

**FONTANA UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Elementary and Middle School Instructions

2007-2008

**Due to the Categorical Programs Office on
October 26, 2007**

Elementary and Middle School

SINGLE PLAN FOR STUDENT ACHIEVEMENT INSTRUCTIONS

2007-2008 Introduction

Essential to both program quality and program compliance is a school's planning process and the resulting instructional plan. Schools operating Title I or School Based Coordinated Programs must maintain written plans that describe students' instructional needs, intended performance outcomes for students, specific improvement strategies, and a monitoring and evaluation component.

All schools will use a standard format, which includes extensive qualitative and quantitative data. In the past, school plans addressed all areas of the curriculum. The Single Plan for Student Achievement focuses on reform strategies in English/Language Arts and math and on support for student achievement in those two areas through other curricular areas. The Single Plan is a multi-purpose document designed to provide a positive direction for instructional improvement through the collaborative effort of site level administration, staff, School Site Council, and the Leadership Team.

School site advisory groups must review and approve the Single Plan for Student Achievement before submission to the District. The School Site Council (SSC) must approve the plan, including the staff development buy-back days, budgets, and centralized services. With the inclusion of EIA/LEP program in the SBCP, the English Language Advisory Council (ELAC) must have the opportunity to give input on the plan before its review and approval by the SSC. The school site must maintain a copy of the SSC meeting minutes reflecting the approval for compliance purposes. The committees must approve any revisions to the plan or budgets as they occur throughout the school year.

SINGLE PLAN FOR STUDENT ACHEIVEMENT PAGE-BY-PAGE DIRECTIONS

COVER PAGE, p. i

Fill in all requested information as applicable to your site. *(Double-click the gray box field and type)*

Check all that apply and fill in requested information: *(Double-click the gray box field; change the 'Default Value' to "Checked" and double click the gray text field and type)*

MISSION STATEMENT, p. ii

Provide the School Mission Statement in the text box.

TABLE OF CONTENTS, p. iii-iv

The page numbers should remain the same.

SINGLE PLAN ABSTRACT, p.1

The abstract is a profile of the school community and a summary of what is presented throughout the Single Plan and therefore should be the final task in preparing the school plan. The summary is no more than two pages.

In the first paragraph briefly state the pertinent geographical, social, cultural, educational and economic base of the school community. Provide relevant information about the school including grade span and feeder or special programs such as magnet or receiving 'choice' school. Describe the school facilities and include summary information about technology, the library and available resources.

In the second paragraph, list the linguistic, racial and ethnic make-up of the student body based on CBEDS information provided. Describe the critical achievement needs for each significant group of students as identified through analysis of student performance data. If identified as Program Improvement site the reasons here.

Next provide a description of the strategies to be used to address the critical needs and the expected outcomes. Include here the categorical budgets, the amounts allocated or carried over

and list the titles of the categorically funded personnel. Include here staff development focus, unique and/or innovative programs and how parent involvement is a part.

Finally describe the process used for involving parents in governance, monitoring and evaluating categorical programs.

SCHOOL-BASED COORDINATION, TITLE I SCHOOLWIDE PROGRAM: COORDINATION & COHERENCE, p.2

In a School-Based Coordinated Program, services among special programs are coordinated and flexibility in use of certain categorical funds is permitted. The Single Plan for Student Achievement must address all students in the school, but specific attention must be given to providing the following special needs groups with full access to the core curriculum and academic success. These student groups include: **ALL** students, **GATE**, Socioeconomically Disadvantaged (**SED**), **At-Risk** of not meeting/exceeding standards, RSP/SDC (**Special Needs**), and English Language Learners (**ELL**).

On page 2, describe the School-Based Coordinated Program by indicating what the staff seeks to accomplish as a SBCP. Include student services provided by each program and summarize how the staff will address the needs of each of the six subgroups of students (ALL students, GATE, SED, At-Risk, Special Needs, and ELL).

***The Special Education district description at the bottom of the page must remain intact for compliance purposes.*

On page 2.a, the Title I Program description should address how all student populations will meet the district/state standards.

