

# Single Plan For Student Achievement

For School Year 2007-08

**Colonial Heights**

**CDS Code: 39-68569-6041891**



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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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**District: Lincoln Unified**

The District Governing Board approved this revision of the School Plan on 2/13/2008

# Single Plan For Student Achievement

## About this School

Colonial Heights School is located in a suburban area of north Stockton. It is one of ten elementary schools in the Lincoln Unified School District. It was built in 1954 and was the original Kindergarten through Eighth Grade school in Lincoln Unified School District. Colonial Heights is a school of diversity both socioeconomically and ethnically. The student body is close to 630 students with sixty-two percent minorities from eleven language groups on campus. Seventeen percent of the students are classified as English Language Learners (ELL). Forty-nine percent of the students' families qualify for free or reduced price meals at school and the school's average daily attendance rate is slightly under ninety-five percent.

Preschool and kindergarten through eighth grade students learn on a campus that includes 18 permanent classrooms and 10 portable classrooms. One hundred percent of the teachers are fully credentialed and all are committed to providing a safe and nurturing learning environment for students. In addition to regular classroom teachers, Colonial Heights has a Learning Center where both special education students and general education students receive assistance, a Title I teacher and counselor and provides classroom music, band, orchestra, choral instruction and physical education instruction for students in grades one through eight. The school has an After School Program, a Library Media Center with Internet access and a Computer Lab.

## Analysis of Current Educational Practice

# Single Plan For Student Achievement

## **1. Alignment of curriculum, instruction and materials to content and performance standards:**

Curriculum is designed in alignment with state standards. Teachers use a combination of state adopted texts and standards-aligned supplemental materials.

## **2. Availability of standards-based instructional materials appropriate to all student groups:**

All classes have grade-appropriate instructional materials. All classes have access to intervention materials for students performing below standards through our Title I program and extension materials for students performing above grade-level standards.

## **3. Alignment of staff development to standards, assessed student performance and professional needs:**

District funded professional development focus on alignment of curriculum, instruction and materials to content and performance standards. Site funded professional development focuses on site-determined needs for the whole staff rather than single opportunities. We are currently focusing on Direct Instruction and ELA training provided by the County Office of Education.

## **4. Services provided by the regular program to enable under-performing students to meet standard:**

Classroom teachers use Academic Conferencing and the SST process to identify under-performing students. Under-performing students are given additional instruction in language arts and mathematics through Universal Access and after school programs.

## **5. Services provided by categorical funds to enable under-performing students to meet standards:**

During the day, students scoring Far Below Basic and Below Basic are enrolled in Title One and receive daily instruction in reading with a focus on grade level state content standards. Within the classroom, staff uses the Universal Access time to target specific areas of need for Language Arts with the assistance of Paraprofessionals funded by SIP. English learners receive assistance from Certificated and Classified staff during this time.

Students participate in the ASES after school program where tutors and Title One staff work with students in a small group setting to assist with homework and additional instruction in reading and in math. Colonial Heights has also established a tutoring program taught by the teaching staff to assist students in math and language arts.

## **6. Use of the state and local assessments to modify instruction and improve student achievement:**

The administrative staff analyzes state and local assessments. The administrative staff works with teachers to modify classroom instruction. General education, Title I, and special education teachers analyze state and local assessments. This information is used to design appropriate educational programs and develop Individual Learning Plans for all students below and far below basic and all GATE students.

## **7. Number and percentage of teachers in academic areas experiencing low student performance:**

We are making gains at all grade levels; however all teachers realize that we must strive to improve our instruction.

## **8. Family, school, district and community resources available to assist these students:**

The following resources are available to families: an after school program including homework help and enrichment activities, hearing and vision screening, Early Intervention Program, Extended Year, ELAC, SSC, PTSA, and Lincoln Latin Leadership.

## **9. School, district and community barriers to improvements in student achievement:**

We need to work to increase the participation in school activities of the parents of the students in our significant subgroups.

