

# School Restructuring Shore Acres Elementary School

Mt. Diablo Unified School District  
2009-2010

DRAFT

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## **Shore Acres Elementary School** **Restructuring Introduction**

**Shore Acres Elementary School** is located in Bay Point, California and serves approximately 540 students in 18 grades Kindergarten – 5<sup>th</sup> Grade classrooms. Within the student population, approximately 91.5% are socioeconomically-disadvantaged (SD), 73.3% are English Learners (EL), and 86.3% are Hispanic/Latino.

Over the past 3 years, Shore Acres' API has grown 20 points from 600 to 620. In 2008-2009, Shore Acres did not meet its Academic Performance Index (API) target which decreased 15 points from 635 to 620 nor met its Adequate Yearly Progress (AYP) target. SAES is in Year 5 of Program Improvement (PI). Funding from State and Federal grants provide valuable resources (including an External Entity as a guide) for raising achievement. The 2009-10 Single Plan for Student Achievement (SPSA) is designed to support all students and all subgroups in meeting each AYP target.

Shore Acres has identified the following SMART goals to guide the work of staff to help students reach grade level proficiency. They include:

- From 2009 to 2010, the percent of socially economically disadvantaged students at or above proficient in English Language Arts on the CST as measured by the 2010 English Language Arts Adequate Yearly Progress (AYP) will increase from 19% to 56.8%. This is equivalent to 122 students.
- From 2009 to 2010, the percent of economically disadvantaged students at or above proficient in mathematics on the CST as measured by the 2009 Adequate Yearly Progress (AYP), will increase from 28.5% to 58%. This is equivalent to 96 students.
- From 2009 to 2010, the percentage of English Language Learners (ELL) improving by one level of English proficiency will increase from 57.3% to 65% as measured by CELDT. This is equivalent to a total of 214 students, an increase of 25 students.
- The reclassification rate for ELLS who have been in US schools at least 4 years will increase from 30% to 40%. This is equivalent to a total of 57 students, an increase of 17 students.

The school made intensive efforts to reach out to the parent community, including translating all information sent to families into Spanish, and meeting with parents to discuss the specific education programs and activities used for EL students at the school. The school provides multiple opportunities during the evening for families to participate in activities and events at the school.

Shore Acres Elementary School has utilized the following strategies and programs during the 2009-2010 school year:

- Shore Acres continues to implement the Houghton-Mifflin (HM) English/Language Arts adoption, and used the Houghton-Mifflin Spanish-language materials for its ten K-5 authorized bilingual classes.

- School day interventions include; Universal Access time, Language! for students in grade 5, the development of SMART goals for focal students, computer lab with access to web based differentiated programs, class size reduction provided through slip scheduling in Kindergarten, Senior Instructional Assistants for Kindergarten classes, regrouping of students for ELD rotation and field trips connected to the core curriculum
- Extended Learning Time beyond the instructional day include; Extended day intervention for ELD, Buena Vista tutorial program, Mt. Diablo CARES After school program and Supplemental Education Services through the district.
- Professional development opportunities include; instructional coach in ELD, Instructional Program Specialist, grade level release time to analyze data, workshops and trainings offered by the district and through professional organizations and grade level and staff meetings.
- Environments Conducive to Learning include; Building Effective Schools Together (BEST) behavior program, SMART goal achievement recognition, awards assemblies and class attendance parties, school uniforms, special event such as student spirit days, special assemblies and holiday celebrations, Steps to Respect program in grades 3-5, primary language support for Spanish speakers and clean and well organized classrooms with established procedures.
- Parent and Community Involvement include; support of a Parent Liaison, Parent Involvement nights, school and class newsletters, School Messenger phone system, Music and cultural events and active recruitment of parent volunteers.
- Auxiliary Services include; Buena Vista Tutorial program, Mt. Diablo CARES After school program, school psychologist intern, articulation between preschool, elementary and middle school teachers, Adult ESL classes, County Health services (dental and flu vaccinations), cooperative preschool program and MDUSD Food Services.
- Means of Ongoing Monitoring includes; Walk through observations, completion of the implementation survey, analysis of data collected from ongoing assessments, peer observations and grade level and staff meetings.

Shore Acres continues to work to improve the instructional program. Using the following Needs Analysis, Shore Acres staff and community have identified two key strategies and several actions to implement in the fall of 2010 that will transform the instructional program and improve student achievement.

## Needs Analysis and Selection of Intervention Model School Improvement Grant

### **Introduction**

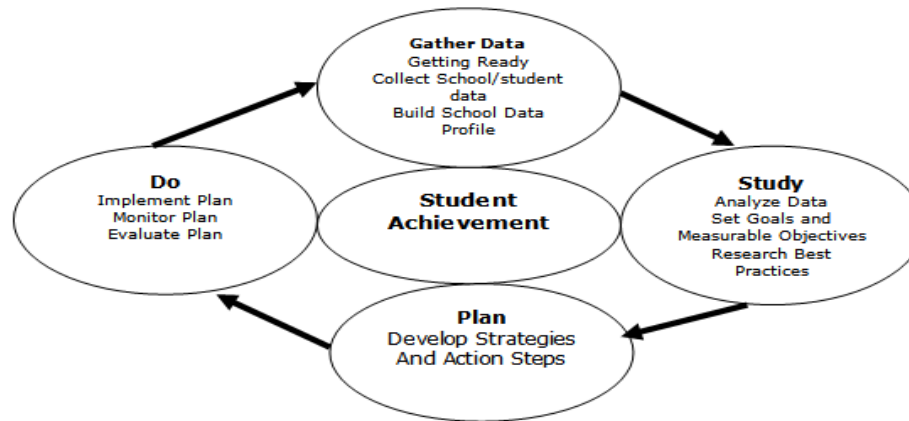
The following Needs Assessment Tool was developed to be used to assist a school staff in determining the strengths and challenges of their school. This tool assesses the school information, student data, as well as the system processes and protocols of practice that are in place to support student academic achievement. The Needs Assessment consists of three components:

1. School Data Profile
2. School Data Analysis
3. Academic Program Survey and/or the Implementation Survey

### **Model of Process Cycle for School Improvement**

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis. They are:

- **Gather Data I**      Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze**      What did the data/information we collected tell us (gap analysis)?
- **Plan**      How do we organize our work so that it aligns to our goals and resources (SIP)?
- **Do**      Staff implements the strategies and action steps outlined in the plan (Implementation and Monitoring).
- **Gather Data II**      Where are we now (status) and did we reach our goals? (Evaluation and Revision)



While the School Improvement Framework provides the vision for school improvement, the Needs Assessment is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**.

The following pages provide probing questions to create dialogue about student and school data. They are designed to facilitate a deeper reflection into a school's data/information and protocols of practice in order to identify areas of need.

