



Meadow Lane Elementary

2770 Balls Ferry Road
Anderson, CA 96007

Plan Period: 8/16/2010 - 6/2/2011

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

English Language Arts/Math

Improving Student Achievement

Parent Involvement

Partnership Opportunities

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

Meadow Lane School is nestled in the beautiful historic region of Anderson, California. Meadow Lane School is an impeccably kept, safe and inviting PreK-5th grade school with an average daily attendance of 455 students. Approximately 68% (prior year 73%) of students are White, 2% Filipino, 14% (prior year 11%) Hispanic or Latino, 10% American Indian or Alaska Native, 2% Asian, 2% African American. Currently, Meadow Lane School has a 78% (prior year 68%) free and reduced lunch count.

Meadow Lane Elementary School is a child-centered educational institution. All students receive a rigorous and enriched education, which incorporates exemplary programs from preschool through fifth grade. The academic curriculum encompasses specific skill-based instruction, coupled with problem solving and higher level thinking skills. Progress is achieved through various means:

Using the state-adopted core curricular program, supported by supplemental enrichment options for reading and math instruction, grades K-5

Reorganizing the instructional day to allow flexible extended blocks of time to reinforce math and reading instruction

Providing extra support and targeted intervention through our Student Learning Center

Offering after school tutoring in math and reading

Presenting parent education classes throughout the year

Providing a student-friendly, state-of-the-art computer lab, linking student standards to curriculum

Addressing the needs of the whole child through our enrichment and fitness programs

Maintaining an active community support system



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

(See Attachment Page 5) API and STAR Data was utilized to determine student progress as part of the No Child Left Behind (NCLB) criteria. In reviewing data the following was noted:

Maintained API of 781 from previous year.

Meadow Lane API of 781 surpassed the districtwide average of 748 which is inclusive of all three elementary site.

Meadow Lane API of 781 was 14 points above the California average of 767.

(See Attachment Page 6) PERCENT PROFICIENT & ABOVE IN LANGUAGE ARTS (ELA)

Meadow Lane did not meet the required "Percent Proficient Target" for ELA of 56.8%.

SUBGROUPS	CURRENT YEAR	PRIOR YEAR % PROFICIENT
Schoolwide "all"	46.3	50.2
Caucasian	46.9	53.7
Socioeconomically Disadvantaged	42.9	45.5

In the area of ELA, student subgroup populations designated as under 100 students per NCLB, the proficiency target of 56.8 % was not met. Furthermore, two of the subgroups experienced a regression on the STAR assessment with the exception of English Learners.

SUBGROUPS	CURRENT YEAR	PRIOR YEAR % PROFICIENT
Hispanic/Latino	33.3	39.5
English Learners	40.0	33.3
Students with Disabilities	16.7	22.9

(See Attachment Page 6) PERCENT PROFICIENT & ABOVE IN MATHEMATICS:

Meadow Lane did not meet the required "Percent Proficient Target" for MATH of 58.3% except for one subgroup, English Learners.

SUBGROUPS	CURRENT YEAR	PRIOR YEAR % PROFICIENT
Schoolwide "all"	57.4	58.1
Caucasian	58.2	60.1
Socioeconomically Disadvantaged	52.9	55.5

In the area of MATH, student subgroup populations designated as under 100 students per NCLB, the proficiency target of 58% was not met for two of the three subgroups.

SUBGROUPS	CURRENT YEAR	PRIOR YEAR % PROFICIENT
Hispanic/Latino	47.2	52.6
English Learners	65.0	50.0
Students with Disabilities	26.7	40.0



ANALYSIS OF STRANDS TESTED IN ELA;

State Accountability: Academic Performance Index (API)

2009 Base API	2010 Growth API	Growth in the API from 2009 to 2010
781	781	0

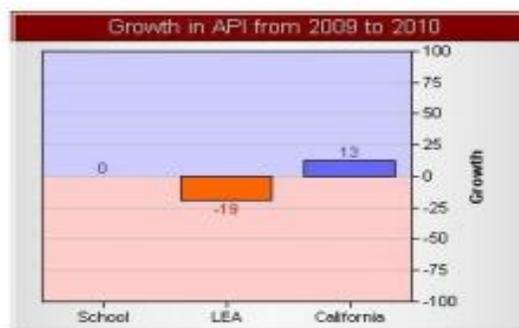
Met 2009-10 Growth API Targets:

Schoolwide	No
All Subgroups	No
Both	No

Schools that do not have a valid 2009 Base API will not have any growth or target information.



