

Date 2004/2005

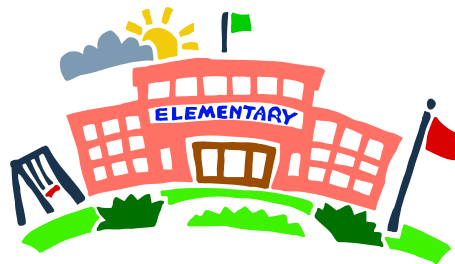
SINGLE PLAN FOR STUDENT ACHIEVEMENT

WEAVERVILLE ELEMENTARY SCHOOL

53-6053821
CDS Code

Date of this revision: February 2, 2005

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.



Weaverville Elementary School District
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The District Governing Board approved this revision of the School Plan on May 10, 2005.

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WEAVERVILLE ELEMENTARY SCHOOL MISSION STATEMENT AND VISION

The mission of Weaverville Elementary School is to prepare children for the future by providing knowledge and skills to achieve academic excellence, personal growth, and success in a safe, positive and diverse environment.

School Profile

The Weaverville Elementary School District, nestled in the mountains of Northern California, consists of one elementary school, grades kindergarten through eighth grade, and the Trinity River Community Day School. Grades kindergarten through sixth are self-contained. Grades seven and eight are on a modified core program. The current enrollment is 435 students.

The community of Weaverville, a 150 year old mining town, is rich in history and a proud community spirit. Weaverville is the Trinity County seat. The largest employer in the community is the hospital followed by schools and government services jobs. Timber and recreation are an important part of the community.

Highly trained, dedicated classroom teachers serve our students. The district also provides full time teachers in physical education, computer science, and music. A part-time credentialed teacher coordinates and teaches the GATE program. A part-time fine arts teacher provides visual art instruction to grades Kindergarten through 6th grade. Federal, state and district funds provide comprehensive support services for students at risk academically. The Trinity County Office of Education provides a full resource special education program. They also provide a comprehensive program for severely handicapped students. Part time services by a nurse, speech and language specialist, occupational therapist, and school counselor are contracted through the county school office. An additional grant has funded an alternative school program with one teacher and one full time school assistant for the Trinity River Community Day Elementary School.

WES has a small and relatively new population of English language learners, about 6% of student population. One hundred percent of our students in grades K-3 participate in class-size reduction program.

WES has been meeting or exceeding our API growth targets and in all areas of our AYP growth with exception of one sub group, students with disabilities.

School Accountability Report Card

See Addendum A

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

- All teachers have copies of California state standards and framework in all subject areas.
- Instructional materials aligned with the state standards have been adopted and implemented by the school at each grade level in reading, math and science.
- Grade-level and vertical team meetings to articulate standards occur on a regular basis.
- Differentiated instruction throughout all grade levels.

Needs:

- Social Studies curriculum and materials for K-3
- Staff needs to meet and evaluate math curriculum to refine its alignment with state standards.

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

Current state approved standards based instructional materials and resources are available for language arts, math, and science at all grades and in social studies in grades 4–8.

Needs: K – 3 grades standards-based Social Studies instructional materials

Additional support materials are available in Reading, Language Arts and Math for intervention.

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

- Standards – AB466 – K-6 Staff trained - Houghton Mifflin reading program
- Student performance – Edusoft
- Professional – Step Up to Writing, BTSA, Creative Mathematics

4. Services provided by the regular program to enable underperforming students to meet standards:

- Small flexible group instruction
- Differentiation of instruction
- Class size reduction in K-3
- One on one tutoring – Early reading intervention
- RSP pull out and in class instruction
- Speech and Language pathology services
- Balance, Vision, Brain, Body Integration physical movement
- Homework Club
- Occupational therapy
- SDC class
- Mainstreaming
- Computer lab grades 4-8
- SSTs (Student Study Teams) used to assess and plan for the needs of underperforming students

5. Services provided by categorical funds to enable underperforming students to meet standards:

- Reading Intervention – Reading Specialist and Title I paraeducators
- In class support in math and reading by paraeducators
- Extended day classes for students at risk
- Summer School
- Library facilities and services
- Title I coordinator
- STAR test coordinator
- Professional staff development

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

- Curriculum embedded assessments in reading and language arts, entry/diagnostic, monitoring progress and summative
- State standardized tests (STAR) analyzed each year to measure students' growth.

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

- All teachers in academic areas are experiencing students who are performing below grade level.

