

Single Plan For Student Achievement



For School Year 2007-08

Sumner Elementary

CDS Code: 19-64394-6012207

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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

"Sumner Elementary School will provide challenging academic experiences that will encourage each child to reach his/her full academic, social, emotional, and physical potential. Learning will occur in a safe and caring environment that fosters excitement, enthusiasm, and discovery. Students will be encouraged to appreciate their own worth and importance as well as that of others. Sumner Elementary School will provide an atmosphere that will enable each child to develop a respect for the differences of others and nurture a sense of responsibility to the community and the environment."

Sumner Elementary School is a California Distinguished School. It is located in southern California about thirty miles east of Los Angeles. Nestled in the San Gabriel Valley and the city of Claremont, Sumner School is within walking distance of the seven Claremont Colleges. Sumner is home to 610 culturally and linguistically diverse students. We have been recognized for our progress toward closing the achievement gap by two separate private organizations, The Standard and Poor's "School Matters" program and the California Business for Education Excellence Foundation. Sumner shares its campus with Danbury Elementary School where over 60 students with physical disabilities and/or health impairments attend. Sumner and Danbury work and play side by side in a truly integrated environment.

Analysis of Current Educational Practice

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

Teachers use State and District Standards to guide instructional practice. District curriculum committees, Professional Development Days, Staff meetings, Grade Level Meetings, and other collaborative activities focus on assisting teachers with full implementation of standards based instruction. Math instruction, with Scott Foresman math materials, continues to assist students in reaching proficient levels in all standards areas. The Houghton Mifflin Language Arts Program serves as our English Language Arts curriculum resource. The Accelerated Reader computer-managed reading incentive program and the STAR reading assessment program support instruction of the language arts standards. New State-adopted social studies and science textbooks are aligned with state standards. Continued refinement and modification of materials is necessary. Articulation occurs among and across grade levels to assure alignment of instruction and curriculum with essential standards in all subject areas. Technology tools, such as computers and software, digital cameras, LCD projectors, and overhead projectors, are utilized to enrich and/or supplement instruction. Student activities in the computer lab are an integral part of classroom learning activities. Student progress is reported on a District Progress Report that is aligned with Language Arts and Mathematics standards.

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

All student groups, heterogeneously grouped in classes by gender, ethnicity, ability, language, social development and economic level, have equal access to standards based curriculum. Textbooks, library books, reference materials, computer network and all district materials are accessible for all teachers and students.

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

District-wide Professional Development Day this year included certificated employees. We continued to focus on the adopted Board of Education Goals as well as. We also used this day to learn about effective classroom teaching strategies that have been proven to increase student achievement. Site-Based Staff Development emphasized differentiated instructional strategies for our English Learners and under-performing students. Professional Development is designed in response to staff review of assessment results. Thinking Maps, a strategy for critical thinking as well as instructional strategies from Robert Marzano's book "Classroom Instruction That Works", are being developed and implemented by all grades across all curricular areas.

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

The most significant service for underperforming students provided by the regular program is differentiated instruction provided by the classroom teacher.

In addition, a library assistant offers specific assistance to students using the Accelerated Reading Program. The America Reads program provides college tutors to work with identified underperforming third grade students in reading. Adult volunteers work with individual students needing assistance as available. Kindergarten classes benefit from two teachers teaching collaboratively in the same classroom, allowing for a further reduction in class size and greater individualization of instruction to meet specific student needs. Teachers or parents may refer students for regular education interventions related to academics, attendance, behavior, and/or social-emotional development to the Student Study Team. The Response to Intervention (Rtl) team reviews student assessment data and places students in appropriate intervention programs. District funds provide for an Student Study Team (SST) Coordinator to organize and schedule the meetings, facilitate discussion, and assure that interventions and next steps are documented and followed.

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

Reading specialists support under-performing students by providing focused, small group instruction using research based materials.

An on-site counsellor provides individual and small group counselling services.

Categorical funds support the After School Academic Program (ASAP) which provides extended day opportunities for under-performing students.

Professional Development opportunities, which focus on strategies to assist under-performing students, are also funded from categorical funds.

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

State and local assessment results are analyzed in depth. Data is reviewed and discussed at staff meetings and within grade level teams. Instructional programs and strategies are modified to reflect analysis. Student work samples and assessment data are discussed during staff meetings and grade level meetings. The data is utilized to make necessary adjustments in curriculum, instruction, and assessment. Individual student progress is noted and tracked. Individual intervention strategies are developed for each under-performing student as defined by California Standards Test scores, District Benchmarks, and Site assessments.

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

Students are grouped in heterogeneous classrooms therefore all teachers are working with under-performing students.

