

# Single Plan For Student Achievement



For School Year 2006-07

**Chaparral Elementary**



**CDS Code: 19-64394-6012157**

**Date of this revision: 11/14/2006 12:58:10 PM**

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

# Single Plan For Student Achievement

## School Vision and Mission

At Chaparral Elementary School, we consider ourselves a community of learners, which includes students, staff, parents and business partnerships. Through this process we are preparing our students to be critical thinkers and problem solvers. Our students experience a balanced, rigorous, and challenging curriculum that allows for individual differences and fosters responsible citizenship in a safe and orderly environment. The Claremont Unified School district has a strong comprehensive mission statement. This statement is posted in the front office and communicated to the community. Chaparral incorporates this mission statement and district goals and objectives in its yearly assessment and goals/objectives.

## School Profile

Chaparral Elementary School is located in southern California about thirty miles east of Los Angeles. Nestled in the San Gabriel Valley and the city of Claremont, Chaparral School is within walking distance of the seven Claremont Colleges.- Chaparral Elementary School served 650 students in grades kindergarten through sixth during the 2005-2006 school year. Chaparral has a culturally rich student population. Students (37%) represent ethnic groups and cultures from around the world.

## Analysis of Current Educational Practice

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

Teachers use the state standards to guide instructional practice and professional development. Considerable work has been done at and across the grade levels at Chaparral to align the current curriculum, assessment and instruction to the California State Content Standards. The school wide goals include improving delivery of standards based instruction to help students; read with increasing fluency, independence, accuracy, and understanding from a range of literature; apply the essential reading strategies and skills necessary to construct meaning from a wide variety of literary and expository texts and master the four arithmetic operations, compute and solve problems accurately, apply mathematics concepts in real life situations, and explore mathematical ideas in-depth over time within and across grade levels.

Houghton-Mifflin State approved-adopted textbooks are aligned with state standards for language arts: Teachers supplement instructional units to reinforce or enrich standards. Current State-adopted textbooks are aligned with state standards for mathematics: California Mathematics, Scott-Foresman; plus, teachers supplement instructional units are used to reinforce or enrich standards.

District-sponsored professional development and school-sponsored staff development are aligned to student needs and teacher training to most effectively address curriculum and instruction. 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.

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

All students are heterogeneously grouped in classes and have equal access to standards based materials, instruction and curriculum.

Additional materials, such as the Leapfrog Program 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.

Chaparrals Parent-Faculty Association conducts annual fundraisers to provide materials that support and enrich instruction. The PFA purchased supplemental Science books and Character Counts! character education materials for use in classrooms.

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 supplemental standards-based instructional materials.

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

At the school level:

The school-wide goals include further expanding assessment opportunities by selecting, designing and utilizing assessment tools appropriate to standards based ELA and mathematics instruction in Kindergarten through grade six creating a school-wide continuum of assessment or Assessment Profile. In 2004-2005 the school District addressed this goal by developing and implementing a teacher generated/research based district wide ELA Benchmark Assessments.

Teachers participate in staff development to plan and coordinate curriculum, instruction, and assessment to align with state and District standards. They meet regularly throughout the school year to fine tune and adjust the programs to meet student needs. Grade level teams plan and implement instructional units and articulation occurs among the entire grade and school-wide to assure continuity of instruction, efficiency of instructional delivery, and the elimination of gaps in the curriculum. 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.

At the District level:

Multiple District-wide grade level meetings were held to discuss assessment and implementation of the ELA program. Training included the delivery of the Benchmark Assessments, the meaning of the results and strategies to remediate or reteach unlearned standards.

Staff Development Buy Back days focused on site needs (i.e., ELA Assessments, writing strategies and in the area of technology. Professional needs for teachers are developed as teachers and principals identify teaching goals each year. In addition, individual school sites determine professional needs and a plan to meet those needs. In the past, limited funding sources have impaired sites ability to plan comprehensive professional development but teachers and administrators continue to create pathways to meeting some of the basic needs of professional development.

District-wide report cards need to be revised to more closely align with state and District standards. This will assure that teachers adhere to and assess student progress towards meeting the expected standards.

