

Single Plan For Student Achievement



For School Year 2007-08

Condit Elementary

CDS Code: 19-64394-6012165



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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: Claremont Unified

The District Governing Board approved this revision of the School Plan on 12/10/2007

Single Plan For Student Achievement

About this School

Condit turns 50 this year! Condit Elementary School opened its doors to eager young minds in 1958 and continues to welcome diverse families from many neighborhoods and neighboring communities. The school is located in Claremont, California, about 30 miles east of Los Angeles. Claremont is home to nationally renowned colleges yet has a small town appeal. Money, a national magazine, recently ranked Claremont the best place to live in California and the fifth best place to live in the nation, according to economic opportunity, good schools, safe streets, things to do, and a sense of community. Condit is the second largest of eight elementary schools in the Claremont Unified School District. One elementary school within the District specifically addresses the needs of orthopedically handicapped children. The District also has one intermediate school, one high school, one continuation school, and one adult school.

Condit currently serves 628 students. Condit families come from diverse cultural and socio-economic backgrounds. More than 15 languages are spoken by students and their families. Condit teachers are devoted to the "whole child". Our rigorous standards-based curriculum meets the academic, social, physical and emotional needs of students within a safe, child-centered environment. The goal of our teachers is to differentiate instruction to educate, challenge, and inspire students of all ages, talents, and ability levels, while preparing each with the skills required to adapt and succeed in an ever changing world. Our teachers believe learning should be based on student needs as evidenced by formative, summative, and authentic assessments. Instruction is carefully thought out, creatively presented, and meaningfully applied so that students understand the value of these lessons and can make real world connections.

The Condit staff is committed to ongoing communication with its families through a variety of means. Numerous programs and communication systems at Condit ensure that families are part of their student's success. Condit families and staff maintain a very close relationship regarding all aspects of a child's schooling. Parents have stated: "My child wants to come to school every day!" and "Thank you for taking your personal time to help my child!"

Like an extravagant quilt sewn together over time, the characteristics of learning, leadership, and community have been woven together to distinguish Condit as a place that has provided warmth and security over the last 50 years. We firmly believe that education entails academic skills taught in a rigorous and creative way, as well as the development of the physical, social, and emotional character of each and every child. Condit's school community, its emphasis on high achievement, and the collective dedication to both, make it an exemplary school.

Analysis of Current Educational Practice

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

At our school, the state standards serve as the framework for curriculum, instruction, and assessment. Condit teachers are well versed and specialized in their knowledge of the standards at each particular grade level, and recognize the importance of mastery between grade levels. We utilize the district progress report that is aligned with state and district standards, which assures that teachers adhere to and assess student progress toward mastery. The standards-based progress reports establish the Academic Performance Level of every student (4=Exceeding Expectations, 3=Meeting Expectations, 2=Approaching Expectations, 1=Below Expectations). Any student with an Academic Performance Level of 2 or 1 is provided the necessary intervention or remediation to meet expectations. The progress reports also include an individualized narrative section which highlights each student's strengths and areas of need. These invaluable progress reports are completed three times per year (November, March, and June) and are thoroughly discussed with families during conferences twice per year. 93% of families feel informed of student progress as determined by the annual School Improvement Plan Survey.

Condit School uses state-adopted textbooks which are aligned with state standards to deliver content standards to all students: Houghton-Mifflin Reading for English Language Arts, Scott Foresman's California Mathematics, Houghton-Mifflin: Reflections for Social Science and Scott Foresman California Science for grades K-5, and Prentice Hall: Ancient Civilizations for Social Science and Harcourt Science for grade 6. In addition to these state-adopted series, our teachers supplement instructional units to reinforce or enrich standards. Teachers also integrate technological opportunities for students. Teachers have found the technology components of our most recent science textbook adoption to be invaluable. Condit teachers took advantage of several in-service opportunities provided by the District during the summer and September Staff Development Day to train teachers in the best practices for utilizing the new science materials most effectively.

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

Language Arts: Houghton-Mifflin student anthologies, Practice workbooks, primary Big Books, Four-Square Writing Method, supplemental books for remediation, vocabulary development and enrichment, and Writers Express (grades 4, 5, and RSP); also, Mountain Language program, which is used school wide.

