

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT

REDWAY SCHOOL

6 0 0 8 2 1 3
CDS Code

Date of this revision: 5/19/09

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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Southern Humboldt Unified School District

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

School Vision and Mission

Our vision at Redway School is to ensure that the school campus and classroom environments are safe, and effectively support and encourage each student's optimal academic, social and personal growth. All members of the Redway School community will:

- ❖ Provide and support differentiated instruction to allow for the individual development of students so that they can each produce their own best work
- ❖ Teach and/or support the teaching of content standards in unique, effective and interesting ways to address a variety of learning modalities and abilities.
- ❖ Create an environment where all members feel emotionally, physically, and psychologically safe
- ❖ Maintain an awareness, sensitivity, and respect for individuals and their unique qualities.

We affirm the right of all students, staff, parents, and guardians to be in an environment that fosters positive attitudes, and encourages self-esteem.

School Profile

Redway School is centrally located in a small rural community. It is part of the Southern Humboldt Unified School District, which has an attendance area of 773 square miles. It is the largest elementary school in the district, and serves students in Kindergarten through seventh grade. The current enrollment is approximately 300 students. These children come to Redway School from several small towns, tiny communities, and widely scattered home sites.

The economic community base consists of state and county service and recreational providers, tourism related businesses, and a variety of small individual enterprises. Finding legal employment can be a challenge in our rural community. Redway School and the school district are one of the largest employers in the area.

The classrooms at Redway School are self-contained with each classroom teacher responsible for presenting core curriculum based on California State Standards in language arts, mathematics, science, social studies, and all other curricular areas. We have a strong music program with music offered at every grade level. We are currently organizing an art program for each grade level also. Redway School houses both a Head Start program and a 0-3 Head Start program.

The school's ethnic make-up is mostly white with limited numbers of minority students. We currently have about 15 English Learners. We have an English Learner aide who works with these students weekly.

Our school offers programs for RSP and speech and language special education students, Title 1 students, and GATE students. We also have a Special Day Class for students from Kindergarten through 7th grade. The Family Resource Center operates a Healthy Start program and an after school program.

Special facilities include: a library which contains over 7,000 volumes and a school to career section, a computer lab with 27-30 work stations, a Family Resource Center, a stage and a garden. All classrooms and other resource rooms have access to the internet and county supported media resources.

Instructional minutes per year consist of: 49,685 for Kindergarten, 50,585 for grades 1-3, and 54,890 for grades 4-7. There are 13 minimum days per year, most of which are used for parent-teacher conferences. We also have a short day every Wednesday for our CLASSY Wednesdays which are used for district driven professional development opportunities.

Our school is in many ways the center of the Redway/Southern Humboldt community with a very high degree of community involvement, PTA and other parent volunteers. Redway School is fortunate to have wonderful volunteers helping in our classrooms and around the school. The campus has fields and facilities to support a variety of community athletic programs, remedial programs as well as health services. Numerous local organizations, private donors, and parents raise funds for a myriad of unfunded needs. Redway School relies on this very appreciated support from our community.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
Math, Language Arts and Social Studies curriculum, instruction, and materials are aligned with the state standards. State-approved Science curriculum will be purchased in the spring of 2007. All other curricular areas are also aligned to content standards.
2. Availability of standards-based instructional materials appropriate to all student groups:
Students are using current state-approved materials for language arts and math. We are using standards-based remediation for Special Ed. and Title I students, and accelerated curriculum for identified GATE students. The Language Arts curriculum, along with the Rosetta Stone Program, accommodates our English language learners.
3. Alignment of staff development to standards, assessed student performance and professional needs:
The district provides staff development opportunities to address standards and to assess student performance. The county provides many workshops that address professional needs. Because of the limited availability of substitute teachers and our distance from the county office, these workshops are not as well attended as desired.
4. Services provided by the regular program to enable under-performing students to meet standards:
Classroom teachers use differentiated instruction, small group instruction, 504 plans, parent volunteers, and tutors (peer, cross-age, adult). Appropriate modifications are used to meet individual needs when necessary.
5. Services provided by categorical funds to enable under-performing students to meet standards:
Title 1 funded instructional assistants provide ongoing individual and small group support for under-performing students in the regular classroom. Categorical funds are also used for after-school remediation, summer school, K – 3 class size reduction, Special Education IEPs, 504 plans and a Title I resource coordinator.
6. Use of state and local assessments to modify instruction and improve student achievement:
State STAR tests, district math and reading benchmarks, and teacher assessments are used to identify target students. We are beginning to analyzing this data more thoroughly to modify how we are teaching. Formal and informal assessment is used on a daily basis to modify instruction.
7. Number and percentage of teachers in academic areas experiencing low student performance:
Because of our diverse community as well as the heterogeneous configuration of our classrooms, 18 teachers (100 percent) experience low student performance in academic areas.
8. Family, school, district and community resources available to assist these students:
In addition to the services provided by the regular education program (see #4) and by categorical

