

The January 2009 - June 2010 Single Plan for Student Achievement

Taft Elementary School Redwood City School District

41-69005-6044598
CDS Code

Dates of this revision: May 2009

The *Comprehensive Schoolwide Program Plan* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Comprehensive Schoolwide Program Plan*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Michelle Griffith
Position: Principal
Telephone Number: (650) 369-2589
Address: 903 Tenth Avenue
Redwood City, CA 94063
E-mail Address: mgriffith@rcsd.k12.ca.us

The District Governing Board approved this revision of the School Plan on May 27, 2009.

SCHOOL PROFILE

MISSION STATEMENT

Taft Community School Vision Statement

Taft Community School, by providing a quality education, will be a source of empowered, successful members that reinvest in the community they create.

Taft Mission Statement

The community will provide students with the skills and strategies to be on grade level in reading and math and to pursue a higher education. All students will use and understand the power of learning to contribute to the global community and grow up to have good and happy lives. We are currently in the process of developing a new mission statement.

Working Agreements

Recently the school staff, Family Center staff, and Community School Task Force/School Site Council worked together with the Peninsula Conflict Resolution Center to create working agreements. These agreements are guidelines to be used by the entire Taft community.

Working Agreements:

1. Build trust by accepting and respecting everyone as he or she is.
2. Communicate respectfully, appropriately and in a timely manner while giving equal weight to: speaking, active listening and non-verbal communication.
3. Bridge across cultures by valuing and working to understand each other's various backgrounds.
4. Create a safe environment for our diverse community to speak outside of the norm by encouraging and accepting our differences in beliefs, culture, learning styles and abilities.
5. Strengthen our community by celebrating our achievements, appreciating our differences, sharing our voices, and cultivating life-long learners.
6. Value our bilingual assets by engaging in open discussions to clarify and embrace our various cultural and linguistic backgrounds.
7. Build strong relationships across generations by making them a priority and treating them with respect.

SCHOOL PROFILE

Taft Community School, one of 17 schools in the Redwood City School District, promotes student success by focusing on the broad community context in which education and learning happen. The fundamental belief guiding this approach is a conviction that schools, families, and communities can work together for their common good. Community schools draw from several disciplines such as education, community development, and youth development.

All schools within the district have a special instructional focus to complement the California Standards curriculum. There are approximately 510 students (24 SDC, 388 ELL, 123 EO) in attendance during the 2008-2009 school year. Taft Community School consists of Spanish alternative and English Only (SEI) classrooms at the kindergarten, first, and second grades. We have third grade transition classes, third through fifth EO (SEI), one k-4th grade district Special Day Class one 1st-4th grade district Special Day Class.

Taft Community School continues to focus on exemplary staff development, high achievement expectations, and addressing each student's needs. We are able to provide the necessary resources to our teachers and students through the collaboration effort of the administration, teaching staff, auxiliary staff, Family Center, the Redwood City District Office, San Mateo County Office of Education, the LindaMood-Bell Organization, ClassWorks and Region IV System of District and School Support (RSDSS).

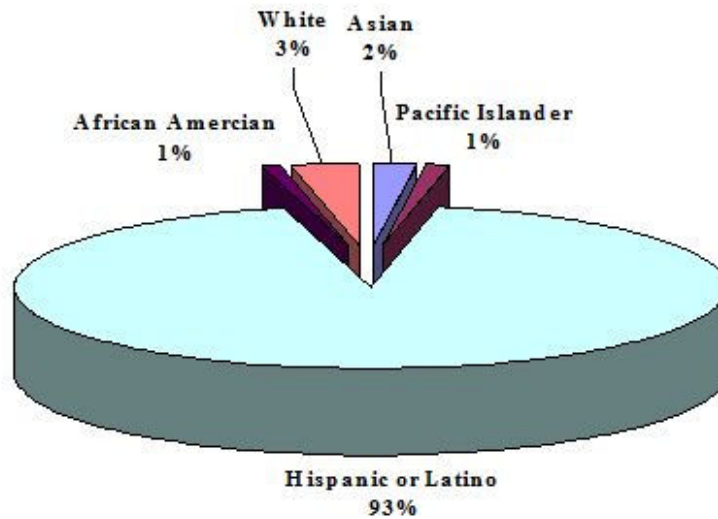
The Taft community believes that each individual student can perform at grade level or above and will progress academically throughout the year. All instruction and assessments are aligned with the California State Standards and each child is provided with the necessary support to help them access our standards-based curriculum.

The Taft staff is dedicated to providing a strong, supportive, enriching learning environment that is designed to give students the best opportunity for success, both in school and in their futures. We are able to supplement the core curriculum with science enrichment, art, singing, dance, gardening and environmental studies, field trips, social justice

projects, Peace Patrol, 5th grade Instrumental Music, Recycling Club, 3 After School Programs, Student Council and various other enrichment opportunities.

The Taft Community School staff strives to work closely with parents to ensure that their child(ren) meets with both academic and social success. With the support of our on-site Family Center, Taft is equipped to provide support services from benefits' analysis to individual and family counseling. We encourage active parent participation through monthly informational meetings, Coffee with the Principal, English Language Advisory Committee, Community School Task Force/School Site Council, community projects(i.e. Community Fair), a dedicated volunteer room, and everyday classroom involvement. We believe that with expert, effective teaching, high behavior and academic expectations, motivated staff, and students, cooperative and supportive parents, and aligned supports; every student will be successful.

Demographics of Taft Elementary School 2008-09



PRACTICES/PROGRAMS TO DEVELOP POSITIVE CHARACTER TRAITS

Taft Community School has several practices and programs in place, which focus on the whole child and positive character trait development. Students are guided by specific, aligned rules and classroom expectations that promote respect, cooperation, personal responsibility, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to grow.

Each year, a special team of 4th and 5th grade students is invited to become Peace Patrol participants and to use conflict resolution skills with their peers on the playground. This team wears official Peace Patrol vests and is trained to use specific P.E.A.C.E. Signs strategies, such as helping students to stop, feel, think, and choose before they act. In another leadership opportunity, 4th and 5th grade students participate as officers on our Student Council and 2nd through 5th grade students participate as classroom representatives on Student Council. Through Student Council, these students are able to develop their leadership, communication, and social skills as well as serve as role models for their peers.

The school has also created and implemented 3 classroom rules, which are the same across all grade levels. These rules assist students in developing a strong sense of responsibility for their own success as well as the success of others by emphasizing the importance of a safe and supportive learning environment. Dolphin tickets are used to reward students when they are caught demonstrating positive behaviors. These tickets are entered into a weekly raffle in which students have the opportunity to win prizes. Besides the disbursement of Dolphin Tickets, positive behavior is rewarded through: Good Citizen Awards, academic awards and attainable goals for all students. Student achievements are recognized during assemblies and in the Principal's Newsletters. Taft runs an At-Home reading program which incorporates our parents by having them ask their children questions.

In order for students to receive credit for reading the student and parent must provide evidence that the student has read, such as, question answers, a summary, etc... and accompanied by a parent signature. Three times a year, 3 students from each classroom that have read the most minutes are awarded certificates and a book at our awards' ceremonies. At the end of the year, we hold a culminating dinner for the top 3 readers from each class and their families. At the dinner, each student receives a certificate and book, all names are placed into a drawing and 1 student from each grade level receives a gift certificate from Barnes and Noble.

In addition to these programs and practices, Taft Community School is working with an outside consultant, Al Gonzales-ClassWorks, to improve student engagement. In order to improve student engagement, our staff is examining our personal belief systems, diversity issues, connections with students and their families and academic rigor. The staff undergoes classroom observations, individual coaching, and staff development sessions.

The staff at Taft Community School strives to assist students in their social and personal development. At times students display needs that require additional services beyond the scope of the teacher and administrator; therefore, qualified personnel provide counseling and support services to students as needed. Students can be identified through multiple ways: teacher referrals, self-referrals and/or parent referrals.

OTHER ELEMENTS OF THE SCHOOL'S PROGRAM

Through the leadership of the Taft Community School Task Force/School Site Council, the school continues to grow and strengthen in each area under the Community School model. This group, which includes the principal, the Community School Coordinator, the assistant principal, teachers, service providers, parents, and community members, serves as one of the primary decision-making bodies of the school and is responsible for determining, implementing, and overseeing programming throughout our school.

Taft has demonstrated significant growth across all focus areas identified as crucial to the success of a Community School. For example, in the area of shared leadership, the Community School Task Force and the School Site Council were combined in order to further integrate the academic and non-academic components of the school and to ensure that key stakeholders are involved in the decision-making process. In the area of academic learning, we opened the Homework/Tutoring Center to provide an additional after-school resource for students and their parents to receive support with skills being taught during the school day. A requirement of this program is that a parent must attend each session with their student in the hope that the learned skills for support will be duplicated at home.

In the area of youth development, students participate in a myriad of activities, including Peace Patrol, Student Council, after school sports teams, ECHALE, 3 after school programs, and a variety of clubs. In the area of school climate, we are providing a number of learning opportunities for parents and families such as Parent Universities, ESL and computer classes, parenting and leadership classes, and gang awareness programs. We are also holding Beautification Days, a "Building Community Fair," and a celebration for our school garden. In order to continue to build a positive school climate, we continue to employ a Parent Involvement position that works to strengthen our communication with our community and increase our level of outside involvement. We are currently pursuing an additional Parent Support position. Beyond this work, Taft continues to move forward with two additional key areas of a Community School, namely Comprehensive and Integrated Student and Family Services and Parent Involvement. We are very proud and excited about our growth and development as a Community School and the impact of this work on our students, families, and community. This impact helps reinforce the importance of sustaining these efforts and ensuring that they will continue.

ANALYSIS OF STUDENT PERFORMANCE

API Base, Growth and Difference School-wide and Numerically Significant Groups

Student Group	API Base 2007	API Growth 2008	Difference
Taft Elementary School	753	774	21
Hispanic / Latino	756	779	23
White (not Hispanic)			
Economically Disadvantaged	744	768	24
English Learners	729	764	35
Students with Disabilities			

Analysis of API Data:

API 2007 Base to 2008 Growth and Difference: As shown by the chart above, Taft Community School scores have increased significantly from the 2007 Base to 2008 Growth scores for school wide and all three numerically significant subgroups. For the past 4 years, Taft has exceeded the State's API growth target. Each of Taft's subgroups made significant gains in their API Growth scores from 2007-2008. These API results tell us that we are moving students from the Far Below Basic and Below Basic categories into the Basic through Advanced categories. We will continue to be deliberate about our interventions. Through an extensive assessment process (State, school and Linda-Mood Bell), we determine students' needs and group according to their needs. We focus our interventions to explicitly address the needs.