Mathematics: Scott-Foresman textbooks and workbooks, a wide variety and sufficient quantities of math manipulatives including base ten blocks, unifix and/or linking blocks, geometric shapes, pattern blocks and their duplicates in overhead projector manipulatives; also Velcro math materials for number sense and algebra, Math Exemplars and the Mountain Math program.

Science: Scott Foresman California Science for grades K-5 and Harcourt Science for grade 6 textbooks, workbooks and necessary supplies to conduct hands-on teacher demonstrations and student experiments.

Additional materials for English Language Learners are available as part of textbook adoptions using Instructional Materials Fund textbook funds and district-managed EIA/English Learner Program funds. Literature and reference books in primary languages are available in the school library. LeapFrog LeapPads and materials are used in the classrooms and by the EL instructional assistant to develop vocabulary and comprehension.

Condit's Parent-Faculty Association conducts annual fundraisers to provide materials that support and enrich instruction. The PFA will be providing at least two assemblies, as well as, funding for Art Masters, art supplies, and instructional materials.

The Claremont Education Foundation provided funding for performing arts during the 2006-07 school year. The CEF will once again be providing funding for the performing arts during the 2007-08 school year.

When available, General Fund/Resource Allocation funds are distributed through Shared Decision Making to classrooms to purchase supplemental instructional materials.

Teachers write grants (Best BET, corporate, and state-sponsored) to acquire additional standards-based instructional materials.

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

The professional development opportunities have and will come in a variety of forms. At the beginning of the current academic school year, teachers were given the choice of participating in one of several different in-services. Workshop themes on that day covered: Essential Standards, Critical Thinking, Differentiated Instruction and Technology Instruction. Individuals that participated in these areas have since come back to share their knowledge and experiences with their grade level and staff as a whole. Teachers have shared their expertise in creating websites, utilizing their LCD projectors and other technology related supports. Teachers have also been given an individual laptop (from the site block grant for technology) and received an in-service on the use of the Data Director data management program.

One of the greatest opportunities for staff development is created in the sharing of ideas amongst staff members. An atmosphere of mutual respect and encouragement is fostered through bi-monthly team meetings, articulation of curriculum among and between grade levels, team work, cross grade level partnerships, grade level planning time and open communication during Profession Learning Communication time. Grade levels work together to provide a team-teaching approach to standards-based instruction. Additionally, teachers participate on other district and site subcommittees specializing in the promotion and development of subgroup interests: i.e., English Learners, Technology, Student Success Team, Student Guidance Team, Response to Intervention, Student Council, Social Committee, District Writing Committee, District ELA, Math, and Science Essential Standards.

The district has focused on the identification of the essential standards for the core content areas of Mathematics, English Language Arts, Science, and Social Science as a key to providing students with the opportunity for academic success. In conjunction with the identification of the essential standards, teachers analyze student achievement results and reflect on the effectiveness of the instructional strategies utilized. They then seek out professional conferences or other teacher mentors for ongoing instructional support. All Condit teachers have received additional certification to provide Cross-cultural Language & Acquisition Development (CLAD) instruction. Teachers not CLAD certified, completed AB2913 training and learned Specially Designed Academic Instruction in English (SDAIE) strategies for students learning to be proficient in English.

New teachers are given additional resources from Beginning Teacher Support and Assessment (BTSA) support providers. Also, grade level lead teachers provide guidance and support to new teachers during team meetings and individual mentoring. Our staff embraces the concept that the success of every child involves every teacher and every staff member. Our teachers are proud to work at Condit and are committed to doing whatever is necessary to ensure student learning occurs.

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

Condit supplies access to a strong standards-based curriculum and comprehensive support services for all students. Students with disabilities under section 504 of the Rehabilitation Act, students with Individualized Education Plans (IEP), English Language Learners (ELL), at-risk students, and gifted students are supported in many ways to meet the rigorous academic standards. Students have access to standards-based curriculum and instruction, as well as receive appropriate assessments and effective interventions.

Teachers use the current core curriculum and appropriate instructional strategies to meet the needs of these students. Ongoing formal and informal assessments are used to monitor student progress toward proficiency. To determine the level of learning and appropriate pace of instruction, teachers constantly examine student achievement using a wide range of assessment tools. Teachers employ a variety of best practices to ensure student learning. Acceleration and extension of the curriculum are available to students as needed.