## **Step 1: Develop a Profile of the School's Context and Performance**

Name of School: Shore Acres Elementary

Context

1. Grade levels : K - 5
2. Total Enrollment: 540
3. % Free/Reduced Lunch: 92%
4. % Special Education Students: 4%
5. % English Language Learners: 74%
6. % with preschool: 62%
7. Average Parent Education Level: Some High School completed
8. Home Languages of English Language Learners (list up to 3 most frequent): Spanish
9. Briefly describe the school's enrollment area (neighborhoods, communities served):  
Shore Acres is one of three elementary schools serving Bay Point, California. The community is largely Hispanic with many of the families being Spanish speaking, socio economically disadvantaged, and undocumented residents of the state. Most parents work one or more jobs. Families mainly live in single family homes with one or more families doubling up to save on cost.
10. List the feeder schools and/or recipient schools that supply or receive most of this school's students:  
Riverview Middle School in Bay Point and Mt. Diablo High School in Concord

11. Describe/list the types of family/community participation/engagement that are in place to support student achievement that include:

- Designed to encourage two way communication
  - Parent teacher conferences
  - Grade level and/or individual teacher meeting with parents
  - Parent Liaison
  - Student Study Team (SST) process
  - School Attendance Review Team (SART)/School Attendance Review Board (SARB) process
  - Team Walk Through
  - “Principal Coffee” meeting
- Designed as one way communication only
  - Principal presentations at evening events – i.e. Back to School night
  - Newsletters and other print communication
  - Use of School Messenger automated phone messaging system
  - Attendance phone calls
- Designed to actively involve parents/community in the decision making at the building
  - Site Council
  - Team Walk Through
  - Parent Teacher Association (PTA)
- Designed to actively involve parents/community in student learning
  - Parent Involvement Nights
  - Team Walk Through process
  - School Attendance Review Team (SART)/School Attendance Review Board (SARB) process
  - Student Study Team (SST) process
  - Parent Volunteer training program

11. Average daily attendance percentage for last complete school year: 96% Year: 2009-2010

12. Student mobility rate for last complete school year: 18% Year: 2009-2010



13. Using the chart below, list the number of students enrolled in extended learning opportunities:

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Extended Day – ELD	0	0	11	22	13	9
Extended Day – Math	0	0	0	0	9	12
ASPIRE	0	3	5	6	8	3
Buena Vista Tutoring	4	6	12	2	0	4
After School Program	29	32	23	43	27	42

14. Briefly describe the background and core competencies (particular skills, expertise) of the school’s current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

<b>Position</b>	<b>Background and Core Competencies</b>	<b>Years in Position</b>	<b>Years in School</b>	<b>Years in LEA</b>
Principal	Reading Specialist, experience in Curriculum and Instruction and teaching upper grades	3	3	7
Co Administrator	Bilingual, experience with ELD, and teaching primary grades	4	4	8

15. Briefly describe the process by which school administrators are evaluated. By whom? How frequently?

Administrators are evaluated biannually by their immediate supervisors. The principal is evaluated by the Assistant Superintendent for Elementary Education and the Co Administrator is evaluated by the Principal. The evaluation process involves developing plans for growth based on the Professional Standards for Administrators, compiling a portfolio of evidence including student achievement data to address the plans for growth and observations of key activities such as debriefing an observation with a teacher, facilitating a staff meeting, or presenting information to parents.

16. Provide a summary profile of the teaching staff categorized by grade level or specialty area. Use Full Time Equivalent in counts.

<b>Grade Level or Subject Area</b>	<b>Total FTE</b>	<b>FTE Highly Qualified in all Subjects Taught</b>	<b>FTE 5 yrs or less in school</b>	<b>FTE 6-15 yrs in school</b>	<b>FTE 16 or more yrs in school</b>
Kindergarten	3.0	3.0	1	2	
1 <sup>st</sup> Grade	3.33	3.33	1	2.33	
2 <sup>nd</sup> Grade	3.33	3.33	1	2.33	
3 <sup>rd</sup> Grade	3.33	3.33	2	1.33	
4 <sup>th</sup> Grade	3.0	3.0	1	2	
5 <sup>th</sup> Grade	3.0	3.0	1	2	
Resource Specialist	1.0	1.0	1		
Librarian	.40	.40	.40		
Vocal Music	.40	.40	.40		
PE	.20	.20	.20		

17. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

Teachers are evaluated annually or biannually. Non tenured teachers are evaluated annually and tenured teachers may be evaluated annually or biannually based upon the principal's discretion. The principal and his/her co administrator evaluate certificated staff. The evaluation process involves developing plans for growth based on the Professional Standards for teachers, compiling a portfolio of evidence including student achievement data to address the plans for growth and observations of lessons and other relevant activities.

18. Is teacher absenteeism a problem in this school? Please explain.

Teacher absenteeism is not a problem at Shore Acres. The principal monitors teacher release days so no teacher is absent excessively for professional duties. At this time, there has not been a pattern of excessive absences for personal reasons.

19. Briefly summarize previous and current reform and improvement efforts, within the last 5 years, and what impeded their success.

#### Reform Efforts at Shore Acres

- Reading First Grant – although progress was made in the implementation and delivery of the language arts program, there was little inconsistent implementation until the last year of the grant when new administration was assigned. Literacy coaches were expected to take on administrative roles causing discord amongst the staff and the inability to create substantial change in instructional practice.
- High Priority Schools Grant – during the first year of implementation, Shore Acres made gains in student achievement. However, the state cut funding for the third year of the grant at the same time the district cut funding for class size reduction. These funding shifts resulted in a significant loss of staff including the literacy coach, the intervention coordinator and several highly trained classroom teachers.

**Performance Data (Insert data pages here)**

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## Step 2: Data Analysis

- Based on California Standards Test (CST) reports, which of the sub-groups are **not** at/or above the current Adequately Yearly Progress (AYP) content area targets?  
None of the significant subgroups are meeting current AYP content area targets.
- What data/information (other than CST) does the school use to measure student achievement at each grade level?  
California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), RAP (District Reading Assessment Program), District Writing Prompts, District Math Trimester Assessments, curriculum embedded assessments (formative and summative)
- How has student achievement changed over the last 3 years?  
Over the last 3 years (2007-2009 as 2010 CST results are not yet available) student achievement scores have risen for all subgroups from the base scores in 2007. Math achievement scores have risen higher than Language Arts achievement scores (refer to pages 12 – 19 for data reports)
- What did the school student data identify as the gap between where current student achievement is and where the LEA expects it to be? (Use the chart below to list).

Content Area	Student Achievement Goal	Need: Identified Gap*
<b>Schoolwide API</b>	Overall API for all subgroups of 700 or above by 2012	Schoolwide the gap for overall API is 80 points with variance between subgroups of 8 points. Grade level component gaps also vary.
<b>English Language Arts</b>	Meet AYP through safe harbor calculation for the next 3 years	In 2008-2009 17.5% of students scored proficient or above on the CST. In Spring 2010, using the safe harbor calculation, Shore Acres will meet AYP with 23.6% of students reaching proficiency, a gap of 6.1%.
<b>Math</b>	Meet AYP through safe harbor calculation for the next 3 years	In 2008-2009 32.2% of students scored proficient or above on the CST. In Spring 2010, using the safe harbor calculation, Shore Acres will meet AYP with 36.5% of students reaching proficiency, a gap of 4.3%.