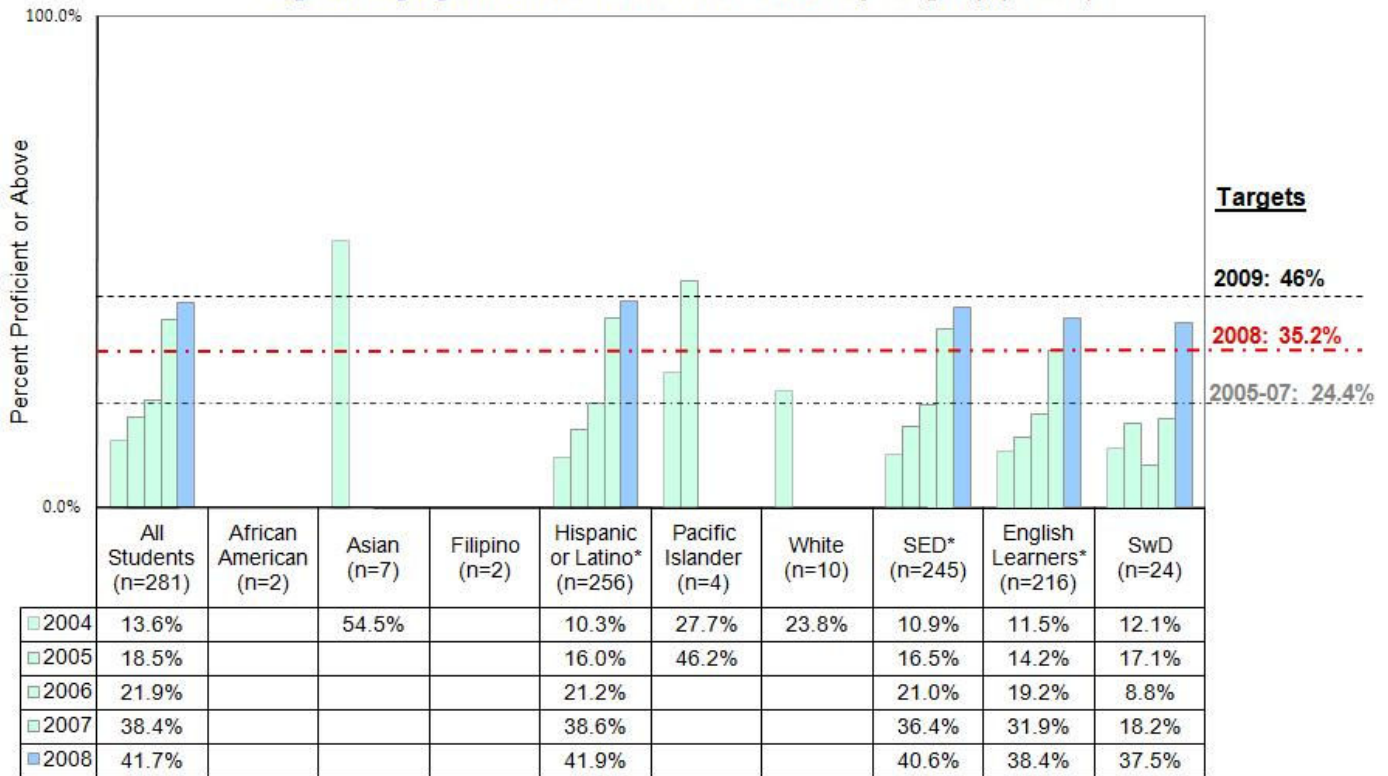
Besides a strong focus on academic rigor and classroom teaching, we believe this positive movement of students is due to our belief in our students' abilities, student/teacher connections, high expectations, rigorous curriculum, effective teaching strategies, continual assessment examination, and improvement to closely monitoring student progress and placement of students in appropriate interventions. We use our SST process as the key to student monitoring.

ANALYSIS OF STUDENT PERFORMANCE
(continued)

English-Language Arts AYP Results for 2007-2008
School-wide and Numerically Significant Groups

Student Group	English-Language Arts	
	# Tested	% Meeting At/Above Proficient
Taft Elementary School	300	41.7
African American or Black	2	--
Asian	7	--
Hispanic / Latino	275	41.9
White	10	--
Socio-Economically Disadvantaged	261	40.6
English Learners	229	38.4
Students with Disabilities	34	37.5

Taft Elementary: 2004-2008 AYP AMO
English Language Arts Percent Proficient or Above by Subgroup (revised)



Analysis of English-Language Arts AYP Data:

Between 2007 and 2008, there has been a steady increase in the percentage of all students, as well as the percentage of numerically significant subgroups, who are proficient or above in English Language Arts. Each year the staff has worked hard to meet the needs of the Taft students, and for the past two years the school-wide and subgroup scores have surpassed the AYP targets. As a result of meeting the AYP targets, Taft is no longer in PI status. In order to move enough students into the Proficient and Advanced to continue to meet AYP targets in 2009 and beyond, Taft made school-wide changes, which included full-implementation of Houghton/Mifflin, Board Language, and LindaMood-Bell strategies.

The school also revamped our reading intervention program. Taft continues the implementation of these programs and practices Professional Learning Communities(PLC). A PLC is a community of educators committed to working collaboratively in on-going processes through analysis of results, determine students' strengths and needs in order to guide the next steps for instruction to support student progress. Through PLCs, Taft has begun to create a systematic process to assess and provide appropriate classroom instruction and interventions.

The percentage of all students at Taft, as well as the percentages of students in the numerically significant subgroups, who are proficient or above, currently exceeds the state target of 35.2% by 6.5%. However, the target for English language arts will be increasing to 46% in 2008-09 and then 56.8% in 2009-10, so we must continue focusing on improving our language arts instruction. We particularly need to focus on the needs of our EL students - while they are still performing above the target, the percentage of EL students at or above proficient is slightly below the school-wide number of 41.7%.

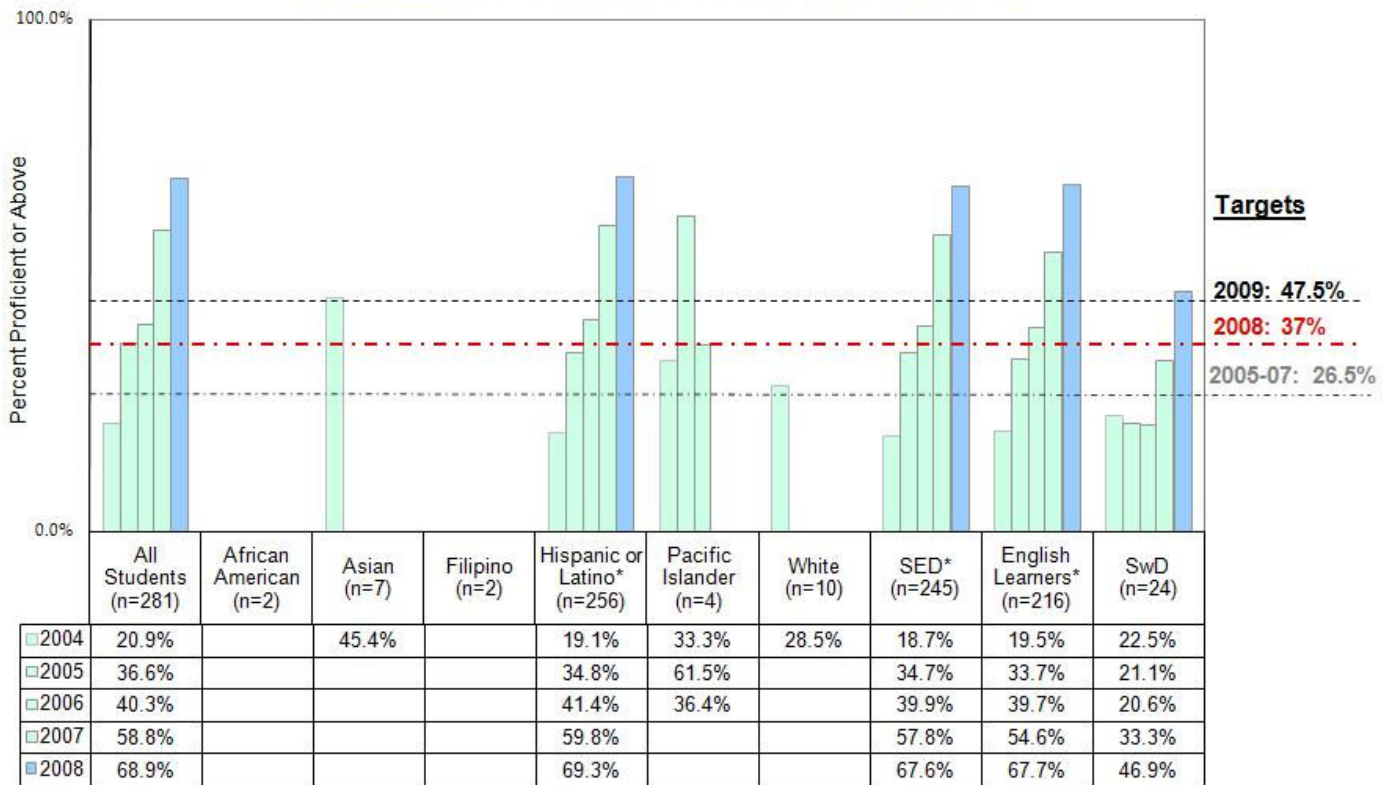
Because the largest numbers of students reside in the Basic category, we are providing additional targeted instruction for those students during in-school small group instruction, after school small group instruction, and intersession. We are targeting specific skills that were determined through assessment to move students from the Basic to Proficient or Advanced categories.

ANALYSIS OF STUDENT PERFORMANCE
(continued)

Mathematics AYP Results for 2007-2008
School-wide and Numerically Significant Groups

Student Group	Mathematics	
	# Tested	% Meeting At/Above Proficient
Taft Elementary School	299	68.9
African American or Black	2	--
Asian	7	--
Hispanic / Latino	274	69.3
White	10	--
Socio-Economically Disadvantaged	260	67.6
English Learners	228	67.7
Students with Disabilities	34	46.9

Taft Elementary: 2004-2008 AYP AMO
Mathematics Percent Proficient or Above by Subgroup (revised)

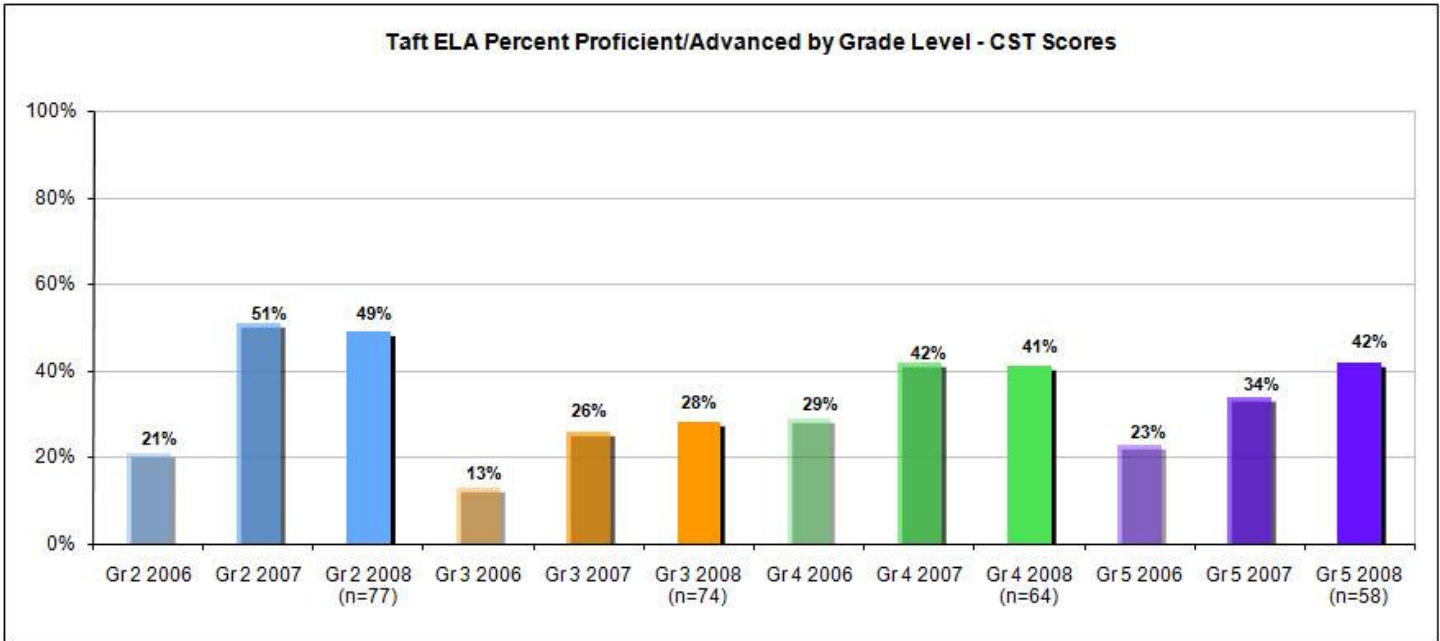


Analysis of Mathematics AYP Data:

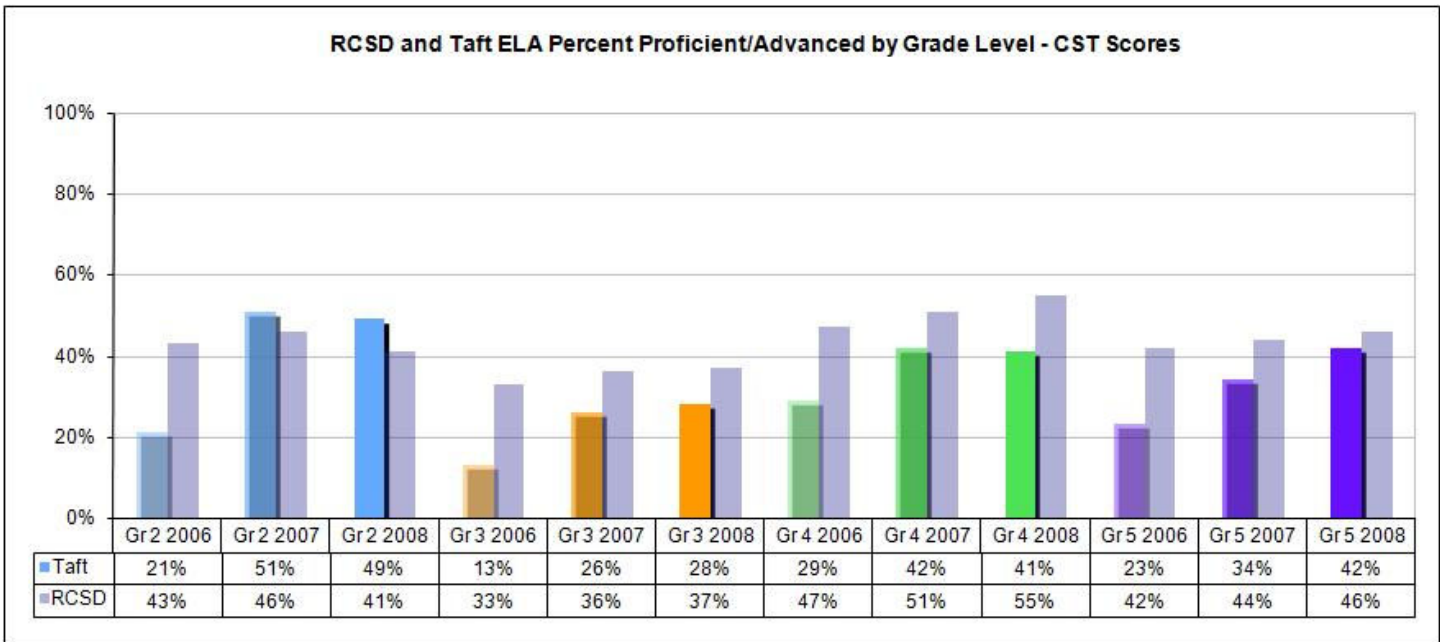
The percentage of all students at Taft, as well as the percentages of students in the numerically significant subgroups who are proficient or above, currently exceeds the state target of 37% by 31.9%. Even though we have currently exceeded the AYP target through 2010-2011, we have set our own targets for 2009 at 80% with an increase of 10% more each year; therefore, we must continue to improve our math instruction. We particularly need to focus on the needs of our EL students - while they are still performing above the target, the percentage of EL students at or above proficient is slightly below the school-wide number 68.9%.

**ANALYSIS OF STUDENT PERFORMANCE
(continued)**

**English-Language Arts CST Results for 2006 to 2008
by Grade Level**



**English-Language Arts CST Results for 2007-2008
by Grade Level
(RCSD / Taft Elementary School Comparison)**

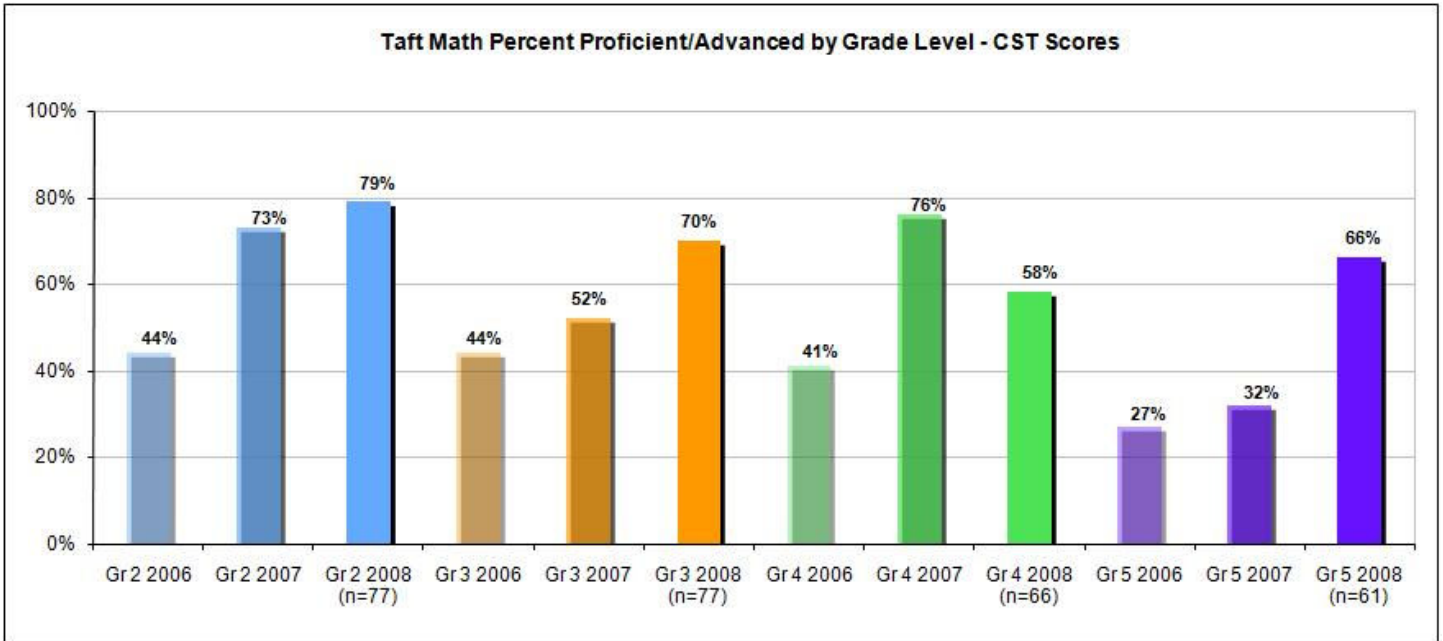


Analysis of English-Language Arts CST Data:

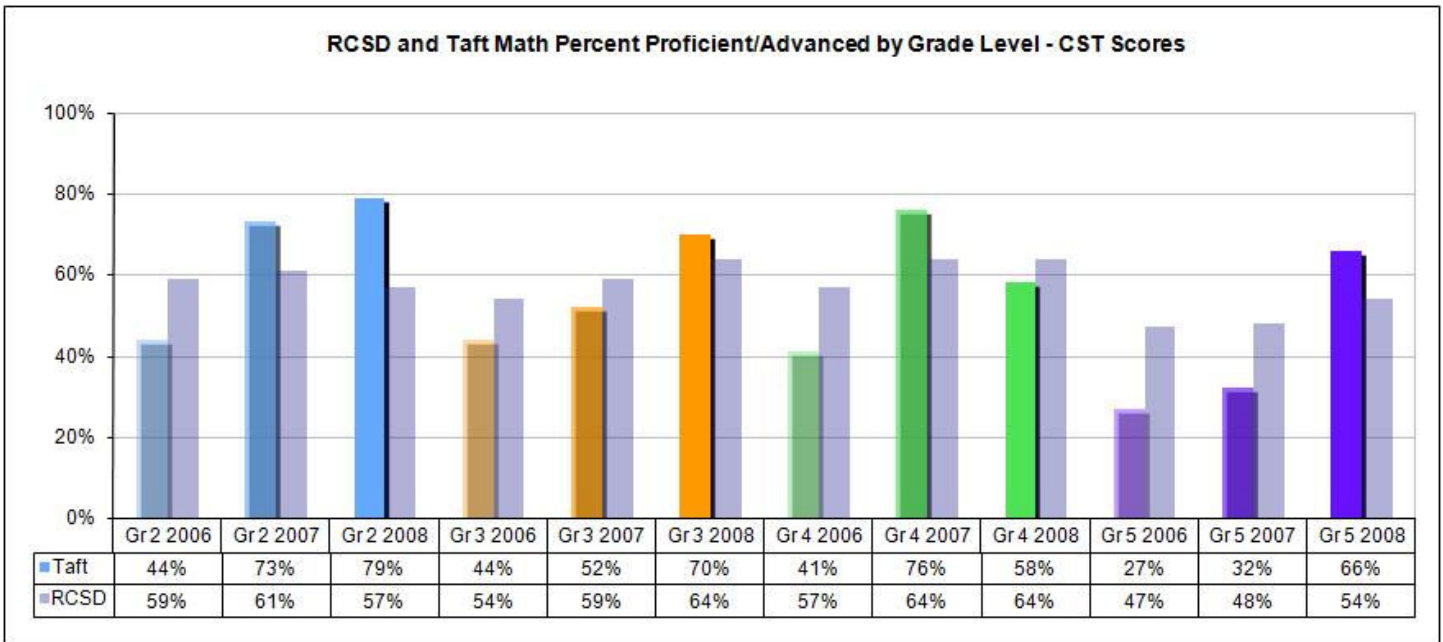
While the percentage of students who are at or above proficient in English language arts and math by grade has generally increased over the past four academic years, we need to continue to improve our instruction in these areas, as the AYP targets will be increasing annually. We need to particularly support English Language Arts instruction in Grade 3 and Math instruction in Grade 4. All grade levels continue to make steady growth in English Language Arts and with the exception of grade 3, all grade levels surpassed the state target by at least 5.8%. All grade levels have surpassed the state target in Math and the percentage of students performing at below basic and far below basic has significantly decreased. Grades 2, 3, and 5 have made the most growth in Math from 2006-2008. All grade levels exceeded the state target by between 21%-43%.

ANALYSIS OF STUDENT PERFORMANCE
(continued)

**Mathematics CST Results for 2006 to 2008
by Grade Level**



**Mathematics CST Results for 2007-2008
by Grade Level
(RCSD / Taft Elementary School Comparison)**



Analysis of Mathematics CST Data:

While the percentage of students who are at or above proficient in English language arts and math by grade has generally increased over the past four academic years, we need to continue to improve our instruction in these areas, as the AYP targets will be increasing annually. We need to particularly support English Language Arts instruction in Grade 3 and Math instruction in Grade 4. All grade levels continue to make steady growth in English Language Arts and with the exception of grade 3, all grade levels surpassed the state target by at least 5.8%. All grade levels have surpassed the state target in Math and the percentage of students performing at below basic and far below basic has significantly decreased. Grades 2, 3, and 5 have made the most growth in Math from 2006-2008. All grade levels exceeded the state target by between 21%-43%.

ANALYSIS OF STUDENT PERFORMANCE
(continued)

AMAO 1/2/3 Data for 2006-2009

Year	2006-2007	2007-2008	2008-2009
% Students Making Annual Progress Learning English (AMAO 1)	55.8%	46%	%
Target for AMAO 1	48.7%	50.1%	51.6%
% Students Attaining Proficiency on CELDT (AMAO 2)	45.7%	35%	%
Target for AMAO 2	27.2%	28.9%	30.6%
% English Learners Proficient and Above CST ELA (AMAO 3)	31.9%	38.4%	%
Target for AMAO 3 ELA	24.4%	35.2%	46%
% English Learners Proficient and Above CST Math (AMAO 3)	54.6%	67.7%	%
Target for AMAO 3 Math	26.5%	37%	47.5%

Analysis of AMAO 1/2/3 Data:

AMAO 1/2/3 Data-2 Year Comparison:

AMAO 1

Calculates the percentage of ELs making annual progress on the CELDT. There are three ways for ELs to meet the annual growth target on CELDT depending upon what level they were at on the previous CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on CELDT. Those at the English proficient level are expected to maintain that level.