Additionally, students who excel in the school's program are offered supplemental materials such as computer programs, challenge questions, or special projects utilizing the state standards. For example, we have used and/or are still using Assessment and Learning in Knowledge Spaces (ALEKS), Accelerated Reader, Problem Solver, Exemplars, and the enrichment components of all state adopted curriculum. Class-size reduction in grades K-3, as well as small group instruction in all grades which is facilitated by Movement Education (funded by the SPSA), allows teachers to further individualize instruction and meet student needs.

Condit has a support plan for early identification and intervention strategies for students who are not meeting grade-level standards in reading. At-risk students are identified through universal screenings in basic reading areas such as phonemic awareness, phonics, fluency, and comprehension three times per year. Our school utilizes a Response to Intervention (RtI) model also known as the problem-solving model. The basic assumption of the model is that most of the students at-risk have failed to acquire core skills for reasons other than having a learning impairment (either lack of instruction, developmentally not ready, etc...). As such, we set out to identify each at-risk student's area of deficit, provide intensive, research-based instruction in that area, and monitor his/her progress toward closing the skill gap. The Fall 2007 Benchmark universal screening identified 117 K-6 students (18% of the total student population) at-risk in the areas of decoding, reading fluency, and reading comprehension to be serviced by the Reading Intervention Program (RIP). The programs offered are Education Publishing Service's Sounds Sensible for Kindergarten, Developmental Study Center's Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (S.I.P.P.S.) for grades 1-3, and SRA's Corrective Reading for grades 4-6. These intervention opportunities are provided during or after school hours. While reading areas are our current intervention focus, we hope to extend the same early identification process to math and writing in the upcoming years.

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

Through the problem-solving model, interventions are modified and redesigned to address specific student needs. Regular classroom teachers, reading specialists, and special education teachers collaborate and communicate on a regular basis. Students who fail to respond to an appropriate intervention are more carefully scrutinized for potential learning difficulties. Further diagnostic evaluation is provided through the Student Guidance Team comprised of the resource teacher, school psychologist, language/speech/hearing specialist, special education teacher, and school counselor. The effectiveness of interventions is monitored primarily according to the design of the intervention program (built-in progress monitoring assessments), and secondarily through curriculum based measures. The goal is to provide standards-based instruction to all students through the core curriculum, supplemental instruction, or an Individualized Education Plan (IEP).

Identification of students with other curricular or behavioral needs begins with a referral to the Student Success Team (SST). This team is comprised of at least three general education teachers, an administrator, parents, and students, but may call upon the expertise of other school-based specialists. The SST provides a confidential place to discuss and reach decisions for individual students. The SST process follows a problem-solving model wherein teachers, support staff, and parents define student strengths, areas of concern, known information, accommodations, and brainstorm ideas for student success. The entire team shares ownership of the action plan. Successful action plans have included learning tools and incentives to support regular education success, some examples include: using a computer for writing, peer help, computer games, school service help, Franklin Speller, modification of assignments, changing seating, specialized instructional materials, or earning extra privileges of game day, or going to lunch with the teacher. Parents and students are expected to make commitments to support learning or study practices at home. The action plan is monitored through follow-up SSTs, informal consultation with staff, and/or formal reporting to parents. As one parent commented following an SST meeting, "It's so nice to know so many people care about my child."

Students with disabilities and at-risk students are provided access to the core curriculum in the least restrictive environment. Students move through different levels of intervention varying in intensity, mode of delivery, and group size. The continuum of intervention flows from a modified core curriculum in the general education setting to a more restrictive specialized placement. Individualized Education Plans are written to place special education students on this continuum to meet their individual goals. Systematic progress reports are aligned to the state standards and monitor the goals to ensure that specialized instruction is working, and that students are progressing toward full inclusion in the general education program. Progress toward IEP goals are evaluated three times a year. Previous special education students have returned to Condit to share their success stories. One student from a Special Day Class (SDC placement) returned to Condit to share, "Because of my SDC teacher, I am doing great at El Roble [the middle school]." The Special Education Local Area Plan (SELPA) sponsors discussion groups for parents and teachers of special needs students. Until recently, our district also facilitated an Autism Discussion Group for local parents.