# Single Plan For Student Achievement

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

Chaparral's instructional program emphasizes an academic focus with rigorous content. There is a continual effort to maximize instructional time. Homework is assigned on a regular basis and there is high standard and expectation of our students. Students who are at risk as shown by regular classroom assessments and frequent assessments are monitored at regular intervals throughout the year by the principal and teacher with plans created for remediation. Chaparral has received recognition for its academic programs, visual and performing arts, and physical education and health education program providing opportunities for all students to find areas in which to personally excel.

The University of La Verne offers 1:1 tutoring support by a credentialed teacher for many students performing below and far below basic on the CST. We also have many parent volunteers who are available to work with individual or small groups of students who are struggling academically.

Additionally, a Student Support Team regularly supports students, teachers and parents in creating strategies for student success. In the Student Support Team, teachers or parents may refer students for regular education interventions related to academics, attendance, behavior, and/or social-emotional development. District funds provide for an SST Coordinator to organize and schedule the meetings, facilitate discussion, and assure that interventions and next steps are documented and followed up.

Chaparral also provides Character Counts! character education to support the development of responsibility. This program was funded through our Parent-Faculty Association. We are also fortunate to have the America Reads program which is a volunteer program provided by college students in which they are trained to read with second and third grade students.

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, especially beneficial for under-performing students.

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

Research based instructional materials specifically designated to support under-performing students and personnel to lower the teacher to student ratio for small group and specifically designated instruction.

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

STAR California Standards Test (CST) and California Achievement Test (CAT6) results have been analyzed each year by grade level. Each teacher team reviews the results of their students from the prior year in order to determine relative strengths and weaknesses within their instructional program. They also review the results of students new to their grade level in order to determine where students will need additional support, intervention, and enrichment. Instruction is adjusted to address insights from this analysis.

CUSD Benchmark Assessment data is used in ELA to identify students in the areas of reading fluency, word identification and comprehension.

STAR assessments as well as classroom testing and other student work samples will be examined and analyzed by the staff and community to determine the success of current instructional practices and program modifications are made based on those analyses. Modifications and enrichment of instruction are made to better address individual and group needs.

Fourth grade writing samples are part of the STAR/California Standards Test, the results of which are included within the reported STAR proficiency level.

English Learners are assessed annually using the CELDT test, which identifies students along a continuum as being Beginning to Advanced English language learners.

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

100% of of teachers have students that are performing below grade level standards in the classroom.

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

After school tutoring is available in grades 1 - 6 in English Language Arts and mathematics. A Reading Intervention Specialist is funded by the PFA for students performing below grade level in grades 1 - 6. College tutors for the Claremont Colleges and Cal Poly support individual and small group students in all academic areas. Parent volunteers work daily with students who are struggling and parents take an active role in supporting their own child(ren) with teacher direction. The city of Claremont also offers CLASP (Claremont After School Program) which some of our students participate in twice a week for academic support, recreation and mentoring.

Summer School remedial instruction based on teacher referral

Grade level and cross-age tutoring

CLAD-trained teachers to support English Learners

America Reads volunteers Claremont Colleges students

Student Support Team

Development of accommodation plans and/or individual intervention plans

University student volunteers in classrooms and after school programs (University of La Verne and Claremont Colleges students)

Claremont After School Programs (CLASP)

Family Nights parent education regarding an aspect of curriculum or assessment

School Age Child Care program (on-site day care program)

Scout troops for boys and girls

After school music program

Childrens programs at the Claremont Library

Interns provided by Pomona College providing additional reading tutoring

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

Personnel available immediately after school to teach the After School Tutoring Program.

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.

Lack of a spiral and sustained 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. Need appropriate and updated materials (technology)and textbooks (science). 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).

# Single Plan For Student Achievement

## Student Performance Data Summary

### Local Measures of Student Performance

#### Conclusions from Student Performance Data

In English Language Arts 69% of our students in grades 2 - 6 performed within the California State expected categories of Proficient or Advanced in the CST. In the area of Mathematics, 73% of our students in grades 2 - 6 performed within the California State expected categories of Proficient or Advanced in the CST. Look up CUSD Benchmark data.