— Statewide Performance Target for Schools = API of 800 or Above



School: Meadow Lane Elementary
LEA: Cascade Union Elementary



Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

No

Met AYP Criteria:

Participation Rate

Percent Proficient

Academic Performance Index (API)

- Additional Indicator for AYP

Graduation Rate

English-Language Arts

Mathematics

Yes

Yes

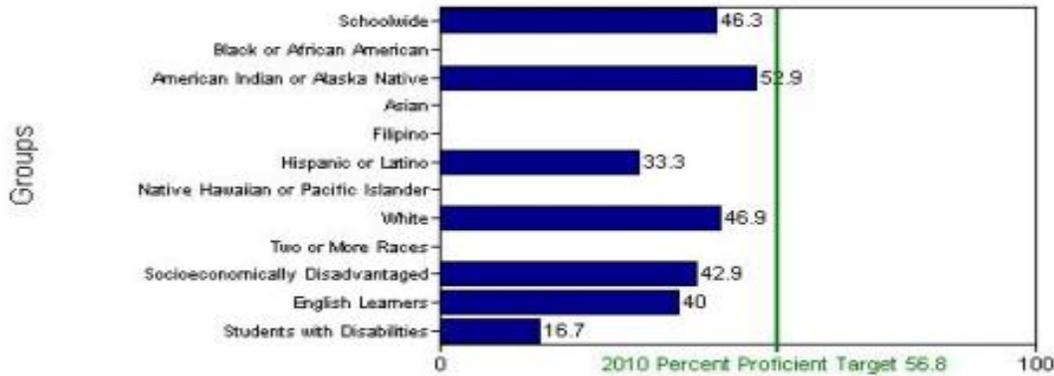
No

No

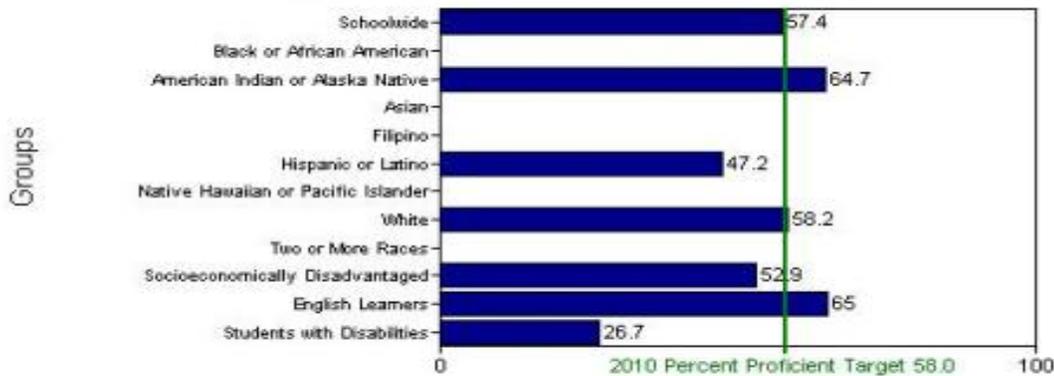
Yes

N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient





MEADOW LANE Analysis of Strands Tested on STAR English Language Arts (ELA) and Mathematics

ENGLISH LANGUAGE ARTS STAR Strands		GRADE	Gain/Loss %			Number of Questions	Question Weighting %
			2007-2008	2008-2009	2009-2010		
Word Analysis/Vocabulary	2	2	-3	6	22	34	
	3	6	-2	-3	20	31	
	4	-2	9	-8	18	24	
	5	14	-4	-8	14	19	
Reading Comprehension	2	-4	-2	4	15	23	
	3	7	-6	8	15	23	
	4	-8	9	-1	15	20	
	5	14	-1	0	16	21	
Literary Response	2	5	8	-2	6	9	
	3	5	-5	11	13	12	
	4	-4	-5	0	9	12	
Writing Conventions	5	9	-6	5	12	16	
	2	0	7	8	14	22	
	3	6	-7	-6	13	20	
	4	0	-1	2	18	24	
Writing Strategies	5	17	-4	-5	17	23	
	2	-7	-5	15	8	12	
	3	1	2	-3	9	14	
	4	-13	2	8	15	20	
	5	2	11	-3	16	21	

