Cambridge Elementary School

Transformational Plan for Academic Success

2010 – 2011

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Principal
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I   Introduction

Cambridge Elementary School (CES) is located in the neighborhood known as the "Monument Corridor" in central Concord, California. It is a culturally rich, low-income, neighborhood. The school serves approximately 682 students in grades K-5. Significant sub-group populations include: 98% socio-economically disadvantaged (SD) students, and 79.2% English Learners (EL).

The ethnic breakdown of our student population is as follows:

Hispanic/Latino	90.2% (+0.4)
American Indian/Alaskan Native	0.0% (same)
Asian	2.2% (same)
Pacific Islander	1.5% (-0.1)
Filipino	0.7% (-0.3)
African American	1.8% (-0.9)
White	3.1% (+.6)
Other/Declined to State	0.6% (+0.5)

(Numbers in parenthesis indicate an increase or decrease from the 2008-09 school year.)

Previous Reform Efforts

Previously, Cambridge has been involved in initiatives to better serve our student population, with a focus on the needs of our English Language Learners. In 2004, we received the California School Reform (CSR) grant and began the process of identifying key instructional strategies. Efforts toward this focus included professional development in Frontloading and Systematic English Language Development (ELD), This CSR grant rolled into the High Priority School Grant (HPSG) that provided the support of an outside entity (Alameda County Office of Education) to support our implementation of the Cycle of Inquiry (COI) and develop Strategic/Specific Measurable Attainable Results-oriented Time-Bound (SMART) goals using student assessment data. In 2003, Reading First and the Houghton Mifflin adoption began and provided 5 years of data analysis support and professional development and coaching in "best practices" for language arts instruction. Additionally, a school-wide focus on professional development and coaching in Structured Student Engagement (SSE) has increased our students' use of academic English.

In 2008-2009, we were awarded the Quality Education Investment Act (QEIA) grant that enabled us to reduce class size in Kindergarten to 20:1 and in grades 4-5 to 25:1. QEIA currently maintains class size reduction (20:1 and 25:1) in all grades. More recently, our site has restructured our Leadership team with the guidance of the District School Leadership Team (DSLT). This created a system for communication and a framework for site-based decision-making.

In 2008-09, Cambridge initiated a Primary Language program in Kindergarten. Two classes of students receive language arts instruction in Spanish. This program has expanded with those students as they move to first grade and will continue as they progress through the grades. English instruction in language arts will be introduced to the students in second grade and will increase each year with full transition to English by fifth grade. Students who are ready to transition earlier will be mainstreamed into Structured English Immersion (SEI) classes.

Our Parent Teacher Association (PTA) has grown in size and provides support for our students and families. Our parents continue to take the initiative to request family nights, education, and services to help them support their students.

Current Reform Efforts

Cambridge's reform efforts include ongoing training in Professional Learning Communities (PLC) that builds our capacity and skills around data analysis, student interventions and school climate and culture. Teachers are released in grade level teams one morning per week for one hour to review student assessment data in Language Arts and Math and essential standards. With the assistance of support staff (Reading coaches, Math coach, EL coaches), they develop systems to address the needs of strategic and intensive students. This work continues on 2 Wednesday afternoons each month.

The Response to Intervention (RTI) model has also been implemented. In order to monitor student progress, we have combined our Student Success Team (SST) and the Intervention committee. Together they review student assessment data and monitor progress as students proceed through the intervention pyramid. They also identify students for specific intervention programs.

To meet the needs of our intensive and strategic learners, grade level student groupings, based on skill and concept needs, have been developed to provide focused needs-based instruction. Grade level staff has analyzed assessment results to identify students for specific skill groups. Support staff and grade level staff coordinate schedules in order to provide smaller student to teacher ratios for the intensive groups. Reading intervention materials have been utilized including Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS). The ELD coach provides intervention support for recent arrivals and intensive level English Learners.

ADEPT, CELDT and reclassification data indicate the implementation of Systematic ELD has been increasingly effective as new district-provided lessons are utilized school-wide. An ELD coach has provides model lessons and materials to support student progress in ELD with the goal of all students being reclassified by fifth grade. Additionally, the ELD coach provides assessment data for teacher review and analysis.

Our parent involvement continues to grow and parent leaders provide support for our school community and our families. We have combined our School Site Council (SSC)

with our English Learner Advisory Council (ELAC) and moved the meetings to Friday mornings which has increased participation.

With these reforms in place, Cambridge continues to make steady student performance progress and has increased its Academic Performance Index by 101 points in three years. In 2009, Cambridge met its Academic Performance Index (API) target with an increase of 28 points; 658 to 686. This is a 33 point increase over the last two years. Cambridge has also met its Adequate Yearly Progress (AYP) criteria for the school-wide population and all targeted subgroups through Safe Harbor. Cambridge is in Year 5 of Program Improvement (PI). This year's goal is to exit PI status by meeting our AYP Annual Measureable Objective (AMO). Funding from the Quality Education Investment Act (QEIA) and Title I, along with other significant State and Federal monies, provides valuable resources for raising achievement.

II   Needs Assessment

In the 2009-2010 school year data was gathered from various sources to complete a needs-assessment at Cambridge Elementary School. Data sources include: School Plan for Student Achievement (SPSA) documentation, staff professional development surveys, Academic Program Survey, math and language arts data analysis utilizing District Progress Assessments and formative assessments, A Developmental English Proficiency Test (ADEPT), California English Language Development Test (CELDT) and CST results, and English Learner Adequate Yearly Progress (EL AYP) reports per district guidelines. The Cycle of Inquiry process is used to analyze student assessment data and plan appropriate instructional programs.

Needs Analysis	Evidence
Inconsistent implementation of the adopted curriculum.	Classroom walkthroughs Grade-level meeting minutes CST, CELDT and ADEPT (summative and formative data analysis)
Faithful use of school-adopted strategies that intensify student engagement and responsiveness to instruction (Structured Student Engagement)	Classroom walkthroughs and quick visits Professional Development documentation Student performance data
School-wide investment in the strategies/reform efforts for implementation of effective Professional Learning Communities	Staff survey Grade-level PLC meeting minutes
Consistently high numbers of students requiring intensive Tier II and III interventions.	SST Log Intervention documentation Intervention teachers and Support staff schedules District Intervention Folders in cums

	ELD Profile folders
Our students' progress toward achievement goals is too slow as compared to similar schools.	Analysis of similar school CST and CELDT data Just For the Kids website
Behavior referrals reflect inconsistent implementation and monitoring of school-wide behavior plan	Recess detention binder School Climate Committee meeting minutes Class Meeting lesson plans
Current assessments evaluating student performance during the school year are not aligned with annual CST student performance.	Edusoft data analysis Data screens Formative and summative assessment results