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

Student Study Team

Summer school program

Claremont After School Programs (CLASP)

After School Academic Programs (ASAP)

Claremont Parks and Recreation After School Program

Youth and Family Support Center

Parent Faculty Association provides hundreds of hours of volunteer support as well as financial support.

Best B.E.T. (Business and Education Together) grants funded by the Claremont Chamber of Commerce and various community organizations provide money for supplemental materials and projects.

BNI Foundation grants provide funds for supplemental materials

Claremont Club Summer Recreation Program

America Reads Tutors

Claremont Education Foundation (CEF) funds art and music materials and personnel

Community mentoring programs such as Uncommon Good and the David and Margaret Home

Single Plan For Student Achievement

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

Many of our underperforming students are highly mobile students who have not had a consistent school experience. A typical student turnover rate each year is about 25-30%. Student turnover occurs mainly among our under-performing subgroups (Hispanic and Socioeconomically Disadvantaged). Time, money, and resources are limited. We continue to creatively investigate and develop the resources and programs needed to maximize academic success for these students.

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

Though student needs and instructional strategies have been identified, we continue to investigate those strategies and support systems that will enable each child to achieve at the proficient level in math and reading. Our greatest challenge is finding the time, personnel, space and materials that most appropriately meet student needs. Class size of 34 in the upper grades prohibits the individualized instruction that many underperforming students require.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

Mathematics

Math Proficiency

All students will make continuous progress toward achieving proficiency at grade level standards in Mathematics

Reading/Language Arts

English/Language Arts Proficiency

All students will make continuous progress toward achieving and maintaining proficiency at grade level standards in English language Arts.

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 make continuous progress toward achieving proficiency at grade level standards in Mathematics

Student Group

All students - in particular, those performing at the Basic, Below Basic, and Far Below Basic categories on the CST and/or Multiple Measures Assessment. This is currently about 36% of our students.

Performance Gains

All students will increase their score on the CST. 10% of all students performing Far Below Basic and Below Basic or below expectation on progress report will achieve at the basic level while 10% of all students performing at Basic or approaching expectation on progress report will achieve proficiency.

All students will show at least one year's growth on the school-wide universal assessments.

Means Evaluating

Content Standards Test along with other multiple measures of assessment used in the classroom. This would include both formal and informal methods of assessment and reported on the CUSD Progress Report.

Group Data

Schoolwide results of multiple measures assessment and content standards test sorted by proficiency levels.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of instruction with content standards:

Means of Achievement: Alignment of instruction with content standards

Tasks: Give priority to, organize, and find ways to implement across the curriculum, the identified essential math standards.
 Individual Educational Plans for RSP/EI will identify specific essential content standards to be taught. Scott Foresman Math Program will be implemented at all grade levels along with additional supplemental materials such as "TouchMath" and "iSucceed Math".
 Math Exemplar Rubric will be used as a student/teacher guide for instruction in math concepts reasoning in all grades.

Measures: Staff and grade level meeting agendas and logs, Revised Student portfolios, IEPs, and SSC review.

People Assigned: Principal, teachers, and designated teams

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Supplemental materials	\$1,000.00

Auxiliary services for students and parents

Means of Achievement: Auxiliary services for students and parents

Tasks: We are routinely problem solving to meet student needs because of the organic and inextricable link between basic needs and learning. All of our students can attain the protective reinforcements and safeguards provided by numerous site and community services. As a result, students are better able to focus on academic achievement. Services include:
 On site Parent Education evenings. Site Counselling support. Weekly Coffee Break meetings routinely discuss ways that parents can help at home.

Measures: Meeting notes and agendas, Counselling schedules, Meeting sign-in sheets

People Assigned: Principal, school counselor, Y&FSC Personnel

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Site Counsellor	\$8,250.00

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Extended learning time

Means of Achievement: Extended learning time

Tasks: Continue after school tutoring programs. These include both the After School Academic Program (ASAP) and the Claremont After School Program (CLASP)
District sponsored Summer School Program

Measures: Revised Student portfolios,
After school schedule and class lists,
Progress Reports

People Assigned: Principal, Designated Teachers and aides, District Extended Learning Coordinator

Start Date: 9/6/2007

End Date: 6/14/2008

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

Increased educational opportunity

Means of Achievement: Increased educational opportunity

Tasks: Small group remediation - This is done both during the day by Title staff and after school in the tutoring programs on and off site. Regrouping of students within grade levels during math time. This includes Danbury teachers and classrooms.
Other increased educational opportunities include:
Math Discovery Day,
Math related Assemblies/Field Trips,
Computer Lab,
Math related activities during the Big/Little Buddy Program

