

Single Plan For Student Achievement



For School Year 2007-08

El Roble Intermediate

CDS Code: 19-64394-6057541



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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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District: Claremont Unified

The District Governing Board approved this revision of the School Plan on 11/19/2007

Single Plan For Student Achievement

About this School

The El Roble team is dedicated to developing the whole child by providing a safe and positive learning environment based on mutual trust and respect. Our engaging academic instruction adapts to an evolving society providing the skills and connections necessary to be confident and successful.

To truly make a connection with every student, so that we can better meet their needs to maximize learning, the El Roble team will:

- * Build on and solidify prior knowledge
- * Provide well-rounded opportunities for social, physical, mental, and emotional development
- * Understand and appreciate the middle school student
- * Collaborate as professionals
- * Meet high levels of achievement through differentiated instruction
- * Develop tolerance and respect for others
- * Develop a sense of intrinsic motivation for achievement
- * Foster responsibility, work ethic, self-concept, and teamwork
- * Facilitate exploration and creativity in academics
- * Foster a technologically literate and functional learning community
- * Facilitate the development of effective communicators

We firmly believe that all students are able to learn.

El Roble Intermediate School is centrally located at 665 N. Mountain Avenue at the intersection of Harrison and Mountain avenues in Claremont. The instructional day begins at 8:05 a.m. and ends at 2:15 p.m. Our office hours are from 7:30 a.m. until 4:00 p.m. daily. Parents are invited to arrange appointments or call in student absences by calling (909) 398-0343. An attendance line and homework hotline are available twenty-four hours a day. In addition, parents can sign up (free) for Parent Connect - an online grade, attendance, and assessment program.

El Roble is the sole intermediate school in Claremont and services seven feeder elementary schools. Approximately 1100 students attend El Roble. The following demographics represent our student population: 9.6% Asian, 8% Black, 1.4% Filipino, 27.3% Hispanic, 49.4% White, and 3.3% other.

Analysis of Current Educational Practice

Single Plan For Student Achievement

1. Alignment of curriculum, instruction and materials to content and performance standards:

At El Roble, all students are enrolled in a comprehensive and rigorous standards-aligned curriculum of math, English/language arts, science, history, and physical education, including a health component. The program is balanced by one trimester of Computer Survey and five trimesters of exploratory electives crucial to expanding the perspectives of young adults. Students are mainstreamed into heterogeneous classes in most subject areas. In math, student readiness determines placement in a variety of courses allowing a good portion of our students to meet the state mandated Algebra 1 requirement by the end of 8th grade.

"Taking Center Stage" provides the current middle school practices used by the El Roble staff to plan a student-focused curriculum. In addition, the English and math curricula are designed to prepare students for passing the California High School Exit Exam (CAHSEE).

The district has begun the process of developing essential standards per grade level in the core content areas. This has led to increased articulation among the teachers within the district by content area. As a result, a sense of true alignment has begun to emerge at Claremont Unified. Currently, the district has a K-12 Writing Committee that has developed grade level benchmarks based on the discussion over essential standards. In addition, the district also has a science essential standards committee that has created a draft of essential standards. For the 2007-2008 school year, the district will identify math essential standards and history/social science essential standards.

El Roble understands the developmental needs of its students. Mathematics at El Roble has gone through very lengthy and careful restructuring to align the program with state and district standards, and be responsive to individual student needs. Students' individual skill levels are accommodated by the seven course offerings in math: Essentials, Pre-Algebra, Algebra 1 (1st half), Algebra 1 (2nd half), Algebra I (full year), Geometry, and Algebra II for advanced students taken at the high school. Qualified 6th grade students journey to El Roble each day from their elementary schools to take Algebra 1. Courses in math utilize manipulatives, visual aids, computer programs (i.e. ALEKS and Geometer's Sketchpad), and problem solving skills with applications to real life situations.

El Roble's exploratory electives program constitutes the exciting spice in the middle grade student's school experience. As "Taking Center Stage" points out, students at this level need an opportunity to discover areas of interest and talent. El Roble has managed to maintain its diverse program, despite the increasing budgetary constraints. Our students have the opportunity to take up to five different electives during their years at El Roble. These include: Beginning and Advanced Art, Woodshop, Plastics and Metals, Exploring Technology, Foods and Advanced Foods, Spanish 1, Yearbook, Keyboarding, Digital Media, Internet Protocols, Advanced Computers, Graphic Editing & Publishing, Vocal Music, Drama and Advanced Drama, Marching Band, Beginning Band, Orchestra, Jazz Band, Percussion Ensemble, Creative Writing, Associated Student Body/Leadership class, and AVID.

Collaboratively, visual, performing, and industrial arts students from the electives program present a Dessert Theater every year. Drama students present the play, wood shop build the sets, art class creates advertising posters and decorations, the keyboarding class composes and types the programs, and students in foods class bake the dessert. This event, performed for the public on two evenings, includes pieces performed by the jazz band.

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

For many years the Claremont School District and El Roble Intermediate School have included parents, students and community members as well as staff in choosing textbooks and instructional materials. The Director of Educational Services recruits parents and community members to serve on materials' selection committees. Using this input, the appropriate district curriculum committee and teachers in the subject area narrow the choices and then make final selections.

It is especially important to the district and El Roble to include a special education teacher and an ELL teacher to ensure that the textbooks and instructional materials selected will be appropriate for all students at El Roble.

Single Plan For Student Achievement

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

The "art" of teaching is recognized as a valuable asset at El Roble. Teachers and administrators in the Claremont Unified School District jointly created the teacher evaluation instrument, based on the California Professional Teacher Standards. Monthly staff, department, shared decision making, and department chair meetings provide additional opportunities for staff to reach consensus on curriculum, instruction, discipline, program evaluation and school operations. In these meetings, staff shares research, classroom practices, and addresses specific student challenges. In addition, teachers conference on curriculum updates and student progress in specific content areas that have been discussed by representatives at district curriculum committees (such as the K-12 Writing Committee, the English Language Arts Committee, the Math Essential Standards Committee, or the Science Essential Standards Committee) and shared in departments.