<b>English Language Development</b>	Meet all AMAO targets for English Learners (EL's) for the next 3 years	Shore Acres met AMAO 1 and 2 for English Learners but did not meet AYP criteria for AMAO 3. In 2009, 14.9% of EL's scored proficient or above on the ELA CST and 31.5% of EL's scored proficient and above on the Math CST. The target for 2010 is 58% proficient and above in Math and 57% proficient and above in ELA, a gap of 42.1% in ELA and 26.5% in math. Using the safe harbor calculation, Shore Acres may meet the AMAO with 21.2% of EL's scoring proficient and above in ELA and 35.9% of EL's scoring proficient and above in math a gap of 6.3% in ELA and 4.4% in math.
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Safe Harbor is an alternative method for meeting AYP. The school must reduce the number of students scoring below proficient by 10% from the previous year.

- Which grade levels are not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff?  
All grade levels were identified as not meeting the criteria for grade level proficiency. Staff feels that early intervention/prevention (i.e. grades K-2) is the key to best preparing students for upper grade expectations.
- For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified? Use the following chart to organize any challenge and causal factors identified.

Grade Level	Challenge Identified	Factors Identified
Kindergarten	Lack of prerequisite skills both developmentally and academically; Kindergarten teachers spend the first two months of school teaching behavior expectations and skills that students in higher performing schools already have when they enter Kindergarten	Low attendance in preschool Low parent education level
1 <sup>st</sup> Grade	Accelerating students literacy skills from knowledge of letters and sounds to decoding and reading Low level of language development in both primary language and second language acquisition	Class size too large to allow for more individual attention for students Limited time for the amount of instruction needed to accelerate learning and fully develop language Low parent education level
2 <sup>nd</sup> Grade	Students come to 2 <sup>nd</sup> grade not being proficient in reading - decoding skills, vocabulary or comprehension	Class size Lack of foundational literacy skills Low parent literacy levels
3 <sup>rd</sup> Grade	Low level of language development Students have not mastered previous grades' standards	Curriculum and program does not adequately address student needs Appropriate interventions are needed

4 <sup>th</sup> Grade	Students' have not mastered previous grades' standards Lack of motivation in students Chronic behavior issues impede instruction and learning	Early interventions are needed before students enter 4 <sup>th</sup> grade Lack of coach support for teachers Need for more professional development in writing strategies Lack of effective ELD program Inconsistent implementation of core programs
5 <sup>th</sup> Grade	Lack of prerequisite skills in language arts and math Inconsistent attendance Chronic behavior issues impede instruction and learning	Lack of foundational literacy and math skills Lack of early childhood education Class size Low parent education and literacy levels
Schoolwide	Motivating students to be academic learners Motivating parents to be involved in the educational process	Lack of time to include climate/social curriculum in program Lack of parent education and involvement

7. For each of the identified gaps listed above, based on the school's discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance? (Use the following chart to list).

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
<b>1. Overall API for all subgroups of 700 or above by 2012</b>	Students enter the system without prerequisite skills in math and language arts. Early and appropriate interventions are not in place and the gap in achievement grows over time. Large class size limits the ability of teachers to address individual needs.
<b>2. Meet AYP in ELA through safe harbor calculation for the next 3 years.</b>	Overall, language and literacy levels of students and parents are low. Students enter Kindergarten without the prerequisite skills and there is limited class time to allow for acceleration and remediation. Early and appropriate interventions are not in place.
<b>3. Meet AYP in math through safe harbor calculation for the next 3 years.</b>	Although students achieve higher scores on the standardized test in math, they are still below proficiency. There is a lack of consistent implementation of the core and supplemental math programs, and a lack of coaching support for teachers in this content area.
<b>4. Meet all AMAO targets for English Learners for the next 3 years</b>	Overall, the language development of our students is low in both primary and second language. The current ELD program does not meet the needs of English Learner's in poverty. Students need more time and access to foundational skills in language development.

8. Based on a review of the data and the staff discussion around the questions on the preceding pages, state the school's conclusions regarding the strengths and challenges of student learning need.

<p><b>Strengths:</b>  High level of staff collaboration and data driven instruction  Well trained, veteran, highly qualified teachers  Bilingual staff  Positive climate  Up to date technology that enhances instruction</p>	<p><b>Challenges:</b>  Behaviors of individual students that impede the learning for others  Pacing guides and current curriculum do not provide enough time to address essential standards  Overall language development is low  Overall parent education level is low</p>
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**Step 3: Determine Best-Fit Model for School**

**Intervention Model Descriptions**

There are four allowable intervention models: Transformation, Turnaround, Restart, and Closure.

**Transformation**

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

**Turnaround**

The LEA replaces the principal with a highly capable principal with either a track record of turnaround or clear potential to successfully lead a turnaround (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

**Restart**

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

**Closure**

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving. The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school *given the existing capacity in the school and the district*? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. In the first column of the table, check the boxes that accurately describe the school. The checks in the right four columns indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and Capacity				
CHARACTERISTIC	INTERVENTION MODEL			
	TURNAROUND	TRANSFORMATION	RESTART	CLOSURE
<b>School Performance</b>				
<input type="checkbox"/> All students experiencing low achievement/graduation rates	✓		✓	✓
✓ Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
✓ Students experiencing low-achievement in only select subject areas		✓		
<b>School Capacity</b>				
✓ Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
✓ Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
✓ Evidence of response to prior reform efforts	✓	✓		
<b>District Capacity</b>				
<input type="checkbox"/> Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	



<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
✓ Strong community commitment to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓
	<b>Intervention Model</b>			
	<b>Turnaround</b>	<b>Transformation</b>	<b>Restart</b>	<b>Closure</b>
Totals for each Intervention Model	<b>3</b>	<b>6</b>	<b>2</b>	<b>1</b>

Based on this extensive needs analysis, Shore Acres staff and community have selected the Transformation model of intervention.

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## Documentation of Stakeholder Support

Several meetings were held to provide information and obtain input from various stakeholders. Listed below are the dates and types of meetings held:

<b>Date</b>	<b>Time</b>	<b>Type of Meeting</b>
April 14, 2010	8:30 am	Principal Coffee with parents
April 15, 2010	5:00 pm	Site Council Meeting
April 28, 2010	1:30 pm	AGT Meeting with Leadership team
May 5, 2010	1:30 pm	Staff Meeting
May 6, 2010	5:00 pm	Site Council Meeting
May 6, 2010	6:30 pm	Parent/Public Meeting
May 11, 2010	7:00 pm	Board Meeting
May, 25, 2010	7:00 pm	Board Meeting

## RESTRUCTURING PLAN IMPLEMENTATION CHART FOR SCHOOLS

SCHOOL Shore Acres Elementary

INTERVENTION MODEL       Turnaround       Restart       Closure       Transformation

Briefly describe site's transformation initiative/strategies Two essential strategies have been developed to address the school's instructional program in Language Arts and Interventions. Strategy #1: Fully develop and implement intervention programs that address student needs in tiers 1, 2, and 3 of the RTI model. Strategy #2: Fully develop and implement a rigorous language development and literacy program.