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

- WASH – After school homework club
- SST – School Success Team
- Library and full time library paraeducator
- Parent Volunteers
- Project READ (foster grandparents)
- School Counselor
- Red Apple
- WASP – After school program
- Booster Club
- School Psychologist
- Americorp
- Dental program with local dentist
- Breakfast program

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

- Limited transportation for after school programs
- Inadequate counseling time
- Inadequate resources to address the needs of students performing below basics
- Growing number of socioeconomic disadvantaged students
- Growing number of emotionally disturbed students
- Limited parent involvement
- Parent education level

10. Limitations of the current program to enable underperforming students to meet standards:

- Planning time for teachers
- Attracting and maintaining qualified paraeducators
- Resources and funding
- Time required of core programs limit available time for intervention
- Need assessments in areas of writing and math to gather student achievement data to guide instruction
- A comprehensive consistent math program through all grade levels
- Scheduling of support services and enrichment activities

School Demographic Characteristics

These data are from the October 2003 California Basic Educational Data System (CBEDS) data collection and the 2004 Standardized Testing and Reporting (STAR) student answer document

Ethnic/Racial (STAR)	Percent
African American (not of Hispanic origin)	1
American Indian or Alaska Native	4
Asian	2
Filipino	1
Hispanic Latino	5
Pacific Islander	0
White (not of Hispanic origin)	81

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Parent Education Level (STAR)	Percent
Percent with a response*	81
Of those with a response:	
Not a high school graduate	5
High School Graduate	30
Some college	34
College Graduate	19
Graduate School	12

** This number is the percentage of student answer documents with stated parent education level information.*

Average Parent Education Level (STAR)
 Average 3.03
The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate School."

Participants in Free or Reduced Priced Lunch (STAR) 43

English Learners (STAR) 1

Fully credentialed teachers (CBEDS)
 Percent 100

Mobility School, Prior Year (STAR) 18

This is the percentage of students who first attended this school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.

School, CBEDS Date (STAR) 91
District, CBEDS Date (STAR) 91

This is the percentage of students who were counted as part of the school/district enrollment on the October 2003 CBEDS data collection and who have been continuously enrolled since that date.

Average Class Size (CBEDS)	Average
<u>Grades</u>	
K-3	14
4-6	27
Core academic courses	23
In departmentalized programs	

	<u>Number</u>
Enrollment in grades 2-11 on first day of testing (STAR)	382

Students taking the California Alternate Performance Assessment	0
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Students exempted from STAR Testing per parent written Request (STAR)	1
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Number of students tested (STAR)	379
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STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.cde.ca.gov/>.

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the **Student Testing and Reporting System (STAR)**. The ranking includes ten deciles, decile one being the lowest.

School Year	Percent Tested	Number Included in the API	API (Base)	API Growth	Growth Target	Met Growth Target	Statewide Rank	Similar Schools Rank	API Target Next Yr	
2001-2002	99	326	733	744	3	11	Yes	6	5	747
2002-2003	100	332	744	748	3	4	Yes	6	3	751
2003-2004	99	345	748	759	3	11	Yes			

Subgroup Report 2003/2004

Student Groups	Number of Pupils Included in 2004 API	Numerically Significant	2003 Subgroup API Base	2003-04 Growth	2003-04 Subgroup Growth Target	2003-04 Subgroup Growth	2005 API Target
African American, not Hispanic	2	No					
American Indian or Alaska Native	15	No					
Asian	6	No					
Filipino	2	No					
Hispanic or Latino	18	No					
Pacific Islander	0	No					
White not Hispanic	282	Yes	760	766	2	6	
Socioeconomically Disadvantaged	145	Yes	679	693	2	14	

ADEQUATE YEARLY PROGRESS (AYP)
As measured on Accountability Progress Report

DISTRICTWIDE

YEAR	PERCENT AT or ABOVE PROFICIENT English-Language Arts	PERCENT AT or ABOVE PROFICIENT MATHEMATICS	MET AYP CRITERIA FOR THE YEAR
2004	47.1	47.5	No
2003	41.9	41.6	No

ADEQUATE YEARLY PROGRESS (AYP)
Groups not meeting criteria

YEAR	GROUP	ENGLISH-LANGUAGE ARTS or MATHEMATICS	PERCENT AT or ABOVE PROFICIENT	MET AYP CRITERIA FOR THE YEAR
2004	Students with Disabilities	English Language Arts	3.8	NO

Student Testing And Reporting (STAR)

CST (California Standards Test) Demographic Report

Scores are stated as a percent of students scoring at each level.	Subject: <u>English-Language Arts</u> Year: <u>2003-2004</u>					Subject: <u>Mathematics</u> Year: <u>2003-2004</u>				
	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All Students	8	11	32	31	16	3	16	29	32	17
Grade 2	6	22	33	25	12	2	16	29	27	25
Grade 3	28	8	39	19	4	10	30	28	23	6
Grade 4	3	12	25	34	25	0	15	21	37	25
Grade 5	2	12	23	31	29	4	10	19	43	21
Grade 6	7	3	32	32	24	5	13	22	32	26
Grade 7	4	8	28	52	6	0	8	39	36	15
Grade 8	5	11	40	29	12	1	19	42	30	6
English Learners (5)	40	20	20	0	20	0	40	40	20	0
Redesignated English Learners (3)	0	0	0	33	66	0	0	0	33	66
Special Education Participants	36	24	34	4	0	20	45	27	4	2
Gifted and Talented Students	0	0	5	40	55	0	0	5	40	55
Socioeconomicallly Disadvantaged	12	13	39	28	6	5	19	36	27	10
Female	5	12	30	37	12	4	15	32	34	13
Male	10	9	34	25	19	2	17	27	30	20