Creative instructional exercises are common among the El Roble educators. In order to foster the development of exemplary teaching practices, our staff members regularly attend workshops, conventions, and special district training sessions on a wide variety of topics. El Roble has an active Shared Decision Making (SDM) committee that has taken responsibility for planning the staff development days that occur at El Roble three times a year. The SDM committee surveys the staff on possible topics and then decides what and how to offer the training. Recently, the district has put together a Professional Development Plan wherein the staff may choose to attend staff development training after school or during school on a variety of topics.

El Roble prides itself on a "seamless" transition for students and families from one grade level to the next, covering elementary to high school. New teachers are supported by Claremont's membership in a four-district consortium that oversees grants funding the BTSA and California Pre-Intern Program (CPIP) programs for new teachers. In the Claremont School District, a Peer Assistance Review (PAR) Panel oversees the appointment of master coordinating teachers who mentor the participating teachers in these programs and in addition provide help for other new teachers in familiarization with the school site culture and program. In addition, at El Roble, experienced teachers, department chairs, and special program coordinators provide guidance and in-services for new teachers. During the first two weeks of school, the principal offers half-hour orientation sessions covering topics that include grading practices, provisions for special needs students, staff meetings and adjunct duty requirements. These sessions are affectionately referred to as the "New Kids on the Block" program.

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

El Roble takes responsibility for active and early assessment of and interventions for at-risk students and those with special needs by holding special education transition meetings with the elementary staff prior to arriving at El Roble to ensure that the child's needs are known and can be addressed. In addition, El Roble assesses the math preparedness of all incoming sixth grade students prior to the start of school to allow the proper math placement in the fall. Furthermore, the El Roble Transition Specialist interviews at-risk students (and their parents) identified by the elementary staff and principals about placement in the Panther Team program in the fall. The El Roble staff prides itself on the fact that no student is anonymous nor falls through the cracks. Claremont students enter an 1100 student intermediate school from seven small-personalized elementary sites. At-risk and special needs students are identified in the elementary grades by teachers, principals, and test scores. Counselors, Special Ed teachers, the Title I coordinator and the ELL teacher at El Roble further test and identify students prior to his/her arrival at El Roble.

Regular education teachers receive training in instructional strategies in order to best meet the needs of students with special needs and at-risk students in the core content classrooms. In addition, new teacher orientations by the Special Education department chair, the school psychologist, the Title I coordinator, and the English Language Learner (ELL) teacher include an explanation and introduction to programs and needs of at-risk students at El Roble.

The After-School Academic Assistance program (ASAP), offered each trimester, provides help to Title I students and other students who are experiencing grade and behavior difficulties with a ratio of two to three students per adult tutor. The tutors in this program are volunteer parents, community members, senior citizens and/or college students.

El Roble offers a variety of summer school course options, including remedial/proficiency courses, accountability courses, and enrichment programs. Students identified as "at-risk" (those who failed 2 out of 3 trimesters of a core subject area or were in jeopardy of failing a core subject area) and Special Education students are given enrollment priority in the remedial and accountability courses offered during the summer.

Single Plan For Student Achievement

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

Our staff goes the extra mile to ensure that the special emotional and social needs of middle school students are addressed and that at-risk (those who failed 2 out of 3 trimesters of a core subject area or were in jeopardy of failing a core subject area) and special needs students are given diverse and rigorous programs of special help. The at-risk and special needs student population at El Roble includes mainstreamed high level achieving students, approximately 68 English Language Learners (ELL), more than 325 Title I students. In addition, approximately 100 Special Education students in a resource specialist program (RSP), a special day class (SDC), and orthopedically handicapped (OH) classes attend El Roble. The OH classes serve 15 students from surrounding cities as a part of our SELPA collaboration.

Special Education students are individually scheduled the summer before their 7th grade year by the Special Education teachers in cooperation with the counselors. The special education staff requests that the elementary teachers complete an information form on each special education student. The special education staff then takes a full day (release time funded by Title II) to review the forms collectively and make placement decisions.

ELL students identified in the elementary grades attend a EL summer school classes, where they are individually tested (CELDT) and placed in the appropriate English Language Development (ELD) courses for the fall. Last year, nearly 30% of our ELL students were redesignated based on the State mandated test (CELDT) as compared to 56.1% in the previous year. However, different criteria were used that year which encouraged sites to re-designate as many students as possible; not necessarily all students should have been.

Title I students are identified based on their CST scores in the 5th and 6th grades, elementary teacher observations, and recommendations. Students are considered Title I students if the student is not proficient or advanced on the CST in ELA and/or math. An orientation is offered prior to the start of school for all students, and in addition, two orientation programs are available to the parents and students with special needs (those students with an Individual Education Plan (IEP)).

Student Study Teams (SSTs) and individual parent conferences play a large role in appropriate placement and monitoring of these students. Teachers, counselors and parents meet regularly to discuss the students successes and problems, and implement any intervention strategies, behavioral contracts, 504 plans, or special services needed. Frequent SSTs, Individual Education Plans (IEPs), Speech and Language conferences, Parent/Teacher conferences, and regular education/special education teacher meetings are held throughout the year. Most students in these programs are mainstreamed into the regular classroom with support from special education teachers and paraprofessionals. This support can be in the form of in-class assistance from a special education instructional aide or it can be having the student attend the learning center either during the day (in lieu of his elective) or after school where the student can get help from a paraprofessional or get copies of class notes.

Approximately 90 students targeted as at-risk in behavior and academics by elementary school principals and teachers are monitored and mentored at El Roble by our Educational Resource Specialist. El Roble created a Panther Team program that helps to serve 40 7th grade students that are struggling to make a successful transition to middle school. The program allows these students to take their core classes during the morning, with two teachers, and in a small setting (20:1). The Panther Team teachers continually monitor student progress of the students in all classes and offer support after school if needed. Students with behavioral and attendance problems and in need of an alternative learning environment have the opportunity of attending Community Day School (CDS). Students are referred to the Community Day School (CDS) with the specific goal of returning to El Roble.

Students emotionally and psychologically at-risk are entered into special grief, divorce and self-esteem counseling sessions with the school psychologist and/or interns. Students with speech and language difficulties are seen by speech and language teachers. Some students are provided support through counseling from the Youth & Family Support Center and the David and Margaret Group Home.

