

**Today's Fresh Start Charter School  
School Wide Strategic Plan 2015-2020**

**Educational Program (Curriculum, Professional Development, Assessments)**

**School Purpose:** Student academic achievement in English Language Arts and Mathematics will improve as measured on multiple different assessments: such as measured by varied assessments, including but not limited to, school site assessments, district assessment and the California Assessment of Student Performance and Progress (CAASPP), but not limited to school assessments, district assessments, and smarter balance assessments.

**Means of evaluating progress toward this goal:**

The school will utilize McGraw Hill, Study Island and Compass Learning pre/post testing, Friday Assessments, Reading A-Z (<http://www.readingsa-z.com>), Reading, Writing, Literacy, Phonic Assessments; technology based assessments, portfolios, teacher-created assessments, teacher generated checklists, and rubrics.

<b>Actions To Be Taken Objectives</b>	<b>Dates/Frequency</b>	<b>Individual(s) Accountable for Implementation</b>
<b>1. Curriculum and Instructional Materials</b>		
Today's Fresh Start Charter School uses McGraw Hill, Study Island, Northwest Evaluation Association(NWEA),Compass Learning, and Houghton Mifflin Reading Connections as its core curriculum in English Language Arts and Mathematics. Supplementary materials used include, but are not limited to: Scholastic Guided Reading Program, Phonics for Reading, Thinking Maps, Measuring Up, Avenues, Study Island, Bellworks and High Point.	9/2015-9/2020	Principals /Site Administrators
<b>1a Pacing Plans:</b> English Language Arts and Mathematics pacing plans have been created for and are implemented at each grade level focusing on key Common Core State Standards as outlined in the Blueprints and core content pacing plans for each grade level.	<b>1a.</b> Annually/Updated Monthly	<b>1a.</b> Teachers
<b>1b Phonics for Reading:</b> Teachers, paraprofessionals, and support staff will be trained in using the Compass Learning program to address the needs of students that have been identified as needing intensive phonics instruction in order to increase decoding and word attack skills.	<b>1b.</b> Annually	<b>1b.</b> Curriculum Coordinators/ Principals/ Teachers, Paraprofessionals,
<b>1c Supplemental Reading Materials:</b> An extensive McGraw Hill Leveled Reader Library and Myon eLibrary have been acquired and are being used to provide teachers with leveled reading materials to be used during daily guided reading, independent reading, and read-aloud.	<b>1c.</b> Jan. 2016	<b>1c.</b> Curriculum Coordinator/ Principals/Site Administrators, Reading Specialist
<b>1d English Language Arts Daily Schedule:</b> The English Language Arts	<b>1d.</b> Daily	<b>1d.</b> Staff administrator/Teacher