- Describe the major features of the Title I Program. Address how it supports all students in the school while emphasizing early interventions and strategies that accelerate the achievement of low performing students.
- Describe how the staff will meet the individual needs and learning styles of all students through full access to the core curriculum.

On page 2.b:

- Identify other programs and major strategies addressed in the plan such as grants, business partnerships, preschool, Title V, counseling, etc.
- Describe methods used at the school to ensure that services to students are coordinated and coherent, (i.e., student study team, discussions at team meetings). Since Special Education is included in the SBCP program, specify which model is used and describe the process used to select non-Special Education identified students for services by the Special Education staff.

SCHOOL DEMOGRAPHICS, p.3-3b

(Click the gray box field one time and type the needed information)

Most of this information will be compiled for you and available by October 3, 2007. You may then access these documents on the P: drive in the folder named: School Plan Data 2007-08. The remaining information should be completed at the site level.

SCHOOL DEMOGRAPHICS-HISTORY, p.3a

Use the previous plan to include data from 2004-05, 2005-06, and 2006-07.

ENROLLMENT SPECIAL PROGRAMS - HISTORY, p.3b

Use the previous plan to include data from 2004-05, 2005-06, and 2006-07.

FUNDING RESOURCES BY SOURCE/AMOUNT, p. 4

(Click the gray box field one time and type the needed information)

For previous years, indicate the actual site allocation including carryover for that year. For the current year, use the preliminary budget amounts including any carryover allocations. The Categorical Programs Office will provide the centralized services amounts when adjustments are made with final allocations later this year. On the second page add any awarded grant funding received at site. Check YES box if school is a Reading First site.

STAFFING INFORMATION, p. 5

(Click the gray box field one time and type the needed information)

Provide the information about the Principal and Assistant Principal(s). Use the information provided by Human Resources to complete NCLB requirement chart. You may access these documents on the P: drive in the folder named: School Plan Data 2007-08. You will need to determine the average years of experience for all credentialed teachers at your site.

STAFFING INFORMATION, p. 5a

List the categorical support positions (not hourly and/or stipends), the budget(s) used to fund positions, and the percentage of the budget each salary consumes. To determine percent of budget, divide the individual employee's dollar amount by the total amount for that budget.

Example: Project Clerk \$4500 from SI; total SI \$76000 (4500/76000=0.059 or 5.9%)

List all positions funded through grants and name of grant that funds that position.

Example: Tutor IIUSP 10%, Title I 90%

Please remember that no more than 70% of Categorical Budgets can be used for personnel.

ADEQUATE YEARLY PROGRESS (AYP) AND ACADEMIC PERFORMANCE INDEX (API), p. 6

Download reports from website indicated on page 6 of the school plan template. To do this, press and hold the Control key and simultaneously click on the web address. Or, copy and paste web address into the address bar; then, press Enter. Next, type in school name and press Submit. The default is set to select the most current growth report. Press Submit and the selected report will appear. Insert the preprinted pages for both, AYP and API, by copying and pasting into template.

ANALYSIS OF CALIFORNIA STANDARDS TEST DATA, p. 7

Write a description of the data analyses for CST for the total school population and for disaggregated subgroups. Indicate student needs for English Language Arts and Mathematics. Place the test data pages used for analysis in Appendix E of the Single Plan.

CELDT TEST RESULTS/CELDT TEST REPORTS, p. 8

CELDT and re-designation goals are indicated. Download annual assessment results from prior year and initial report from current school year from website indicated on page 8 of the school plan template. To do this, press and hold the Control key on your keyboard and simultaneously click on the web address. Or, copy and paste web address into the address bar; then, press Enter. Next,

type in school name and press Submit. The default is set to select the annual assessment report. Press Submit and the selected report will appear. Repeat process; then select the initial assessment report. Insert the preprinted CELDT pages of initial and annual assessment results.