Program Design (Services & Activities)	Timeline	Projected Costs	Resources (human and financial resources)	Oversight (person responsible for monitoring/ accountability)
<b>Strategy # 1</b>				
<b>Student Achievement Goal/Target</b>				
<ul style="list-style-type: none"> <li>▪ The overall API for all students will reach 700 or above by 2012</li> <li>▪ Shore Acres will meet AYP targets through safe harbor calculations in Language Arts and Math</li> </ul>				
<b>How will it be measured?</b>				
<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Walk through monitoring to ensure programs are implemented fully and with fidelity</li> <li>• Implementation survey developed to evaluate plan</li> <li>• Standards based teacher evaluation process that includes student achievement data</li> </ul>	Team Walk Throughs occur monthly Teachers analyze data weekly Implementation survey is completed once a year	\$5,000.00	CST RAP Curriculum Associates assessments Math trimester tests Substitutes for Walk Through process	Principal and/or Instructional Program Specialist
<b>List activities/actions linking the EPCs to support transformational initiative</b>				
<b>Instructional Program</b>				
<ul style="list-style-type: none"> <li>• Add a 1 year academic preschool to the instructional program (PreK)</li> </ul>	Year 2	\$125,000.00	Preschool teachers Materials for preschool class Facilities (ie portables)	Principal
<ul style="list-style-type: none"> <li>• Add a readiness class for students exiting Kindergarten and First Grade who have not mastered grade level standards                             <ul style="list-style-type: none"> <li>• Add 2<sup>nd</sup> grade readiness</li> <li>• Add 1<sup>st</sup> grade readiness</li> </ul> </li> </ul>	Year 1 Year 2	\$150,000.00	Imagine Learning  Readiness teachers RSIP program	Principal Literacy and Math Coaches

<ul style="list-style-type: none"> <li>Phase in the reduction of class size in grades K-3 to 20:1 and in grades 4 and 5 to 25:1 <ul style="list-style-type: none"> <li>Reduce class size in grades K, 1 and 2</li> <li>Reduce class size in grades 3, 4 and 5</li> </ul> </li> </ul>	Year 2 Year 1	\$336,000.00 \$224,000.00	Classroom teachers Facilities (ie portables)	Principal
<ul style="list-style-type: none"> <li>Fully implement BoardMath in all classes</li> </ul>	Year 1		Board Math Training for teachers	Instructional Program Specialist and Math Coach
<ul style="list-style-type: none"> <li>Effectively group students in all grades for Tier 1 intervention using small group UA time in class for Language Arts and Math</li> </ul>	Year 1		HMR materials	Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Review relevant data from year 1 Tier II interventions – Board Math and supplemental ELD instruction. If needed group students for additional targeted Tier II intervention. Students will be grouped in language arts and math according to proficiency level. The school will implement the following programs: <ul style="list-style-type: none"> <li>Math (K-5)– Momentum Math My Skills Tutor and Board Math</li> <li>ELA (K-5) – Imagine Learning, Board ELA, Read Naturally</li> <li>SLA (grades K-2) – Estrellita</li> </ul> </li> </ul>	Year 2 Year 2 Year 2		Intervention Materials	Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Group students in 4<sup>th</sup> and 5<sup>th</sup> grade for Tier III ELA using Read 180</li> </ul>	Year 1	\$56,000.00 \$50,000.00	Teacher Read 180 program	Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Provide enrichment opportunities for Spanish speaking students in the extended day program with Spanish Literacy instruction using the core program</li> </ul>	Year 1	Hourly pay for teachers - \$20,000.00	Teacher HM Lectura	Intervention Coordinator
<ul style="list-style-type: none"> <li>Provide enrichment opportunities for on grade level students during the Tier II deployment</li> </ul>	Year 2		Teacher Instructional Materials	Literacy Coach Math Coach
<ul style="list-style-type: none"> <li>Provide “early back” session in August for identified incoming students in 1<sup>st</sup> grade, 2<sup>nd</sup> grade and Tier III 4<sup>th</sup> and 5<sup>th</sup> grade students beginning Read 180.</li> </ul>	Year 1	\$25,000.00	Teachers Core and supplemental literacy instruction	Principal
<b>Instructional Time</b>				
<ul style="list-style-type: none"> <li>Add instructional time to each students day for Tier II regrouping and enrichment for on grade level students</li> </ul>	Year 2			Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Provide instructional time for each</li> </ul>	Year 1			Principal or Instructional

intervention program to be fully implemented with fidelity				Program Specialist
<ul style="list-style-type: none"> <li>Students attending the PK class will have an additional one year of instruction focused on language development</li> </ul>	Year 2			Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Students attending the readiness class will have an additional one year of instruction focused on language development</li> </ul>	Year 1			Principal or Instructional Program Specialist
<b>Administrative Training</b>				
<ul style="list-style-type: none"> <li>Professional development sessions for all intervention programs</li> </ul>	Years 1-3			Principal and Instructional Program Specialist
<ul style="list-style-type: none"> <li>Walk through monitoring and debriefing sessions with external consultants and on site coaches</li> </ul>	Year 1			Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Attendance at 90/90/90 conference</li> </ul>	Year 1	2,000.00		Principal and Instructional Program Specialist
<ul style="list-style-type: none"> <li>Hire a leadership coach/consultant</li> </ul>	Year 1	18,000	External Coach	Principal
<ul style="list-style-type: none"> <li>Attendance at the Principal Leadership Academy through MDUSD</li> </ul>	Year 1			Principal
<b>Highly Qualified Teachers and Professional Development</b>				
<ul style="list-style-type: none"> <li>Hire a highly qualified preschool teacher with expertise in early childhood development and language development</li> </ul>	Year 2	\$60,000	Personnel	Principal
<ul style="list-style-type: none"> <li>Hire highly qualified intervention/reading specialist for K-2 language arts intervention</li> </ul>	Year 2	\$60,000	Personnel	Principal
<ul style="list-style-type: none"> <li>Provide training in the use of Imagine learning</li> </ul>	Year 2		Summer training day	Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Provide training in Board Math and Board Language</li> </ul>	Years 1 and 2		Summer training day	Instructional Program Specialist
<ul style="list-style-type: none"> <li>Provide opportunities for intervention teachers to work with math or literacy coaches</li> </ul>	Years 1-3		Release time	Principal
<ul style="list-style-type: none"> <li>All teachers participate in Team Walk Through process.</li> </ul>	Years 1-3		Substitutes	Principal or Instructional Program Specialist
<ul style="list-style-type: none"> <li>Use of the Powerful Teaching and Learning protocol and process</li> </ul>	Years 1-3		Lead teachers to facilitate	
<b>Student Achievement Monitoring Systems</b>				
<ul style="list-style-type: none"> <li>Data reports from Read 180, Imagine learning,</li> </ul>	Years 1-3		Read 180, Imagine Learning, My Skills Tutor, Momentum	Literacy and Math coaches