Transformational Plan for Success Strategies

The overarching goal of our Transformation for Success Plan focuses on rigorous implementation of California State standards in English Language Arts, Mathematics and English Language Development. The restructuring plan described below addresses our four Essential Component strategies in English Language Arts, Math, English Language Development and Intervention:
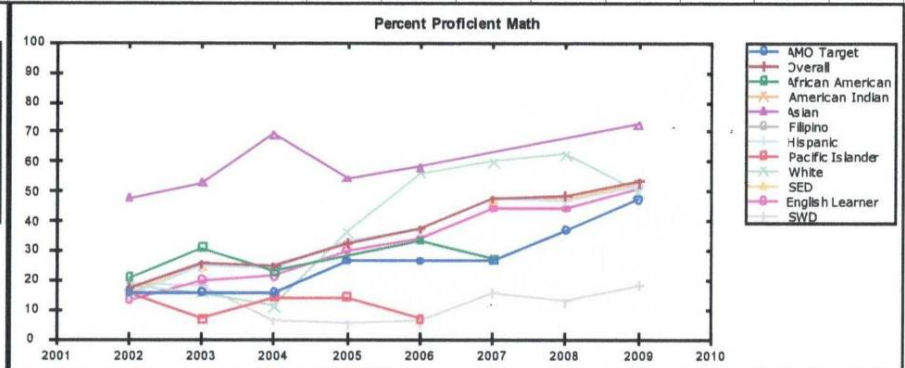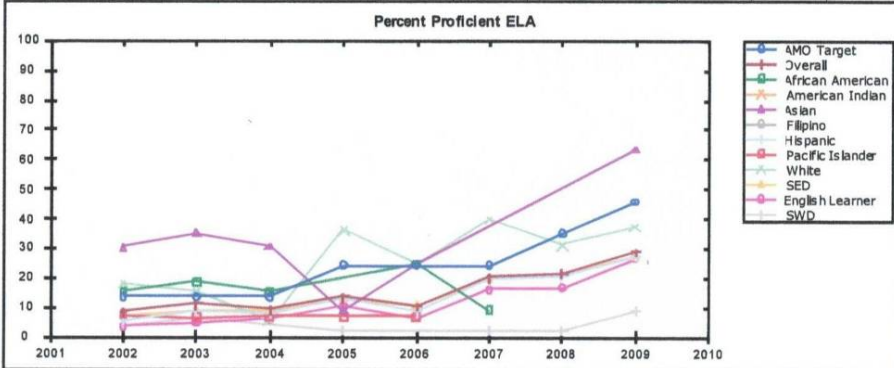
2000 - 2009 Accountability Progress Report

Cambridge Elementary - 07 - 61754 - 6003982

2000 - 2009 Academic Performance Index (API)

2000 - 2009 API Results	1999 - 2000 API Growth		2000 - 2001 API Growth		2001 - 2002 API Growth		2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth	
	2000 Growth API	2000 Growth Point	2001 Growth API	2001 Growth Point	2002 Growth API	2002 Growth Point	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point
Overall	503	36	548	45	522	-42	582	42	572	-10	598	28	574	-24	655	68	656	5	686	28
African American																				
American Indian																				
Asian																				
Filipino																				
Hispanic	469	55	515	46	496	-40	571	55	562	-9	593	33	567	-26	647	69	647	3	675	26
Pacific Islander																				
White	546	11																		
SED	485	37	529	44	510	-37	574	44	565	-8	594	31	574	-20	652	67	653	5	681	26
English Learner													566	-17	635	71	630	-1	672	40
SWD																				

2002 - 2009 Adequate Yearly Progress (AYP)

	2002	2003	2004	2005	2006	2007	2008	2009		2002	2003	2004	2005	2006	2007	2008	2009
Met All AYP Criteria?		No	No	No	No	Yes	No	Yes	Met Graduation Rate?								

Annual Measurable Objectives (AMOs)	Percent Proficient ELA								Annual Measurable Objectives (AMOs)	Percent Proficient Math							
	2002	2003	2004	2005	2006	2007	2008	2009		2002	2003	2004	2005	2006	2007	2008	2009
AMO Target	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46	AMO Target	16	16	16	26.5	26.5	26.5	37	47.5
Overall	8.8	11.2	9.5	13.8	10.7	20.4	21.7	29.1	Overall	17.5	25.7	24.9	32.8	37.5	47.6	48.9	53.4
African American	15.7	18.7	15.3		25	9.1			African American	21	31.2	23		33.3	27.3		
American Indian									American Indian								
Asian	30.4	35.2	30.7	9.1	25			63.6	Asian	47.8	52.9	69.2	54.5	58.3			72.7
Filipino									Filipino								
Hispanic	5.8	8.9	8.4	13.5	8.7	19.5	21	27.4	Hispanic	14.9	24.6	24.3	33.3	37.4	47.7	47.2	51.7
Pacific Islander	7.6	6.6	7.1	7.1	7.1				Pacific Islander	15.3	7.1	14.2	14.3	7.1			
White	18.1	15.7	5.5	36.4	25	40	31.3	37.5	White	18.1	15.7	11.1	36.4	56.3	60	62.5	50
SED	7.6	9.3	8.6	13.5	10.8	19.8	21.6	27.8	SED	15.6	24.6	24.4	33.1	37.5	47.5	47.8	52.6
English Learner	3.5	4.7	6.1	10.4	6.6	16.2	16.9	26.9	English Learner	13.2	20	21.2	30.2	34.1	44.4	44.4	51.4
SWD	3.8	6.6	0	2.6	0	2.6	2.6	9.3	SWD	19.2	18.5	6.4	5.3	6.1	15.8	12.8	18.6

Percent Proficient ELA

Percent Proficient Math

🟩 = Met target   🟥 = Did not meet target

2002 - 2009 Accountability Progress Report

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AYP ELA / API

	Participation Rate								Proficient Rate								API							
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009	2002 Growth	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth
AMO Target	95	95	95	95	95	95	95	95	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46								
Overall	93	97	100	99	100	100	100	100	8.8	11.2	9.5	13.8	10.7	20.4	21.7	29.1	522	582	572	598	574	655	656	686
African American	88	100	100	100	100	100	100	100	15.7	18.7	15.3		25	9.1										
American Indian	80	100	100					100																
Asian	96.1	100	100	100	100	100	100	100	30.4	35.2	30.7	9.1	25		63.6									
Filipino	100	100	100	100	100	100	100	100																
Hispanic	92.5	96.3	100	99	99	100	100	100	5.8	8.9	8.4	13.5	8.7	19.5	21	27.4	496	571	562	593	567	647	647	675
Pacific Islander	100	100	100	100	100	100	100	100	7.6	6.6	7.1	7.1	7.1											
White	100	100	100	100	100	100	100	100	18.1	15.7	5.5	36.4	25	40	31.3	37.5								
SED	92.8	96.6	99	100	100	100	100	100	7.6	9.3	8.6	13.5	10.8	19.8	21.6	27.8	510	574	565	594	574	652	653	681
English Learner	92.1	95.6	100	99	100	100	100	100	3.5	4.7	6.1	10.4	6.6	16.2	16.9	26.9					566	635	630	672
SWD	66.6	85.7	100	100	100	100	100	100	3.8	6.6	0	2.6	0	2.6	2.6	9.3								