funds (see #5), the following services are available to assist these students: Healthy Start, After School Program, Breakfast program, Good Morning Let's Read, Associated Student Body, Anti-Bullying Campaign, Southern Humboldt Schools' Foundation, Redway School Music Project, Mateel Community Center, Community Youth Sports Program, and local business donations.

9. School, district and community barriers to improvements in student achievement:
Some of the barriers to improvements are lack of funds, declining enrollment, large class size in grades 4 – 7, large geographical area, unfunded mandates, rural isolation, lack of employment/low-income families, poor diet, deteriorating facilities, distance from support services, and limited amount of materials due to under funding. In addition, limited parent support for some students complicated by adult substance abuse, mental health issues and neglect contribute to low student achievement.
10. Limitations of the current program that deter under-performing students from meeting standards:
To cover the grade level standards requires a faster pace than some students can sustain. Grade level adopted material is at some students' frustration level.

STUDENT PERFORMANCE DATA SUMMARY

Student performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.cde.ca.gov/>.

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

Number Included in the 2008 API	2007 API (Base)	2007 Statewide Rank	2007 Similar Schools Rank	2007-2008 Growth	2008 Growth
218	783	6	5	-5	778

Student Groups	Number of Students Included in 2008 API	Numerically Significant	2008 Growth	2007 Base	Met Subgroup Growth Target
African American, not Hispanic	3	no			
American Indian or Alaskan Native	16	no			
Asian	3	no			
Filipino	2	no			
Hispanic or Latino	17	no			
Pacific Islander	1	no			
White not Hispanic	167	yes	780	792	no
Socioeconomically Disadvantaged	123	yes	734	748	no
English Learners	8	no			
Students with Disabilities	43	no			

School Demographic Characteristics

Enrollment for the 2007 - 2008 school year was **283** students. Data listed below was compiled from CBEDS.

Ethnic/Racial	Parent Education Level
African American not Hispanic 0.7%	Not High School Graduate 8%
American Indian or Alaska Native 3.5%	High School Graduate 45%
Asian 0%	Some College 35%
Filipino 0.4%	College Graduate 7%
Hispanic or Latino 6%	Graduate School 4%
Pacific Islander 0.4%	Average Class Size 18.5 (K-3)
White not Hispanic 77.7%	26 (4-7)
Participants in Free or Reduced Lunch 59.1%	Enrollment in grades 2-11 on first day of testing 234
English Language Learners 6.4%	Number of Students Exempt from Testing 0
Fully Credentialed Teachers 100%	Number of Students Tested 233

STUDENT PERFORMANCE DATA SUMMARY (continued)

Local Measures of Student Performance
Percentage of Students Not Passing Fall Benchmark Tests

		Math									
		Reading									
Grade		2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
K		35%	27%	44%	43%	36%	0%	20%	32%	31%	21%
1		30%	42%	34%	15%	45%	47%	48%	40%	26%	40%
2		20%	34%	29%	41%	40%	28%	18%	18%	15%	39%
3		33%	33%	43%	22%	41%	29%	39%	44%	22%	30%
4		25%	17%	11%	10%	3%	27%	29%	11%	3%	19%
5		17%	14%	23%	23%	26%	50%	37%	40%	28%	28%
6		0%	15%	21%	14%	10%	20%	70%	40%	39%	15%
7		19%	14%	15%	14%	8%	21%	90%	34%	41%	27%

California Standardized Testing and Reporting (STAR) 2008

Total Enrollment on First Day of Testing (grades 2- 7): 234

Total Number Tested: 233.