English Language Learners at El Roble are provided with English Language Development (ELD) classes organized by English proficiency: Beginning, Early Intermediate, Intermediate, and Early Advanced/Advanced. In addition to their English class, ELL students (depending on their level) will either be given an additional English class or be placed in the English Reading class as their elective for the year. El Roble's redesignation rate to fluent English averages 30% per year. The English Language Advisory Committee, composed of ELL

Single Plan For Student Achievement

parents, sends a voting member to the School Site Council. Tutoring for English Learners is available at least three days a week. The ELL students hold an annual International Feast Day for which they prepare a dish and give a presentation reflecting their language group and showing pride in their ethnic heritage.

Special Education services are supported with a Resource Specialist Program providing each student a case carrier who oversees scheduling and individual support services, and who also monitors student progress and disseminates that information to regular education teachers. Special Day Classes offer core subject content mastery in self-contained classrooms limiting enrollment to 15 students or less. Students mainstreamed into the core curriculum have access to a Learning Center open before, during and after school for tutoring, and individualized assistance with tests and organizational skills. Designated Instructional Services through the Special Education Local Plan Area (SELPA) offer speech/language services, adaptive PE classes, and services for visually and hearing impaired students, psychological group services, access to Orthopedic and Physical Therapy and a Health Evaluations Nurse.

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

The teachers at our school use multiple measures throughout the year as a means of assessing and improving student performance. For example, English 7 and English 8 classes offer a bi-annual assessment in reading comprehension and a bi-annual assessment in writing. In addition, biology and physical science classes take bi-annual assessments to diagnose student progress. The history department is working to develop an authentic assessment for students in World History, as well as U.S. History classes. Our math team is also working to develop periodic common assessments of each of its math courses. Lessons reflect a strict adherence to the state content standards with state tests, teacher-created tests, unit tests from text books, quizzes, projects and reports and other exams analyzed to determine individual, classroom, grade level, department and school wide growth. Several teachers have been trained, along with all administrators, in the use of Data Director, a data management tool, to assist in exploring the needs of students in their classes. Results are discussed within each department through formal and informal conversations and during staff meetings. Our staff, including paraprofessionals, analyzes student work during staff meetings.

A key element in assessing student performance is encouraging each student to analyze his or her own work. All El Roble students carry three ring binders. The binder is divided into sections for each of the students' classes. This organizational tool enables students and their parents to compare and contrast school work in each of the six disciplines as well as providing an opportunity for self-analysis of student work. By reviewing past class work, students actually see their academic growth from their initial assignment to subsequent assignments. The growth is often amazing. Through peer and self-editing techniques, students review work and make suggestions for improvement. The use of anchor papers and rubrics assist students in knowing what is expected. Students are provided opportunities to reflect on their learning in journals and discussions, as well as on scorecards developed to allow the students to self assess progress toward mastery of concepts.

Our families expect and deserve to know how their children are performing in class as well as on statewide tests. El Roble Intermediate School provides several communication systems to keep parents abreast of their child's overall progress. Teachers regularly send home grade printouts detailing assignments and student scores. All students receive a progress report during the seventh week of the term. Report cards are mailed home at the conclusion of each twelve-week trimester. Each of these documents reveals not only academic progress, but also citizenship and social development through the use of teacher comments. Statewide tests results are mailed home to each family at the end of the school year to inform parents of proficiency in math, reading and English. For English language learners, correspondence is sent in the primary language upon request. Our staff also informs parents of their student's performance through telephone calls, email, and/or parent conference requests.

In addition to written communication between parents and staff, parents at El Roble can access their child's academic progress, attendance, and behavior records on-line using Parent Connect. This web-based program allows a parent to access scores and progress on a daily basis.

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

100% of the 50 El Roble teachers work with students experiencing low performance in academic areas. All academic and non-academic classes are intentionally heterogeneous to allow low performing students an opportunity to work with high performing students.

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

Single Plan For Student Achievement

The Claremont community has a longstanding history of involvement with the schools. We acknowledge this relationship and have several strategies in place to engage families and other stakeholders in school activities. In the summer, all families receive a packet, which welcomes and invites them to become participants in the learning process. A visit to our campus reveals parents assisting students with bicycle registration, helping in the sale of yearbooks, tutoring as part of the After School Academic Program (ASAP), or working with our music students. Parents are involved in the day-to-day school operations and in the decision-making bodies connected to the school. Parents participate in working with staff to handle various fundraising ventures such as a school-wide magazine sale and helping with ticket sales for dances and activities. Our parents publish the El Roble newsletter, The Oak Leaves and maintain the El Roble PFA website. Our families are welcomed partners in the educational process. Parents serve on our Parent/Faculty Association (PFA), School Site Council (SSC), English Language Advisory Council (ELAC), and booster organization boards. The Title I and ELAC meetings enhance communication with our parent partners. We offer translators for formal and informal meetings. Our Educational Transition Specialist mentors students and parents in making the transition from elementary school to the intermediate school and from the intermediate school to the high school. El Roble's Parent Connect (web-based student information system) and the Homework Hotline give parents and community members direct access to the daily school bulletin, information, activities and student assignments and progress in each class. It is evident that El Roble enjoys tremendous public support based on the school volunteer sign-in book that reflects nearly 200 hundred parent signatures for things that happen during the school day. In addition, the parent support is seen in the packed hallways during all annual events such as Back to School Night, Open House, Family Fun Night, etc.

The Claremont community values education as represented by the high number of parents reported in the STAR results who have earned graduate or post-graduate degrees. Our local Police Department presents the Drug Awareness Resistance Education (DARE) program, Project Sister conducts a sexual harassment in-service for all students, the Claremont Human Services collaborates with the school district to offer an anger management course through David & Margaret, 8th grade U.S. History classes ask The Joselyn Senior Center to provide guest speakers on a variety of topics, and the local Rotary Club trains our eighth students in CPR. The membership of the El Roble PFA is strong. Many parents volunteer in the routine activities at our school. Our PFA board boasts 25 officers and committee members.

We offer a reciprocal approach of communication for our parents. In addition to the traditional forms of communication, such as phone calls and report cards, all El Roble staff communicates via email. Nearly 95% of El Roble staff post grades and attendance daily on the web-based student program so that parents can know how their child is progressing. We also offer the Homework Hotline, individual teacher grade printouts, trimester parent conferences and most importantly an open invitation to discuss matters with the administration without requiring an appointment.