AMAO 2

Calculates the percentage of ELs attaining English proficiency on the CELDT. For the AMAO 2 it was necessary to define the cohort of students who could reasonably be expected to reach the English proficient level on CELDT at the time of the annual assessment.

AMAO 3

Holds the Title III LEAs accountable for meeting targets for the EL subgroup that are required of all schools and LEAs under NCLB. The academic achievement targets specify the percent of ELs that must be proficient or above in English-language arts (ELA) and mathematics.

AMAO 2007-2008 Analysis:

The percentage of students meeting AMAO 1 has increased from 55% in 2007 to 61% in 2008, is an increase of 6%. With 61% of our students making AMAO 1, Taft has exceeded the State's target of 51.6% by 9.4%. The percentage of students meeting AMAO 2 has increased from 47% to 72% of the students meeting AMAO 2, which is an increase of 25%. Taft students exceeded the state target of 30.6% by 41.4%. The percentage of students meeting AMAO 3 has increased by 6.5% from 2007 to 2008 and we did exceed the State's target of 35.2% in 2008, which resulted in Taft EXITING PI PROGRAM IMPROVEMENT YEAR 5. While we are currently exceeding targets for AMAO 1 and 2, we will continue to focus on the needs of our EL students by implementing effective instructional strategies for ELs in all content areas and continue to improve our English Language Development program. Our Targeted Instructional Grouping time has become more explicit and aligned within each grade level. Every classroom has increased its oral language practice, the use of sentence frames and frontloading. To meet the AMAO 3 target, we must continue to increase the number of students meeting proficient or above each year by at least 10% in ELA. This challenge will be met, but we must continually analyze our data and determine effective strategies, areas of need and what new implementations must occur. This is by far, our biggest challenge.

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM COMPONENTS

Opportunity and Equal Educational Access: Teaching and Learning & Standards, Assessment and Accountability

Reading/Language Arts

To attain proficiency in language arts students need a curriculum that is systematic and carefully articulated and based on the English-Language Arts State Content Standards (Framework). While all Taft teachers lesson focus is based on the California language arts standards, they implement Houghton/Mifflin throughout the grade levels. Each classroom follows the district pacing guides for ELA which are based the the H/M pacing.[APS, classroom observations, lesson plans, pacing guides]

Taft school provides the most recent SBE-adopted instructional program, which is fully and consistently implemented at all grade levels on a daily basis [APS, classroom observations, lesson plans, pacing guides]. Houghton Mifflin Reading materials are being fully implemented and their use is consistent from classroom to classroom and grade level to grade level, resulting in aligned instruction for students. [APS, classroom observations, lesson plans, pacing guides]

For all students to become proficient, the consistent use of differentiated instruction is necessary to optimize learning opportunities and outcomes for all students (Framework). At Taft, teachers are somewhat skilled at using differentiation strategies during whole-class instruction. Implementation of Universal Access time using Houghton Mifflin Reading support materials in small group settings, has begun, but is not yet at a deep enough level of practice. We are still in need of deeper training in differentiated instruction to improve the meeting of each student's needs. [District ELSSA, District LRESA, APS, Classroom observations]

For an increasing number of students to achieve proficiency in language arts, an adequate amount of time must be allocated to instruction, and that time is protected from interruption (Framework). At Taft, the first through fifth grades allocate 120 minutes to Houghton Mifflin Reading/standards-based instruction; kindergarten allocates 60 minutes. [APS, Classroom observations]

A coherent instructional program that meets the needs of all student groups must include sufficient time for core instruction and interventions. Forty-five minutes in kindergarten and 60-85 minutes across grades 1-5 is allocated for TIG and include homogeneous groupings for ELD, reading intervention, and enrichment groups that use science and social studies as its content, but focuses on ELA and ELD standards. [APS, Classroom observations]

Effective instruction must be informed by the results of curriculum-embedded formative assessments aligned with the language arts content standards (Framework). Currently, grades 1 – 5 develop and implement an aligned formative assessment system to analyze student progress toward grade level proficiency. [APS]

To maintain a coherent, sequenced instructional program that assures content coverage of grade-level standards, teachers use pacing guides to consistently plan instruction. At Taft, each grade level uses standards-based, district created pacing guides. Teachers have added ELA standards to the district pacing guides. [APS, Conversations with teachers] To better inform instruction, first through fifth grade levels will continue to implement the use of Curriculum and Associates standards-based assessments three times a year and continue to develop and implement formative assessments to inform instruction and identify individual student academic needs between benchmark testing.

There are many additional components used at all grade levels that are not provided with Houghton-Mifflin (such as LindaMood-Bell strategies, BoardLanguage, Step Up To Writing and leveled reading), but are essential to student development of concepts.

While we only use the Voyager state-adopted program for 2nd – 5th grade reading intervention, we have implemented a research-based reading intervention program, Lindamood-Bell Learning systems. These programs are for students from grades first through fifth. We have a Lindamood-Bell coach on campus, and 2.0 intervention teachers(including our RSP teacher) that have been trained in this program. The entire staff has been trained on the Visualizing/Verbalizing component of the LindaMood-Bell program and eight staff members have been trained in the Seeing Stars and LIPs components as well. For kindergarten, we have a staggered day which enables teachers to meet with smaller groups of homogeneously grouped students for 30-40 minutes each day. All grade levels also participate in TIG.

Mathematics

For students to achieve grade level standards in math, teachers must use the most recent SBE-adopted core instructional programs, including accelerated interventions, for every student on a daily basis. All students have SBE adopted texts and they are used daily. Teachers also use supplementary materials (manipulative, k-2 TouchMath, BoardMath, Jeff Simpson materials) with contextual meaning to reinforce essential grade level concepts, hands-on materials for EL students, and instruction that explicitly teaches the academic language of mathematics. [APS, ELSSA]

For students to achieve grade level standards in math, all teachers implement adopted programs for mathematics and exceed the required instructional time. This time is given priority and is protected from interruptions. All students receive mathematics instruction

in the SBE adopted curriculum for the required number of minutes and an additional 30 minutes of instruction geared towards students' levels. Additionally, some grade levels circle students according to specific academic needs. [APS]

Effective instruction for English learners requires a consistent, on-going assessment and monitoring system to provide teachers with the necessary data to adjust, improve, and target instruction according to student learning needs. All classes use weekly or bimonthly chapter tests, monthly unit tests; there are three district assessments for reporting three times per year. [APS] To maintain a coherent, sequenced instructional program in mathematics for English learners, teachers consistently plan instruction according to site pacing guides. For the subject of mathematics, the Taft faculty created pacing guides at each grade level aligned with state standards, backwards mapping, district guidelines and curriculum. To better inform instruction, grades 1st – 5th will continue implementation in the use of Curriculum and Associates standards-based assessments three times a year and develop formative assessments to inform instruction and identify individual student academic needs between benchmark testing.

English Language Development

To achieve grade-level English proficiency, all English learners require daily instruction in a comprehensive, well-articulated English Language Development curriculum aligned to grade level language arts standards. We use school designed designated English Language Development (ELD) curriculum aligned to grade-level standards for our English learners. [Classroom observations, APS, ELSSA]

To achieve grade-level English proficiency, English learners require a daily, uninterrupted period of instruction in a comprehensive, well-articulated English Language Development curriculum aligned to grade level language arts standards. There is a school-wide instructional period designated for ELD instruction during TIG time. [APS, ELSSA]

Effective instruction for English Learners requires a consistent, on-going assessment and monitoring system to provide teachers with the necessary data to adjust, improve, and target instruction according to student learning needs. There is minimal consistent, on-going, 6-8 week formative assessment system or process to monitor academic or English language development of English Learners. [APS, ELSSA]

To maintain a coherent, sequenced instructional program for English Learners, teachers consistently plan instruction according to pacing guides prepared by the District. School and district pacing guides are used consistently by all teachers. [DAS, APS, teacher conversations]

Staffing and Professional Development

Reading/Language Arts

In effective schools, administrators are knowledgeable about the English language arts content standards and effective language arts programs. They work with teachers to create a coherent plan in the school for language arts instruction that is based on assessment and provides access to such programs for all students. (Framework) The principal and assistant principal have participated and completed the five days of the Module 1 AB 75 training. [APS, Conversations with Principal]

Teacher preparation and ongoing support for their continued professional development are critical to establishing a coherent academic program focused on increasing student achievement. The AB 466/SB 472 80-hour practicum for Houghton Mifflin reading gives teachers the necessary foundation for strategic and coherent implementation of the program. 90% of Taft teachers have participated in the AB 466/SB 472 40-hour training for Houghton Mifflin Reading and 70% have completed the additional 40 hour practicum. [APS]

A coherent instructional program provides instructional assistance and support to all teachers from coaches/content experts who are knowledgeable about the adopted program (APS). Taft does not have a language arts coach on site that provides support in the SBE-state adopted materials. [APS, Conversations with school leadership team]

Maintaining a coherent instructional program requires grade-level collaboration on a regular basis. This collaboration focuses on the results of curriculum-embedded assessment data, the implication of these results for instruction, and grade-level lesson planning. Taft school's grade-level collaboration time is currently used for teachers to analyze student assessment results, review lessons, and plan further instruction. [APS, Conversations with teachers]

Mathematics

As the school's instructional leader, the Principal needs full knowledge of the Mathematics curriculum and the most effective strategies for its delivery, including scaffolding, frontloading, and differentiation for English Learners. The principal will participate in the new SBE adopted mathematics program training. [APS] The principal plans to participate upon the adoption of the new math curriculum.

To maximize student learning, teachers need full knowledge of the curriculum and instructional strategies. Jeff Simpson trained the K-5 teachers in various math strategies to support math curriculum and be used as an intervention tool for struggling students. Teachers will participate in the AB466/SB 476 hour practicum for math for the new SBE adopted mathematics program.

To create and maintain an effective instructional program in mathematics for English Learners, teachers must have instructional assistance and support in mathematics. Assistance and support for teachers to improve mathematics instruction is available upon request from district office staff, with time permitting. [APS]

A coherent instructional program for English Learners requires structured, consistent, grade level collaboration among all teachers to review assessment results, discuss the data in meaningful ways, make instructional decisions and plan lesson delivery. There is time set aside every 6 weeks and many staff meeting times for teachers to engage in planning. We also have release time throughout the year for grade levels to review assessment data and plan next steps. In addition, grade levels meet during their own prep time to plan their instructional programs. [APS]

English Language Development

As the school's instructional leader, the Principal needs full knowledge of English Language Development curriculum and instructional strategies, the core curriculum and the most effective strategies for its delivery, including scaffolding, frontloading, and differentiation for English Learners. At the time of this writing the principal has participated and completed the five days of the AB 75 training and Module 3 of AB 75. [APS, Conversations with Principal]

For continuing school improvement and increased English Learner achievement, the school has a comprehensive staff development plan for acquiring effective instructional practices for English learners. The staff has clearly defined the content, curriculum, and minutes allotted for each ELD level by grade during TIG. Taft has also focused on incorporating/increasing oral language comprehension and using sentence frames to support English learners throughout the academic day. The staff will continue to develop the plan for acquiring effective instructional practices for English Learners. [District and Hawes ELSSA, APS, Conversations with Teachers]

To help English Learners achieve mastery of grade level standards, effective instructional delivery requires teachers to have comprehensive knowledge of ELD practices, frontloading and scaffolding strategies. Most teachers have been trained in effective ELD practices, frontloading and scaffolding strategies for English Learners. [APS, Classroom observations, Hawes ELSSA]

To create and maintain an effective instructional program for English Learners, teachers have an organized, structured system of teacher assistance, support and coaching. The ELD coach has worked closely with teachers new to Taft to support English learners. [APS, Teacher conversations]

A coherent instructional program for English Learners requires structured, consistent, grade level collaboration among all teachers to review assessment results, discuss the data in meaningful ways, make instructional decisions and plan lesson delivery. There is time set aside every 6 weeks and many staff meeting times for teachers to engage in planning. We also have release time throughout the year for grade levels to review assessment data and plan next steps. In addition, grade levels meet during their own prep time to plan their instructional programs. [APS]

Involvement

Parents play an important role at Taft Community School through active participation and involvement in The Community School Task Force/School Site Council, English Language Advisory Committee (ELAC), Parent Group, and other support committees. Parents are encouraged to volunteer at school events and in classrooms. Taft has a dedicated parent/volunteer room in which any volunteers have a place to work and collaborate. The parent/volunteer room is open before, during and after school. We also open our library to our parents and students after school to allow our families to check out materials. Another important aspect of our parent involvement is our Homework/Tutoring Center. This Center is open 2 days a week from 5:00-7:00 to provide our students one on one support. Each student that is tutored must have a parent attend to observe the strategies that are used to support learning. The hope is that these techniques will give our parents support to be able to duplicate the work in the home setting. Taft Community School staff is very proud of the strong support it receives from the community.

