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Executive Summary

In 2006 Fair Oaks Elementary had an API of 615 and was designated as a Program Improvement School. Four years later the school's API has increased 80 points; however, the school remains in Program Improvement status. Reviews of our 2009 AYP results show that we have begun to close the achievement gap amongst our subgroups in mathematics but have remained stagnate in our attempts in Language Arts. As specifically stated in our Needs Assessment, the staff used our annual Summits and incorporated many of the reflections and ideas into this plan. Four areas of focus appeared at each grade level Summit: Language Arts, Mathematics, English Learners, and Response to Intervention (RTI). Although each grade level had specific ideas/requests, the leadership team, comprised of teachers and support staff, was able to identify one strategy for each area.

In the area of Language Arts, it was suggested that the staff focus on the implementation of Board Language next year. Last year 95% of the staff was trained and implemented Board Math. Almost immediately, our DPA data showed the success of Board Math. The 2009 AYP Math results confirmed our hunches, as our highest performing subgroup was our Hispanics. Our belief is that the implementation of Board Language will also help begin to close the achievement gap in Language Arts.

In the area of Math, the request for more training in ways to better use the new SBE-adopted curriculum was made in most Summit presentations. Many of the staff had participated in the AB472 training with the old adoption and believe that after spending this year becoming familiar with the materials and components of the adoption, receiving training on the specific ways to integrate these materials would help us provide a more strategic program for our students. Another suggestion was for a part-time Math Coach to assist teachers in demonstration lessons, data analysis, student goals setting, and Board Math implementation. The leadership team designed a new position that could be used to cover a current teacher's class to free that teacher to collegially "coach" for a few hours each week. This plan also takes into consideration that the TSA position would be a temporary position and when it ended the coaching aspects could still be available.

In the area of English Learners, many grade levels expressed frustration with the various attempts that we had tried and the poor outcomes that had resulted. The staff is aware that this subgroup, which is growing in numbers, is our main focus. Having a small number of staff members does not allow for us to easily increase our ELD program to a 60 minute program. All of the support staff at Fair Oaks teach an ELD group to create enough classes for the many levels of language groups that we serve. This support staff has given 30 minutes daily from their schedules and other responsibilities. The purchase of Imagine Learning English would be a way to offer our English Learners an additional 30 minutes of language development each day. The TSA "Relief Teacher" would have included in his/her responsibilities the managing and implementation of this computer program.

The fourth focus area is Response to Intervention. We have made many changes each year to include more interventions offered during the day and after school. This year we included a half hour of grade level specific differentiated standards-based intervention (DSI). Support staff was assigned to work with each grade level to allow for lower numbers of students in groups and were asked to keep that time protected from interruptions. Frequent formative assessments helped to keep groups fluid at each grade level. At the April Summit meetings, all grade levels expressed that formative and benchmark assessments were showing positive results that they could attribute to this strategy. All grade levels requested that the support continue for next year. Several requests were made to try to support targeted students during the summer due to the regression we have observed in students in the past. An Early Back Program for August was developed by the leadership team. For three weeks, 3 ½ hours per day students will be asked to come to school. National Geographic's Summer Central was purchased to use as a Language Arts curriculum and the Houghton Mifflin Math adoption was selected to be used as the Math curriculum. Board Math and Board Language will also be used. The staff believes that this three week jump-start will help our most struggling students get off to a strong start next year by understanding some of the routines of the new grade level, begin frontloading the main concepts, and refresh their memory of skills they learned during the previous year.

The process to develop this Transformational Plan has helped us to focus our efforts and to be better prepared to serve the subgroups in most need of our support. It has revitalized the staff and given us a "laser-like" focus as we continue to close the achievement gap.

Introduction

Fair Oaks Elementary opened in 1953. While Fair Oaks is situated in the city of Pleasant Hill, students also attend from the cities of Concord and Walnut Creek. Fair Oaks is adjacent to the Len Hester Community Park and its environmental area. The school serves approximately 352 students in grades K-5. Of the student population, approximately 73.8% are socioeconomically disadvantaged, 52.1% are English Learners, 45.3% are Hispanic/Latino and 19% are receiving Special Education services. Fair Oaks Elementary is a Title I school.