ANALYSIS OF DISTRICT ASSESSMENTS PERFORMANCE DATA, p. 9

After analyzing District Assessment data, identify areas of need in reading, writing and math. Indicate grade level(s)/subgroup results/percentages. Include specific steps site will take to meet these needs (work with specific subgroup, work on specific area, provide staff development, etc). Place the test data pages used for analysis in *Appendix E of the Single Plan.*

ADDITIONAL INDICATORS OF SCHOOL PROGRESS, p.10

Use this page to describe information obtained from Principal Walk-through observations, school-based assessment tools, Multiple Measures Matrix, Site Staff Development Survey and/or other measures. Describe the method of data gathering, time span covered, and interpretation of results. Indicate next steps for staff development to address needs. *NOTE: Remove all references to Standards Plus.*

INDICATOR OF EFFECTIVENESS: PARENT INVOLVEMENT, p.11

Provide an analysis of the previous twelve months that describes the focus of parent involvement and parent training at the site. List five strengths and five needs found in Title I Parent Survey.

SUMMARY: FOCUS AREAS FOR SCHOOL/STUDENT PROGRESS AND STAFF DEVELOPMENT NEEDS, p. 12

From the analyses of all preceding pages, summarize three major focus areas in Reading/Language Arts and Mathematics for the total school population and any specific significant subgroup needs. Describe next steps for staff development to address these needs.

ACADEMIC OBJECTIVES: AYP and API, p. 13

Use the charts provided to address goals for state-determined Annual Measurable Objectives in English Language Arts and in Mathematics. Provide previous total school proficiency/advanced percentages, current percentages, and projected percentages. Also indicate percentage of students in lowest quintile/Far Below Basic for years given and for projected goal.

Use the defined federal and state parameters for API. Indicate the API data for years given and for next year's projected API (see 13.a for projected equation).

READING/LANGUAGE ARTS CORE CURRICULUM DESCRIPTION, p. 14

Core Curriculum Descriptions are provided. **(Do not add or delete information on these pages).** Other preprinted core program descriptions are placed in **Appendix F of the Single Plan.**

MATHEMATICS CORE CURRICULUM DESCRIPTION, p. 15

Core Curriculum Descriptions are provided. **(Do not add or delete information on these pages).** Other preprinted core program descriptions are placed in **Appendix F of the Single Plan.**

ACTION PLANS, p. 16

The Action Plan pages have been updated to meet compliance. Proposed expenditures must be incorporated into your strategies. The estimated cost and funding source have replaced the budget column. The evaluation column must include the means of evaluating progress towards this goal as well as group data to be collected to measure academic gains. The start and completion date for each strategy must now be included.

- Goal 1: Update your AYP data and compute AYP growth goals for the current year. The suggested formula is:
- At or above the state target, 5% growth
 - Below the state target, the % to meet the target
 - Far below the state target, set what you feel is an attainable goal and be ready to justify your decision.
- Goal 2: Update your Suspension and expulsion data. Delete or add data headings based on identified areas of school need to meet the goal.
- Goal 3: Use the information received from Human Resources to indicate Highly Qualified Staff and Support Staff. Delete or add data headings based on identified areas of school need to meet the goal.
- Goal 4: No data information provided. Delete or add data headings based on identified areas of school need to meet the goal.

Goal 5: No data information provided. Add headings based on identified areas of school need to meet the goal.

Action plans will be built around each of the District goals and focus on improved student achievement in English/Language Arts and mathematics. For compliance, the overall action plan must address curriculum and instruction, staff development, materials and resources including personnel and monitoring and evaluation. As a School Based Coordinated Program, strategies must be identified that ensure all special needs groups make adequate progress toward achieving the intended outcomes in English/Language Arts and mathematics. Specific strategies include the following groups of students: ALL students, GATE (Gifted and Talented), SED (Socioeconomically Disadvantaged), At-Risk (low performing), Special Needs (Special Education), and ELL (English Language Learners).

Goal 5: This section should reflect your overall budget and should **not** incorporate any new strategies that were not previously listed in Goals 1-4.

Special programs have special requirements for compliance. Schools operating these programs must address all bulleted items within the strategies.