STUDENT ACHIEVEMENT GOALS

Achievement Targets in English Language Arts (ELA):

- Students will meet yearly AYP targets for ELA as measured by the CST, CMA and CAPA.
- The percentage of students scoring below proficient on the CST, CMA and CAPA will decrease each year.

2008-09

- The percentage of students scoring at proficient or above will be at least 46% for all subgroups and the school as a whole.
- At least twenty-five percent of the students scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2008 will move up one or more proficiency levels.

2009-10

- The percentage of students scoring at proficient or above will be at least 56.8% for all subgroups and the school as a whole.
- At least twenty-five percent of the students scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2009 will move up one or more proficiency levels.

Achievement Targets in Mathematics:

- Students will meet yearly AYP targets for Math as measured by the CST, CMA and CAPA.
- The percentage of students scoring below proficient on the Math CST, CMA and CAPA will decrease each year.

2008-09

- The percentage of students scoring at proficient or above will be at least 47.5% for all subgroups and the school as a whole.
- At least twenty-five percent of the students scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2008 will move up one or more proficiency levels.

2009-10

- The percentage of students scoring at proficient or above will be at least 58% for all subgroups and the school as a whole.
- At least twenty-five percent of the students scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2009 will move up one or more proficiency levels.

Achievement Targets for English Learners

English Learners will meet yearly AMAO targets as measured by the CELDT, CST, CMA and CAPA.

2008-09

- AMAO #1: The percentage of EL students making progress in learning English will reach at least 55.8%
- AMAO #2: The percentage of EL students attaining English language proficiency will reach at least 36.1%
- AMAO #3 Language Arts: The percentage of students scoring proficient or above will be at least 46% for the English learner subgroup.
- AMAO #3 Mathematics: The percentage of students scoring proficient or above will be at least 47.5% for the English learner subgroup.

2009-10

- AMAO #1: The percentage of EL students making progress in learning English will reach at least 57.4%
- AMAO #2: The percentage of EL students attaining English language will reach at least 38.1%
- AMAO #3 Language Arts: The percentage of students scoring proficient or above will be at least 56.8% for the English learner subgroup.
- AMAO #3 Mathematics: The percentage of students scoring proficient or above will be at least 58% for the English learner subgroup.

EXECUTIVE SUMMARY of the ACADEMIC PROGRAM PLANNED ACTIONS TO MEET STUDENT PERFORMANCE GOALS

Opportunity and Equal Educational Access: Teaching and Learning & Standards, Assessment and Accountability

Instructional Program:

Reading/Language Arts

Teachers teach the California Language Arts grade level standards using the Houghton Mifflin Reading curriculum, during an uninterrupted block of time (Grades K: 60 minutes; 1-5: 120 minutes). Teachers will use standards-based instruction for all students including English Learners.

Teachers use standards-based, formative and benchmark assessments. These assessments will be administered every 6-8 weeks in conjunction with the pacing calendar and will be analyzed in grade level meetings.

Teachers will use an appropriate amount of time during the time allotted for core reading/language arts to provide differentiated support to address the language learning needs of their English Learners within the language arts core period.

Teachers will address their EL students' needs for access to grade level standards-based instruction during their grade level math instruction using the following:

- Frontloading
- Sentence frames
- Oral language practice
- Universal Access Time
- BoardLanguage
- Reading Tools

Mathematics

Teachers continue to align the mathematics curriculum and instruction with state standards. Teachers continue to implement the core mathematics program 60 minutes for Kindergarten and 90 minutes for 1st-5th grades, using Math Boards within the allotted core time.

Teachers will address their EL students' needs for access to grade level standards-based instruction during their grade level math instruction using the following:

- SDAIE and SIOP strategies, and manipulative materials
- Support materials available with the SBE adopted programs
- BoardMath and academic word walls
- Jeff Simpson strategies and materials
- K-2 TouchMath

English Language Development

Teachers will implement the District ELD instructional outline connecting the ELD and language arts standards, content vocabulary of the Houghton Mifflin Reading stories, language forms and functions, frontloading, and background building with graphic organizers and interactive strategies.

English learners with a CELDT level of B to 1st year I(grades K-5) will receive 45-85 minutes of ELD daily during Targeted Intervention Grouping (TIG) time, based upon state ELA/ELD standards. All students will be grouped homogeneously across their grade level based upon language proficiency for this period of instruction.

All teachers will address the language learning needs of their English Learners, providing lessons appropriate to the level of their students' proficiency in English, using frontloading strategies during ELD, and SDAIE and SIOP strategies during language arts instruction. Teachers who have not yet received the training in frontloading for Houghton Mifflin Reading will follow district guidance for the content to be taught in ELD.

Instructional Time:

2008-09 Number of Daily Minutes	English-Language Arts Core	Targeted Instructional Groups		Mathematics	Social Studies & Science (Average daily, alternating)
		ELD	Other*		
Kindergarten	100 minutes	45 minutes	45 minutes	60 minutes	35 minutes
Grade 1	120 minutes	60 minutes	60 minutes	90 minutes	35 minutes
Grade 2	120 minutes	85 minutes	85 minutes	90 minutes	25 alternate
Grade 3	120 minutes	85 minutes	85 minutes	90 minutes	25 alternate
Grade 4	120 minutes	60 minutes	60 minutes	90 minutes	50 alternate
Grade 5	120 minutes	60 minutes	60 minutes	90 minutes	50 alternate

*First 30 days of the school year, all instruction is done in English.

**This time tapers off from August to January with all language arts instruction to be done in English for the rest of the year.

***Starting in January the English Language Arts instructional time increases to 100 minutes

On Thursdays, because of early dismissal, all time frames will be reduced. Social Studies and Science will be integrated throughout the other subject areas and alternate between teaching social studies and science.

Description of use of TIG time:

For the 2009-2011 school years, 45-85 minutes is provided for TIG time explicitly for ELD (students scoring B-1st yr. I on the CELDT), small group reading intervention(students scoring FBB-B), and ELA enrichment(students scoring 2nd yr. I on CELDT and on or above grade level in reading). Each grade level incorporates science and social studies into TIG.

Student Achievement Monitoring System:

Teachers participate in grade level collaboration meetings at least every 6 weeks for each of the following subject areas or initiatives, in alignment with district-provided comprehensive pacing guides: a) language arts, b) mathematics, c) TIG time, and d) standards-based, targeted intervention strategies integrating social studies, science and the arts.

Teachers use language arts pacing guides, provided by the district and enhanced by Taft teachers, which include use of common, curriculum-embedded formative assessments to be given every 3 weeks between benchmark assessments. Teachers administer, score and discuss results of the above assessments in grade level groups to plan instruction based on the results.

Teachers use math pacing guides, determined by each grade level at Taft Community School, which include use of common, curriculum-embedded formative assessments to be given every 3 weeks between benchmark assessments. Teachers will administer, score and discuss results of the above assessments in grade level groups, collaborating to plan instruction based on the results.

Teachers use an ELD pacing guide. As a next step, the staff will develop and implement formative assessments to measure English language proficiency to regularly analyze student progress with grade level colleagues as a means for improving ELD instruction.

In grades 1st through 5th students will participate in ELA and math Curriculum and Associates standards-based benchmark assessments. Teachers will meet to analyze results and then plan next steps for instruction, including intervention foci, BoardMath and BoardLanguage, small group, individual and whole class review.

Lesson Pacing:

Taft grade level teams create pacing guides using the state standards, core curriculum materials, and guides given by the district staff development department. A calendar of language arts, mathematics and ELD instruction for the year is created. Using student performance results and the state testing maps, grade level teams revise curriculum pacing guides every six weeks throughout the year.

Besides grade level standards-based pacing guides, the classroom teacher intervention teachers plan out short-term goals to support students to make gains needed to improve performance.

Staffing and Professional Development

Principal Leadership Training:

The principal and assistant principal completed 40 hours of professional development activities to support teachers to implement the Houghton-Mifflin Reading program and to ensure success within the core curriculum for all English Learners. The principal and assistant principal completed the 80-hour passport work.

The principal also participated in BoardMath, BoardLanguage and Frontloading trainings.

The principal participates in additional professional development through various means and on a variety of subjects such as effective strategies for teaching ELs, student engagement, diversity, etc.

The principal will participate in training sessions on the new adoptions for mathematics and math interventions between June 2009 and August 2010.

Teacher Credentialing and Professional Development

State mandated training

Teachers will complete all professional development activities as required to fully implement the Houghton-Mifflin Reading program and the new SBE adopted Mathematics program to ensure success within the core curriculum for all students.

Additional training to support instruction for English Learners

The Principal in consultation with teachers, continue to develop a professional development plan for teachers to improve learning for English learners in reading/language arts, math and ELD. The plan shall is always based on a school-wide needs assessment that includes LEA Plan recommendations, and shall include elements of effective professional development, utilizing coaching and modeling by teacher coaches and lead teachers, and an evaluation component.

Instructional assistance and collaboration

The Principal, ELDRT and the Site Leadership Team will design a system for teachers to receive support and assistance from District coaches. The Taft ELDRT will provide intensive, long term ELD coaching support for site staff.

During grade-level release time, and with assistance from district, private consultants, and site-based coaches, teachers meet to plan and refine standards-based instruction in reading/language arts core, reading/language arts intervention, mathematics, and English Language Development.

Teacher Collaboration

Involvement

Parents will continue to be informed about the academic grade level standards and students' need for support at home to improve learning in reading/language arts and mathematics.

Parents will continue to be informed about standards for acquisition of English proficiency and students' need for support at home to acquire English proficiency.

The school will jointly develop, with parents, and implement a parent involvement policy, which includes a school-parent compact.

The school will maintain a functioning English Learner Advisory Committee (ELAC) to formally perform the functions designated by the State.

A Community School Task Force/School Site Council will continue to function to determine and oversee the policies and programs of the school.

The Taft Community School staff will build capacity for parent involvement that improves student academic achievement.

The Taft Community School Parent Liaison position serves to bring the parent community and the school together as one working entity. School personnel and parents partner to raise funds, plan and implement enrichment programs and community events, provide classroom support and improve communication.