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

Input SSC survey data from spring 2006.

## School Goals for Improving Student Achievement

### Other

#### ELA & Mathematics

To improve the performance of all students who scored below California State expectations (Basic, Below Basic and Far Below Basic) in the curricular areas of English Language Arts and Mathematics. In addition, we would like to preserve or enhance the performance of those students scoring in the Proficient or Advanced categories, according to the California State Standards.

#### PE, Health & Wellness

1) Students will improve their physical well-being through physical education classes, health education (Michigan Model), and dietary choice at school.

2) Students' social well-being will be addressed through Character Counts, Second Step and the 40 Developmental Assets.

#### High Performing Students

1) Programs will be developed and implemented to address the academic interests and needs of accelerated and/or highly motivated students.

2) Students will demonstrate a deeper understanding and appreciation for various curricular and non-traditional subjects.

3) Staff will attend Professional Development opportunities to learn more strategies and best practices for meeting the needs of the high performing and academically motivated students.

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## 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: ELA & Mathematics

#### Goal Statement

To improve the performance of all students who scored below California State expectations (Basic, Below Basic and Far Below Basic) in the curricular areas of English Language Arts and Mathematics. In addition, we would like to preserve or enhance the performance of those students scoring in the Proficient or Advanced categories, according to the California State Standards.

# Single Plan For Student Achievement

## Student Group

All students in Grades 2 - 6.

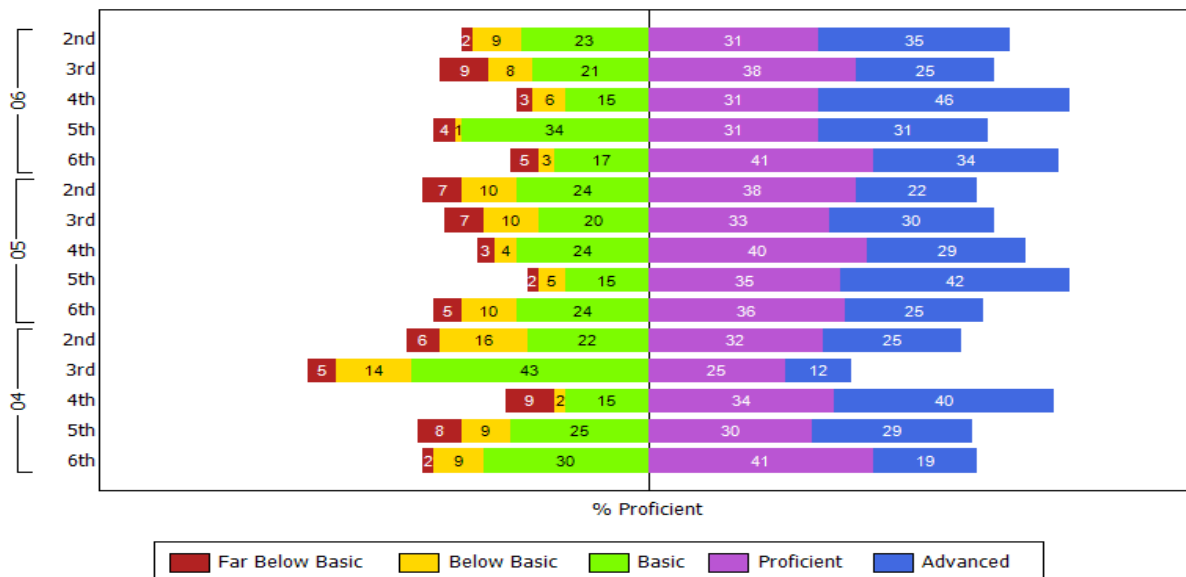
## Performance Gains

1) Identify, by name, and move 10% of the students who performed below expected California proficiency standards in ELA (Basic, Below Basic and Far Below Basic) into the next higher category. Basic: 91 Students, Below Basic: 22 Students, Far Below Basic: 18 Students.

2) Identify, by name, and move 10% of the students who performed below expected California proficiency standards in Mathematics (Basic, Below Basic and Far Below Basic) into the next higher category. Basic: 62 Students, Below Basic: 42 Students, Far Below Basic: 5 Students.