English / Language Arts

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	4%	14%	8%	20%	15%	19%
Proficient	30%	34%	24%	37%	38%	33%
Basic	35%	28%	53%	37%	30%	31%
Below Basic	17%	14%	11%	3%	17%	16%
Far Below Basic	13%	10%	5%	3%	0%	2%

Mathematics

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	35%	55%	8%	0%	15%	4%
Proficient	30%	28%	26%	40%	34%	31%
Basic	13%	7%	53%	37%	28%	38%
Below Basic	17%	0%	13%	23%	21%	18%
Far Below Basic	4%	10%	0%	0%	2%	9%

Science Test – Grade 5

Advanced	10%
Proficient	63%
Basic	17%
Below Basic	7%
Far Below Basic	3%

California Standardized Testing and Reporting (STAR) 2007

Total Enrollment on First Day of Testing (grades 2- 7): 226

Total Number Tested: 226

English/Language Arts

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	48%	3%	27%	18%	16%	13%
Proficient	30%	14%	39%	32%	33%	34%
Basic	15%	56%	15%	34%	35%	36%
Below Basic	4%	22%	15%	5%	9%	15%
Far Below Basic	4%	6%	3%	11%	7%	2%

Mathematics

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	52%	11%	27%	11%	2%	15%
Proficient	33%	28%	24%	41%	37%	36%
Basic	11%	31%	30%	30%	40%	30%
Below Basic	0%	31%	18%	19%	19%	19%
Far Below Basic	4%	0%	0%	0%	2%	0%

Science Test – Grade 5

Advanced	0%
Proficient	43%
Basic	38%
Below Basic	14%
Far Below Basic	5%

California Standardized Testing and Reporting (STAR) 2006

Total Enrollment on First Day of Testing (grades 2-7): 242

Total Number Tested: 242

English/Language Arts

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	17%	18%	29%	21%	6%	16%
Proficient	34%	21%	24%	21%	34%	42%
Basic	23%	34%	26%	38%	26%	24%
Below Basic	23%	13%	19%	13%	21%	16%
Far Below Basic	3%	13%	2%	8%	13%	3%

Mathematics

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	20%	32%	5%	0%	2%	11%
Proficient	49%	24%	21%	36%	37%	34%
Basic	23%	32%	44%	18%	33%	32%
Below Basic	9%	11%	28%	28%	22%	18%
Far Below Basic	0%	3%	2%	18%	7%	5%

Science Test – Grade 5

Advanced	3%
Proficient	23%
Basic	44%
Below Basic	31%
Far Below Basic	0%

California Standardized Testing and Reporting (STAR) 2005

Total Enrollment on First Day of Testing (grades 2- 7): 248

Total Number Tested: 248

English / Language Arts

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	24%	8%	13%	12%	14%	11%
Proficient	32%	23%	38%	24%	40%	37%
Basic	32%	33%	33%	46%	35%	42%
Below Basic	11%	21%	9%	10%	7%	8%
Far Below Basic	0%	15%	7%	7%	5%	3%

Mathematics

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Advanced	43%	8%	7%	2%	2%	5%
Proficient	38%	28%	31%	12%	28%	41%
Basic	16%	33%	38%	32%	40%	44%
Below Basic	3%	28%	20%	37%	28%	5%
Far Below Basic	0%	3%	4%	17%	2%	5%