Condit provides instruction for English Language Learner (ELL) students in an English only class focusing on grade-level state standards. Students continue to receive additional and appropriate English Language Development (ELD) instruction and effective Specially Designed Academic Instruction in English (SDAIE) teaching strategies from trained and certified teachers in order to meet the requirement to be reclassified as Fluent English Proficient (FEP). The certificated teachers differentiate the curriculum for a minimum of thirty minutes per day to meet the needs of their ELL students. Teachers employ a variety of best practices to ensure student learning. Some instructional strategies used are graphic organizers, Total Physical Response (TPR), demonstration and visual aids, English Language Development (ELD) lessons, listening comprehension activities, vocabulary development, Language Experience Approach (LEA), and role playing. Through these strategies, students gain access to the curriculum which leads to academic success. All ELL students continue to be assessed annually with the California English Language Development Test (CELDT) to measure growth in English until they are reclassified as FEP. Assessments of English Language Learners (ELL) are conducted by the site-based ELL coordinator who determines what additional support students need to fully benefit from classroom instruction. The English Language Advisory Committee (ELAC) sponsors meetings to educate and assist parents of EL students. Last year, 44% of ELL students were reclassified.

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

Progress monitoring starts during the first month of school for all grade levels. Kindergarten students are assessed on their letter recognition, number awareness, knowledge of shapes and colors. First grade teachers use the Basic Phonics Skills Test (BPST), the Primary Spelling Inventory, and California Reading and Literature Project's fluency assessment to attain baseline measures for their students in phonemic awareness, spelling, fluency, and accuracy. Second grade students take the BPST, read the district's High Frequency Word list, and the Dibels' Fluency assessment. Grades 3-6 are assessed in reading fluency, accuracy (using Dibels), and comprehension (using district created measures as well as Burns and Roe). All grade levels use the Diagnosing Math Readiness assessment from the Scott Foresman California Mathematics series. Some grade levels use summative tests from the Houghton-Mifflin Language Arts program to inform the next grade level of students' end-of-year skill levels.

Through the variety of formal and informal assessments, teachers know what has already been mastered, what still needs to be learned, and what new goals need to be introduced. Formal assessments include district ELA Benchmarks, district identified Essential Skills, assessments in state-adopted textbooks, district and school grading rubrics, and the results of STAR testing. The staff sets aside time for the analysis of Benchmark and STAR testing results. Grades K-6 teachers work together to analyze results and determine any areas of relative weakness for students (individual and group). Teachers summarize results of their analyses and provide data outlining the target areas identified. Plans are then developed to address those identified needs with action steps for purchasing materials or arranging professional development in those areas.

Informal assessments include portfolios, self-selected projects (i.e., sixth grade Math Think-a-thon, fourth grade Interest Groups, third grade Postcards from the Planets), K-W-L charts, observation checklists, writing in a variety of contexts (i.e. journals), and "big-idea" projects (such as plays and dioramas). Student self-assessment is an integral part of engaging each student in his/her own learning. We follow Robert Marzano's instructional strategies that have a proven impact on student learning. Our district focuses on three of those strategies: helping students see the connection between effort and achievement, comparing and contrasting, and note-taking. Additionally, our students complete self-evaluation checklists, journals, and student-made rubrics.

The frequency and variety of assessments help Condit teachers to continually evaluate student progress and plan accordingly. By documenting and reviewing student progress and checking for conceptual understanding, teachers gain insight into what the students are learning and what needs to be addressed before moving on.

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

All Condit teachers have some students who are experiencing low student performance since students are placed in heterogeneous groups. An attempt is made to distribute these students evenly across the grade levels to assure well-balanced classes.

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

Various community partnerships are in place, which support student learning. Our school has long enjoyed an active partnership with the Claremont community. In fact, it is the powerful interaction of the students, staff, parents, and community that attracts many families and resources to our school. Families actually move into our neighborhood to assure that their children will be able to attend our school. Best-B.E.T. (Business and Education Together) grants were created as a way for local businesses to give back to the schools. Each year approximately \$25,000 is awarded to local classrooms for innovative teacher projects. Best-BET Grants have provided many of our grade levels with funds that enable them to provide their students with activities and resources that support curriculum. For example, a Best-Bet Grant provided our second graders with Mystery Rock kits to help support standards and provide hands-on enrichment for the students.

Other homework and remedial interventions are provided by community members such as: the Claremont After-School Program (CLASP), Claremont Colleges (America Reads), University of La Verne, Cal State San Bernardino, and Azusa Pacific University.