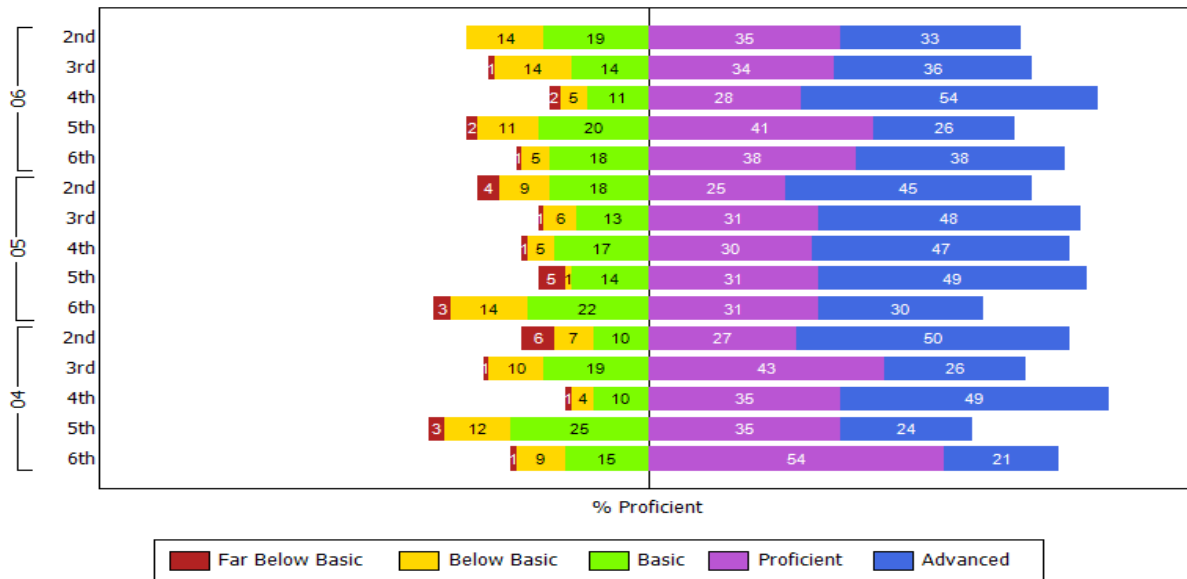
2) Identify, by name, and closely monitor those students in the state acceptable performance range of the CST in both ELA and Math.(Proficient and Advanced)

**CST English-Language Arts - All Students - All Students - Chaparral Elementary**



# Single Plan For Student Achievement

## CST Mathematics - All Students - All Students - Chaparral Elementary



### Means Evaluating

- 1) ELA Benchmark Assessments
- 2) Teacher made assessments
- 3) End of chapter comprehension assessments
- 4) Standards based ELA and math adopted assessments
- 5) Writing assignments
- 6) Rubrics
- 7) Projects
- 8) Classroom participation.

### Group Data

- 1) Local CUSD or site Benchmark Assessments
- 2) CRT Teacher designed assessments
- 3) CUSD Progress Reports
- 4) Standards based adopted district tests
- 5) Spring 2007 STAR CST Scores

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### Alignment of Instruction

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

**Tasks:** 1) Teachers will present explicit direct instruction aligned to the California State grade level content standards in both ELA and Mathematics.

2) Implementation of standards based district adopted curriculum.

**Measures:** 1) Observation and data collection of instruction true to grade level content standards.

2) All teachers use assessments adopted by state adopted curriculum.

**People Assigned:** All teachers  
Principal

**Start Date:** 11/1/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Teacher Friendly Grade Level Standards	\$900.00

### Staff Development - Collaboration

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

**Tasks:** 1) Teachers will be afforded the opportunity of collaboration in the form of grade level release days for articulation, cross grade observation and different site visitations.

**Measures:** Teachers will summarize the collaborative opportunity and share with colleagues and principal.

**People Assigned:** Teachers, Principal

**Start Date:** 9/5/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Substitutes	\$3,000.00

# Single Plan For Student Achievement

## Staff Development - Conferences

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

**Tasks:** 1) Teachers will attend professional development opportunities (conferences, seminars and workshops) in ELA and/or mathematics.