Monitoring

The SSC will meet on a regular basis to monitor the progress of the school in meeting its student achievement goals and implementing the SPSA action steps. The District will provide guidance in developing the abilities of the SSC members to take on this monitoring role. In addition, the District will conduct its own monitoring processes, in collaboration with their external entity, Networks for Success, to support the systematic and consistent implementation of the District achievement goals and plans.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

SCHOOL GOAL #1 (English Language Arts)	
2009 In relation to their results in 2008, a minimum of 8.1% more Latino students, 9.4% more Socio-Economically Disadvantaged students, and 11.4% more English Learner students in the alternative program will reach 50% Proficient or Advanced on the English language arts portion of the CST. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2008 will move up one or more proficiency levels on the CST/ELA.	
2010 All numerically-significant student groups in the alternative program will reach 60% proficient or advanced on the English language arts portion of the CST. In addition, at 25% of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2009 will move up one or more proficiency levels on the CST/ELA.	
2011 All numerically-significant student groups in the alternative program will reach 70% proficient or advanced on the English language arts portion of the CST. In addition, at 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2010 will move up one or more proficiency levels on the CST/ELA.	
Student groups and grade levels to participate in this goal: Latino students, Socio-Economically Disadvantaged students, and English Learner students at grades 2-5.	Anticipated annual performance growth for each group: See above
Means of evaluating progress toward this goal: Review of CST results annually in August and plan next steps.	Group data to be collected to measure academic gains: Analysis of AMO data and CST proficiency bands and plan next steps.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
OPPORTUNITY & EQUAL EDUCATIONAL ACCESS: TEACHING & LEARNING & STANDARDS, ASSESSMENT & ACCOUNTABILITY				
INSTRUCTIONAL TIME Provide 120 minutes of uninterrupted grade-level instruction (grades 1-5); provide 60 minutes of uninterrupted grade-level instruction (grade K)	August 2009, on-going	None	None	None
INSTRUCTIONAL MATERIALS AND PACING Continue standards-based instruction using HMR and district pacing guides.	August 2009, ongoing	None	None	None
Implement BoardLanguage	August 2009, on-going	Supplies	\$200	SIP
Provide Visualizing and Verbalizing kits for all classroom teachers and intervention classes. Seeing Stars workbooks for intervention classes.	July 2009, on-going	Materials	\$2,000	SIP
Investigate curriculum for TIG time for Enrichment.	Summer 2009	Materials Stipends	\$5,000 \$2,000	QEIA
ASSESSMENT SYSTEM Administer, analyze, and use results from Curriculum Associates Benchmark Assessments to inform instruction.	August 2009, on-going 3 times a year	Release Time (grades 1-5)	\$5,400	QEIA
Assist with identification of student needs, further assess students for appropriate grouping, provide targeted intervention during and after school	August 2009, on-going 3 times a year	1 K-5 Reading Intervention Teacher 1 RSP teacher for grades	\$50,000 \$97,000	Title 1 General Fund
Use formative k-5 grade level assessments to analyze student progress, determine student and grade level needs and plan next steps.	August 2009, on-going	Release Time Stipends	\$5,400 \$5,000	QEIA Title I
Purchase materials from Curriculum and Associates-Zoom In Series that support key standards at each grade level.	July 2009	Materials	\$3,000	Title I

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
TARGETED INSTRUCTION Continue leveled reading/Universal Access time within each class (Homogeneous small groups). Base small groups on targeted skills, i.e. main idea, inference	August 2009, on-going	None	None	None
Use district criteria for student grouping criteria and procedure for leveled reading during Targeted Instructional Grouping Time (TIG).	Sept. 2009, on-going	None	None	None
Pull out students identified as Far Below to Basic for targeted intervention during and after school and for intersession in the Spring.	Sept. 2009, on-going	1.0 Reading Intervention Teacher (grades 1-5)	\$39,180 \$64,849 \$27,707	SIP Title 1 HPSG
Investigate a diagnostic reading assessment tool for grades k-5.	Begin Fall 2009	Stipends and/or release time	\$2,000.00	QEIA
TRANSITION TO ENGLISH Revise the instructional program in both SLA and ELA to ensure a successful full transition to English for all English Learners in the alternative program; monitor the effectiveness of the implementation of the plan	July 2009, on-going	Stipends	\$1,000	EIA
STAFFING & PROFESSIONAL DEVELOPMENT				
TEACHER COLLABORATION Examine pacing guides and monitor student progress to create appropriate classroom plans in grade-level meetings (K-5) (once-a-month after school and every six weeks a full release day for each grade level)	August 2009, on-going	Release time	\$7,200 \$7,200	SIP QEIA
Cross-grade-level meetings(k/1, 2/3, 4/5) three times a year to discuss what students must master to be successful in the next grade level. Designate staff meeting time.	August, December and May of each year	None	None	None
PROFESSIONAL DEVELOPMENT Provide SB 472 HMR year 1 and year 2, Frontloading for HMR, LindaMood Bell, Board Language for all Taft teachers and annually to teachers new to Taft who have not previously participated in these courses	August 2009, on-going, annually	Release time or stipends, registrations	\$3,000	SIP District
Provide AB 430	2006-2007	Registration, mileage, stipends	??	District
Grade level meetings to analyze benchmark assessment data	September, January and March of each year	Release time (grades 1-5)	\$6,840	QEIA
Provide staff development from LindaMood-Bell coach for intervention teachers and classroom teachers	August-December	LindaMood-Bell	\$20,000	QEIA
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of HMR, BoardLanguage, Visualizing and Verbalizing, Frontloading, SUTW, leveled reading, SDAIE, Student Engagement/Equity and systematic ELD.	August 2009, on-going	1.0 Intervention teachers LindaMood Bell Coach RSDSS ClassWorks-Al Gonzales Teacher trainers Release time for coaching	\$50,000 @\$80,000 \$2,000	Title 1 ELDRT-District EIA
INVOLVEMENT				
Provide extra academic support for students scoring at Far Below to Basic on the ELA CST, based on assessed needs—homework/tutoring center, after-school program (standards-based science, support for “At-Home” reading, LindaMood Bell small reading groups, extra homework help)				
Set academic goals in English Language Arts with parents at the first conference, monitor progress toward the goals throughout the year, discuss progress at the second conference, and as needed during the year				
Grade-level “Coffee Meetings” with parents to inform them of current standards being worked on and how to support their children in working to master those standards. Hold meetings at various times in the day-before school, lunch, after school and evenings.				

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
(continued)

SCHOOL GOAL #2 (Spanish Language Arts)

2009
In relation to their results in 2008, a minimum of 8.1% more Latino students, 9.4% more Socio-Economically Disadvantaged students, and 11.4% more English Learner students in the alternative program will reach 50% Proficient or Advanced on the English language arts portion of the CST. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2008 will move up one or more proficiency levels on the CST/ELA.

2010
All numerically-significant student groups in the alternative program will reach 60% proficient or advanced on the English language arts portion of the CST. In addition, at 25% of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2009 will move up one or more proficiency levels on the CST/ELA.

2011
All numerically-significant student groups in the alternative program will reach 70% proficient or advanced on the English language arts portion of the CST. In addition, at 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2010 will move up one or more proficiency levels on the CST/ELA.

Student groups and grade levels to participate in this goal: Students in the alternative program	Anticipated annual performance growth for each group: See above
Means of evaluating progress toward this goal: Review of CST & CELDT results annually in August and plan next steps.	Group data to be collected to measure academic gains: Analysis of AMO data and CST proficiency bands and plan next steps.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
OPPORTUNITY & EQUAL EDUCATIONAL ACCESS: TEACHING & LEARNING & STANDARDS, ASSESSMENT & ACCOUNTABILITY				
INSTRUCTIONAL TIME Provide the following number minutes of uninterrupted grade-level instruction in Spanish Language Arts: Kindergarten: 60 minutes Grade 1: 120 minutes Grade 2: 90-120 minutes Grade 3: 60-90 minutes	August 2009, on-going	None	None	None
INSTRUCTIONAL MATERIALS AND PACING Continue standards-based Spanish instruction in grades K-2 all year and 3rd grade until January using HMR and district pacing guides.	August 2009, on-going	None	None	None
Implement BoardLanguage in Spanish & English in kindergarten & English in Alternative classes grades 1-3.	August 2009, on-going	Supplies	\$200	SIP
Use Visualizing and Verbalizing kits in grades K-3. After Sept., apply strategy.	August-Sept. 2009, ongoing	Materials	\$2,000	SIP
ASSESSMENT SYSTEM Assist with identification of grades K-2 student needs, further assess students for appropriate grouping, provide targeted intervention during and after school	August 2009, on-going	1.0 Reading Intervention Teacher	\$50,000 \$50,000	Title 1 QEIA
Determine Spanish Language Arts formative assessment system	August 2009, on-going	Stipends, Release Time	\$2,000	QEIA
TARGETED INSTRUCTION Continue Leveled Reading within each grades K-2 classroom (Homogeneous small groups)-Universal Access	August 2009, on-going	None	None	None
Follow student grouping criteria and procedure for Targeted Instructional Grouping Time (TIG) in grades K-3 for English	August 2009, on-going	None	None	None
Pull out grade 1 and 2 students identified as Far Below to Basic for targeted intervention during school and intersession.	2009-2011	1.0 Reading Intervention Teacher (grades 1-5)	\$39,180 \$64,849 \$27,707	SIP Title 1 HPSG

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
TRANSITION TO ENGLISH Plan the instructional program in both SLA and ELA to ensure a successful full transition to English for all English Learners in the alternative program; monitor the effectiveness of the implementation of the plan	Continue through 2009/2010 on-going	Stipends	\$1,000	EIA
STAFFING & PROFESSIONAL DEVELOPMENT				
TEACHER COLLABORATION Examine pacing guides and monitor student progress to create appropriate classroom plans in grade-level meetings (K-3) (once-a-month after school and every six weeks a full released day)	August 2009, on-going	Released time	\$7,200 \$7,200	SIP Site Block Grant
Discuss what is needed in the next level in cross- grade-level meetings three times a year	June 2008, on-going	None	None	None
PROFESSIONAL DEVELOPMENT Provide SB 472 Lectura year 1 and year 2 and Board Language for all K-2 alternative program Taft teachers and annually to teachers new to Taft' alternative program who have not previously participated in these courses	Annually	Released time or stipends, registrations	\$3,000	Site Block Grant District
Provide staff development in the use of benchmark assessment data	August 2009, on-going	Released time (grades 1-3)	\$2,000 \$4,840	SIP EIA
Provide appropriate staff development for LindaMood-Bell coach and intervention teacher	2009-2011	Registrations Stipends	\$4,000	Title 1
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of Lectura, Board Language (K only), visualizing and verbalizing, SUTW and leveled reading.	2009-2011	Teacher leader-stipends Release Time LindaMood-Bell organization Administration		
INVOLVEMENT				
Seek qualified instructors to provide extra academic support for students scoring at Far Below to Basic on the ELA CST, based on assessed needs—homework/tutoring center, after-school program (standards-based science, support for “at home” reading, Tutorworks, extra homework help)	September 2009, On-going	Community School Coordinator LindaMood-Bell organization Parent Liaison	\$80,000 \$20,000	District 21st Century
Set academic goals in Spanish Language Arts with parents at the first conference, monitor progress toward the goals throughout the year, discuss progress at the second conference, and as needed during the year	October 2009 – March 2010 and annually thereafter	None	None	None
Grade-level “Coffee Meetings” with parents to inform them of how to support their children in working to master grade-level standards	September 2009 on-going	Stipends, materials, child care	\$600	SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
(continued)