Condit teachers do an exceptional job of tapping into the various community resources that support instruction. For example, fourth grade collects Toys for Tots, fifth grade collects toys for the Hopi Indian reservation, and this year fifth and sixth grade are having a huge garage sale to benefit the House of Ruth. Third grade classes take a tour of Claremont to bring their social studies curriculum to life. They interact with artifacts from early Claremont history thanks to the Claremont Heritage Foundation's Living Trunk program. Fourth grade spends a day at the Adobe de Palomares historical site in Pomona to experience early California rancho life.

High achievement occurs when there is active communication and mutual support between families and the school. Condit provides state adopted textbooks in all curricular areas for each child. Students and families experiencing temporary or long-term set backs have a number of resources available to them. For example, teachers provide classroom materials when needed. Families in need have access to free or reduced-fee meals and scholarships for the on-site day care program. Healthy Start, a city-based program for needy families, provides backpacks each Friday filled with food for the weekend. Shoes That Fit provides shoes and clothing for these families as well. School nurses sponsor a food basket program several times a year and work with a variety of service/health organizations to seek free or reduced cost medical, dental, and mental services for students and their families. "Coffee breaks" are monthly meetings sponsored by Healthy Start in partnership with the community to link families of need with local resources as well as provide a forum for discussion.

After school hours, visitors will find a variety of school and community-based programs on site. For example, local Girl Scout and Cub Scout troops regularly meet in our classrooms. The Instrumental Music Program fills the Multi-Purpose Room with wonderful sounds. The south field is home to the Claremont Jr. All American Football, Claremont Little League, and AYSO. Claremont Youth Basketball uses our Multi-Purpose Room for annual registration. The Pomona Valley 4-H Club also holds meetings at Condit. Condit offers students, staff, parents, and the community-at-large many diverse opportunities to come together.

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

Personnel are often unavailable immediately after school to teach the After School Tutoring Program. There is a lack of scheduled time for teachers to plan and collaborate within and between grade levels. Some students are involved in too many extracurricular activities impacts homework completion. Some families are not supportive of school standards and expectations impacts attitudes towards learning and school rules. Some students lack parent support impacts homework completion, readiness for learning, and behavior. Some parents have unreasonable expectations regarding the scope of public instruction and/or student proficiency levels. They need more knowledge about state and district standards. Finally, a lack of a spiraled and comprehensive professional development plan in further differentiating instruction to meet the varying needs of students.

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

The large class sizes at the upper grade limits the opportunities for individualized attention and instruction. Limited physical space in upper grade classrooms - impacts students by limiting the space available in classrooms for students to participate in some activities that require movement within the classroom. Contractual limits prevent changes in the school calendar, work days and length of instructional day that might be more beneficial to students. Availability of after school tutors to create a program to meet the needs of all under-performing students. Parent education for families needing academic support and parenting skills, and the on-site child care needed so that parents could attend. Lack of enough time in the instructional day to provide adequate exploration and practice many standards and limited time to teach them adequately (mile wide versus inch deep philosophy).

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Condit faculty and staff targeted all students for interventions that had not scored proficient or above on the ELA or Math California Standards Test (CST) that was administered in the Spring of 2006. Our goal was to move at least 3% of the 81 students not meeting proficiency in English Language Arts and 3% of the 72 students not meeting proficiency in Mathematics into the proficient or advanced range as measured by the CST in the Spring of 2007. Of those 81 and 72 students, respectively, that were identified, 23.5% in ELA and 29.2% in Math reached proficient or above.

Overall, students are demonstrating a relatively high level of proficiency in English Language Arts and Mathematics (75% and 78% respectively) as measured by CST testing, local benchmark assessments and teacher observation. There are some students in grades 2-6 (25% in ELA and 22% in Math) that are not yet scoring proficient or above. In order to meet the needs of those who scored in the Far Below, Below or Basic range, we have developed intervention goals as well as revolutionized our academic and social-emotional intervention program.

Conclusions from Parent, Teacher and Student Input

Annually, the Condit parents are asked to respond to a variety of questions posed by the School Site Council. These help evaluate the effectiveness of our school program. The highest score possible on any question is "5" points, with the lowest score being a "1".

The results of that School Improvement Program survey indicated that parents felt that the effectiveness of the ELA (Reading) program was a 4.48/5.0 and 4.45/5.0 in Mathematics. Parents responding to the following statements, "I have a good understanding of my child's academic strengths and weaknesses" received a score of 4.53/5.0 and "I feel well informed about the progress my child is making towards meeting grade level standards" scored 4.45/5.0.