**Measures:** Teachers will share strategies, ideas and projects from attended professional development conferences, seminars and workshops.

**People Assigned:** Teachers

**Start Date:** 9/5/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Conference Registration	\$6,000.00

## Instructional Strategies and Materials

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

**Tasks:**

- 1) Instructional materials will be purchased to support the ELA and Mathematics program.
- 2) ALEKS (Technology) math program will be used for students identified who will benefit from a remedial, skill practice or accelerated math program.
- 3) Technology will be used to enhance the reading, comprehension, and writing components of ELA.

**Measures:**

- 1) Purchase Requisitions
- 2) Evaluative measure from ALEKS compared to CUSD benchmarks and CST scores.
- 3) Software used, lesson plans, and student assignments/projects from the classroom and or computer lab.

**People Assigned:** Teachers, Computer Lab Paraprofessional, Principal and Office Manager.

**Start Date:** 9/5/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Instructional Materials	\$10,000.00
School and Library Improvement Block Grant	Personnel (Computer Lab Paraprofessional)	\$23,000.00
School and Library Improvement Block Grant	Software	\$2,000.00

# Single Plan For Student Achievement

## ASAP and RISP

### Means of Achievement: Increased educational opportunity

- Tasks:**
- 1) Expand our After School Academic Program to include both ELA and Mathematics for grades 1 - 6 (four days per week per grade level)
  - 2) ALEKS (Technology) math program will be used for identified students who will benefit from a different presentation model and additional repetition/skills work.
  - 3) Refine our Reading Intervention Specialist Program before and during school hours.
  - 2) Purchase Materials to support both programs.

- Measures:**
- 1) Number of classes provided
  - 2) Student participation

**People Assigned:** ASAP Teachers, RIS Teacher, District Extended Learning Teacher on Special Assignment, Principal, Staff and District Office.

**Start Date:** 11/6/2006

**End Date:** 6/1/2007

<b>Funding Source</b>	<b>Related Expenditure</b>	<b>Estimated Cost(s)</b>
Summer School / Supplemental Instruction	Personnel	\$10,000.00
After School Education & Safety Program	Instructional Materials	\$2,000.00
Resource Allocation Classroom	Instructional Materials	\$1,000.00

# Single Plan For Student Achievement

## Goal:PE, Health & Wellness

### Goal Statement

- 1) Students will improve their physical well-being through physical education classes, health education (Michigan Model), and dietary choice at school.
- 2) Students' social well-being will be addressed through Character Counts, Second Step and the 40 Developmental Assets.

### Student Group

All students in grades K-6.

### Performance Gains

- 1) Students will have increased individual physical performance scores from pre-assessment to post-assessment in PE components
- 2) Students will demonstrate knowledge of the positive and physical effect of making healthy choices in dietary and exercise habits
- 3) Students will exhibit leadership, friendship and school connectiveness skills
- 4) Students will increase their performance in the Spring Physical Fitness 5th Grade Assessment.

### Means Evaluating

- 1) Pre & post assessments in Physical Education for all major themes in grades 1-6
- 2) Increased membership in the Mileage Club
- 3) 5th Grade Physical Fitness Tests and California Physical Fitness Tests
- 4) End of unit or chapter Health Assessments
- 5) Projects
- 6) Individual and/or small group presentations
- 7) Positive attitude
- 8) Observed effort and participation
- 9) Student journals/surveys/feedback.

### Group Data

- 1) Pre & post assessments in Physical Education
- 2) 5th Grade Physical Fitness Tests and California Physical Fitness Tests
- 3) Mileage Club participation data

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### PE, Health & Wellness Monitoring Program

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

- Tasks:**
- 1) PE Paraprofessionals and teachers will align daily lessons to the California State Physical Education Standards.
  - 2) Students will choose and eat healthy foods. School cafeteria will offer daily Healthy choices and a fresh salad bar.
  - 3) The Michigan Model and Second Step Curriculums will be implemented in classrooms.
  - 4) Staff and Parents will be educated in the 40 Developmental Assets.