CAT6 (California Achievement Test) Demographic Report

Scores are stated as a percent of students scoring above each given quintile.	Subject: <u>Reading</u> Year: <u>2003-2004</u>					Subject: <u>Language</u> Year: <u>2003-2004</u>				
	0-19	20-39	40-59	60-79	80-99	0-19	20-39	40-59	60-79	80-99
All Students	15	15	21	22	24	14	19	21	23	21
Grade 2	29	22	20	8	18	22	18	31	12	14
Grade 3	26	15	23	13	21	17	23	19	34	4
Grade 4	12	9	21	25	31	15	12	21	31	18
Grade 5	10	21	15	21	30	10	21	15	13	39
Grade 6	13	3	22	35	24	5	22	11	28	32
Grade 7	10	10	19	26	32	8	13	19	32	26
Grade 8	8	22	23	26	18	16	21	28	18	15
English Learners (5)	20	60	20	0	0	20	20	40	0	20
Redesignated English Learners (3)	0	0	0	33	66	0	0	0	33	66
Special Education Participants	46	28	14	6	4	57	24	12	6	0
Gifted and Talented Students	0	2	5	27	65	0	0	2	27	70
Socioeconomically Disadvantaged	22	16	28	20	12	15	28	25	17	11
Female	14	12	22	23	26	11	17	21	26	22
Male	16	19	19	21	22	16	21	21	20	19

Scores are stated as a percent of students scoring above each given quintile.	Subject: <u>Mathematics</u> Year: <u>2003-2004</u>					Subject: <u>Spelling</u> Year: <u>2003-2004</u>				
	0-19	20-39	40-59	60-79	80-99	0-19	20-39	40-59	60-79	80-99
All Students	13	15	18	24	28	16	17	22	21	22
Grade 2	12	16	14	27	29	33	16	12	25	12
Grade 3	23	19	17	15	23	26	24	13	24	11
Grade 4	6	21	6	28	37	21	9	28	9	31
Grade 5	8	10	17	21	42	21	10	21	23	21
Grade 6	11	9	15	28	35	7	16	33	15	26
Grade 7	6	15	21	32	23	2	28	17	30	21
Grade 8	18	18	29	19	14	8	12	28	21	29
English Learners (5)	60	0	20	0	20	20	20	0	60	0
Redesignated English Learners (3)	0	0	0	33	66	0	33	0	33	33
Special Education Participants	46	30	14	2	6	57	20	16	4	2
Gifted and Talented Students	0	0	5	27	67	0	0	12	22	65
Socioeconomically Disadvantaged	17	15	24	25	17	19	19	23	25	12
Female	9	19	21	25	24	16	14	27	21	20
Male	16	11	15	23	32	16	19	18	22	23

STUDENT PERFORMANCE DATA SUMMARY *(continued)*

STAR WRITING 2004

The Writing Standards Tests comprise one of six Reporting Clusters for the Grades 4 and 7 California English-Language Arts Standards Tests. Scores for this component are combined with students' scores on the multiple-choice component of the test to produce California English-Language Arts Standards.