<p>daily schedule incorporates guided reading, shared reading, independent reading, reading intervention, and writing practice using direct and small group instruction. Furthermore, each teacher is utilizing an English Language Development (ELD) block to instruct designated ELD and General Education students in comprehensive ELD strategies to enhance their speaking, listening, reading, and writing skills in English.</p> <p><b>1e Supplemental Math Materials:</b> Teachers have been trained in the use of supplemental Math programs such as Study Island and Compass Learning to assist students in areas of deficit.</p> <p><b>1f Mathematics Daily Schedule:</b> The daily Math schedule incorporates direct and small group math instruction, guided and independent math practice, and math fluency.</p> <p><b>1g Literacy School-wide Routines:</b> School-wide daily/weekly routines have been established to promote and support literacy, including but not limited to:</p> <ul style="list-style-type: none"> <li>a. Reading logs</li> <li>b. Reading intervention groups</li> <li>c. Literature Circles</li> <li>d. Writing intervention groups</li> <li>e. Silent reading</li> <li>f. Math intervention groups</li> </ul> <p style="text-align: center;"><b>2. Professional Development/Common Planning:</b></p> <p>Professional development is provided to instructional personnel regarding the effective delivery of curriculum and use of instructional materials.</p> <p><b>2a Research Based Practices:</b> Professional development is provided on researched based best practices in English Language Arts/Mathematics including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Differentiated instruction</li> <li>b. Balanced literacy</li> <li>c. Cooperative learning</li> <li>d. Small group instruction</li> <li>e. Response to Intervention</li> <li>f. Reciprocal teaching</li> </ul>	<p><b>1e.</b> Three times a year</p> <p><b>1f.</b> Daily</p> <p><b>1g.</b> Annually</p> <p><b>2.</b> Weekly</p> <p><b>2a.</b> Bi-Monthly</p>	<p><b>1e.</b> Teachers, Principals,</p> <p><b>1f.</b> Site Administrators, Teachers, Paraprofessionals,</p> <p><b>1g.</b> Education Consultant Principals, Teachers, Reading Specialist Site Administrators</p> <p><b>2.</b> Site Administrator</p> <p><b>2a.</b> Curriculum Coordinator, Principals Paraprofessionals, Reading Specialist</p>
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<p>g. Data driven instructional planning  h. Problem solving methods  i. Scope and sequence by McGraw Hill</p> <p><b>2b Common Planning:</b> Common planning time is provided bi-weekly. This time is used to review assessment data and reflect on instructional strategies in order to plan and prepare for whole group and small group differentiated instruction.</p> <p><b>2c</b> Training is provided to teachers on the effective use of Study Island, Compass Learning, McGraw Hill and Houghton Mifflin( reading and math series).</p> <p><b>2d Beginning Teacher Support and Assessment (BTSA):</b> Today's Fresh Start has a customized BTSA program that is conducted in collaboration with UC San Diego.</p> <p><b>2e Conferences:</b> Site Administrators and Teacher Trainers attend conferences to gain further specialized training.</p> <p style="text-align: center;"><b>3. Assessment: Monitoring Instructional Effectiveness and Student Progress:</b></p> <p>Assessments are designed to monitor instructional effectiveness and student progress. Strategies to achieve this goal include, but are not limited to:</p> <p><b>3a Monitoring of Daily Instruction:</b> Each teacher closely monitors student's daily progress and students' assessment data to inform instruction.</p> <p><b>3b Weekly Assessments:</b> Student progress is monitored through weekly grade level Common Core assessments in Language Arts, Mathematics, Writing, Science, and Social Studies. Strategies to achieve this goal include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Weekly assessments which are Common Core Standards based and aligned to the English Language Arts, Science, Social Studies and Mathematics pacing plans.</li> <li>• Weekly assessments utilizing Smarter Balanced released Performance Task practice questions, McGraw Hill premade tests and Study Island custom generated tests</li> <li>• Teachers and administrators who are responsible for administering and analyzing each student's assessment results;</li> </ul>	<p><b>2b.</b> Bi-Monthly</p> <p><b>2c.</b> Quarterly and/or Annually</p> <p><b>2d.</b> Weekly and/or Monthly</p> <p><b>2e.</b> Twice/Year and/or Quarterly</p> <p><b>3a.</b> Daily</p> <p><b>3b.</b> Weekly</p>	<p><b>2b.</b> Education Consultant Principals/ Site Administrators</p> <p><b>2c.</b> Educational Consultants from various outside resources</p> <p><b>2d.</b> BTSA Lead Teacher</p> <p><b>2e.</b> Principal/Site Administrators/ /Teachers</p> <p><b>3a.</b> Teachers</p> <p><b>3b.</b> Teachers, Principal, Site Administrators, District Coordinator,</p>