AYP Mathematics / Graduation Rate

	Participation Rate								Proficient Rate								Graduation Rate							
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009
AMO Target	95	95	95	95	95	95	95	95	16	16	16	26.5	26.5	26.5	37	47.5								
Overall	92.8	95.4	99	99	100	100	100	100	17.5	25.7	24.9	32.8	37.5	47.6	48.9	53.4								
African American	84	100	100	93	100	100	100	100	21	31.2	23		33.3	27.3										
American Indian	80	100	100					100																
Asian	96.1	100	100	100	100	100	100	100	47.8	52.9	69.2	54.5	58.3			72.7								
Filipino	100	100	100	100	100	100	100	100																
Hispanic	92.5	94.7	99	99	99	100	100	100	14.9	24.6	24.3	33.3	37.4	47.7	47.2	51.7								
Pacific Islander	100	93.3	100	100	100	100	100	100	15.3	7.1	14.2	14.3	7.1											
White	100	100	100	100	100	100	100	100	18.1	15.7	11.1	36.4	56.3	60	62.5	50								
SED	92.8	94.9	99	99	100	100	100	100	15.6	24.6	24.4	33.1	37.5	47.5	47.8	52.6								
English Learner	92.1	93.6	99	99	100	100	100	100	13.2	20	21.2	30.2	34.1	44.4	44.4	51.4								
SWD	66.6	77.1	100	100	100	100	100	100	19.2	18.5	6.4	5.3	6.1	15.8	12.8	18.6								

= Met target   = Did not meet target

2009 CELDT 2 Year Proficiency Level Movement Analysis
Students with Previous CELDT SCORES (Matched-Case)

Overall

2008		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
	Level 5	0	0	0	1	0	Level 5	1	0	0	
	Level 4	0	2	8	11	3	Level 4	10	11	3	
	Level 3	3	12	75	42	2	Level 3	15	75	44	
	Level 2	20	52	50	6	1	Level 2	20	52	57	
	Level 1	63	52	24	1	0	Level 1	0	63	77	
							Total N	46	201	181	428
							Total %	10.75 %	46.96 %	42.29 %	100.00 %

Reading

2008		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
	Level 5	0	0	0	0	0	Level 5	0	0	0	
	Level 4	1	0	1	2	0	Level 4	2	2	0	
	Level 3	3	5	25	18	1	Level 3	8	25	19	
	Level 2	10	7	30	7	1	Level 2	10	7	38	
	Level 1	80	24	19	0	0	Level 1	0	80	43	
							Total N	20	114	100	234
							Total %	08.55 %	48.72 %	42.74 %	100.00 %

Writing

2008		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
	Level 5	0	0	0	0	1	Level 5	0	1	0	
	Level 4	0	0	6	5	3	Level 4	6	5	3	
	Level 3	0	4	39	21	8	Level 3	4	39	29	
	Level 2	3	24	37	2	0	Level 2	3	24	39	
	Level 1	43	29	9	0	0	Level 1	0	43	38	
							Total N	13	112	109	234
							Total %	05.56 %	47.86 %	46.58 %	100.00 %

2009 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

Listening

2008		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
	Level 5	0	0	7	6	3	Level 5	13	3	0	
	Level 4	0	6	19	12	6	Level 4	25	12	6	
	Level 3	3	22	49	34	14	Level 3	25	49	48	
	Level 2	11	41	47	24	3	Level 2	11	41	74	
	Level 1	41	42	31	5	1	Level 1	0	41	79	
							Total N	74	146	207	427
							Total %	17.33 %	34.19 %	48.48 %	100.00 %

Speaking

2008		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
	Level 5	0	0	3	11	6	Level 5	14	6	0	
	Level 4	0	1	35	35	16	Level 4	36	35	16	
	Level 3	0	12	74	36	14	Level 3	12	74	50	
	Level 2	2	23	29	12	0	Level 2	2	23	41	
	Level 1	41	48	25	5	0	Level 1	0	41	78	
							Total N	64	179	185	428
							Total %	14.95 %	41.82 %	43.22 %	100.00 %

III.   Schedule of Presentations to Stakeholders

Regarding the Cambridge Elementary School Transformational Plan for Success

Date	Stakeholders	Information Presented	Input Received
4/14/10	Staff	Current info regarding PLAS status and process	Questions regarding implications for our school were addressed.
4/21/10	Leadership	Overview of requirements, template. Calendar to meet and formulate plan.	Clarification of process and suggestions for school improvement
4/13/10	Parents at Family STAR Night – preparing your child for the CST.	Summarize Program Improvement status. Inform parents of state designation of PLAS and the Tier III schools. Explain restructure meetings.	Some parents questioned the emphasis on the test. "Are we concerned about the test or the students?"
4/28/10	Leadership	Begin process of looking at needs (data), developing strategies and going through the EPCs.	Review research and data to identify needs and develop strategy proposals for stakeholder input.
5/1/10	Leadership	Continue work from 4/28/10.	Included strengthening school climate as a method of increasing student focus on academics.
5/5/10	Staff	Update regarding SIG grant application process, and facilitation of group input for strategies .I-IV	Consider year round schools, improve After School Program to include more academics, strengthen staff collaboration and collegiality.
5/13/10	PTA	Update parents regarding reason for restructure, needs assessment and four strategies.	
5/21/10	SSC	Review of draft Transformational plan and retain group input from parents and staff.	
5/28/10	School Board	Presentation of AGT plan to the School Board	

Cambridge Elementary Transformational Plan for Success Strategies Worksheet

Essential Program Components (EPC)	Strategy #1 ELA – K-5 - Fully implement a rigorous, standards-based Language Arts program with fidelity. Year 1: In primary grades, the instructional focus will be on decoding and sight word fluency. In upper grades, the focus will be comprehension. Year 2: K-5 - Implement a sequential, articulated, rigorous writing program.	Strategy #2 Math – Fully implement a rigorous, standards-based, K-5 math program, with fidelity. Focus on math fact automaticity, conceptual understanding and math reasoning.
Student Achievement Goal/Target	K - From fall 2010 to spring 2011, 70% of Kindergarten students will read proficiently at a RAP Level 3 or above. 1-5th – From fall 2010 to spring 2011, 68% of students will score 70% or more on Curriculum Associates benchmark assessments. 1-5th – By June 2011, 70% or more of the students will score proficient on RAP/QRI. Over the next three years, Cambridge will achieve an API of 801 with CST ELA Student Performance Band breakdowns as follows:	K- In March 2010, Kindergarten students were given a 7-part NS 1.0 end of trimester benchmark assessment. The grade level average percent proficient on each question was 63%. By June, 2011, the average percent proficient will increase to 80% as measured by the end of trimester benchmark assessment. 1-5th – From fall 2010 to spring 2011, 69% of students will score 70% or more on Curriculum Associates benchmark assessments. 1-5th – By June 2011, the percent of students scoring proficient on math fact

2nd – 5th Grade CST ELA API Goals	**automaticity assessments will increase to 50% or more as measured on the FasttMath assessment.**