My Skills Tutor and Momentum Math			Math	
<ul style="list-style-type: none"> <li>Curriculum Associates Benchmark exam results in LA and Math</li> </ul>	Years 1-3	5,000	Curriculum Associates assessments	Administrators and coaches
<ul style="list-style-type: none"> <li>Curriculum embedded assessments in core programs or intervention programs</li> </ul>	Years 1-3			Teacher leaders
<ul style="list-style-type: none"> <li>Develop and monitor team and student SMART goals</li> </ul>	Years 1-3		Grade level collaboration time	Administrators and Teachers
<ul style="list-style-type: none"> <li>The leadership team will work as a school level data team monitoring student progress and making recommendations for instructional change</li> </ul>	Years 1-3		Grade level collaboration time	Leadership Team
<ul style="list-style-type: none"> <li>Teachers work in data teams to monitor student progress and draw correlations to teacher actions in the classroom</li> </ul>	Year 1		Grade level collaboration time	Administrators and Coaches
<b>Ongoing Instructional Assistance and Support</b>				
<ul style="list-style-type: none"> <li>Hire a Read 180 teacher</li> </ul>	Year 1	60,000	personnel	Principal
<ul style="list-style-type: none"> <li>Hire Reading intervention teacher</li> </ul>	Year 1	60,000	personnel	Principal
<ul style="list-style-type: none"> <li>Hire external consultants for: <ul style="list-style-type: none"> <li>Board Math</li> <li>Board Language</li> </ul> </li> </ul>	Year 1 Year 2	20,000		Principal
<ul style="list-style-type: none"> <li>Provide on site coach support in both math and language arts</li> </ul>	Year 1	120,000	personnel	Coaches
<ul style="list-style-type: none"> <li>Provide technical consultant for computer based programs</li> </ul>	Year 1	10,000	personnel	
<b>Regular Teacher Collaboration</b>				
<ul style="list-style-type: none"> <li>Include intervention teachers and resource specialist in weekly collaboration meetings with grade level teachers</li> </ul>	Year 1			Principal and Instructional Program Specialist
<ul style="list-style-type: none"> <li>Use the model of Professional Learning Communities for effective collaboration</li> </ul>	Year 1			Principal and Instructional Program Specialist
<ul style="list-style-type: none"> <li>Collaboratively score student work on a regular basis</li> </ul>	Year 1		Grade level collaboration	Teacher Leaders
<b>Lesson Planning Guide</b>				
<ul style="list-style-type: none"> <li>Fully implement pacing guides for intervention programs</li> </ul>	Year 1			Coaches and Administrators
<ul style="list-style-type: none"> <li>Use the standards based pacing guides for Language Arts and Math to guide instructional focus during UA time and Board</li> </ul>	Year 1			Coaches and Board Math/Board Language consultants

Math/Language				
<b>Fiscal Support</b>				
• SIG Grant				
• Title 1 site level funding				
• EIA site level funding				
• SLIBG site level funding				
<b>Strategy # 2</b> Fully develop and implement a rigorous language development and literacy program.				
<b>Student Achievement Goal/Target</b>				
<ul style="list-style-type: none"> <li>▪ The overall API for all students will reach 700 or above by 2012</li> <li>▪ Shore Acres will meet AYP targets through safe harbor calculations in Language Arts and Math</li> <li>▪ Meet all AMAO targets for English Learners</li> </ul>				
<b>How will it be measured?</b>				
<ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Walk through monitoring to ensure programs are implemented fully and with fidelity</li> <li>• Implementation survey developed to evaluate plan</li> <li>• Standards based teacher evaluation process that includes student achievement data</li> </ul>	<p>Team Walk Throughs occur monthly Teachers analyze data weekly Implementation survey is completed once a year</p>	\$5,000.00	<p>CST RAP Curriculum Associates assessments Math trimester tests Substitutes for Walk Through process</p>	Principal and/or Instructional Program Specialist
<b>List activities/actions linking the EPCs to support transformational initiative</b>				
<b>Instructional Program</b>				
• Add phonics component and literacy skills to ELD	Year 1	30,000.00	Systematic ELD, Phonics and Friends, Hampton Brown Avenues	ELD Resource Teacher
• Fully implement the Accelerated Reader program in all classes grades 2-5	Year 1	10,000.00	Accelerated Reader	Administrators and Literacy Coach
• Use Imagine Learning for all students in grades PK and Kindergarten	Year 1	150,000.00	Imagine Learning	Literacy Coach
• Fully implement Board Language in all classes	Year 2		Board Language Training	Instructional Program Specialist
• Fully implement Step Up to Writing in all	Year 1		Training	Literacy Coach and

classes with a focus on nonfiction writing.			Coach support	Instructional Program Specialist
<ul style="list-style-type: none"> <li>Use GLAD and SDAIE strategies throughout the curriculum</li> </ul>	Year 1		Training	
<b>Instructional Time</b>				
<ul style="list-style-type: none"> <li>Provide full day Kindergarten</li> </ul>	Year 1		Prep time for Kindergarten teachers	Principal
<ul style="list-style-type: none"> <li>Extend ELD time to 45 minutes - one hour for all students</li> </ul>	Year 1			Administrators and ELD Coordinator
<ul style="list-style-type: none"> <li>Expand instructional time in Language Arts for bilingual students through Board Language</li> </ul>	Year 2			Instructional Program Specialist
<ul style="list-style-type: none"> <li>Expand instructional time in ELA for all students through the use of Board Language</li> </ul>	Year 2			Instructional Program Specialist
<ul style="list-style-type: none"> <li>Expand the instructional time for all students in grades PK and Kindergarten through the use of Imagine Learning</li> </ul>	Year 2			
<b>Administrative Training</b>				
<ul style="list-style-type: none"> <li>Professional development sessions in all new programs</li> </ul>	Years 1-3		Summer training days	Principal, Instructional Program Specialist, Math and Literacy Coaches, Intervention Specialist
<ul style="list-style-type: none"> <li>Walk through monitoring and debriefing sessions with external consultants and on site coaches</li> </ul>	Year 1		External coach	Principal and Instructional Program Specialist
<ul style="list-style-type: none"> <li>Attendance at summit on Professional Learning Communities at Work</li> </ul>	Year 1	45,000.00	Conference	Principal
<b>Highly Qualified Teachers and Professional Development</b>				
<ul style="list-style-type: none"> <li>Provide embedded professional development opportunities through the services of the bilingual literacy coach.</li> </ul>	Year 1			Literacy Coach
<ul style="list-style-type: none"> <li>Attendance at summit on Professional Learning Communities at Work</li> </ul>	Year 1	45,000		Principal
<ul style="list-style-type: none"> <li>Provide training in adopted programs as necessary</li> </ul>	Years 1-3			
<ul style="list-style-type: none"> <li>Provide Board Language training</li> </ul>	Year 2			Instructional Program Specialist or Math Coach
<ul style="list-style-type: none"> <li>All teachers participate in Team Walk Through</li> </ul>	Years 1-3		substitutes	Principal or Instructional