Finally, the responding parents indicated that they agreed or strongly agreed with the statement, "I am proud to say my child attends Condit School" with a rating of 4.7/5.0. These scores were based on a return rate of 51.4% of the families.

School Goals for Improving Student Achievement

Mathematics

Math Proficiency

All students will reach proficiency in the four basic number sense skills of addition, subtraction, multiplication, and division, creating automaticity in numeric operations based on grade level standards.

Professional Development

Professional Learning Communities

The school wide focus of the Professional Learning Communities (PLC) process, is on analyzing the essential standards students need to master, identifying instructional strategies to teach the skills associated with those standards, using performance assessments to evaluate how well students meet the objectives, and make modifications as appropriate.

Reading/Language Arts

Reading Proficiency

All students will reach proficiency in alphabetic, decoding, fluency, and comprehension depending upon the standards appropriate to each grade level.

School Climate

Character Counts

All Condit students and staff will create a school climate of mutual respect (the Golden Rule) building on the six pillars of character.

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: Math Proficiency

Goal Statement

All students will reach proficiency in the four basic number sense skills of addition, subtraction, multiplication, and division, creating automaticity in numeric operations based on grade level standards.

Student Group

All students in grades K-6 will participate in this goal.

Performance Gains

Student will be taken from the assessed level in each of the identified skill focus areas to their grade level proficiency.

Means Evaluating

All students will be given benchmark assessments at the beginning of the year. Teachers will assess student progress throughout the school year utilizing benchmark assessment data, math unit tests, intervention assessments, and teacher developed tests and assessments.

Group Data

Data that will be needed to determine the focus of each grade level are, CST Math results and/or grade level benchmark assessments.

Description of Specific Actions to Improve Educational Practice

Class Size Reduction

Means of Achievement: Increased educational opportunity

Tasks: Through the use of 4 Movement Education Instructional Assistants we are able to reduce class sizes by half during core instruction for language arts and/or mathematics (75% of teachers use class size reduction time for language arts; 25% use for mathematics) in order to individualize instruction.

Measures: District Benchmarks are assessed three times per year. Summative Assessments are assessed four times per year. Teacher Generated Assessments are give as necessary.

People Assigned: Teachers
4 Movement Education Instructional Assistants
Principal
Teacher Representative

Start Date: 9/12/2006

End Date: 6/15/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Movement Education Assistants	\$8,695.00

Staff Collaboration

Means of Achievement: Improvement of instructional strategies and materials

Tasks: The staff has been given time on early release days during grade level meetings and will continue to set aside those times for analysis of Benchmark and CST testing results. Grade K-6 teachers have and will work together to analyze the results of the CST testing from Spring 2007 as well as benchmark assessments. They will determine any areas of relative weakness for students (individual and group) needing emphasis for the current school year. This will occur at regular intervals throughout the school year (beginning of the year and at the end of each trimester).

Measures: Teachers will summarize the results of their analysis and provide data outlining the areas of relative weaknesses identified. Plans will be developed to address those identified areas and materials will be purchased or staff development undertaken to address those needs.

People Assigned: All teachers in grades K-6

Start Date: 9/5/2006

End Date: 6/15/2008

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

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Goal: Professional Learning Communities

Goal Statement

The school wide focus of the Professional Learning Communities (PLC) process, is on analyzing the essential standards students need to master, identifying instructional strategies to teach the skills associated with those standards, using performance assessments to evaluate how well students meet the objectives, and make modifications as appropriate.

Student Group

All students in grades K-6 will participate in this goal.

Performance Gains

Students will be taken from the assessed level in each of the identified skill focus areas to their grade level proficiency.

Means Evaluating

Evaluation of the progress toward this goal will be analyzed by the documentation of the results shared at the monthly formal Professional Learning Community times during music instruction.

Group Data

Progress toward this goal will be based on the results of the common assessments given at each grade level to assess proficiency in the identified skill area.

Description of Specific Actions to Improve Educational Practice

Additional PLC Time

Means of Achievement: Alignment of instruction with content standards

Tasks: We bring in a substitute teacher once a month to supervise the grade level music classes. This provides teachers with additional professional learning community time to collaborate on essential standards, discuss instructional strategies, create assessments to measure proficiency, and to determine interventions when mastery does not occur.

Measures: Each month the grade level Professional Learning Communities complete a Team Feedback Sheet to document the meeting topic and outcomes. In addition, a SMART goal worksheet is completed to identify the essential learning for the next month that will be analyzed.