MATHEMATICS STAR Strands		Grade	Gain/Loss %			Number of Questions	Question Weighting %
			2007-2008	2008-2009	2009-2010		
Place Value, Addition & Subtraction	2	2	1	2	15	23	
	3	16	-5	3	16	25	
Decimals/Fractions/Negative Numbers Estimation, Percents & Factoring	4	1	-3	-4	17	26	
	5	-3	-4	-5	12	19	
Multiplication, Division & Fractions Operations and Factoring	2	-2	4	4	15	23	
	3	19	-5	1	16	25	
	4	-6	3	-13	14	22	
Algebra and Functions	5	5	-5	-1	17	26	
	2	-1	-9	8	6	9	
	3	12	-4	2	12	18	
Measurement and Geometry	4	8	7	-13	18	28	
	5	8	0	-5	17	26	
	2	-8	2	13	14	22	
	3	19	0	4	16	24	
Statistics, Data Analysis and Probability	4	-15	6	-7	12	18	
	5	-15	-8	-2	15	23	
	2	-5	5	14	7	11	
	3	10	-4	0	5	8	
	4	-15	6	-9	4	6	
	5	-2	-1	-1	4	6	



Conclusions from Parent, Teacher and Student Input

PARENT SURVEY

Survey responses are based on a scale of one to five with a five being the highest mark. Overall, the majority (84%) of parents rated Meadow Lane School as good or superior. Sixty-four percent of the parents reported their child has little or no difficulty in school. Sixty-one percent of the parents felt informed about their child's progress most or all of the time. Twenty-two percent indicated that they were informed some of the time.

STUDENT SURVEY RESULTS (4th/5th)

Survey responses are based on a scale of one to five with a five being the highest mark. Seventy-nine percent of the students felt that their grade were fair. Likewise, eighty-five percent of the students indicated that they learned something every day. Eighty-three percent of the students feel very safe at school. Ninety-two percent of the students indicated that their teacher encourages them to do their best. Only forty-two percent of the students indicated that their school work was challenging most of the time. Interestingly enough, sixty-one percent of the students felt that they school work was challenging only some of the time. Seventy percent of the students felt that the teacher uses different methods to help them learn. Eighty-nine percent of the students felt that the teacher and principal believes that they can learn. Eighty-six percent of the students felt that the teacher was clear about what the students are expected to do. Lastly, sixty-four percent of the students look forward to going to school most of the time.



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

At Meadow Lane Elementary School, instruction is delivered through the usage of core state approved and adopted instructional materials, coupled with support resources to achieve core grade level standards. Ongoing assessments are used throughout the school year to monitor program effectiveness and student achievement progress. Regular opportunities are provided for staff to collaborate with colleagues, students, and parents.

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

All students receive instruction in the adopted curriculum, with instruction differentiated for at risk, English language learners, gifted children and special need students. Instructional program delivery is met in the following ways:

Tier One Instruction:

General ed teachers provide core instruction in the regular education classroom for Title I students. The core programs are designed to allow teachers to differentiate learning during instructional lessons and provide additional opportunities to more in-depth instruction on a specific standard being taught. At this level, the goal is to focus on prevention of more significant learning needs, using in part, differentiated learning strategies.

Tier Two Instruction:

This federally mandated program (IDEA 2004) requires high quality instruction with state approved research-based intervention programs matched to student needs. There is frequent monitoring of student progress which guides decisions to adjust interventions. Tier 2 intervention is designed to deliver the instruction in a small group setting no larger than 5, with explicit targeted curriculum. The goal of Tier 2 intervention is to move student performance towards grade level benchmarks. This instruction is provided in a structured learning center.

Tier 3 Instruction:

When students are not progressing in their core instruction and have demonstrated a slow response to his/her Tier 2 intervention, they may require a more intensive intervention with smaller groups, supplemental instruction, increased time, and targeting of specific strategies to help students more successful in reaching appropriate standards. This instruction is provided in a structured learning center.

Students performing above grade level receive advanced instruction that challenges their academic ability to accelerate their learning. Some students participate in the Gifted and Talented Program (GATE).

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

The Cascade Union Elementary School District plays a key leadership role throughout the Shasta County to provide support to teachers in assuring that students show continuous growth in becoming proficient in the California Content Standards. The Cascade Professional Development School(PDS) has been in place for eleven years. The scientific research-based training provided through the PDS School is designed by teacher leaders within the district. Training is centered on the California Teaching Standards and Academic Content Standards. Teachers are provided regular opportunities to review student data, determine student needs, and redesign instruction. Our focus at the K-5 level will be reviewing curriculum in preparation for a new Language Arts adoption to have in place for the 2011-2012 school year.



