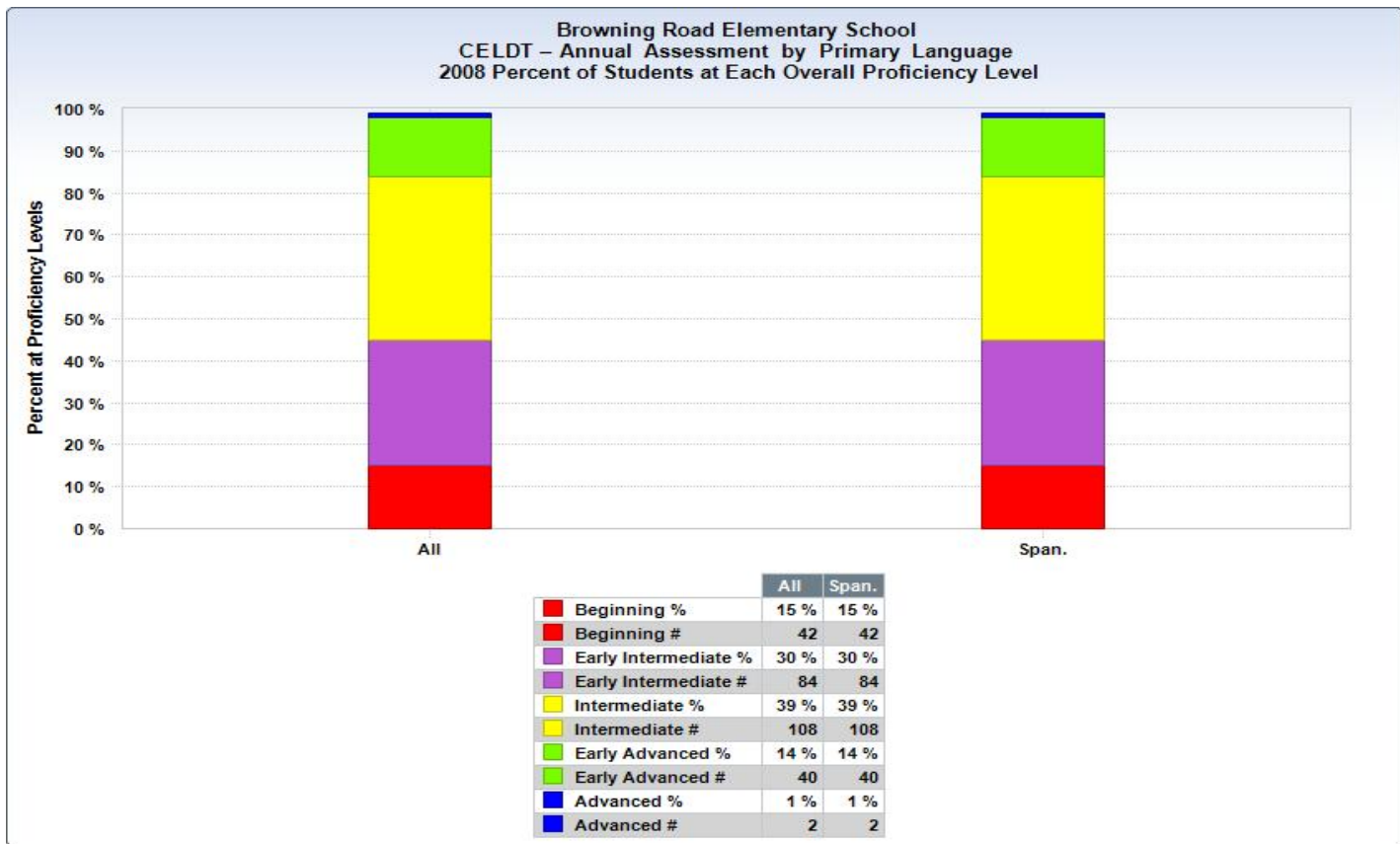
How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All English Learner subgroups in 2nd-5th grades in Math and ELA on the CST, and 10% of the English Learners, Kinder - 5th grade on CELDT.



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What is the expected growth?

Ten percent of the edentified English Learners will grow oner performance band from Basic to Proficient in 2nd - 5th grades in ELA and Math on the CST and ten percent will move one performance band on the CELDT.

What data will be collected to measure student achievement?

All English Learner students enrolled in 2nd - 5th grade, who were identified in the Basic performance band in ELA/Math on the CST from the previous year's CST test and all English Learners in Kinder - 5th grades, who have been identified by staff as their target students in Kinder and first grades will be the group of students whose data will be collected to measure our annual goal.

What process will you use to monitor and evaluate the data?

California Standards Tests, district/local benchmark assessments, grade level curriculum assessment and the Avenue assessment results will be used to evaluate progress toward our goal.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: 5.1 Ensure consistently of material and essential standard are covered throughout all grade levels

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. A pacing calendar is aligned to the ELA curriculum by theme and updated on a yearly basis.
2. End of Unit assessments are given for all EL students who are participating in the Aveunes curriculum duing the ELD block, according to the pacing and assessment calendar.
3. All EL students in Avenues will be given an end of the year assessment to monitor growth from year to year, which includes a speaking and listening component.
4. An ELD resource teacher is available for staff. Their primary responsibility is to assit teachers in implementing effective ELD strategies in their classrooms to align with the ELD standards. They also monitor ELD assessments, number of EL students, as well as re-classifying eligible students to R-FEP students.

Measures :

1. Students will show an improvement on their local benchmark assessments, their end of unit assessments, and will show growth on their end of year assessment.
2. Students will move at least one performance band on the CLEDT and on the CST in Math and ELA.

People Assigned :

Site administrator, ELD Resource Teacher

Start Date : 8/16/2009

Completion Date : 1/31/2011

Action Title: 5.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Implement district adopted state standards-based curriculum in ELD.
2. Supplement the core ELD curriculum that is part of the adopted curriculum, in addition to other standards-based curriculum--web-based programs--as agreed by the staff.
3. Purchase classroom supplies needed by staff and students to implement curriculum effectively.
4. The ELD teacher and ELD district coordinator is available to provide support on ELD strategies for the staff.