- Measures:**
- 1) Observations and documentation of PE Program.
  - 2) Observations, verbal inquiry and surveys of students' dietary habits.
  - 3) Staff check-off and check-out data of curriculum. End of the year compliance report.
  - 4) Conference attendance, Staff Meeting Agenda and Minutes, Parent Information Night Sign-In Sheet, and Newsletters, and school activities/projects.

**People Assigned:** Staff, parents and administration.

**Start Date:** 9/5/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
AB825 Block Grants	Conferences	\$1,000.00
AB825 Block Grants	Staff/Paraprofessional Planning	\$1,000.00
School and Library Improvement Block Grant	Personnel to Implement Program	\$8,000.00

# Single Plan For Student Achievement

## Physical Education

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

- Tasks:**
- 1) Parents will volunteer at the Mileage Club.
  - 2) PFA will budget financially support
  - 3) Parents and staff will be invited to join site Health & Wellness Committee.
  - 4) Parents and staff will be educated on new Health & Wellness laws and school-wide expectations.
  - 5) School parties and special functions will be supportive of the state and district nutritional guidelines.
  - 6) Dr. Reddy (parent) will be contacted to pursue POPs (Power of Prevention) program through dietary and exercise habits.

- Measures:**
- 1) Number of parents (sign-in sheet), weekly hours totaled.
  - 2) Dollar amount of PFA in 2006-2007 budget.
  - 3) Health & Wellness Committee Members and Agenda of meetings.
  - 4) Various informational meetings, agenda, sign-in sheets and newsletter articles.
  - 5) Dates Dr. Reddy presented POPs Program to upper graders.

**People Assigned:** Teachers, paraprofessionals, parents and principal.

**Start Date:** 10/15/2006

**End Date:** 5/31/2007

Funding Source	Related Expenditure	Estimated Cost(s)
PFA Donations	Incentive Materials	\$1,000.00

## Instructional Strategies and Materials

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

- Tasks:**
- Instructional materials will be purchased to support the state and district alligned Physical Education program.
- Technology training and materials will be provided and purchased to support the District Tandalay PE program.

**Measures:** Purchase orders.

**People Assigned:** Paraprofessionals, Teachers, Principal and Office Manager.

**Start Date:** 9/5/2006

**End Date:** 6/15/2007

# Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
PFA	PE Materials	\$1,500.00
Resource Allocation Classroom	PE Instructional Materials	\$1,000.00
School and Library Improvement Block Grant	Technology Equipment	\$1,200.00

## Alignment of Instruction with Content Standards

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

**Tasks:** Paraprofessionals will work closely with Principal, certificated teachers and district in aligning the California PE Standards with the site curriculum.

**Measures:**

- 1) Observed lesson plans and presented lessons.
- 2) Completed grade level curriculum.

**People Assigned:** Principal, teachers, PE Paraprofessionals.

**Start Date:** 10/1/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Personnel	\$12,000.00
AB825 Block Grants	Personnel	\$1,000.00

# Single Plan For Student Achievement

## Goal: High Performing Students

### Goal Statement

- 1) Programs will be developed and implemented to address the academic interests and needs of accelerated and/or highly motivated students.
- 2) Students will demonstrate a deeper understanding and appreciation for various curricular and non-traditional subjects.
- 3) Staff will attend Professional Development opportunities to learn more strategies and best practices for meeting the needs of the high performing and academically motivated students.

### Student Group

All students in Grades K-6 who display accelerated performance and/or desire extended learning experiences.

### Performance Gains

- 1) Students will display an increase in the CST scores in both ELA and Mathematics.
- 2) Students' scores and comments on Progress Reports will reflect completion and participation.

### Means Evaluating

- 1) Participation
- 2) Authentic assessment
- 3) Rubrics
- 4) Written papers
- 5) Projects
- 6) Performances
- 7) Surveys
- 8) Verbal presentations.

### Group Data

- 1) Pre & post academic assessment
- 2) Interest surveys
- 3) Evaluation surveys
- 4) Participation.