Services provided by the regular program to enable under-performing students to meet standard

All students are taught in the regular classroom setting. Special Day children are mainstreamed according to their Individual Educational Plan (IEP) with grade level peers. Meadow Lane has Title I Reading and Math Learning Centers where children designated academically at risk receive remedial instruction in reading and/or math. In the regular classroom setting, class size of 23 to 1 is maintained in the primary grades to lower the teacher student ratio.

The basic components in the regular program to support underperforming students include: adopted grade level core program, a differentiated instructional component of the curriculum for underperforming students, English Language Learners component, and a challenge level instruction for higher achieving students. The site level reading specialist and Title I trained paraprofessionals help provide small group guided instruction using core materials.

Services provided by categorical funds to enable under-performing students to meet standards

At risk children have an individual learning plan based on district multiple measures. Parents have input into their child's Title I Academic Intervention Plan throughout the academic school year.

Assistance for underperforming students include school wide Title I services through our Blended Services Learning Centers, academic enrichment support through hourly program funds and Project Share dollars provided by a Shasta County after school grant. For the 2010-2011 year, in addition to our Shasta County staff, we have one credentialed teachers and four classified instructional aides targeting reading instruction in 2nd -5th grade on a daily basis.

Use of the state and local assessments to modify instruction and improve student achievement

The California STAR Test, as well as local measurements, is utilized to diagnose and prescribe instruction for students. A variety of assessments in reading include: California Reading and Literature Project (RESULTS) tests, fluency assessments, STAR Accelerated Reader, Houghton Mifflin Integrated Theme Tests, Houghton Mifflin Theme Skill Tests, Houghton Mifflin Benchmark Progress Tests, district standards-based assessments, and California English Language Development Test (CELDT) for English as a Second Language(ESL) learners.

In the area of math, assessments include: Scott Foreman Envision Math, STAR Accelerated Math and the district standards based assessments.

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

Meadow Lane has 19 K-5th grade regular education teachers, as well as one classroom programs for students with special needs. All grade levels have students who, from time to time, require support in core academic areas. Based on multiple assessment data compiled initially in the fall and prior year assessment data, students showing more significant gaps participate in our Blended Services Learning Center. During the school year, students not making adequate progress in the classroom learning environment are referred to our Student Collaboration Team (SCT). The SCT team develops a plan of action to support academic growth which may include, not only, classroom teacher adaptations in curricular and instructional delivery, but also possible placement in the Learning Center to address grade level student achievement gaps.

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

Meadow Lane teachers and intervention/support staff work collaboratively to facilitate a strong academic program for all students. Academic support includes differentiated instruction in the classroom which means varying and adapting the instruction to meet the diverse needs of students in the regular ed classroom. In addition to core, intervention centers target students below standards with supplemental research-based instructional materials. Parents are provided resources to help his/her child below grade level in reading and math through a Title I Annual Intervention Plan developed in collaboration with the teacher and the parent in the Fall and Spring. A monthly newsletter and Internet resource links provides parents with tips for working with their child in academic areas. K-5 students are provided an opportunity to participate in our after school Project Share (Shasta Health, Academic, and Recreation Enrichment)Program.



School, district and community barriers to improvements in student achievement

Meadow Lane School is located in a rural low socio-economic area with a higher mobility rate of students in comparison to similar school populations, as well as a higher incidence of single parent families and grandparents raising children. English learners receive English instruction in core academic areas during the day, which in turn, may have a home environment where parents may use their native language. Ongoing parent involvement and participation in his/her child's academic program continues to be a challenge.

Limitations of the current program to enable under performing student to meet standards

There is a continuing need to provide support materials and teacher training in differentiated learning strategies to assist under-performing students in becoming more proficient in achieving grade level standards. The school will need to continue to enhance computer based resources to enhance academic growth. Lastly, additional revenue reductions at the state and federal level for the 2010-2011 school year may impact school wide proposed goals presented.



Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

In reviewing all GRADE LEVEL STAR DATA regarding progress in meeting proficiency standards from Spring 2010, as well as growth of the past two years (2009, 2010), the following was noted:

(See Attachment Page 13) ENGLISH/LANGUAGE ARTS STAR GRADE LEVEL PROFICIENCY:

- Proficiency overall for grades for 2nd-5th combined is 45.75%, which is 11% less than the required proficiency level of 56.8% for ELA Spring 2010.
- Second grade experienced the greatest gain in English Language Arts with a 12% gain.
- Fifth grade maintained 54.0% proficient and above for the last two years.
- Third and fourth grades experienced the most significant regression at 13% and 14% from the prior year.