## **10. Limitations of the current program to enable under performing student to meet standards:**

We need more time allocated for teachers to collaborate in grade level and cross grade level teams.

# Single Plan For Student Achievement

## Student Performance Data Summary

### Local Measures of Student Performance

#### Conclusions from Student Performance Data

The API growth for 2007 was 30 points, bringing our API to 754. Our API target was 5 points; we improved by 30. All subgroups met their growth targets except our English Learners; they fell 18 points.

The school and all significant subgroups met their AYP goals in ELA. The number of Hispanic and White students proficient or advanced moved up almost 5% from 2006 to 2007. The number of students proficient or advanced in the low socioeconomic subgroup stayed the same and the number of English Learner students proficient or advanced fell 5.3%. This caused an increase in the achievement gap in ELA of 5%.

The school overall and all significant subgroups met their AYP targets in Mathematics. All subgroups made gains ranging from a 2.1% increase in the number of students proficient or advanced for our Hispanic students to an 11.3% increase in the number of our low socioeconomic students proficient or advanced. The achievement gap narrowed by 4.8% in mathematics.

#### Conclusions from Parent, Teacher and Student Input

Overall our community feels that we have a very good educational program at Colonial Heights. The one area in which we all felt we could improve was our communication, particularly to our Spanish speaking parents.

## School Goals for Improving Student Achievement

### Mathematics

#### Increase Mathematics proficiency

All students will reach their highest academic potential with an emphasis on mathematics.

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### Reading/Language Arts

#### Increase Reading/Language Arts proficiency

All students will reach their highest academic potential with an emphasis on Reading/Language Arts.

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### School Climate

#### School Climate

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

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# Single Plan For Student Achievement

## Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

### Goal: Increase Mathematics proficiency

#### Goal Statement

All students will reach their highest academic potential with an emphasis on mathematics.

#### Student Group

All students, including those who are: English Learners, Socioeconomically disadvantaged, Hispanic, White, GATE, and Students with disabilities in grades K-8 at Colonial Heights School.

#### Performance Gains

We will meet or exceed 54% proficiency in mathematics school wide.

The percentage of English Learner students scoring at proficient or advanced in mathematics will increase from 45.3% to 53.1%.

The percentage of Socioeconomically disadvantaged students scoring at proficient or advanced in mathematics will increase from 41.5% to 49.9%.

The percentage of Hispanic students scoring at proficient or advanced in mathematics will increase from 46.3% to 54%.

The percentage of White students scoring at proficient or advanced in mathematics will increase from 51.4% to 58.3%.

The percentage of GATE students scoring at proficient or advanced in mathematics will increase to 100%.

The percentage of students with disabilities scoring at proficient or advanced in mathematics will increase from 15.6% to 27.6%.

#### Means Evaluating

Formative and summative district and teacher developed assessments.  
CST scores 2-8 and district assessments K-1.

#### Group Data

Mathematics baseline and continuing data provided by CST Math scores in grades 2-8 and district summative assessments in grades K-1.

## Description of Specific Actions to Improve Educational Practice

### Alignment of instruction

#### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Grade level teams collaborate through Academic Conferences and site/district grade level meetings to ensure that all students are taught grade level standards.

**Measures:** Administrator observation, district benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Principal, classroom teachers, Title 1/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Substitute teachers	\$4,500.00

## Math time

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Teachers will provide a minimum of 60 minutes daily 1st-8th grade for whole class instruction.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Principal, Assistant Principal, classroom teachers, special education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Differentiate Instruction

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Identify individual students for proficiency levels of performance. Differentiate teaching strategies to meet student needs by maintaining or improving performance levels.

**Measures:** District benchmark assessments, curriculum embedded assessments, student ILP, administrator observation

**People Assigned:** Classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Curriculum and manipulatives	\$3,500.00

## Pacing Guide

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Teachers will implement district pacing guide and assessment calendar.

