

The Single Plan for Student Achievement

Cragmont Elementary School

School Name

01-61143-6090195

CDS Code

Date of this revision: April 30, 2011

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 Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: William Huyett
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Cragmont Elementary School		School Year: 2011-12
<p>Summary of School Goals: Cragmont is pursuing three goals during 2011-2012 as our school seeks to fulfill our vision statement. The goals are to 1) continue to increase student academic achievement through educational excellence, 2) implement strategies to promote student success, and 3) partner meaningfully with parents and community to increase student success.</p> <p>In order to make the site plan an active living document, regular time will be reserved at staff meetings where members of the SGC will facilitate discussions around the school site plan.</p> <p>To fulfill our vision of Goal 1 - continue to increase Student Academic Achievement - will focus our energies on three things we know work: building a cohesive and consistent curriculum, professional development to improve our instructional practices, and strengthening our student support system. We will rely heavily on our ongoing site/district assessment data and state assessment data to inform us on our progress on goal one.</p> <p>In order to increase student engagement and achievement Goal 2 - implementing strategies to promote student success - we will utilize RTI programs, enrichment opportunities, Equity Centered Professional Learning Community (EPLC), PBS/ BEST (Positive Behavior Support /Building Effective Schools Together) behavior program, Dragon Time, and cultural celebrations.</p> <p>Busy times call for increased efforts and accountability in the area of communication and support with families and community - Goal 3. Action steps in this area include parent workshops, partnerships with Berkeley Health Services, computer based outreach, telephone based outreach, developing better written materials (e.g. parent handbook, school directory) and parent to teacher support structures. Improvement will be shown through parent and teacher surveys, as well as improved attendance at school events of all types.</p>		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Jessica Hilton (Parent)		(Principal): Evelyn Tamondong-Bradley
(Co-Chair, if applicable): Carolyn Dobson (Teacher)		(Teacher): Carole Goyen
Jill Donaldson (Parent)		(Teacher): Greg Martin
Alyssa McLean (Parent)		(Teacher): Janene Barnewolt
Sabrina Pinell (Parent)		(Classified): Jackie Overlid
Peter Gillette (Parent)		Sara Rosenfeld (Alternate)
Jana Jandra (Parent)		Jabari Anderson (Alternate)
Montrella Wilson (Alternate)		

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DELAC Representative (District English Learner Advisory Committee):

II. Recommendations and Assurances

The School Governance 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 Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance 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
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance 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, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on .

Evelyn Tamondong-Bradley

Principal

Signature

Date

Jessica Hilton (Parent)

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Nancy Hoeffler

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

III. School Vision and Mission

WHO WE ARE: A Community with the Courage to Make Changes Worth Celebrating! We are Individuals with different abilities, characters, languages, and cultures – adults and children – a community of learners, enjoying and appreciating each other's accomplishments and discoveries. We are a force in creating the greater community.

WHAT WE DO: We believe the hallmark of good teaching shows itself when students become active, eager learners, when pursuit of academic excellence becomes contagious, and when students feel empowered – with the confidence that they can master the challenges and the courage to make good choices. We work together as a community encouraging kids to discover what they need to know to reach their goals, then reflect what they've learned and evaluate their methods and progress.

HOW WE DO IT: We recognize each learner and teacher as different. Timely and meaningful assessments guide our instruction so that each learner is encouraged and supported to reach for his or her personal best. All our students are encouraged to explore their own interests, honoring their natural curiosity and wonder.

We have a strong sense of collaboration. Our teachers support each other, striving to practice in accord with the highest professional standards. We are one school working together for each child. All students are our students, and they are working together for themselves and each other.

OUR VOICE: Our voice is a passionate voice. It speaks with respect and listens with open-mindedness. Our voice encourages initiative and open debate and resolves conflicts. Our voice values divergent points of view within a democratic atmosphere. Our voices work together as a team, guiding our students to make good choices. Students' voices are heard by all adults. They speak to us about how they learn best and what matters to them. Our voice includes the voices of parents, instructional assistants, bus drivers, custodians – all staff – all Cragmont community members.

THE CHILDREN: Our children leave Cragmont feeling embraced, loved and valued as individuals, knowing that they have mastered the necessary skills. They go on with the confidence that they can meet the challenges ahead, strong in their academics, competent as problem-solvers, knowing they can make a difference, knowing how to make themselves heard. They are vital, compassionate beings, caring and kind.

IV. School Profile

At Cragmont Elementary, we are dedicated to providing an outstanding education for all students while laying the foundation for each child's personal success.

Our programs combine academic rigor and intellectual challenge with strong support for students of all abilities. We emphasize the fundamentals of reading comprehension, clear writing, and basic mathematics. Strongly integrated with this core emphasis are programs in science, history, geography, technology, art, dance, and music.

Our core values are courage, active listening, respect, excellence, self-control and our core rules: Be Respectful, Be Responsible and Be Safe. We believe that an education is not just completing school, it is a way of being—one that embraces all of an individual's facets and strengths, is committed to living a moral life, and faces each day with eyes, heart, and mind wide open.

Cragmont has approximately 395 students of diverse ethnic and socio-economic make up : 32% Caucasian, 25% African American, 28% Latino, 12% Multi-Ethnic and 3% Asian.

Last year 38% of our population received free or reduced price lunch. Our average class size is reported to be higher than the District average. Our percentage of English Learners is 17% and the District Average is 20%. The Demographic trends chart (above) shows that our school's demographic make-up has remained fairly consistent with slight growth in socio-economic disadvantage group.

Our school is built against a gentle curving hillside, and sitting on a 3.34 acre lot with million dollar views of the Bay, Cragmont was designed with child-friendliness in mind; from its rich, inviting color scheme to its generous playground and playing fields. Inside, staff and students enjoy 50,000 sq. feet of classrooms that are lit by broad bay windows, while upstairs the library boasts an extensive collection of reference (shelving over 10,000 books), non-fiction and literature as well as a large outdoor deck with a view that offers a panoramic lesson in Bay Area geography.

Parents are an important and very active part of our community. They assist teachers in the classroom, chaperoned field trips, help in the library, supervise students in the yard, and work in the office. They also help teachers by communicating important event information to our families. Our extremely involved PTA runs our Fall Auction Event, Carnival; Halloween event; Winter Arts, Crafts, and Food Fair; and organizes our many classroom volunteers. Parents also contribute as members of our School Governance Council (SGC) who are instrumental with writing our school site plan. We have a parent participation rate for parent-teacher conferences of about 90 percent.

We have different support services offered at our school. We are the only school in Berkeley that has a Counseling Enriched Class for students who are in 3rd, 4th, and 5th grade. Our students have access to counseling services; we have one full-time intern this year, whereas last year we had part-time interns, 3 days a week. We have our RTI (Response to intervention) support team that provides intervention to our students throughout the school day. Families have the opportunity to enroll their students in the After School Program for extended school day where students receive homework support and can enroll in assortment of enrichment classes. Some of our students receive academic tutoring by Cragmont staff and/or by UC Berkeley tutors.