2nd – 5th Grade CST ELA API Goals

Perf Levels	2009 – Actual 686API # of valid ELA scores	2010 Goal– 713API # of valid ELA scores	2011 Goal – 753API # of valid ELA scores	2012 Goal 801API # of valid ELA scores
A	30	35	50	65
P	85	100	115	130
B	122	112	102	92
BB	67	67	62	57
FBB	91	81	66	51
Total	395	395	395	395

Over the next three years, Cambridge will achieve an API of 801 with CST Math Student Performance Band breakdowns as follows:

2nd – 5th Grade CST Math API Goals

Perf Levels	2009 – Actual 686API # of valid Math scores	2010 Goal– 713API # of valid Math scores	2011 Goal – 753API # of valid Math scores	2012 Goal 801API # of valid Math scores
A	93	103	123	143
P	118	132	142	152
B	84	80	75	70
BB	77	67	55	30
FBB	23	13	0	0
Total	395	395	395	395

| **Instructional Program** | **Year 1:**
In order to support the primary grades instructional focus of decoding and sight word fluency and upper grades focus of comprehension, the following practices will be implemented:
• **Structured Student Engagement strategies (Feldman, Kinsella, Archer,** | **Year 1:**
In order to increase the effectiveness of our focus on math fact automaticity, conceptual understanding and math reasoning, the following practices will be implemented:
• **Structured Student Engagement strategies (Feldman, Kinsella, Archer, O'Hara) will be fully implemented and monitored in** |

	Roll out Explicit Direct Instruction model of lesson development (1/2 of staff to be trained Spring 2010) **Utilize identified essential standards to create standards-based pacing guide.** **Implement BoardLanguage with fidelity in all K-5 classes and develop a monitoring system.** **Develop learning objectives for the grade-level instructional focus, as outlined above, for all HM lessons; post on Focus Wall.** **Year 2:** **Develop EL language objectives for ELA lessons.** **Implement a Writers Workshop model for writing instruction.** **Use Step-up-to-Writing as a framework to supplement our**	**Increase teacher knowledge of standards by articulating and utilizing an Essential Standards (ES) map K-5. Use ES map to create standards-based pacing guides to implement HM math program, with fidelity.** **Fully implement BoardMath, with fidelity, 5 days/week, in all K-5 classrooms, and increase effectiveness by implementing a monitoring system.** **Increase the number of students who are fluent with their math facts for grades 1-5, by implementing FasttMath computer fact fluency practice and assessment program minimum of 3 days per week.** **Year 2:** **Roll out Explicit Direct Instruction in Math** **Amplify focus on Math Reasoning K-5 by developing an instructional model following the "I do it, we do it, you do it" pattern of instruction.**

	writing lessons. Use aligned read-alouds to model genres for writing instruction. Fully implement Words Their Way schoolwide to support decoding and encoding. Hire a preschool teacher with expertise in early childhood development and language development (12 unites ECE) to teach and oversee our Pre K Academy.	Incorporate Math Expressions lessons and strategies into HM curriculum(years 2 & 3). Increase FasttMath practice days to 4 times per/week.
Instructional Time	Year 1: K = 1.5 hrs. 1-3 = 2.5 hrs. 4/5 = 2 hours Include 20 minutes of BoardLanguage Reduce passing time from 5 to 3 min in Grades K-3 Year 2: Writing instruction: K – 15 minutes daily 1-5 30 minutes daily	Year 1: K-1 = 60 min 2-5th = 90 min K = 15 Boardmath 1-5 20 min Boardmath 2nd -5th Grade - 10 min of math FasttMath 3 x/week. 1st Grade - Incorporate 10 minutes of math fact fluency practice for each student starting in January, with instructional and assessment monitoring of concepts of addition and subtraction all year.

Administrative Training	**Year 1:** **Explicit Direct Instruction,** **BoardLanguage, and Curriculum** **Associates data analysis training.** **Program monitoring training by** **Dennis Parker. Continue DuFour** **training around Professional** **Learning Communities.** **Year 2: Step-up-to Writing** **New ELA adoption** **SB 472**	**Year 1:** **BoardMath** **Curriculum Associates data analysis** **Walkthrough BoardMath** **FasttMath** **Year 2:** **SB 472** **HM Math Expressions**
Highly Qualified Teachers and **Professional Development**	**Year 1:** **Roll out Explicit Direct Instruction.** **All staff to be trained in** **BoardLanguage.** **All staff to be trained in** **Curriculum Associates data** **analysis.** **All staff to be trained in DuFours** **PLC model by Spring 2011** **Calibrate Running Records** **administration for all staff.** **Calibrate RAP/QRI with 3rd grade** **staff.** **All Grades: Administrator will** **recruit and retain highly effective**	**Year 1:** **Provide training in:** - **BoardMath** - **Curriculum Associates** - **Data analysis** - **FasttMath training** - **In order to provide targeted services** **for students below grade level, Math** **Coach will be trained in utilizing a** **continuum of formative assessments to** **deepen the understanding of the critical** **learning phases of mathematics** **instruction (e.g. Assessing Math** **Concepts from Math Perspectives** **Institute.** **Train Math coach in teacher- led**

	teachers and staff who implement this transformational plan with fidelity and who show students learning results. **Year 2:** **All Staff:** • **Writer's Workshop training** • **Step-up-to-Writing for all staff** • **Continue Explicit Direct Instruction roll out for all staff**	intervention program such as Knowing Mathematics. **Continue supporting teachers attendance at ACCLAIM Institutes** **Year 2:** **Use HM Math Expressions to support conceptual understanding** **Math Universal Access**
Student Achievement Monitoring Systems	**Year 1:** **Use PLC structure/Cycle of Inquiry to monitor student achievement: RAP/QRI, Running Records, BEAR (Words Their Way), walkthroughs, Curriculum Associates, writing prompts, formative assessments.**	**Year 1:** **Use PLC structure/Cycle of Inquiry to monitor student achievement: Curriculum Associates, HM formative assessments, Walkthroughs, formative assessments, FasttMath data, etc.**
Ongoing Instructional Assistance and Support	**Year 1:** **Maintain:** • **Literacy Coaches** • **parent liaison** • **site tech** **Hire:** • **Data Coach**	**Year 1:** **Increase position to Full-Time Math Coach** **Continue Partnership with ACOE** **Continue District Math Leadership Team** **Hire:**