(See Attachment Page 13) MATH STAR GRADE LEVEL PROFICIENCY:

- Second and third grades exhibited gains from the prior year. Second grade showed a 14% gain from the previous year. Third showed a 5% growth.
- Fourth grade experienced the most significant drop compared to other grades with a 20% regression.
- Fifth grade exhibited a minor regression of 3% from the previous year.

SUMMARY STATEMENTS REGARDING STAR ELA AND MATH DATA:

In closing, when reviewing all GRADE LEVEL DATA, Meadow Lane students have a higher proficiency level overall in MATH compared to ELA (See Attachment Page 13). In the area of MATH, second grade is showing the greatest gain overall in Language Arts and Math from the prior year. Fourth grade exhibits regression in both Language Arts and Math.

PLANS TO REMEDY THE CHALLENGES OF ACADEMIC LEARNING GAPS WILL INCLUDE, IN PART;

Consistent implementation and monitoring of curriculum in all grade levels.
Professional development in Professional Learning Communities and the use of assessment for reteaching.
Professional development in Core Programs in Language Arts and Math.
Regular and consistent collaboration of grade level and of our Student Learning Center.
Additional opportunities to reassess and reteach as needed within the general education program, including a double dose of targeted instruction in the area of Mathematics.
Integrating Shasta County Project Share After School Program to reinforce curriculum taught during the school day.
Front loading Math lessons for parents as partners in their child's academic program.



MEADOW LANE SCHOOL STAR ASSESSMENT			
	2009 CST Language Arts	2010 CST Language Arts	
Grade	% Proficient or Above	% Proficient or Above	Difference
2	41%	53%	12%
3	36%	23%	-13%
4	67%	53%	-14%
5	54%	54%	0%
	2009 CST Math	2010 CST Math	
Grade	% Proficient or Above	% Proficient or Above	Difference
2	61%	75%	14%
3	47%	52%	5%
4	69%	49%	-20%
5	52%	49%	-3%



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

English Language Arts/Math

Improving Student Achievement

ENGLISH LANGUAGE ARTS:

Spring 2011 Proficiency Goal of 67.6%

To increase STAR Proficiency growth by 21.3% for SCHOOLWIDE Populations

21.0% for WHITE students (not of Hispanic origin)

25.0% for SOCIOECONOMICALLY DISADVANTAGED students.

MATH:

Spring 2010 Proficiency Goal of 68.5%

To increase STAR Proficiency growth by 11.0% for SCHOOLWIDE Populations

10% increase for WHITE students(not of Hispanic origin)

16% for SOCIOECONOMICALLY DISADVANTAGED students.

Parent Involvement

Partnership Opportunities

Provide opportunities for parents to become partners in the education of their children. Provide opportunities for community members to become a part of the educational environment through on site activities and outreach to community resource personnel and activities.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

English Language Arts/Math

Goal: Improving Student Achievement

ISSUE STATEMENT

In summary, as we addressed next steps and a recommended action plan for student achievement targeting available resources, as a school, we need to focus on the following gaps:

ELA's:

Due to the number of questions and weighted value on the California STAR Test, Written Conventions will be a schoolwide priority in Language Arts. Additional language strands listed below will also be addressed.

Second grade - Literary Response (2% decrease).

Third grade - Vocabulary and Writing Strategies (3% decreases).

Fourth grade - Vocabulary (8% decrease), Reading Comprehension (1% decrease).

Fifth grade - Vocabulary (8% decrease), Writing Strategies (3% decrease).

MATH:

When viewing Math strands, summary assessments are noted below:

Second grade gains in all areas.

Third grade gains in all areas.

Fourth grade PRIORITY ORDER, Algebra, Operations/Factoring (13% decrease), Statistics (9% decrease), Measurement and Geometry (7% decrease), Decimals/Fractions (4% decrease).

Fifth grade PRIORITY ORDER, Estimation/Percents/Factoring (5% decrease), Algebra (5% decrease).



GOAL OBJECTIVE

ENGLISH LANGUAGE ARTS:

Spring 2011 Proficiency Goal of 67.6%

To increase STAR Proficiency growth by 21.3% for SCHOOLWIDE Populations

21.0% for WHITE students (not of Hispanic origin)

25.0% for SOCIOECONOMICALLY DISADVANTAGED students.

