

# The Single Plan for Student Achievement

## Price Intermediate School (C.K. Price Middle School)

School Name

11754816007496

CDS Code

Date of this revision: March 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:

Principal: Steve Hiscock  
Telephone Number: (530) 865-1225  
Address: 1212 Marin Street  
Orland, CA 95963  
E-mail Address: shiscock@orlandusd.net

## Orland Unified School District

School District

Superintendent: Chris von Kleist  
Telephone Number: (530) 865-1200  
Address: 1320 Sixth Street  
Orland, CA 95963  
E-mail Address: chris.vonkleist@orlandusd.net

The District Governing Board approved this revision of the School Plan on May 20, 2010.

## I. Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- School 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 (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: March 14, 2011

Attested:

<u>Steve Hiscock</u>	_____	_____
Typed name of school principal	Signature of school principal	Date

<u>Neli Pena, President</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

## II. School Vision and Mission

The mission of C.K. Price Middle School is to develop intellectually capable young people with the creative minds, healthy bodies, and ethical spirits needed for success in high school, college and beyond.

Included in the above statement are the following skills: intellectual, interpersonal, democratic and ethical.

Our vision for C.K. Price Middle School is: **WE ROCK!**

At C.K. Price:

**We are:**  
**Educated**

**Responsible**  
**Organized**  
**Caring**  
**Kids**

The following guiding principles have been adopted by our staff to guide our work:

- All kids can learn.
- We can teach them.
- No exceptions.
- No excuses.

## III. School Profile

### Student Enrollment by Group

Student Group	Percent of Enrollment	Number of Student
American Indian	1.47	8
African American	0.73	4
Asian	2.02	11
Filipino	0	0
Hispanic/Latino	60.18	328
Pacific Islander	0	0
White	34.86	190
Multiple/No Response	0	0
	<b>Total Enrollment:</b>	<b>545</b>

### Student Enrollment by Grade Level

Grade	Number of Students
Grade 6	187
Grade 7	184
Grade 8	174
<b>Total Enrollment:</b>	<b>545</b>

#### **IV. Comprehensive Needs Assessment Components**

##### **A. Data Analysis (See Section IV)**

Data for C.K. Price Middle School indicates that many students continue to have difficulty meeting the state targets for proficiency in English/Language Arts and Mathematics. Particular subgroups that struggle include Hispanic students, English Language Learners, students that are economically disadvantaged and students with disabilities.

Refer to Section VI for a full analysis of STAR and CELDT data.

##### **B. Surveys**

A short parent survey was conducted this spring but results have not been incorporated into this plan. Staff has been surveyed on a variety of school improvement components, including the APS survey (see Appendix B) and surveys relating to student improvement, PLC time and essential learning questions.

##### **C. Classroom Observations**

Classroom observations for the 2010 - 2011 school year have consisted of the following: informal, classroom walk-throughs; formal, lesson observations as part of the collective bargaining agreement process.

##### **D. Student Work and School Documents**

##### **E. Analysis of Current Instructional Program (See Appendix B)**

#### **V. Description of Barriers and Related School Goals**

Current barriers for student achievement at C.K. Price Middle School include a master schedule that does not allow for extended time on task in English Language Arts and Mathematics (47 minutes per day) and a master schedule that is limited in the number and types of interventions offered to struggling students, particularly those who are two or more years behind in the areas of mathematics and reading.

Additionally, although the school has implemented a comprehensive and focused ELD program, students continue to struggle with the academic vocabulary required to be successful at all levels in English/Language Arts, Science and Social Science.

Refer to Goals 1, 2, 3, and 4.

Also refer to Appendix B for a comprehensive analysis based on the Essential Program Components for school success.

## VI. School and Student Performance Data

**Table 1: California Standardized Tests (CST) Data**

**All Students  
English-Language Arts**

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 6	33.0	33.0	37	40	41	37	17	19	15	9	7	11
Grade 7	35.0	40.0	37	41	40	39	17	12	17	7	7	6
Grade 8	39.0	35.0	43	40	44	30	13	12	17	7	9	10

## VI. School and Student Performance Data

**Table 2: California Standardized Tests (CST) Data**

**All Students  
Mathematics**

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 6	30.0	42.0	30	36	36	33	30	14	29	4	8	9
Grade 7	23.0	24.0	32	51	48	45	23	25	19	3	4	4

\* CST General Mathematics (Grades 6 & 7 Standards)  
CST Summative High School Mathematics (Grades 9-11)

## VI. School and Student Performance Data

**Table 3: 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	475	454	499	184	160	170	9	6	3	13	14	9
Growth API	732	735	715	752	757	741						
Base API	702	736	732	739	755	754						
Target	5	5	5	5	5	5						
Growth	30	-1	-17	13	2	-13						
Met Target	Yes	No	No	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	260	267	307	157	172	193	341	324	378	54	51	59
Growth API	720	717	696		672	632	705	712	694			
Base API	674	724	715			669	670	709	709			
Target	6	5	5			7	7	5	5			
Growth	46	-7	-19			-37	35	3	-15			
Met Target	Yes	No	No			No	Yes	No	No			

## VI. School and Student Performance Data

**Table 4: 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	99	99	99	99	99	100	100	100	100	100	100
Number At or Above Proficient	176	168	191	82	69	81	--	--	--	6	8	--
Percent At or Above Proficient	37.1	37.3	38.4	44.6	43.9	47.6	--	--	--	46.2	57.1	--
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	No	Yes	No	Yes	--	--	--	--	--	--

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	99	100	100	99	100	100	99	100	100	99	99
Number At or Above Proficient	80	84	99	31	28	31	100	101	125	8	6	9
Percent At or Above Proficient	30.8	31.6	32.2	19.7	16.4	16.1	29.3	31.5	33.1	14.8	12.8	15.5
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	No	No	No	No	No	No	No	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%)

## VI. School and Student Performance Data

**Table 5: 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	99	99	99	99	99	98	100	100	100	100	100	100
Number At or Above Proficient	146	160	149	67	63	58	--	--	--	4	8	--
Percent At or Above Proficient	30.9	35.2	30.0	36.4	39.4	34.5	--	--	--	30.8	57.1	--
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	No	No	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	99	99	100	100	99	100	99	99	100	100	99	99
Number At or Above Proficient	68	84	82	32	45	33	90	101	98	6	9	11
Percent At or Above Proficient	26.4	31.5	26.7	20.4	26.2	17.1	26.5	31.2	26.0	11.1	17.6	19.0
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	No	Yes	Yes	No	Yes	No	No	--	--	--

\* = 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%)

## VI. School and Student Performance Data

**Table 6: 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
	#		#		#		#		#		#
<b>6</b>	4	8	19	39	21	43	4	8	1	2	49
<b>7</b>	1	4	12	43	8	29	5	18	2	7	28
<b>8</b>	5	16	13	42	9	29	3	10	1	3	31
<b>Total</b>	10	9	44	41	38	35	12	11	4	4	108

**Table 7a: Title III Accountability (Price Intermediate School (C.K. Price Middle School))**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	73	85	108
Percent with Prior Year Data	100	98.8	10
Number in Cohort	73	84	108
Number Met	32	56	67
Percent Met	43.8	66.7	62
NCLB Target	50.1	51.6	56
Met Target	No	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	55	64	13	99
Number Met	13	25	*	52
Percent Met	23.6	39.1	*	52.5
NCLB Target	28.9	30.6	20.7	41.3
Met Target	No	Yes	*	Yes

**Table 7b: Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	424	452	452
Percent with Prior Year Data	100	98.5	100
Number in Cohort	424	445	452
Number Met	168	256	237
Percent Met	39.6	57.5	52
NCLB Target	50.1	51.6	56
Met Target	No	Yes	No

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	238	285	348	202
Number Met	63	107	53	78
Percent Met	26.5	37.5	15.2	38.6
NCLB Target	28.9	30.6	17.4	41.3
Met Target	No	Yes	No	No

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
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

## VII. 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: By Spring of 2012, the number of students scoring at proficient or advanced will increase by 10% in all subgroups as measured by CST English/Language Arts test.**

### Goal Statement:

The established targets for the 2011 - 2012 school year require growth of 10% in every subgroup to achieve safe harbor defined by No Child Left Behind. This will allow C.K. Price to meet established safe harbor targets and "freeze" in the program improvement system. C.K. Price staff will implement the research based strategies and action steps listed in this document to improve student achievement.

### Student groups and grade levels to participate in this goal:

All students in grades 6, 7 and 8. Targeted groups include: Schoolwide, White, Hispanic, English Language Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

### Anticipated annual performance growth for each group:

- Schoolwide: 10% increase in students achieving at the proficient and advanced levels.
- Hispanic: 10% increase in students achieving at the proficient and advanced levels.
- White: 10% increase in students achieving at the proficient and advanced levels.
- Socioeconomically Disadvantaged: 10% increase in students achieving at the proficient and advanced levels.
- English Learners: 10% increase in students achieving at the proficient and advanced levels.
- Students with Disabilities: 10% increase in students achieving at the proficient and advanced levels.

### Means of evaluating progress toward this goal:

Student achievement results on common interim assessments and formative assessments in core classes. Data from DPA assessments. State CST data.

### Group data to be collected to measure academic gains:

Student achievement data from core subject interim and formative assessments, achievement data from DPA's. Number and percent of students scoring proficient or advanced on California Standards Test in English/Language Arts including improvement of subgroups.

**Total Expenditures in this Goal: \$49,763.00**

## Description of Specific Actions to Meet This Goal

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### Action #1:

Train staff on Explicit Direct Instruction methods and specific instructional strategies required to address the reading and writing needs of students enrolled at C.K. Price. Purchase books and support materials to assist staff in implementing EDI. Provide additional training options for staff unable to attend training.

### Start and Completion Date:

May 2011 and ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
EDI Training	\$2500			

### Action #2:

Continue to implement test deconstruction strategies in all core classes, including English/Language Arts that focus on question analysis.

Continue utilizing Accelerated Reader Program to support independent reading for all students, and STAR Reader to monitor student reading progress. Establish school wide expectation that all ELA classes will participate in the Accelerated Reader/STAR Reader program, including goal setting and progress monitoring.

### Start and Completion Date:

Ongoing

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
2010 Single Plan for Student Achievement	11 of 31			3/15/11

**Action #3:**

Working within the PLC groups, finalize Program binders including: essential standards maps, weekly pacing guides for all classes, DPA assessments, and formative assessments. All PLC groups will analyze STAR data, DPA data, CST data to develop two SMART goals in the first quarter of 2011 that are aligned to key strands/identified areas of need. These goals will provide a basis for data analysis throughout the year.

**Start and Completion Date:**

Weekly pacing guides completed: August 2011  
 SMART goals written: September 2011  
 Analysis of data relative to SMART goals: ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Teacher Release Time	\$2000			

**Action #4:**

Continue to provide collaboration time(PLC) that focuses on the four essential learning questions, data analysis and reflective practice. Train PLC facilitators on effective use of collaboration time including: team building, data analysis, lesson study and facilitation skills.

**Start and Completion Date:**

Facilitator Training: Annually, May 2011 and ongoing  
 Collaboration: Weekly, ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Training materials and supplies	\$500			

**Action #5:**

Provide state testing data and benchmark assessment data to teachers utilizing the Edusoft data management system. Provide training in the use of Edusoft and establish the school wide expectation that all benchmark assessments will be scanned into Edusoft. Staff will use teacher developed, curriculum embedded and DPA assessments to monitor student progress. Establish school wide assessment calendar.

**Start and Completion Date:**

School wide assessment calendar final: August 2011  
 Training and analysis of data: ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #6:**

Purchase student planners to assist with tracking homework assignments and home/school communication.

If possible, implement the AVID elective again. If CK can offer again, provide training for staff in AVID methodologies and support additional staff in attending the AVID summer seminar.

**Start and Completion Date:**

AVID Summer Institute: Summer 2010  
 Master schedule change: Completed by June 2010  
 Training in AVID strategies: ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
AVID Summer Institute	\$1500			
Release time for training	\$500			
Student Planners	\$1500			

**Action #7:**

Within the master schedule, designate ELA intervention classes at each grade level. Purchase adopted ELA intervention materials to support instruction in this intervention class. This classes will be designed for students who are below grade level (strategic level) and two or more years below (intensive level).

**Start and Completion Date:**

Master schedule change: June 2011  
 Purchase of adopted intervention materials: July 2011

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Intervention Materials	\$2000			
Certificated Salaries	\$21,830	\$2923		
Salary Driven Costs	\$7,960			

**Action #8:**

Survey staff regarding professional growth needs and provide targeted training to include: ELD strategies, curriculum implementation (AB 466), EDI, classroom management, Edusoft use and data analysis. Utilize staff meetings, banking days, district buy-back days, and modified days to provide these professional growth options.

**Start and Completion Date:**

Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
AB 466 Training	\$500			
Teacher Release time	\$1000			

**Action #9:**

Establish school wide expectation that all teachers will record and calculate progress reports and grades utilizing the AERIES on-line grading management system. Grades would be kept current within a week period of time. This will allow parents to access progress reports and grades via the Parent Connect process. Work with site staff to develop and implement grading and homework policies that support student achievement.

Establish a parent access computer in the library or office for parents to access student data during the school hours.

**Start and Completion Date:**

All grade records in AERIES: August 2010 and ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Parent Access computer	\$750			

	Title I	Title I ARRA	EIA-LEP	ELAP
<b>Total Expenditures in Goal 1:</b>	\$46,840.00	\$2,923.00	\$0.00	\$0.00

## VII. Planned Improvements in Student Performance

**Goal #2: By Spring of 2012, the number of students scoring at proficient or advanced will increase by 10% in all subgroups as measured by CST Mathematics tests.**

**Goal Statement:**

The established targets for the 2011 - 2012 school year require growth of 10% in every subgroup to achieve safe harbor defined by No Child Left Behind. This will allow C.K. Price to meet established safe harbor targets and "freeze" in the program improvement system. C.K. Price staff will implement the research based strategies and action steps listed in this document to improve student achievement.

**Student groups and grade levels to participate in this goal:**

All students in grades 6, 7 and 8. Targeted groups include: Schoolwide, White, Hispanic, English Language Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

**Anticipated annual performance growth for each group:**

- Schoolwide: 10% increase in student achieving at the proficient and advanced levels
- Hispanic: 10% increase in student achieving at the proficient and advanced levels
- White: 10% increase in student achieving at the proficient and advanced levels
- Socioeconomically Disadvantaged: 10% increase in student achieving at the proficient and advanced levels
- English Learners: 10% increase in student achieving at the proficient and advanced levels
- Students with Disabilities: 10% increase in student achieving at the proficient and advanced levels

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

Student achievement results on common interim assessments and formative assessments in core classes. Data from Sanger DPA assessments. State CST data.

**Group data to be collected to measure academic gains:**

Student achievement data from core subject interim and formative assessments, DPA's, and State CST. Number and percent of students scoring proficient or advanced on California Standards Test in English/Language Arts including improvement of subgroups.

**Total Expenditures in this Goal: \$43,340.00**

### Description of Specific Actions to Meet This Goal

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**Action #1:**

Train staff on Explicit Direct Instruction methods and specific instructional strategies required to address the math needs of students enrolled at C.K. Price. Purchase books and support material to assist staff in implementing EDI. Provide additional training options for staff unable to attend training.

**Start and Completion Date:**

May 2010 and ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
EDI Training	\$1500			
Teacher Release Time	\$1000			

**Action #2:**

Continue to implement test deconstruction strategies in all core classes, including all math classes that focus on question analysis. Review options for software programs to assist students with math practice and skill building.

**Start and Completion Date:**

Ongoing

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Math Software	\$1,000		\$1,000	
Deconstruction Training materials and supplies	\$300			
Teacher Release Time			\$500	

**Action #3:**

Working within the PLC groups, finalize Program binders which include: essential standards maps, weekly pacing guides for all math classes, and all formative and summative assessments aligned to standards and core materials. All PLC groups will analyze CST data to develop two SMART goals in the first quarter of 2011 that are aligned to key strands/identified areas of need. These goals will provide a basis for data analysis throughout the year.

**Start and Completion Date:**

Weekly pacing guides completed: August 2011  
 SMART goals written: September 2011  
 Analysis of data relative to SMART goals: ongoing

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #4:**

Continue to provide collaboration time (PLC) that focuses on the four essential learning questions, data analysis and reflective practice. Train PLC facilitators on effective use of collaboration time including: team building, data analysis, lesson study and facilitation skills.

**Start and Completion Date:**

Facilitator Training: Annually, May 2011 and ongoing  
 Collaboration: Weekly, ongoing

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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Training Materials and Supplies			\$500	
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**Action #5:**

Provide state testing data and benchmark assessment data to teachers utilizing the Edusoft data management system. Provide training in the use of Edusoft and establish the school wide expectation that all benchmark assessments will be scanned into Edusoft. Staff will use teacher developed, curriculum embedded and DPA assessments to monitor student progress. Establish school wide assessment calendar.

**Start and Completion Date:**

School wide assessment calendar final: August 2011  
 Training and analysis of data: ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #6:**

Purchase student planners to assist with tracking homework assignments and home/school communication.

If possible, implement the AVID elective again. If CK can offer again, provide training for all staff in AVID methodologies and support additional staff in attending the AVID summer seminar.

**Start and Completion Date:**

AVID Summer Institute: Summer 2010  
 Master schedule change: Completed by June 2010  
 Training in AVID strategies: ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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AVID Summer Institute	\$1,500			
Release time for training	\$500			
Student Planners	\$1500			

**Action #7:**

Within the master schedule, designate math intervention classes at each grade level. Purchase adopted math intervention materials to support instruction in these intervention classes. These classes are designed for students who are below grade level (strategic level) and two or more years below (intensive level).

**Start and Completion Date:**

Master schedule change: June 2011  
 Purchase of adopted intervention materials: July 2011

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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Intervention Materials			\$2000	
Certificated Salaries	\$21,830			
Salary Driven Costs	\$7,960			

**Action #8:**

Survey staff regarding professional growth needs and provide targeted training to include: ELD strategies, curriculum implementation (AB 466), EDI, classroom management, Edusoft use and data analysis. Utilize staff meetings, banking days, district buy-back days, and modified days to provide these options.

**Start and Completion Date:**

Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
AB 466 Training	\$500			
Teacher Release Time			\$1000	

**Action #9:**

Establish school wide expectation that all teachers will store and calculate progress reports and grades utilizing the AERIES on-line grading management system. Grades would be kept current within a week period of time. This will allow parents to access progress reports and grades via the Parent Connect process. Work with site staff to develop and implement grading and homework policies that support student achievement.

Establish a parent access computer in the library or office for parents to access student data during the school hours.

**Start and Completion Date:**

All grade records in AERIES: August 2010 and ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Parent Access computer			\$750	

	Title I	Title I ARRA	EIA-LEP	ELAP
<b>Total Expenditures in Goal 2:</b>	\$37,590.00	\$0.00	\$5,750.00	\$0.00

## VII. Planned Improvements in Student Performance

**Goal #3: By Spring of 2012, the number of EL students scoring at proficient or advanced will increase by 10% in all subgroups as measured by CST English/Language Arts and Mathematics tests.**

**Goal Statement:**

The established targets for the 2011-2012 school year require growth of 10% in every subgroup to achieve safe harbor defined by No Child Left Behind. This will allow C.K. Price to meet established safe harbor targets and "freeze" in the program improvement system. C.K. Price staff will implement the research based strategies and action steps listed in this document to improve student achievement.

**Student groups and grade levels to participate in this goal:**

English Language Learners in grades 6, 7 and 8.

**Anticipated annual performance growth for each group:**

- English Language Arts targets for English Learners: 10% increase in students achieving at the proficient and advanced levels.
- Mathematics targets for English Learners: 10% increase in students achieving at the proficient and advanced levels.

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

Student achievement results on common interim assessments, formative assessments, and DPA assessments. State CST data.

**Group data to be collected to measure academic gains:**

Student achievement data from core subject interim and formative assessments, achievement data from DPA's; CELDT data and local ELD benchmark assessment data. Number and percent of students scoring proficient or advanced on California Standards Test in English/Language Arts including improvement of subgroups.

**Total Expenditures in this Goal: \$70,695.00**

### Description of Specific Actions to Meet This Goal

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**Action #1:**

ELL students, Level 1-4 based on CELDT, will be given a supplemental ELD period to help support ELD proficiency. Every ELD student will be placed in core English Language Arts class identified by CELDT level so that the general education teacher can scaffold the instruction using CLAD and SDAIE techniques.

**Start and Completion Date:**

Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Certificated Salaries	\$4000		\$2500	
Salary Driven Costs	\$1668		\$1469	
ELD Instructional Materials			\$500	

**Action #2:**

Continue to ensure that all ELL students will be taught mathematics by a highly qualified math teacher using a standards aligned state adopted mathematics program.

**Start and Completion Date:**

Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #3:**

Utilize trained instructional aides to conduct leveled groups and assist with in individual student success and improving parent communication "Bilingual Services Aide".

**Start and Completion Date:**

Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Classified Salaries			\$38,348	
Salary Driven Costs			\$21,810	

**Action #4:**

Provide state testing data and benchmark assessment data to teachers utilizing the Edusoft data management system. Provide training in the use of Edusoft and establish the school wide expectation that all benchmark assessments will be scanned into Edusoft. Staff will use teacher developed, curriculum embedded and DPA assessments to monitor student progress. Establish school wide assessment calendar.

**Start and Completion Date:**

Assessment calendar: August 2010  
Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #5:**

Work with ELD site coordinator and ELD staff to plan and facilitate a parent meeting to explain STAR testing process, targets, student achievement goals and student support strategies (ELAC and Title 1 Meetings)

**Start and Completion Date:**

Title 1 Meeting: September 2011

ELAC: 4 times per year, dates TBD

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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Materials and Supplies			\$200	
Refreshments			\$200	

**Action #6:**

Within the master schedule designate core ELD intervention class specific to CELDT levels. Purchase adopted ELD intervention materials to support instruction in these classes. These classes will focus on ELD strategies specific to reading, writing, listening and speaking skills. An additional component of these classes would be development of the academic vocabulary necessary to master grade level standards. For ELL students, focus additional intervention options on those students who are considered "line jumpers."

**Start and Completion Date:**

Master schedule: June 2010  
Ongoing.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #7:**

Survey staff regarding professional growth needs and provide targeted training to include: ELD strategies, curriculum implementation (AB 466), EDI, classroom management, Edusoft use and data analysis. Utilize staff meetings, banking days, district buy-back days, and modified days to provide these options.

**Start and Completion Date:**

Staff survey: Annually, May 2011

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #8:**

Provide training and support to all teachers in the areas of: academic vocabulary development, ELD approaches, ELD writing strategies and literacy development. Coordinate and provide for all staff regular training on ELD/SDAIE strategies that support their specific content areas.

**Start and Completion Date:**

Ongoing for 2011 - 2012

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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Teacher Release Time				
Travel and Conference				

	Title I	Title I ARRA	EIA-LEP	ELAP
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<b>Total Expenditures in Goal 3:</b>	\$5,668.00	\$0.00	\$65,027.00	\$0.00
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## VII. Planned Improvements in Student Performance

### Goal #4: Increase parental involvement and school-to-home communication at C.K. Price Middle School.

#### Goal Statement:

Currently, many parents believe that middle school students do not need or want parents to be actively involved in their education. Many parents begin to take a less active role as their children move through the middle school. The goal for staff at C.K. Price is to increase parental involvement and to improve communication/outreach efforts with parents and community members to promote improved student achievement and safety.

#### Student groups and grade levels to participate in this goal:

Parents of all students in grades 6, 7 and 8.

#### Anticipated annual performance growth for each group:

It is anticipated that if parent involvement and communication are increased, and school to home communication is improved, students will be better able to meet the academic targets established in Goals 1, 2 and 3.

#### Means of evaluating progress toward this goal:

Number of parents attending the Title I parent meeting, Back-to-School Night and Open House. The number of parents checking online at student grades and information along with subscribing to the daily school bulletin.

#### Group data to be collected to measure academic gains:

Parent attendance records for school events, CST/STAR data, summative and formative assessment data for all students in grades 6, 7 and 8.

**Total Expenditures in this Goal: \$2,000.00**

### Description of Specific Actions to Meet This Goal

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#### Action #1:

Purchase student planners to assist with tracking homework assignments and home/school communication. Through the advisory class, organize a system with staff to monitor homework completion and communicate with parents if there are any concerns.

#### Start and Completion Date:

Planners will be purchased by August 2010.  
Planners will be utilized throughout the 2010 - 2011 school year.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Student Planners	\$500		\$500	

#### Action #2:

Work with site staff to publish a home parent bulletin daily. Each edition would feature calendars, important dates and student support strategies. Subscribe to bulletin by email, view at school office, or check it on the school webpage. Continue to maintain and update the school website and work with the local press to highlight positive school events.

#### Start and Completion Date:

Ongoing 2011 - 2012 school year.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
Supplies and copies	\$500			
Postage costs	\$500			

#### Action #3:

Work with the Parent Club to maintain regular monthly meetings that focus on student support strategies, fundraising and student activities. Request that the Parent Club coordinate a "Coffee with the Principal" day each month where interested parents can meet with the principal to hear about events at C.K. Price Middle School and share concerns.

#### Start and Completion Date:

Ongoing 2011 - 2012 school year.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
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**Action #4:**

Utilize the "Parent Connect" feature of AERIES and the auto dialer to regularly inform parents regarding student progress, attendance and discipline.

**Start and Completion Date:**

Ongoing 2011 - 2012 school year.

Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	ELAP
	Title I	Title I ARRA	EIA-LEP	ELAP
<b>Total Expenditures in Goal 4:</b>	\$1,500.00	\$0.00	\$500.00	\$0.00

**Appendix A - Program Summary: Price Intermediate School (C.K. Price Middle School)**

Goal 1	
Title I	\$46,840.00
Title I ARRA	\$2,923.00
EIA-LEP	\$0.00
ELAP	\$0.00
<b>Total</b>	<b>\$49,763.00</b>

Goal 2	
Title I	\$37,590.00
Title I ARRA	\$0.00
EIA-LEP	\$5,750.00
ELAP	\$0.00
<b>Total</b>	<b>\$43,340.00</b>

Goal 3	
Title I	\$5,668.00
Title I ARRA	\$0.00
EIA-LEP	\$65,027.00
ELAP	\$0.00
<b>Total</b>	<b>\$70,695.00</b>

Goal 4	
Title I	\$1,500.00
Title I ARRA	\$0.00
EIA-LEP	\$500.00
ELAP	\$0.00
<b>Total</b>	<b>\$2,000.00</b>

Goal 5	
Title I	\$0.00
Title I ARRA	\$0.00
EIA-LEP	\$0.00
ELAP	\$0.00
<b>Total</b>	<b>\$0.00</b>

Total Expenditures	
Title I	\$91,598.00
Title I ARRA	\$2,923.00
EIA-LEP	\$71,277.00
ELAP	\$0.00
<b>Total</b>	<b>\$165,798.00</b>

Total Allocation*	
Title I	\$91,598.00
Title I ARRA	\$2,923.00
EIA-LEP	\$71,277.00
ELAP	\$0.00
<b>Total</b>	<b>\$165,798.00</b>

Funds to Allocate**	
Title I	\$257,396.00
Title I ARRA	\$94,521.00
EIA-LEP	\$328,673.00
ELAP	\$328,673.00
<b>Total</b>	<b>\$494,471.00</b>

\* Total Allocation = Entered by District Staff  
 Funds to Allocate = Total Allocation - Total Expenditures

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

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

Not meeting performance goals. The current use of state and local assessments to modify instruction and improve achievement is not cohesive and schoolwide. Some staff members in some content areas regularly utilize the results of state and local assessments to modify instruction and utilize the Edusoft system to analyze data. However, use of such data is not systemic in all classrooms across all content areas and is not consistently used to drive instructional practice. Addressing these concerns had started 2010-2011 school year.

##### Action Steps:

1. Survey staff regarding professional development needs in the implementation, use and management of the Edusoft data system.
  2. Working with district administrators, develop professional development options for staff in data analysis and data-informed instruction.
  3. Require all staff to be trained in the use and management of data with the Edusoft data system.
  4. Working with site leaders establish procedures, processes and the expectation that all teachers will consistently input assessments into Edusoft and scan answer documents for rapid data analysis.
  5. Working with site leaders, develop common benchmark assessments for all content areas that are aligned to essential content standards.
  6. In addition to common teacher developed or curriculum embedded benchmark assessments, administer Sanger DPA's four times per year (3 before March, one after March) to assess student progress on essential content standards.
  7. Working with site and district leaders, develop schoolwide common assessment calendars with established windows for administration and data analysis.
  8. Working with site leaders, require each PLC group to identify SMART goals in the first quarter that are aligned to key strands/identified areas of need.
  9. Working with site leaders, review SMART goal data at a minimum, every 4 weeks to determine whether or not students are making progress.
  10. Working with site leaders, review assessment data and assist teachers in modifying instruction to mitigate identified areas of need for individual students.
- #### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
- Not meeting performance goals. Same as #1.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
Meeting performance goals: currently 100% of instructional staff meet the NCLB definitions for highly qualified.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
Meeting performance goals: principal and assistant principal have not had training in adopted instructional materials.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
Not meeting performance goals:

ENGLISH/LANGUAGE ARTS: Currently the 6th and 7th grade teachers have not participated in the SB 472/AB 466 training for English/Language Arts. Only one 8th grade teacher has participated in this training for English/Language Arts.

Not meeting performance goals:

MATHEMATICS: Three out of five staff have completed the SB 472/AB 466 training in mathematics.

Action Steps:

1. Survey staff to determine who has, and who has not completed AB 466 training.
  2. Working with local county offices of education, determine where this training is available.
  3. By Spring of 2012, begin a cadre of teachers participating in AB 466 training for English/Language Arts and mathematics.
  4. Continue enrolling groups of teachers until all have completed training.
  5. As indicated by assessment data, English Language Learners, struggling readers and Special Education students continue to have difficulties mastering content standards at C.K. Price Middle School. Additional training is needed for all staff in strategies to support struggling students.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
Not meeting performance goals. Currently staff development options have not been focused or cohesive schoolwide.

Action Steps:

1. Survey staff regarding perceived areas of need regarding staff development.
  2. Utilizing student achievement data, identify the top three growth areas for staff.
  3. Using this data, develop short and long term professional development goals.
  4. Set aside funds to assist staff in participating in targeted professional development options.
  5. Utilize available options including banking days, modified days and district buy-back days to provide targeted staff development options for staff.
  6. Determine which staff members HAVE been trained in critical student needs, including AVID, PLC, ELD strategies, classroom management and EDI. Use key staff to train and support other staff members and provide "in-house" staff development options.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
Not meeting performance goals. Currently there are content experts in the area of ELD but our district has no instructional coaches for reading, English/Language Arts or mathematics.

Action Steps:

1. After surveying staff to determine instructional areas of greatest need, begin to build professional development with a "trainer of trainers" model.
  2. Working with district administrators, sponsor a "trainer of trainers" staff development seminar for Explicit Direct Instruction in the Spring of 2010.
  3. Beginning in the Fall of 2011, utilize staff trained in EDI to present a second training.
  4. Working with key site and district staff, provide opportunities for staff to observe each other and participate in lesson analysis, lesson student and instructional coaching opportunities.
  5. Utilize options of banking days, modified days and prep periods to free content experts to visit classrooms and serve as instructional coaches.
  6. Working with district leadership, implement administrative intern program to cultivate future administrative leaders within the district.
  7. Utilize AVID training process to promote college-going culture and expectations for all students and provide staff development options for staff.
8. Teacher collaboration by grade level (EPC)

Meeting performance goals: collaboration time was implemented at C.K. Price beginning in 2007 - 2008. Every Wednesday, teachers have 1 hour for grade level and department level collaboration time. Staff meetings are held monthly for approximately one hour. During collaboration time, teams meet to review the four essential learning questions:

1. What is it we expect the students to learn?
2. How will we know if our students are learning?
3. How will we respond if students don't learn?
4. How will we respond when students do learn?

#### Action Steps:

1. Provide all staff with additional training in the PLC model and what should be happening during collaboration time.
2. Work with PLC leaders to provide training in team building, change process and group facilitation.
3. Provide all PLC groups with additional training and support in lesson study and lesson delivery methods.
4. Working with district administrators, provide additional training for teachers and administrators on data analysis, data informed instructional practice, and on setting specific and measurable student achievement goals at school and classroom levels.
5. Working with site leaders, provide multiple opportunities review and identify research-based strategies to support the specific learning needs of students.
6. Focus staff meeting time on data analysis, professional development, team building and reflective practice.
7. Continue to work with Leadership Team to review schoolwide procedures and practices and focus on improved learning for all students.

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
Not meeting performance goals. PLC groups have met to review and identify essential standards. Most grade level courses have identified and published program binders.

#### Action Steps:

1. By June of 2011, identify essential standards and publish copies for all staff in English/Language Arts grades 6 - 8, 6th grade math, Pre-Algebra, Algebra, Algebra Readiness, Geometry, and science grades 6 - 8.
2. By June of 2011 provide copies of essential standards to site administration and district office.
3. By June of 2011, use essential standards to develop weekly pacing guides.

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

Not meeting performance goals: English/Language Arts. Currently, students in the 6th grade are enrolled in a double block of reading and language arts which equates to 94 minutes in addition to their regular courses. Currently all students in grades 7 - 8 receive approximately 47 daily minutes of English/Language Arts. Students who have been identified as English Language Learners (CELDT levels 1 - 3) are enrolled in targeted ELD instruction for three periods each day. Some students who have been identified as struggling readers are enrolled in an additional period of "reading intervention" each day.

Not meeting performance goals: Mathematics. Currently all students in grades 6 - 8 receive 47 daily minutes of mathematics. Some students participate in an Algebra Shadow course or a math intervention course in addition to their core math, which is also 47 minutes long.

80% of staff in all content areas continue to express concern that instructional time is not given priority and protected from interruptions.

#### Action Steps:

1. Build master schedule to incorporate additional intervention options that are both strategic and intensive.
2. Work with site Leadership Team to refine master schedule and prepare to implement for the 2010 - 2011 school year.
3. Begin now to identify students who will require placement in strategic and intensive intervention classes next year.
4. Work with site leaders and front office staff to minimize events that impinge on instructional time, including student photos, assemblies, fundraisers, special events, sports activities, and disciplinary actions.
5. Work with site leaders and front office staff to develop annual calendar of events that maintains instructional time as a priority.

## 11. Lesson pacing schedule (EPC)

Not meeting performance goals: currently pacing schedules have been developed for most courses. However, these guides need to be further refined and adhered to.

### Action Steps:

1. At a minimum, weekly pacing guides need to be developed for core classes: English/Language Arts, mathematics, science, and social studies. These pacing guides need to be complete by August of 2011.
2. By August of 2011, pacing guides need to be duplicated and readily available to all instructional staff.
3. By August of 2011, copies of pacing guides need to be forwarded to the administration and stored in the office.
4. By August of 2011, copies of pacing guides need to be forwarded to the district office for reference and record keeping purposes.
5. Beginning in August of 2011, implementation of the pacing guides will be monitored on a weekly or daily basis by administration.

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

Meeting performance goals: English/Language Arts: core instructional materials are available for all students in English/Language Arts. These materials were adopted in 2001. New English/Language Arts textbooks became available from the state in 2008, however, due to the state fiscal crisis, these materials have not been purchased by our district.

Meeting performance goals: English Language Development: core ELD instructional materials are available for all students who have been identified as English Language Learners.

Meeting performance goals: Mathematics: core instructional materials are available for all students in Mathematics. These materials were adopted in 2008. Intervention materials for Algebra Readiness are available for students.

Not meeting performance goals: strategic and intensive intervention instructional materials.

Some intervention materials have been purchased for English/Language Arts but implementation has not been uniform and coordinated. Intervention curriculum for intensive students in mathematics has not been purchased.

### Action Steps:

1. Working with site staff, conduct curriculum audit to identify current instructional materials being used.
2. Working with site staff, identify any instructional resources that are available on our campus but may be currently underutilized.
3. Working with county office of education, identify key intervention curriculum available in English/Language Arts and mathematics.
4. Solicit sample copies from publishers for analysis and site review.
5. Identify site selections for purchase.
6. Utilize existing funding resources to purchase intervention materials.
7. Monitor implementation and utilization of core and intervention materials.
8. Leverage existing intervention resources to provide a more comprehensive, coordinated intervention plan for struggling students. Options here include: Language!, Standards Plus, Read Naturally, and Accelerated Reader/STAR Reader.

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

Not meeting performance goals. Although standards-aligned instructional materials are available for all core classes, they are not uniformly utilized on a regular basis. Schoolwide adherence to a guaranteed, viable curriculum started to be monitored.

Because intervention materials have not been purchased in some areas, implementation has not been consistent.

Action Steps:

1. Working with site staff, identify any instructional resources that are available on our campus but may be currently underutilized.
2. Working with county office of education, identify key intervention curriculum available in English/Language Arts and mathematics.
3. Solicit sample copies from publishers for analysis and site review.
4. Identify site selections for purchase.
5. Utilize existing funding resources to purchase intervention materials.
6. Monitor implementation and utilization of core and intervention materials.
7. Leverage existing intervention resources to provide a more comprehensive, coordinated intervention plan for struggling students. Options here include: Language!, Standards Plus, Read Naturally, and Accelerated Reader/STAR Reader.

Opportunity and Equal Educational Access

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

Not meeting performance goals. While all staff have access to core curriculum materials and meet in collaborative groups on a regular basis, many students continue to struggle academically and behaviorally.

Action Steps:

1. Working with site leadership, finalize school mission/vision and distribute to all staff.
2. Working with Leadership, establish and distribute goal, core beliefs and instructional norms.
3. Publish instructional norms and train staff on these norms.
4. Monitor implementation of norms and discuss in PLC groups.
5. Working with Leadership, establish and distribute guiding principles to establish the expectation that all students can learn at high levels and it is our responsibility to teach them all.
6. Train and support all staff in providing classroom interventions for underperforming students, including EDI strategies and strategies for students who struggle with reading and mathematics.

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

Not meeting performance goals. While all staff have access to core curriculum materials and meet in collaborative groups on a regular basis, many students continue to struggle academically and behaviorally. Student achievement continues to fall behind established state expectations.

Action Steps:

1. Working with site leadership, finalize school mission/vision and distribute to all staff.
2. Working with Leadership, establish and distribute core beliefs and instructional norms.
3. Publish norms and train staff on norms.
4. Monitor implementation of norms and discuss in PLC groups.
5. Working with Leadership, establish and distribute guiding principles to establish the expectation that all students can learn at high levels and it is our responsibility to teach them all.
6. Train and support all staff in providing classroom interventions for underperforming students, including EDI strategies and strategies for students who struggle with reading and mathematics.
7. See also item #1 regarding identifying essential standards, developing and finalizing a pacing guide, implementation of common assessments, data analysis and implementation and monitoring of SMART goals.
8. By Fall of 2010, identify core group of staff, including Principal, Assistant Principal and 3 teachers to participate in three day "Love & Logic" conference.
9. Utilize staff who attended conference to train and support site level teachers in classroom management, student interventions and a comprehensive, supportive schoolwide discipline program.

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

Not meeting performance goals. Currently only some students have access to before/after school tutoring options and intervention classes.

Action Steps:

1. Develop a master schedule that will allow students additional time in mathematics and English/Language Arts.
2. Build master schedule to incorporate additional intervention options that are both strategic and intensive.
3. Work with site Leadership Team to refine master schedule and prepare to implement for the 2011 - 2012 school year.
4. Begin now to identify students who will require placement in strategic and intensive intervention classes next year.
5. Work with site leaders and front office staff to minimize events that impinge on instructional time, including student photos, assemblies, fundraisers, special events, sports activities, and disciplinary actions.
6. Work with site leaders and front office staff to develop annual calendar of events that maintains instructional time as a priority.
7. See also items #12 and #13 for recommended action steps.

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

This section is not applicable to C.K. Price.

Involvement

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

Meeting performance goals. Current resources to assist under-achieving include some intervention classes, some teachers provide before and after school assistance and tutoring. The district provides a tutoring option for students under the statutes of NCLB. At C.K. Price, in addition to intervention classes, some students participate in the After School Program (SPARK) to receive targeted assistance in course work. Upward Bound and Education Talent Search seek out students at the 7- 8 level to assist and support them in school success. An AVID elective option is available for students at the high school level. Although several options are available, the implementation and monitoring of these options is not well coordinated and evaluated on a regular basis.

Action Steps:

1. Please review item #10 for recommendations regarding changes in the master schedule at C.K. Price and the implementation, coordination and monitoring of student interventions.
2. Work with district leadership to monitor effectiveness of tutorial options through NCLB requirements.
3. Work with county staff for after school program to coordinate and monitor implementation of the after school tutorial program.
4. Work with site leadership to develop schoolwide expectation of student support options including homework help, making up missed work and test corrections.
5. Work with site leadership to develop schoolwide expectations, policies and procedures for grading, weighting of assignments, make up work and missing assignments.
6. Work with site leadership to develop schoolwide expectations, policies and procedures for assigning, grading and monitoring homework.
7. Re-establish AVID elective at middle school level.
8. Work with site leadership to train all staff in AVID strategies and creating a college-going culture at the middle school.

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

Meeting performance goals. The Annual Title I Parent meeting held in the fall was well attended. Parents were provided information regarding student achievement, state standards and options available at C.K. Price to improve student achievement.

C.K. Price has an active Parent Club which works with the school on issues relating to student achievement, support and parental involvement. Our School Site Council consists of five parents who are interested in supporting students and improving student achievement.

C.K. Price maintains a website to inform parents regarding school events, schedules, and activities. Our district also provides access for all parents to student progress, grades, discipline and attendance via Parent Connect.

### Action Steps:

1. By Spring of 2011, survey parents regarding school improvement efforts and recommendations for improving student achievement and supporting students who are struggling in addition to students who are exceeding expectations.
2. Continue to work with ELAC, School Site Council and Leadership Team to review student achievement data and recommend changes or improvements.
3. Working with existing school groups, meet on a monthly basis to analyze progress on identified action steps and goals in the Single Plan for Student Achievement.
4. Provide parents with daily bulletins which includes tips on homework assistance and how to support your child's education.
5. Work with site staff to provide training opportunities for parents on homework assistance, student discipline and student support.
6. Establish schoolwide expectation that all grades will be maintained in the AERIES gradebook system and updated at a minimum, every two weeks. This will provide a current picture of student progress for parents to access via Parent Connect.
7. Utilize resources such as notes home, daily bulletin, progress reports, report cards, Parent Connect and district website to keep parents informed regarding school events and student performance, discipline and attendance.

## 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)

Meeting performance goals. Currently all staff at C.K. Price has participated in the EPC survey which was administered in October of 2010. These results have been used to develop this plan and to drive agenda development for Leadership Council.

The English Language Advisory Committee has been provided copies of the goals identified in this plan and has been surveyed regarding needs specific to English Language Learners at C.K. Price Middle School. C.K. Price staff also works with the District English Language Advisory Committee to solicit feedback relative to performance.

The Annual Title I Parent meeting held in the fall was well attended. Parents were provided information regarding student achievement, state standards and options available at C.K. Price to improve student achievement.

Currently, key staff from all schools in the district are participating in the District School Leadership Team to identify district-wide SMART goals and action steps in the areas of: English/Language Arts, English Language Learners and PLC implementation.

The School Site Council has had the opportunity on two different occasions to review draft copies of the Single Plan for Student Achievement and provide feedback and recommendations. In addition, each time the School Site Council meets members are able to provide feedback to the administration and staff regarding concerns or recommendations for school improvement.

Action Steps:

1. By Spring of 2011, survey parents regarding school improvement efforts and recommendations for improving student achievement and supporting students who are struggling in addition to students who are exceeding expectations.
2. Continue to work with ELAC, School Site Council and Leadership Team to review student achievement data and recommend changes or improvements.
3. Working with existing school groups, meet on a monthly basis to analyze progress on identified action steps and goals in the Single Plan for Student Achievement.
4. In the Fall of 2011 and again in the Spring of 2012 provide parents the opportunity at the Title I Parent Meeting to give feedback and recommendations to staff regarding school improvement efforts.

Funding

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

Meeting performance goals. State and Federal categorical funds provide both services and materials to assist underperforming students to meet standards. Funds are utilized to provide a site ELD coordinator to coordinate and monitor progress for English Language Learners. In addition, funds are used to provide instructional aides to support English Language Learners and students with disabilities.

Funds are also used to provide a reading support class to students who are struggling with reading and language arts standards. State and Federal funds have also been used to provide staff development for key staff on collaboration, data analysis, and Explicit Direct Instruction.

Action Steps:

1. Continue to allocate funds in a manner consistent with identified site needs.
2. Leverage existing funds to best meet the curricular and learning needs of the students at C.K. Price.
3. Utilize existing funds to provide parent and staff training to enhance student learning.

22. Fiscal support (EPC)

Meeting performance goals: general and categorical funds are used appropriately to support English/Language Arts, mathematics and intervention programs at the site.

Action Steps:

1. Continue to monitor existing general and categorical funds and strategically budget funds in areas of greatest need including curriculum, intervention options and staff development.

## **Appendix C - 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:**

As a student I will:

1. Be in school every day.
2. Fill out my daily planner and take it home to my parents.
3. Come to class on time, ready to learn, and with assignments completed.
4. Be responsible for my own behavior.
5. Be a cooperative learner.
6. Ask for help when I need it.
7. Read on my own or with my family every day.

### **Parents Pledge:**

As a parent/guardian/caregiver I will:

1. Make sure my student is in school every day.
2. Provide a quiet place/time for my student to complete homework.
3. Check my student's planner daily.
4. Ensure that my student gets adequate sleep, regular medical attention, and proper nutrition.
5. Encourage my student to read at least 20 minutes daily.
6. Attend school events, such as parent-teacher conferences, Back-to-School Night and Open House.
7. Support the school/district's homework, discipline and attendance policies.

### **Staff Pledge:**

As teachers and staff we will:

1. Follow a standards based program driven by benchmark assessments.
2. Provide a safe, positive and healthy learning environment for your student.
3. Communicate homework and classwork expectations to students and parents.
4. Communicate regularly with families about their student's progress in school.
5. Be trained in strategies that will lead to high-quality instruction.
6. Participate in professional development that involves collaborative planning within teams, cores, grade levels, and departments.
7. School site administrators will monitor and ensure effective and quality instruction.

## Appendix D - School Site Council Membership

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steven Hiscock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Feller	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Raner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terry Schimke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcia White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scott Madden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cheri Garrison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Irene Burgess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Krista Tully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Neli Pena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.