Measures :

1, 2, &3. Demonstate growth on the end of unit tests, benchmark assessments, and the CST in ELA and Math.

People Assigned :

Staff, site administrator, ELD coordinator

Start Date : 8/16/2009

Completion Date : 1/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Cost of supplemental curriculum: 230 students X \$10	\$2,300
Quality Education Investment Act	Cost of supplemental curriculum: 230 students X \$20	\$4,600

Action Title: 5.3 Supplement the regular classroom with additional services to students during and after school

Means of Achievement: Extended learning time

Tasks :

1. District sponsored an afterschool program with the use of Lexia as the core program to supplement student support in ELA.
2. Migrant extended day programs targeted all migrants--who are usually EL students--for extended day classes.
3. Both Migrant and the district will offer a Summer School Program for students who are educationally disadvantaged.
4. The Supplemental Educational Services are available to all educationally disadvantaged student, many who are EL students.
5. Migant will also be offering a Summer school program for all the migrant population.
6. Students who are interested in band, will be offered the opportunity to learn how to play an instrument by a music teacher from the high school, either during lunch or after school.

Measures :

All the above mentioned programs have pre- and post-assessments to show student progress and growth.

People Assigned :

Migrant Coordinator, Summer school principals, and district coordinator

Start Date : 8/16/2009

Completion Date : 1/31/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Cost to the site budget, unknown at this time.	\$50
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Cost to the site budget, unknown at this time.	\$50
Quality Education Investment Act	Cost to the site budget, unknown at this time.	\$50

Action Title: 5.4 Use and availability of varied technology in the classrooms and afterschool programs

Means of Achievement: Increased educational opportunity

Tasks :

1. Staff have access to student data--CST, CELDT, Benchmark assessment results, teacher generated assessments, test bank items--through EduSoft.
2. Through Infinite Campus, staff can generate grades fro report cards, develop their lesson plans, record grades in the gradebook, generate seating charts, and have immediate access to stuent information in their classrooms.
3. All classrooms will be recieving an ELMO for classroom use.
4. In addition, staff and students also have access to web-based programs like, but not limited to, LEXIA, Reading Counts, SRI Reading assessments, for their use in the classroom or afterschool programs.
5. The site-based afterschool program will use the following computer-based programs: Read Naturally and Accelerated Math.
6. During the Christmas holidays and the Spring Festival, students will have the opportunity to sing and dance and perform in front of their classmates and parents. Students will be exposed to vocabulary in learning their songs and the need to follow verbal instructions to learn the dance steps for the Spring Festival.
7. In the Spring, students will have the opportunity to be involved in Track and Field day. They will to follow verbal directions to learn how to perform the various physical activities needed to successfully participate in the events of the day.
8. During physical education, students will need to use their active listening skills in order to perform the various skills and/or games they will be learning, as well as be able to articulate the rules to their classmates.

Measures :

1. An increase of local and state tests.

People Assigned :

Staff, technology technician, reading coach, ELD resource teacher.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 5.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum

Means of Achievement: Staff development and professional collaboration

Tasks :

1. A refresher course and/or full training of any staff member who still needs to be trained in Thinking Maps and a refresher training on FabVocab strategies for all staff, in accordance with the district's Title II Action Plan.
2. ELPD training, offered through the KCSOS, for staff who still need to be trained, in accordance with the district's Title II Action Plan.
3. Additionally, any county or state training on ELD strategies or trainings focused on the EL population that staff can attend to increase EL student participation, increase teacher's engagement strategies/awareness of the EL students and increase test scores for EL students.

Measures :

1. Sign in sheets of staff in attendance at these training.
2. Copy of certificate at completion of training.
3. Copy of agenda of training.

People Assigned :

Staff, Reading coach, District ELD Coordinator

Start Date : 8/16/2009

Completion Date : 1/31/2011

Action Title: 5.6 Opportunity for staff input and parent involvement in school committees

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and or the Migrant Parent Advisory Council (MPAC).
2. Staff are involved through the Leadership Team, SSC, ELAC, and staff meetings.
3. The ELD resource teacher plans and conducts ELAC meetings with parents to assimilate the information to the DELAC committee.

Measures :

- 1, & 2. Sign in sheets are used to validate attendance to all parent and staff meetings.

People Assigned :

Site administrator, ELAC Coordinator, SSC President and Migrant coordinator

Start Date : 8/16/2009

Completion Date : 1/31/2011

Action Title: 5.7 Recogniton of student achievements and keeping parents informed

Means of Achievement: Auxilliary services for students and parents

Tasks :

1. Students are recognized each quarter at quarterly awards assembly, they are recognized for their academic achievement, perfect attendance, citizenship and for Studnet of the Month.
2. Parents are also provided with a student handbook at the beginning of the year with all school site information, activities, policies, and school rules, which is contracted out for duplication each year.
3. Parents are also keep informed by either newsletters and regular notices to inform them of any special events, invitations, announcements; through the marquee; by mail, internet and by phone calls.
4. Parent conferences will be offered during the Spring and Fall quarters.
5. The ELD resouce teacher keep record of EL's and works in collaboration with the teachers, to reclassify students who are ready to be reclassified. A meeting is set-up with staff, parents and the resouce teacher for the reclassification process. The process is explained to parents, there is an opportunity for discussion, and then parents may agree or disagree to sign the forms to reclassify the student.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 5.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Site administrator, site coach, other staff members, district staff and administrators will make routine walk throughs of the classroom looking for ELD strategies, including but not limited to student engagment strategies, checking for understanding, direct instruction in the classrooms, and other strategies staff have been trained in duing since 2008-09 school year and present school year.

Measures :

1. A survey will be provided as feedback to staff from the district level indicating percentage of staff observed using one of the strategies menioned above. Additionaly, site administrator will be taking notes of observations in the classrooms.

People Assigned :

Site administrator, district administrator, district staff and reading coach

Start Date : 1/6/2010

Completion Date : 1/6/2010

Goal Area : English-Language Arts

Goal Title : Goal 2: To decrease the number of students in the Below and Far Below performance band in ELA.