There are approximately 183 students in the English Language Learners (ELL) Program representing the following languages: Spanish, Vietnamese, Korean, Tagalog, Farsi, Tongan, Dari, Russian, and Taiwanese. The cultural diversity of our school population provides a rich cultural background that enhances our programs.

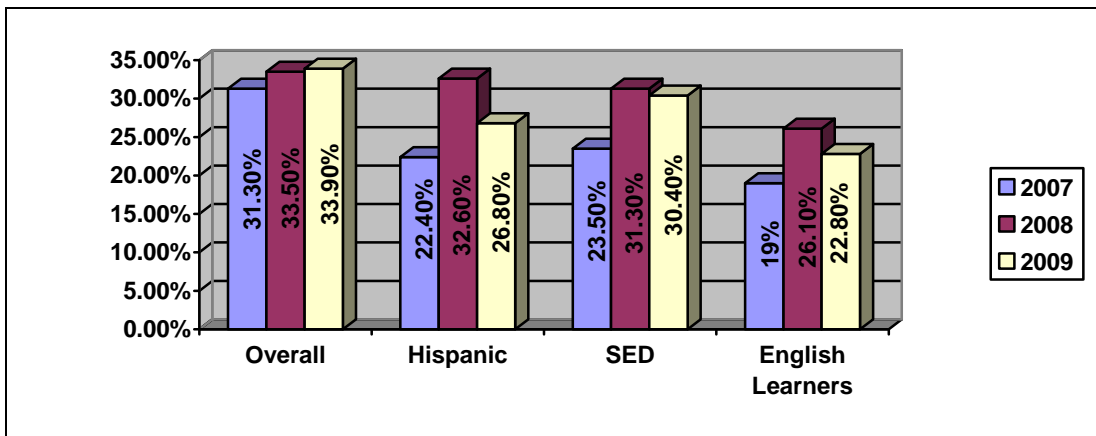
In August 2004, the current principal was assigned to Fair Oaks. Although this was her first assignment as a principal, the staff at Fair Oaks had an average of 12 years of teaching experience, several of them working their entire career at Fair Oaks. As a group of life-long learners, the staff has embraced the strategies of student engagement, data collection and inquiry, SMART goals, team collaboration, and differentiated instruction and interventions.

In August 2009, Fair Oaks Elementary met its Academic Performance Index (API) target and increased 31 points from 664 to 695. This makes an 80 point gain for the school over the last four years. Also this year, Fair Oaks met its Adequate Yearly Progress (AYP) target in all components for the school-wide population and in all of the subgroup populations for Mathematics but did not meet the targets in English Language Arts. Fair Oaks is in Year 5 of Program Improvement (PI). Funding from the State and Federal grants provide valuable resources (including an External Entity as a guide) for raising achievement.