MATH:

Spring 2010 Proficiency Goal of 68.5%

To increase STAR Proficiency growth by 11.0% for SCHOOLWIDE Populations

10% increase for WHITE students(not of Hispanic origin)

16% for SOCIOECONOMICALLY DISADVANTAGED students.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All second through fifth grade students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Groups will show increases noted above under the Section: Goal Objectives

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

California State STAR Test given in the spring of each year. In addition, ongoing tracking of progress will be used through the Cascade District Language Arts (CDLA) and Cascade District Math (CDMA) Assessments given during the year. We will have comparable data from this past year's baseline as a tool to monitor growth each trimester.

Group data to measure benchmark gains over time will also include, in part, usage of various tools including usage of technology software (EDUSOFT), curriculum embedded assessments, and teacher designed mini assessments.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

STAR assessment

District Language Arts and Math Assessments (optional)

Curriculum-embedded exams

Teacher developed mini assessments including Edusoft assessment options.

Strategies

Professional Development

Staff training in the adopted core and intervention program materials. Additional training on Professional Learning Communities.



Actions

Staff Development

Tasks

Staff training in Professional Learning Communities. Additional training for administration and teaching staff on CORE Math Program, Envisions.

Measures

Staff training, grade level bimonthly meeting outcomes, professional development training, grade level meeting forms and results of student work. Measures of success will be the development of a compendium of strategies to support the current adopted English/Language Arts and core Math program.

People Assigned

Principal, Leadership Team, Intervention Staff and Regular Ed Teachers

Start Date - End Date

8/16/2010 - 6/2/2011

Funding Source	Description	Cost
Title I	Planning Days	\$3,500.00
Title I	Staff development in CORE Math Program, Envisions.	\$2,000.00
Title I	Staff Development in PLC's.	\$2,000.00
Title I	Visitations	\$1,500.00

Collaboration

Providing collaboration between grade level teams, Student Learning Center, cross grade level, and leadership teams.

Actions

PLC's

Tasks

Training in Professional Learning Communities.

Weekly PLC meetings for grade levels.

Identifying essential standards of the instructional program in Math.

Using existing mini assessments (Topic Test), as well as benchmarks, for Math.

Using STAR results to address a selected strand with Language Arts, to address as a grade level.

Creating mini assessments on a focus strand within Language Arts.

Identifying proficient, strategic and intensive students using mini assessments to target and reteach Essential Standards in both Language Arts and Math.

Measures

Grade level mini assessments on Essential Standards in Language Arts and Math. Grade level forms summarizes results and level of proficiency.



People Assigned

Principal
 Teachers
 Student Learning Center

Start Date - End Date

8/16/2010 - 6/2/2011

Funding Source	Description	Cost
SBCP (EIA ONLY)	PLC's Collaboration/ Enrichment Program	\$1,000.00

Assessment and Monitoring

The use of ongoing assessment in math and language arts for monitoring student progress, identifying student needs, and providing intervention as needed for mastery of essential standards.

Actions

Assessment

Tasks

Teachers are trained in collaboration protocol and the use of assessment.

Using existing and embedded assessment.

Creating pre/post mini assessments for essential standards.

Identify target and cut scores for each topic/unit assessment for identifying proficiency and mastery.

Using data and assessment to identify students that need reteaching.

Measures

Grade level weekly meeting outcomes, grade level meeting forms, and results of student assessments.

People Assigned

Principal, Leadership Team, Intervention Staff and Regular Ed Teachers

Start Date - End Date

8/16/2010 - 6/2/2011

ECP 1 - Instructional Program

Core Adopted materials, including ancillary materials are used daily for all students.



Actions

Instructional Materials

Tasks

Through Professional Development Days, teachers will evaluate programs for new Language Arts Adoption.

Piloting a unit from the top two choices for adoption.

Selection of new adoption.

Purchase of new adoption materials.

Initial on ongoing training on new Language Arts Adoption.

Materials received before the end of the year for teachers to become more acquainted with over the summer.

Measures

With set criteria, evaluation of adopted programs. Adoption and purchasing of new adoption materials. Training with new adoption materials. Lesson plans.

People Assigned

Curriculum Director, Teachers, Principal

Start Date - End Date

1/3/2011 - 6/2/2011

Supplemental Instructional Materials

Use of additional support materials and supplies to promote success of different learning styles to meet the needs of all students including at risk, English learners and special needs students.

Actions

Supplemental Materials

Tasks

Provide and use of additional support materials and supplies to promote success of different learning styles to meet the needs of all students including at risk, English learners and special needs students.

Measures

Teacher evaluation of student progress throughout the school year.

People Assigned

Principal, Staff, Student Learning Center, After School Intervention Program.