People Assigned: All Teachers
Principal

Start Date: 11/1/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School Administration	Substitute Teacher	\$800.00

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Goal: Reading Proficiency

Goal Statement

All students will reach proficiency in alphabetics, decoding, fluency, and comprehension depending upon the standards appropriate to each grade level.

Student Group

All students in grades K-6 will participate in this goal.

Performance Gains

Student will be taken from the assessed level in each of the identified skill focus areas to their grade level proficiency.

Student's assessed level will be determined by the results of their score on the initial benchmark, and if needed, the intervention assessment implemented at the beginning of the year.

Means Evaluating

All students will be given benchmark assessments at the beginning of the year. Teachers will assess student progress throughout the school year utilizing benchmark assessment data, reading unit tests, intervention assessments, and teacher developed tests and assessments.

Group Data

Data that will be needed to determine the focus of each grade level are, CST English Language Arts results and/or grade level benchmark assessments.

Description of Specific Actions to Improve Educational Practice

Response to Intervention

Means of Achievement: Increased educational opportunity

Tasks: Reading Intervention will be available to students in grades K-1 needing remediation and/or re-teaching alphabetics and decoding depending upon the focus of each grade level during the regular school day.

Measures: Each student will demonstrate growth in the identified area(s) as demonstrated by growth on the regularly administered mastery tests.

People Assigned: Teachers
Paraeducators
School Psychologist
Principal

Start Date: 11/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Paraeducator	\$6,316.33

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Response to Intervention

Means of Achievement: Extended learning time

Tasks: After School Reading Intervention will be available to students in grades 2-6 needing remediation and/or re-teaching alphabets, decoding, fluency, and comprehension depending upon the focus of each grade level. Classroom teachers have been hired to coordinate the identification of students for remediation, teach the after-school intervention, and monitor the students' progress in the program until proficiency is reached. Instruction will be delivered with the use of research-based materials.

Measures: Each student will demonstrate growth in the identified area(s) as demonstrated by growth on the regularly administered mastery tests.

People Assigned: Teachers
Principal
District Coordinator

Start Date: 11/26/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Teacher Additional Hours	\$6,125.00
Summer School / Supplemental Instruction	Instructional Materials	\$2,878.00
Summer School / Supplemental Instruction	Teacher Additional Hours	\$11,088.00

Response to Intervention

Means of Achievement: Increased educational opportunity

Tasks: Students in grades K-6 not making progress in either of the Tier II interventions will be placed in the third tier of Response to Intervention (RtI) for more intensive instruction. This instruction will be delivered four days per week, for 30 minutes, by a specifically trained paraeducator.

Measures: Each student will demonstrate growth in the identified area(s) as demonstrated by the results on the regularly administered mastery tests.

People Assigned: Teachers
Paraeducators
School Psychologist
Principal

Start Date: 11/6/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Paraeducator	\$8,540.00

Single Plan For Student Achievement

Class Size Reduction

Means of Achievement: Increased educational opportunity

Tasks: Through the use of 4 Movement Education Instructional Assistants we are able to reduce class sizes by half during core instruction for language arts and/or mathematics (75% of teachers use class size reduction time for language arts; 25% use for mathematics) in order to individualize instruction. Teachers are able to reinforce concepts covered in the whole group utilizing a variety of instructional strategies and materials.

Measures: District Benchmarks are assessed three times per year, Summative Assessments are assessed four times per year. Teacher Generated Assessments are give as necessary.

People Assigned: 4 Movement Education Instructional Assistants
All Teachers
Principal
Teacher Representative

Start Date: 9/12/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Movement Education Assistants	\$26,085.00
School and Library Improvement Block Grant	Reading Support Materials	\$7,500.00

Staff Collaboration

Means of Achievement: Improvement of instructional strategies and materials

Tasks: The staff has been given time on early release days during grade level meetings and will continue to set aside those times for analysis of Benchmark and CST testing results. Grade K-6 teachers have and will work together to analyze the results of the CST testing from Spring 2007 as well as benchmark assessments. They will determine any areas of relative weakness for students (individual and group) needing emphasis for the current school year. This will occur at regular intervals throughout the school year (beginning of the year and at the end of each trimester).
Based on the needs identified, supplementary materials and additional library materials/book are purchased to provide a different learning experience.