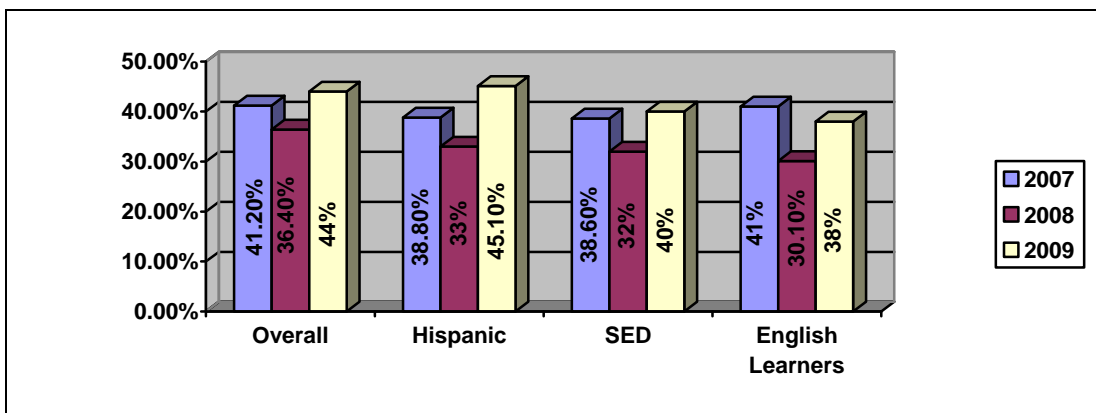
Needs Analysis

At the beginning of every school year, teachers create “foot prints” for the students based on CST and district end-of-the-year assessments to determine areas/students needing further support. These footprints also allow previous teachers to validate materials and programs used during the prior year. Last August after looking at our CST results, the staff concluded that our Extended Day for our English Learners was not successful but believed that the implementation of Board Math was the reason for the improved math scores in all subgroups.

AYP English Language Arts



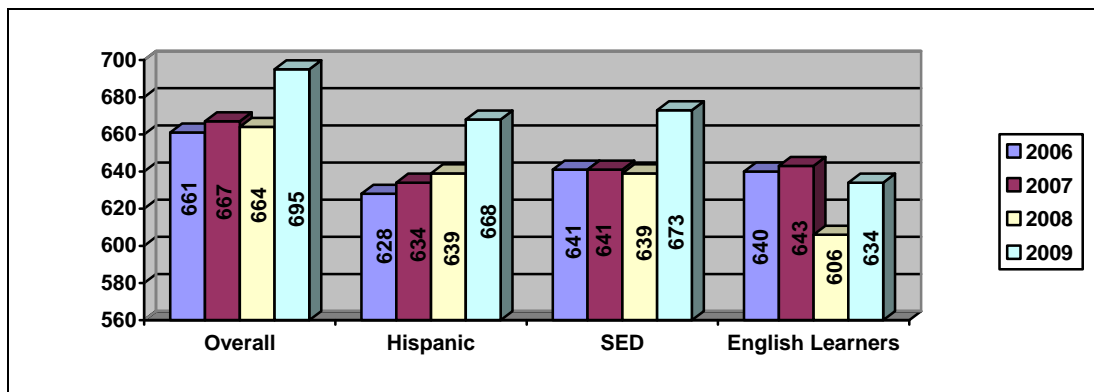
AYP Math



Every spring Fair Oaks' grade level teams present a Summit report to the principal, support staff and other grade level teachers. At these Summits, teachers have an opportunity to present their past grade level SMART goals, current levels of student achievement, their plans for improving achievement, and to receive feedback/suggestions from peers. The Summits also allow the principal and support staff to better understand the distinct needs, goals, programs, and the direction of each grade.

In April 2010 each grade level team presented their Summit to other staff members and also invited AGT members to hear the report. At these Summits teachers reflected on SMART goals made this year and the students' progress. Teachers also had the opportunity to request new materials, professional development, and/or possible interventions to be included next year. All of these requests would further support our attempts to close the achievement gap.

API Chart



Requests from these Summits were then researched by support staff and 4 were selected as focus strategies for our PLAS Transition Plan. At the May staff meeting, teachers broke into 4 groups and brainstormed all necessary parts needed to meet the California 9 Essential Program Components (EPCs). This input was then written into the school's Draft Restructuring Plan. The plan was shared at the Site Council Meeting with requests for further additions and improvements.

The Draft Restructuring Plan will also be discussed at the next Parent Faculty Club meeting on Thursday, May 13th and at our AGT meeting on Thursday, May 20th. The majority of the community is expected to view the details at our Title 1 Family Night on Wednesday, May 26th.