Science Test – Grade 5

Advanced	0%
Proficient	15%
Basic	22%
Below Basic	49%
Far Below Basic	15%

STAR 2008 Performance by Content Clusters

Language Arts – Average % Correct

Grade	Word Analysis and Vocabulary	Reading Comprehension	Literary Response	Written Conventions	Writing Strategies	% of Students Proficient
2	62%	51%	64%	56%	44%	35%
3	74%	65%	67%	67%	59%	48%
4	67%	53%	55%	54%	49%	32%
5	78%	60%	75%	73%	59%	69%
6	70%	63%	61%	71%	60%	65%
7	71%	70%	63%	60%	56%	52%

Mathematics – Average % Correct

Grade	Place Value, addition and subtraction	Multiplication, division, and fractions	Algebra and Functions	Measurement and Geometry	Statistics, data analysis, and probability	% of Students Proficient
2	74%	79%	80%	74%	67%	65%
3	82%	81%	83%	84%	84%	83%

Grade	Decimals, fractions, and negative numbers	Operations and factoring	Algebra and functions	Measurement and Geometry	Statistics, data analysis, and probability	% of Students Proficient
4	73%	55%	54%	72%		34%

Grade	Estimation, percents, and factoring	Operations with fractions and decimals	Algebra and functions	Measurement and Geometry	Statistics, data analysis, and probability	% of Students Proficient
5	67%	60%	59%	50%	80%	40%

Grade	Ratios, proportions, percentages, negative fractions	Operations and problem solving with fractions	Algebra and functions	Measurement and Geometry	Statistics, data analysis, and probability	% of Students Proficient
6	49%	74%	68%	53%	70%	49%

Grade	Rational Numbers	Exponents, powers, and roots	Quantitative relationships and evaluating expressions	Multi-step problems, graphing, and functions	Measurement and geometry	Statistics, data analysis, and probability	% of Students Proficient
7	58%	44%	49%	56%	56%	48%	35%

Conclusions from Student Performance Data:

- STAR test scores dropped last year (2008)
- Different grade level groups vary significantly from year to year.
- As Redway's largest sub-group, economically disadvantaged students test scores are generally lower than scores for all students
- Overall, 51 percent of Redway students scored proficient or above on the mathematics portion of the STAR test and 46 percent of Redway students scored proficient or above on the language arts portion of the STAR test.
- Our students are not performing as well in writing as we would like. We will address this during the 2009-2010 year with continued application of the Step Up to Writing program.
- As a school, we need to consistently identify individual student academic deficiencies while regularly progress monitoring students to determine if interventions are working.
- Student scores in science have greatly improved.

Conclusions from Parent, Teacher and Student Input:

Low performing students:

- frequently have low self-esteem, limited confidence, and high anxiety concerning their academic ability.
- lose progress during the summer without summer school or other extra help.
- require more direct and small group instruction, repetition, and practice in order to achieve mastery.

Reading:

- Limited attention spans, inability to hear phonemes, and minimal cognitive flexibility are barriers to low achieving students learning to read.
- Many low achieving students have limited exposure to printed material and rich vocabulary outside of school.
- All teachers need to assure that students receive social studies, science, and math curriculum that are not limited to reading.
- The gap between the reading ability of students keeps widening as they progress through grade levels, making whole group instruction increasingly difficult.

Writing:

- There is a direct correlation between reading ability and writing ability.
- The size of a student's vocabulary affects his/her ability to write.
- Incorrect grammar can be common among families of low achieving students.
- Lack of understanding of spelling patterns negatively affects the writing of low achieving students.
- Coherence of writing and appropriate sentence structure is a concern for low achieving students.
- Low achieving students are often reluctant to edit and revise their work.

Listening and Speaking:

- Lack of confidence affects some low achieving students' ability to communicate clearly and appropriately.
- Limited vocabulary makes it difficult for low achieving students to make quality oral presentations.
- Low achieving students are often distracted and off task, possibly due to a lack of understanding of material.