Start Date - End Date

8/16/2010 - 6/2/2011



Funding Source	Description	Cost
SBCP (EIA ONLY)	Supplemental Instructional Materials and Supplies to Support the Core	\$10,723.00
Title I	Supplemental Instructional Materials and Supplies to Support the Core	\$3,674.00

Core Program Support

Additional support using ancillary materials in the Math and Language Arts program. Additional targeted instruction for all students.

Actions

Core Program Support

Tasks

Enhance support of language arts and math core instructional programs. Each grade level will get a daily extra boost (double dose) of language arts based on individual ability levels. Students are receiving additional targeted Math intervention support as part of the reteaching of the core program components through our Meadow Lane Learning Center as well as the regular classroom.

Provide additional classified assistance in the Learning Centers.

Purchase additional core program support materials and books as deemed necessary to support key core standards.

Continue to provide staff development support services to support learning opportunities.

District coordination of funding application/monitoring of Title I Services.

Measures

Ongoing teacher evaluation through regular classroom assessments embedded in the curriculum. Results of ongoing assessments.

People Assigned

Principal, Teachers, Student Learning Center, District Office Staff

Start Date - End Date

8/16/2010 - 6/2/2011

Funding Source	Description	Cost
SBCP (EIA ONLY)	Sub Teacher Costs/Learning Center	\$673.00
SBCP (EIA ONLY)	Continue to Provide Learning Opportunities Through Technology Support	\$5,000.00
SBCP (EIA ONLY)	District Staff Costs to Monitor Categorical Budget (Centralized Services)	\$20,492.00
SBCP (EIA ONLY)	Partial Copier Cost to Support Learning Success in Reading and Math	\$20,000.00
SBCP (EIA ONLY)	Additional Classified Support in the Primary Learning Center	\$1,794.00



Extra Hours Support

Extra support and intervention provided after school for students in 2nd through fifth grade in both Language arts and Math.

Actions

After School Support

Tasks

Use computer-based software including "Achieve 3000" and "Accelerated Reading" to support achievement of core Reading and Math standards.

Continue to utilize the Meadow Lane Library Collection.

Enhance support for Reading and Math programs with individual and small group instruction.

Homework support provided through Project Share After School Program.

Maintain intervention programs at the primary and intermediate level to support student Reading and Math skills (limited in Math) focusing on research based best practices.

Measures

Reports to evaluate student progress and skill levels for "Essential Skills" software, "Achieve 3000" and AR books.

Assess the student growth rate on comprehension quizzes on a weekly basis.

Trimester analysis of Accelerated Reading STAR tests as a means to assess reading growth of students.

Periodic review of library books checked out.

Other assessments used as part of intervention activities throughout the week.

Improved homework completion.

People Assigned

Principal, Intervention Support Staff, Librarian, Counselor, Project Share Staff

Start Date - End Date

8/16/2010 - 6/2/2011

Funding Source	Description	Cost
Title I	Instructional Aides working with students in Reading and Math.	\$14,725.00

Learning Centers

Based on assessments and cut scores, small group Tier I and Tier II Intervention is provided through our Student Learning Center to support students beyond the regular education classroom.



Actions

Learning Centers

Tasks

Learning Centers at both the primary and intermediate level to support student Reading and Math skills based on research based practices guided through ongoing assessments to determine progress.

Measures

Learning Center: Various assessment tools individualized to address gaps. Evaluated by the Blended Services Coordinator/Academic Coach, Blended Services Teacher and input from the classroom teacher and parent.

People Assigned

Principal, Teachers, Intervention Staff, Counselor, Project Share Staff

Start Date - End Date

8/16/2010 - 6/2/2011

Funding Source	Description	Cost
Title I	(6) Classified Instructional Support (Learning Center/Blended Services)	\$50,204.00
Title I	Blended Services Coordinator/Academic Coach	\$43,276.00
Title I	Sub Costs for Certificated Personnel	\$3,189.00
Title I	Blended Services Teacher	\$26,923.00

Actions

Counselor

Tasks

Counselor to work with students on interpersonal skills, getting along with peers, study skills, and tools to be successful in the learning environment.

Training and monitoring staff on the school-wide use of Second Steps Program.

Measures

Learning Center and Counselor: Student Collaboration Team Meetings to develop Student Behavior Intervention Plans.

Counselor: Second Step Program implementation(empathy skills, interpersonal relationships, learn techniques and strategies to interact in a positive manner with peers, responsibility, work habits, and time management. To be evaluated by the number of referrals, staff, and counselor input as to student improvement in behaviors.