By the end of the 2009-10 school year, according to the CST scores, 20% of all students in grades 2nd - 5th, will show improvement of at least one performance band of 30 students in English Language Arts from the Below and/or the Far Below performance bands.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓		✓	✓	✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All identified Browning Road students in 2nd - 5th grades who are in the Below and Far Below band and who are close enough to move up to the next performance band in ELA, according to the 2009 Spring CST scores.

What is the expected growth?

Each identified student will improve at least one performance band-from Far Below Basic to Below Basic and/or from Below Basic to Basic in ELA.

What data will be collected to measure student achievement?

All identified 2nd - 5th grade students who were Below and Far Below in ELA on the CST from the previous year's CST test and have the potential to move up at least one performance band in ELA.

What process will you use to monitor and evaluate the data?

California Standards Tests, district/local benchmark assessments and grade level curriculum assessment results will be used to evaluate progress toward our goal.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: 2.1 Ensure consistency of material and essential standard are covered throughout all grade levels

Means of Achievement: Alignment of instruction with content standards

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Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the ELA power standards, locate them within the curriculum, and pace them throughout the year. Each standard will be taught to ensure that student have better success on the benchmarks in Language Arts.
2. Grade level representatives from 1st - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Language Arts, according to the pacing calendar.
3. An afterschool district sponsored Language Arts program, aligned with a standards based curriculum, was offered to all students who were identified as having achieved on the Basic performance band on the CST to provide them with additional support outside of the classroom to increase their deficiencies in Language Arts.
4. The Leadership team, who is comprised of the grade level chairs, collaborates with the Principal toward the goal of increased student achievement. They are the facilitators of their grade levels Professional Learning Communities, where student data is shared and analyzed. They plan, share and discuss common strategies they use in their classrooms, and ensure grade levels standards are sufficiently taught to improve student achievement.

In addition to the above actions, the following actions will also take effect:

4. Response to Intervention has been established to meet the need of far below basic students during the instructional day in grades K-3rd. The Learning Center staff is also utilized to provide interventions and instruction to students who have been identified as requiring interventions utilizing the site's RTI model.
5. . An afterschool program focusing on Language Arts will be offered to all students who were identified as having achieved on the Below Basic and Far Below Basic performance band on the CST ELA. The standards based curriculum will provide them with additional support outside of the classroom to increase their deficiencies in ELA.
6. In 4th and 5th grades, the Language! intervention class offered during the instructional day, in place of the core ELA class, targeted the Far Below Basic student according to the CST scores.
7. Students with mild/moderate disabilities are served in a Learning Center model designed to meet the individual needs of each student in a holistic approach. The Learning Center will provide additional support and intervention based on each student's assessed needs and IEP goals by utilizing universal access with grade appropriate core curriculum as well as supplemental and intervention materials.

Measures :

1. A continued growth from one benchmark assessments to the another in English Language Arts, that were developed to measure growth in standards identified as the most heavily weighted on the CST, in each grade level and a 10% growth of students moving from the Basic Proficiency band to the Proficient band in ELA.
2. Pre- and post-assessments of the effectiveness of the afterschool program.
3. Sign in sheets of teacher grade level collaboration, along with collaboration worksheets completed by each grade level.

People Assigned :

Site level Reading Coaches from both elementary schools, district level coaches, and grade level representatives from Kinder - 5th grades from both elementary sites.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 2.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Implement district adopted state standards-based curriculum in ELA.
2. Supplement the core ELA curriculum that is part of the adopted curriculum, in addition to other standards-based curriculum--ie. web-based programs, Standards Plus-- and contracting out for duplication of supplemental material, as agreed to by staff.
3. Purchase of classroom material and supplies needed by staff and students to implement curriculum, effectively.
4. Purchase of the afterschool standards-based curriculum and cost of staff training of new curriculum, to match the academic needs of the targeted Basic students in ELA.
5. Teachers are encouraged to identify student engagement strategies in their lesson and discuss their effectiveness during their Professional Learning Community collaboration, and make modifications throughout the need, to ensure all students are engaged in the learning process, while committing themselves to specific strategies that they will be using in their grade level to improve student achievement.

In addition to the following above actions, the following will also take effect:

6. Curriculum will be purchased to target the Far Below Basic student for Response to Intervention in Reading--Early Intervention in Reading (EIR)- for the afterschool program, while Lexia is used during the instructional day for Rtl.
7. Training for teachers and paraprofessionals on how to administer the assessment for placement into the Rtl classrooms and progress monitoring-DIBELS, Informal Spelling Inventories and standards-based quizzes for each grade level K-3rd.

Measures :

1. Increased test scores on the local assessments and the CST in ELA, and for the afterschool program.
2. Copy of collaboration forms and sign-in sheets of PLC meetings.
3. Sign in sheets at trainings offered to staff.

People Assigned :

Administrator, lead teacher, staff, reading coach.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 2.3 Supplement the regular classroom with additional services to students during and after school

Means of Achievement: Extended learning time

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Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Migrant has extended day programs for the migrant population throughout the year.
2. District sponsored an extended day program for the Basic students, which 67% were EL students.
3. Both Migrant and the district offer a Summer School Program for students who are educationally disadvantaged.
4. District offers Supplemental Educational Services to all eligible students in the area of ELA, after all students in the Below and Far Below performance bands have been given the opportunity to apply and get accepted, and if space is available.

In addition to the above actions, the following will also take effect:

5. Response to Intervention is incorporated within the daily schedule to meet the needs of all students, according to their academic level, specifically targeting students in the Below and Far Below Basic performance bands on the CST.
6. An afterschool program will be offered in ELA to all students who were identified as Below and Far Below on the CST performance band. In additionally, students who are averaging a D and/or F will also be targeted for additional support afterschool.
7. Migrant will also offer Saturday school programs for the migrant population, targeting below and far below students.
8. District offers Supplemental Educational Services to all eligible students in the area of ELA students who are in the Below and Far Below performance bands on the CST.
9. As teachers become concerned about a student's lack of academic progress, the child is referred to the counselor and/or to SST/SIPP. At these meetings, staff meet with the counselor, reading coach, administrator, parent, and when possible the psychologist or Special Education staff, to suggest additional strategies teachers can use to provide additional support for the student, while in the classroom. A floating sub is used during this time frame, since the meetings are scheduled throughout the school day.