process.				Program Specialist
<ul style="list-style-type: none"> <li>Use of the Powerful Teaching and Learning protocol and process</li> </ul>	Years 1-3		substitutes	
<b>Student Achievement Monitoring Systems</b>				
<ul style="list-style-type: none"> <li>Curriculum Associates Benchmark exam results in LA</li> </ul>	Years 1-3		Curriculum and Associates assessments	
<ul style="list-style-type: none"> <li>Curriculum embedded assessments used for formative and summative assessment</li> </ul>	Years 1-3			
<ul style="list-style-type: none"> <li>ADEPT results</li> </ul>	Years 1-3			
<ul style="list-style-type: none"> <li>District writing prompt and reading assessments</li> </ul>	Years 1-3			
<ul style="list-style-type: none"> <li>Develop and monitor team and student SMART goals</li> </ul>	Years 1-3		Grade Level collaboration	
<ul style="list-style-type: none"> <li>Teachers work in data teams to monitor student progress and draw correlations to teacher actions in the classroom</li> </ul>	Years 1-3		Grade level collaboration	
<ul style="list-style-type: none"> <li>The leadership team will work as a school level data team monitoring student progress and making recommendations for instructional change</li> </ul>	Year 1			
<b>Ongoing Instructional Assistance and Support</b>				
<ul style="list-style-type: none"> <li>Provide on site bilingual coach support</li> </ul>	Year 1	60,000	Coach	Principal
<ul style="list-style-type: none"> <li>Provide on site ELD coach</li> </ul>	Year 1			Principal
<ul style="list-style-type: none"> <li>Provide technical consultant for Accelerated Reader</li> </ul>	Year 1	10,000	Personnel	Principal
<b>Regular Teacher Collaboration</b>				
<ul style="list-style-type: none"> <li>Provide optional, paid opportunities for teachers to collaborate during the summer to plan for the major changes proposed in this plan</li> </ul>	Year 1	10,000		Principal
<ul style="list-style-type: none"> <li>Effectively use weekly teacher collaboration time provided during the work day.</li> </ul>	Year 1		Grade level collaboration substitutes	Administrators
<ul style="list-style-type: none"> <li>Use the model of Professional Learning Communities for effective collaboration</li> </ul>	Year 1			Administrators
<ul style="list-style-type: none"> <li>Collaboratively score non fiction writing samples</li> </ul>	Year 1		Grade level collaboration	Literacy Coach and ELD Teacher
<b>Lesson Planning Guide</b>				
<ul style="list-style-type: none"> <li>Develop and fully implement standards based</li> </ul>	Year 1			Math and Literacy Coaches

<ul style="list-style-type: none"> <li>• pacing guides based on CST blueprints and essential standards</li> </ul>				
<ul style="list-style-type: none"> <li>• Use side by side standards maps to align ELD standards with Language Arts standards</li> </ul>	Year 1			
<b>Fiscal Support</b>				
<ul style="list-style-type: none"> <li>• SIG Grant</li> </ul>				Principal
<ul style="list-style-type: none"> <li>• Title 1 site level funding</li> </ul>				Principal
<ul style="list-style-type: none"> <li>• EIA site level funding</li> </ul>				Principal
<ul style="list-style-type: none"> <li>• SLIBG site level funding</li> </ul>				Principal
<b>Others Areas</b>				
<b>School Learning Environment</b>				
<ul style="list-style-type: none"> <li>• Maintain current levels of student support in Special Education (resource specialist teacher and assistant, speech and language specialist, school psychologist)</li> </ul>	Year 1		personnel	Principal
<ul style="list-style-type: none"> <li>• Teachers conduct “The Morning Meeting” with classes each day</li> </ul>	Year 1			Principal
<ul style="list-style-type: none"> <li>• Develop and implement communication systems with parents</li> </ul>	Year 1			Principal and Instructional Program Specialist
<ul style="list-style-type: none"> <li>• Provide enrichment opportunities such as cross age tutoring</li> </ul>	Year 1			
<b>Parent Involvement</b>				
<ul style="list-style-type: none"> <li>• Develop and implement school-wide systems and procedures for communicating with parents including “Friday Folders”, and standard weekly progress reports communicating student progress in ELD, intervention and core programs</li> </ul>	Year 1			Teacher Leaders and Administrators
<ul style="list-style-type: none"> <li>• Develop and implement a parent volunteer training program</li> </ul>	Year 1			Community Liaison
<ul style="list-style-type: none"> <li>• Provide PIQE classes</li> </ul>	Year 1			Community Liaison
<ul style="list-style-type: none"> <li>• Provide family literacy program</li> </ul>	Year 1			Community Liaison
<ul style="list-style-type: none"> <li>• Develop and provide grade level parent academies</li> </ul>	Year 1			Community Liaison

## Restructuring/turnaround (Transformational) Strategies Worksheet

Essential Program Components (EPC)	Strategy #1 Fully develop and implement intervention programs that address student needs in tiers 1, 2 and 3 of the RTI model.	Year	Strategy #2 Fully develop and implement a rigorous language development and literacy program.	Year
Student Achievement Goal/Target	<ul style="list-style-type: none"> <li>▪ The overall API for all students will reach 700 or above by 2012</li> <li>▪ Shore Acres will meet AYP targets through safe harbor calculations in Language Arts and Math</li> </ul>		<ul style="list-style-type: none"> <li>▪ The overall API for all students will reach 700 or above by 2012</li> <li>▪ Shore Acres will meet AYP targets through safe harbor calculations in Language Arts and Math</li> <li>▪ Meet all AMAO targets for English Learners</li> </ul>	
Instructional Program	<ul style="list-style-type: none"> <li>▪ Add a 1 year academic preschool to the instructional program (PreK)</li> <li>▪ Add a readiness class for students exiting Kindergarten and First Grade who have not mastered grade level standards                             <ul style="list-style-type: none"> <li>○ Add 2<sup>nd</sup> grade readiness</li> <li>○ Add 1<sup>st</sup> grade readiness</li> </ul> </li> <li>▪ Phase in the reduction of class size in grades K-3 to 20:1 and in grades 4 and 5 to 25 :1                             <ul style="list-style-type: none"> <li>○ Reduce class size in grades K, 1 and 2</li> <li>○ Reduce class size in grades 3, 4 and 5</li> </ul> </li> <li>▪ Expand implementation of Board Math in all classes from 30% to 100%</li> <li>▪ Using formative assessment data,</li> </ul>	<p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li>▪ Add phonics component and literacy skills to ELD</li> <li>▪ Expand implementation of the Accelerated Reader program in all classes grades 2-5 from 60% to 100%</li> <li>▪ Use Imagine Learning for all students in grades Kindergarten and grade 1</li> <li>▪ Use Imagine Learning for all students in PreK</li> <li>▪ Fully implement Board Language in all classes</li> <li>▪ Expand implementation of Step Up to Writing in all classes from 20% to 100% with a focus on nonfiction writing.</li> <li>▪ Use GLAD and SDAIE strategies throughout the curriculum.</li> </ul>	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>