Parenting classes and adult education classes are offered at the school, covering a wide variety of topics such as dealing with teenagers and technology skills. Transitions between the feeder elementary schools to El Roble and then to Claremont High School are facilitated through articulation, orientations, and site visits. The principal makes it a point to visit all elementary sites at least twice a year. In addition, the principal invites each elementary principal to come BBQ with him once during the year so that the students can say hi to their former principal.

El Roble is rich with community partnerships. Our city officials support our school through joint participation with the police department, the department of human services and the TRACKS program. The TRACKS program operates the after school sports program which participates in intramural sports. TRACKS also allows students the opportunity to go on extra-curricular field trips to high interest locations, (Magic Mountain) cultural activities (Phantom of the Opera) and professional sporting events (The Mighty Ducks at the Anaheim Pond, The LA Galaxy at the Home Depot Center). The Youth Activity Center and Skateboard Park are available for student use after school and for supervised activities such as dances and skateboarding.

Our local businesses strengthen student-learning opportunities by sponsoring teachers with the Business and Education Together program (Best BET) mini-grants. Some examples of Best BET projects include the purchase of 30 meter measuring tapes used in science activities such as in measuring displacement, and Teacher Curriculum Institute materials which enrich history lessons through role playing, thematic units, and museum displays. Our Renaissance program rewards student achievement by providing students with discounts to community businesses such as Wolfes Market, Rhino Records, and Subway. Other local sponsors for student awards include In and Out Burger, 21 Choices, Burger King and Regal Theaters. Students get the opportunity to

Single Plan For Student Achievement

contribute to the community in a variety of ways. Our Associated Student Body holds a Canned Food Drive in November for local disadvantaged families (over 4000 cans this year) and a bicycle marathon in the spring, which over a 30-year period has contributed more than \$100,000.00 to the Claremont chapter of American Red Cross. We are also fortunate to include the Claremont Community Foundation and the Claremont Education Foundation as financial supporters of our after-school music and other enrichment programs. These dynamic activities create a well-rounded educational experience for all students.

El Roble embraces and celebrates cultural diversity in families by requesting those with diverse backgrounds to share their experiences and expertise in classes or school-wide assemblies. Our students and staff have had the pleasure of tasting foods from around the world as a direct result of parents' willingness to share with others. We have seen performances by culturally diverse performers such as Pierre Cruzate, who role-plays a character from the Louis and Clark Expedition in an assembly. We have heard about personal experiences and stories told by those who have lived in or traveled to lands so different from ours. The local retirement community of Pilgrim Place, whose residents have a rich history of missionary experience abroad, are welcomed at El Roble for their contributions to the education of our young people. Our students and staff have touched authentic artifacts from countries around the world because our community respects and cherishes its culturally diverse citizenry. Much of our correspondence is translated into Spanish since many of the families of El Roble students speak Spanish as their primary language. For additional assistance, translators in several languages are available during parent visits and meetings.

The El Roble staff is committed to academic, emotional, and social success for all students. Our counseling program includes two full-time and one part-time credentialed counselors with master's degrees in school counseling; two school psychologists, one for three days a week and one for one day; and a licensed Marriage and Family Counselor. Collectively, the education and experience of these staff members creates an atmosphere of wisdom, diplomacy and concern, which builds the mutual trust and respect necessary for effective guidance.

Counseling for our students and their parents begins at the elementary sites in March in the form of the Incoming 7th Grade student orientation meetings. In the spring before the start of the 7th grade year, an additional orientation is held for students and an evening orientation program is offered for parents just before El Roble's Back to School Night in the fall. The program is designed to inform students and parents about what to expect at El Roble, acquaint them with the registration process, and ease their anxiety about the transition. Counselors gather vital student information, i.e. 504 Accommodation plans, Individual Education Plans, English Language Acquisition needs, Student Study Team recommendations, confidential at-risk student records during this time. During the course of the year, students are given guidance with regard to academic progress, future elective options, peer relations, family issues, behavior concerns, high school, preparing for college and career goals. Students are evaluated for referrals to specific counseling programs, which include, but are not limited to, divorce, death, self-esteem, and academic success.

Students entering El Roble after the start of the school year receive an orientation, which includes a student and parent interview, a student handbook, a student escort to familiarize the new student with the campus and classroom locations, and information about all of the resources available for parents and students at El Roble.

Individually, teachers meet with students and parents to provide assistance. This assistance includes individual student tutoring, pre-test study sessions, assisting students behind in class work or having difficulties with organization, and informally discussing student progress with parents. In the Sustained Silent Reading period, teachers give no academic grades. Therefore, students feel comfortable seeking advice and sometimes even confiding in their SSR teachers. The period provides 20 minutes of silent reading, and a student information segment where the daily bulletin is read and time is given for ASB representatives' reports. El Roble teachers reserve Tuesdays after school for parent/student conferences. A student's academic progress is monitored by each teacher through informal discussions with students and their parents about class performance, individual grade printouts, three progress reports, and three trimester report cards. Struggling students are reminded of the programs available to assist them in improving their academic achievement. Parents of students with academic difficulties are invited to El Roble each trimester at the progress report time for conferences with teachers. At these meetings strategies are devised to help students to improve academic performance.

Summer school provides opportunities for both struggling students and those seeking academic challenges. For students failing to meet the expectations outlined in our Accountability Policy, summer school is required. This program extends the academic instructional year and helps students to succeed in meeting the content

Single Plan For Student Achievement

standards. The Claremont Education Foundation offers summer enrichment classes at El Roble for students who are curious and interested in new academic experiences.

During the school year, students who desire enrichment opportunities beyond our extensive course offerings are counseled to take courses at Claremont High School, join the California Junior Scholarship Federation, participate in programs such as the Johns-Hopkins, University of California Irvine Talent Search and Better Chance program, and participate in the National Conference of Teachers of English (NCTE) Promising Young Writers Program.