SCHOOL GOAL #3 (Mathematics)	
2009 In relation to their results in 2008, a minimum of 10.7% more Latino students, 12.4% more Socio-Economically Disadvantaged students, and 12.3% more English Learner students will reach 80% Proficient or Advanced on the mathematics portion of the CST. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2008 will move up one or more proficiency levels on the CST/Math.	
2010 All numerically-significant student groups will reach 90% proficient or advanced on the mathematics portion of the CST. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2009 will move up one or more proficiency levels on the CST/Math.	
2011 All numerically-significant student groups will reach 95% proficient or advanced on the mathematics portion of the CST. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2010 will move up one or more proficiency levels on the CST/Math.	
Student groups and grade levels to participate in this goal: Latino students, Socio-Economically Disadvantaged students, and English Learner students at grades 2-5.	Anticipated annual performance growth for each group: See above
Means of evaluating progress toward this goal: Review of CST results annually in August and plan next steps.	Group data to be collected to measure academic gains: Analysis of AMO data and CST proficiency bands and plan next steps.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
OPPORTUNITY & EQUAL EDUCATIONAL ACCESS: TEACHING & LEARNING & STANDARDS, ASSESSMENT & ACCOUNTABILITY				
INSTRUCTIONAL TIME Provide 90 minutes of uninterrupted grade-level instruction (grades 1-5); provide 60 minutes of uninterrupted grade-level instruction (grade K)	2009-2011	None	None	None
INSTRUCTIONAL MATERIALS AND PACING Continue standards-based instruction using district adopted materials, Jeff Simpson strategies, TouchMath in grades k-2, and site pacing guides.	2009-2011	None	None	None
Implement BoardMath on a daily basis at all grade levels.	2009-2011	Supplies	\$200	SIP
ASSESSMENT SYSTEM Administer, analyze, and use results from Curriculum Associates Benchmark Assessments in grades 1-5 to inform instruction and create intervention groups.	August 2009, ongoing 3 times a year	Materials (student booklets and scantrons) Released Time (grades 1-5)	\$2,000 \$5,400	SIP TIIG
Create and implement grade level determined formative assessments and do grade level analysis of results to plan next steps.	2009-2011	Release time		
TARGETED INSTRUCTION Continue targeted instruction in mathematics within each class (Homogeneous small groups)	2009-2011	None	None	None
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of new adoption, Board Math, TouchMath, and Jeff Simpson strategies.	2009-2011	Lead Teachers Consultant-Jeff Simpson Conferences	\$20,000 \$5,000	TIIG EIA
STAFFING & PROFESSIONAL DEVELOPMENT				
TEACHER COLLABORATION Examine pacing guides and monitor student progress to create appropriate classroom plans and formative assessments in grade-level meetings (K-5) (once-a-month after school and every six weeks a full released day)	September 2009, on-going	Release time	\$7,200 \$7,200	SIP Site Block Grant
Discuss what is needed in the next level in cross- grade-level meetings three times a year	June 2008, on-going	None	None	None

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
PROFESSIONAL DEVELOPMENT Provide staff development in the use of benchmark assessment results.	2009-2011, on-going as needed	Release time (grades 1-5)	\$6,840	District
Provide SB 472 (and AB 430) for the newly-selected mathematics series for all Taft teachers (and administrators) and annually to teachers (and administrators) new to Taft who have not previously participated in these courses.	2009-2011,	Release time or stipends, registrations	??	District
Provide appropriate staff development for teachers, including BoardMath, TouchMath, and Jeff Simpson on concept development for essential grade-level standards	2009-2011, on-going	Release time or stipends Consultant-Jeff Simpson	\$3,000 \$5,000	SIP
Provide K-5 in-house staff development and coach teachers in SDAIE strategies.	2009-2011 on-going	ELDRT	\$45,000	District
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of new adoption, Board Math, and Jeff Simpson strategies.	2009-2011	Lead Teachers Consultant-Jeff Simpson Conferences	\$20,000 \$5,000	TIIG EIA
INVOLVEMENT				
Provide extra academic support for students scoring at Far Below to Basic on the Mathematics CST, based on assessed needs—homework/tutoring center, after-school program (standards-based science, extra homework help). Train after school support staff in school wide strategies.	August 2009, on-going	Community School Coordinator .5 Parent Liaison Parks and Recreation Oversight staff Hidden Villa—Science enrichment teacher	\$80,000 \$20,000 \$40,000 \$35,000	District SIP 21st Century Cowell Fdn Grant
Set academic goals in mathematics with parents at the first conference, monitor progress toward the goals throughout the year, discuss progress at the second conference, and as needed during the year	October 2009 – March 2010 and annually thereafter	None	None	None
.Grade-level “Coffee Meetings” with parents to inform them of how to support their children in working to mastery of grade-level standards	September 2009 on-going	Stipends, materials, child care	\$600	SIP
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of new adoption series, Board Math, and Jeff Simpson strategies.	2009-2011	Lead Teachers Consultant-Jeff Simpson Conferences	\$20,000 \$5,000	TIIG EIA

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
(continued)

SCHOOL GOAL #4 (English Language Development for English Learner Students)

2008-2009:

- AMAO #1: Percent of English Learner (EL) students making progress in learning English will be at least 65%.
- AMAO #2: Percent of EL students attaining English language proficiency by the end of the school year be at least 75%.

2009-2010:

- AMAO #1: Percent of EL students making progress in learning English will be at least 70%.
- AMAO #2: Percent of EL students attaining English language proficiency by the end of the school year will be at least 80%.

2010-2011:

- AMAO #1: Percent of EL students making progress in learning English will be at least 75%.
- AMAO #2: Percent of EL students attaining English language proficiency by the end of the school year will be at least 85%.

Supporting goals:

1) English Learners will make steady progress in developing academic English language proficiency.

- Students at “Beginning” will progress in 1 year to “Early Intermediate”
- Students at “Early Intermediate” will progress in 1 year to “Intermediate”
- Students at “Intermediate” will progress in 1 year to “Early Advanced”
- Students at “Early Advanced” will progress in 1 year to the English proficient level
- Students reaching the English proficient level will maintain this level of English proficiency.

2) English Learners in the RCSD four years or longer will demonstrate academic English language proficiency as measured by the CELDT.

Student groups and grade levels to participate in this goal: English Learner students at grades 2-5.	Anticipated annual performance growth for each group: See above
Means of evaluating progress toward this goal: Review of CELDT results annually in January and plan next steps.	Group data to be collected to measure academic gains: Analysis of AMAO 1 and 2 results and plan next steps.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
OPPORTUNITY & EQUAL EDUCATIONAL ACCESS: TEACHING & LEARNING & STANDARDS, ASSESSMENT & ACCOUNTABILITY				
INSTRUCTIONAL TIME Provide the following number of minutes of uninterrupted English Language Development (ELD) instruction at students’ proficiency level Kindergarten: 45 min. Grades 1-5: At least 60-85 min.	2009-2011	None	None	None
INSTRUCTIONAL MATERIALS AND PACING Provide appropriate frontloading instruction for HMR to maximize English Learner students’ ability to keep on pace with their fluent English proficient and English only peers	August 2009, on-going	None	None	None
Implement BoardLanguage and BoardMath in English in grades 1-5 and alternate in kindergarten between English and Spanish.	2009-2011	Supplies	\$200	SIP
ASSESSMENT SYSTEM Assist with identification of student needs, develop/adopt and implement assessments in grade 3-5 students either (1) scoring within the Beginning and Early Intermediate range on CELDT or (2) not meeting AMAO targets for appropriate grouping, provide targeted intervention during and after school	August 2009 on-going	1.0 Reading Intervention Teacher Stipends/Release Time .5 ELDRT	\$100,000 @\$80,000	Title 1 QEIA ELDRT-District
Develop/adopt and implement curriculum-embedded assessment system K-5 (grammar and sentence structure)	August 2009 on-going	None	None	None
TARGETED INSTRUCTION Use student grouping criteria and procedure for Leveled Reading during Targeted Instructional Grouping Time (TIG) in addition to ELD for the following number of minutes daily. Kindergarten: 60 minutes Grades 1-5: 60-85 minutes	September 2009, on-going	None	None	None

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Pull out students identified as Far Below to Basic for targeted intervention during and after school	2009-2011	1.5 Reading Intervention Teachers (grades 1-5)	\$39,180 \$64,849	SIP Title 1 21st Century
TRANSITION TO ENGLISH Plan ELD to support a successful full-transition to English for all English Learners and monitor the effectiveness of the implementation of the plan	2009-2011	None	None	None
STAFFING & PROFESSIONAL DEVELOPMENT				
TEACHER COLLABORATION Monitor student progress to create appropriate classroom plans in grade-level meetings (K-5) (once-a-month after school and every six weeks a full released day)	2009-2011	Released time	\$7,200 \$7,200	SIP Site Block Grant
Discuss what is needed in the next level in cross- grade-level meetings three times a year	June 2008, on-going	None	None	None
PROFESSIONAL DEVELOPMENT Provide appropriate staff development in systematic ELD for ELD/ELA/SLA coaches and ELD/ELA/SLA intervention teachers	2009-2011	Registrations Stipends	\$4,000	EIA
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in Board Language, frontloading, SUTW and syst. ELD.	2009-2011	.5 ELDRT Stipends/Release Time	@\$45,000	ELDRT-District
INVOLVEMENT				
Provide extra academic support for students scoring at levels 1-3 based on assessed needs—homework/tutoring center, after-school program (standards-based science, extra homework help)	September 2009, on-going	Community School Coordinator Tutorworks .5 Parent Liaison Parks and Recreation Oversight staff Hidden Villa—Science teacher	\$80,000 \$20,000 \$40,000 \$35,000	District Dist. Title 1 SIP 21st Century Cowell Fdn Grant
Set academic goals in ELD with parents first conference, monitor progress toward the goals throughout the year, discuss progress at the second conference, and as needed during the year	October 2009 – March 2010 then annually	None	None	None
Grade-level “Coffee Meetings” with parents to inform them of how to support their children in working to mastery of grade-level standards and proficiency in English-Language Development	September 2009 On-going	Stipends, materials, child care	\$600	SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
(continued)

SCHOOL GOAL #5 (Students with Disabilities Who Take the California Standards Tests)	
2009 In relation to their results in 2008, a minimum of 12.5% more “Students with Disabilities who take the CSTs” will reach proficient or advanced in English language arts and a minimum of 13.1% more Students with Disabilities will reach proficient or advanced in mathematics. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2008 will move up one or more proficiency levels on both the CST/ELA and CST/Math.	
2010 The “Students with Disabilities who take the CSTs” group will reach 55% proficient or advanced in English language arts and 65% in mathematics. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2009 will move up one or more proficiency levels on both the CST/ELA and CST/Math.	
2011 The “Students with Disabilities who take the CSTs” group will reach 60% proficient or advanced in English language arts and 70% in mathematics. In addition, at least 25% of each of these student populations scoring at Far Below Basic (FBB), Below Basic (BB) and Basic (B) in 2010 will move up one or more proficiency levels on the CST/ELA and CST/Math.	
Student groups and grade levels to participate in this goal: Students with a disability code and IEP who take the California Standards Tests (not the California Alternative Performance Assessment/CAPA).	Anticipated annual performance growth for each group: See above
Means of evaluating progress toward this goal: Review of CST results annually in August and plan next steps.	Group data to be collected to measure academic gains: Analysis of AMO data and CST proficiency bands and plan next steps.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
OPPORTUNITY & EQUAL EDUCATIONAL ACCESS: TEACHING & LEARNING & STANDARDS, ASSESSMENT & ACCOUNTABILITY				
INSTRUCTIONAL TIME IN ENGLISH LANGUAGE ARTS AND MATHEMATICS Provide 120 minutes of grade-level instruction (grades 1-5); provide 60 minutes of grade-level instruction (grade K). This time is as free from interruptions and transitions as possible.	2009-2011	None	None	None
Align pulling out of students, according to IEPs, to Targeted Instructional Grouping times for each grade level.	2009-2011	None	None	None
INSTRUCTIONAL MATERIALS AND PACING Continue standards-based instruction using HMR (ELA) and new adopted materials (Math) and district pacing guides in the general education setting for RSP and in their classrooms for SDC Students who take the CST/CMAs.	2009-2011	None	None	None
Implement BoardLanguage and BoardMath on a daily basis at each grade level	2009-2011	Supplies	\$200	SIP
Provide visualizing and verbalizing kits and Seeing Stars workbooks in both general and special education settings	2009-2011	Materials	\$2,000	SIP
Continue the use of Lindamood Bell strategies in RSP settings	2009-2011	RSP Teacher	@\$90,000	District
Implement (fully), curriculum adopted by the district for English language arts and mathematics materials for both RSP and SDC classes for “Students with Disabilities” who take the CST/CMAs	2009-2011	Staff Development, Materials, Coaching		District
ASSESSMENT SYSTEM Administer, analyze, and use results from Curriculum Associates Benchmark Assessments to inform instruction for “Students with Disabilities who take the CSTs	Fall 2009, on-going 3 times a year	Release Time (grades 1-5)	\$2,000	SIP
Assist with identification of student needs, further assess students for appropriate grouping, provide targeted intervention during and after school for “Students with Disabilities” who take the CSTs	2009-2011	1.0 Reading Intervention Teacher .5 ELD Coach RSP Teacher	\$50,000 @\$80,000 \$120,000	Title 1 ELDRT-District District