Measures :

1. Pre-and post-assessments of the programs to demonstrates growth and students attendance records for the afterschool programs.
2. Data analysis of RtI classes.
3. Referrals to SST/SIPP and/or counselor.

People Assigned :

The Migrant Coordinator, Summer school principals, and district coordinator, site administrator, reading coach, and AS lead teacher.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Afterschool program for BB & FBB:8 tch X 23 days X 2/hrs X 38.47	\$7,079
Economic Impact Aid (EIA)	Afterschool program for BB & FBB	\$7,079
Economic Impact Aid: Limited English Proficiency (LEP)	ELA curriculum for afterschool program BB & FBB	\$5,753
Economic Impact Aid (EIA)	ELA curriculum for afterschool program BB & FBB	\$5,753
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Student incentives for attending and completing afterschool program: 140 stud X \$20	\$2,800
Economic Impact Aid (EIA)	Ld teacher for afterschool program: 57 hrs X 38.47	\$1,096

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Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Ld teacher for afterschool program	\$1,096

Action Title: 2.4 Use and availability of varied technology in the classrooms and afterschool

Means of Achievement: Increased educational opportunity

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Staff have access to student data--CST, CELDT, Benchmark assessment results, teacher generated assessments, test bank items--through EduSoft.
2. Through Infinite Campus, staff can generate grades fro report cards, develop their lesson plans, record grades in the gradebook, generate seating charts, and have immediate access to stuent information in their classrooms.
3. All classrooms will be recieving an ELMO for classroom use.
4. In addition, staff and students also have access to web-based programs like, but not limited to, Reading Counts, SRI Reading assessments, for their use in the classroom or afterschool programs.
5. The Reading Counts program is widely used throughout the school to encourage independent student reading to help improve student achievement. Through the library, books and quizzes can be purchased to increase the availability of a variety of titles. Each book is appropriately identified by level with a colored sticker and is included into the inventory system in the library computer.

In addition to the above actions, the following will also be in effect:

6. The site based afterschool program will use the following computer-based program Read Naturally and during the Rtl period of the regular instruction, LEXIA will be used with the most educationally disadvantaged students.

Measures :

1. Staff is able to immediately evaluate and analysis student data through reports generated in EduSoft, for all programs.
2. Staff can produce grades and GPA through Infifnite Campus and see student progress.
3. Students are reading independently more, according to Reading Counts generated points.

People Assigned :

Administrator, staff, AS lead teacher, librarian clerk, reading coach.

Start Date : 8/16/2009

Completion Date : 1/31/2011

Action Title: 2.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum

Means of Achievement: Staff development and professional collaboration

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Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Thinking Map training will be made available to staff not trained. A refresher training to be set up, through the district office, in accordance with the Title III Action Plan.
2. ELPD training will be offered to staff not trained on the most updated ELD strategies, in accordance with the district office Title III Action Plan.
3. FabVocab refresher training will be provided to all staff, in accordance with the district office Title III Action Plan.
4. A 5-part training on Response to Intervention will be provided through Kern County Superintendent of Schools to select staff in grades K-3rd grades. Additionally, paraprofessionals will also be trained in FabVocab strategies.
5. Quality Education Services will provide additional support and training on data analysis for 2nd - 5th grade staff. In addition, QES will also provide a refresher on Student Engagement Strategies and Checking for Understanding to the whole staff.
6. Teachers will be provided release time to analyze CST, benchmark and RtI data; and to observe other teachers within the district or outside the district.
7. A curriculum committee will be established so that standards-based lessons are organized and available as resources for staff members to use within their curriculum, teachers will either be given release time during the school day or given additional pay to come in during the summer break to work on it.
8. Standards-based online resources and/or web-based resources will be purchased and used by teachers within their lessons to improve student success on the state standards.
9. Staff may request or be requested to attend trainings on classroom strategies or other effective research-based trainings--differentiated instruction, discipline, engagement strategies, etc.--to help improve student achievement and instructional delivery.
10. Staff will be trained on any new additional resources that is introduced to the site to supplement existing curriculum during and/or after school.

In addition to the above actions, the following will also take effect:

11. The district ELD Coordinator, will be utilized to provide support and modeling for staff who may need the additional help in the classroom and/or extended day with engagement strategies or teaching the new program/curriculum.
12. The afterschool program will be targeting all students who are Below Basic and Far Below Basic, using the SRA Early Intervention in Reading Program, Spectrum Reading, and Read Naturally computer-based program. These program will need some training so staff can use the programs effectively during extended day.
13. The Reading Coach will train teachers and paraprofessionals on how to administer the assessment for placement into the RtI classrooms and progress monitoring-DIBELS, Informal Spelling Inventories and standards-based quizzes for each grade levels K-3rd.

Measures :

1. Sign in sheets will be provided at each training and meeting to ensure all staff be credited for their participation and/or attendance, locally or county level.
2. A sign in sheet will be available for data analysis, and record of number of substitutes who will release teachers for observation of other teachers.
3. Evidence of use of strategies in the classroom.
4. Participation of students in AS program.

People Assigned :

Administrator, AS lead teacher, reading coach, district ELD coordinator, and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 2.6 Opportunity for staff input and parent involvement in school committees

Means of Achievement: Alignment of instruction with content standards

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and or the Migrant Parent Advisory Council (MPAC).
2. Staff are involved through the Leadership Team, as a staff to give input on the SPSA, on the SSC, on the ELAC, and during staff meetings on some site decisions.
3. Staff also have input through their grade level planning, AKA Professional Learning Communities.
4. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the English Language Arts power standards and locate them within the curriculum and pace them throughout the year so that each standard will be taught to ensure that student have better success on the benchmarks in Language Arts.
5. Grade level representatives from 1st - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Language Arts, according to the pacing calendar.