Measures: Computer lab schedule,
School Calendar,
Title I and grade level schedules,
Field trip log

People Assigned: Principal, classroom teachers, and designated support staff

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Targeted Instructional Improvement Block Grant Site	Instructional Assistants	\$4,600.00
Title I, Part A, Basic Grants	Instructional Aides	\$6,400.00
PFA Donations	Field trip transportation	\$2,000.00

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Instructional strategies and materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Provide opportunities for all students to receive instruction that is aligned with assessment results. Teachers will meet in grade level teams at least twice a month to review and analyze assessment results. These results will be used in a formative way to improve instruction. Through some of these conversations, teachers have already determined a need for additional materials. These have been ordered and teachers have set up a method to share and use them during the instructional day.

Measures: Staff meeting reports,
Grade level team meeting minutes,
Daily schedules,
Response to Intervention Team and Student Study Team notes

People Assigned: Principal, teachers, Response to Intervention Team, and Student Study Team

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	Touch Math materials	\$650.00
Resource Allocation Classroom	Scott Foresman Math Workbooks	\$4,000.00

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Involvement of staff, parents and community

Means of Achievement: Involvement of staff, parents and community

Tasks: Sumner has a number of communication tools in place to seek and encourage involvement from parents and the community. These include: Team Update newsletter, ConnectED phone message system, and Classroom newsletters. As a result, our students have a variety of math related programs available to them that include parent and community help.

They are:

Parent volunteers both during the school day and after school
 Claremont After School Programs (CLASP)
 After School Academic Program (ASAP)
 Student Study Team meetings (monthly)
 PFA Meetings
 School Site Council Meetings
 Best B.E.T. Program
 Claremont Education Foundation

Measures: Vounteer logs
 PFA agenda and schedule
 SSC agenda and schedule
 Student Study Team notes
 Classroom Daily Schedules
 School Calendar

People Assigned: Principal
 Site staff
 CLASP personnel
 classroom teachers
 PFA officers
 SSC chair
 community liaison
 Chamber of Commerce

Start Date: 9/6/2007

End Date: 6/14/2008

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

Single Plan For Student Achievement

Monitoring Progress

Means of Achievement: Monitoring program implementation and results

Tasks: In Grade level team (twice monthly), Student Study Team (once a month), and Response to Intervention Team (weekly) meetings, teachers will review and analyze student work and assessment results in order to carefully monitor progress of students. The assessments we will review are:
 Math Exemplar Results (each trimester)
 Scott Foresman Math Diagnostics (fall and spring)
 Teacher created math tests
 California Standards Test

Measures: Agendas and minutes from Staff meetings, Grade Level Team meetings
 Student Study Team and Response to Intervention Team notes and spreadsheets

People Assigned: Principal, teachers, and identified teams

Start Date: 9/6/2007

End Date: 6/14/2008

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

Staff development and professional collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Thinking Map Staff Presentations by designated staff members.
 Marcy Cook's "Creative Math Centers" workshop (K-2 in December, 3-8 in Spring).
 Grade Level Team Meetings, Staff Meetings, and informal study groups will focus on mathematics in the following areas: differentiated instruction, assessment calibration, problem solving strategies, and instructional focus.
 Monthly Student Study Team Mtgs./Weekly Student Guidance Team Mtgs.
 Weekly Rtl mtgs.
 Staff will periodically review the District report card to better align with essential content standards.

Measures: Schoolwide calendar, staff meeting, Grade level team meeting, Rtl meeting, Shared Decision, and SSC agendas and minutes.

People Assigned: Principal, team leaders, Rtl team, teachers, SSC

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Off site workshops and conferences	\$3,000.00
Title II, Part A, Teacher & Principal Training & Recruiting	Off site workshops and conferences	\$3,500.00

Single Plan For Student Achievement

Goal: English/Language Arts Proficiency

Goal Statement

All students will make continuous progress toward achieving and maintaining proficiency at grade level standards in English language Arts.

Student Group

All students - in particular, those performing at the Basic, Below Basic, and Far Below Basic categories on the CST and/or Multiple Measures Assessment. This is currently about 39% of our students.

Performance Gains

All students will increase their score on the CST. At least 25% of all students performing Far Below Basic and Below Basic or below expectation on progress report will achieve at the basic level while at least 25% of all students performing at Basic or approaching expectation on progress report will achieve proficiency.

All students will show at least one year's growth on the school-wide universal assessments.

Means Evaluating

Content Standards Test, school-wide universal assessments, and other multiple measures used in the classroom. This includes both formal and informal methods of assessment and reported on the CUSD Progress Report.