	• **Outside Entity (Dennis Parker)** **Year 2:** **Hire volunteer coordinator and trainer to recruit and train parent and community volunteers**	• **Data Coach** • **Outside Entity (Dennis Parker)** • **Site Tech**
Regular Teacher Collaboration	**Year 1:** **Analyze ELA data/SMART goals every 6 weeks: district writing prompts, Curriculum Associates results Running Records (one student/day), RAP/ QRI.** **Use all assessments for progress monitoring to plan instruction and interventions.** **Data Driven PLC and Grade-level meetings provide opportunities to collaborate for student achievement.**	**Year 1:** **Analyze Math benchmark data every 6 weeks: Curriculum Associates, HM formative assessments are analyzed bi-weekly,** **FasttMath progress reports.** **Use all above for progress monitoring and to plan instruction and interventions.** **Data Driven PLC and Grade Level Meetings provide opportunities to collaborate.** **Plan for SMART goals in Math at least monthly.**
Lesson Planning Guide	**Year 1:** **Develop a daily instructional ELA template for each grade.** **Year 2:** **Develop a K-5 articulated-genre based reading/writing instructional**	**Year 1:** **Develop a math instructional template for each grade.** **Year 2:** **Develop and implement a K-5 math reasoning instructional plan template.**

	template.	
Essential Program Components (EPC)	**Strategy #1**	**Strategy #2**
Student Achievement Goal/Target		
Fiscal Support	• **SIG Grant** • **Title 1 and ARRA** • **EIA** • **SLIBG**	• **SIG Grant** • **Title 1 and ARRA** • **EIA** • **SLIBG**
Others Areas		
School Learning Environment	**Year 1:** **K-2: "Cambridge Scholars" – Create a reward system to honor students for mastery of grade level high frequency words (reading/writing).** **3-5th - Students set personal goals for their own reading level and monitor their own growth, as well as consult with teacher monthly.** **Year 2:** **K-5 Develop a reading club with rewards for reading grade-level specific number of pages/books.**	**Year 1:** **1-5 - Develop a Math fact club with awards for progress on FasttMath. Kindergarten would begin in January.** **3rd – 5th - Students set personal goals for their own Math fact fluency progress and monitor their own growth, as well as consult with teacher monthly.** **Year 2:** **2nd Grade - Students set personal goals as above, and 3rd through 5th set personal goals for math strands using Curriculum Associates Benchmark exams.**

	Grades 3-5th: Use Accelerated Reader with rewards for reaching personal goals using the computers in the Library before and after school. **Organize a monthly student writing celebration.** **Create a display station to show student work.**	**Math Olympians – Implement Math Olympians enrichment program for grades 4-5 to increase math reasoning proficiency.** **Develop a partnership with the local community college and high schools for before/after school math tutoring.**
Parent Involvement	**Year 1:** **Ensure that at a minimum, monthly progress reports are sent home. Family Literacy Night - Targeted training for parents of struggling students with a focus on intensive and strategic students, Fall 2010.** **Year 2:** **Identify one parent representative per classroom to organize literacy student rewards system.** **Year 3:** **Develop a-parent run Family Literacy Game Night.**	**Year 1:** **Ensure that at a minimum, monthly progress reports are sent home. Family Math Night - Math fact training – how to support math fluency at home.** **Year 2:** **Family Math Night - Targeted training for parents of intensive and strategic students by grade level.** **Identify one parent representative per classroom to organize math fact student rewards system.** **Provide a Lawrence Hall of Science/Math Night** **Year 3:**

		Develop a paren- run Family Math Game Night
How will you evaluate the strategies effectiveness (evaluation plan)?	Evaluate student achievement data. Organize regular walkthroughs to monitor that programs are fully implemented with rigor and fidelity. Hold standards-based grade level meetings with the administrator that focus on student achievement data. Analyze student, parent and staff surveys.	**Year 1:** **Hold standards based grade level meetings with administration that focus on student achievement data. .** **Use Curriculum Associates, HM and formative data analysis.** **Organize regular walkthroughs to monitor that programs are fully implemented with rigor and fidelity.** **Hold standards-based grade level meetings with the administrator that focus on student achievement data.** **Analyze student, parent and staff surveys.** **Analyze the FasttMath program and data**
How much will it cost to implement the strategy and what resources (human and fiscal) will be used? *Be as detailed as possible with actual projected costs.*	**Year 1:** **Professional Development costs for the following trainings:** • **PL** • **EDI** • **Structured Engagement** • **BoardLanguage**	**Year 1:** **Professional Development costs for the following trainings:** • **ACCLAIM** • **BoardMath** • **FASTTMATH** • **Math Intervention**

	• **New computer programs** • **Writing trainings.** **Contractual costs:** • **outside entity (Dennis Parker)** • **data coach.** **Hourly costs:** • **Pre School Teacher** • **After school intervention staff** • **Early Back teachers and teacher leader** • **Summer School teachers and staff** **Salary:** • **Two Literacy coaches** **Materials:** • **White Boards** • **Technology** • **Licenses** • **Summer School and Early Back**	**Contractual costs:** • **Outside entity (Dennis Parker)** • **Data Coach** **Salary:** • **Full-time Math coach** **Hourly costs:** • **After school intervention staff** • **Summer School staff** **Materials:** • **Math manipulatives** • **Technology** • **Licenses** • **Summer School Materials and supplies** • **White Boards** **Year 2:** **Hourly pay:** • **Early Back teachers and teacher leader**
What support will be needed from the District?	**Year 1:** • **Change the administration of the DRA/QRI (ex., show the questions before they read)?** • **District support for ELA walkthroughs.** • **Support our efforts to secure**	**Year 1:** • **Technical Assistance around data analysis** • **Decision on a District wide mandated math intervention program, K-5.** • **District support for math**

	subs trained in our transformational programs. Bilingual preferred. • **If staff does not agree with restructuring plan, provide priority transfer opportunities to those staff.** • **Information and support to explore becoming a Charter School.**	**walkthroughs.** • **Information and support to explore becoming a Charter School.**

Restructuring/Turn around (Transformational) Strategies Worksheet

Essential Program Components (EPC)	**Strategy #3** **ELD – We will increase the number of students reclassified to Fluent English Proficient (RFEP).**	**Strategy #4** **Climate – We will build and support a safe environment conducive to teaching and learning.** **Intervention – We will identify appropriate/targeted interventions for students and monitor their progress using a data-driven, systematic approach to increase the number of proficient students at all grade levels.**
Student Achievement Goal/Target	**From Spring 2010 to spring 2011, the number of students being reclassified will increase from 37 to 50 as measured by district reclassification criteria.**	**From Spring 2010 to Spring 2011, 80% of students receiving targeted interventions will meet their SMART goals.** **From Spring 2010 to Spring 2011, students receiving Resource services will increase their proficiency levels on CMAs and CSTs from 9% in ELA to 56%?, from 18% to 57% in Math.** **As a result of our work on school climate, office referrals and suspensions will be reduced annually by 50%. This environment will support schoolwide CST and learning goals.**
Instructional Program	**Year 1:** **During ELD, strengthen the link**	**Year 1:** **Identify a computer-based ELA and**

	between writing and oral language development and expand the writing component.
	
	Year 2:
	Utilize an EL lens throughout the day, adding a language objective and frames for all ELA HM lessons; posted on the ELA focus wall.
		Math program for independent practice for all levels to be used in the classroom (e.g. Imagine Learning English, Accelerated Reader and FasttMath).
		