In the spring of their eight-grade year, students meet with the 9th grade high school counselors for an introduction to the Claremont High School (CHS) program, graduation requirements such as the California High School Exit Exam (CAHSEE), and available guidance services. A CHS parent orientation is held at El Roble, and, additionally, 8th grade students and parents are invited to the Open House. Our counselors work together with the high school counselors to schedule each student appropriately, discuss the academic progress of our former students, and to determine student needs at the high school level.

To support students who are from groups traditionally under-represented in colleges and universities, El Roble has programs available through the Kravis Institute Mentoring Program sponsored by Harvey-Mudd College, college students mentor El Roble 7th and 8th graders.

9. School, district and community barriers to improvements in student achievement:

There are barriers that exist which hinder students' academic progress. Language is a barrier for some students and their families and often sites have insufficient staff resources to efficiently communicate with every family. There are also limited funds available for teachers to attend professional development opportunities and limited funds available for the purchase of supplemental materials.

Our community continues to support our school by volunteering to help in the office, by helping fund special programs, and by participating on the School Site Council and Parent/Faculty Association.

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

There is one specific area that limits the progress of underperforming students. A barrier to student achievement is the need for more tutors in our After School Academic Programs (ASAP) program. This program has been highly successful, but retaining and recruiting volunteers remains a constraint.

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

There exists an academic achievement gap between white and Asian subgroups versus Hispanic and Afro-American student subgroups.

There is a large discrepancy in the achievement level between students with disabilities and students without disabilities.

There is an achievement gap between socio-economically disadvantaged students and non-socio-economically disadvantaged students

Conclusions from Parent, Teacher and Student Input

As a whole, 7th grade students improved in terms of their writing ability as measured on the CST - writing subtest.

All but one subgroup (socio-economically disadvantaged students) showed an improvement over the previous year.

More 8th grade students completed Algebra 1 or higher as indicated by the number of 8th grade students who took the Algebra 1, Geometry, or Algebra 2 CST subtests.

As a whole, El Roble students demonstrated an improvement in physical fitness as indicated on the California Physical Fitness Test in which 82.2% of 7th grade students passed 5 of the 6 standards on the assessment.

Single Plan For Student Achievement

School Goals for Improving Student Achievement

GATE

Special Education Assistive Technology

Special Education students will improve in writing through the use of assistive technology tools such as Co-Writer, Paper Port, and Wynn.

History/Social Science

History

Students will understand the Big Ideas in history and how they are related and help to influence future moments in history.

Mathematics

Algebra Readiness

Students will have started and/or completed an Algebra 1 program prior to entering Claremont High School.

Students will know, be able to demonstrate and explain the essential concepts of the math course taken.

Other

Enrichment of Whole Child

Students will take elective courses designed to offer core content standards in a practical format and/or receive extended learning opportunities.

Physical Education

PE

Students will demonstrate knowledge of physical fitness concepts and show physical fitness gains before entering high school.

Reading/Language Arts

Reading Comprehension

Students will improve their reading skills and their reading comprehension/literacy response skills. If they are identified as below grade level (meaning that a student is not reading at his current grade level equivalent - i.e. 7th grader reading at 6th grade or below), they will be offered the English Reading course to improve their reading.

Writing

Our goal is the improvement of student writing.

Science

Science

Students will be exposed to standards-based concepts for 7th and 8th grade science through a mix of hands-on activities, demonstrations and direct instruction such that each student will have a deeper understanding and appreciation for science.

Planned Improvements in Student Performance

Single Plan For Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Special Education Assistive Technology

Goal Statement

Special Education students will improve in writing through the use of assistive technology tools such as Co-Writer, Paper Port, and Wynn.

Student Group

Special education students in 7th and 8th grade (RSP and SDC)

Performance Gains

Student writing samples will show improvement

Means Evaluating

Student writing samples to teacher prompts
7th grade CST writing test
7th & 8th grade CST-ELA writing conventions sub-test
How long each special education student uses the assistive technology

Group Data

CST writing test
CST-ELA test
teacher log book for use of assistive technology

Description of Specific Actions to Improve Educational Practice

Technology Training

Means of Achievement: Staff development and professional collaboration

Tasks: Special Education staff will receive training in November from district technology personnel and/or the special education office on assistive technology tools such as Co-Writer, Paper Port, and Wynn.

Measures:

People Assigned: Special Education staff

Start Date: 11/1/2007

End Date: 11/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal:History

Goal Statement

Students will understand the Big Ideas in history and how they are related and help to influence future moments in history.

Student Group

7th grade & 8th grade students

Performance Gains

Student responses to the history benchmark assessments will be evaluated using a rubric. Based on a 5-point rubric, 50% of 7th grade and 50% of 8th grade students will score a 4 or better. Since this will be the first year using an authentic common assessment for each of the history courses taught at El Roble, this will be the baseline year.

Means Evaluating

Benchmark assessments for 7th and 8th grade students that will ask students to respond in writing to a prompt regarding either notable events/moments in world history or notable individuals in US history.

Group Data

Benchmark assessment data (based on 5-point rubric)

Description of Specific Actions to Improve Educational Practice

History Day

Means of Achievement: Increased educational opportunity

Tasks: Inclusion of a History day - (Best Bet Mini Grant). The day will be designed to help the students gain a better understanding and greater appreciation of what life was like during the 1800s in the United States. This fits with the U.S. History Standard 8.8, "Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced."

Measures:

People Assigned: History Department members
Parent and community volunteers

Start Date: 3/1/2007

End Date: 3/1/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

History supplementals

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase of additional history opportunities to help supplement the standards-based textbook materials. The history department has a list of additional DVDs and VHS tapes that will help reinforce the learning. In addition, the history team wants to rent realia from specific time periods studied in class to allow the students to see and feel actual items. They are looking to also bring in things from the Pilgrim Place Museum to cover World History topics in 7th grade.

Measures:

People Assigned: History Department members

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	4450.00	\$4,450.00

Teacher collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Time will be set aside for team members to 1) prepare the benchmark assessments and scoring rubrics 2) discuss the results of the benchmarks by course-alike teams. The team of seven will receive 2 sub days per member (14 total sub days) in which to collaborate.

Measures:

People Assigned: History team members

Start Date: 10/1/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	1400.00	\$1,400.00

Single Plan For Student Achievement

Goal: Algebra Readiness

Goal Statement

Students will have started and/or completed an Algebra 1 program prior to entering Claremont High School.