# Single Plan For Student Achievement

## Description of Specific Actions to Improve Educational Practice

### Outside School Learning Opportunities

#### Means of Achievement: Extended learning time

- Tasks:**
- 1) Students will be offered an /invitation/opportunity to participate in outside school learning experiences.
  - 2) Student needs/interest survey will be developed and administered to parents and students.
  - 3) Hire an Administrative Facilitator to oversee the program.
  - 4) "Experts" will be solicited.
  - 5) Solicit work study students and dialogue with the Claremont Colleges.

**Measures:** Results of survey  
Participation

**People Assigned:** Parents, Community, Staff, Principal and District Office.

**Start Date:** 12/1/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Personnel	\$2,000.00
School and Library Improvement Block Grant	Materials	\$2,000.00
School and Library Improvement Block Grant	Administrative Facilitator	\$1,000.00

# Single Plan For Student Achievement

## Extend Classroom Learning Opportunities

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

- Tasks:**
- 1) Curriculum for high performing students will be developed, by teachers, for classroom use to extend the regular lessons.
  - 2) This curriculum will be specifically developed by grade level and curricular area.
  - 3) Curricular support materials will be purchased that are challenging and offer a sophisticated and in-depth approach to the subjects.

- Measures:**
- 1) Teacher usage.
  - 2) Student Participation.
  - 3) Assessment of completed assignment, project, etc.
  - 4) Student enrollment in ALEKS
  - 5) Growth of CST scores.

**People Assigned:** Staff, community, parents, principal and District Office.

**Start Date:** 12/1/2006

**End Date:** 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Curriculum Planning	\$7,000.00
Resource Allocation Classroom	Instructional Materials	\$2,000.00

## Professional Development - conferences

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

- Tasks:**
- 1) Staff will participate in Professional Development activities/conferences/workshops that specifically deals with meeting the needs of high performing students, focusing primarily on promoting Higher Level Thinking Skills, differentiated instruction and addressing the multiple intelligences of a student.
  - 2) Consultants will be invited to speak to the staff and an educational resource for motivating and differentiating the curriculum for high achievers.

**Measures:** 1) Staff participation in Professional Development conferences, workshops, meetings, etc. (one per grade level)

**People Assigned:** Staff, Principal, Office Manager and District Office.

**Start Date:** 12/1/2006

**End Date:** 6/15/2007

## Single Plan For Student Achievement

<b>Funding Source</b>	<b>Related Expenditure</b>	<b>Estimated Cost(s)</b>
AB825 Block Grants	Conference Registration	\$3,000.00
AB825 Block Grants	Substitutes	\$1,500.00

# 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.

### School and Library Improvement Block Grant

<b>Program/Initiative Purpose</b>	<b>Amount</b>
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.	\$83,632
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	\$3,636

# Single Plan For Student Achievement

## School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Adam Landsburg	Parent	(909) 398-0305	11/8/2006
Annette Reed	Teacher	(909) 398-0305	11/8/2006
Cindy Eiland	CSEA	(909) 398-0305	11/8/2006
Cindy Mellem	Teacher	(909) 398-0305	11/8/2006
Corina Christenson	Parent	(909) 398-0305	11/8/2006
Karen Ruiz	ELAC	(909) 398-0305	11/8/2006
Laurie Harrison	Teacher	(909) 398-0305	11/8/2006
Liz Weigand	PFA	(909) 398-0305	11/8/2006
Lori Kerns	Principal	(909) 398-0305	11/8/2006
Mrs. Tres	ELAC	(909) 398-0305	11/8/2006
Valerie Attaway	Parent	(909) 398-0305	11/8/2006

# 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<br/>Date</b> |
|---|--------------------------|
| 1. School Site Council Members  |                          |
| 2. Plan Review Due Date:  | 11/14/2006               |
| 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 Health Council   | 11/8/2006                |
| SSC   |                          |
| DELAC   |                          |
| 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:   | 11/8/2006                |
| 9. Public Notice Due Date:  | 11/17/2006               |
| 10. District Governing Board Review Due Date:   |                          |
| 11. School Site Plan Approved:  | 12/4/2006                |
| 12. Attested by School Principal:   | 11/14/2006               |
| 13. Attested by School Site Council Chairperson:  | 11/14/2006               |

**Attested:**

Lori Kerns		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date