

# The Single Plan for Student Achievement

Frazier Park School

CDS Code: 15-75168-6009468

Date of this revision: November 30, 2012

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

Contact Person: Gretchen Skrotzki

Position: Principal

Telephone Number: 661.245-3310

E-mail Address: gskrotzki@el-tejon.k12.ca.us

El Tejon Unified School District

The District Governing Board approved this revision of the School Plan on: \_\_\_\_\_

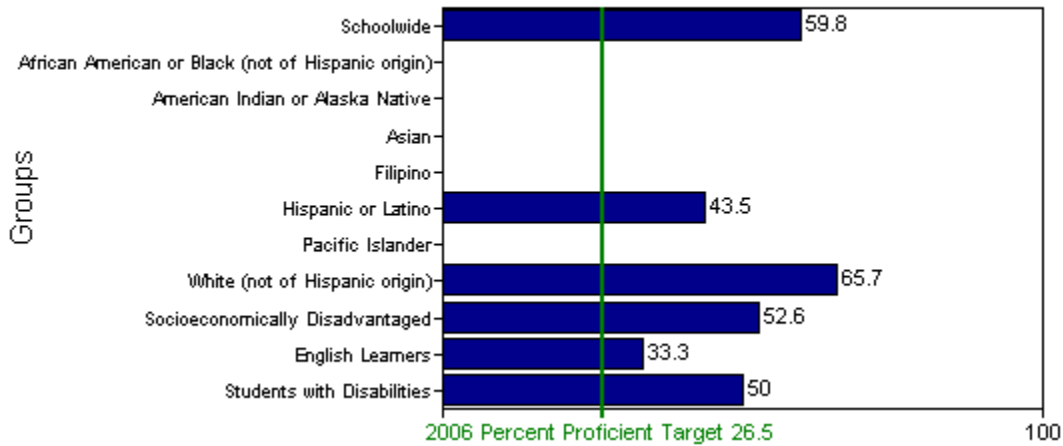
Table 1: API by Data Groups

API	ACADEMIC PERFORMANCE INDEX (API) DATA BY GROUPS											
	All Students			White			Hispanic/Latino			Socioeconomically Disadvantaged		
	Base	Growth	Difference	Base	Growth	Difference	Base	Growth	Difference	Base	Growth	Difference
2006-2007	780	747	-33	790	795	5	-	-	-	718	711	-7
2007-2008	755	756	1	725	719	-6	-	-	-	731	725	-6
2008-2009	763	785	22	748	765	17	-	-	-	731	748	17
2009-2010	784	771	-13	738	728	-10	-	-	-	748	738	-10
2010-2011	771	735	-34	789	765	-24	-	-	-	738	706	-32
2011-2012	735	757	22	763	NA	NA	716	660	NA	703	726	23

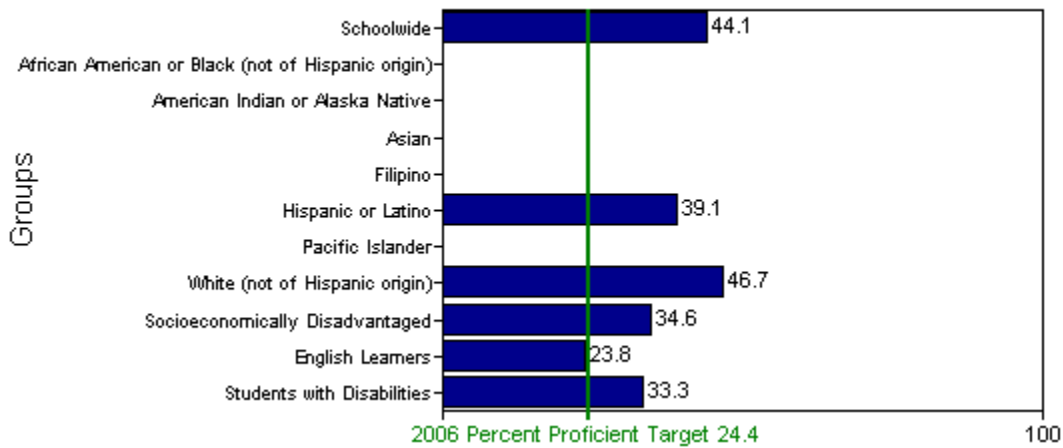
The API growth target for Frazier Park School for 2011-2012 was 5. The base API 757. Frazier Park School increased by 22 points from the base. Thus, the API for Frazier Park School was 757.

**2007 AYP Results**

Mathematics - Percent At or Above Proficient

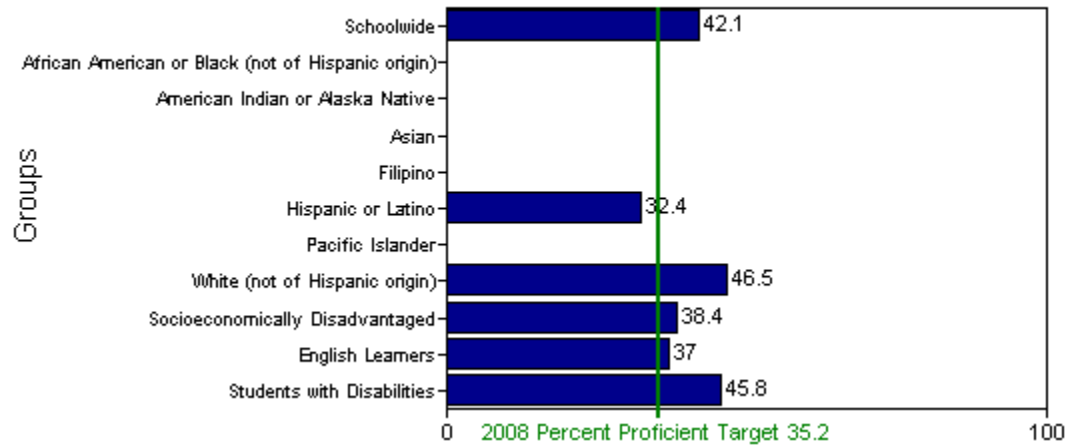


English-Language Arts - Percent At or Above Proficient

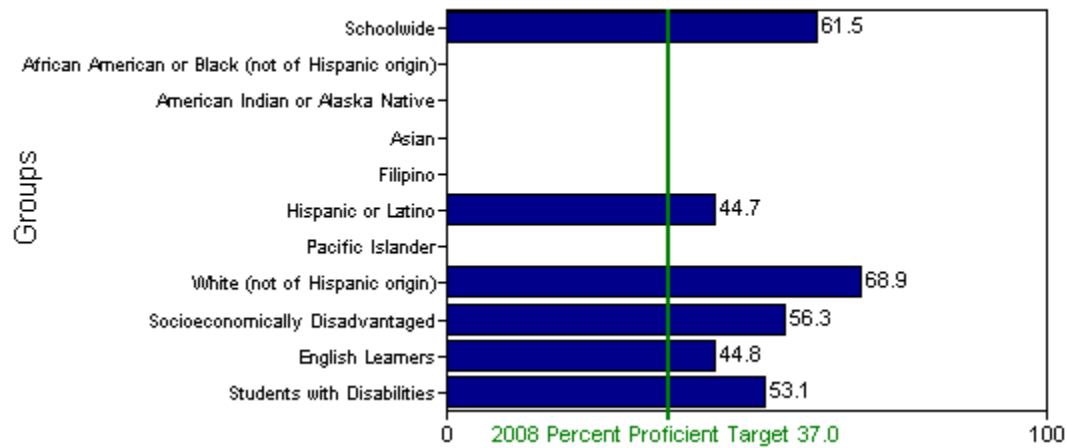


## 2008 AYP Results

### English-Language Arts - Percent At or Above Proficient

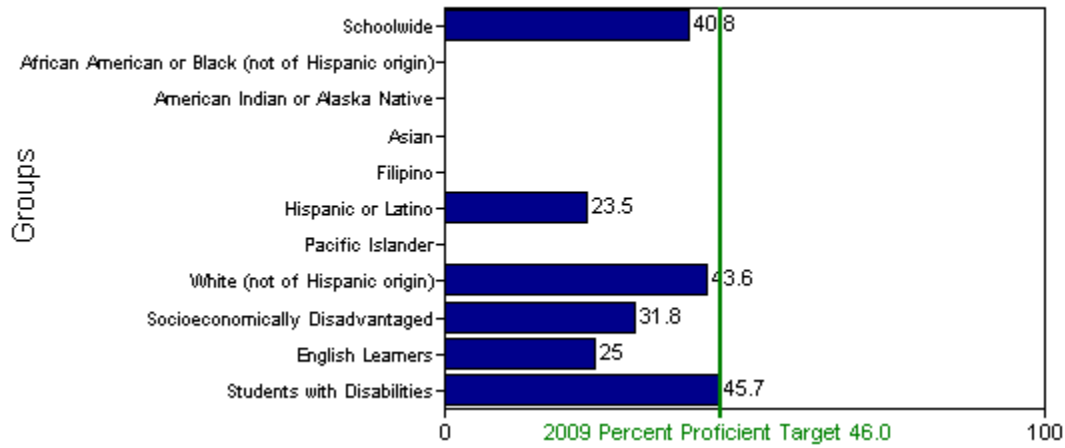


### Mathematics - Percent At or Above Proficient

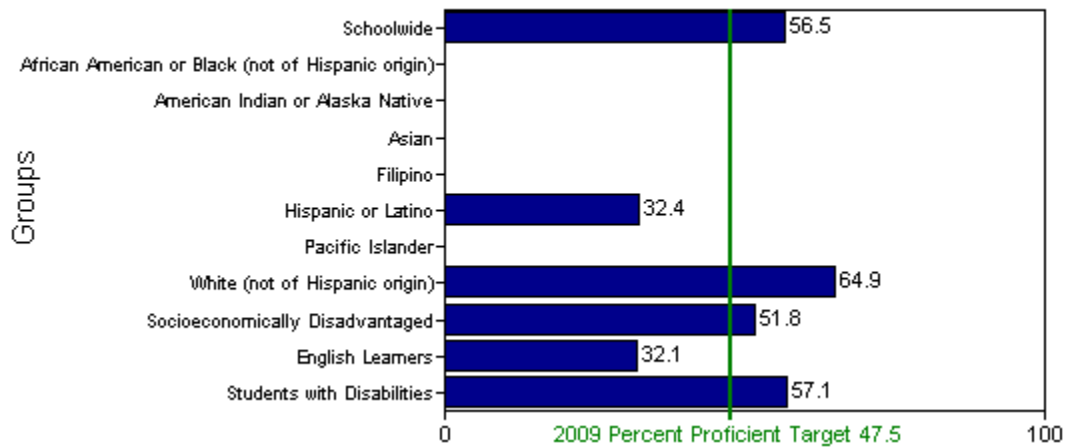


## 2009 AYP Results

English-Language Arts - Percent At or Above Proficient

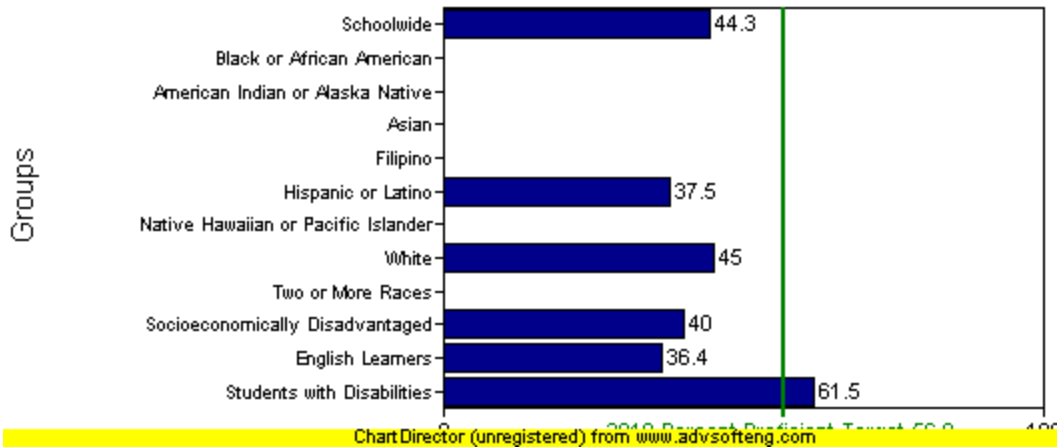


Mathematics - Percent At or Above Proficient

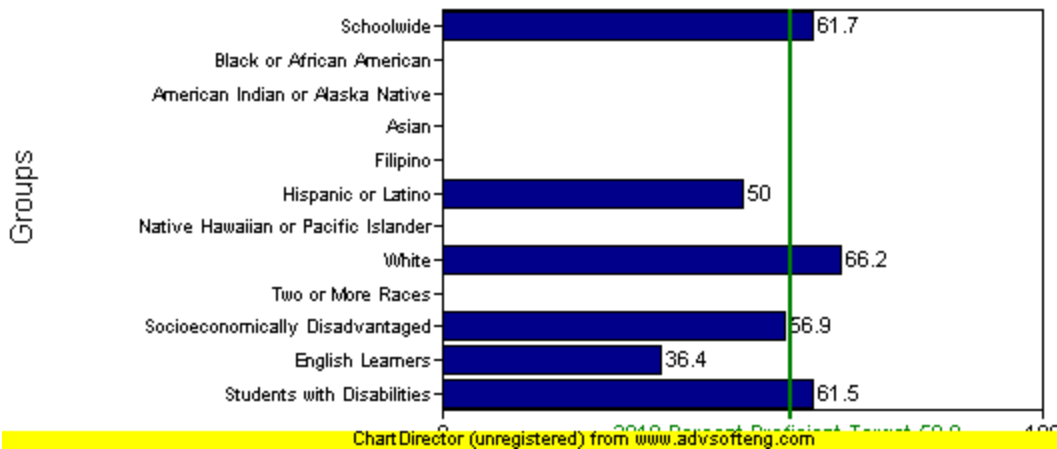


2010 AYP Results

English-Language Arts - Percent At or Above Proficient

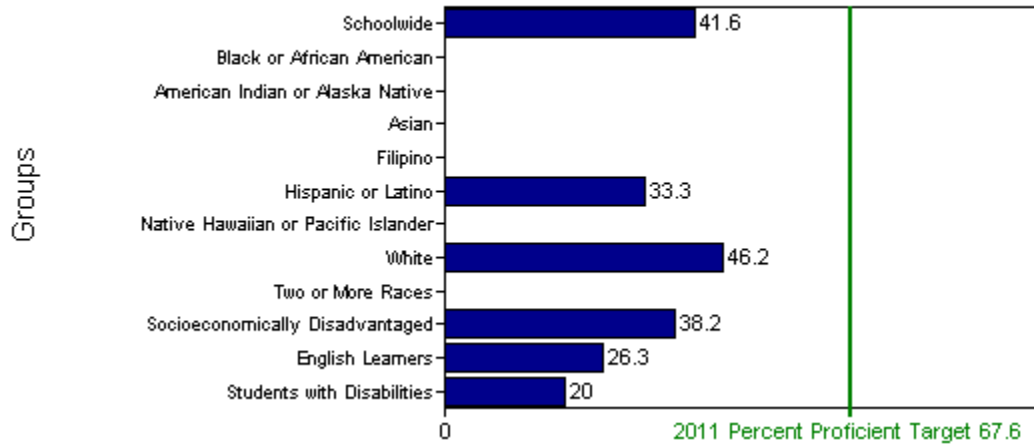


Mathematics - Percent At or Above Proficient

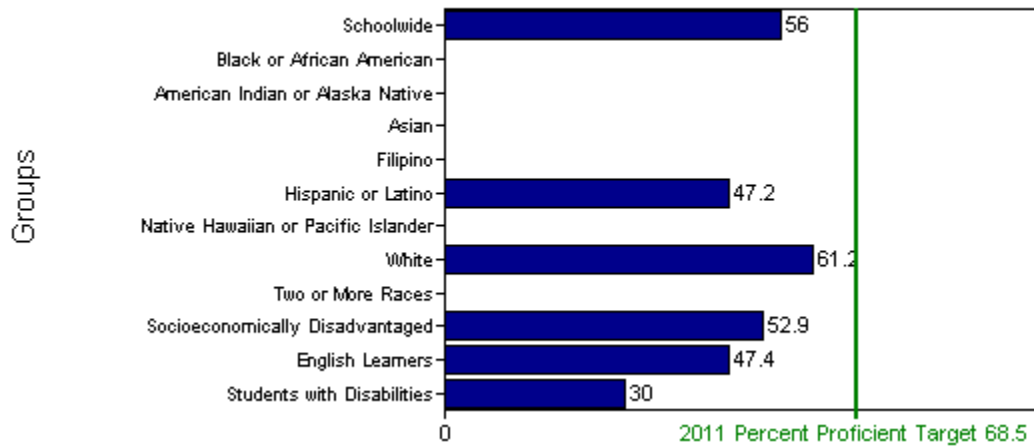


2011 API Results

English-Language Arts - Percent At or Above Proficient

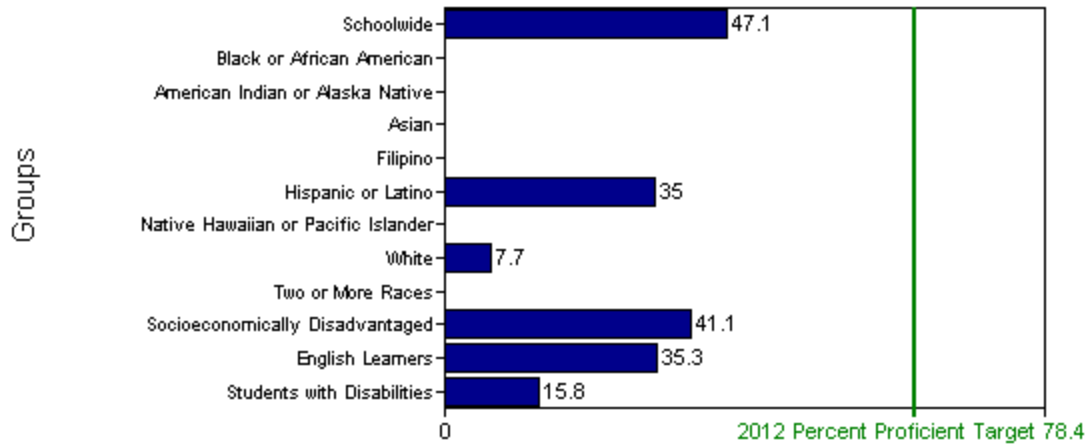


Mathematics - Percent At or Above Proficient

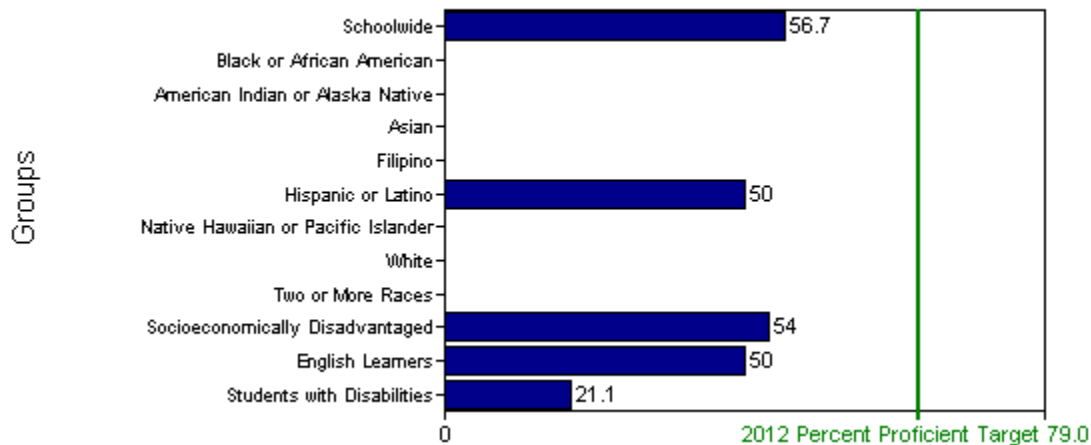


**2012 API Results**

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Findings indicate that Frazier Park School's API growth from 2011 to 2012 has increased by 22 points from the previous year. However, we are still not meeting our proficiency targets in language arts or mathematics for all subgroups.



**Table 2: English-Language Arts Adequate Yearly Progress (AYP)**

	All Students					White					Socioeconomically Disadvantaged					English Language Learners				
	08	09	10	11	12	08	09	10	11	12	08	09	10	11	12	08	09	10	11	12
Percent At or Above Proficient	42.1	40.8	44.3	41.6	47.1	46.5	43.6	45	46.2	7.7	38.4	31.8	40	38.2	41.1	37	25	36.4	28.6	35.8
AYP Target	35.2	46	56.8	67.6	78.4	35.2	46	56.8	67.6	78.4	35.2	46	56.8	67.6	78.4	35.2	46	56.8	67.6	78.4
Met AYP Criteria	Yes	No	No	No	SH	Yes	No	No	No	NA	Yes	No	No	No	SH	NA	NA	SH	SH	SH

**SH = Passed by safe harbor:** The school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.

**Conclusions based on data:**

All students made safe harbor. Because inaccuracies were made in accounting for our white subgroup population, it cannot be determined whether or not our white subgroup population made their AYP criteria. However, both our Socioeconomically Disadvantaged and ELL subgroups made safe harbor.

**Table 3: Mathematics Adequate Yearly Progress (AYP)**

	All Students					White					Socioeconomically Disadvantaged				
	08	09	10	11	12	08	09	10	11	12	08	09	10	11	12
Percent At or Above Proficient	61.5	56.5	61.7	50.0	56.5	68.9	64.9	66.2	52.9	NA	56.3	51.8	56.9	41.6	54
AYP Target	37	46	58	68.5	78.4	37	46	58	68.5	78.4	37	46	58	68.5	78.4
Met AYP Criteria	Yes	Yes	Yes	SH	SH	Yes	Yes	Yes	No	NA	Yes	No	NO	Yes	SH

Conclusions indicated by data: Frazier Park students have always done remarkably well in mathematics for all subgroups.

**2011-2012 California English Language Development Test**

<b>Performance Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (13.0%)	4 (36.0%)	2 (50.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	7 (30.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	7 (88.0%)	4 (36.0%)	2 (50.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	13 (57.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (9.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (4.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (18.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (9.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	8 (100.0%)	11 (100.0%)	4 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	23 (100.0%)

**Conclusions indicated by data:**

Numbers of EL students as well as CELDT results seem to be fairly consistent within each grade span. The Beginning and Early Intermediate levels appear to be trending smaller, which means the Intermediate/Early Advanced/Advanced categories will continue to increase.

## ***FRAZIER PARK SCHOOL VISION STATEMENT***

**Frazier Park School will provide a safe, positive environment and challenging learning experiences, which empower the students to become successful, lifelong learners.**

## ***FRAZIER PARK MISSION STATEMENT***

El Tejon School's mission is to fully implement the following:

### *Curriculum and Instruction:*

- To continue to align the site curriculum, instruction and assessments with district and state standards.
- To meet the needs of all students in grades K-6, so that they achieve proficiency in grade level standards.
- To maintain an ongoing process of evaluation, planning, implementation and assessment of the academic program.
- To continue to improve the quality of instruction by providing all staff with effective staff development.

### *Climate:*

- To foster ownership and stewardship among all staff members, students and parents.
- To foster an open, friendly, supportive and professional environment for all.
- To build a stimulating and productive environment for learning and teamwork.
- To maintain a safe and secure campus.

### *Partnerships:*

- To create and maintain productive partnerships between Frazier Park School and the community.
- To provide meaningful and regular opportunities for parents and community members to become partners in education.
- To maintain a positive relationship with the media.
- To utilize the resources of the Mountain Communities Family Resource Center to assist the students and their families.

## ***SCHOOL PROFILE***

Frazier Park School serves approximately 363 students in grades kindergarten through six. It is one of four schools in the El Tejon Unified School District. The other three schools in the district are El Tejon School, which serves grades seven through eight; Frazier Mountain High School and El Tejon High School, which both serve grades nine through twelve; and Pine Mountain Learning Center, a charter school which serves grades kindergarten through sixth.

Frazier Park School is centrally located in the town of Frazier Park within a group of rural mountain communities. The other communities served by the District are located in three counties: Kern, Los Angeles, and Ventura. Those communities include Lebec, Lake of the Woods, Pinion Pines, Pine Mountain Club, Los Padres Estates, and Lockwood Valley. Frazier Park is located approximately 40 miles south of Bakersfield and 40 miles north of Valencia.

Many of the parents in the community commute to Bakersfield or Los Angeles for employment. Employers within the community are oriented toward the building, service, fast food, and recreation industries, with the El Tejon Unified School District being one of the largest employers in the community. The socioeconomic make-up of the community ranges from low income to upper-middle class.

School is in session for 180 days per year. The school day consists of 240 minutes for kindergarten and 290 minutes for first through third grades, 310 minutes for grades fourth and fifth.

According to the 2010-2011 SARC posted on the ETUSD website, Frazier Park’s demographics are as follows:

<b>Student Enrollment by Group (School Year 2010-11) Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.8	<b>White</b>	45.8
<b>American Indian or Alaska Native</b>	1.9	<b>Two or More Races</b>	3.8
<b>Asian</b>	0	<b>Socioeconomically Disadvantaged</b>	39.8
<b>Filipino</b>	0	<b>English Learners</b>	15.9
<b>Hispanic or Latino</b>	25.8	<b>Students with Disabilities</b>	4.2
<b>Native Hawaiian/Pacific Islander</b>	.04		

Moreover, for the 2012-2013 school year, English Language Learners make up 29 students at Frazier Park School.

The Frazier Park School Certificated staff consists of 12 FTE regular education teachers and two special education teachers. A district psychologist is scheduled at Frazier Park School approximately two days a week; a district nurse one day a week; a district speech and language specialist, and two

speech aides are scheduled five days a week. Also on staff are six part-time special education aides, two part-time yard duty aide and one part-time noon duty aide.

## ***SCHOOL ACCOUNTABILITY REPORT CARD (SARC)***

### **Pupil Achievement and Progress toward Meeting Academic Goals**

Individual progress is best measured by a student's daily work. The quality of a student's work and the rate of progress are best measured by comparing samples of work done over a period of time. Classroom tests show the degree to which the material being presented is being learned and how the individual compares to the class. In addition, students in two through six are given the California Standardized Testing and Reporting (STAR) exams in the spring to evaluate their progress in learning State standards. Through spring 2002 the Stanford Achievement Test, 9<sup>th</sup> Edition was the STAR test that was administered annually, and in spring 2003 the State changed to the California Achievement Test.

Last year Frazier Park School spent an average of \$6,864.19 per student for all services. Frazier Park School does not participate in Class Size Reduction in kindergarten through third grade. Enrollment for 2011-2012 reflected an average of 33 students per class in kindergarten through sixth grade.

There are 14 permanent teachers at Frazier Park School and all are fully credentialed for elementary. Additionally, Frazier Park School maintains a list of qualified substitute teachers approved by the Kern County Superintendent of Schools who are available on an as-needed basis.

The teacher evaluation process is based on the collective bargaining contract and the Governing Board Policy on Certificated Evaluations. Tenured teachers are evaluated every other year or five years if a written mutual agreement is made between the teacher and principal, and probationary teachers are evaluated at least once a year.

Frazier Park School adopted the following textbooks on the following years. All textbooks are in good condition and there is an adequate supply for all students. Due to budgetary constraints and allowance by the California Department of Education, textbook adoptions have been delayed and we are using State approved textbooks from previous adoption years. Due to the State adoption of Common Core Standards in 2014, this will ultimately be to our financial benefit as we adopt new curriculum to bridge the current State Standards to the new Common Core Standards.

#### Grade K

*Houghton Mifflin Reading—2002*

*Singapore Math—2008*

*Harcourt History—2006*

*Scott Foresman Science—2007*

Grades 1-5

*Houghton Mifflin Reading—2002*  
*Scott Foresman Mathematics—2001*  
*Harcourt Reflections History—2006*  
*Scott Foresman Science—2006*

Grade 6

*McDougal-Littell History—2006*  
*Holt-Reinhart & Winston English—2002*  
*McDougal-Littell Math 2001*

*Santillana ELD (K-6)—2011*

The Frazier Park School facility is maintained in a safe and clean manner. Currently Frazier Park School employs two part-time custodians, and one part-time maintenance person. The cafeteria and restrooms are cleaned daily, and classrooms are cleaned on a regular schedule. There is new playground equipment that is SISC approved for safety; however the playground for grades three through six in is need of resurfacing and grading because it is not safe.

Frazier Park School recognizes that a positive learning environment is essential to quality education. This is promoted by a school-wide positive discipline program consisting of clear rules, student reflection sheets, consequences for misconduct, and positive rewards for following school rules in the classroom and on the playground. Students learn problem-solving techniques through class meetings, Character Counts and conflict resolution strategies. The El Tejon Unified School District provides 180 instructional days per year and three minimum days are reserved for professional development. The instructional day consists of the following minutes per grade:

Grade	Frazier Park School	State Requirement
K	42,540	36,000
1-3	51,540	50,400
4-6	55,800	54,000

Teachers at Frazier Park School are involved in ongoing training. Throughout the summer months, many teachers attend classes and workshops to further their skills in technology and teaching methodologies. During the school year the school’s staff continues to pursue further training at special workshops sponsored by the District or the County Superintendent of Schools.

## **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

The following statements characterize educational practice at this school:

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

The curriculum at Frazier Park School has been aligned to State content and performance standards. The teachers are continuing to updating pacing calendars based on essential and supplemental standards, and design periodic benchmark assessments to monitor students' progress toward meeting state standards. State and local assessments are used to drive instruction and improve student achievement. Faculty use STAR and CELDT results, Dibbels (reading fluency) assessments, CFA's, performance and other formative assessments, to determine the strengths and areas of needed improvement at the beginning and throughout the school year.

Frazier Park School has spent staff development time working to create standards-based assessments at all grade levels, and focusing on strategies for differentiating instruction in order to meet the needs of all students, while ensuring that they also have access to the core curriculum. Frazier Park School is implementing the Edusoft program to create common formative assessments (CFA's) and benchmarks assessments based on pacing guides and CST blueprints. This year we are implementing PLC (Professional Learning Community) teams to implement Response to Intervention (RTI) to support students in need of remediation in English/Language Arts. More time needs to be devoted to creating and maintaining benchmark tests and pacing calendars for curriculum alignment and planning for RTI.

Barriers to Student Learning:

Parent volunteers are used in classrooms to give further one-on-one and small group assistance to students. Unfortunately, with the requirement that volunteers be finger printed and drug tested at their own expense, fewer parents volunteer at our school. Many of the students who need academic help most are the ones whose parents are not able or willing to be involved with their children's education. We know that parent involvement is a leading indicator of success in school. Transportation is another barrier to improvements in student achievement. The El Tejon Unified School District covers a large geographic area, and approximately 99 percent of the students at Frazier Park School are bused to school. An increase in the number of children at Frazier Park living in crisis has been accompanied by an increase in students who need access to counseling services. With no counselor at Frazier Park, there is little to no access to such services on campus, which may be a barrier to school success for some students. Another community barrier to academic success is the lack of monetary resources. Finally, improving school attendance is always a priority. We continue to make gains in this area with the help of a county Truancy Reduction Program through the Kern County Probation Department as well as the ETUSD School Attendance Review Board (SARB) and reward efforts through PTSO funding and recognition at end-of-trimester assemblies (for individual students and classes) to improve student attendance.

We need to continue to explore ways to fund and provide additional options for under-performing students. One important consideration in examining increased student success is the accessibility of performance data for teachers. Continued training in the interpretation of achievement test data, along with specific staff development focused on instruction in a standards-based environment will allow instructional staff to effectively assess



students and intervene to assist them. Ongoing review and alignment of the instructional materials with the standards will increase the success of students who are currently under-performing. Improved use of data, and increased accessibility of performance data will make it possible to keep students and parents informed about their progress toward the achievement of the State standards.

Frazier Park School does not currently have a teacher other than the special education teachers, who is specifically dedicated to providing extra and remedial help to students. Since we continue to see students coming to Frazier Park lacking many of the basic skills required for their grade level, this is a limitation. As we implement Response to Intervention, we will be able to address many deficits, however, with limited staffing, we will not be able to implement the ideal intervention model. Although Frazier Park School has been purchasing remedial materials with categorical funds, more remedial materials are needed to adequately the needs of all low performing students. We need to look into accessing Title I hourly monies.

We continue to work diligently to provide required services to EL students. We just purchased current editions of Santillana materials for EL instruction and are reclassifying students who score “Early Advanced” or higher on the CELDT test. The state-approved EL curriculum, Santillana Intensive English is a standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction. We will provide additional EL instruction to students through Response to Intervention and will use Santillana materials for ALL RTI students.

### **Standards, Assessment, and Accountability**

Classrooms make use of curricular classroom test and assessment on a regular basis. In addition, three times a year, students take a benchmark test, created by collaboratively created by teachers based on California State Standards, the results of the benchmark tests, drive the intervention/review planning for teachers based on students’ needs. Students in grades K-6 are using Accelerated Reader and will implement Accelerated Math in these grades this year.

All students need to be assessed using DIBELS in grades K-6. We will re-assess students twice in the spring.

### **Staffing and Professional Development**

#### **Status of meeting requirements for highly qualified staff**

- All teachers at Frazier Park School are fully credentialed and teaching within their areas of curricular area.
- All teachers are CLAD certified.

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

- Student performance and research-based professional development opportunities that include but are not limited to increase in student engagement and Response to Intervention and Instruction (RTI<sup>2</sup>). The use of data continues to be the cornerstone of professional development training this year. Substitute teachers are available to give teachers and administration time to go over data and make plans for students not reaching proficiency.
- Staff Surveys from 2012/13 school year, indicated that teachers would like additional training in PLC/RTI and any new effective teaching methods.
- There is more need for providing instructional assistance and classroom management training to all teachers of growing class sizes.

- This year, instructional foci continue from last year as “Checking for Understanding,” “Statement of Lesson Objectives,” “Reinforcing Effort and Providing Recognition,” “Identifying Similarities and Differences” and “Summarizing and Note taking.”

### **Monthly teacher collaboration by grade level K-8**

- At Frazier Park School, the school/district needs to focus on ways to facilitate and support teacher grade-level collaboration on a regular and frequent basis. Due to time constraints, collaboration had been challenging. This year, K-6 teachers are working in teacher teams and collaborating at least on a biweekly basis as they implement RTI.
- Collaborative planning and articulation both horizontal and vertical need to be more fully implemented.

### **Adherence to recommended instructional minutes for ELA and mathematics (K-8)**

- Administrative walkthroughs are conducted on regular basis.
- This school year, in grades K-6, there is a protected teaching time in which assemblies, announcements, and visitors are kept to a minimum. During all instructional time, interruptions are kept to a minimum.

### **Lesson pacing schedule:**

- We will begin looking at Common Core Standards this year, and then begin modifying pacing calendars next year to align with the new standards.
- Pacing calendars will be monitored and adjusted annually.
- Teachers in K-6 grades use board-adopted materials. Intervention materials are used for those students who are in need of remediation. RTI students, who are need strategic intervention, will receive systematic intervention weekly intervention. These students have been chosen because of their past CST scores. This year will be focusing on English/Language Arts intervention.

### **Opportunity and Equal Educational Access**

#### **Services provided by the regular program that enable underperforming students to meet standards**

Underperforming students are identified as those who are not earning proficient and advanced or 70% on their classroom assessments, are not meeting 70% for each strand o benchmark testing, and/or were not proficient on CST.

*More instructional support and coaching are needed in the “area of intervention” according to Staff Surveys.*

#### **Research-based educational practices to raise student achievement at this school**

- Teachers use standards-based curriculum daily in their classes. A major portion of the instructional day is delivered via direct instruction.
- Benchmark assessments provide feedback about student progress and instructional needs.

### **INVOLVEMENT**

Family involvement dramatically decreases from the primary level at Frazier Park School to the participation level El Tejon School.

- There is an active PTSO and many parents participate.
- There is a Family Resource Center in our area. Family Resource center has helped families in need with a variety of services.
- There is also a Healthy Start Home Preschool in the community.
- School Site Council meets at least four times per year. The council attendance is good. Dates are published on the website.
- ELAC membership in the past has been low. There are at least four meeting per year and attendance in encouraged and refreshments and daycare have been provided in the past.
- Due to PI status, parent notification letters regarding SEC were sent home. When appropriate, letters were translated to Spanish. In addition to monthly notices home, individual flyers regarding ELAC, PTSO, and SSC meetings are sent home.
- To encourage more communication, there is now monthly school newsletter, the PowerSchool Parent Portal encourages parents to check on student progress reports, via the internet, and PTSO purchased an automated phone communication system to broadcast emergency school delays and closures, PTSO meetings, and other important dates throughout the school year.
- Frazier Park School has an active Student Study Team (SST), which meets weekly, when necessary, to help design assistance for struggling students.
- The Boys and Girls Club offers an after-school program through a grant provided by the California Department of Education’s ASSIST program.

**SCHOOLWIDE GOALS BASED ON DATA**

<b>SCHOOL GOAL # 1</b>			
<b>89.4% of all students, including subgroups, will score proficient or advanced on the ELA portion of the 2013 STAR test.</b>			
Student groups and grade levels to participate in this goal: All students, including subgroups	Anticipated annual performance growth for each group:		
	2012 Results	2013 Target	Growth Required
	All students 47.1%	89.4	42.3
	SOE Disadvantaged: 41.1%	89.4	48.3
	Hispanic/Latino: 54.4%	89.4	51.8
	White NA	89.4	NA
Means of evaluating progress toward this goal: Data Collection for all groups, including reading intervention and EL groups, Grade level assessments, Common Formative Assessments (CFA)	Group data to be collected to measure academic gains: All groups		

<b>Actions to be Taken to Reach Goal #1 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	Start Date Completion Date	Person Responsible	Proposed Expenditures	Estimated Cost	Funding Source
Pacing Charts Aligned with California Blue Prints and Curriculum	Ongoing, Completed for current adoptions in math and LA text Jan 2013	Teachers/Site and District Administrators, including Director of Curriculum and Instruction	Sub costs 7x110.00	\$770.00	Title I
Supplemental Educational Services (SES) 20% of Title I	December 2012- April 2013	Parents, Site Administrator	777.00 X1	777.00	Title I
Professional Development 10 % of Title 1	August 2012-June 2013	Administration, Teachers	3,500	350.00	Title 1
CELDT Testing		Rosie Huning, Trained Aide			SEA

**SCHOOL GOAL # 2**

**89.4% of all students, including subgroups, will score proficient or advanced on the Mathematics portion of the 2013 STAR test.**

<p>Student groups and grade levels to participate in this goal: All students, including subgroups</p>	<p>Anticipated annual performance growth for each group:</p> <table border="1"> <thead> <tr> <th></th> <th>2012 Results</th> <th>2013 Target</th> <th>Growth Required</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>56.7%</td> <td>89.4</td> <td>22.2</td> </tr> <tr> <td>SOE Disadvantaged:</td> <td>54%</td> <td>89.4</td> <td>33.0</td> </tr> <tr> <td>Hispanic/Latino:</td> <td>50%</td> <td>89.4</td> <td>39.4</td> </tr> <tr> <td>White</td> <td>NA</td> <td>89.4</td> <td>NA</td> </tr> </tbody> </table>		2012 Results	2013 Target	Growth Required	All students	56.7%	89.4	22.2	SOE Disadvantaged:	54%	89.4	33.0	Hispanic/Latino:	50%	89.4	39.4	White	NA	89.4	NA
	2012 Results	2013 Target	Growth Required																		
All students	56.7%	89.4	22.2																		
SOE Disadvantaged:	54%	89.4	33.0																		
Hispanic/Latino:	50%	89.4	39.4																		
White	NA	89.4	NA																		
<p>Means of evaluating progress toward this goal: Data Collection for all groups, including reading intervention and EL groups, Grade level assessments, Common Formative Assessments (CFA)</p>	<p>Group data to be collected to measure academic gains: All groups</p>																				

<p><b>Actions to be Taken to Reach Goal #2</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b></p>	<p>Start Date Completion Date</p>	<p>Person Responsible</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Supplemental Educational Services (SES) 20% of Title I</p>	<p>Jan. 2010- May 2010</p>	<p>Parents, Site Administrator</p>	<p>777 X 1</p>	<p>Included in Goal #1</p>	<p>Title I</p>

**SCHOOL GOAL # 3**

Increase the number of parent communication/community involvement activities and participation opportunities

Student groups and grade levels to participate in this goal: All student, including subgroups, parents, staff, and administration.

Means of evaluating progress toward this goal: Track number of participants in different activities

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</b>	Start Date Completion Date	Person Responsible	Proposed Expenditures	Estimated Cost	Funding Source
Committees/Activities Included, but not Limited to: ELAC Meetings SES Parent Meeting Parent Conferences PTSO Meetings Title I Meeting  Open House Website Hosting  SST	On-going       On-going	Site Administrator       SST Team	1% of Title I for light refreshments/Day Care  Supplemental Paper for Flyers    None, funded by Mental Health Grant	\$500  \$200	Principal's Budget

**Recommendations and Assurances:**

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

\_\_\_ School Site Council

4. 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 LEA Plan.
5. This school plan is based on 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.
6. This school plan was adopted by the school site council at a public meeting on:

Attested:

Gretchen Skrotzki, Principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date