In addition to the above actions, the following will also be in effect:

6. Teachers will meet regularly to discuss RtI data and give input on appropriate student placement, as the program progresses.
7. A lead teacher will be hired to implement the afterschool program targeting the BB and FBB students, according to their CST scores, and those students that are averaging a D or F on their semester report cards.

Measures :

1. Sign in sheets are used to validate attendance of all parents.
2. Sign in sheets are used to validate staff attendance at meetings.
3. Student attendance of afterschool program.

People Assigned :

Administrator, AS lead teacher, ELD coordinator, leadership team, and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 2.7 Recogniton of student achievements and keeping parents informed

Means of Achievement: Auxilliary services for students and parents

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Students are recognized each quarter at quarterly awards assembly; they are recognized for their academic achievement, perfect attendance, citizenship and for Student of the Month.
2. Parents are also provided with a student handbook at the beginning of the year with all school site information, activities, policies, and school rules, which is contracted out for duplication each year.
3. Parents are also kept informed by either newsletters and regular notices to inform them of any special events, invitations, announcements; through the marquee; by mail, internet and by phone calls.
4. Fall parent conferences are conducted for all parents, at all grade levels.

In addition to the above actions, the following will also take effect:

5. Spring parent conferences are conducted for only those student's parents who are at risk of retention.
6. Students will be provided incentives to encourage regular attendance and complete the afterschool program.

Measures :

1. Awards assembly each quarter.
2. Updated student handbook and copies of all notices passed out to parents.
3. Sign in sheets of parent conferences.

People Assigned :

Site administrator, school counselor, office staff and teaching staff

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 2.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom

Means of Achievement: Monitoring program implementation and results

Browning Road Elementary 2009-10 Single Plan For Student Achievement Report

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in ELA" are all inclusive in this goal, as stated below.

1. Site administrator, site coach, other staff members, district staff and administrators will make routinely walk through the classroom looking for engagement strategies, checking for understanding and direct instruction in the classrooms.
2. Site administrator also monitors, and does walkthroughs of the afterschool programs and during grade level Professional Learning Communities.
3. Three quarters out of the year, the site administrator, with the support of the QES consultant, meets with all grade levels to analyze their benchmark data, identify the next essential standards they have to prepare for the next benchmark, and review the standards they struggled with and how they are going to address the areas of student needs.
4. The site administrator also meets with individual staff members to review their data, discuss their challenges, talk about possible solutions, and review the D's and F's list for that quarter. We also discuss how their focus students are doing, while ensuring proficient stay proficient, and also keep their eyes on the most struggling students for additional support in an afterschool program.

In addition to the above actions:

5. Site administrator, lead teacher, and staff will be reviewing and monitoring the progress of their students who are in the afterschool program to ensure they are getting the intervention they need to more successful in the classroom.
6. Response to Intervention data is monitored by the administrator and the coach. The administrator, reading coach and teachers meet regularly to analyze data, discuss challenges, possible solutions, review student placement and place students accordingly.

Measures :

1. Staff will be provided with feedback from district staff and administrators by way of a survey indicating the percentage of teachers having been seen doing one of the following activities state above.
2. Sign in sheets for each meeting with site administrator for data analysis or "data chats".
3. Administrator reviews and provides feedback to all staff on report card findings.

People Assigned :

Administrator, AS lead teacher, reading coach, staff and district administrators and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Goal Area : Mathematics

Goal Title : Goal 4: To decrease the number of students in the Below and Far Below performance band in Math.

By the end of the 2009-10 school year, according to the CST scores, 20% of all students in grade 2nd - 5th, will show an increase of at least one performance band of 21 students from Below and Far Below Basic in Mathematics.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✔	✔	✔	✔	✔		✔	✔	✔

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All identified Browning Road students in 2nd - 5th grades who are in the Below and Far Below band and who are close enough to move up to the next performance band in Math, according to the 2009 Spring CST scores.

What is the expected growth?

Each identified student will improve at least one performance band-from Far Below Basic to Below Basic and/or from Below Basic to Basic in Math.

What data will be collected to measure student achievement?

All identified 2nd - 5th grade students who were Below and Far Below in Math on the CST from the previous year's CST test and have the potential to move up at least one performance band in ELA.

What process will you use to monitor and evaluate the data?

California Standards Tests, district/local benchmark assessments and grade level curriculum assessment results will be used to evaluate progress toward our goal.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: 4.1 Ensure consistency of material and essential standard are covered throughout all grade levels

Means of Achievement: Alignment of instruction with content standards

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the Math power standards, locate them within the curriculum, and pace them throughout the year. Each standard will be taught to ensure that student have better success on the benchmarks in Math.
2. Grade level representatives from Kinder - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Math, according to the pacing calendar.
3. An afterschool district focusing on a Math program, aligned with a standards based curriculum, will be offered to all students who were identified as having achieved on the Below Basic and Far Below Basic performance band on the CST to provide them with additional support outside of the classroom to increase their deficiencies in Math.

In addition to the above actions, the following will also be in effect:

4. An afterschool program focusing on Math will be offered to all students who were identified as having achieved on the Below Basic and Far Below Basic performance band on the CST Math. The standards based curriculum will provide them with additional support outside of the classroom to increase their deficiencies in Math.
5. In 4th and 5th grades, a Math intervention class is offered during the instructional day, to support the core Math class, targeting the Far Below Basic student according to the CST scores.

Measures :

1. A continued growth from one benchmark assessments to the another in Math, that were developed to measure growth in standards identified as the most heavily weighted on the CST, in each grade level and a 10% growth of students moving from the Basic Proficiency band to the Proficient band in Math.
2. The results of the three benchmarks in Math for Kinder - 5th grades and the pre- and post-assessment for the AS program.
3. Feedback on walkthroughs from district staff.