Restructuring/turnaround (Transformational) Strategies Worksheet

Essential Program Components (EPC)	Strategy #1: Language Arts Board Language Implementation	Strategy #2: Mathematics ABX4 2 Prof Dev. & “Coaching”	Strategy #3: English Language Learners Imagine Learning English	Strategy #4: Response to Intervention Early Back
Student Achievement Goal/Target	By August 2012 the API for Fair Oaks will be at or above 735 and all subgroup populations will meet their annual API growth targets. Our restructuring strategies will help us focus our support on these subgroups as we learn how to use the SBE-adopted math curriculum to its fullest potential, increase student’s academic vocabulary, develop language skills, build self esteem, and provide basic skills review and new grade level routines prior to their return to school each fall.			
Instructional Program: EPC #1	All students will be provided with the current SBE-adopted core materials. Teachers will use the adopted basic core and program ancillary materials daily. Additionally Board Language will be fully	For the second year, all students will be provided with the current SBE-adopted core materials. Teachers will use the adopted basic core and program ancillary materials daily. All teachers will use Board	English Language Learners will be given additional time every day to use Imagine Learning English (a language development computer based program).	Selected students will be asked to participate in 3 weeks of an Early Back Summer program using National Geographic’s Summer Central and Houghton Mifflin curriculums.

	implemented by all teachers as a daily warm up to enhance the core program and accelerate the learning of English Language Arts standards for every student.	Math as a daily warm up to the Math program.		
Instructional Time: EPC #2	Daily implementation of the SBE-adopted core program will meet the state required time of K: 60 minutes, 1st-3rd 2.5 hours, and 4th-5th 2.0 hours. This time will be given priority and protected from interruptions. Board Language will be taught for an additional 20 minutes each day.	Daily implementation of the SBE-adopted core program will meet state required time of K: 30 minutes and 1st - 5th 60 minutes. This time will be given priority and protected from interruptions. Board Math will be taught for an additional 20 minutes each day.	English Language Learners will receive the district ELD program of 30 minute in leveled groupings. An additional daily 30 minutes of instruction will be given using Imagine Learning English. (This would give our ELLs a total of 60 minutes each day.)	An additional 28 hours per year (3 weeks of 3.6 hours/day during the summer) of instruction for students selected to participate.
Administrative Training: EPC #4	The administrator has completed 40 hours of training in the SBE-adopted core program. The administrator and Literacy Coach will also be trained in Board Language as a way to	The administrator needs to complete 40 hours of training in the SBE-adopted core program. The administrator also will be trained in Board Math as a way to coach and monitor the usage	The administrator will participate in the staff professional development for Imagine Learning English.	The administrator will be trained in the supervision of National Geographic's Summer Central and Houghton Mifflin Math curriculums.

	coach and monitor the program.	of Board Math.		
Highly Qualified Teachers and Professional Development: EPC #5	100% of all teachers will be trained in Board Language. This will include the Special Education staff of 2 Special Day Class teachers and the Resource Specialist.	100% of all teachers will be trained in ABX4 2 (formerly AB 472). The training should meet state requirements of a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program. To assist classroom teachers in planning lessons, using the SBE-adopted math curriculum components, data analysis and setting student goals a TSA "Relief Teacher" will be used to cover a current staff member's classroom for approximately 5 hours weekly. This will allow a current teacher to "coach" colleagues in	100% of all teachers will be trained in an overview of Imagine Learning English. The ELD Support Teacher and our TSA "Relief Teacher" will be trained in a full day training by Imagine Learning English to fully understand the program.	All teachers involved in Early Back will be trained in the use of National Geographic's Summer Central curriculum.

		best teaching practices and to effectively use the new math adoption to its fullest. Current classroom teachers may need to attend coaching training to be most effective in this position.		
Student Achievement Monitoring Systems: EPC #7	Edusoft will be used by all teachers to analyze common assessments based on the SBE-adopted program. Curriculum and Associates tests will be administered by all teachers as benchmarks every 10 weeks to monitor student progress. Reports will be created so that teachers can better disaggregate data to identify patterns of performance and modify instruction. Areas of concern will then be included as Board Language stems.	Edusoft will be used by all teachers to analyze common assessments based on the SBE-adopted program. Curriculum and Associates tests will be administered by all teachers as benchmarks every 10 weeks to monitor student progress. Reports will be created so that teachers can better disaggregate data to identify patterns of performance and modify instruction. Areas of concern will then be included as Board Math stems.	Imagine Learning English has formative assessments embedded throughout the program to determine if students have mastered the necessary skills to move ahead or if reteaching is necessary.	Site based assessments will be developed and used to analyze student progress during Early Back.