		3-Tiered Approach to Interventions:
		
		Tier 1:
		  • **Caring School Communities implemented with fidelity schoolwide**
		
		Tier II:
		  • **Provide targeted small group instruction in classroom by the teacher**
		  • **Develop grade level skill-based flexible groupings during the school day**
		  • **Provide pull-out, skills-based instruction by Intervention teachers during the school day,**
		  • **Provide targeted after-school small group, skills based instruction by classroom teachers**
		Programs to be used include SIPPS, Benchmark materials for Primary Literacy classes.

		Roll out use of Words Their Way. **Early Back –** • **Prepare our students entering Grades 2-5 for the upcoming year by providing an Early Back program in August.** • **Targeted students will be chosen based on May/June running record scores and ADEPT results.** • **Structure the day to include 90 minutes of ELD instruction and 90 minutes of ELA instruction.** • **The instructional focus for ELA will be phonics, phonemic awareness, sight words, and fluency using SIPPS.** • **The instructional focus for ELD will be oral language fluency linked to writing using Systematic ELD and flexible groupings.** **Year 2:**

		Tier II – **Early Back -** **Add Mathematics instruction to Early Back program using district-recommended direct instruction intervention program.** **Grades 3-5 - Use Words Their Way, Accelerated Reader, Being A Writer, Comprehension Tool Kit (Harvey and Goudvis)** **Tier III: Supplants core curriculum program:** **Grades 4-5 - Use Read 180 for ELA** **For mathematics, identify a district recommended program such as Knowing Mathematics and/or Soar to Success.** **Identify a teacher-directed program that includes a technology skill component for independent practice.** **Increase access and enrollment in the Academic After School Pre K with the**

		goal of increasing instructional time from two to three hours/day, 4 days/week and providing two sessions per day.
Instructional Time	**Year 1:** **45 minutes of Systematic ELD every day, 5 days per week, 8:00-8:45- uninterrupted time.** **Year 2:** **60 minutes of Systematic ELD every day, 5 days per week.** **Use an instructional template outlining the lesson structure.**	**Year 1:** **Tier I** • **Provide up to 30 minutes of universal access time in ELA and Math** • **Provide weekly CSC class meeting, 30 minutes** • **Provide daily CSC daily check-in meetings, 5 minutes/day** **Year 2:** **Tier II** • **Increase site time 60 minutes per day, 5 days per week** • **Provide a skill-based, whole grade level pull out intervention program a minimum of 30 minutes/3 times per week, before, during and/or afterschool** **Tier III – Supplants core curriculum program:** • **Research Tier III**

		Year 3: **Tier I** • **Increase Kindergarten from half day to full day.**
Administrative Training	**Year 1:** **Attendance at the 90/90/90 schools conference** **Side by Side document training**	**Year 1:** **Provide training in newly purchased intervention programs** **Participate in Walkthrough monitoring and debriefing sessions with internal and external coaches** **Participate in Transformation Leadership Training**

Highly Qualified Teachers and Professional Development	**Year 1:**
	All teachers will be trained in:
	    • **Systematic ELD**
	    • **GLAD/SDAIE**
	
	All staff will be proficient in administering the ADEPT
	
	Year 2:
	Provide support for use of the Systematic ELD "language use
		Year 1:
		Trainings include:
		    • **Participate in training for all intervention programs, as needed, by staff and defined by administration.**
		    • **Provide Caring School Communities training for new and returning teachers.**
		    • **All staff participates in training provided by Dennis Parker (outside entity).**

	observation tool".	**Year 2:** **Provide Learning-Focused Conversations/Mentoring Matters training for all staff with Peggy Olcott.**
Student Achievement Monitoring Systems	**Year 1:** **Utilize:** • **walkthroughs,** • **CELDT, ADEPT, and CST data** • **Utilize technology, such as Imagine Learning English, and/or other supplemental programs for ELD support at all levels.** **Year 2:** • **Develop a writing prompt rubric linking ELA and ELD standards.** • **Utilize Systematic ELD "language use observation tool".**	**Year 1:** **Utilize:** • **walkthroughs** • **reading assessments (RR)** • **formative assessments included in math, reading and ELD intervention programs** • **Curriculum Associates** • **Use EduSoft and disaggregated CST data.** **Administration and coaches meet with staff to evaluate intervention data on a regular basis (minimally-Oct, Feb, May)**
Ongoing Instructional Assistance and Support	**Year 1:** **Maintain:** • **EL coaches** • **ELD paraprofessional** • **site tech**	**Year 1:** **Maintain:** • **Literacy, Math and ELD coaches** • **site tech**

	• **parent liaison.** **Hire:** • **Outside Entity (Dennis Parker) to evaluate program implementation** • **Data Coach to support data analysis**	• **parent liaison** **Hire:** • **Outside Entity (Dennis Parker)** • **Data Coach to evaluate programs and implementation** **Hourly:** • **Intervention teachers**
Regular Teacher Collaboration	**Year 1:** **Review ELD data every trimester: (ADEPT).** **Review CELDT results annually.** **Use all above for progress monitoring to plan instruction and interventions.** **Year 2:** **Develop a writing prompt rubric linking ELD and ELA standards.** **Collaborate to develop writing lessons in ELD.**	**Year 1:** **Tier I** **Hold weekly and bi-weekly Cycle of Inquiry meetings by classroom teachers and support staff to evaluate and monitor student achievement progress.** **Year 2:** **Tier II** **Increase meetings of intervention/SST committee to twice/month.** **Tier III** **Increase meetings of SST committee to twice/month to evaluate progress and monitor SST Log students.**
Lesson Planning Guide	**Year 1:**	**Year 1:**

	Develop a Systematic ELD 45 minute instructional lesson template that expands the writing instruction component. **Year 2:** Develop a Systematic ELD 60 minute instructional lesson template with further expansion/focus on writing.	Develop instructional templates aligned with SMART goals for use with each intervention.
Essential Program Components (EPC)	**Strategy #3**	**Strategy #4**
Student Achievement Goal/Target		
Fiscal Support	• **QEIA/SIG Grant** • **Title 1 and ARRA** • **EIA** • **SLIBG**	• **QEIA/SIG Grant** • **Title 1 and ARRA** • **EIA** • **SLIBG**
Others Areas		
School Learning Environment	**Year 1:** **Schedule Preps to allow for uninterrupted ELD time.** **Increase progress motivation strategies (parent/student assembly, rewards for progress and reclassification).**	**Year 1:** **School Climate –** **Using the Caring School Communities program, classroom teachers will facilitate 20-30 minute weekly class meetings, and daily targeted 5 minute check-in meetings.**