People Assigned

Principal, Counselor and Staff

Start Date - End Date

8/16/2010 - 6/2/2011



Funding Source	Description	Cost
Title I	Part-time Counselor	\$28,358.00

ECP 2 - Instructional Minutes

Adopted Core materials and ancillary materials serve as the predominate instructional program.

Actions

Instructional Time

Tasks

Training in new adoption and all ancillary materials including: ESL, intervention, enrichment, technology and assessment components.

Awareness of instructional minute requirements.

Scheduling of grade level and schoowide Language Arts and Math times.

Measures

Grade level and schoolwide schedule, lesson plan, grade level documentation.

People Assigned

Curriculum Director, Teaches, Principal

Start Date - End Date

1/3/2011 - 6/7/2012

ECP 3 - Pacing Guides

Design and implementation of grade level pacing guide to assure that all students receive a common sequence of instruction.

Actions

Pacing Guide

Tasks

Development of grade level pacing guide for both Language Arts and Math.

Awareness, understanding and monitoring of paciing guide.

Collaboration of grade level teachers in regard to pacing guide.

Measures

Development of pacing guides, lesson plans, grade level meeting documentation.

People Assigned

Curriculum Director, Teachers, Principal

Start Date - End Date

1/3/2011 - 6/7/2012



Parent Involvement

Goal: Partnership Opportunities

ISSUE STATEMENT

Ongoing need to continue to work with parents and the community to help promote communication and support between the school and the home.

GOAL OBJECTIVE

Provide opportunities for parents to become partners in the education of their children. Provide opportunities for community members to become a part of the educational environment through on site activities and outreach to community resource personnel and activities.

GROUPS PARTICIPATING IN THIS GOAL

Principal, Staff, Parents and Community Members

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Ongoing support for the academic program and enrichment opportunities for students and parents.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Parent and community input

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Surveys and observations

Strategies

Outreach Efforts

Schedule regular opportunities for outreach during the school year, advertise and connect with various community agencies.

Actions

Outreach Efforts

Tasks

Assure school events and newsletters, including specific classrooms and schoolwide, are published via the web and other outreach means to make accessible to the school, home and community as a whole.

Recognize volunteers and community personnel at various functions and events during the school year.

Parent/family empowerment support will be provided through the Families and Schools Together (FAST) Program. This eight week/once per week/2.5 hours opportunity promotes positive values and achievement, while protecting students by helping them make good choices at school and throughout life.

Measures

Participation and involvement rate.

People Assigned

Principal, Staff, Grant Funded Personnel, i.e. Project Share Staff, Healthy Start Family Support Partners, Booster Club, School Site Council

Start Date - End Date

8/16/2010 - 6/2/2011



Funding Source	Description	Cost
Title I	Classified Support for Family Activities (Food Services /Childcare)	\$500.00
Title I	Parent Community Involvement	\$2,500.00

Actions

Academic Parent Support

Tasks

Math Night for parents. Sharing future Topics and new learning with parents to support their children with homework.

Teacher-Parent Conferencing - Sharing grade level standards and expectations for the year including STAR release questions.

Measures

Increase in achievement results on Topic and trimester assessments.

People Assigned

Teachers, Parents

Start Date - End Date

8/16/2010 - 6/2/2011

**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
Title I	\$188,678.00
Title V Innovative Ed (Library Funds)	\$648.00
State Funding Sources	Amount
Lottery	\$0.00
SBCP (EIA ONLY)	\$0.00

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Gretchen Wilson	Parent		12/8/2010
Barbara Erlei	Parent		12/8/2010
Kathy Campbell	Teacher		12/8/2010
Brad Clagg	Administrator		12/8/2010
Ryan Wildauer	Parent		12/8/2010
Denny Stephens	Parent		12/8/2010
Johanna Parsons	Parent		12/8/2010
Jose Brenes	Teacher		12/8/2010
Jeff Spencer	Teacher		12/8/2010
Susan Magladry	Classified		12/8/2010



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.	12/8/2010
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.	12/15/2010
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.	12/8/2010
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.	12/8/2010
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

Approval

The school plan was adopted by the council on:	12/8/2010
Public Notice Due Date:	12/8/2010
District Governing Board Review Due Date:	12/15/2010
School Site Plan Approved:	12/15/2010
Attested by School Principal:	12/15/2010
Attested by School Site Council Chairperson:	12/8/2010

Attested:

Brad Clagg		
Typed Name of School Principal	Signature of School Principal	Date
Barbara Erlei		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date