	<p>group students in all grades for targeted small group skill based Tier 1 intervention instruction using UA time in class for Language Arts and Math</p> <ul style="list-style-type: none"> <li>▪ Review relevant data from year 1 Tier II interventions – Board Math and supplemental ELD instruction. If needed group students for additional targeted Tier II intervention. Students will be grouped in language arts and math according to proficiency level. The school will implement the following programs: <ul style="list-style-type: none"> <li>○ Math (K-5)– Momentum Math My Skills Tutor and Board Math</li> <li>○ ELA (K-5) – Imagine Learning, Board ELA, Read Naturally</li> <li>○ SLA (grades K-2) –Estrellita</li> </ul> </li> <li>▪ Group students in 4<sup>th</sup> and 5<sup>th</sup> grade for Tier III ELA using Read 180</li> <li>▪ Provide enrichment opportunities for Spanish speaking students in the extended day program with Spanish Literacy instruction using the core program</li> <li>▪ Provide enrichment opportunities for on grade level students during the Tier II deployment</li> <li>▪ Provide “early back” session in August for identified incoming students in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup></li> </ul>	<p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>2</p>		
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	grade	1		
Instructional Time	<ul style="list-style-type: none"> <li>▪ Add instructional time (approximately 45 – 60 minutes) to each students day for Tier II regrouping and enrichment for on grade level students</li> <li>▪ Provide instructional time for each intervention program to be fully implemented with fidelity</li> <li>▪ Students attending the PK class will have an additional one year of instruction focused on language development</li> <li>▪ Students attending the readiness class will have an additional one year of instruction focused on language development</li> </ul>	2	<ul style="list-style-type: none"> <li>▪ Expand Kindergarten instructional time from ½ day to full day</li> <li>▪ Extend ELD time to 45 minutes - one hour for all students</li> <li>▪ Expand instructional time in Language Arts for bilingual students through Board Language</li> <li>▪ Expand instructional time in ELA for all students through the use of Board Language</li> <li>▪ Expand the instructional time for all students in grades PK and Kindergarten through the use of Imagine Learning</li> </ul>	1
		1		1
		2		2
		1		2
Administrative Training	<ul style="list-style-type: none"> <li>▪ Professional development sessions for all intervention programs</li> <li>▪ Walk through monitoring and debriefing sessions with external consultants and on site coaches</li> <li>▪ Attendance at 90/90/90 conference</li> <li>▪ Hire a leadership coach/consultant</li> <li>▪ Attendance at the Principal Learning Academy through MDUSD</li> </ul>	1-3	<ul style="list-style-type: none"> <li>▪ Participate in professional development sessions in all new programs with teachers</li> <li>▪ Walk through monitoring and debriefing sessions with external consultants and on site coaches</li> <li>▪ Attendance at summit on Professional Learning Communities at Work</li> </ul>	1-3
		1		1
		1		
		1		1
		1		
Highly Qualified Teachers and Professional Development	<ul style="list-style-type: none"> <li>▪ Hire a highly qualified preschool teacher with expertise in early childhood development and language development</li> </ul>	2	<ul style="list-style-type: none"> <li>▪ Provide embedded professional development opportunities through the services of the bilingual literacy coach.</li> </ul>	1

	<ul style="list-style-type: none"> <li>▪ Hire highly qualified intervention/reading specialist for K-2 language arts intervention</li> <li>▪ Provide training in the use of Imagine learning</li> <li>▪ Provide training in Board Math and Board Language</li> <li>▪ Provide opportunities for intervention teachers to work with math or literacy coaches</li> <li>▪ All teachers participate in Team Walk Through process.</li> <li>▪ Use of the Powerful Teaching and Learning protocol and process</li> <li>▪ Training in the use and analysis of Curriculum Associates Assessments</li> </ul>	<p>2</p> <p>2</p> <p>1 and 2</p> <p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1</p>	<ul style="list-style-type: none"> <li>▪ Attendance at summit on Professional Learning Communities at Work</li> <li>▪ Provide training in adopted programs as necessary</li> <li>▪ Provide Board Language training</li> <li>▪ All teachers participate in Team Walk Through process.</li> <li>▪ Use of the Powerful Teaching and Learning protocol and process</li> </ul>	<p>1</p> <p>1-3</p> <p>2</p> <p>1-3</p> <p>1-3</p>
<b>Student Achievement Monitoring Systems</b>	<ul style="list-style-type: none"> <li>▪ Data reports from Read 180, Imagine learning, My Skills Tutor and Momentum Math</li> <li>▪ Curriculum Associates Benchmark exam results in LA and Math</li> <li>▪ Curriculum embedded assessments in core programs or intervention programs</li> <li>▪ Develop and monitor team and student SMART goals</li> <li>▪ The leadership team will work as a school level data team monitoring student progress and making recommendations for instructional change</li> <li>▪ Teachers work in data teams to monitor student progress and draw</li> </ul>	<p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1</p>	<ul style="list-style-type: none"> <li>▪ Curriculum Associates Benchmark exam results in LA</li> <li>▪ Curriculum embedded assessments used for formative and summative assessment</li> <li>▪ ADEPT results</li> <li>▪ District writing prompt and reading assessments</li> <li>▪ Develop and monitor team and student SMART goals</li> <li>▪ Teachers work in data teams to monitor student progress and draw correlations to teacher actions in the classroom</li> <li>▪ The leadership team will work as a school level data team monitoring student progress and making</li> </ul>	<p>1 -3</p> <p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1-3</p> <p>1</p>

