

Point Dume Marine Science School
Single Plan for Student Achievement Reflection/Update Form
2005-07 School Years

After reviewing our CST data, we realize that although overall achievement has increased, however there are specific areas and grade levels that need further development. There were no advanced scores in the area of fourth grade writing. A slight decrease in the area of math was also evidenced in the third and fourth grades.

<u>Action Proposal to Improve Educational Practice</u>	<u>Target Group</u>	<u>Expected Outcomes</u>	<u>Means of Evaluation</u>	<u>Start Date/Completion Date (and evidence of completion)</u>	<u>Resources Required Funding Source</u>	<u>Person Responsible</u>
All teachers implement Lucy Calkins Writing Institute Writers Workshop in daily writing instruction. Provide professional development across all grade levels K-5. Incorporation of learning walks to gather evidence of workshop model and honing of students writers craft. Use of mentor text to provide models.	Students with scores below proficient on CST writing or who have been identified by their teachers as needing support in writing.	Targeted students' performance will improve at least one proficiency level on the 4 th grade 2006 writing assessment. Students in Grades 2-5 will improve one proficiency level on the district writing assessment. Overall goal is to have 85% students reach "proficiency."	CST scores Formative Assessments Writer's Workshop samples District writing assessment	September, November, March and May "banked time" staff development meetings– May 2005. – Agendas; progress reports Learning Walks – November 2005, January, February, and March 2006	Release time for common assessment grading. Substitutes. Technology support for integration of writing across the curriculum and use of mobile lab. Identify and purchase mentor texts	Teachers Principal Teacher and classified staff leaders for before school, lunch, and after school technology support Teachers, principal and library coordinator
Grade level teams to create	Students with scores below		CST scores Formative	Monthly Team Meetings 2005-	Additional Math resources	Grade level teams

<p>yearlong benchmarks and outcomes for math standards and continue to implement best practices that incorporate POLs.</p>	<p>proficient on CST Math or who have been identified by teachers as needing support in mathematics.</p>		<p>Assessments</p> <p>District math assessments</p>	<p>06 minutes from meetings; progress reports – June 2006</p>	<p>Substitutes for Technology support for skills review</p>	<p>Principal</p>
<p>Area of reading still a school wide focus – development of fluency and comprehension –</p>	<p>Students with scores below proficient on CST ELA or who have been identified by teachers as needing support in reading</p>	<p>Targeted students’ performance will improve over the course of the year on Houghton Mifflin formative assessments.</p> <p>Read Naturally Fluency scores will increase for identified students.</p>	<p>CST scores Formative Assessments</p> <p>District reading assessments</p> <p>Read Naturally</p>	<p>October 2005-06 Houghton Mifflin assessment scores; Running record scores (grades 1-2); ELS for Kindergarten</p> <p>Read Naturally Fluency scores</p>	<p>Reading support for “Read Naturally Program”;</p> <p>Reading Specialist for Reading Recovery grade 1; (PTA Funds)</p> <p>Technology resources for fluency building and comprehension</p>	<p>Principal / designee</p> <p>Reading Specialist (Grade 1)</p> <p>Reading Teacher (Grades 2-5)</p>
<p>Provide Counseling Support for our students in need of emotional support</p>	<p>Students Identified by parents or teachers</p>			<p>September 2005- June 2006</p>	<p>Jewish Family Services Counselor</p>	<p>Principal / JFS Counselor</p>
<p>After School GATE Technology and Math Programs</p>	<p>Identified GATE students</p>	<p>Improve Tech and math acumen of GATE students</p>	<p>Progress reports 2006</p>	<p>January 2006 – April 2006</p>	<p>Technology and Math teachers</p>	<p>Principal. Tech and math teachers</p>

Financial Planner

Fill in your Funding Sources Below

	Site:	SIP	GATE
	<i>Total Funds Available Per funding Source:</i>	<u>\$37,534</u>	<u>\$2,735</u>

use space below to allocate funds per objective

Goal #1	<p><i>Professional Development (PD)</i></p> <p>Teacher leaders to provide professional development to teachers to increase use of best practices and further develop instructional strategies designed to promote student achievement in the areas of ELA and mathematics.</p>	<p>\$7000 – Release Time / LearningWalk Substitutes</p>	
Goal #2	<p><i>Instructional Strategies (IS)</i></p> <p>Implementation of instructional strategies designed to promote student achievement including, but not limited to: Differentiation Flexible grouping Small group instruction Standards based instruction</p>	<p>\$4000– Instructional Materials – Library books (Goal #2 & #3)</p> <p>\$5000.20– Hardware & software</p> <p>\$6000 – Technology Stipend for Classified Staff</p> <p>\$8000 – Reading Teacher (SIP & Equity Fund)</p>	<p>\$1500 Math Club Teacher – GATE</p> <p>\$1000 Technology Cyber Squad – GATE</p> <p>\$235 Supplies</p>
Goal #3	<p><i>Assessment (AS)</i></p> <p>Consistent assessment of students through diagnostics, progress monitoring and summative assessment. Organizing instruction in response to student achievement and assessment results.</p>	<p>\$4483– Instructional Materials (Goal #2 & #3)</p>	
Goal #4	<p><i>Family Support (FS)</i></p>	<p>\$4000– Jewish Family Services Counseling</p>	
	<i>Total Funds Used:</i>	\$37,534 + 949.20 Equity Fund Contribution	\$2,735

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. *(List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application).*

Proposed Expenditures	Estimated Cost	Funding Source
English Language Development Coaches and program administration	\$627,198	EIA-LEP
Professional development, supplies, program administration	\$171,899	Title III
Administration and support of State and Federal Programs	\$48,600	Title I, Title V, SIP
Professional Development (Subs, supplies, conf and travel, stipends, hourly pay, mileage, materials, etc)	\$185,710	Title I, Title V, SIP
Professional Development Support through Coordinators of Teacher Support	\$262,483	Title I
Indirect Charges (payroll, purchasing, human resources, etc)	\$45,851	Title I, Title III, Title V, EIA-LEP, SIP

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Chi Kim	X			
Janet Swartout			X	
Christine Cullen		X		
Tammy Mackey		X		
Megan Rice		X		
Shari Latta				X
Karen Farrer				X
Kym Frolick				X
Maggie Pierson				X
Maria Flora Smoller				X
Numbers of members of each category	1	3	1	5

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Under-performing Schools Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- Add one or more "non-school site personnel" to an existing school site council to form the "school site and community team"; or*
- Appoint a "school site and community team" unrelated to the membership of the school site council.*

It is important to accurately determine the board's policy before proceeding with the school planning process.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*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
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 upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: _____ 1/13/06 _____.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date