		"Rising Stars" Club – Develop a system for providing rewards for progress and participation in intervention classes. Rewards could include certificates, plaques, "dog tags," pencils, etc. **Year 2:** Enhance the rewards system to include books, math tools, t-shirts, bulletin boards, patches, etc. Develop partnerships to provide teachers with rewards (certificates to Star Bucks, Peet's, Borders, etc.) for teaching before/after school intervention classes and increasing student progress.
Parent Involvement	**Year 1:** Collaborate with adult ELD literacy program to strengthen the link between home and school. **Year 2:** Implement Los Dichos parent reading program. Train parents to support primary language vocabulary that links to school instruction.	**Year 1:** At Back to School Night and other parent events, provide information regarding intervention class purpose, goals, and results to parents. Provide parents with strategies to practice at home. Continue parenting classes (Loving Solutions) through Adult Education. **Year 2:** Convene two additional parent

		conferences for students who are academically intensive or strategic and students who have behavior issues or other concerns. **Include parent strategies for use at home.** **Parents of proficient and advanced students will be given home strategies to enrich and challenge student learning.**
How will you evaluate the strategies effectiveness (evaluation plan)?	**ADEPT results, CELDT results, district writing prompts, and CST results (trimester basis and annually), report cards**	**Parent survey** **Formative, pre- and post- assessments administered during interventions** **Teacher surveys** **Intervention program evaluation by intervention committee, outside entity, data coach, and administrator**
How much will it cost to implement the strategy and what resources (human and fiscal) will be used?	**Salary:** • **EL coaches** • **EL paraprofessional** • **Site Tech** • **Parent Liaison** **Hire:** • **Outside Entity** • **Data Coach**	**Hourly pay for:** **Early Back program** **Summer School**

| What support will be needed from the District? | Year 1:
Communicate a coordinated, collaborative district plan for English Learner instruction that is clearly agreed upon and implemented by all stakeholders.

Support schedule flexibility (preps) to allow for uninterrupted ELD time.

Allow assignment of trained, skilled substitutes for our transformational programs and population including bilingual subs and increased BCLAD teacher assignment.

Year 2:
Provide support for existing staff to increase their Spanish language skills.

Allow Cambridge to continue Systematic ELD as the core ELD program.

Provide information and support to explore becoming a Charter School. | Year 1:
Develop a coordinated, collaborative district plan that is clearly agreed upon, communicated and implemented by all stakeholders (STAR/CMA procedures and guidelines), etc.

Part-time Administrator (VP) to support Principal's role as an instructional leader. Add this to all of them???

Recommendations for Math intervention programs
District Special Education representation attend site SST and Intervention committee meetings, as often as possible.

Provide Learning-Focused Conversations/Mentoring Matters with Peggy Olcott

Year 2:
Increase School Psychologist time in order to provide additional individual and group counseling, behavior support, support of parent involvement, and to provide leadership for staff in the implementation of the school |

		climate plan.
		Support for BEST and Caring School Communities implementation and monitoring.
		Implement year round school schedule. Provide information and support to explore becoming a Charter School.

V	Budget										
	SCHOOL: Cambridge Elementary										
Object Code	**Description**	**Title I**	**Title 1 2009-10**	**Title I Parent Involvement**	**Title I ARRA**	**EIA**	**QEIA**	**QEIA SIG**	**SLIBG**	**Total**	**Budget Narrative**
CBED	*these numbers help to calculate cost*										
# of teachers											
1000	**Certificated Salaries**										
	Vice Principal	$ 48,000								$ 48,000	Instructional Program Specialist wil teachers relative to data analysis, ins groups. .50 FTE x $96,000
1100	Teacher (Coach)	$ 147,000			$ 32,500					$ 179,500	Expand Math Coach to 1.0 FTE. Ha (joyce) and 1.5 FTE ELA Coach. 3.
1100	Hire teachers to support Class Size Reduction						$ 180,000			$ 180,000	Hire 5 new teachers to implement C ($60,000 FTE x 3 Teachers =$180,0
1160	Collaboration for teachers to review data monthly (from assessments)				$ 14,850			$ 9,900		$ 24,750	Teachers will be released by grade analyze data, identify essential stanc identify intervention groups. 33 teac days =$24,750
1160	Hire a PreSchool teacher to run the PreK Academy			$ 6,480							Hire a Pre School teacher to run the weeks x 3 hrs/day x $20
1160	Professional Development Days for Teachers prior to school							$ 17,220		$ 17,220	Professional development days for for school year. Content will include common assessment and school clin x7hrs/day x 3 days)

Code	Item									Total	Description
1160	Professional Development Days for Teachers throughout the year							$ 16,400		$ 16,400	Professional development days for to learn technology and curriculum. software and interventions (41 teach days)
1160	Collaboration Time for Teachers in Grade levels release time	$ 9,900								$ 9,900	Each grade level will have 2 release (33 classroom teachers x 2 days X $ assessments and analysis
1160	Hire Teachers to teach at Early Back program							$ 28,000		$ 28,000	Early Back Summer Program requi end of the year score below Basic o assessments ELA and Mathematics. week program) x 5 hrs/day x $25/hr $3,000)
1160	Hire Teachers to teach at Summer School program							$ 30,000		$ 30,000	Early Back Summer Program requi end of the year score below Basic o assessments ELA and Mathematics. week program) x 5 hrs/day x $25/hr $5,000)
	Extended Day Intervention Classes for students not at grade level		$ 37,800							$ 37,800	Provide Extended Day Intervention grade level. 50 students per trimeste student to teacher ratio. 10 teachers of instruction x $25/hr plus 1 hr of p
	Teacher time to support CARES After School academic component				$ 12,000					$ 12,000	Hire 8 student teachers to work wit strengthen the homework club and a teachers x 3 days/wk x 1 hr/day x 25
	Total Certificated Salaries	**$ 204,900**	**$ 37,800**	**$ 6,480**	**$ 59,350**	**$ -**	**$ 180,000**	**$ 101,520**	**$ -**	590,050	
2000	**Classified Salaries**									$ -	
	Parent Liaison					$ 20,692					
	Volunteer Coordinator (Outreach Worker)				$ 9,120						Volunteer Coordinator to recruit an the classroom. (19 hr/wk $12/hr x 4
	PreSchool Aides (Resource Person)				$ 8,281						Hire 2 Resource Persons to support 3days/wk x 3 hrs/day x $12.78/hr)
2200	Site Tech			$ -			$ 7,700		$ 11,550	$ 19,250	Site Tech .50 at $38,500

