

Single Plan For Student Achievement

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

The School Site Council monitors the progress of its students as measured by a variety of instruments, not limited to but including the annual STAR test, SIP survey, and on-going assessment results. Programs that have been implemented thus far are having the desired effect in improving student progress toward proficiency in Math and Reading, as well as in the development of positive character.

Single Plan For Student Achievement

Quality Teaching for the Whole Child

Reading Proficiency

Issue Statement

Goal Objective

All students will reach proficiency in alphabets, decoding, fluency, and comprehension depending upon the standards appropriate to each grade level.

Student groups participating in this Goal

All students in grades K-6 will participate in this goal.

Performance gains expected for these Groups

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Means of evaluating progress toward this Goal:

All students will be given benchmark assessments at the beginning of the year. Teachers will assess student progress throughout the school year utilizing benchmark assessment data, reading unit tests, intervention assessments, and teacher developed tests and assessments.

Group data needed to measure academic gains:

Data that will be needed to determine the focus of each grade level are, CST English Language Arts results and/or grade level benchmark assessments.

Actions

Response to Intervention

Tasks

Reading Intervention will be available to students in grades K-1 needing remediation and/or re-teaching alphabets and decoding depending upon the focus of each grade level during the regular school day.

Measures

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Single Plan For Student Achievement

End Date

06/15/2009

<u>Expenditures</u>		
Funding Source	Description	Cost
Resource Allocation	Supplemental Materials	\$5,185.00
SIP/ Library Block Grant	School Library Materials	\$5,380.00

Technology

Tasks

Student progress in the areas of English Language Arts will improve, as we continue to upgrade Technology. These tools, under the direction of the classroom teacher and the computer lab assistant, can be used to complement and extend instruction within the classroom, media center and computer lab.

Measures

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People Assigned

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Start Date

09/05/2006

End Date

06/15/2009

<u>Expenditures</u>		
Funding Source	Description	Cost
SIP/L Block Grant	Computer Lab Assistant	\$6,781.00
Resource Allocation	Library/Computer Lab Materials and Software	\$3,725.00
Resource Allocation	Computer Lab Assistant	\$26,878.00

Professional Learning Communities

Issue Statement

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Goal Objective

The school wide focus of the Professional Learning Communities (PLC) process, is on analyzing the essential standards students need to master, identifying instructional strategies to teach the skills associated with those standards, using performance assessments to evaluate how well students meet the objectives, and make modifications as appropriate.

Student groups participating in this Goal

All students in grades K-6 will participate in this goal.

Performance gains expected for these Groups

Students will be taken from the assessed level in each of the identified skill focus areas to their grade level proficiency.

Means of evaluating progress toward this Goal:

Evaluation of the progress toward this goal will be analyzed by the documentation of the results shared at the monthly formal Professional Learning Community times during music instruction.

Group data needed to measure academic gains:

Progress toward this goal will be based on the results of the common assessments given at each grade level to assess proficiency in the identified skill area.

New Strategy

New Strategy

Strategy Description

All teachers will be trained in the utilization of Thinking Maps. Thinking Maps will be strategically introduced to all students in grades K-6. There will be at least two follow-up trainings with the staff throughout the year.

Professional Learning Communities

Thinking Maps

Tasks

All teachers will be trained in the use of Thinking Maps prior to the 2008-09 school year. There will be at least two follow-up trainings throughout the year. Students will be trained in the utilization of all eight maps.

Measures

The eight Thinking Maps will be displayed in every classroom. Students will be able to explain the function of each map and apply it in curricular context as appropriate to each grade level.

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People Assigned

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Start Date

4/19/2008

End Date

6/11/09

Actions

Additional PLC Time

Tasks

We bring in a substitute teacher once a month to supervise the grade level music classes. This provides teachers with additional professional learning community time to collaborate on essential standards, discuss instructional strategies, create assessments to measure proficiency, and to determine interventions when mastery does not occur.

Measures

Each month the grade level Professional Learning Communities complete a Team Feedback Sheet to document the meeting topic and outcomes. In addition, a SMART goal worksheet is completed to identify the essential learning for the next month that will be analyzed.

People Assigned

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Start Date

11/01/2007

End Date

06/12/2009

<u>Expenditures</u>		
Funding Source	Description	Cost
Professional Development	Substitute Teacher	\$2,000.00

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Math Proficiency

Issue Statement

Goal Objective

All students will reach proficiency in the four basic number sense skills of addition, subtraction, multiplication, and division, creating automaticity in numeric operations based on grade level standards.

Student groups participating in this Goal

All students in grades K-6 will participate in this goal.

Performance gains expected for these Groups

Student will be taken from the assessed level in each of the identified skill focus areas to their grade level proficiency.

Means of evaluating progress toward this Goal:

All students will be given benchmark assessments at the beginning of the year. Teachers will assess student progress throughout the school year utilizing benchmark assessment data, math unit tests, intervention assessments, and teacher developed tests and assessments.

Group data needed to measure academic gains:

Data that will be needed to determine the focus of each grade level are, CST Math results and/or grade level benchmark assessments.