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Continue to administer, analyze and use results of the battery of assessments required as part of the annual monitoring of students' progress on their IEP goals	2009-2011	None	None	None
TARGETED INSTRUCTION Continue homogeneous small groups for both reading and mathematics	2009-2011	None	None	None
Use student grouping criteria and procedure for leveled reading during Targeted Instructional Grouping Time (TIG)	2009-2011	None	None	None
Pull out students identified as Far Below to Basic for targeted intervention during and after school ("Students with Disabilities who Take the CSTs" in RSP only)	2009-2011	1.0 Reading Intervention Teachers (grades 1-5)	\$39,180 \$64,849 \$27,707	SIP Title 1 HPSG
TRANSITION TO ENGLISH Plan the instructional program in both SLA and ELA to ensure a successful full transition to English for all English Learners in the alternative program; monitor the effectiveness of the implementation of the plan.	Fall 2009, on-going	Stipends	\$1,000	EIA
STAFFING & PROFESSIONAL DEVELOPMENT				
TEACHER COLLABORATION Examine pacing guides and monitor student progress to create appropriate classroom plans in grade-level meetings (K-5) (once-a-month after school and every six weeks a full released day)	August 2009, on-going	Release time	\$7,200 \$7,200	SIP QEIA
Discuss what is needed in the next level in cross- grade-level meetings three times a year	June 2008, on-going	None	None	None
Implement a formal, reciprocal communication process between general and special education staff focused on understanding student learning needs, progress and appropriate uses of curriculum for "Students with Disabilities who Take the CSTs"	August 2009, 4 times a year on-going	None	None	None
PROFESSIONAL DEVELOPMENT Provide SB 472 HMR year 1 and year 2, Frontloading for HMR, Lindamood Bell, Board Language for all Taft teachers and annually to teachers new to Taft who have not previously participated in these courses	2009-2011, on-going, annually	Release time and/or stipends, registrations	Unknown	District
Complete AB 430, Module 1 HMR Practicum, Provide AB 430 Modules 2 and 3 for the principal and assistant principal.	2009-2010	Registration, teacher in-charge	\$3,000	District
Provide staff development and coaching in the use of Linda-Mood Bell	Fall 2009, on-going	Released time Coach	\$1,000 \$20,000	SIP QEIA
Provide appropriate staff development for ELD coach and reading intervention teachers	2009-2011 on-going	Registrations Stipends	\$2,000	EIA
Provide in-house staff development, coach teachers, demonstrate lessons, facilitate grade-level planning and assist in program and curriculum development in use of HMR, Board Language, visualizing and verbalizing, frontloading, SUTW, leveled reading, SDAIE, and systematic ELD.	2007-2008 ongoing	.5 ELD coach	@\$80,000	ELDRT-District
INVOLVEMENT				
Provide extra academic support for students scoring at Far Below to Basic on the ELA CST, based on assessed needs—Homework/Tutoring Center, after-school programs (standards-based science, support for "at home" reading, Linda-Mood Bell, Bell Program, extra homework help)	August 2009, on-going	Community School Coordinator .5 Parent Liaison Parks and Recreation Oversight staff CNG Program(Boys and Girls Club) Hidden Villa—Science enrichment teacher	\$80,000 \$20,000 \$40,000 \$40,000 \$35,000	District SIP 21st Century ?????? Cowell Fdn Grant

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Set academic goals in English Language Arts, math and ELD with parents at the first conference, monitor progress toward the goals throughout the year, discuss progress at the second conference, and as needed during the year	October 2009 – March 2010 and annually 2 times a year thereafter	None	None	None
RSP and SDC teachers will attend grade level “Coffee Meetings” with parents to inform them of how to support their children in working to master grade-level standards	September 2009 2 times a year per grade level on-going	Stipends, materials, child care	\$600	SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
(continued)

SCHOOL GOAL #6 (Successful, Productive Youth Development: Focus on Social, Emotional and Physical Areas) 2009-2011 All students will have strong social, emotional and physical skills for their age.	
Student groups and grade levels to participate in this goal: K-5 students	Anticipated annual performance growth for each group: Reduce out-of-school suspensions overall by 10%; # students suspended will be reduced by 10%; # of SST behavioral referrals will be reduced by 10%. Increase the # of students involved in after-school sports activities by 20%. Fifth grade physical fitness test results, after-school program surveys, Kids Healthy Survey, Parent/Student school survey
Means of evaluating progress toward this goal: Suspension record keeping Participation in after-school sports activities from PALS records and student survey	Group data to be collected to measure academic gains: Suspension record keeping Participation in after-school sports activities from PALS records and student survey

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
DIRECT SERVICES FOR STUDENTS				
Provide students with leadership opportunities (i.e., Student Council, Peace Patrol, Clubs)	Fall 2009, On-going	Stipend	\$1,000	SIP
Provide students with arts instruction and experiences (i.e., lunch time art, assemblies, Giants Are Kids, Too, Music for Minors, ECHALE, Instrumental Music, Composer and Artist of the Month, and individual classroom projects, field trips)	2009-2011 on-going	Materials, training, presenters	\$7,000	SIP
Provide students with after school recreation and enrichment activities (i.e., dance, Multi-Cultural Art Studies, drama, science enrichment, garden studies)	2009-2011 on-going	Materials, stipends Science enrichment teacher	? \$35,000	After school budgets Cowell Fdn. Grant
Provide enrichment activities for the above curricula in order to challenge students who are gifted and academically talented.	2009-2011	Computer software Assemblies /programs Field trips/Guest speakers/ Books	\$2,000 \$1,000	EIA SIP
Sports tournaments between the 2 after school programs	2009-2011	None	None	None
Organize and equipment distribution center for recesses that are run by student volunteers	September 2009 on-going	None	None	None
Provide staff development, coaching and facilitation in the area of diversity, student engagement and staff's belief systems.	August 2009 on-going	Consultant-ClassWorks	\$22,125	QEIA
Continue Equity Team work-determine members, revisit protocol	August 2009	None	None	None
Establish an equity monitoring protocol to increase performance of students of color and English learners. Share and gather equity action plan with staff and other critical stakeholders.	November 2009- April 2010	None	None	None
Continue work around adult behaviors, beliefs and practices and the impact they have on student performance.	August 2009 on-going	None	None	None
SUCCESSFUL, PRODUCTIVE YOUTH DEVELOPMENT: FOCUS ON SOCIAL, EMOTIONAL AND PHYSICAL AREAS				
DIRECT SERVICES FOR PARENTS & FAMILIES Provide parents with opportunities to be involved in their child's school and develop leadership skills (i.e., leadership training, volunteer opportunities, school and community improvement projects)	September 2009 on-going	Parent Meetings	None	None

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Inform parents of community resources available to them for recreation, education, and social services-Community Fair.	October 2009, annually	.5 Parent liaison Games, food, decoration, DJ	\$20,000 \$6,000	SIP Fundraising
Provide Parent University workshops on hygiene, parenting skills, good health practices, community issues and how to support students with academics	Nov. 2009 and April 2010, bi-annually	Child care, Food, Supplies Stipends for teachers	\$500 \$500	SIP EIA
Provide families with mental health support individually, in small groups and in family groupings (i.e., individual and family counseling, support groups, crisis intervention and case management)	2009-2011	Mental health counselor	@\$70,000	SMC Human Services Agency
Provide parents with benefits review (i.e., screening for county benefit programs, screening for health insurance, health insurance enrollment and referrals to appropriate community agencies)	2009-2011	Personnel	@\$70,000	SMC Human Services Agency
Provide home visiting services to parents and families (i.e., in-home services for families with children 0-5 years old, Parents and Teachers, understanding developmental milestones, understanding school readiness factors)	2009-2011	Personnel	@\$70,000	SMC Human Services Agency
Provide parents with differential response services (i.e., community-based case management, resource assistance for referred families)	2009-2011	Personnel	@\$70,000	SMC Human Services Agency

**CENTRALIZED SUPPORT for
PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE**

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups' not meeting state standards.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
TEACHING AND LEARNING & STANDARDS, ASSESSMENT AND ACCOUNTABILITY				
The district will provide staff and materials necessary to complete initial and ongoing CELDT testing of EL students.	8/08 – 6/10			
The district will provide materials and training to use curriculum embedded assessment aligned with language arts and math pacing guides.	8/08 – 6/10			
The district will provide benchmark assessment materials for each grade level to use three times a year to determine student learning of grade level standards.	8/08 – 6/10			
The Director of Assessment will provide support and training to teachers to record and analyze their students' formative and summative assessment data.	8/08 – 6/10			
STAFFING AND PROFESSIONAL DEVELOPMENT				
ELD coaches will be provided to school sites based on need and numbers of EL students at the sites. ELD coaches will work with classroom teachers to support the comprehensive, consistent and aligned implementation of the district's adopted instructional programs with a concerted emphasis on the support of EL students.	8/08 – 6/10			EIA Title III
ELD coaches, in collaboration with Speech/Language therapists, will receive/provide trainings for school Student Study Teams to enhance the identification process for students who have a language disorder vs. students demonstrating language acquisition characteristics.	8/08 – 6/10			EIA
Professional Development coaches, specializing in middle school years, math/science, Houghton Mifflin and Special Education will be available district-wide to provide assistance and support for classroom teachers.	8/08 – 6/10			Title II
All teachers are expected to attend SB472 training and complete the follow up 80 hours of Passport work in the curriculum areas of language arts and math. The district will fund the registration costs for all teachers.	8/08 – 6/10			Title I
Principals and assistant principals are expected to attend SB430 training and complete the follow-up of 40 hours of additional work in the curriculum areas of language arts and math.	8/08 – 6/10			Title I TIIG
Ongoing SB472 ELPD training and coaching will be provided to district teachers working with EL students.	8/08 – 6/10			EIA
OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS				
Newly arrived students to the US will be provided an opportunity to attend a specially designed Newcomer Academy in order to accelerate their initial acquisition of English and orient themselves to the US school system.	8/08 – 6/10	Teachers ELD Coach		Title III
The district will provide centralized translation services for documentation including but not limited to SPSAs, Special Education IEPs, 504 plans, SSTs, etc.	8/08 – 6/10			EIA
Schools with year-round calendars may offer intersession classes to students deemed to be at risk or those who would benefit from additional small group tutoring.	8/08 – 6/10			Summer school
Summer school will be provided to students at risk of retention and needing remedial support.	8/08 – 6/10	Teachers Lead Teacher Class materials		Summer School EIA

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
INVOLVEMENT				
A District Advisory Committee (DAC) will be established with a representative group of parents and staff to discuss the implementation of the district's achievement plan and school SPSAs.	8/08 – 6/10	Food		Title I
The District English Learner Advisory Committee (DELAC) will continue monthly meetings and advise on District EL issues. Topics for discussion follow state guidelines.	8/08 – 6/10	babysitting		EIA
Trainings for EL parents that focus on parent leadership development and parent advocacy will take place throughout the school year.	8/08 – 6/10	Food		EIA

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 through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows*:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michelle Griffith	[X]	[]	[]	[]	[]
Lupe Guzman	[]	[]	[X]	[]	[]
Carlin Politzer	[]	[]	[X]	[]	[]
Larry Goity	[]	[X]	[]	[]	[]
Melissa Vandermolen	[]	[X]	[]	[]	[]
Elizabeth Araiza	[]	[]	[]	[X]	[]
Julie Eshelman-President	[]	[]	[]	[X]	[]
After school program	[]	[]	[]	[X]	[]
Dan Smith	[]	[]	[]	[X]	[]
CNG	[]	[]	[]	[]	[]
Numbers of members of each category	1	2	2	4	

* At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. 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 Local Improvement Plan.
5. 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.
6. This school plan was adopted by the school site council on:

Attested:

Michelle Griffith

Typed name of school principal

Signature of school principal

Date

Julie Eshelman

Typed name of SSC chairperson

Signature of SSC chairperson

Date