People Assigned :

Administrator, staff, AS lead teacher, district administrator and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 4.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Implement district adopted state standards-based curriculum in Math.
2. Supplement the core Math curriculum that is part of the adopted curriculum, in addition to other standards-based curriculum--ie. web-based programs, ExcelMath, Otter Creek-- and contracting out for duplication of supplemental material, as agreed to by staff.
3. Purchase of classroom material and supplies needed by staff and students to implement the Math curriculum, effectively.
4. Purchase of the afterschool standards-based curriculum and cost of staff training of new curriculum, to match the academic needs of the targeted Basic students in ELA.
5. Teachers are encouraged to identify student engagement strategies in their lesson and discuss their effectiveness during their Professional Learning Community collaboration, and make modifications throughout the need, to ensure all students are engaged in the learning process, while committing themselves to specific strategies that they will be using in their grade level to improve student achievement.

In addition to the above actions, the following will also be in effect:

6. Curriculum was purchased to target the Far Below Basic student in the Math intervention class, during the instructional day--Glencoe Math-- and for the afterschool program--MathExcel, Standards Plus Math and Accelerated Math--was purchased to provide additional support for the student.

7. Staff will be provided with addition classroom supplies to effectively teach the afterschool program.

Measures :

1. A continued growth from one benchmark assessments to the another in Math, that were developed to measure growth in standards identified as the most heavily weighted on the CST, in each grade level and a 10% growth of students moving from the Basic Proficiency band to the Proficient band in Math.
2. The results of the three benchmarks in Math for Kinder - 5th grades and the pre- and post-assessment for the AS program.
3. Feedback on walkthroughs from district staff.

People Assigned :

Administrator, grade level chairs, staff, AS lead teacher.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 4.3 Supplement the regular classroom with additional services to students during and after school

Means of Achievement: Extended learning time

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Migrant has extended day programs for the migrant population throughout the year where Math is taught.
2. Both Migrant and the district offer a Summer School Program for students who are educationally disadvantaged where Math is taught.
3. District offers Supplemental Educational Services to all eligible students in the area of Math, when applicable.
4. Browning Road School will be offering an afterschool program where students who are educationally disadvantaged will be provided the opportunity to improve their academic progress in the standards they are struggling the most with during the regular school day.

In addition to the above actions, the following will also be in effect:

5. An afterschool program will be offered in Math to all students who were identified as Below and Far Below on the CST performance band. In addition, students who are averaging a D and/or F will also be targeted for additional support afterschool. The students in the afterschool program will be using:

- * Otter Creek Fact Families to strengthen their math facts in addition, subtraction, multiplication and division
- * Accelerated Math, which allows them to progress in an individualized pace tailored to their needs
- * ExcelMath Summer edition will also be used in the afterschool program as an additional supplement,

6. Glencoe Math is incorporated within the daily schedule to meet the needs of all students, according to their academic level, specifically targeting students in the Far Below Basic performance bands on the CST.

Measures :

1. Student attendance records of extended programs and pre-post assessments.

People Assigned :

Administrator, AS lead teacher, staff, Migrant coordinator.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Math curriculum for afterschool for BB & FBB	\$5,054
Economic Impact Aid (EIA)	Math curriculum for afterschool for BB & FBB	\$5,054

Action Title: 4.4 Use and availability of varied technology in the classrooms and afterschool programs

Means of Achievement: Increased educational opportunity

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Staff has access to student data--CST, CELDT, Benchmark assessment results, teacher generated assessments, test bank items--through EduSoft.
2. Through Infinite Campus, staff can generate grades fro report cards, develop their lesson plans, record grades in the grade book, generate seating charts, and have immediate access to student information in their classrooms.
3. All classrooms will be receiving an ELMO for classroom use.
4. In addition, staff and students also have access to web-based programs like, but not limited to, STAR Math, and/or other web-based math programs, for their use in the classroom or afterschool programs.

In addition to the above actions:

5. The afterschool program will be targeting students below and far below basic in Math by using the Accelerated Math computer based program.

Measures :

1. Staff is able to immediately evaluate and analysis student data through reports generated in EduSoft.
2. Staff can produce grades and GPA through Infifnite Campus and see student progress.
3. Assessments from Accelerated Math.

People Assigned :

Administrator and staff.

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 4.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum

Means of Achievement: Staff development and professional collaboration

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Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Staff who still needs to be trained in the new Math curriculum will be given the opportunity to be trained each year the training is offered.
2. Quality Education Services will provide additional support on data analysis in Math for 2nd - 5th grade staff, after each benchmark.
3. Teachers will be provided release time to analyze data, and/or to observe other teachers within the district or outside the district to add to their repertoire of teaching strategies.
4. A curriculum committee will be established so that standards-based lessons are organized and made available as resources for staff members to use within their curriculum, teachers will either be given release time during the school day or given additional pay to come in during the summer break to work on it.
5. Standards-based online resources and/or web-based resources will be purchased and used by teachers within their lessons to improve student success on the state standards.
6. Staff may request or be requested to attend trainings on classroom strategies or other effective research-based trainings--differentiated instruction, discipline, engagement strategies, etc.--to help improve student achievement and instructional delivery.
7. Staff will be trained on any new additional resources that are introduced to the site to supplement existing curriculum during and/or after school.

In addition to the above goals:

11. The district Math Coach, will be utilized to provide support and modeling for staff who may need the additional help in the classroom and/or extended day with engagement strategies or teaching the new program/curriculum, specifically for the intervention Math class.

12. The afterschool program will be targeting all students who are Below Basic and Far Below Basic, using the Accelerated Math, Standards Plus Math, and ExcelMath Afterschool program. These program will need some training so staff can use the programs effectively during extended day.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 4.6 Opportunity for staff input and parent involvement in school committees

Means of Achievement: Involvement of staff, parents and community

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Parents are involved through School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and or the Migrant Parent Advisory Council (MPAC).
2. Staff is involved through the Leadership Team, as a staff to give input on the SPSA, on the SSC, on the ELAC, and during staff meetings on some site decisions.
3. Staff also have input through their grade level planning, AKA Professional Learning Communities.
4. Pacing calendars have been created and continually updated each year to ensure consistency within each grade level. One staff member from each grade level met two times this year to review the Math power standards and locate them within the curriculum and pace them throughout the year so that each standard will be taught to ensure that student have better success on the benchmarks in Math.
5. Grade level representatives from 1st - 5th grades helped develop the three benchmark assessments to test the most heavily weighted state standards taught in each grade level in Math, according to the pacing calendar.