<p>Ongoing Instructional Assistance and Support: EPC #6</p>	<p>Our Literacy Coach ensures that all teachers are assisted through demonstration lessons, planning lessons, data analysis, and student goal setting. The literacy Coach will now include additional support in preparing proper stems, grade level appropriate problems, and engagement techniques to ensure students are participating fully in Board Language.</p>	<p>Our Teacher freed to "Coach" will ensure that all teachers are provided instructional assistance/support in math. The "Coach" will also include support in preparing proper stems, grade level appropriate problems, and engagement techniques to ensure students are participating fully in Board Math.</p>	<p>Imagine Learning English has been contracted to provide ongoing support for the staff for the first year of implementation, whenever needed. The ELD Support Teacher will monitor English Language Learner progress and collect data necessary to make determinations about student progress.</p>	<p>The administrator will ensure all teachers are trained in National Geographic's Summer Central and provide all the materials needed to implement the program successfully.</p>
<p>Regular Teacher Collaboration: EPC #8</p>	<p>Weekly Learning Team meetings are scheduled so teacher teams can analyze student data, develop intervention programs and determine student placement, and discuss best research-based teaching strategies. Team meeting minutes will be turned in to the</p>	<p>Weekly Learning Team meetings are scheduled so teacher teams can analyze student data, develop intervention programs and determine student placement, and discuss best research-based teaching strategies. Team meeting minutes will be turned in to the</p>	<p>A Monthly Meeting schedule with the ELD Support Teacher and staff will be developed and implemented. These meetings will focus on student progress using Imagine Learning English. Individual student concerns will be addressed with</p>	<p>Staff development will be provided for Early Back. Teachers will participate in National Geographic's Summer Central training. Together they will also develop a 3 week pacing guide, pre and post assessments and develop lessons plans</p>

	administrator each week.	administrator each week.	homeroom teachers.	for both curriculums.
Lesson Planning Guide: EPC #3	All teachers will use the district approved English Language Arts pacing guides including Curriculum and Associates benchmark assessments. Board Language stems will reflect the grade level standards. These standards will be introduced or reviewed throughout the year.	All teachers will use the district approved Mathematics pacing guides including Curriculum and Associates benchmark assessments. Site Staff members of the district-wide Math Leadership Committee will work with other teachers to revise and reorganize district pacing guides. Board Math stems will reflect the grade level standards throughout the year.	Imagine Learning English is an individually paced program based on the student's needs and demonstrated skill levels.	All Early Back teachers will use the National Geographic and Houghton Mifflin curriculums and the developed Early Back pacing guides.
Fiscal Support: EPC #9	The site SLIBG and Title 1 funds have been allocated to support the implementation of Board Language and to continue to fund the part-time Literacy Coach position.	Fiscal support will be needed to create the TSA "Relief Teacher" position. Site funds will be allocated in our Single Plan for Student Achievement (SPSA) to support the other areas of implementation.	The site EIA and ARRA funds will be allocated to support the Imagine Learning English program for two years.	Title 1 funds have been set aside to implement Early Back.

Others Areas

School Learning Environment	Fair Oaks Elementary has a BEST program. At the beginning of next year, the program will be revisited to fine-tune the various components. A fourth day of training for staff is being arranged with Student Services. The community volunteers will continue to support our Student Store for the 2010-2011 school year. The administrator will work with Contra Costa County Mental Health to provide two interns again next year so that small student groups can be formed for friendship and leadership social skills. The staff will develop a pacing guide for the Steps to Respect program in the 3 rd , 4 th , and 5 th grades.			
Parent Involvement	Our annual Family Reading Night will be fine-tuned to focus on how parents can support students at home to continue progress in reading fluency and vocabulary development.	Our annual Family Math Night will be fine-tuned to focus on how parents can support students at home in math fact fluency and problem solving.	Fair Oaks is investigating the use of Imagine Learning English with parents in the hope of beginning an Adult ELD class on campus which would also include our preschool parent co-op program.	Parents will be informed in June if their child has been selected to participate in the Early Back Program. Parents will be encouraged to support the program. Specific activities for parents to do with students at home to support their learning will be investigated during the first year of implementation.
Program Evaluation	Throughout the year data reports/results of benchmark assessments (Curriculum and Associates) will aid us in effectively monitoring	Throughout the year data reports/results of benchmark assessments (Curriculum and Associates) will aid us in effectively monitoring	The ELD Support Teacher will monitor student progress as they use the Imagine Learning English program.	Students who participate in the Early Back program will be given pre and post tests during the 3 weeks. The progress of these students will continue to