Actions

Response to Intervention K-1

Tasks

Math intervention will be available to students in grades K-1 needing remediation and/or re-teaching in computational skills depending upon the focus of each grade level during the regular school day.

Measures

Each student will demonstrate growth in the identified area(s) as measured on regularly administered mastery tests.

People Assigned

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Start Date

9/3/2008

End Date

6/11/2009

<u>Expenditures</u>		
Funding Source	Description	Cost
SIP/L Block Grant	Paraeducator	\$1,000.00

Response to Intervention 2-6

Tasks

Before and/or After School Math Intervention will be available to students in grades 2-6 needing remediation and/or re-teaching in computational skills and application depending upon the focus of each grade level. Classroom teachers will be hired to coordinate the identification of students for remediation, teach the intervention, and monitor the students' progress in the program until proficiency is reached. Instruction will be delivered with the use of research-based materials.

Measures

Each student will demonstrate growth in the identified area(s) as measured on the regularly administered mastery tests.

People Assigned

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Start Date

9/3/2008

End Date

6/11/2009

<u>Expenditures</u>		
Funding Source	Description	Cost
K-12 Core	Teacher Additional Hours	\$7,500.00

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Class Size Reduction

Tasks

Through the use of 4 Movement Education Instructional Assistants we are able to reduce class sizes by half during core instruction for language arts and/or mathematics (25% of teachers use class size reduction time for language arts; 75% use for mathematics) in order to individualize instruction.

Measures

District Benchmarks are assessed three times per year. Summative Assessments are assessed four times per year. Teacher Generated Assessments are give as necessary.

People Assigned

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Start Date

09/12/2006

End Date

06/15/2009

<u>Expenditures</u>		
Funding Source	Description	Cost
SIP/L Block Grant	Movement Education Assistants	\$26,085.00

Staff Collaboration

Tasks

The staff has been given time on early release days during grade level meetings and will continue to set aside those times for analysis of Benchmark and CST testing results. Grade K-6 teachers have and will work together to analyze the results of the CST testing from Spring 2008 as well as benchmark assessments. They will determine any areas of relative weakness for students (individual and group) needing emphasis for the current school year. This will occur at regular intervals throughout the school year (beginning of the year and at the end of each trimester).

Measures

Teachers will summarize the results of their analysis and provide data outlining the areas of relative weaknesses identified. Plans will be developed to address those identified areas and materials will be purchased or staff development undertaken to address those needs.

People Assigned

All teachers in grades K-6

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Start Date

09/05/2006

End Date

06/15/2009

Teaching and Learning**Issue Statement**

No data

Goal Objective

No data

Student groups participating in this Goal

No data

Performance gains expected for these Student Groups

No data

Means of evaluating progress toward this Goal:

No data

Group data needed to measure academic gains:

No data

Curriculum and services that support students coming to school ready to learn and which promote healthy choices and lifestyles**Character Counts****Issue Statement****Goal Objective**

All Condit students and staff will create a school climate of mutual respect (the Golden Rule) building on the six pillars of character.

Student groups participating in this Goal

All students will participate in this goal.

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Professional Development	\$0.00
SIP/ Library Block Grant	\$0.00
Title I	\$0.00
Title III	\$0.00
Title IV SDFSC	\$0.00
Title V	\$0.00
State Funding Sources	Amount
Arts & Music Ongoing Grant	\$0.00
Arts, Music, & PE Block Grant	\$0.00
ASES	\$0.00
PETIP	\$0.00
Professional Development	\$0.00
School Discretionary Block Grant	\$0.00
SIP/ Library Block Grant	\$0.00
SIP/L Block Grant	\$0.00
TIIG	\$0.00
TUPE	\$0.00
District Funding Sources	Amount
2-6 At Risk for Retention	\$0.00
2-6 Low STAR scores	\$0.00
2-9 Recommended for Retention	\$0.00
7-12 CAHSEE Uncapped	\$0.00
K-12 Core	\$0.00
Resource Allocation	\$0.00

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Cindy Duque	PFA	909-626-3750	4/23/2008
David Campos	Parents	909-625-3106	4/23/2008
Swati Gadgil	Classified	909-398-0300	4/23/2008
Patti Amaya	Teachers	909-398-0300	4/23/2008
Ellen Crawford	Teachers	909-398-0300	4/23/2008
Tami DeSalvio	Parent	909-624-5486	4/23/2008
Jessica Gariador	Teacher	909-398-0300	4/23/2008
Tim Northrop	School	909-398-0300	4/23/2008
Craig Whitnack	Parent	909-626-9044	4/23/2008
Sandy Katz	Parent	909-632-1259	4/23/2008

Single Plan For Student Achievement

Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

Approval Date

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Parent Faculty Association	5/7/2008
School Staff	5/7/2008

Approval

The school plan was adopted by the council on:	4/23/2008
Public Notice Due Date:	
District Governing Board Review Due Date:	5/19/2008
School Site Plan Approved:	5/19/2008
Attested by School Principal:	5/20/2008
Attested by School Site Council Chairperson:	5/20/2008

Attested:

Tim Northrop		
Typed Name of School Principal	Signature of School Principal	Date
Ellen Crawford		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date