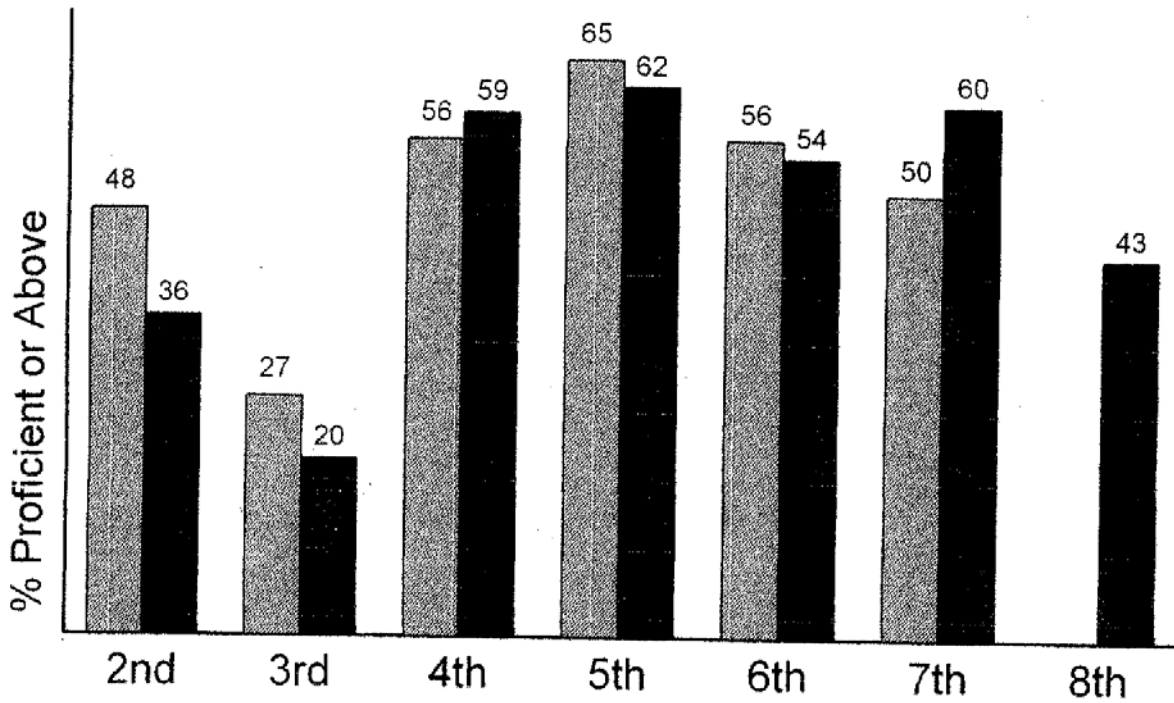
SCORE OF	2	3	4	5	6	7	8
4 TH Grade	45%	23%	50%		3%		
7 TH Grade		2%	61%	32%	5%		

California English Language Development Test Report (CELT)

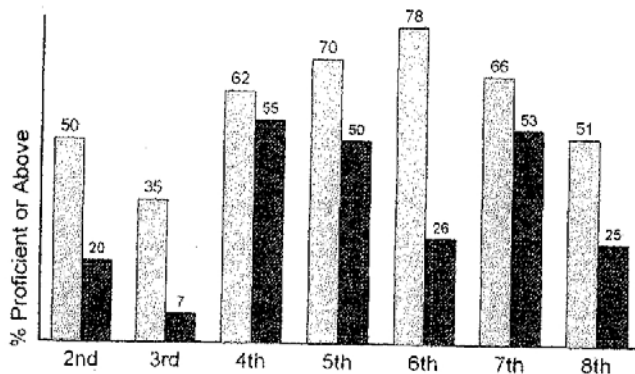
The purpose of the CELDT Test is to identify students, who are limited English proficient to determine the level of English language proficiency and to assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing English. Weaverville Elementary has less than three English Language learners per grade level. Summary data is not provided for groups of three or less.

WES Comparison Chart 2004 STAR/CST Data

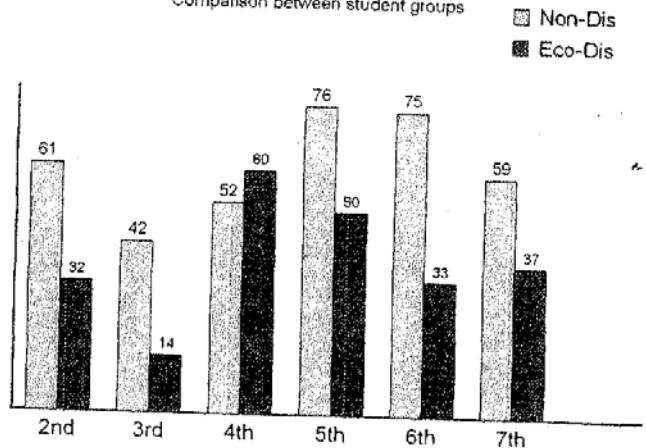
Math
 Eng L/A



WES STAR/CST English L/A
Comparison between student groups



WES STAR/CST Mathematics
Comparison between student groups



Local Measures of Student Performance

Grades 3 – 5 End of 2003/2004

Scores are stated as a percent reaching benchmark.	Subject: Reading Type of Assessment: RESULTS leveled reading passage		
Student Groups	Accuracy	Fluency	Comprehension
Grade 3 Benchmarks	95%	90 wpm	3.5 (5 pts. Max)
Grade 3 Scores	95	44	63
Grade 4 Benchmarks	95%	105 wpm	3.5 (5 pts. Max)
Grade 4 Scores	97	54	81
Grade 5 Benchmarks	95%	120 wpm	4 (5 pts. Max)
Grade 5 Scores	100	62	92

Grade 2

Subject: Reading

Type of Assessment: DRA leveled reading passages assessing fluency, accuracy, self-correction and WES high frequency 200 word list.