	the progress of every student.	the progress of every student.		be closely monitored by the Title 1 teacher during the school year.
Future Human and Fiscal Resources Needed to Continue to Transform this Strategy	Fair Oaks will need the support from C&I staff to investigate new, effective strategies and materials available for English Language Arts instruction. This is a significant growth area for our site and an area for which we will need the most support.	Fair Oaks will need support from the C&I staff to arrange for a provider to offer training in ABX4 2. We are hoping to have three years of training as in the past with a different focus each year. Fiscal support will be needed to pay teachers an \$800 stipend for training done during the summer.	Fair Oaks will need the support of the C&I staff to investigate the purchase of ELD materials to be used during the district 30 minute ELD leveled groupings. The current lesson plans are limited and teachers are requesting materials to help ensure that the 30 minutes of ELD instruction will be of the highest quality. Fiscal support will be needed to purchase these new materials.	C&I staff will need to assist Fair Oaks with the investigation of other Reading and Math interventions to be provided during the school day in year 2 and 3 of this plan.

RESTRUCTURING PLAN IMPLEMENTATION CHART FOR SCHOOLS

SCHOOL Fair Oaks Elementary

INTERVENTION MODEL Turnaround Restart Closure Transformation

Briefly describe site’s transformation initiative/strategies Fair Oaks has chosen 4 Strategies to focus on during the 2010-2011 school year. Specifically, Strategy #1: Language Arts, the implementation of Board Language. Strategy #2: Mathematics, professional development for teachers in a 40-hour training with the new SBE-adopted math curriculum. This strategy also creates a TSA position “Relief Teacher” that will cover a current classroom teacher’s class allowing for the teacher to “coach” other classroom teachers in math or another subject s/he has experience in teaching. Strategy #3: English Language Learners, part of the day of the TSA “Relief Teacher” will be to oversee the implementation of Imagine Learning English. This computer based program will be used to increase the daily language development of our English Learners by 30 minutes. Strategy #4: Response to Intervention, develops and implements an Early Back program this summer.

Program Design (Services & Activities)	Timeline	Projected Costs	Resources <i>(human and financial resources)</i>	Oversight <i>(person responsible for monitoring/ accountability)</i>
Strategy # 1: Language Arts				
<i>Student Achievement Goal/Target</i>	By August 2012, 48% of all students will be proficient or above on the CST in English Language Art. Our restructuring strategy will help us focus our support on our subgroups as we increase student’s academic vocabulary.			

<i>How will it be measured?</i>	<i>CST, API, AYP, District Benchmark assessments (C&A)</i>			
<i>List activities/actions linking the EPCs to support transformational initiative</i>				
Board Language Staff Training	Summer 2010	\$21,000	Funds have been allocated from the 2009-2010 Title 1 and SLIBG funds for staff to be trained and materials. Delta View Trainers will be needed of offer training.	Alternative Governance Team, Principal, Teachers
Materials				
White Board				
C&A assessments	April 2010	\$1,600	C&A assessments were purchased with SLIBG funds	
Strategy # 2: Math				
<i>Student Achievement Goal/Target</i>	By August 2012, 57% of all students will be proficient or above on the CST in Math. Our restructuring strategy will help us focus our support on our subgroups as we learn how to use the SBE-adopted math curriculum to its fullest potential.			
<i>How will it be measured?</i>	<i>CST, API, AYP, District Benchmark assessments (C&A)</i>			
<i>List activities/actions linking the EPCs to support transformational initiative</i>				
Train Staff in AB4X2	Summer or Fall 2010	\$11,200.	C&I to arrange provider Fiscal support for stipend if trained in the summer.	Alternative Governance Team, Principal, Teachers
Train Admin in Board Math				
Create & Hire TSA “Relief Teacher”	Summer 2010	\$56,000.	Fiscal support from district for position	