Measures: Teachers will summarize the results of their analysis and provide data outlining the areas of relative weaknesses identified, plans will be developed to address those identified areas and materials will be purchased or staff development undertaken to address said needs.

People Assigned: All teachers in grades K-6
Principal

Start Date: 9/5/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	Supplemental Materials	\$5,185.00
School and Library Improvement Block Grant	School Library Materials	\$5,380.00

Single Plan For Student Achievement

Technology

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Student progress in the areas of English Language Arts will improve, as we continue to upgrade Technology. These tools, under the direction of the classroom teacher and the computer lab assistant, can be used to complement and extend instruction within the classroom, media center and computer lab.

Measures: Updated Technology Plan.
Completed student computer projects.
Computer access provided to all students.

People Assigned: All Teachers
Library Media Assistant
Computer Lab Paraeducator
Principal

Start Date: 9/5/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	Computer Lab Assistant	\$26,878.00
School and Library Improvement Block Grant	Computer Lab Assistant	\$6,781.00
Resource Allocation Classroom	Library/Computer Lab Materials and Software	\$3,898.37

Single Plan For Student Achievement

Goal: Character Counts

Goal Statement

All Condit students and staff will create a school climate of mutual respect (the Golden Rule) building on the six pillars of character.

Student Group

All students will participate in this goal.

Performance Gains

Students will exhibit positive attitudes and behaviors within the classroom and on the playground.

Students' self-esteem will be raised from recognition of positive attitudes and behavior.

Means Evaluating

Progress toward meeting this goal will be determined by the attitudes reflected in the classrooms, on end of year SIP surveys, an increase in the participation in good behavior assemblies, and a reduction in the number of behavior referrals.

Group Data

Surveys, behavior records

Description of Specific Actions to Improve Educational Practice

Pillars of Character

Means of Achievement: Involvement of staff, parents and community

Tasks: Students will be recognized for their modeling of the six pillars of character within the classroom and on the playground.

Measures: The end result demonstrates that high expectations and consistent discipline produce good citizens! Our kids feel safe and secure and make good decisions. Condit has Good Behavior Assemblies each trimester, celebrating those students who have chosen well. Classrooms also celebrate great behaviors with pizza parties, verbal praise, and certificates.

People Assigned: All Staff Members

Start Date: 1/8/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	Counseling Consultant	\$6,800.00

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$670

Resource Allocation Classroom

Program/Initiative Purpose	Amount
Discretionary funding to support overall goals of school site	\$42,739

School and Library Improvement Block Grant

Program/Initiative Purpose	Amount
The purpose of School Improvement Programs is for elementary, intermediate, and secondary schools to improve instruction, services, and school environment and organization according to school site plans developed by school site councils.	\$89,733
The purpose of the School Library Materials program is to provide funding for library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROMs, and equipment necessary to provide access to library resources wi	\$5,380

Title III LEP Students

Program/Initiative Purpose	Amount
To provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in CA). The purpose of the subgrants is to assist LEP students to acquire English and achieve grade-level and graduation standards.	\$2,370

School Administration

Program/Initiative Purpose	Amount
Administrative Discretion	\$800

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$33,391

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Cindy Duque	PFA	909-626-3750	11/28/2007
Craig Whitnack	Parent	909-626-9044	11/28/2007
David Campos	Parents	909-625-3106	11/28/2007
Ellen Crawford	Teachers	909-398-0300	11/28/2007
Jessica Gariador	Teacher	909-398-0300	11/28/2007
Patti Amaya	Teachers	909-398-0300	11/28/2007
Sandy Katz	Parent	909-632-1259	11/28/2007
Swati Gadgil	Classified	909-398-0300	11/28/2007
Tami DeSalvio	Parent	909-624-5486	11/28/2007
Tim Northrop	School	909-398-0300	11/28/2007

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:

- | | Approval
Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| School Staff | 11/28/2007 |
| School Site Council | 11/28/2007 |
| Parent Faculty Association | 12/5/2007 |
| 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: | 11/28/2007 |
| 9. Public Notice Due Date: | |
| 10. District Governing Board Review Due Date: | |
| 11. School Site Plan Approved: | 12/10/2007 |
| 12. Attested by School Principal: | |
| 13. Attested by School Site Council Chairperson: | |

Attested:

Tim Northrop		
Typed Name of School Principal	Signature of School Principal	Date
Ellen Crawford		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date