Students will know, be able to demonstrate and explain the essential concepts of the math course taken.

Student Group

All 7th grade and 8th grade students

Performance Gains

- * 75% of 8th grade students will complete Algebra 1 or higher prior to entering ninth grade. (currently at 34%)
- * 70% of students will pass the math benchmark assessments for the course in which they are enrolled (i.e. midterm and final). This will be the initial year for common assessments in math courses.
- * 60% of 7th grade students taking the CST general math test will score proficient or higher (currently at 52%)
- * 45% of 8th grade students taking the CST general math test will score proficient or higher (currently at 38%)

Means Evaluating

- * Review the number of 8th grade students that will have completed Algebra 1 or better at the end of the school year.
- * Benchmark Tests--- Pretest, Midterm, and Final to be given at the beginning, midpoint, and end of the year for all classes. These will be standards-based.
- * Teacher Observation--- Teachers will observe individual student progress throughout the year on spirally reviewed concepts.
- * One-On-One Instruction--- Teachers will work with students individually (as needed) to master spirally reviewed concepts that still need attention.
- * Quizzes and Test--- Quizzes and tests will include not just recently taught material, but also concepts taught previously in the year.
- * Supplemental Materials--- Teachers will use supplemental material related to spirally reviewed concepts. This may include the use of manipulatives, games, higher level thinking activities involving technology, and computer related programs.
- * CST Score evaluation and AYP evaluation of groups (all levels of math taught)

Group Data

- * Math class enrollment in Algebra 1
- * Informal assessments/Benchmark assessments
- * CST mathematics
- * CSUF Fullerton Algebra Readiness test

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Algebra 1

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Teachers will improve teaching strategies by attending professional development conferences, such as California Math Council (CMC) or National Conference for Teachers of Mathematics (NCTM) conferences.

Measures:

People Assigned: Math team members

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	300.00	\$300.00

Instructional aide

Means of Achievement: Involvement of staff, parents and community

Tasks: The math department will fund a 6 hour instructional aide to work in Essential Math and Pre-Algebra classrooms. The paraprofessional will work with small groups of students during class time who need additional assistance in understanding the math concepts being taught.

Measures:

People Assigned: Joan Fujii

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	25000	\$25,000.00

Math manipulatives

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase all necessary supplemental materials to achieve improvement, (i.e., computer programs, manipulatives, etc.)

Measures:

People Assigned: Math department members

Start Date: 9/6/2007

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	500.00	\$500.00

Identify essential math standards

Means of Achievement: Alignment of instruction with content standards

Tasks: Math team members will contribute to the math essential standards committee's work in identifying essential math concepts that must be mastered by students at each grade level or in each math course.

The math team will also help select a new math textbook series for adoption in the 2008-2009 school year.

Measures:

People Assigned: Brent Esposito
Robyn Echeverri

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Common course assessments

Means of Achievement: Monitoring program implementation and results

Tasks: Math team will meet to design common course assessments for each math course offered at El Roble by meeting in course-alike meetings during department meeting time. If necessary, additional time (by way of release days) could be granted to the math department to complete this task. Seven sub days would be needed to allow one whole staff planning day.

Math team will discuss results of the assessments in relation to student learning during monthly math department meetings.

Measures:

People Assigned: Math team members

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	700.00	\$700.00

Single Plan For Student Achievement

Goal: Enrichment of Whole Child

Goal Statement

Students will take elective courses designed to offer core content standards in a practical format and/or receive extended learning opportunities.

Student Group

All 7th grade & 8th grade students

Performance Gains

Means Evaluating

- *Anecdotal observations
- *Student surveys of elective course offerings

Group Data

- *Elective student surveys

Description of Specific Actions to Improve Educational Practice

Assemblies

Means of Achievement: Increased educational opportunity

Tasks: It is our belief that by recognizing student achievement via renaissance assemblies and through providing motivational assemblies, students will want to either continue to perform at a high level or will desire to strive to achieve at a higher level than that which they are currently performing. As such, the ASB of El Roble will make available funds to support school-wide and Renaissance assemblies.

Measures:

People Assigned: ASB advisor, Assistant Principal, and ASB members

Start Date: 9/6/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Parent Faculty Association	900	\$900.00

Single Plan For Student Achievement

AVID

Means of Achievement: Increased educational opportunity

- Tasks:**
- Continue the implementation of the AVID program
 - Hire a 0.2 FTE AVID teacher (General fund)
 - Attend AVID training in the summer - (\$4000) (Title 2)
 - Purchase AVID elective materials (\$4000) (SIP)
 - Hire AVID tutors (6hrs/week) (\$6100) (District Office general fund)

Measures:

People Assigned: one staff member and principal

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	14000	\$14,000.00

CMIH

Means of Achievement: Involvement of staff, parents and community

- Tasks:** Offer College: Making It Happen event in March - \$300 (PFA funds, principals fund)

Measures:

People Assigned: Counselors, PFA, variety of college counselors

Start Date: 2/28/2007

End Date: 2/28/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Parent Faculty Association	300	\$300.00

Elective opportunities

Means of Achievement: Increased educational opportunity

- Tasks:** Through student surveys of current elective offerings, the El Roble elective department has decided to modify current elective offerings to bring them more in line with 21st century skills or to offer new electives, specifically in the area of computer technology.

Measures:

People Assigned: Elective department

Start Date: 9/6/2006

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	3000	\$3,000.00

Technology

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Improve and increase the amount of technology - \$30,909 (general fund); \$10,000 (unencumbered SDM funds); \$5000 (SDM repair & replace funds) on such items as: computers, ceiling mounted LCD projectors, document cameras, etc.

Measures:

People Assigned: Technology site coordinator and entire staff

Start Date: 9/6/2006

End Date: 6/15/2010

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	45000	\$45,000.00

Single Plan For Student Achievement

Goal:PE

Goal Statement

Students will demonstrate knowledge of physical fitness concepts and show physical fitness gains before entering high school.

Student Group

7th grade & 8th grade students

Performance Gains

ER will expect 90% of its 7th grade students to meet 5 of the 6 assessment standards based on the Fitness Gram assessment.