**Measures:** Lesson plans, teacher observations, district benchmark assessments, curriculum embedded assessments

**People Assigned:** Principal, Assissant Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Grade level meetings	\$2,000.00

## Bellwork Math

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Classroom teachers will use the Bellwork daily standards practice and other standards based preparatory materials in the 1st – 8th grades to assist in reviewing the standards and to increase time on task.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Bellwork program	\$3,500.00

## Direct Instruction

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** Teachers will implement the practices learned at the Direct Instruction Institute. This year the focus will be on increasing time on task, ensuring that all lessons are standards based, and using appropriate checking for understanding techniques.

**Measures:** Classroom observations, district benchmark assessments, curriculum embedded assessments

**People Assigned:** Principal, Assisstant Principal, classroom teachers, Title 1/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	RSDSS fee	\$2,500.00

## Math curricular support

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** Staff will explore and purchase support programs as well as provide teacher training to address individual student needs.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Assistant Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Curriculum and manipulatives	\$5,000.00
Title I, Part A, Basic Grants	Training	\$4,000.00
School Improvement Program	Training	\$4,000.00

## Staff development

### Means of Achievement: Staff development and professional collaboration

**Tasks:** Teachers in grades 5-8 are participating in the LAMP grant training. Teachers will collaborate during Monday grade level meetings to discuss math pedagogy.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Principal, classroom teachers, Title 1/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Additional Math time

### Means of Achievement: Extended learning time

**Tasks:** All low performing 7th and 8th grade students will be enrolled in a math support class during their 50 minute elective period.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Assistant Principal, classroom teacher

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Afterschool Math

### Means of Achievement: Extended learning time

**Tasks:** Below basic and far below basic 1st-6th grade students will participate in an after school program that will focus on the student's areas of need as identified by the students cluster scores on the CST and district assessments.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores, ILP

**People Assigned:** Principal, classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teachers time	\$5,000.00
Title I, Part A, Basic Grants	Transportation	\$1,500.00

## Title I support

### Means of Achievement: Increased educational opportunity

**Tasks:** Title 1 teacher will set up small group instruction for low performing students in mathematics in the 3rd grade.

**Measures:** District benchmark assessments, Curriculum embedded assessments, CST scores

**People Assigned:** Principal, Title I teacher, Parprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Curriculum and manipulatives	\$1,000.00
Title I, Part A, Basic Grants	Staff time	\$12,500.00
Economic Impact Aid, State Compensatory Education	Staff time	\$12,500.00

## Title I counseling

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Title 1 counselor will identify "at risk" students by test scores and teacher and parent referrals. Counselor will assist these students by providing social-emotional and academic counseling services.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Assistant Principal, Title I counselor, classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Counselor time	\$10,000.00

## ASES

### Means of Achievement: Increased educational opportunity

**Tasks:** Title 1 teacher and outreach worker will provide small group and individual instruction during the ASES program for those students performing at basic or below as identified on state tests.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Title I teacher, paraprofessionals, ASES staff

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff time	\$12,500.00
Economic Impact Aid, State Compensatory Education	Staff time	\$12,500.00

## Educational Tours

### Means of Achievement: Staff development and professional collaboration

**Tasks:** Classroom teachers will participate in walk through observations to observe best teaching practices by their peers.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results.

**People Assigned:** Principal, Assisstant Principal, classroom teachers, Title I/EL teacher, Special Education teachers

**Start Date:** 1/1/2008

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Response to Intervention

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** To begin the implementation of the district's comprehensive, three-tiered plan for student achievement.

**Measures:** Use of district approved materials and strategies for the core, supplemental, and intervention programs at the school level.

**People Assigned:** Principal, Assistant Principal, classroom teacher, Title I/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Mathematics computer programs

### Means of Achievement: Increased educational opportunity

**Tasks:** The staff will utilize Symphony Math and other computer programs both during the school day and in after school programs to increase student understanding of mathematics concepts.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Computer programs	\$4,000.00
School Improvement Program	Computer programs	\$4,000.00

# Single Plan For Student Achievement

## Goal: Increase Reading/Language Arts proficiency

### Goal Statement

All students will reach their highest academic potential with an emphasis on Reading/Language Arts.