Group Data

Individual and school-wide results of multiple measures assessment and content standards test sorted by proficiency levels.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of instruction with content standards

Means of Achievement: Alignment of instruction with content standards

- Tasks:** Houghton Mifflin English Language Arts Program will continue to be implemented at all grade levels.
- English Language Arts curriculum will be organized to support student understanding of essential grade level standards.
- Staff will continue find ways that English Language Arts content standards can be taught through curriculum integration with science, social studies, art, and music. This is already done with reading fluency, vocabulary development, and writing.
- Individual Educational Plans for Special Education students and English Learners will identify "Essential California Content Standards" to be taught.
- Title One instruction will target those content standards as identified by ongoing individualized assessment results.
- In addition to the Houghton Mifflin English Language Arts Program, other appropriate supplemental materials (trade books, teacher created materials, etc.) will be used at all grade levels.
- District created rubrics will be used as a student/teacher guide for writing instruction in all grades.
- Teachers will refer to and use ELD standards which have been aligned with ELA standards.

- Measures:** As seen in
- 1) Agendas and minutes from District Curriculum Committee meetings, site staff meetings, and grade level meetings
 - 2) Redefined Student Portfolios
 - 3) Lesson Plans
 - 4) Individual Education Plans
 - 5) Response to Intervention Team and Student Study Team notes and recommendations.

People Assigned: Principal, Teachers, Title I staff, Response to Intervention Team, Curriculum Committee Representatives.

Start Date: 9/5/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Professional Development Block Grant	Release time for collaboration	\$1,000.00

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Instructional strategies and materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Small group leveled instruction will continue in our TEAM Reading Program at grades 1 and 2. In this program the children are initially assessed and placed in appropriate groups using both District benchmark tests and other formal site-chosen tests. Every six weeks, the students are reassessed and regrouped according to need.

EL instruction will be taught by the classroom teacher. English Learners are grouped by proficiency level and receive 30 minutes of direct instruction daily incorporating the English Language Development/English Language Arts standards with the state approved Houghton-Mifflin English Learner Support materials. Additionally, teachers modify lessons and incorporate Specially Designed Academic Instruction in English (SDAIE) strategies and resource materials from all regular classroom textbooks to provide all English Learners access to all curriculum.

Differentiated Instruction methods (with a focus on Multiple Intelligences) to better meet the individual needs of students.

Strategies from the book Classroom Instruction That Works by Robert Marzano will be used by teachers.

Thinking Map strategies will continue to be use at all grade levels and in all core curricular areas.

Regular grade level meetings will take place for the purpose of analyzing data and improving instructional strategies to meet the needs of struggling students.

Measures: As seen in 1) Agendas and minutes from District Curriculum Committee meetings, site staff meetings, and grade level meetings, 2) Redefined Student Portfolios, 3) Lesson Plans, 4) IEPs, 5) Response to Intervention Team and Student Study Team notes and recommendations, 6) Assessment Data Tally Sheet.

People Assigned: Teachers and designated team

Start Date: 9/6/2007

End Date: 6/14/2008

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

Extended learning time

Means of Achievement: Extended learning time

Tasks: Continue after school tutoring program (CLASP and on-site program)
Summer School

Measures: Progress Reports, Informal communication between teachers, tutors, and principal.

People Assigned: Selected teachers and aides.

Start Date: 11/27/2007

End Date: 8/3/2008

Funding Source	Related Expenditure	Estimated Cost(s)
After School Education & Safety Program	After School tutors and aides	\$11,403.00

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Increased educational opportunity

Means of Achievement: Increased educational opportunity

Tasks: Small group remediation - This is done both during the day by Title staff and after school in the tutoring programs on and off site. Regrouping of students within grade levels during English Language Arts time. This includes Danbury teachers and classrooms. Other increased educational opportunities include: Discovery Days, Assemblies/Field Trips, Computer Lab, Writing related activities during the Big/Little Buddy Program.

Measures: Schoolwide calendar, schoolwide schedules, student portfolios, student reading logs.
Student assessment results from small group interventions

People Assigned: Designated Staff

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
PFA Donations	Field trip transportation	\$2,000.00
Title I, Part A, Basic Grants	Instructional Aides	\$46,242.00
Targeted Instructional Improvement Block Grant Site	Instructional Aides	\$20,304.00
PFA Donations	Assemblies	\$6,000.00
CEF	Music Instructor	\$4,750.00

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Involvement of staff, parents and community