YEAR	Percent met or exceeded benchmarks (Does not include students with disabilities)
2002/2003	85
2003/2004	90

Grade 1

Subject: Reading

Type of Assessment: DRA leveled reading passages assessing fluency, accuracy, self-correction, WES high frequency 100 word list and Observation Survey.

YEAR	Percent met or exceeded benchmarks (Does not include students with disabilities)
2002/2003	79
2003/2004	84

Grade K

Type of Assessment: IMAS (Integrated Motor Assessment Survey) (This assessment assess the degree to which motor activities have been integrated into a child's behavior to assist identification of interfering factors to learning.)

Scores are stated as a percent of the class at or above average for their age group.	YEAR: 2003/2004
FALL	SPRING
57	100

Conclusions from Student Performance Data:

- Schoolwide API (Academic Performance Index) growth score shows consistent gains over the last 3 years exceeding growth targets each year.
- Scores are below the state median scores.
- Schoolwide AYP (Adequate Yearly Progress) report shows growth over the last 2 years.
- 2003 and 2004 AYP shows student with disabilities not meeting AYP criteria.
- Local measures of performance not a strong indicator for STAR
- There is a significant gap between socioeconomically disadvantaged and non disadvantaged in both ELA and Math with the exception of 4th grade math.
- Above 51% of Grades 4 – 7 are proficient in ELA (English/Language Arts) and Math.

Student Groups Performing Below Standards or Expectations:

- Socioeconomically disadvantaged students
- Students with disabilities
- English Language Learners (not numerically significant)
- 4th grade students in the area of writing
- 2nd and 3rd grades

Conclusions from Parent, Teacher and Student Input:

- Spring 2004 parent survey results show parents of Title One students pleased with Title One service.
- Teachers' survey indicates areas of need are writing instruction, program assessment, coordination of services, and monitoring of progress.
- A massive school construction project with continued interruptions impacted the academic environment 2002 - 2004.
- There is a need to collect more information from parents, teachers and students.
- Parent education for parents and families of all students will be made available through newsletters, parent/teacher conferences, and parent information meetings.
- Parents and teachers have concerns about behavior problems at the school interfering with instruction.
- There is insufficient school-wide data concerning student behavior and its effect on the school's learning environment.
- The 7th and 8th grade have a discipline tracking system, which is working successfully.
- Moving into new classrooms during STAR testing period may have impacted student performance.

School Goals for Improving Student Achievement

Goal #1:

Increase the percent of students proficient in Reading/Language Arts by increasing the opportunity for/and intensity of reading interventions in grades K-6

Goal #2:

Increase the percent of students proficient in writing by utilizing supplemental curriculum and common/consistent strategies to supplement and strengthen the adopted language arts programs

Goal #3:

Increase percent of students proficient in Mathematics by implementing math interventions for students at risk of not meeting grade level standards in grades 3-8.

Goal #4

Improve the school's learning environment by developing/implementing preventive measures and consistent disciplinary protocol to address the needs of behaviorally at-risk students to promote increased academic learning gains.

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 (API) and Adequate Yearly Progress (AYP) the English Language Development Test (CELDT), 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 # 1 for Improving Student Achievement:

English/Language Arts - *Increase the percent of students proficient in English/Language Arts increasing the opportunity for/and intensity of reading interventions in grades K-6*

Student groups participating in this goal: *All students grades K - 8*

Performance gains expected for these students: *5 % increase in the number of students demonstrating proficient or advanced levels on reading assessments*

Means of evaluating progress toward this goal: *Comparison of results of 2004 to 2005 API and AYP*

Group data needed to measure academic gains: *CST, CAT 6, Curriculum embedded assessment, Houghton Mifflin Language Arts Program in grades K-6 and Prentice Hall Language Arts Program in grades 7-8.*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> • <i>Develop a curriculum map to identify the content, skills, and strategies to be taught and assessed during each grading period</i> 	<i>Reading Specialist and Instructional staff Sept. to June 2006</i>	<i>Materials Salaries/Benefits</i>	<i>TBD</i>	<i>Title I General Fund</i>
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> • <i>Purchase and Implement intensive intervention curriculum for students performing below 2 or more grade levels</i> 	<i>Instructional staff Implement 2005/2006</i>	<i>Instructional materials and staff</i>	<i>TBD</i>	<i>Title I, part A Title V EIA</i>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended learning time: <ul style="list-style-type: none"> Provide a 30 minute block of time during core instruction to offer Universal Access, a part of the <u>Houghton Mifflin Program</u> 	Administrators Teachers Title I Staff Assess Yearly	<i>Instructional materials and staff</i>	TBD	General Fund Title I
Increased educational opportunity: <ul style="list-style-type: none"> Using performance data, structure Universal Access according to group needs 	Title I Coordinator Teaching Staff 2005/06	<i>Materials and Staff</i>	TBD	Title I Title V EIA General Fund
Staff development and professional collaboration: <ul style="list-style-type: none"> Training for staff in the use of a 3 tiered model for early intervention 	Site Administrator Staff Title I Coordinator 2005/06	TBD	TBD	Title II
Involvement of staff, parents and community: <ul style="list-style-type: none"> STAR Test reports Utilize Edusoft reports, progress reports, report cards with all stakeholders to monitor student academic progress Parent/Teacher Conferences – Fall and Spring Back to School Night to inform parents of academic expectations and school goals Open House to demonstrate standards based student work Involve parents and community in various student performances Continue with student recognition programs, Student of the Month, Honor Roll 	Site Administrator Staff 2005/2006	<i>Edusoft Contract</i> <i>Materials</i>	\$6,000 to \$8,000	Title II, part D

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Auxiliary services for students and parents: Continue to provide the following services</p> <ul style="list-style-type: none"> • <i>Speech and Language Services</i> • <i>Reading Specialist</i> • <i>RSP/Special Day</i> • <i>Counseling</i> • <i>K Round Up</i> • <i>Preschool/Head Start Visitation</i> • <i>WASP – Weaverville After School Program</i> 	<p><i>Site Administrator Staff Contracted Staff</i></p>	<p><i>Salaries & Benefits Contract Fees</i></p>	<p><i>TBD</i></p>	<p><i>Title I General Fund</i></p>
<p>Monitoring program implementation and results: <i>Grade level teams will develop goals to improve student achievement based on assessment data.</i></p> <ul style="list-style-type: none"> • <i>STAR</i> • <i>API</i> • <i>AYP</i> • <i>Report Cards</i> • <i>Curriculum Embedded Assessments</i> • <i>Edusoft</i> 	<p><i>Administrators Staff</i></p> <p><i>Ongoing</i></p>	<p><i>Edusoft (project fees listed above) Star Test Coordinator Title I Coordinator CELDT Coordinator</i></p>	<p><i>TBD</i></p>	<p><i>Title II part D REAP Title I</i></p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

GOAL # 2 for Improving Student Achievement:

Writing - Increase the percent of students proficient in writing by utilizing supplemental curriculum and common/consistent strategies to supplement and strengthen the adopted language arts programs

Student groups participating in this goal: All students grades K - 8

Performance gains expected for these students: 5% increase the number of students demonstrating proficient or advanced levels on writing assessments

Means of evaluating progress toward this goal: Comparison of results of 2004 to 2005 on the California STAR Writing Standards Test
Group data needed to measure academic gains: CST, CA STAR Writing Standards Test, Local Measures of Assessments (to be developed)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> Identify essential writing applications and strategies for each grade level Create a timeline for instruction and develop assessments/scoring rubrics for each grading period 	Instructional Staff Fall 2005 2005/2006	Training and Materials Salaries/Benefits	\$350 per teacher	Title II General Fund
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> Acquire <u>Step Up to Writing</u> for grades K-3 and 7-8 to augment the writing component of <u>Houghton Mifflin</u> and <u>Prentice Hall</u>. 	Teaching Staff 2005/2006	Materials and staff	TBD	Title I EIA SIP

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Extended learning time: <ul style="list-style-type: none"> • <i>Students will receive additional writing instruction from <u>Step Up to Writing</u> in conjunction with the core language arts program</i> 	<i>Teaching Staff Title I Coordinator Paraeducators</i>	<i>Materials and staff Salaries/Benefits</i>	<i>TBD</i>	<i>Title I</i>
Increased educational opportunity: <ul style="list-style-type: none"> • <i>Underachieving students and English Learners will receive support and additional writing strategies from classroom teachers.</i> 	<i>Teaching Staff 2005/2006</i>	<i>Materials and staff for small group instruction</i>		<i>Title I EIA SIP</i>
Staff development and professional collaboration: <ul style="list-style-type: none"> • <i><u>Step Up to Writing</u> Training for K-3 & 7-8 and follow up support for grades 4-6</i> • <i>Vertical teaming to articulate grade level expectations and ensure consistency of instructional strategies</i> 	<i>Teaching Staff On going 2005/06</i>	<i>Materials Consultant Fees</i>	<i>TBD</i>	<i>Title II Title I</i>
Involvement of staff, parents and community: <ul style="list-style-type: none"> • <i>STAR Test reports</i> • <i>Utilize Edusoft reports, progress reports, report cards with all stakeholders to monitor student academic progress</i> • <i>Parent/Teacher Conferences – Fall and Spring</i> • <i>Back to School Night to inform parents of academic expectations and school goals</i> • <i>Open House to demonstrate standards based student work</i> • <i>Involve parents and community in various student performances</i> • <i>Continue with student recognition programs, Student of the Month, Honor Roll</i> 	<i>Site Administrator Staff 2005/2006</i>	<i>Edusoft Contract</i>	<i>\$6,000 to \$8,000</i>	<i>Title II, part D</i>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Auxiliary services for students and parents: Continue to provide the following services</p> <ul style="list-style-type: none"> • <i>Speech and Language Services</i> • <i>Reading Specialist</i> • <i>RSP/Special Day</i> • <i>Counseling</i> • <i>K Round Up</i> • <i>Preschool/Head Start Visitation</i> • <i>WASP – Weaverville After School Program</i> 	<p><i>Site Administrator Staff Contracted Staff</i></p>	<p><i>Salaries/Benefits Contract Fees</i></p>		<p><i>Title I General Fund</i></p>
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • <i>Local writing measures and writing rubrics will be identified, developed, and used to monitor student performance through grade level collaborations.</i> 	<p><i>Teaching Staff Title I Coordinator</i></p>	<p><i>Instructional and Assessment Materials</i></p>	<p><i>TBD</i></p>	<p><i>Title I EIA SIP</i></p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

GOAL # 3 for Improving Student Achievement:

Mathematics - *Increase percent of students proficient in Mathematics by implementing math interventions for students at risk of not meeting grade level standards in grades 3-8.*

Student groups participating in this goal: *All students grades K-8*

Performance gains expected for these students: *5% increase in the number of students demonstrating proficient or advanced levels on math assessments*

Means of evaluating progress toward this goal: *Comparison of results of 2004 to 2005 API and AYP*

Group data needed to measure academic gains: *CST, Cat 6, Local Measures of Assessment (to be developed)*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> • <i>Develop a curriculum map to identify which units will be taught and assessed during each grading period to ensure coverage of content standards.</i> 	<i>Teaching Staff Title I Coordinator 2005/2006</i>	<i>Instructional materials and staff</i>	<i>TBD</i>	<i>Title I EIA SIP</i>
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> • <i>Investigate and purchase intervention curriculum for students performing below grade level</i> 	<i>Teaching Staff 2005/2006</i>	<i>Instructional materials</i>	<i>TBD</i>	<i>Title I EIA SIP</i>
Extended learning time: <ul style="list-style-type: none"> • <i>A minimum of 15 minutes before or after school will be offered for interventions in grades 3-8 for students at risk of academic failure in mathematics</i> 	<i>Title I Coordinator Title I Paraeducators</i>	<i>Materials and equipment for small group instruction</i>	<i>TBD</i>	<i>Title I EIA SIP</i>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> <i>Underachieving students will receive extra help from classroom teachers and interventions from paraeducators using identified intervention materials.</i> 	<p><i>Teaching Staff Paraeducators 2005/2006</i></p>	<p><i>Materials/Equipment for small group instruction</i></p>	<p><i>TBD</i></p>	<p><i>Title I</i></p>
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> <i>Teaching staff, including paraeducators, will attend staff development directly related to adopted math intervention curriculum.</i> <i>Teaching staff will develop/identify assessments to monitor student progress and identify students in need of additional support.</i> 	<p><i>Teaching Staff Paraeducators Title I Coordinator 2005/2006</i></p>	<p><i>Materials Consultant Fees Salaries/Benefits</i></p>	<p><i>TBD</i></p>	<p><i>Title I Title II EIA SIP</i></p>
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> <i>Administration and teachers will provide parents and community with ongoing assessment analysis. Parent conferences and parent meetings will be used as a vehicle of communication</i> 	<p><i>Teaching Staff Administrators Ongoing 2005/2006</i></p>	<p><i>Materials</i></p>	<p><i>TBD</i></p>	<p><i>Title I</i></p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Auxiliary services for students and parents: <i>Continue to provide the following services:</i></p> <ul style="list-style-type: none"> • <i>Speech and Language Services</i> • <i>Reading Specialist</i> • <i>RSP/Special Day</i> • <i>Counseling</i> • <i>K Round Up</i> • <i>Preschool/Head Start Visitation</i> • <i>WASP – Weaverville After School Program</i> 	<p><i>Administrators Staff Contracted Staff</i></p> <p><i>2005/2006</i></p>	<p><i>Salaries/Benefits Contract Fees</i></p>	<p><i>TBD</i></p>	<p><i>Title I</i></p> <p><i>General Fund</i></p>
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • <i>Local measures will be used to identify students at risk and to adjust and monitor delivery of instruction.</i> 	<p><i>Teaching Staff</i></p> <p><i>Ongoing – 2006</i></p>	<p><i>Teaching and Assessment Materials</i></p>	<p><i>TBD</i></p>	<p><i>Title I</i></p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (Continued)

GOAL # 4 for Improving Student Achievement:

Improve the school's learning environment by developing/implementing preventive measures and consistent disciplinary protocol to address the needs of behaviorally at-risk students to promote increased academic learning gains.

Student groups participating in this goal: *All Students K - 8*

Performance gains expected for these students: *Will be emphasized in first three goals.*

Means of evaluating progress toward this goal: *Comparison of data on a school discipline referral tracking system (to be implemented)
Comparison of results of 2004 to 2005 API and AYP*

Group data needed to measure academic gains: *School discipline tracking system, CST, CAT 6*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: N/A				
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> • <i>Identify students at risk and provide intervention assistance.</i> • <i>Teachers will continue to review schoolwide classroom behavior expectations.</i> • <i>Teachers will continue to communicate with parent/guardians regarding student behavior.</i> 	<i>Administrators Teaching Staff Counselors On going</i>	<i>Materials Salary/Benefits</i>	<i>TBD</i>	<i>Title I General Fund</i>
Extended learning time: <ul style="list-style-type: none"> • <i>Students who fail to adhere to schoolwide discipline plan will have consequences as outlined in the schoolwide discipline plan.</i> 	<i>Teaching Staff On going</i>		<i>TBD</i>	<i>Title I</i>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> All students will know the expected behavior and consequences of unacceptable behavior. Less time should be spent on class disruptions. 	<p><i>On going</i></p>		<p><i>TBD</i></p>	
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> Create a committee to research programs for behaviorally at-risk students and make recommendation to purchase program and materials. <u>Second Step</u> or similar preventative program (as elected by committee) training for staff not yet trained and follow-up support. Develop plan to assist students who frequently disrupt classroom instruction. 	<p><i>Teaching Staff</i></p> <p><i>2005/2006</i></p>	<p><i>Materials</i></p> <p><i>Training</i></p>	<p><i>TBD</i></p>	<p><i>Title I</i></p> <p><i>Title IV</i></p>
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> Teachers will have access to data in SASI Discipline Tracker Parent/guardians will receive expected student behavior information at the beginning of the school year. Teachers will communicate with parent/guardians regarding student behavior. Administrators will communicate with parent guardians regarding student behavior as needed. Continue Yellow Card plan 	<p><i>Teaching Staff</i></p> <p><i>Administrators</i></p> <p><i>On going</i></p>	<p><i>Materials/Supplies</i></p> <p><i>Tech needs</i></p>	<p><i>TBD</i></p>	<p><i>Title II</i></p> <p><i>General Fund</i></p>
<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> Detention Counseling Community Day School <p>Based on committee's findings and recommendations increase services to at risk students.</p>	<p><i>Teaching Staff</i></p> <p><i>Counselor</i></p> <p><i>On going</i></p>	<p><i>Salary/Benefits</i></p>	<p><i>TBD</i></p>	<p><i>General Fund</i></p> <p><i>Title IV</i></p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • <i>SASI Discipline Tracking Program/Discipline Tracker</i> • <i>STAR</i> • <i>API</i> • <i>AYP</i> • <i>Report Card</i> 	<p><i>Teaching Staff</i></p> <p><i>2005/2006</i></p>	<p><i>Materials/Supplies</i></p>	<p><i>TBD</i></p>	
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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.

State Programs

Economic Impact Aid/ State Compensatory Education (EIA) Purpose: Help educationally disadvantaged students succeed in the regular program.	Amount: \$ 17,477
Professional Development (PAR) Purpose: Promote school improvement by long-term professional development of school staff.	Amount: \$ 3,338
School Improvement Program Purpose: Improve school response to educational, personal and career needs of all students.	Amount: \$ 43,345

Federal Programs

Elementary and Secondary Education Act:	
Title I: Schoolwide Program Purpose: Upgrade the entire educational program of the school.	Amount: \$101,496
Title II – Part A – Teacher Quality Purpose: To promote student academic achievement through improving teacher quality.	Amount: \$ 17,067
Title II: Technology Education Purpose: To promote technology to enhance education.	Amount: \$ 2,832
Title IV: Safe & Drug-Free Schools and Communities Purpose: To promote comprehensive drug/alcohol, tobacco, and violence prevention programs.	Amount: \$ 2,605
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	Amount: \$ 2,823
Total amount of state and federal categorical funds allocated to this school:	\$190,983

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Robert Lowden	X			
Cindy Blanchard				X
Eric Booher				X
Brandt Gutermuth				X
Steven Quaid				X
Wendy Tyler				X
Nadine Willis			X	
Lisa Mey		X		
D'Arcy Geanakos		X		
Darsi Green		X		
Numbers of members of each category	1	3	1	5

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

RECOMMENDATIONS AND ASSURANCES

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:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from all relevant groups and committees before adopting this plan
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based 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.
6. This school plan was adopted by the school site council on: April 6, 2005.

Attested:

Robert Lowden
Typed name of school principal

Signature of school principal

April 6, 2005
Date

Cindy Blanchard
Typed name of SSC chairperson

Signature of SSC chairperson

April 6, 2005
Date