Math:

- Low achieving students require more repetition and practice with newly introduced concepts in order to be ready to move on to the next step or concept.
- When concepts are presented at a slower pace so that lower achieving students are able to grasp them, they can't be introduced to all grade level standards during the school year.
- Not all California math standards are developmentally appropriate for many of our low achieving students.

Other:

- Student benchmark achievement should be a measure of growth. Benchmarks have been revised to provide greater continuity within and between the grade levels in order to more accurately measure growth. Benchmark tests are a good indicator of student success when properly aligned with state curriculum.

School Goals for Improving Student Achievement

Goal #1a:

Redway School will have 51% of students testing at proficient or above in the language arts section of the CST school year 2009-2010.

Goal #1b:

Redway School will have % of students testing at proficient or above in the writing STAR test grades 4 & 7.

Goal #2:

Redway School will have 56% of students testing at proficient or above in the mathematics area of the CST school year 2009-2010.

Goal #3:

Overall student attendance at Redway School will improve by at least 1%.

Goal #4:

Parent involvement will increase by 10 % school year 2009-2010

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>GOAL # 1a for improving student achievement: Redway School will have 51% of students testing at proficient or above in the language arts section of the CST school year 2009-2010.</p> <p>Student groups participating in this goal: K-7 Performance gains expected for these students: <i>By the end of school year 2009-2010 51% of the students will test proficient or beyond grade level.</i></p> <p>Means of evaluating progress toward this goal: STAR test Grades 2-7; benchmark K-1 Data to be collected to measure academic gains: STAR test results, Accelerated Reader, DIBELS, Phonics for Reading, Road to the Code, REWARDS, Read Naturally.</p>				
<p>Alignment of instruction with content standards: <i>Review and select curriculum materials aligned with state standards.</i></p> <p>Improvement of instructional strategies and materials: <i>Oversee data collection and progress monitoring of student achievement.</i> <i>Instructional assistants in each classroom will provide one-on-one and small group support to targeted students to increase time spent on fluency, comprehension and decoding skills.</i></p>	<p>District Language Arts Committee Principal Teachers</p> <p>Teachers</p> <p>Instructional Assistants</p> <p>Title I Coordinator</p> <p>Ongoing</p>	<p>Materials</p> <p>Materials</p> <p>Instructional Assistants</p>	<p>\$ 1000.00</p> <p>\$50,000.00</p> <p>\$5000.00</p>	<p>State Instructional materials fund</p> <p>SBCP</p> <p>Title 1</p> <p>Title I</p>

<p>Extended learning time/increased learning opportunities</p> <p><i>SHAIP – So. Humboldt After-School Intervention Program and Redway After School Program. Increased articulation between these two entities with certificated teacher liaison</i></p> <p><i>Friendship groups for building social skills</i></p> <p><i>Good Morning, Let's Read</i></p> <p><i>GATE students will receive accelerated curriculum through differentiated instruction.</i></p> <p><i>Library Technician will maintain library, provide literacy support and assist with providing appropriate grade level reading materials</i></p>	<p>Coordinator</p> <p>Volunteers</p> <p>Remediation teachers</p> <p>FRC</p> <p>Volunteer</p> <p>School Psych.</p> <p>Ongoing</p>	<p>Stipend for liaison</p>	<p>\$3500.00</p> <p>\$5000.00</p> <p>\$30,000.00</p>	<p>FRC</p> <p>District Title 1</p> <p>FRC Grant</p> <p>SBCP</p>
<p>Targeting Services and Programs to Lowest Performing Student Groups</p> <p><i>Homework assistance, identification of low performing students and scheduling of SST meetings as needed.</i></p>	<p>FRC/Americorp</p> <p>Instructional Assistants</p>			
<p>Staff development and professional collaboration:</p> <p><i>Teachers will receive professional development for adopted Curriculum materials and research based intervention programs as necessary.</i></p> <p><i>Teachers will receive training in use and application of intervention materials and strategies</i></p> <p><i>Teachers may utilize buy-back time for school-wide staff development and other professional development as approved by administration.</i></p>	<p>Teachers</p> <p>Principal</p>	<p>Training supplies</p>	<p>\$2500</p>	<p>SBCP</p>
<p>Increased Access to Technology:</p> <p><i>Accelerated Reader, DIBELS, Atomic Learning for staff</i></p>	<p>Coordinator</p> <p>Teachers</p> <p>Ongoing</p>	<p>Stipend for coordinator</p> <p>Training supplies</p>	<p>Included above</p>	<p>Title 1</p> <p>SBCP</p>