In addition to the above actions:

6. Staff will have input on rewards and incentives that students can earn by completing the afterschool program and having perfect attendance.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 4.7 Recogniton of student achievements and keeping parents informed

Means of Achievement: Auxilliary services for students and parents

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Students are recognized each quarter at quarterly awards assembly; they are recognized for their academic achievement, perfect attendance, citizenship and for Student of the Month.
2. Parents are also provided with a student handbook at the beginning of the year with all school site information, activities, policies, and school rules, which is contracted out for duplication each year.
3. Parents are also keep informed by either newsletters and regular notices to inform them of any special events, invitations, announcements; through the marquee; by mail, internet and by phone calls.
4. Parents have access to the parent portal on Infinite Campus to check students grades, attendance and announcements.

In addition to the above actions, the following will also be in effect:

5. Students will be rewarded for completing the afterschool program on the last day with certificates and other incentives.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

Action Title: 4.8 Monitoring effective teaching strategies and engagement strategies being used in the classroom

Means of Achievement: Monitoring program implementation and results

Tasks :

The Actions in the previous goal: "To increase the number of EL students to the Proficient and Advance performance bands in Math" are all inclusive in this goal, as stated below.

1. Site administrator, site coach, other staff members, district staff and administrators will make routinely walk through the classroom looking for engagement strategies, checking for understanding and direct instruction in the classrooms.
2. Site administrator also monitors, and does walkthroughs of the afterschool programs and during grade level Professional Learning Communities.
3. Three quarters out of the year, the site administrator, with the support of the QES consultant, meets with all grade levels to analysis their benchmark data, identify the next essential standards they have to prepare for the next benchmark, and review the standards they struggled with and how they are going to address the areas of student needs.
4. The site administrator also meets with individual staff members to review their data, discuss their challenges, talk about possible solutions, and review the D's and F's list for that quarter. We also discuss how their focus students are doing, while ensuring proficient stay proficient, and also keep their eyes on the most struggling students for additional support in an afterschool program.

In addition to the above actions, the following will also be in effect:

5. Site administrator, lead teacher, and staff will be reviewing and monitoring the progress of their students who are in the afterschool program to ensure they are getting the intervention they need to more successful in the classroom. Pre and post assessments will be given to students to monitor and demonstrate growth and effectiveness of the program.

Measures :

People Assigned :

Start Date : 1/6/2010

Completion Date : 1/6/2010

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Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$429,410

Total Annual Expenditures for Current School Plan: \$214,530

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
1100	Lottery: Unrestricted	\$31,330	\$12,168	\$19,162
	1.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$12,168	
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$114,244	\$54,225	\$60,019
	1.1 Ensure consistency of material and essential standard are covered throughout all grade levels		\$21,200	
	1.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$5,150	
	1.3 Supplement the regular classroom with additional services to students during and after school		\$9,002	
	1.4 Use and availability of varied technology in the classrooms and afterschool programs		\$9,115	
	1.7 Recogniton of student achievements and keeping parents informed		\$1,758	
	2.3 Supplement the regular classroom with additional services to students during and after school		\$2,800	
	3.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$5,150	
	5.3 Supplement the regular classroom with additional services to students during and after school		\$50	
6760	Arts and Music Block Grant	\$8,739	\$0	\$8,739
7090	Economic Impact Aid (EIA)	\$100,423	\$18,982	\$81,441
	2.3 Supplement the regular classroom with additional services to students during and after school		\$13,928	
	4.3 Supplement the regular classroom with additional services to students during and after school		\$5,054	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$100,762	\$50,424	\$50,338
	1.1 Ensure consistency of material and essential standard are covered throughout all grade levels		\$3,150	
	1.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$10,300	

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	1.3 Supplement the regular classroom with additional services to students during and after school		\$9,002	
	1.6 Opportunity for staff input and parent involvement in school committees		\$240	
	2.3 Supplement the regular classroom with additional services to students during and after school		\$13,928	
	3.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$6,400	
	4.3 Supplement the regular classroom with additional services to students during and after school		\$5,054	
	5.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$2,300	
	5.3 Supplement the regular classroom with additional services to students during and after school		\$50	
7394	Targeted Instructional Improvement Block Grant	\$16,926	\$2,000	\$14,926
	1.7 Recogniton of student achievements and keeping parents informed		\$2,000	
7395	School and Library Improvement Block Grant	\$1,008	\$1,008	\$0
	1.4 Use and availability of varied technology in the classrooms and afterschool programs		\$1,008	
7396	Discretionary Block Grant – School Site	\$29,163	\$29,163	\$0
	1.4 Use and availability of varied technology in the classrooms and afterschool programs		\$29,163	
7400	Quality Education Investment Act	\$26,815	\$46,560	(\$19,745)
	1.5 Training/modeling for staff in effective standards based teaching strategies and core curriculum		\$41,910	
	5.2 Sufficiency of supplemental materials for student use; evidence of instructional strategies		\$4,600	
	5.3 Supplement the regular classroom with additional services to students during and after school		\$50	
Total amount of categorical funds allocated to this school:		\$429,410	\$214,530	\$214,880

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Maria E. Gonzalez-Salgado	Principal	661-792-2113	
Sonia Bangi	Classroom Teacher	661-792-2113	
Violeta Alvarez	Classroom Teacher	661-792-2113	
Myriam Maldonado	Classroom Teacher	661-792-2113	
Thomas Valles	Parent or Community Member	661-792-3390	
Esmeralda Gonzales	Parent or Community Member	661-792-0519	
Cheryl Davidson	Parent or Community Member	661-792-5439	
Carmen Rico	Parent or Community Member	661-667-9710	
Shirley Ritchey	Other School Staff	661-792-2113	
Lina Estrada	Parent or Community Member	661-778-6388	

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	5	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

English Learner Advisory Committee	10/15/2009
State Compensatory Education Advisory Committee	5/7/2010
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Both site and District personnel, along with parents, agree that there must be challenging content and student performance standards for every child in the McFarland Unified School District. Multiple assessments are used to evaluate student achievement. Students in grades 2-5 are required to participate in the Standardized Testing and Reporting (STAR) Program. The program is composed of California Standards Tests and the Spanish Assessment of Basic Education, Second Edition (SABE/2). The information gathered from STAR provides feedback to the staff on how well the students are learning basic academic skills improving on their English language fluency. Analysis of the results enables the teaching staff to isolate problematic curricular areas and plan interventions to fill gaps in achievement.