### Student Group

All students, including those who are: English Learners, Socioeconomically disadvantaged, Hispanic, White, GATE, and Students with disabilities in grades K-8 at Colonial Heights School.

### Performance Gains

We will meet or exceed 54% proficiency in reading/language arts school wide.

The percentage of English Learner students scoring at proficient or advanced in reading/language arts will increase from 34.7% to 44%.

The percentage of Socioeconomically disadvantaged students scoring at proficient or advanced in reading/language arts will increase from 34.9% to 44.2%.

The percentage of Hispanic students scoring at proficient or advanced in reading/language arts will increase from 44.7% to 52.6%.

The percentage of White students scoring at proficient or advanced in reading/language arts will increase from 55.1% to 61.5%.

The percentage of GATE students scoring at proficient or advanced in reading/language arts will remain at 100%.

The percentage of students with disabilities scoring at proficient or advanced in reading/language arts will increase from 12.8% to 25.3%.

### Means Evaluating

Formative and summative district and teacher developed assessments.

CST scores 2-8 and District assessments K-1.

CELDT scores

### Group Data

English Language Arts baseline and continuing data provided by CST ELA scores in grades 2-8 and district summative assessments in grades K-1.

## Description of Specific Actions to Improve Educational Practice

### Academic Conferencing

#### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Teachers will collaborate and implement strategies, including use of Universal Access Time, to remediate underperforming students and to challenge GATE students.

**Measures:** District benchmark assessments, curriculum embedded assessments

**People Assigned:** Principal, Assistant Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Staff time	\$2,000.00

# Single Plan For Student Achievement

## Pacing Guide

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Teachers will implement district pacing guide and assessment calendar.

**Measures:** Lesson plans, teacher observations, district benchmark assessments, curriculum embedded assessments

**People Assigned:** Principal, Assissant Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Alignment of instruction

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Grade level teams will collaborate through Academic Conferences and site/district grade level meetings to ensure that all students are taught grade level standards.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Principal, classroom teachers, Title 1/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Substitute teachers	\$4,500.00

## Differentiate Instruction

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Teachers will identify individual students for proficiency levels of performance. They will differentiate teaching strategies to meet student needs by maintaining or improving performance levels.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores, administrator observation

**People Assigned:** Classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Curriculum and manipulatives	\$3,500.00

# Single Plan For Student Achievement

## Bellwork Language Arts

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** Classroom teachers will use the Bellwork daily standards practice and other standards based preparatory materials in the 1st – 8th grades to assist in reviewing the standards and to increase time on task.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Bellwork program	\$3,500.00

## Direct Instruction

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** The practices learned at the Direct Instruction Institute will be implemented. This year the focus will be on increasing time on task, ensuring that all lessons are standards based, and using appropriate checking for understanding techniques.

**Measures:** Classroom observations, district benchmark assessments, curriculum embedded assessments, CST results

**People Assigned:** Principal, Assistant Principal, classroom teachers, Title 1/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	RSDSS fee	\$2,500.00

## ASES

### Means of Achievement: Increased educational opportunity

**Tasks:** The Title 1 teacher and outreach worker will provide small group and individual instruction during the ASES program for those students performing at basic or below as identified on state tests.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Title I teacher, paraprofessionals, ASES staff

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff time	\$12,500.00
Economic Impact Aid, State Compensatory Education	Staff time	\$12,500.00

## Frontload Language Arts

### Means of Achievement: Increased educational opportunity

**Tasks:** Teachers will frontload curriculum to EL and underperforming students prior to whole class instruction.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Staff time	\$6,000.00
Title I, Part A, Basic Grants	Staff time	\$6,000.00

## Title I support

### Means of Achievement: Increased educational opportunity

**Tasks:** The Title 1 teacher will set up small group instruction for low performing and EL students in language arts in the 1st through 5th grades.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Title I teacher, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Curriculum and manipulatives	\$1,000.00
Title I, Part A, Basic Grants	Staff time	\$12,500.00
Economic Impact Aid, State Compensatory Education	Staff time	\$12,500.00

# Single Plan For Student Achievement

## Educational Tours

### Means of Achievement: Staff development and professional collaboration

**Tasks:** Classroom teachers will participate in walk through observations to observe best teaching practices by their peers.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST results.

**People Assigned:** Principal, Assistant Principal, classroom teachers, Title I/EL teacher, Special Education teachers

**Start Date:** 1/1/2008

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Extra time

### Means of Achievement: Extended learning time

**Tasks:** Staff will provide underperforming students with additional language arts instruction through Universal Access time and after school programs.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Staff time	\$5,000.00

## Afterschool Language Arts

### Means of Achievement: Extended learning time

**Tasks:** Below basic and far below basic students will participate in an after school program that will focus on the students' areas of need as identified by the students' cluster scores on the CST.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, classroom teacher

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teachers time	\$5,000.00
Title I, Part A, Basic Grants	Transportation	\$1,500.00

# Single Plan For Student Achievement

## Additional Language Arts time

### Means of Achievement: Extended learning time

**Tasks:** All low performing 7th and 8th grade students will be enrolled in a language arts support class during their 50 minute elective period.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Assisstant Principal, classroom teacher

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Reading Apprenticeship

### Means of Achievement: Staff development and professional collaboration

**Tasks:** Seventh and eighth grade language arts, science, and social science teachers will attend district Reading Apprenticeship training.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, 7th and 8th grade teachers.

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Response to Intervention

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** To begin the implementation of the district's comprehensive, three-tiered plan for student achievement.

**Measures:** Use of district approved materials and strategies for the core, supplemental, and intervention programs at the school level.

**People Assigned:** Principal, Assistant Principal, classroom teacher, Title I/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

# Single Plan For Student Achievement

## Title I counseling

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** The Title 1 counselor will identify "at risk" students by test scores and teacher and parent referrals. Counselor will assist these students by providing social-emotional and academic counseling services.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Assistant Principal, Title I counselor, classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Counselor time	\$10,000.00

## Paraprofessional support

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Students will receive support in Language Arts from paraprofessionals during Universal Access time.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Classroom teachers, Title I/EL teacher, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement Program	Staff time	\$45,000.00
AB825 Block Grants	Staff time	\$8,000.00

## Accelerated Reading

### Means of Achievement: Alignment of instruction with content standards

**Tasks:** 1st - 8th grade teachers will use Accelerated Reading and other computer programs to improve reading fluency and comprehension.

**Measures:** District benchmark assessments, curriculum embedded assessments, CST scores

**People Assigned:** Principal, Assistant Principal, classroom teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Accelerated Reading	\$5,000.00
School Improvement Program	Computer programs	\$1,000.00
Title I, Part A, Basic Grants	Computer programs	\$1,000.00

## Six Traits of Writing

### Means of Achievement: Staff development and professional collaboration

**Tasks:** All staff will be trained in and implement the 6 Traits writing program.

**Measures:** List of staff in training or who have completed training, administrator observation, district and state assessments.

**People Assigned:** Principal, classroom teachers, Title I/EL teacher, Special Education teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## English Learners

### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** The staff will use research-based strategies to help English Learners access grade level core curriculum.

**Measures:** Performance of EL students on district benchmark assessments, curriculum embedded assessments, and CST scores.

**People Assigned:** Principal, classroom teachers, Title I/EL teacher, Special Education teachers, paraprofessionals

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Curriculum and manipulatives	\$5,000.00

# Single Plan For Student Achievement

## Goal: School Climate

### Goal Statement

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

### Student Group

All students and their families.

### Performance Gains

Average Daily Attendance will increase school wide from 94.84% to 97%.

Attendance at goal setting conferences will increase.

PTSA membership will increase from 132 to 150.

Attendance at school events will increase.

### Means Evaluating

Student attendance

Attendance at goal setting conferences

Increase in parent involvement (PTSA, classroom volunteers, etc.)