ER will expect 90% of its 8th grade students to meet 5 of the 6 assessment standards based on teacher observation using the Fitness Gram as the model of assessment.

Means Evaluating

7th grade students will be evaluated using the Fitness Gram assessment

8th grade students will be evaluated using similar assessments found in the Fitness Gram (the State only gives the Fitness Gram assessment to 7th grade students)

Benchmark Tests - pre-test, midterm, and final exam in PE classes

Sportfolio tool - student maintained record of progress in fitness

Quizzes and tests covering new and review material

Group Data

7th grade Fitness Gram assessment
Sportfolio
Fitness Lab worksheet
Pre-test Fitness Gram assessment

Description of Specific Actions to Improve Educational Practice

Fitness

Means of Achievement: Staff development and professional collaboration

Tasks: Provide release time for visitation to other schools (provide substitutes)

Measures:

People Assigned: PE staff

Start Date: 10/1/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	1000.00	\$1,000.00

Single Plan For Student Achievement

Fitness

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Purchase additional materials to enhance and improve instruction in PE. Items include: 13 spin bikes, 2 treadmills, 30 yoga mats, 14 bosu balls, 1 agility matrix training maze, 12 medicine balls, 4 plyometric training platforms, 2 sets of Ultrafit weight balls, 10 dot drill pads, 1 portable body composition scale

Measures:

People Assigned: PE staff

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Professional Development Block Grant	20844.00	\$20,844.00

CAPHERD

Means of Achievement: Staff development and professional collaboration

Tasks: Attend CAPHERD annual conference

Measures:

People Assigned: PE staff

Start Date: 2/2/2007

End Date: 2/2/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	1190.00	\$1,190.00

Single Plan For Student Achievement

Goal: Reading Comprehension

Goal Statement

Students will improve their reading skills and their reading comprehension/literacy response skills. If they are identified as below grade level (meaning that a student is not reading at his current grade level equivalent - i.e. 7th grader reading at 6th grade or below), they will be offered the English Reading course to improve their reading.

Student Group

All 7th grade and 8th grade students

Performance Gains

- * On the CST ELA test as a whole, 70% of all student subgroups will score at least at the target of proficient or above
- * On the CST ELA sub test for reading comprehension, 75% of students in grade 7 and 75% of students in grade 8 will be proficient or above.
- * On the CST ELA sub test for literacy response, 75% students in grade 7 and 75% students in grade 8 will be proficient or above.
- * Of the students taking the English Reading course, each student will show a gain of at least 75 points on the Scholastic Read 180 assessment tool, which relates to a student's reading lexile. The reading lexile is also related to the student's reading grade level.

Means Evaluating

- * CST English/Language Arts assessment
- * Benchmark assessments in reading: Holt chapters 1 & 2 (grade 7)
- * Benchmark assessments in reading: Holt chapters 3 & 4 (grade 8)
- * Scholastic Read 180 assessment
- * Increase in the number of tests taken on the Accelerated Reader program
- * Increase between the pre and post STAR assessment in the AR program
- * Informal assessment and anecdotal observations of English Reading course

Group Data

- * CST English Language Arts test
- * CST ELA subtest in reading comprehension and literacy response
- * Scholastic Read 180 assessment
- * AR STAR assessment

Description of Specific Actions to Improve Educational Practice

AR books

Means of Achievement: Increased educational opportunity

Tasks: Key to improving reading comprehension is getting students to read books. Each year, the librarian and the English team purchase high-interest books that all students should want to read. Additionally, with the shift to the Internet-based Accelerated Reader program, the school now has access to over 110,000 book titles that have a quiz component. Funds will be set aside to purchase additional AR books.

Measures:

People Assigned: Librarian and English team members

Start Date: 9/6/2006

End Date: 6/15/2008

Single Plan For Student Achievement

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	1000.00	\$1,000.00

Collaboration time

Means of Achievement: Staff development and professional collaboration

Tasks: Continual English team meetings for the purpose of discussing the new Holt textbook will be held in conjunction with their monthly English team meetings. The English team will break into course-alikes (English 7 & English 8 groups) for a portion of their regular monthly team meetings to discuss the implementation of the material. In addition, the English team will provide opportunities for the 6th grade staff to meet with them after school in a voluntary meeting for additional collaboration.

Measures:

People Assigned: English team members and 6th grade teachers involved with teaching English at their grade level

Start Date: 1/9/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Encourage Reading

Means of Achievement: Increased educational opportunity

Tasks: The English team will develop ways in which to get all departments to implement English language arts standards into every lesson. As part of the recent CLAD certification process, every El Roble staff member is now CLAD certified and as such knows that they must include ELA standards in every lesson. The English department also values the time set aside for all students to read during Sustained Silent Reading (SSR) to help improve individual reading ability as noted in the research on SSR programs. Three of the English team members will receive 1 day of planning time in which to put together a packet to present to staff at a staff meeting regarding ELA standards.

Measures:

People Assigned: All staff

Start Date: 9/6/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	300.00	\$300.00

Single Plan For Student Achievement

Reading - English Reading course

Means of Achievement: Extended learning time

Tasks: Fund 0.6 FTE English Reading teacher - \$48,000 (Title 1 funds)

Measures:

People Assigned: Jackie Dahlberg

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	48000	\$48,000.00

Reading - Instrc.Aide

Means of Achievement: Involvement of staff, parents and community

Tasks: Employ Instructional Aide for English classes to work in the language arts classrooms with small groups of students in improving reading and writing abilities. In addition, the instructional aide also creates novels and other books on tapes for students to take home and listen to as they read along.

Measures:

People Assigned: Dalzire Henry

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	25000	\$25,000.00

Scholastic Read 180

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Fund Scholastic Read 180 service contract - \$2,800 (SIP funds)

Measures:

People Assigned: English department members

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	2800	\$2,800.00

Single Plan For Student Achievement

Accelerated Reader Program

Means of Achievement: Increased educational opportunity

Tasks: Purchase web-based AR program to allow students to have more options for tests on books. Web-based program allows for 110,000 book tests.

Measures:

People Assigned: Librarian

Start Date: 9/6/2007

End Date: 9/6/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Writing

Goal Statement

Our goal is the improvement of student writing.

Student Group

All 7th grade and 8th grade students

Performance Gains

- * On the district-wide writing assessments, 50% of 7th and 8th graders will score 3 or higher on the district 4-point writing rubric.
- * On the CST-ELA subtest for writing strategies, 75% of 7th grade students will score proficient or above.
- * On the 7th grade CST writing test, 70% of the 7th grade students will score a 6 or higher on the 8-point rubric.

Means Evaluating

- * 7th grade CST writing test
- * Teacher-based assessment using Holt-based writing program
- * Individual teacher's instructional strategies.
- * 7th and 8th grade district-wide writing prompts, administered twice a year.

Group Data

- * Results of CST writing test for 7th graders
- * District-wide writing prompts for 7th and 8th graders
- * CST-ELA subtest on writing strategies/conventions
- * Teacher assessment

Description of Specific Actions to Improve Educational Practice

Writing

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Research and purchase additional materials to enhance and improve instruction in writing, such as Write Source, C.O.R.E., etc.

Measures:

People Assigned: English department members

Start Date: 9/6/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	500.00	\$500.00

Single Plan For Student Achievement

Writing

Means of Achievement: Improvement of instructional strategies and materials

Tasks: The district will provide on-going training with District and outside consultants (i.e. NCTE Writing Project, K-12 Writing Committee). Three English team members @ 4 release days for the year.

Measures:

People Assigned: English Department members

Start Date: 9/6/2006

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	1200.00	\$1,200.00

Writing

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Provide release time for English teachers for the following: planning, review of student writing, and collaboration on instruction.

Measures:

People Assigned: English Department members

Start Date: 9/6/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	600.00	\$600.00

Writing

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Attend Writers conferences for English teachers and interested teachers from other departments.

Measures:

People Assigned: All staff

Start Date: 11/1/2007

End Date: 11/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	300.00	\$300.00

Single Plan For Student Achievement

Goal: Science

Goal Statement

Students will be exposed to standards-based concepts for 7th and 8th grade science through a mix of hands-on activities, demonstrations and direct instruction such that each student will have a deeper understanding and appreciation for science.

Student Group

7th & 8th grade students

Performance Gains

*Students will show improved scores on the 8th grade CST-science test and on the 7th & 8th grade science benchmark assessments.

*70% of 8th grade students will score proficient or above on the 8th grade CST exam.

*60% of 7th grade and 60% of 8th grade students will achieve 70% or better on the local benchmark assessments in science.

Means Evaluating

*8th grade CST science subtest

*7th & 8th grade science benchmark assessments (twice yearly)

*Science lab calendars from each teacher denoting student labs and teacher demonstrations

Group Data

8th grade CST - science results

7th & 8th grade science benchmark assessments (twice yearly)

Description of Specific Actions to Improve Educational Practice

Science materials

Means of Achievement: Increased educational opportunity

Tasks: Purchase additional science-related items such as: 20 hot plates, 1 class set of lab glassware, 20 lab ring stands, 5 preserved specimens, 20 laptop computers, 1 locking computer cart, 1 bioscope, chemicals/reactants

Measures:

People Assigned: Science team members

Start Date: 10/1/2007

End Date: 6/15/2010

Funding Source	Related Expenditure	Estimated Cost(s)
Resource Allocation Classroom	39290	\$39,290.00

Single Plan For Student Achievement

Collaboration time

Means of Achievement: Staff development and professional collaboration

Tasks: Provide release time and conference fees for science teachers to attend science conferences and to meet as grade level science teams to develop benchmark assessments, create differentiated lesson plans and labs, and discuss student work.

Measures:

People Assigned: Science team members

Start Date: 10/1/2007

End Date: 6/15/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	4000	\$4,000.00

Single Plan For Student Achievement

Central Service Expenditures

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
48000	\$48,000	Title I Centralized Services
25000	\$25,000	Title I Centralized Services
25000	\$25,000	Title I Centralized Services
14000	\$14,000	Title I Centralized Services

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.

English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$5,613

School and Library Improvement Block Grant

Program/Initiative Purpose	Amount
The purpose of School Improvement Programs is for elementary, intermediate, and secondary schools to improve instruction, services, and school environment and organization according to school site plans developed by school site councils.	\$59,526
The purpose of the School Library Materials program is to provide funding for library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROMs, and equipment necessary to provide access to library resources wi	\$1,962

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$129,023

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$45,658

Title III, Language Instruction for Limited English Proficient Students

Program/Initiative Purpose	Amount
Provided by district staff from categorical funds allocated to the school through the Consolidated Application.	\$5,671

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Aida Real	Parent - ELAC	(909) 398-0609	11/19/2007
Barbara Troxell	Parent	(909) 398 - 0609	11/19/2007
Chris Molloy	Teacher	(909) 398 - 0609	11/19/2007
Cooper Weissman	Student	(909) 398-0609	11/19/2007
Davis Harrison	Student	(909) 398-0609	11/19/2007
Heather Lyn	Teacher	(909) 398-0609	11/19/2007
Heidi LoGiudice	Staff - classified	(909) 398-0609	11/19/2007
Joyce Landrey	Teacher	(909) 398 - 0609	11/19/2007
Karin Fite	Teacher	(909) 398-0609	11/19/2007
Kevin Grier	Administrator	(909) 398 - 0609	11/19/2007
Leah Key-Ketter	Parent	(909) 398-0609	11/19/2007
Sue Carter	Teacher	(909) 398-0609	11/19/2007

Single Plan For Student Achievement

Recommendations

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
1. School Site Council Members	
2. Plan Review Due Date:	11/19/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. 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.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
English Learner Advisory Committee	10/4/2007
Parent Faculty Association	11/13/2007
School Site Council	11/19/2007
School Staff	11/14/2007
6. 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.	
7. 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.	
8. The school plan was adopted by the council on:	11/19/2007
9. Public Notice Due Date:	11/19/2007
10. District Governing Board Review Due Date:	11/19/2007
11. School Site Plan Approved:	11/19/2007
12. Attested by School Principal:	11/19/2007
13. Attested by School Site Council Chairperson:	11/19/2007

Attested:

Kevin Grier, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date
Chris Molloy & Hedio LoGuidice		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date