Means of Achievement: Involvement of staff, parents and community

Tasks: After School Academic Program (ASAP)
 Claremont After School Programs (CLASP)
 Periodic contact between teachers and parents of identified students
 PFA Meetings
 English Learner Advisory Committee (ELAC) Meetings
 School Site Council (SSC) Meetings
 Weekly "coffee break" parent meetings facilitated by the Youth and Family Support Center
 Claremon Chamber of Commerce - Best B.E.T. Program
 Community and College Volunteer Programs
 Claremont Education Foundation (CEF)
 WEBB school volunteers
 Claremont Club summer programs
 America Reads Tutoring Program, School nurse connects families to healthcare services, Site Based Counseling, Speech DIS, Healthy Start Support, SELPA support for designated students, Kidspack program, Shoes That Fit, Holiday food baskets, Bike and pedestrian safety programs by Claremont Police Department.

Measures: Student assessments and time sheets,
 Teacher logs
 PFA, SSC, ELAC meeting agenda
 Volunteer Sign-in book
 School Calendar

People Assigned: City of Claremont
 Designated teachers
 PFA Board and members
 SSC and ELAC Chairs
 Youth and Family Support Center Staff
 Chamber of Commerce

Start Date: 9/6/2007

End Date: 6/14/2008

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

Auxiliary services for students and parents

Means of Achievement: Auxiliary services for students and parents

Tasks: America Reads Tutoring Program, School nurse connects families to healthcare services, Site Based Counselling, Speech DIS, Healthy Start Support, SELPA support for designated students, Kidspack program, Shoes That Fit, Holiday food baskets, Bike and pedestrian safety programs by Claremont Police Department.

Measures: School Calendar, Daily Schedules and Logs, SSC review notes

People Assigned: Principal and Office Manager
 3rd Grade team teachers
 School Nurse
 School counselor
 Speech teacher
 Healthy Start coordinator

Start Date: 9/6/2007

End Date: 6/14/2008

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

Monitoring Progress

Means of Achievement: Monitoring program implementation and results

Tasks: Continue toward full implementation of the Respnse to intervention (Rtl)model: Rtl team will develop universal screenings, diognostic and progress monitoring assessments for phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 Review Title One Benchmark Assessments (3-5 times yearly)
 Review District Progress Reports (each trimester) for the purpose of better communication with parents and work to include English Language Development (ELD) standards.
 Early Literacy /STAR Reader Assessments
 District Benchmarks
 Review of CST assessments
 California English Learner Development Test (CELDT) testing (annually)
 School site student portfolio sub-committee will revise portfolio system

Measures: Title I and District Benchmark data speadsheets, Rtl team meeting notes, Data spreadsheets of Rtl universal screenings, Staff and grade level team meeting minutes.

People Assigned: Principal, staff, Rtl team, ELAC coordinator, SSC, and Title I Coordinator

Start Date: 9/6/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Upper Grade Planning	Teacher release time for coolaboration	\$6,500.00

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Staff development and professional collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Professional Development opportunities focused on Differentiated Instruction, ELD Standards, Behavioral Attention, and Brain Based Learning.
Grade Level Team Meetings, Staff, and informal study groups will focus on differentiated instruction and assessment calibration.
Monthly Student Study Team Mtgs./Weekly Student Guidance Team meetings. Weekly Rtl meetings. Thinking Maps follow up by designated staff members. Periodic in-services on Marzano's Classroom Instruction That Works.
The Rtl team along with other staff will take the DAC recommendations and with the District curriculum committees begin to identify essential standards, develop aligned authentic assessment, and make time to discuss and analyze data. We will use formally scheduled meeting time to use this data for the improvement classroom instruction.

Measures: Schoolwide calendar, schoolwide schedules, student portfolios, student reading logs, SSC reviews, Rtl meeting minutes.

We will continue to use the critical questions outlined by Defour:
What do we want students to learn? How will we know when they have learned it? What do we do when they don't learn it?

People Assigned: Designated staff

Start Date: 9/5/2007

End Date: 6/14/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Workshops/Conferences	\$6,000.00
Title I, Part A, Basic Grants	Release time for collaboration	\$4,349.00

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.	\$1,675

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.	\$64,850
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	\$3,374

Targeted Instructional Improvement Block Grant Site

Program/Initiative Purpose	Amount
To provide instructional improvement for the lowest achieving pupils in the district.	\$41,168

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.	\$5,163

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$96,334

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

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$41,569

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):
 - State Compensatory Education Advisory Committee
 - Special Education Advisory Committee
 - School Health Council
 - Gifted and Talented Education Advisory Committee
 - English Learner Advisory Committee
 - School Site Council
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:
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:

Frank D'Emilio		
Typed Name of School Principal	Signature of School Principal	Date
Stacy Olmsted		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date