	correlations to teacher actions in the classroom		recommendations for instructional change	
<b>Ongoing Instructional Assistance and Support</b>	<ul style="list-style-type: none"> <li>▪ Hire a Read 180 teacher</li> <li>▪ Hire Reading intervention teacher</li> <li>▪ Hire external consultants for Board Math and Board Language</li> <li>▪ Provide on site coach support in both math and language arts</li> <li>▪ Provide technical support for computer based programs</li> </ul>	<p>1</p> <p>1</p> <p>1 and 2</p> <p>1</p> <p>1</p>	<ul style="list-style-type: none"> <li>▪ Provide on site bilingual literacy coach support</li> <li>▪ Provide on site ELD coach</li> <li>▪ Provide technical consultant for Accelerated Reader</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
<b>Regular Teacher Collaboration</b>	<ul style="list-style-type: none"> <li>▪ Include intervention teachers and resource specialist in weekly collaboration meetings with grade level teachers</li> <li>▪ Use the model of Professional Learning Communities for effective collaboration</li> <li>▪ Collaboratively score student work every 2-3 weeks</li> </ul>	<p>1</p> <p>1</p> <p>1</p>	<ul style="list-style-type: none"> <li>▪ Provide optional, paid opportunities for teachers to collaborate during the summer to plan for the major changes proposed in this plan</li> <li>▪ Weekly teacher collaboration time provided during the work day will be focused on student data analysis, discussion of instruction and student learning for 80-90% of the time given.</li> <li>▪ Use the model of Professional Learning Communities for effective collaboration</li> <li>▪ Collaboratively score non fiction writing samples</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
<b>Lesson Planning Guide</b>	<ul style="list-style-type: none"> <li>▪ Fully implement pacing guides for intervention programs</li> <li>▪ Use the standards based pacing guides for Language Arts and Math to guide instructional focus during UA time and Board Math/Language</li> </ul>	<p>1</p> <p>1</p>	<ul style="list-style-type: none"> <li>▪ Develop and fully implement standards based pacing guides based on CST blueprints and essential standards</li> <li>▪ Use side by side standards maps to align ELD standards with Language Arts standards</li> </ul>	<p>1</p> <p>1</p>

Fiscal Support	<ul style="list-style-type: none"> <li>▪ School Improvement Grant (SIG)</li> <li>▪ Title 1 site level funding</li> <li>▪ Economic Impact Aid (EIA) site level funding</li> <li>▪ School Library Block Grant (SLIBG) site level funding</li> </ul>		<ul style="list-style-type: none"> <li>▪ School Improvement Grant (SIG)</li> <li>▪ Title 1 site level funding</li> <li>▪ Economic Impact Aid (EIA) site level funding</li> <li>▪ School Library Block Grant (SLIBG) site level funding</li> </ul>	
<b>Others Areas</b>				
School Learning Environment	<ul style="list-style-type: none"> <li>▪ Maintain current levels of student support in Special Education (resource specialist teacher and assistant, speech and language specialist, school psychologist)</li> <li>▪ Teachers conduct “The Morning Meeting” with classes each day</li> <li>▪ Develop and implement communication systems with parents such as Friday Folders”, and standard weekly progress reports</li> <li>▪ Provide enrichment opportunities such as cross age tutoring</li> <li>▪ Develop and maintain an academic school climate by recognizing academic success and through the use of visual displays throughout the school.</li> </ul>			<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
Parent Involvement	<ul style="list-style-type: none"> <li>▪ Develop and implement schoolwide systems and procedures for communicating with parents including “Friday Folders”, and standard weekly progress reports communicating student progress in ELD, intervention and core programs</li> <li>▪ Develop standard progress reports communicating student achievement on benchmark exams.</li> <li>▪ Develop and implement a parent volunteer training program</li> <li>▪ Provide Parent Institute for Quality Education (PIQE) classes</li> <li>▪ Provide family literacy program</li> <li>▪ Develop and implement grade level parent academies</li> </ul>			<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>
How will you evaluate the	<ul style="list-style-type: none"> <li>▪ Student achievement data</li> <li>▪ Walk through monitoring to ensure programs are implemented fully and with fidelity</li> </ul>			<p>1</p> <p>1</p>



<p>strategies effectiveness (evaluation plan)?</p>	<ul style="list-style-type: none"> <li>▪ Implementation survey developed to evaluate plan</li> <li>▪ Standards based teacher evaluation process that includes student achievement data</li> </ul>		<p>1 2</p>	
<p>How much will it cost to implement the strategy and what resources (human and fiscal) will be used? <i>Be as detailed as possible with actual projected costs.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Preschool Teacher</b></li> <li>▪ <b>2 Teachers for Readiness classes</b></li> <li>▪ <b>10 teachers for class size reduction</b></li> <li>▪ <b>Materials and/or program fees for:</b> <ul style="list-style-type: none"> <li>○ <b>Preschool</b></li> <li>○ <b>Momentum Math</b></li> <li>○ <b>Estrellita</b></li> <li>○ <b>Imagine Learning</b></li> <li>○ <b>Read 180</b></li> <li>○ <b>Curriculum Associates exams and scanner</b></li> </ul> </li> <li>▪ <b>Read 180 Teacher</b></li> <li>▪ <b>Hourly pay for Extended Day Spanish Enrichment teachers</b></li> <li>▪ <b>Pay for Early Back teachers</b></li> <li>▪ <b>Conference fees for:</b> <ul style="list-style-type: none"> <li>○ <b>90/90/90 conference</b></li> <li>○ <b>PLC's at Work Summit</b></li> </ul> </li> <li>▪ <b>Consultant fees for:</b> <ul style="list-style-type: none"> <li>○ <b>Leadership coach</b></li> <li>○ <b>Board Math coach</b></li> <li>○ <b>Board Language coach</b></li> <li>○ <b>Computer Based program support</b></li> </ul> </li> <li>▪ <b>Math Coach</b></li> <li>▪ <b>Literacy Coach</b></li> <li>▪ <b>Intervention teacher</b></li> <li>▪ <b>Fees and/or stipends for Board Math and Board Language training</b></li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Materials and/or program fees for:</b> <ul style="list-style-type: none"> <li>○ <b>Phonics component for ELD</b></li> <li>○ <b>Accelerated Reader</b></li> <li>○ <b>Step Up to Writing</b></li> </ul> </li> <li>▪ <b>Consultant fees for:</b> <ul style="list-style-type: none"> <li>○ <b>External consultant support for explicit instruction in English</b></li> <li>○ <b>Technical support for Accelerated Reader</b></li> </ul> </li> <li>▪ <b>Substitute costs for teacher collaboration</b></li> <li>▪ <b>Teacher pay for summer collaboration and professional development</b></li> <li>▪ <b>Purchase and install enclosed display cases for school hallways</b></li> </ul>	

	<ul style="list-style-type: none"> <li>▪ <b>Additional facilities (ie portables) to house additional classrooms</b></li> </ul>		
<p><b>What support will be needed from the District?</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Technical Assistance and specialized knowledge about programs, data analysis, state and federal mandates, etc.</b></li> <li>▪ <b>Providing operating flexibility through the revision of district level policy and bargaining unit contracts – extra compensation for teachers implementing the plan, more involuntary transfer options, extra compensation for additional instructional time</b></li> <li>▪ <b>Recruiting and hiring highly qualified teachers to fill intervention, coach and classroom teacher roles</b></li> <li>▪ <b>Participation on walk through teams</b></li> <li>▪ <b>Fiscal services</b></li> <li>▪ <b>Participation on District Site Liaison Team</b></li> <li>▪ <b>Additional support from Technology</b></li> </ul>		

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