Object Code	Description	Title I	Title I		Title I ARRA	EIA			SLIBG		Budget Narrative
	Total Classified Salaries	$ -		$ -	$ 17,401	$ 20,692	$ 7,700	$ -	$ 11,550	$ 57,343	
3000	**Employee Benefits**									$ -	
3101	STRS-Certificated (8.25%)	$ 16,904	$ 3,119	$ 535	$ 4,896	$ -	$ 14,850	$ 8,375	$ -	$ 48,679	STRS
3202	PERS-Classified (10.200%)	$ -	$ -	$ -	$ 1,775	$ 2,111	$ 785	$ -	$ 1,178	$ 5,849	
3321	Medicare-Certificated (1.45%)	$ 2,971	$ 548	$ 94	$ 861	$ -	$ 2,610	$ 1,472	$ -	$ 8,556	Medicare
3322	Medicare-Classified	$ -	$ -	$ -	$ 252	$ 300	$ 112	$ -	$ 167	$ 831	
3502	SUI-Certificated (.720%)	$ 14,753	$ 2,722	$ 467	$ 4,273	$ -	$ 12,960	$ 7,309	$ -	$ 42,484	SUI
3502	SUI-Classified	$ -	$ -	$ -	$ 12,529	$ 14,898	$ 5,544	$ -	$ 8,316	$ 41,287	
3302	Social Security-Classified (6.2%)	$ -	$ -	$ -	$ 1,079	$ 1,283	$ 477	$ -	$ 716	$ 3,555	Social Security
3601	WCI-Certificated (2.96%)	$ 6,065	$ 1,119	$ 192	$ 1,757	$ -	$ 5,328	$ 3,005	$ -	$ 17,465	Workers Compensation Insurance
3602	WCI-Classified (2.96%)	$ -	$ -	$ -	$ 515	$ 612	$ 228	$ -	$ 342	$ 1,697	
3331	Certificated Hourly-PARS (3.750%)	$ 7,684	$ 1,418	$ 243	$ 2,226	$ -	$ 6,750	$ 3,807	$ -	$ 22,127	
3332	Classified Hourly-PARS (3.750%)	$ -	$ -	$ -	$ 653	$ 776	$ 289	$ -	$ 433	$ 2,150	
	Post retirement Health Benefit surcharge									$ -	Post retirement benefit surcharge
3421	Dental	$ 4,218			$ 1,406	$ 1,406	$ 2,812			$ 9,842	Delta Dental ($1,406 per person) (5 staff)
3431	Vision	$ 588			$ 196	$ 196	$ 392			$ 1,372	Vision ($196 per person) (5 certific...
Object Code	**Description**	**Title I**	**Title I**		**Title I ARRA**	**EIA**			**SLIBG**	$ -	**Budget Narrative**
3411	Health-certificated	$ 13,746			$ 4,582		$ 9,164			$ 27,492	Health insurance $1282 + Union ne...
3412	Health-classified					$ 1,282				$ 1,282	Health insurance (1 party plan)
	Total Benefits	$ 66,929	$ 8,925	$ 1,530	$ 36,999	$ 22,864	$ 62,301	$ 23,969	$ 11,153	$ 234,670	
4000	**Books and Supplies**									$ -	
4300	Curriculum Associates Assessments (Math & ELA)							$ 5,456	$ -	$ 5,456	Data/Assessment. Purchase Curricu... assessments for every student. Each booklets (ELA and Math) at $__/eac... $___/book x 2 books (ELA/Math) =
4300	Curriculum Associates Assessments (Science for 5th and 8th graders)							$ 404		$ 404	Data/Assessment. Purchase Curricu... assessments for every student. 5th g... additional book (Science). ADA# 5t...

Code	Item										Notes
4300	Curriculum Associates Scanners							$ 1,600		$ 1,600	Purchase 2 scanners at $800 each
4300	Fred Jones training materials and CDs							$ 1,000			Purchase Fred Jones Classroom Ma... materials for all staff.
	Accelerated Reader for 2nd-5th grade students				$ 1,980						Total costs Accelerated Reader for 2nd-5th grade students x $4.40 per s... annually
4300	Purchase Board Math curriculum and training							$ 8,400		$ 8,400	Purchase Board Language and Mat... Staff have already been implementi... boards. $150 for curriculum x 16 tea... language
4400	Imagine Learning Software							$ 50,000			Teaching and Learning Practices. Y... Imagine Learning Intervention curri... learners.
4400	Fasttmath Software and License							$ 10,000			
4400	Promethean Activ Boards		$ 56,000								Purchase 8 Promethean Board (8 x ...
4400	Purchase 60 Computers							$ 48,000			Purchase 60 computers to be placed... instruction and intervention
	Summer School materials				$ 5,000						
	Parent Education supplies and materials			$ 1,449	$ 5,000						
	Total Books and Supplies	**$ -**	**$ 56,000**	**$ 1,449**	**$ 11,980**			**$ 124,860**	**$ -**	$ 194,289	
5000	**Conferences, Contracts and Travel**									$ -	
	Loving Solutions Parenting Classes and childcare				$ 4,000					$ 4,000	

Code	Description										Total	Notes
5800	Contract with outside entity for an Eternal Entity	$ -				$ -		$ 25,000	$ -		$ 36,980	External Entity will work with staff... data analysis, targeted instruction an... contract is $54,000. $1500/day x 4 d... allowable under 5800 object code. R...
5800	Contract with outside entity for a Data Coach	$ -	$ -		$ -	$ -		$ 25,000	$ -		$ 25,000	Data Coach will work with staff/ad... analysis, targeted instruction and int... $84,000. ($3500/full day x 2 day/mo... allowable under 5800 object code. R...
	Provide training for Explicit Direct Instructions for 16 teachers							$ 10,000			$ 10,000	Provide professional in EDI for 16 ... In year 2 the remaining 16 teachers ...
	Training for teachers on Fred Jones Classroom Management System		$ 2,520									3 Teachers receive training by Fred... each =$$2,520)
5210	DuFour's Professional Learning Communities Conference	$ -	$ -					$ 4,400			$ 4,400	Leadership team will attend PLC C... and RTI Conference September 13-... =$4,000)
		$ -	$ -		$ -	$ -			$ -		$ 11,980	
	Total Conferences, Contracts and Travel	**$ -**	**$ 2,520**	**$ -**	**$ 4,000**	**$ -**	**$ -**	**$ 64,400**	**$ -**		$ 94,880	
6000	**Facilities**										$ -	
	Total Facilities	**$ -**	**$ -**		**$ -**	**$ -**			**$ -**		$ -	
	Subtotal	**$ 277,577**	**$ 105,245**	**$ 9,459**	**$ 129,731**	**$ 43,556**	**$ 250,001**	**$ 314,749**	**$ 22,703**		$ 1,130,255	
											$ -	
7310	**Total Contracts over $25,000**										$ -	
5800	Contract with outside entity for an Eternal Entity							$ 29,000			$ 29,000	External Entity will work with staff... data analysis, targeted instruction an... contract is $33,000. $1500/day x 2 d... allowable under 5800 object code. R...
5800	Contract with outside entity for a Data Coach	$ -	$ -		$ -	$ -		$ 59,000	$ -		$ 59,000	Data Coach will work with staff/ad... analysis, targeted instruction and int... $84,000. ($3500/full day x 2 day/mo... allowable under 5800 object code. R...

indirect costs (5.73%)	$ 15,905	$ 6,030	$ 541	$ 7,433	$ 2,495	$ 14,325	$ 18,035	$ 1,300	$ 64,760	
Total	**$ 293,482**	**$ 111,275**	**$ 10,000**	**$ 137,164**	**$ 46,051**	**$ 264,326**	**$ 420,784**	**$ 24,003**	$ 1,307,084	
									$ -	$
Budget or Grant Amount	*$ 343,000*	*$ 120,000*	*$ 10,000*	*$ 181,000*	*$ 100,000*	*$ 438,000*	*$ 421,000*	*$ 80,000*	$ 1,693,000	
deficit	$ 49,518	$ 8,725	$ 0	$ 43,836	$ 53,949	$ 173,674	$ 216	$ 55,997		