C&A Assessments	August 2010 April 2010	\$1,600.	C&A assessments were purchased with SLIBG funds	
Strategy # 3 :English Learners				
<i>Student Achievement Goal/Target</i>	By August 2012, our English Language Learners will meet their annual API growth targets for two years and have an API of 650. Our restructuring strategy will help us focus our support on this subgroup as we develop language skills.			
<i>How will it be measured?</i>	<i>CST, API, AYP, Benchmark assessments (C&A)</i>			
<i>List activities/actions linking the EPCs to support transformational initiative</i>				
Purchase site licenses for Imagine Learning English	May 2010	\$26,500	School Funds have been set aside for the first two years through EIA and ARRA.	Alternative Governance Team, Principal, Teachers
Create & Hire TSA “Relief Teacher” to include Imagine Learning English in job responsibilities.	August 2010	\$56,000	Fiscal support from district for position	
Strategy # 4: Response to Intervention				
<i>Student Achievement Goal/Target</i>	By August 2012, our Socioeconomically Disadvantaged students will meet their annual API growth targets for two years and have an API of 685. Our restructuring strategy will help us focus our support on the subgroups as we build self esteem, provide basic skills review, and teach new grade level routines prior to their return to school in the fall.			

<i>How will it be measured?</i>	<i>CST, API, AYP, Benchmark assessments (C&A)</i>			
<i>List activities/actions linking the EPCs to support transformational initiative</i>				
Select students and hire teachers	June 2010	\$20,200	School Funds have been set aside for the first two years through Title 1.	Alternative Governance Team, Principal, Teachers
Purchase curriculum	May 2010	\$17,900		
Train staff in National Geographic curriculum	July 2010	\$3,200		
	July 2010			
Develop pre & post assessments				

Program Evaluation

Fair Oaks teachers have become accustomed to using data to determine success and progress. The staff uses formative assessments daily and includes benchmark assessments approximately every 6 to 8 weeks in language arts and math. The results from these assessments help to determine participation in intervention programs. Reports showing results also allow teachers to set SMART goals for targeted students. The new C&A assessments will be used at least 3 times throughout the school year, specifically in November, February, and May.

With our focus strategy of implementing Board Language, we would expect to see success on our first benchmark assessment in November. Successful grade level standards/skills not yet formally taught during the language arts time would be credited to Board Language. Areas of concern on these benchmark assessments would be retaught and reviewed through our grade level intervention programs. The spring 2011 CST will be the final indication of the Board Language success.

The use of the new C&A benchmark assessments will help us monitor the math program and the student's progress. Our belief is that this assessment will be a better match with the CST results than the DPA assessments that we are currently using at each grade level. Teachers will use the results on the benchmark assessments to create SMART goals and monitor all students throughout the year. Again the spring 2011 CST results will help us determine the success of our math program. Teacher input will be gathered to determine if the "collegial coaching" was helpful. Training evaluations will be collected and reviewed to determine the effectiveness of the ABX4 2 training.

Imagine Learning English will be evaluated by the growth and progress of the students using the program. The ELD Support Teacher will review the embedded formative assessments to determine if student progress is sufficient.

Site developed pre and post assessments will show program success for our Early Back. The Title 1 teacher will continue to monitor the progress of those students who attended during the school year to help determine the long term success of the program. This long term success would be measured with district benchmark assessments as well as with the CST.

Stakeholders Meetings to Gather Input and Support

Monday, April 19, 2010 K/1 Grade Level Title 1 Release Day

Friday, April 23, 2010 4/5 Grade Level Title 1 Release Day

Friday, April 30, 2010 2/3 Grade Level Title 1 Release Day

Wednesday, May 5, 2010 Staff Meeting

Thursday, May 6, 2010 Site Council Meeting

Thursday, May 13, 2010 Parent Faculty Club Meeting

Wednesday, May 26, 2010 Title 1 Family Night

Attachments