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<p>checking for mastery of tested Common Core Standards.</p> <ul style="list-style-type: none"> <li>• <b>Analysis of Study Island and Compass Learning software assessment summaries is conducted by the teachers, District Coordinator, and Principal/Site Administrators.</b> In addition, data from McGraw Hill is hand scored by the classroom teacher, and is analyzed by the teachers, District Coordinator, <b>Principal/Site Administrators.</b> Thus, informing all previous mentioned staff of individual student performance, class/group averages, and item analyses.</li> <li>• Mastery of skills is determined by students achieving 90% or better on weekly assessments.</li> <li>• Weekly, each student is assessed to determine mastery of: English Language Arts, Mathematics, Writing (all grades), Science (grades 5<sup>th</sup> and 8<sup>th</sup> weekly and 4<sup>th</sup> grade bi-weekly), and Social Studies (7<sup>th</sup> and 8<sup>th</sup> weekly and 4<sup>th</sup> and 5<sup>th</sup> grades bi-weekly).</li> </ul> <p><b>Additional Assessments:</b> Benchmark assessments are administered every thirty days. Trimester assessments are administered every sixty days. Both assessments are given using McGraw Hill, Houghton Mifflin Reading Connections, Compass Learning and/or Study Island. All assessments are aligned to the common core standards that were taught during that grading period.</p> <p><b>3c Student Portfolios:</b> Student portfolios are used to monitor progress and include: student and teacher selected work samples, cumulative, trimester, annual pre and post assessments, benchmark progress reports, trimester progress reports, and mastery of Common Core State Standards (CCSS) checklist.</p> <p style="text-align: center;"><b>4. Data Driven Instruction</b></p> <p>Teachers use assessment data to inform and adjust instruction</p> <p><b>4a Use of Data:</b> Assessment data is used to develop small groups, as well as drive instruction for after-school tutoring, and Saturday School Enrichment (for students who score below 90% on Friday assessments).</p>	<p><b>3c.</b> As needed</p> <p><b>4a.</b> weekly</p> <p><b>4b.</b> daily</p>	<p><b>3c.</b> Teachers</p> <p><b>4a.</b> Site Administrators Teachers</p> <p><b>4b.</b> Teachers</p> <p><b>4c.</b> Site Administrators,</p>
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<p><b>4b Re-teach:</b> Results of Friday assessment data is used to inform re-teach lessons with a focus on Common Core Standards not mastered. Mastery of skills is determined by teacher observation and teacher created re-teach assessments.</p> <p><b>4c Reassess:</b> Teachers reassess students using observation and a variety of other individual methods to determine mastery of skills. These methods, such as, but not limited to the following: student class work, student classroom participation, re-teach scores, student conferences, behavior, etc.</p> <p><b>4d Individualized Instruction:</b> Data is used to create individual intervention with the McGraw Hill, Compass Learning, Study Island, and Houghton Mifflin Reading Connections programs; based on student needs, as reported by weekly assessment scores.</p>	<p><b>4c.</b> daily</p> <p><b>4d.</b> Weekly</p>	<p>Teachers, Principals</p> <p><b>4d.</b> Site Administrators, Teachers, Principals</p>
<p style="text-align: center;"><b>5. Parent and Community Support/Involvement</b></p> <p>Parent participation and encouragement can make a pivotal difference in a student's success in school. TFSCS is located in a vibrant cultural setting, and is committed to expanding and enhancing its collaborative community partnerships. Strategies to achieve this goal include, but are not limited to:</p> <p><b>5a Parent/Guardian Informational Meetings:</b> Meetings for all parents/guardians are conducted on a monthly basis and/or as weather and space permits. (i.e. inclement weather, limited space, etc.)</p> <p><b>5b Parent Workshops:</b> Parent workshops are conducted on Literacy and Math strategies as well as other topics.</p> <p><b>5c Parent Conferences:</b> Teachers meet individually with parents/guardians to discuss student progress three times a year (each trimester). In addition, on an as needed basis per teacher or parent request. Each teacher has an open door policy (with appointment).</p> <p><b>5d Progress Reports:</b> Parents are notified of student's progress every 30 days via Benchmark or Progress Reports. Benchmark reports are provided at 30, 90, and 150 days. Progress reports are provided at 60, 120 and 180 days.</p>	<p><b>5a.</b> Monthly</p> <p><b>5b.</b> Three times a year</p> <p><b>5c.</b> Three times a year</p> <p><b>5d.</b> Three times a year</p> <p><b>5e.</b> Monthly</p>	<p><b>5a.</b> Support Staff/ Site Administrators</p> <p><b>5b.</b> Support Staff/Site Administrators</p> <p><b>5c.</b> Teachers</p> <p><b>5d.</b> Staff Support/Site Administrators/Teachers</p> <p><b>5e.</b> Staff Support/Site Administrators/Teachers, community liaison</p>

<p><b>5e Family and Community Events:</b> Activities and events are held throughout the school year which promotes family involvement. These activities and events, such as, but not limited to: Career Day, Science Fair, Seasonal Festivals, family carnival, homework tips, parenting classes, and various other workshops and parent seminars. Furthermore, we also provide dental visits and eye care.</p> <p><b>5e Family and Community Events (continued)</b> visits, free shoe distribution, free backpacks are given to students who meet certain criteria determined by an application filled out by the parent/legal guardian and then determined by the participating community liaison offering the services.</p> <p style="text-align: center;"><b>6. Evaluation and Accountability</b></p> <p>The progress of the <i>School Wide Strategic Plan</i> is monitored through weekly administrative meetings.</p> <p><b>6a Review of Assessment Data:</b> Administrative meetings are held where data is reviewed and current progresses toward goals are monitored.</p> <p><b>6b Strategic Plan Meetings:</b> Meetings are held with teachers to discuss progress toward individual and student goals. In addition, Tracking and Monitoring Academic Achievement Teams (TMAAT) data is analyzed.</p> <p><b>6c Monitoring of Student Progress:</b> Weekly meetings address student improvement and areas in need of additional intervention using as data reports from Study Island, Compass Learning, and TMAATS. These reports provide insight into the students' mastery of the week's standards.</p> <p><b>6d Classroom Observations:</b> Administrators observe classrooms and work with teachers to provide feedback on successful use of strategies and areas where additional growth can be made.</p> <p><b>6e Measurable Pupil Objectives</b> Goal 1: Meet or exceed State required API Growth Target Goal 2: Exceed the base API of comparison schools. Goal 3: Meet Adequate Yearly Progress (AYP) for all subgroups</p>	<p><b>6a.</b> weekly</p> <p><b>6b.</b> Three times a year</p> <p><b>6c.</b> Weekly</p> <p><b>6d.</b> Three times a year</p> <p><b>6e.</b> Once a year</p> <p><b>7a.</b> Three times a year; and as</p>	<p><b>6a</b> Principal/Site Administrators/Teachers</p> <p><b>6b.</b> Principal /Site Administrator</p> <p><b>6c.</b> Principal /Site Administrator</p> <p><b>6d.</b> Site Administrators</p> <p><b>6e.</b> Site Administrators</p> <p><b>7a. – 7o.</b> Site Administrators</p>
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Goal 4: Exceed grade level proficiency rate of comparison schools for ELA and Math.

**7. Points of Authority to Meet School Requirements**

- 7a Plan appointments with each teacher**
- 7b Classroom Strategic Plan**
- 7c Student Individual Learning Plan (ILP)**
- 7d Whole Group Lesson Plans**
- 7e Evidence of Small Group Instruction**
- 7f Evidence of Teacher Documented Subgroup**
- 7g Each Teacher Must Have Each Child's Smarter Balance Assessment Results (on ILP)**
- 7h California Common Core Standard Plans**
- 7i California Common Core Standards Blueprint Pacing Plans**
- 7j Grade Level Collaborative Lesson Plans**
- 7k Reporting Student Progress**
- 7l English Learner Guidelines**
- 7m Strategies for teaching whole and small groups for Intervention**
- 7n Beginning of the year Student Assessments**
- 7o School Wide ELD Plan**

**Language Arts Strategies**

A reading specialist was hired, holding a Master's Degree in Reading. The Reading Specialist will also conduct professional development for the teachers in Reading and Language Arts.

**School Wide Reform Strategies:**

- Small group intervention
- Grade level meetings for collaboration
- Conduct professional development based on scientifically based reading research for teachers to improve reading and vocabulary instruction
- Guided Reading in all grade levels
- Direct teaching of the academic vocabulary
- Explore the use of scientifically based reading intervention programs such as, Compass Learning, to meet the needs of

- needed
- 7b.** bi-monthly
- 7c.** weekly
- 7d.** weekly
- 7e.** daily
- 7f.** weekly
- 7g.** Annually
- 7h.** Annually
- 7i.** Annually
- 7j.** weekly
- 7k.** weekly
- 7l.** weekly
- 7m.** weekly
- 7n.** annually
- 7o.** annually

**All School Wide Reform Strategies:**  
Ongoing

**All School Wide Reform Strategies:**  
Site Administrators,  
Teachers, Support Staff

<p>struggling readers</p> <ul style="list-style-type: none"> <li>• Develop and begin implementing a program to provide progress monitoring and tiered intervention in the area of reading</li> <li>• Implement the use of rubrics to include student self-evaluation to foster students' understanding of quality work."</li> <li>• Focus on comprehension strategies, modeling for students the processes in all content areas.</li> <li>• Investigate staff development opportunities to assist teachers in meeting the needs of struggling students.</li> <li>• Continue to employ reciprocal teaching strategies emphasizing summarizing, clarifying, questioning, and predicting.</li> <li>• Use research based state approved strategies in all content areas to create understanding and application of grade appropriate vocabulary anchoring.</li> <li>• Implement intervention strategies based on individual strengths and needs, i.e. reciprocal teaching, and emergent literacy development.</li> </ul> <p style="text-align: center;"><b>Math Strategies School wide reform strategies:</b></p> <ul style="list-style-type: none"> <li>• Consistently use and collaborate on the quality of the Brief Constructed Response (BCRs) and the resulting responses as well as the academic success of our subgroups with colleagues during team meetings.</li> <li>• Implement the use of rubrics to include student self-evaluation to foster students' understanding of quality work.</li> <li>• Focus on error analysis as students work through problem solving and basic algorithms.</li> <li>• Explore Staff Development opportunities for teachers to assist with meeting the needs of struggling students.</li> <li>• Through Study Island and Compass Learning, students receive individualized instruction and immediate feedback. Students who excel in their grade level participate in higher grade level curriculum.</li> <li>• Incorporate peer-coaching techniques at grade level to assist struggling students.</li> <li>• Implement intervention strategies based on the individual strengths and needs of each individual student.</li> </ul>	<p style="text-align: center;"><b>All School Wide Reform Strategies:</b> Ongoing</p>	<p style="text-align: center;"><b>All School Wide Reform Strategies:</b> Site Administrators, Teachers, Support Staff</p> <p style="text-align: center;"><b>All School Wide Reform</b></p>
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### **Strategies for Highly Qualified Instruction**

- Teacher certification and educational degrees are reviewed regularly.
- Teachers are supported in re-certification opportunities.
- All new teachers have the opportunity to participate in BTSA.
- Teachers are encouraged to participate in a variety of staff development activities.

### **Strategies for Parental Involvement**

- Encourage parental involvement at family participation meetings.
- Plan parent informational opportunities with school staff on topics in reading, math, and behavior, and any other workshops pertinent to the wants and needs of the parents.
- Conduct parent surveys addressing parent's perceptions of school climate, availability of parents to volunteer, and parents' areas of expertise.
- Review and discuss the School-Parent-Student Compact at Parent Conferences
- Implement School Site Council, District English Learner Advisory Committee (DLAC) and English Learner Advisory Committee (ELAC)

### **Supplemental Information Attached:**

Schedules:

- Bell Schedule
- Daily Instructional Minutes
- Daily Supplemental Teacher Schedule
- Campus/Yard Supervision

**All School Wide Reform Strategies:**  
Ongoing

### **Strategies:**

Site Administrators,  
Teachers, Support Staff