<p>Auxiliary services for students and parents:</p> <p><i>Student Study Team meetings will be held for assistance with student academic and behavioral needs.</i></p> <p><i>Transition meetings between pre-school and kindergarten as well as between seventh grade and high school.</i></p> <p><i>EL Students will receive services as required.</i></p>	<p>Principal</p> <p>SST Coordinator</p> <p>Teachers</p> <p>Parents</p> <p>Ongoing</p>	<p>Substitute salaries</p> <p>EL teaching assistant</p>	<p>District expense</p>	<p>SBCP</p>
<p>Monitoring program implementation and results:</p> <p><i>School Site Council will review STAR test data, benchmark results and other assessments as necessary.</i></p> <p><i>All student support services will be modified as necessary support services will be modified and provided as needed.</i></p>	<p>SSC</p> <p>Teachers</p> <p>Principal</p> <p>Parents</p>		<p>Included above</p>	<p>EL</p> <p>Title 1</p>

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

<p>GOAL # 1b for Improving Student Achievement: Students will write clear, coherent, and focused pieces appropriate to their grade level. Student groups participating in this goal: <i>All students, Kindergarten through seventh grade.</i> Performance gains expected for these students: <i>Fifty percent of 4th and 7th grade students will score at least proficient on the California Writing Sample.</i></p> <p>Means of evaluating progress toward this goal: <i>California Writing Sample</i> Group data needed to measure academic gains: <i>Results of California Writing Sample</i></p>	<p>Description of Specific Actions to Improve Educational Practice</p>	<p>Implementers/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Alignment of instruction with content standards:</p> <p><i>Teachers will review writing content standards at their grade levels. Teachers will use CLASSY Wednesday time to meet in grade level groups to assess alignment and best teaching practices.</i></p> <p>Improvement of instructional strategies and materials:</p> <p><i>Daily Oral Language will be used to review grammar and mechanics.</i></p> <p><i>Vocabulary-rich literature will be read to students. They will also be exposed to a wide variety of writing styles.</i></p> <p><i>Students will be taught writing using Step Up to Writing as a process.</i></p> <p><i>Teachers will develop/locate and utilize Step-Up-To Writing rubrics for grade levels.</i></p>	<p>Teachers</p> <p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>\$100</p>	<p>PTA</p>
<p>Extended learning time:</p> <p><i>Students will have regular access to the computer lab to improve writing skills through word processing.</i></p> <p><i>Students will receive one-on-one and/or small group instruction to assist with writing goal.</i></p>	<p>Teachers</p> <p>Instructional assistants</p> <p>Ongoing</p>	<p>Instructional assistant salaries</p> <p>Instructional materials and supplies</p> <p>Media Center Technician</p>	<p>SBCP</p> <p>Title 1</p> <p>SBCP</p>		