Our hardworking PTA raised approximately \$100,000 last year through its many fund-raising events. We receive mini-grants for classroom projects from the Berkeley Public Education Foundation and a Berkeley non-profit foundation, In Dulci Jubilo. We also benefit from Berkeley Schools Excellence Project (BSEP) tax revenues, which are used primarily for our arts program.

Cragmont offers a wide variety of enrichment programs for all grade levels. We are also fortunate to be a Two Way Immersion School that has native speakers of English and native speakers of Spanish from grades K to 5th. Our goal is for students to become fluent and literate in English and Spanish. The program design emphasizes Spanish in the early grades and English in later grades.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

please see attached data

B. Surveys

The School Governance Council created an online survey using Survey Monkey (in both English and Spanish) and also sent home a paper version of the survey. We had 69% who completed the surveys both on line and paper.

There was also a survey that was created by our SGC was given to our teachers and staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing on spending for the next year. Our SGC also designed a survey for our 2nd-5th graders that focused on school climate and enrichment preferences.

C. Classroom Observations

The principal is visible in the school and visits classrooms for quick walk through visits. The teaching staff is evaluated every other year through formal observations in combination with the data collected during these walk through visits. Site staff development and professional development priorities are based on needs determined by our leadership and district teams.

D. Student Work and School Documents

The staff looks at student work in progress as a regular part of our weekly RTI /UISS meetings and during grade level collaboration.

E. Analysis of Current Instructional Program (See Appendix E)

please see attached

VI. Description of Barriers and Related School Goals

Following are some of the obstacles that have been identified by our staff:

#1 Not all children are fluent in standard English.

#2 There is a huge gap in comprehending literature. Students are not grasping the elements of the story and the language of literature.

#3 Students who are absent and/or tardy miss key lessons or support sessions.

#4 There are inequities in our students homework support .

#5 Not all students are mastering basic grade level skills.

Our challenges are meeting the needs of a diverse community. Although we still have a significant achievement gap between some of our subgroups, we have made steady growth in all subgroups. Teachers, Principal and staff are continuing to strategize and collaborate through differentiated instruction and planned RTI interventions within the school day to reduce the achievement gap.

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	257	248	250	80	76	80	59	63	64	12	10	7
Growth API	842	843	842	964	943	960	720	706	690			
Base API	797	840	843	918	957	944	673	725	706			
Target	3	A	A	A	A	A	6	5	5			
Growth	45	3	-1	46	-14	16	47	-19	-16			
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No			

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	57	51	71	54	46	36	84	92	97	26	30	32
Growth API	728	770	800	737			707	722	707			
Base API	721	743	770	694	747		685	720	721			
Target	5	5	5	5			6	5	5			
Growth	7	27	30	43			22	2	-14			
Met Target	Yes	Yes	Yes	Yes			Yes	No	No			

VII. School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	962	995	991
Percent with Prior Year Data	90.5	88.5	99.2
Number in Cohort	871	881	983
Number Met	511	532	600
Percent Met	58.7	60.4	61.0
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	450	450	942	354
Number Met	182	200	208	169
Percent Met	40.4	44.4	22.1	47.7
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	99	100	100	100	100	100	100	100	100	88
Number At or Above Proficient	159	153	167	71	68	74	22	22	22	8	--	--
Percent At or Above Proficient	59.6	61.7	66.8	87.7	89.5	92.5	34.4	34.9	34.4	66.7	--	--
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	98	100	100	99	100	100	100
Number At or Above Proficient	20	17	40	20	12	13	29	31	34	20	15	14
Percent At or Above Proficient	33.9	33.3	56.3	35.1	26.1	36.1	31.9	33.7	35.1	55.6	50.0	43.8
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	No	Yes	Yes	--	--	Yes	No	No	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)
 = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	99	100	100	100
Number At or Above Proficient	198	178	177	78	72	76	36	27	23	8	--	--
Percent At or Above Proficient	74.2	71.8	71.1	96.3	94.7	95.0	56.3	42.9	36.5	66.7	--	--
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	32	28	47	32	26	20	47	42	45	27	17	14
Percent At or Above Proficient	54.2	54.9	66.2	56.1	56.5	55.6	51.6	45.7	46.4	75.0	56.7	43.8
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	Yes	Yes	--	--	Yes	Yes	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)
 = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	2	12	6	35	6	35	2	12	1	6	17
2			1	10	4	40	1	10	4	40	10
3			1	25	2	50	1	25			4
4			3	38	5	63					8
5			5	42	6	50	1	8			12
Total	2	4	16	31	23	45	5	10	5	10	51

VIII. 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 Governance 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 #1: Cragmont will continue to increase academic achievement through educational excellence.

Goal Statement:

Cragmont will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

Student groups and grade levels to participate in this goal:

K-5

English Language Learners

Special Needs K-5

Transition Students (Kindergarten , 5th Graders)

At Risk Students

Anticipated annual performance growth for each group:

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

100% of all students, K-5, will achieve at least one year's growth

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal, and intervention staff will evaluate the progress of all students through:

Snapshot meetings

RTI Team/ULSS

SST meetings

Collaboration and staff meetings

Progress reporting periods

Administer district data, benchmark, and site grade level assessments and data.

Documented schedule in curriculum map/notes from grade level meetings

Group data to be collected to measure academic gains:

Star/CST'S (grades 2-5)

TCRWP Literacy Assessments

Every Day Math Assessments

District Math Assessments

BEAR Spelling

CELDT

Snapshot results

Pre and Post Intervention assessments/RTI

BUSD writing assessments

Cragmont Bench Mark Assessments

Total Expenditures in this Goal: \$84,769

Description of Specific Actions to Meet This Goal

Action #1:

Structure instructional day for the required and recommended instructional minutes per content area.

Kindergarten (260 minutes daily)

Required Minutes

60 minutes ELA (Reading/Writing)
30 minutes ELD
50 minutes Math

Responsible Parties: Leadership Team, Principal, ULSS Team
Required Daily/ Weekly Flexible Minutes

20 minutes PE (or 100 minutes per week)
20 minutes Science (or 100 minutes per week)
20 minutes Social Studies (or 100 minutes per week)
30 minutes Art, Music, Drama (or 150 minutes per week)
30 minutes Garden/Nutrition/Health/Universal Breakfast (1x45 minutes and 1x30 minutes each week, plus 15 minutes daily)

Grades 1,2,3 (285 minutes daily)

Required Minutes

120 minutes ELA (45 minutes for writing and 75 minutes for reading including reading in the content area)
30 minutes ELD
60 minutes Math

Required Daily/Weekly Flexible Minutes

20 minutes (or 100 minutes per week)
18 minutes Science, Social Studies (3x30 minutes per week averaged)
15 minutes Art, Music (or 1x45 minutes and 1x30 minutes each week averaged- a 45 minute music period for grade 3 is include as release)
22 minutes daily for Garden/Kitchen/Nutrition/Health/Universal Breakfast (1x50 minutes each week & 12 minutes daily)

Grades 4 and 5 (305 minutes daily)

90 minutes ELA (45 minutes writing)
30 minutes ELD
60 minutes Math

Required Daily/Weekly Flexible Minutes

27 minutes Science (3x45 minutes per week, averaged, with at least two periods included in release time)
18 minutes Music (2x45 minutes per week, averaged, included in release time)
27 minutes Social Studies (3x45 minutes per week averaged)
24 minutes Garden/Kitchen/Nutrition/Health/Universal Breakfast

Responsible Parties: Teachers, Leadership Team, Principal, RTI Team, Support Staff, Literacy Coach

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011								
Classroom Supplies and Materials Carry Over funds 2010-2011	4300: Instructional Materials & Equipment	\$200						
Supplemental Instructional Materials from Carry Over funds 2010-2011								
Literacy Coach (.35) Paid by site Literacy Coach(.45 FTE) paid by district	1102: Certificated – Monthly	\$20,786			\$2,310			
Reserve for Personnel Variance	4380: Other / Reserve	\$1,251						

Action #2:

Cragmont teachers and staff will ensure that all K-5 students are provided high quality mathematics instruction addressing California State Standards by:

- Creating a curriculum map and using district pacing guide
- Developing targeted Cragmont benchmarks for each grade
- Using Every Day Math (EDM) Curriculum and assessments to monitor student progress and drive instruction
- Using district math assessments to monitor student progress
- Using EDM and district math assessments results and Cragmont benchmarks to inform Response to Intervention (RTI) and after school intervention programs
- Using EDM, district math and authentic assessments to conduct data-driven teacher collaboration and professional development
- Participating in ongoing training K-5 math curriculum and instruction (all teachers K-5)

All necessary materials, such as mathematical tools (i.e. calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed.

Responsible Parties: Teachers, Staff, Principal

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011								
Supplemental Instructional Materials from Carry Over 2010-2011								

Action #3:

Cragmont teachers and staff will ensure implementation of a balanced, high quality English Language Arts Program using the available programs listed below

- Teachers will use multiple components such as, guided reading, literature circles, readers workshop, and spelling lessons. Staff will discuss elements of a balanced literacy program at staff meetings, where staff will be encouraged to give ongoing training and provide model lessons through teacher IPD.
- Literacy Coach will provide in-class model lessons for teaching staff and the Literacy Coach will work together with teachers to determine what needs are for best teaching practices(guided reading, literature teaching circles, ELD Instruction and small group work)
- Literacy Coach will provide intervention to targeted students in collaboration with the classroom teacher
- Literacy Coach with the support of the Parent Volunteers will manage and supervise our Reading Railroad Program/ Quick Read Program to give services to students K-5 who are not proficient
- Staff will be encouraged to implement inter-disciplinary teaching to optimize student performance
- Teachers will continue to implement the Caulkins Writing Program and the newly adopted Columbia Teachers New Reading Program with the support of the Literacy Coach and other support staff
- Teachers will be encouraged to include reading logs in homework packets to ensure nightly student reading beyond the school day (30 minutes).
- Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction, attend professional development opportunities when available.
- All students will attend weekly sessions in the library where they will hear read-alouds, learn how to conduct research and navigate their way through the library system and check out books.
- All appropriate and necessary materials including leveled texts, literature circle materials , teacher resources, handwriting materials, listening centers and writing materials will be provided
- At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed

Instructional Minutes

Kindergarten: minimum 60 minutes daily; 30 minutes daily of ELD Instruction

Grades 1st-3rd: 120 minutes (45 minutes for writing and 75 minutes for reading); 30 minutes daily of ELD Instruction

Grades 4-5: 90 minutes daily (including 45 minutes for writing); 30 minutes for ELD Instruction

Curriculum and practices:

Lucy Caulkins Writing
BEAR Spelling
Read Naturally
Houghton Mifflin
Reading Revolution
Reading Railroad
Accelerated Reader
Reading A-Z
Enchanted Learning
SRA

Balanced Literacy Program Components:

Phonics/Phonemic Awareness
Guided Reading
Guided Reading Plus
Literacy Circles
Newly Adopted ELD Curriculum
Writer's Workshop
Word Work/Spelling
Columbia Teachers New Reading Program

All necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and other instructional materials shall be purchased as needed.

Responsible Parties: Teachers, Staff, Principal, Support Staff, Literacy Coach, Librarian, Parent Volunteer Coordinators

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly/Sub Carry Over 2010-2011	1116: Certificated – Hourly					\$3,548		
Literacy Coach	1102: Certificated – Monthly					\$9,532		
Supplemental Instructional Materials from Carry Over funds 2010-2011	4300: Instructional Materials & Equipment							
Professional Development	1116: Certificated – Hourly						\$500	
Parent Volunteer Coordinator	2116: Classified – Hourly			\$1,000				

Action #4:

Implement English Language Development program K-5 for English Language Learners:

- Ensure every English Learner receives 30 minutes of ELD daily at the appropriated CEDLT Level
- Develop and implement a system to monitor the progress of every EL Student in English acquisition to ensure that each student is gaining at least one CEDLT level per year, using the blue card as an active instrument to support ELS.
- Implement newly adopted ELD curriculum in all K-5 classrooms.
- Allocate faculty meeting time in the fall to discussion and development of a system and structure for differentiated instruction for ELD/SLD.

All students will receive academic language development and instruction: English Language Development for English Language Learners, Standard English Development for speakers of non-standard English, Spanish Language Development for native English speakers in Two-Way Immersion, and Academic English Enrichment for speakers of Standard English.

- Teachers/Literacy Coach/ Support Staff will provide targeted instruction, in small groups, for EL Students.
- Spanish Language Development for TWI native English speakers who are learning Spanish will be part of the curriculum. Standard ELD instruction for non-Standard English speakers (e.g. African American English speakers) will also be provided.

This will be supported with teachers and staff:

- Using GLAD Strategies;
- Attending district trainings for newly adopted ELD program and professional development initiated through the district Teacher Initiated Professional Development (TIP) funds;
- Implementing newly adopted ELD Programs for all ELL students K-5;
- Devoting staff time to analyze CELDT scores, levels and other language assessment score to inform ELD, SELD, and SLD instruction;
- Promoting better parental understanding of CELDT scores and ELD Program.

In addition hourly funds will be allocated:

- To administer CELDT testing
- To provide tutors for ELD instruction

All supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased.

Responsible Parties: Teachers, CELDT Testing Staff, Principal, Literacy Coach, RTI Team

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Literacy ELL Support	1102: Certificated – Monthly	\$21,875	\$13,125
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011	1116: Certificated – Hourly		\$2,142
Instructional Materials and Supplies from Carry Over funds 2010-2011	4300: Instructional Materials & Equipment		

Action #5:

Teachers will establish a Cragmont school curriculum map that includes benchmark assessments for each grade level aligned with state standards district assessments.

- Teachers will collaborate regularly to follow the curriculum map and ensure a cohesive academic program
- Teachers will conduct data driven and results based collaboration during grade level time and staff meeting time.
- Principal and SGC will create and submit data analysis to district office using district assessment data
- Berkeley Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement.

Responsible Parties: Teachers, Leadership, Principal, SGC, Support Staff, Literacy Coach

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Professional Development Carry Over funds from 2010-2011	1116: Certificated – Hourly						\$500	

Action #6:

Provide early intervention best practice strategies through the Universal Learning Support System (ULSS) model to meet the learning needs of students at the first sign of academic struggle.

This will be supported through:

- Regular weekly RTI Team meetings
- Snapshot Meetings
- Round-Table discussions on the nature of Response to Intervention (RTI) and how to make it work well for classroom and Learning Center teachers
- Professional Development in differentiation and ULSS (RTI) practices

-RTI Team (Special Education support and classroom teachers) will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student

Further the RTI team will:

- Create and maintain an active visual system to reflect intervention and services of students identified by the system
- Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students
- Check in 4-6 weeks with classroom teachers regarding student's progress (during collaboration time)

To support the effectiveness of RTI:

- Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level
- Documentation of student's progress through Datawise will be updated and maintained from grade to grade (including Cragmont benchmarks).

Responsible Parties: Principal, Teachers, RTI Team, Parent Liaison

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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2020 Vision Intervention for Academic Achievement
 Teacher/Tutor Hourly
 Carry Over 2010-2011

2146: Tutors – Hourly

Instructional Materials
 Carry Over Funds from 2010-2011

4300: Instructional Materials & Equipment

Action #7:
 Teachers and RTI Team will identify all students below proficient through data and assessments and will ensure that IEP's for Special Education students list appropriate and measurable academic goals aligned with state standards and ensure that all IEP's are current.

Those 2nd grade - 5th students identified will be placed in 6-8 week clinics with the RTI team to focus on targeted standard based skills. All students are administered a pre-test of standard basic skills. After the clinic, students will be evaluated on progress.

K-5 student who are performing far below basic (Tier II, Tier III) receive additional direct instruction from the RTI Team.

Discuss Special Education goals with school team during IEP meetings, RTI meetings and staff collaboration time
 Implementation of IEP goals in alignment with student needs will be supported in the classroom and by the RTI team.
 Principal and case managers will meet regularly with Special Education Program Supervisor

Responsible Parties: Teachers, RTI/ULSS, Case Managers, Principal, Program Supervisor, Director of Special Education

Start and Completion Date:
 August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Action #8:
 Teachers will have weekly grade level meetings and may include after school and support staff as necessary. The principal will allocate time on the agenda every Wednesday to collaborate on:

- Shared teaching practices/strategies
- Maximize best teaching practices for student learning
- Reflecting on personal teaching practices
- Collaborate on way to challenge students further and delve deeper into curriculum or other interests of the child

To further support the effectiveness of these meetings:
 -Teachers will be given release time to observe best practices in other classrooms and schools as arranged.
 -Cragmont will acquire a video camera (flip camera) to record classroom lessons and any other materials as needed from additional funding.

Responsible parties: Leadership Team, RTI Team, Teachers, Staff, Principal

Start and Completion Date:
 August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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2020 Vision Intervention for Academic Achievement
 Teacher/Tutor Hourly
 Carry Over 2010-2011

1116: Certificated – Hourly

Action #9:

Teachers and staff will collaborate with the use of instructional and enrichment time in order to offer differentiated instruction to all students.

- School faculty will implement differentiated instruction based on District lead professional development, such as Quickshops, Internal Professional Development (IPD) and collaboration.
- Continue to challenge students of all levels through such program as: TCRWP, Accelerated Reader, Accelerated Math, Challenge Math, Spelling Bee, and the Read-a-Thon.

Responsible Parties: Principal, Teachers, Staff, RTI/ULSS, Literacy Coach, Math Coach

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Arts Anchor Grant	1102: Certificated – Monthly							\$8,000
Instructional Materials Carry over from 2010-2011	4300: Instructional Materials & Equipment							
		BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:		\$22,237	\$21,875	\$1,000	\$17,577	\$13,080	\$1,000	\$8,000

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Implement strategies to promote student success.

Goal Statement:

Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.

Student groups and grade levels to participate in this goal:

All K-5 Groups and sub-groups

All student sub-groups: African-American, Asian, Latino/Hispanic, White, English Language Learners, Socio-economic Disadvantaged, Disabled learners.

Anticipated annual performance growth for each group:

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

100% of all students, K-5, will achieve at least one year's growth

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal, and intervention staff will evaluate the progress of all students through:

Snapshot meetings

RTI Team management meetings

SST meetings

Collaboration and staff meetings

Incidents of student referrals and offenses that lead to suspension will be significantly reduced

Gain of one performance level on the CST's for students scoring at Basic or below

Group data to be collected to measure academic gains:

Star/CST'S (grades 2-5)

TCRWP Literacy Assessments

Every Day Math Assessments

District Math Assessments

BEAR Spelling

CELDT

Snapshot results

Pre and Post Intervention assessments/ RTI

BUSD writing assessments

Total Expenditures in this Goal: \$103,400

Description of Specific Actions to Meet This Goal

Action #1:

Provide early intervention best practice strategies through the RTI/Universal Learning Support System (ULSS) model to meet the learning needs of students at the first sign of academic struggle.

This will be supported through:

- Regular weekly RTI Team meetings
- Snapshot Meetings
- Round-Table discussions on the nature of Response to Intervention (RTI) and how to make it work well for classroom and Learning Center teachers
- Professional Development in differentiation and ULSS (RTI) practices

-RTI Team (Special Education support and classroom teachers) will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student

Further the RTI team will:

- Create and maintain an active visual system to reflect intervention and services of students identified by the system
- Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students
- Check in 4-6 weeks with classroom teachers regarding student's progress (during collaboration time)

To support the effectiveness of RTI:

- Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level
- Case Management of Support Services including: vision, hearing, dental , homelessness and other health and social service related issues will be provided.
- Documentation of student's progress through Datawise will be updated and maintained from grade to grade (including Cragmont benchmarks).

Responsible Parties: Principal, Teachers, RTI Team, Parent Liaison

Start and Completion Date:

August 2011-20112

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Carry over funds from BSEP and/or S&F Instructional Materials	4300: Instructional Materials & Equipment							
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly/ Carry Over 2010-2011	2146: Tutors – Hourly							
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly/ Carry Over 2010-2011	1116: Certificated – Hourly							
Professional Development Carry Over Funds from 2010-2011	1116: Certificated – Hourly						\$500	

Action #2:

Implement and tailor district adopted PBS/BEST (Positive Behavior Support /Building Effective Schools Together) and implement newly BUSD adopted curriculum Welcoming Schools, continue to use Anti-bias Curriculum, and enhance CARES to increase student achievement, reduce inequities and create safe, respectful and caring school climate.

- BEST committee will continue to maintain and communicate the positive behavior plan based on the district adopted model PBS/BEST.
- Allocate time during staff meetings and at leadership meetings to further develop the school wide behavior plan/BEST.
- Continue to evaluate recess and lunch procedures and supervision to promote positive school behavior based on BEST model.
- Conflict resolution through Peace Path using Mosaic Project language.
- Rules and expectations will be posted in classrooms, hallways and the Multi-Purpose Room (MP Room).
- Positive reinforcement will be in the form of "dragon scales" and will be posted for all to see in the MP Room

All necessary materials shall be purchased as needed.

Responsible Parties: PBS/BEST Team, Principal, Leadership, RTI Team

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Professional Development Carry Over Funds 2010-2011	1116: Certificated – Hourly						\$500	
Instructional Materials from Carry over funds 2010-2011	4300: Instructional Materials & Equipment							

Action #3:

Cragmont will develop an Equity Centered Professional Learning Community (EPLC) by participating in:

- Ongoing professional reading using a variety of books and articles.
- Courageous conversations centered on race, class, privilege and how these impact students and families in our school.
- Diversity training when available through Professional Development and Teacher IPD.
- Discussions and implementation of culturally responsive teaching strategies identified by Leadership Team and the District.

Responsible Parties: Teachers, Leadership Team, Principal, Staff, District

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Professional Development/ Services or Materials Carry Over funds 2010-2011	1116: Certificated – Hourly						\$500	
Instructional Materials from Carry Over 2010-2011	4300: Instructional Materials & Equipment							

Action #4:

Cragmont will provide on-site counseling and mental health support available to students and families K-5 five days a week.

Responsible Parties: Principal, RTI Team, Counselor

Start and Completion Date:

August 2010-2011

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Counseling Professional (Bay Area Resource)	5800: Contracted Services	\$16,000						
Grant District	5800: Contracted Services							\$5,000

Action #5:

Cragmont School will continue to educate and celebrate our diverse student body through

- African American Heritage Day
- Cesar Chavez Day of Service and Learning
- Holding other celebrations to represent school diversity such as Role Model Days and Women's History Month
- School community will work on including heritage celebrations for more cultures throughout the year.

-Responsible Parties: SGC, PTA, Parent Volunteers, Parent Liaison, Principal, Librarian, Teachers

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent Volunteer Coordinator	2116: Classified – Hourly			\$1,000				

Action #6:

Cragmont will provide enrichment classes and after-school support for students throughout the school year.

- All K-5 students will receive dance and movement instruction.
- All K-5 students will receive visual art instruction.
- All K-5 students will attend weekly library sessions.
- K-3 students will have weekly environmental science enrichment time.
- 3-5 students will receive weekly music instruction.
- Increase number of classroom using technology (computers) where applicable
- Cragmont after school program is open to all students K-5 who are interested and will provide additional enrichment classes as well as homework support.

Responsible Parties: Teachers, Staff, PTA, Principal

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Dance Instructional Specialist K & 3rd grade - .20 FTE	2102: Classified – Monthly	\$10,400						
Art Instructional Specialist - .60 FTE	2102: Classified – Monthly			\$48,000				
Garden Instructional Specialist - .37 FTE	2102: Classified – Monthly			\$18,000				
Carryover funds for software from ITLM 2010-2011								

Action #7:

Teachers will dedicate weekly Dragon Time, assemblies and use the various resources to help guide group discussions around our Cragmont values.

- Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, Mosaic Project activities, family diversity, gender stereotyping and bullying.
- Assemblies will occur three or more times a year for grades K-2 and 3-5 to reinforce positive behavior school-wide.

Responsible Parties: Teachers, Staff, Principal, PBS/BEST Team, Leadership Team

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011	1116: Certificated – Hourly							
Instructional Materials from Carry Over 2010-2011	4300: Instructional Materials & Equipment							
Contractors Assemblies Carry Over Funds 2010-2011	5800: Contracted Services							
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011	2146: Tutors – Hourly							

Action #8:

Extend learning K-5 with an after school site intervention program that supports grade level proficiency.

- Continue to offer Cragmont Homework Club in the after school program for all students K-5.
- Have certificated teachers serve as Academic Liaisons who will collaborate with the After School Program Coordinator to implement the comprehensive homework club for students K-5 and will be the support for our instructional specialist /technicians within the after school program.
- Implement a site tutor program that supports students in reaching grade level proficiency K-5.
- Provide intervention services to students identified through the ULSS process, and/ or who are not proficient and in need of academic support.
- Purchase state adopted/support intervention materials

Responsible Parties: Teachers, Support Staff, Principal, After School Coordinator, Parent Volunteer Coordinators ,BUSD

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Project Build Afterschool Tutor contract	4380: Other / Reserve							\$2,500
2020 Vision Academic Achievement Teacher/Tutor Hourly Carry Over funds 2010-2011	1116: Certificated – Hourly							
2020 Vision Academic Achievement Teacher/Tutor Hourly Carry Over funds 2010-2011	2146: Tutors – Hourly							
2020 Vision Intervention for Academic Achievement Teacher hourly Carry funds 2010-2011	1116: Certificated – Hourly							

Action #9:

Annually update and maintain school-wide Emergency Preparedness (Fire, Earthquake, First Aid)

Share Emergency Preparedness Plan through staff meetings and community meeting.

Practice school-wide 4 emergency drills per year.

PTA will purchase materials needed to support Emergency Preparedness for Cragmont.

Responsible Parties: Teachers, Staff, PTA, Principal and Safety Committee

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Safety Emergency Supplies	4300: Instructional Materials & Equipment			\$1,000				

Action #10:

Support transitions for students as they move from Pre-K to K and from 5th to 6th

-Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes

-Teacher end of the year meeting to create balanced classes for all grade levels.

-Hold transition meetings for 5th grade Special Education students for middle school placement

-Complete placement cards for all 5th grade students

Responsible Parties: Teachers, Support Staff, Principal

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011	1116: Certificated – Hourly							
2020 Vision Academic Achievement Teacher/Tutor Hourly Carry Over funds 2010-2011	2146: Tutors – Hourly							

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$26,400	\$0	\$68,000	\$0	\$0	\$1,500	\$7,500

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Partner meaningfully with our families and community.

Goal Statement:

Establish partnerships with our families and community to increase academic success for all students.

Student groups and grade levels to participate in this goal:

All families from all grade levels and all representative student groups.

Anticipated annual performance growth for each group:

Our goal is to reach 100% success rate in teacher-parent communication.

Increased parent/guardian participation in supporting students in their progress.

Means of evaluating progress toward this goal:

Parent/Teacher/Staff Surveys

Progress will be measured by the School Governance Committee looking at the following data points:

Representative participation in annual school survey from all significant subgroups

Every student represented by a family member at teacher conferences and Back-to-School Night

Participation at school-wide events is representative of the diverse student body

Group data to be collected to measure academic gains:

Parent-teacher conference and Back to School Night sign-in sheets

School survey data

Sign-in sheets where appropriate from school events

Committee rosters

Volunteer Sign-in

Total Expenditures in this Goal: \$49,426

Description of Specific Actions to Meet This Goal

Action #1:

Cragmont will reserve funding for a dedicated Bilingual Parent Outreach/Parent Liaison position who supports the RTI Program and communicates effectively with all families.

Primary goals:

- Case management of student support services, including: vision, hearing, dental, homelessness, and other health and social service related services
- Schedule and attending meetings for SST's through the ULSS Process
- Increase parent partnership with Cragmont Community
- Interface with parents on behalf of teachers
- Create parent forums in collaboration with Parent Volunteer Coordinators, PTA Committees
- Help organize educational events on topics identified as critical by diverse parent groups and teachers and staff
- Organize school wide cultural events with Parent Volunteer, PTA Executive Committee, Teachers, and Staff.
- Maintain a school wide calendar of events board for the school community and continuously update the school calendar with support of the Parent Volunteer Coordinators.
- Distribute the school calendar via paper in English and Spanish for Cragmont community, and on Cragnet Listserve, and www.cragmont.org.
- Coordinate Spanish translation for meetings and parent workshops
- Coordinate with District on Parent Workshops

Responsible Parties: Parent Liaison, Parent Volunteer Coordinator, Principal

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent Liaison - .77 FTE total (see Action Step 3)	2102: Classified – Monthly	\$30,000						

Action #2:

Cragmont will continue to effectively communicate with our school community in both English and Spanish.

Through:

- Sunday all calls and Sunday emails
- Wednesday Informational flyers in homework packets.
- PTA Quarterly Newsletters
- Collecting and posting relevant websites and links from teachers (educational resource, supplemental learning on-line, etc.) on www.Cragmont.org
- Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletin (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom
- Administration will encourage Cragmont community, teachers, and staff to subscribe to Cragnet.

Responsible Parties: Parent Liaison, PTA Technology Team, Parent Volunteer Coordinators, Principal, Teachers and Staff

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Teacher IPD/District Workshops 2020 Vision Academic Achievement Teacher/Tutor Hourly Carry Over funds 2010-2011	1116: Certificated – Hourly							
Spanish Translation Carry Over funds from 2010-2011	2116: Classified – Hourly			\$500				

Action #3:

A diverse group of parents will continue to represent the School Governance Council, School Advisory Committee and Parent Teacher Association and actively support the school by:

- Actively recruiting a diverse group of parents and families on School Governance and PTA, and involving them in shared decision-making opportunities
- Encourage parents to attend district workshops sponsored by the BUSD Family/Community Partnerships Department

Responsible Parties: SGC Past/Present Council, PTA, Parent Liaison, BUSD Family/Community Partnerships Department

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Action #4:

Continue to improve attendance and tardy reductions through consistent communication through parent outreach that includes:

- Teacher/Parent conference
- Phone calls from Parent Liaison
- RTI/ULSS intervention (SST)
- SART (Student Attendance Review Team) meetings
- SARB (Student Attendance Review Board)

Responsible Parties: Teachers, Parent Liaison, RTI/ULSS Team, Principal, School Secretary, Student Services

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Parent Liaison - .77 FTE Total (see Action Step 1)	2102: Classified – Monthly	\$12,000						
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Action #5:

All caregivers will meet at least once during the initial report card period to discuss the academic achievement of their children. Every effort will be made to foster a partnership between the families, teacher, and school.

Responsible Parties: Parent Liaison, Teachers, Staff

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
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Spanish Translation Carry Over funds 2010-2011	2116: Classified – Hourly			\$500				
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Action #6:

Cragmont teachers, staff and the SGC will focus on one primary goal per semester to be highlighted in every communication piece throughout the school year.

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Supplies and Materials Carry Over funds 2010-2011	4300: Instructional Materials & Equipment							

Action #7:

School rules and expectations will be clearly communicated by:

- Distributing and posting school-wide rules and expectations matrices
- Distributing letters to parents from teachers at the beginning of the school year outlining expectations around behavior, attendance and homework

Responsible parties: Teachers, SGC, Principal, PBS/BEST Team

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Instructional Materials from Carry-Over 2010-2011	4300: Instructional Materials & Equipment							

Action #8:

Parent information and activity nights will be held throughout the year in partnership with PTA and the After school Program. These events will be hosted on and off the Cragmont site in an effort to reach all families. Events and Parent Education classes may include:

- 1) Family/Community Event (Halloween, Winter Arts Fair, African American Heritage Night, Role Model Days, etc.)
- 2) Kindergarten Information Night
- 3) Parent Information sessions on Every Day Math, Science, Literacy / Reading Strategies, and other subject areas
- 4) Back to School Night/ Open House
- 5) 5th Grade Transitions

Provide childcare at the meetings to ensure participation from all families.

Responsible Parties: Parent Liaison, PTA, After school Program, Principal, SGC, Parent Volunteer Coordinators

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent Volunteer Coordinators	2116: Classified – Hourly			\$4,000				
Parent Involvement	4380: Other / Reserve		\$576					
2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over 2010-2011	1116: Certificated – Hourly							
Parent Workshops sponsored by After School and/or District or Site Based	5800: Contracted Services		\$600					
Childcare	2116: Classified – Hourly		\$250					

Action #9:

Cragmont PTA/Volunteer Coordinators will provide Room Parent Volunteer Orientation on how to best support the classroom teacher or school.

-A PTA Head Room Parent will be designated by PTA Executive Committee and present during orientation.

-Teachers will share ways volunteers can help in classroom programs.

-Encourage all volunteers, whether parents or community members, to attend Cragmont volunteer workshop prior to working at school so that they feel successful and know what we expect of students and adults

-Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet classroom needs

-Parent Volunteer Coordinators schedule volunteers for each classroom for specific needs

Responsible Parties: PTA, Teachers, Parent Volunteer Coordinator, Principal and Staff

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent Volunteer Coordinator	2116: Classified – Hourly			\$500				

Action #10:

A Cragmont Parent Handbook and School Directory will be updated and distributed annually to all Cragmont families, provided by PTA.

-The Parent Handbook will contain the Cragmont Student Conduct Agreement, which outlines behavioral expectations

-Parent Handbook will be referred to widely in helping parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school volunteers

Responsible Parties: Parent Volunteer Coordinator, PTA Technology Committee

Start and Completion Date:

August 2011-2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Parent Volunteer Coordinator	2116: Classified – Hourly			\$500				

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$42,000	\$1,426	\$6,000	\$0	\$0	\$0	\$0

Appendix A - Program Summary: Cragmont Elementary School

Goal 1	
Cragmont will continue to increase academic achievement through educational excellence.	
BSEP	\$22,237
Title I	\$21,875
PTA	\$1,000
EIA-LEP	\$17,577
EIA-SCE	\$13,080
TIP	\$1,000
Other	\$8,000
Total	\$84,769

Goal 2	
Implement strategies to promote student success.	
BSEP	\$26,400
Title I	\$0
PTA	\$68,000
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$1,500
Other	\$7,500
Total	\$103,400

Goal 3	
Partner meaningfully with our families and community.	
BSEP	\$42,000
Title I	\$1,426
PTA	\$6,000
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
Total	\$49,426

Goal 4	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
Total	\$0

Goal 5	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
Total	\$0

Total Expenditures	
BSEP	\$90,637
Title I	\$23,301
PTA	\$75,000
EIA-LEP	\$17,577
EIA-SCE	\$13,080
TIP	\$2,500
Other	\$15,500
Total	\$237,595

Total Allocation*	
BSEP	\$90,637
Title I	\$23,301
PTA	\$75,000
EIA-LEP	\$17,577
EIA-SCE	\$13,080
TIP	\$2,500
Other	\$15,500
Total	\$237,595

Funds to Allocate	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$0
EIA-SCE	\$0
TIP	\$0
Other	\$0
Total	\$0

* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Budget Summary: Cragmont Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	20,786	21,875		15,435	9,532		8,000	75,628
Hourly Teachers				2,142	3,548	2,500		8,190
Monthly Classified	52,400		66,000					118,400
Hourly Classified		250	8,000					8,250
Coach Stipends								0
Hourly Tutors								0
Noon Directors								0
Materials/Supplies	200		1,000					1,200
Conference & Travel								0
BUSD Buses								0
Contracted Services	16,000	600					5,000	21,600
Other/Reserve	1,251	576					2,500	4,327
Total	90,637	23,301	75,000	17,577	13,080	2,500	15,500	237,595

Appendix C - BSEP School Site Discretionary Funds

Appendix C BSEP SCHOOL SITE DISCRETIONARY FUNDS School Year 2011-2012		Cragmont	
		Location Code: 112	
CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER - LITERACY COACH - .23 FTE	\$20,786	
1102	TEACHER	\$0	
1102	TEACHER	\$0	
TOTAL CERTIFICATED MONTHLY:			\$20,786
CERTIFICATED HOURLY SALARIES & FRINGE:			
1116	HOURLY TEACHING	\$0	
1116	CURRICULUM DEVELOPMENT	\$0	
1116	HOURLY TEACHING	\$0	
1117	TEACHER STIPEND		
TOTAL CERTIFICATED HOURLY:			\$0
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT	\$0	
2182	INSTRUCTIONAL SPECIALIST - K & 3 DANCE - 20 FTE	\$10,400	
2182	INSTRUCTIONAL SPECIALIST	\$0	
2902	PARENT LIAISON - .77 FTE	\$42,000	
TOTAL CLASSIFIED MONTHLY:			\$52,400
CLASSIFIED HOURLY SALARIES & FRINGE:			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY	\$0	
2916	NOON DIRECTOR	\$0	
TOTAL CLASSIFIED HOURLY:			\$0
SUB-TOTAL PERSONNEL:			\$73,186
NON-SALARIED CATEGORIES			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	INSTRUCTIONAL MATERIALS & SUPPLIES	\$200	
5751	FIELD TRIPS / BUSD BUSES	\$0	
5805	COUNSELING (BACR) CONTRACT	\$16,000	
5805	CONTRACTED SERVICES	\$0	
SUB-TOTAL NON-SALARIED:			\$16,200
TOTAL EXPENDITURES:			\$89,386
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$1,251
TOTAL FY 2012 BSEP ALLOCATION:			\$90,637
(DIFFERENCE):			\$0
NOTES:			
<p>Priorities for Fall 2011 Carryover Funding (amount TBD): --Hourly Teaching - Academic Intervention --Hourly Tutors --Instructional Materials --Professional Development - Curriculum Development --Assemblies - Contracted Services</p>			

Appendix D – State and Federal Programs FY 2011-2012 Budget Projection

Berkeley Unified School District
State and Federal Programs
FY 2011 - 2012 Budget Projections

		Benefit Rates	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL
School : Cragmont							
A	CERT. TCHERS MONTHLY		-	0.020	0.100		0.120
	<i>Site TSA - Literacy Coach (0.80 FTE)</i> <i>(0.02= ELL, 0.10 = SCE, 0.23= Site BSEP, 0.25= District PD, 0.20= BSEP Program Support)</i>	1102	\$ -	\$ 1,394	\$ 6,968	\$ -	\$ 8,362
			0.250	0.150			0.400
	<i>Site TSA - Literacy Coach / ELL Support (0.40 FTE)</i> <i>(0.25 = Title I, 0.15 = ELL)</i>	1102	18,426	11,056			\$ 29,482
	Subtotal		\$ 18,427	\$ 12,450	\$ 6,968	\$ -	\$ 37,844
	Fringe Benefits :						
	STRS Monthly	3101	0.08250	1,520	1,027	575	3,122
	Medicare	3301	0.01450	267	181	101	549
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	509	753	1,176	2,439
	SUI	3501	0.00828	153	103	58	313
	WCOMP	3601	0.02450	451	305	171	927
	Retiree Benefits	3701	0.03000	553	373	209	1,135
	Total		\$ 21,880	\$ 15,192	\$ 9,258	\$ -	\$ 46,329
B	CERT. COUNSELORS	1202					
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	STRS Monthly	3101	0.08250	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	-	-	-	-
	SUI	3501	0.00828	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
C1	DAILY SUBS	1116					
C2	DAILY SUBS	1116					
C3	DAILY SUBS	1116					
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	STRS	3101	0.08250	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	SUI	3501	0.00828	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total		15.98%	\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117					
E	Curr. Development	1116					
F1	TCHR HRLY (20/20 Intervention, \$3,550, 99 Hours, 1.3)	1116			3,061		3,061
F2	TCHR HRLY (20/20 Intervention, \$2,230, 62 Hours, 1.4)	1116		1,923			1,923
F3	TEACHER HRLY	1116					
	Subtotal		\$ -	\$ 1,923	\$ 3,061	\$ -	\$ 4,984
	Fringe Benefits :						
	STRS	3101	0.08250	-	159	253	411
	Medicare	3301	0.01450	-	28	44	72
	SUI	3501	0.00828	-	16	25	41
	WCOMP	3601	0.02450	-	47	75	122
	Retiree Benefits	3701	0.03000	-	58	92	150
	Total		15.98%	\$ -	\$ 2,230	\$ 3,550	\$ 5,780
G	CLASSIFIED SAL MONTHLY						
	Instructional Assistant	2102					
H	Instructional Specialist	2182					
I	Clerical Assistant	2402					
J	After School Coordinator	2402					
K	School Svc Assistant	2902					
L	Parent Outreach	2902					
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :						
	PERS	3202	0.10707	-	-	-	-
	PERS REDUCTION	3802	0.01927	-	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-	-
	Medicare	3302	0.01450	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13.017	-	-	-	-
	SUI	3502	0.00828	-	-	-	-
	WCOMP	3602	0.02450	-	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -

**Berkeley Unified School District
State and Federal Programs
FY 2011 - 2012 Budget Projections**

		Benefit Rates	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL
School : Cragmont		Obj #					
<u>CLASSIFIED SAL HOURLY</u>							
M	Instructional Aide	2116					-
N	Tutors	2146					-
O	Instructional Specialist	2183					-
P	Clerical Tech & Office Staff	2416					-
Q	Home School Liaison	2916					-
R	School Service Assistant	2916					-
S	Child Care (\$250, 3.8)	2916	220				220
	Subtotal		\$ 220	\$ -	\$ -	\$ -	\$ 220
<u>Fringe Benefits :</u>							
	OASDI (FICA)	3312	0.06200	14	-	-	14
	Medicare	3302	0.01450	3	-	-	3
	SUI	3502	0.00828	2	-	-	2
	WCOMP	3602	0.02450	5	-	-	5
	Retiree Benefits	3702	0.03000	7	-	-	7
	Total		13.93%	\$ 251	\$ -	\$ -	\$ 251
<u>BOOKS / SUPPLIES / MTLs</u>							
T1	Instructional Materials	4300	\$ -	\$ 155	\$ 272		\$ 427
T2	Instructional Supplies	4300	-				-
T3	Office Supplies	4350					-
U1	Parent Involvement (\$576, 3.8)	4350	576				576
U2	Parent Involvement (Parent Workshop, \$600, 3.8)		600				600
U3	Parent Involvement						-
	Total		\$ 1,176	\$ 155	\$ 272	\$ -	\$ 1,603
<u>TRAVEL & OUTSIDE SERVICES</u>							
V	Travel / Conference	5200					\$ -
W	Memberships / Dues	5300					-
X	Postage / Mailings	5910					-
Y	Field Trips / Transportation	5711					-
Z1	Prof. Svcs - Bay Area Resources	5800					-
Z2	Counseling - Mental Health Services	5800					-
Z3	Professional Services - Translation	5800					-
Z4	Professional Services	5800					-
A1	Print Shop Printing	5712					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>							
B1	Equipment (Less than \$5,000)	4400					\$ -
C1	Equipment (Over \$5,000)	6400					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 23,306	\$ 17,577	\$ 13,080	\$ -	\$ 53,963
b.	Budget Allocation		23,306	17,577	13,080	-	53,963
c.	Add : Carryover						-
d.	Total Budgets (d = b + c)		\$ 23,306	\$ 17,577	\$ 13,080	\$ -	\$ 53,963
e.	Projected Unspent Funds (e = d - a)		\$ (0)	\$ (0)	\$ 0	\$ -	\$ (0)

* Title I allocation included \$501 for Parent Involvement.
10% reserve for PD is required for PI Schools

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2011 - 2012**

#	LOC	SCHOOL SITES	(2/9/11 Board Meeting)	5.2983/ Pupil
1	112	Cragmont	389	2,061
2	113	Emerson	310	1,642
3	116	Jefferson	308	1,632
4	118	LeConte	313	1,658
5	126	Malcolm X	441	2,337
6	128	John Muir	236	1,250
7	119	Oxford	299	1,584
8	124	Rosa Parks	434	2,299
9	120	Thousand Oaks	451	2,390
10	121	Washington	387	2,050
11	123	Arts Magnet	408	2,162
11	(A)	Total K-5 Schools	3,976	21,066
1	132	King	964	5,108
2	127	Longfellow	406	2,151
3	131	Willard	543	2,877
3	(B)	Total 6-8 Schools	1,913	10,136
1	137	BHS	3,238	17,156
2	136	B-Tech	160	848
3	135	Independent Study	150	795
3	(C)	Total 9-12 Schools	3,548	18,798
17	D=A+B+C	TOTAL DISTRICT	9,437	50,000

Description	PD Budget
Measure A, Staff Development	50,000
CBEDS #	9,437
Per Pupil Allocation	5.2983

Notes for TIP Funding:

- * Washington: CBEDS enrollment is increased by 20 pupils (to 387) due to an additional 1st grade class planned for FY 2011-2012.
- * Independent Study receives funding for 150 students.
- * Berkeley High's CBEDS enrollment is decreased by 150 pupils (to 3,238); those pupils are enrolled in the Independent Study program.

Appendix E - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Each fall, winter, and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, DRA and QRI, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and district math assessments are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has instructed staff on the use of our school wide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop curriculum mapping, and work on specific plans for differentiating instruction to meet the learning needs of all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

By grade level, teachers map out an entire year's curriculum, matching the standards to specific content areas and themes. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The ULSS team uses this assessment information along with data wise information to identify students for intervention services.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teaching staff at Cragmont are certificated and teaching within their credentialed area.

In addition, a majority of the staff are CLAD certified, enabling them to teach English Language Learners. Teaching staff who are not CLAD certified are taking classes and will test to acquire the CLAD certificate/CTEL permit.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

District-mandated curriculum materials are in the process being adopted for English Language Arts and for English Language Development. Staff will receive hours of District and Site-level training. In 2010-2011.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district. Leadership team schedule IPD based on staff selected professional development needs. Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams to study and collaborative action in teaching, assessing, and using the best strategies of instruction. All teaching staff and the principal are attending SB472 training on implementing our district adopted Everyday Mathematics curriculum.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District math leaders model lessons, help teachers build Every Day Math curriculum, and set up yearly math teaching plans.

ULSS Team assist teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.

The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on Monday, Tuesday, Thursday, Friday, and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculum)
30 English Language Development
60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Language Development
60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)

30 English Language Development and other English Language Arts interventions

50 Math, including interventions

11. Lesson pacing schedule (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in August and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners and students in the bilingual program access to the core curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum.

A goal for 2010-2011 is to purchase and implement standards-aligned, state approved intervention materials for our after school interventions

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

There are during school and after school support services that enable underperforming students to meet standards. The services include: Reading Railroad, Read Naturally, Accelerated Reader, SRA, Enchanted Learning, support through the ULSS program, math clinic, reading clinic, writing clinic, and school-based support from the Resource Teachers.

15. Research-based educational practices to raise student achievement at this school (NCLB)

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods. Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

After school academic interventions taught by teachers will provide students who are struggling academically the opportunity to develop skills and concepts necessary to reach grade level proficiency.

The after school programs will provide a structured environment for students to complete their homework in grade level groups. Instructional Technicians and contracted tutors provide mentoring and support for students.

17. Transition from preschool to kindergarten (Title I SWP)

Transition meetings are held for Special Education preschool students entering Kindergarten. Our Resource teachers attends these meetings in order to inform staff of the student's needs once the student is enrolled in kindergarten. In addition, Kindergarten teachers regularly contact preschool teachers to learn additional information about students in their class. At times, preschool programs contact the school to observe kindergarten classes and meet with teachers in order to better prepare students for Kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals, and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable the staff to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students.

19. Strategies to increase parental involvement (Title I SWP)

Meeting Goal

The school and parent leadership (PTA,SGC) have worked together diligently to improve the school climate to make all families feel welcome and to hold all families accountable in working in a partnership with the school. While parent involvement is strong, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups. This is a goal for 2010-2011.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Governance Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal for 2010-2011 is to have the makeup of the SGC represent the demographics of our student population in order to have full representation and voice from all groups. An annual survey is conducted by the SGC and given to parents/guardians, staff, and this year K-5 grade students. Survey information is used to develop priorities for the school and identify areas to improve. The school needs better representation at DELAC and DAC. At the site level there is continued involvement of all constituents in the planning and implementation of the site plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Exceeding performance goal

The school allocates much of its limited categorical funds on meeting the needs of underperforming students.

22. Fiscal support (EPC)

We truly have a diverse student population. This diversity enriches our school and also poses challenges when we have limited resources to meet the needs of our students optimally. Students would benefit from increased resources in the areas of Literacy support, Intervention (during the school day and after school), and ULSS support. It is our hope that through strategic budgeting, identifying and acquiring additional funding sources (such as grants) we can more fully serve our growing and diverse student population.

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Be responsible, respectful and safe.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Do my personal best.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Read every day.

Parents Pledge:

I agree to follow through with each item listed below:

- Communicate and model the importance of learning to my child.
- Provide a quiet time and place for homework completion.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Read to my child and encourage my child to read every day.
- Regularly monitor my child's progress in school.
- Commit time to the school to support students, staff, and other parents.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Work as part of a supportive team with my child's teacher.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction based on state standards
- Do my personal best and motivate students to do the same.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Leave personal issues at the door.
- Keep the energy positive with students, parents, and families.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Participate in school activities and school decision making (i.e. SGC/SAC, PTA, and Leadership Committee meetings).