The CELDT test is used to identify and monitor the progress of English Learners. The data from CELDT allows the school site to plan and evaluate the ELL program yearly. Advanced placement on the CELDT is part of the criteria for re-designation. District-wide we give three standards based benchmark assessments and school-wide we use a variety of assessment to monitor student achievement. District and school assessments allow the school to evaluate student achievement in order to plan effective educational programs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

3. Status of meeting requirements for highly qualified staff (ESEA):

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

Staff development is planned in coordination with the requirements of the Nine Essential Components Program, as required by NCLB for Program Improvement schools. Our staff development activities support the goals in the site plan, District Local Educational Agency (LEA) Plan, as well as the Title III Action Plan. Staff development is sponsored at the site and district level. These are district and school funded staff development

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

There are two grade levels struggling in raising test scores for English Language Arts; albeit, doing better in Math. Out of the eight teachers in these two grade levels, only 3 out of the 8 (38%) of these teachers are struggling with decreasing the number of students in Far Below Basic and Below Basic in English Language Arts. In one grade level, 62% of students fall in the Below Basic and Far Below Basic performance band and only 49% in another grade level fall in the Below Basic and Far Below Basic performance band in English Language Arts.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Browning Road School has adopted a State approved curriculum designed to improve student achievement. Fundamental to this curriculum is the expectation that instruction and materials are aligned to help students attain competency in the areas outlined in the California Content Standards.

Student progress is reviewed annually and parents are kept informed about student expectations in relation to curriculum, instruction and materials. (i.e.: parent conferences twice per year, parent portal)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

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Many of our students who are English language learners and many who are low academic performers, need more small group instruction, materials readily available, additional afterschool tutoring and/or other interventions not available to them. This year, with the cuts in budget, the students have less time with the instructional aides, because their other duties take them away from the classroom. Additionally, many of the students who need afterschool intervention, our Below and Far Below Basic students, do not stay or are not offered an afterschool program. Our Basic EL students has been our main target group for helping the school show growth and improvement on the AYP. Although, there has been a significant growth in this subgroup, there has been an increase of students who have fallen into the Below and Far Below performance band, which indicated that we need to ensure that we pay closer attention to our lower performing students.

Many staff have been trained in Student Engagement strategies, Checking for Understanding strategies, Thinking Maps, Building Vocabulary and Higher Order Thinking Skills, but as administrators visit the classroom, we have noticed that less than half of the staff are using the strategies they have been trained in last year. Although, some grade levels have committed to using specific engagement strategies, not everyone in that grade level are actually using them or are using them incorrectly; therefore, student improvement is inconsistent at the grade levels or within the grade levels. This year, we will be concentrating more on refresher trainings and having each grade level hold each other accountable for using the strategies they have committed themselves to via teacher walkthroughs and documentation by the site administrator and other district personnel as they also walkthrough the classrooms looking for these strategies.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

At this time, the McFarland Unified School District has adopted the State Board of Education approved SRA Open Court Reading for the English Language Arts Program and the Houghton-Mifflin, for Math. In order to accommodate our English Language Learners, the school utilizes the teacher resource components provided by the English Language Arts and Math curriculum to supplement. We also use Avenues from Hampton Brown with our English Language Learner students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

The Browning Road staff strive to ensure that all students are provided the necessary instruction and support to meet their learning needs. Teachers are trained in remediation techniques and strategies. Lesson planning reflects this differentiated teaching approach. Kindergarten through third grade classes participate in Class Size Reduction (CSR) in order to reduce the student to teacher ratio. CSR allows teachers to provide additional assistance to underperforming students through small groups and individualized instruction. English language learners are identified through the Home Language Survey. Students learning English receive daily instruction in English Language Development (ELD) with the Open Court, Avenues, Language 3! and other appropriate materials for thirty – forty-five minutes each day. All teachers with English learners use Specially Designed Academic Instruction in English (SDAIE), and sheltered English teaching techniques to ensure that all students have equal access to the core curriculum.

The Student Study Team (SST), consisting of the principal, classroom teacher, resource specialist teacher, school counselor, parents and school psychologist, when available, meet to consider the special needs of individual students. At the meeting, the team gathers information about the referred student. Interventions and recommendations are then made to strengthen the student's regular education program. Services provided by the regular program include differentiated instruction and supplemental materials in all classrooms, use of behavior contracts, frequent contact with parents and monitoring by the counselor, psychologist and/or administrator. If these modifications do not meet the child's needs after a determined period of time, the Student Study Team (SST) refers the student for assessment by the school psychologist to determine if the child qualifies for additional support services in the Learning Center. Services at the Learning Center, as well as the Speech and Language are provided on-site.

15. Research-based educational practices to raise student achievement at this school (ESEA):

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

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Family

- Family Resource Center

School

- Student Study Teams/Student Intervention Planning Program
- ELAC
- SSC
- Extended Day Learning
- Supplemental Education Program Tutoring

District

- Migrant Saturday School
- Migrant Summer School
- District Summer School
- State and District Pre-School
- Migrant Education Even Start
- Community Based Educational Tutoring

Community

- Healthy Kids/Healthy Family
- Parks and Recreation
- Henrietta Weill Guidance Clinic
- Clinic Sierra Vista
- Probation Department

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Categorical funds are used to enable underperforming students to meet California Standards. SES programs are offered for students who are performing at the far below basic and below basic in English Language Arts. Extended day programs through Migrant, district and school site are offered to help meet the various needs of students who are performing at the basic levels, as measured by the STAR Content Standards Tests (CSTs). Summer Supplemental Instructional Program is offered primarily to students who are in danger of retention, receiving services in the Learning Center, and those who need to hone their academic skills before moving to the next grade level.

19. Fiscal support (EPC):

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.