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <p><i>Instructional assistants will provide specific support to identified students through 1:1 or small group instruction.</i></p> <p><i>Resource teacher, Speech and Language pathologist and Special Education Instructional Assistant will provide additional services to students with IEPs.</i></p> <p><i>GATE students will receive instruction at a differentiated rate.</i></p>	<p>Teachers RST Speech Pathologist Instructional assistants Ongoing</p>	<p>Instructional assistant salaries Materials</p>		<p>Title 1 SBCP Special Education GATE</p>
<p>Staff development and professional collaboration</p> <p><i>Teachers will share practices that are successful in teaching organization, genre and conventions of writing during CLASSY Wednesdays.</i></p> <p><i>Teachers will attend Step Up to Writing Workshops as necessary.</i></p>	<p>Teachers</p>	<p>Substitute salaries Staff Development</p>	<p>District Expense</p>	<p>Title 1</p>
<p>Involvement of staff, parents and community:</p> <p><i>Teachers will discuss writing achievement with parents at conferences at least twice per year. Specific strategies will be presented at Back to School Night and in regular newsletters.</i></p>	<p>Teachers PTA Ongoing Fall</p>	<p>Materials and Supplies</p>	<p>\$200</p>	<p>SBCP</p>
<p>Auxiliary services for students and parents:</p> <p><i>Student Study Team meetings will be held for students when classroom modifications aren't providing expected results.</i></p> <p><i>Special Education referrals will be made through SST process.</i></p>	<p>Principal RST SST Coordinator Teachers Parents Ongoing Principal SSC Spring</p>	<p>Substitute salaries EL Instructional Assistant (Coordinator covered by Goal #1)</p>	<p>District Expense</p>	<p>SBCP Spec. Ed. Funds</p>
<p>Monitoring program implementation and results:</p> <p><i>Teachers will review CST results and create programs to address areas of concern. Teachers will also review benefits of Step Up to Writing program. This will include trimester evaluation and assessment of EL students and implementation of student plan and support services will be modified and provided as needed.</i></p>				

GOAL # 2 for Improving Student Achievement: Redway School will have 56% of students testing at proficient or above in the mathematics area of the CST school year 2009-2010.

Student groups participating in this goal: *Targeted Title I students.*

Performance gains expected for these students: *Each student will gain sufficient growth to pass the spring district benchmark test*

Means of evaluating progress toward this goal: *District Math Benchmark Test*

Group data needed to measure academic gains: *Results of district benchmark tests, fall and spring*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p><i>Review and select curriculum materials aligned with state standards.</i></p> <p><i>All students will be using newly adopted textbooks, one per child.</i></p> <p><i>Teachers will review math content standards for their grade level.</i></p>	Principal Teachers Ongoing			District Purchased
<p>Improvement of instructional strategies and materials:</p> <p><i>Teachers are in the process of identifying math essential learning outcomes through PLC process.</i></p> <p>Students will have an appropriate balance between use of concrete materials and activities to support their understanding of more abstract math concepts.</p>	Teachers Ongoing	Practice Workbooks	\$1,300	PTA
<p>Extended Learning Opportunities:</p> <p><i>Identified students will be expected to attend after-school remediation and or the Redway After-School Program.</i></p> <p><i>Students may attend FRC after school program for homework time.</i></p> <p><i>GATE students will be presented material at a differentiated level.</i></p>	Principal SHARP Coordinator Ongoing Teacher Teacher	Coordinator, teacher, and instructional assistant salaries Materials FRC Grant	\$5,000 \$700	District Title I FRC/ASES Grant GATE Funds

Gate Coordinator

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Access to Technology based Intervention Programs: <i>IPASS, Accelerated Math, materials with new math program</i> <i>Students access math materials via computer lab during scheduled times.</i></p>	<p>Principal, Teachers Tech Coordinator</p>	<p>Professional Development</p>	<p>\$5000.00</p>	<p>ASES</p>
<p>Staff development and professional collaboration: <i>Professional development provided with new math adoption. Additional professional development for interventions as needed.</i></p>	<p>Teachers Ongoing</p>	<p>N/A</p>	<p>Included above</p>	<p>N/A</p>
<p>Auxiliary services for students and parents: <i>Student Study Team meetings will be held for students when classroom modifications aren't providing expected results.</i> <i>Special Education referrals will be made through SST process.</i></p>	<p>Principal RST SST Coordinator Teachers Parents Ongoing</p>	<p>Substitute salaries</p>	<p>District Expense</p>	
<p>Monitoring program implementation and results: <i>School Site Council will review STAR test data, benchmark results and other assessments as necessary.</i> <i>All student support services will be modified as necessary support services will be modified and provided as needed.</i></p>	<p>Principal SSC Ongoing</p>		<p>Included above</p>	<p>N/A</p>

GOAL # 3 for Improving Student Achievement: Overall student attendance at Redway School will improve by at least 1%.