### Group Data

Baseline data from Powerschool

Anecdotal data from PTSA, teacher reports, etc.

## Description of Specific Actions to Improve Educational Practice

### Classroom meetings

#### Means of Achievement: Improvement of instructional strategies and materials

**Tasks:** Classroom teachers will use Classroom Meetings to help resolve conflicts and teach decision making skills.

**Measures:** Classroom Meeting agendas

**People Assigned:** Principal, Assistant Principal, classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Staff training	\$2,500.00

# Single Plan For Student Achievement

## Title I counseling

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** The Title I counselor will work with students individually, in small groups, and through whole class presentations to teach our students conflict resolution and good decision making skills.

**Measures:** Counselor logs

**People Assigned:** Title I counselor

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff time	\$12,500.00

## Conflict managers

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** Assistant Principal and Title I counselor will develop and implement a conflict mediator program and provide anti-bullying training.

**Measures:** Counselor logs

**People Assigned:** Assistant Principal, Title I counselor

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff time	\$12,500.00

## SST

### Means of Achievement: Auxiliary services for students and parents

**Tasks:** The staff will continue to use the SST process to provide a way to ensure student success

**Measures:** SST logs

**People Assigned:** Principal, Assistant Principal, classroom teachers, Title I/EL teacher, Special Education teachers, Title I counselor

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Staff time	\$1,000.00

# Single Plan For Student Achievement

## Parent Outreach

### Means of Achievement: Involvement of staff, parents and community

**Tasks:** The staff will encourage parents to attend meetings such as ELAC, Title I, GATE, School Site Council, PTSA, Lincoln Latin Leadership.

**Measures:** Sign in sheets, automated phone messages

**People Assigned:** Principal, Assistant Principal, Title I/EL teacher, GATE coordinator, classroom teachers

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

## Student Awards/Incentives

### Means of Achievement: Monitoring program implementation and results

**Tasks:** The staff will continue providing Courteous Cougar Awards/various student awards, incentives, assemblies, and rallies

**Measures:** Award winners and attendance at assemblies

**People Assigned:** All staff

**Start Date:** 8/21/2007

**End Date:** 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Awards	\$1,000.00

# Single Plan For Student Achievement

## School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Dora Rangel	Parents	(209) 954-0465	1/10/2008
Jeff French	Parents	(209) 478-2647	1/10/2008
Kathy Erbez	Certificated staff	(209) 953-8783	1/10/2008
Lance Morrow	Administration	(209) 953-8783	1/10/2008
Leah Thomas	Parents	(209) 952-4054	1/10/2008
Lori Yadon	Parents	(209) 957-2506	1/10/2008
Marilyn Thompson	Classified staff	(209) 953-8783	1/10/2008
Martha Hanyak	Certificated staff	(209) 953-8783	1/10/2008
Nancy Martin	Administration	(209) 953-8783	1/10/2008
Tammy Shaff	Parents	(209) 320-9199	1/10/2008
Tom Alfieri	Certificated staff	(209) 953-8783	1/10/2008
Trish Ketchie	Parents	(209) 478-0370	1/10/2008

# Single Plan For Student Achievement

## Recommendations

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

	<b>Approval Date</b>
1. School Site Council Members	
2. Plan Review Due Date:	12/20/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
State Compensatory Education Advisory Committee	10/18/2007
Special Education Advisory Committee	
English Learner Advisory Committee	10/18/2007
Leadership Team	1/10/2008
Gifted and Talented Advisory Committee	10/17/2007
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	
7. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
8. The school plan was adopted by the council on:	1/10/2008
9. Public Notice Due Date:	1/7/2008
10. District Governing Board Review Due Date:	1/28/2008
11. School Site Plan Approved:	2/13/2008
12. Attested by School Principal:	1/11/2008
13. Attested by School Site Council Chairperson:	1/11/2008

**Attested:**

Lance Morrow		
Typed Name of School Principal	Signature of School Principal	Date
Martha Hanyak		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date