Special Education

- **Specify program design strategies, i.e., collaborative, mainstreaming, in-class model, pull-out, team teaching, or literacy models.**
- **Specify strategies indicating services provided by Special Education personnel to identified students**
- **Where Special Education is included in the School-Based Coordinated Program, specify strategies for services provided by Special Education personnel to *non-identified* students.**

English Language Learners

- **Specify strategies for how staff will provide primary language support to English Learners**
- **Specify strategies for how staff will provide English Language Development and**

Specially Designed Academic Instruction in English (SDAIE) to all English learners.

- **Specify strategies for addressing multicultural component of ELL, i.e., curriculum-embedded culture study, materials, role models, and parent participation.**
- **Specify strategies for how teachers and aides will receive training for working with English learners**
- **Specify strategies for how parents of English Language Learners will be informed regarding the ELL program and compliance issues.**
- **Specify strategies for parent participation in ELAC and DELAC.**

GATE

- **Specify strategies for how staff provides a differentiated program embedded in the core program.**
- **Specify strategies for services over and above the core program.**
- **Specify strategies for providing staff development in support of identified students.**
- **Specify strategies for parent participation in the District GATE Advisory committee.**

Socioeconomically Disadvantaged and/or At-Risk

- **Specify Title I funded strategies that will support all students' attainment of grade-level standards.**
- **Specify strategies for early interventions that will target slow-progress students and accelerate their learning.**
- **Specify strategies that will extend learning time for students who need it. (i.e., after-school tutoring intersession programs, home reading projects.)**
- **Specify strategies to assist preschool children with the transition to kindergarten. (i.e., literacy activities, parent classroom tours.)**
- **Specify strategies for providing research-based professional development to teachers and support staff.**
- **Specify strategies for the following required parent involvement activities: an annual parent meeting, training for parents on academic standards and how to monitor and assist their children, training for teachers, use of the school-parent compact, and communication with parents.**

- **Specify strategies for parent participation in SSC and Superintendent's Advisory Council.**

STAFF DEVELOPMENT BUY-BACK DAYS, p. 21

List the three buy-back days, dates and topics. These days should support the identified focus areas of the plan.

PRESCHOOL TRANSITION & CONTINUITY ACTION PLAN

This information will be provided at a later date.

IIUSP/HPSGP/CSRD ACTION PLANS *(If Applicable)*

Insert Action Plan Pages for IIUSP, HPSGP, and/or CSRD grants.

SAFE SCHOOL PLAN

Insert your Safe School plan that follows the template provided from the Student Services Office.

APPENDICES, A - L

- A. School Data: Committees: List the members on each committee. The District Learning Support Team chart is complete.
- B. Common Pages: SBCP form, Assurances, Site Council Membership, and ELAC Membership.
- C. Categorical Budgets: Insert the preliminary categorical budget in Appendix C. The budget needs to be approved by the School Site Council and minutes of this meeting are sent to the Categorical Programs Office.
- D. Categorical Job Descriptions: Use the given categorical job descriptions to identify all categorically funded personnel (FTE) and the number of positions in each job at the site.
- E. Performance Data Information: Insert all performance data pages used for analysis (CST, CAT6, District Assessments) of all students; grade levels; disaggregated data by gender, ethnicity, socioeconomic status, language status, and students with disabilities.
- F. Core Curriculum Descriptions: Core Curriculum Descriptions are provided. **(Do not add or delete information on these pages).**
- G. Centralized Services Descriptions: Centralized Services Descriptions are provided. **(Do not add or delete information on these pages).**
- H. School Accountability Report Card: Insert a copy of School Accountability Report Card. It is available on the F.U.S.D. website.
- I. Additional Indicators of Instructional Needs School Data Summary for IIUSP/HPSGP Schools
- J. Chart Requirements for Student Achievement
- K. Analysis of Current Instructional Program
- L. SSC Bylaws
- M. Preschool Transition & Continuity Action Plan: This information will be provided at a later date.
- N. IIUSP/HPSGP/CSRD Action Plan: *(If applicable)*
- O. Safe School Plan