Student groups participating in this goal: K-7.

Performance gains expected for these students: *Research suggests direct correlation between attendance and student achievement*

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

Group data needed to measure academic gains: *SASI Reports and overall school assessment results*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Formation of Attendance Intervention Committee: <i>Develop a structured approach to improving attendance in advance of Student Attendance Review Board (SARB) referral.</i></p> <ul style="list-style-type: none"> • <i>Monitor attendance</i> • <i>Early Intervention and follow-up to excessive absences</i> • <i>Educate students and parents regarding importance of regular attendance</i> • <i>Collaboration between Redway and SFHS</i> 	<p>Fall 2009, Principal, Nurse, Teachers, FRC Staff</p>	<p>Release time for teachers</p>	<p>\$500</p>	<p>District Provided</p> <p>N/A</p>
<p>Development and Enhancement of Attendance Incentives:</p> <ul style="list-style-type: none"> • <i>Monthly/annual perfect attendance drawings</i> • <i>Positive phone calls for perfect attendance</i> • <i>Classroom perfect attendance drawings</i> 	<p>Fall 2009 Principal, Teachers, Nurse</p>	<p>Incentive Awards</p>	<p>\$200</p>	<p>PTA Donation</p>
<p>Parent Ed Regarding Costs of excessive absences:</p> <ul style="list-style-type: none"> • <i>Newsletter</i> • <i>Back to School Night</i> 	<p>Fall 2009, Principal, Teachers</p>			<p>N/A</p>
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • <i>Student Attendance Records</i> • <i>Number of students achieving , increase in attendance rate.</i> 	<p>Fall 2009</p>			<p>PTA</p>

GOAL # 4 for Improving Student Achievement: To improve and enhance parent involvement and outreach by 10 % school year 2009-2010

Student groups participating in this goal: K-7
 Performance gains expected for these students: Research suggests that increased student achievement results from increased parent involvement.
 Means of evaluating progress toward this goal: Log parent attendance at school-wide functions, school-wide surveys, conference attendance
 Group data needed to measure academic gains: Collection of school wide surveys and event attendance figures base year forward.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • Parents will be provided with at-home strategies to reinforce lessons at school. • Parent/community members will be trained to assist students in GMLR. The home reading program will be articulated and will continue. • Three for Me Program, parent contract • Student progress will be shared with parents at conferences at least once each year. State standards will be presented at Back to School Night. Strategies will be presented in occasional newsletters. • Quick Math Handbooks will be given to all 3rd-7th grade parents. Math Night will be held in the fall. • Planners purchased grades 4-7 	<p>Fall, 2009 Librarian, Teachers, Principal, Outside Presenter</p> <p>Parents, Teachers, Principal</p> <p>Teachers, Principal</p> <p>Teachers</p> <p>Teachers</p>		<p>\$500</p> <p>\$ 300</p> <p>\$400</p> <p>\$700</p>	<p>Title I Parent Involve.</p> <p>PTA</p> <p>Title I Parent Involve.</p> <p>Title I Parent Involve.</p>
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Classroom Logs • PTA membership volunteer hours list • Attendance at Back to School Night • Sign in sheet at events • Survey 	<p>Redway Staff, PTA</p>			

RECOMMENDATIONS AND ASSURANCES

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

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
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other—Family Resource Center

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.

4. 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.

5. This school plan was adopted by the school site council on: May 19, 2009

6. Attested:

Patrick Mayer
Typed name of school principal

Patrick U. Mayer
Signature of school principal

5/20/2009
Date

Sumer Crenshaw
Typed name of SSC chairperson

Sumer Crenshaw
Signature of SSC chairperson

5/20/2009
Date

EDITORIAL COMMENTS

Please cite page and section when suggesting changes or corrections. Address your comments to kashley@cde.ca.gov.

Name

Organization

Telephone #

E-mail address

Your comments: