

# The Single Plan for Student Achievement

Marguerite Montgomery Elementary

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Approved On:

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

2010-2011

Marguerite Montgomery Elementary 2010-11  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>English Language Development</b>			
<b>English Learner Progress (ELD and ELA)</b>			
Steer/Monitor English Learner Pilot Program	1/4/2010	12/30/2010	\$0
Implement School Wide Response to Intervention (RTI) Model	1/4/2010	12/30/2010	\$2,000
Optimize ELD Instruction - Tier I and II Intervention	1/4/2010	12/30/2010	\$10,000
Provide between 30 and 90 minutes of differentiated ELD daily - Tier II and III Intervention	1/4/2010	12/30/2010	\$0
Extended Learning Time - Tier II and III Interventions	1/4/2010	12/30/2010	\$5,000
Outreach and communication with parents and community	1/4/2010	12/30/2010	\$3,000
Ongoing Professional Development	1/4/2010	12/30/2010	\$1,500
CELDT Training and Testing	7/1/2010	6/30/2011	\$1,000
<b>Mathematics</b>			
<b>Student Progress in Mathematics</b>			
Optimize Classroom Instruction - Tier I Interventions	1/4/2010	12/30/2010	\$0
Provide Intervention - Tier II and III interventions	1/4/2010	12/30/2010	\$5,000
Extended Learning Time - Tier II and III Interventions	1/4/2010	12/30/2010	\$5,000
Ongoing Professional Development	1/4/2010	12/30/2010	\$0
<b>Reading/Language Arts</b>			
<b>Student Progress in Reading</b>			
Implement Schoolwide Response to Intervention (RTI) Model	1/4/2010	12/30/2010	\$0
Optimize Classroom Instruction - tier I Interventions	1/4/2010	12/30/2010	\$954
Provide intervention - Tier II and III Interventions	1/4/2010	12/30/2010	\$27,750
Extended Learning Time - Tier II and III Interventions	1/4/2010	12/30/2010	\$1,000
Ongoing Professional Development	1/4/2010	12/30/2010	\$500
<b>Student Progress in Writing</b>			
Implement School Wide Response to Intervention (RTI) Model	9/3/2007	12/30/2010	\$0
Optimize Classroom Instruction - tier I Interventions	8/24/2008	12/30/2010	\$0
Provide intervention - tier II and III Interventions	1/4/2010	12/30/2010	\$0
Use of Technology for Writing	9/3/2007	12/30/2010	\$3,000
Extended Learning Time - Tier II and III Interventions	9/3/2007	12/30/2010	\$0
Ongoing Professional Development	8/29/2008	12/30/2010	\$2,796
<b>School Climate</b>			
<b>Improvements to School Climate</b>			
Steer/Monitor School Climate Goals	1/4/2010	12/30/2010	\$557
Needs Assessment and Prioritization of Actions	1/4/2010	12/30/2010	\$0
Grounds Improvements	1/4/2010	12/30/2010	\$0

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Implement school-wide climate curriculum	1/4/2010	12/30/2010	\$0
Staff Development	8/10/2009	12/30/2010	\$0
Expand and Coordinate Reycling Efforts	8/26/2009	12/30/2010	\$0
Provide Counseling Services	1/4/2010	12/30/2010	\$15,000
Provide Students with Art and Music Curriculum	1/4/2010	12/30/2010	\$0
Select and Implement Standards Aligned PE Program	1/4/2010	12/30/2010	\$0
Other			
Montgomery Spanish Immersion Strand			
Participation in FLAP activities	11/1/2007	6/30/2010	\$0
Articulation at Montgomery	9/3/2007	12/30/2010	\$0
Optimize Classroom Instruction - Tier I Interventions	1/8/2009	12/30/2010	\$0
Provide Intervention - Tier II and III	1/4/2010	12/30/2010	\$0
Outreach and Parent Communication	1/4/2010	6/30/2010	\$0
Total Annual Expenditures for Current Site Plan: \$232,289.00			

## Goals

### Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

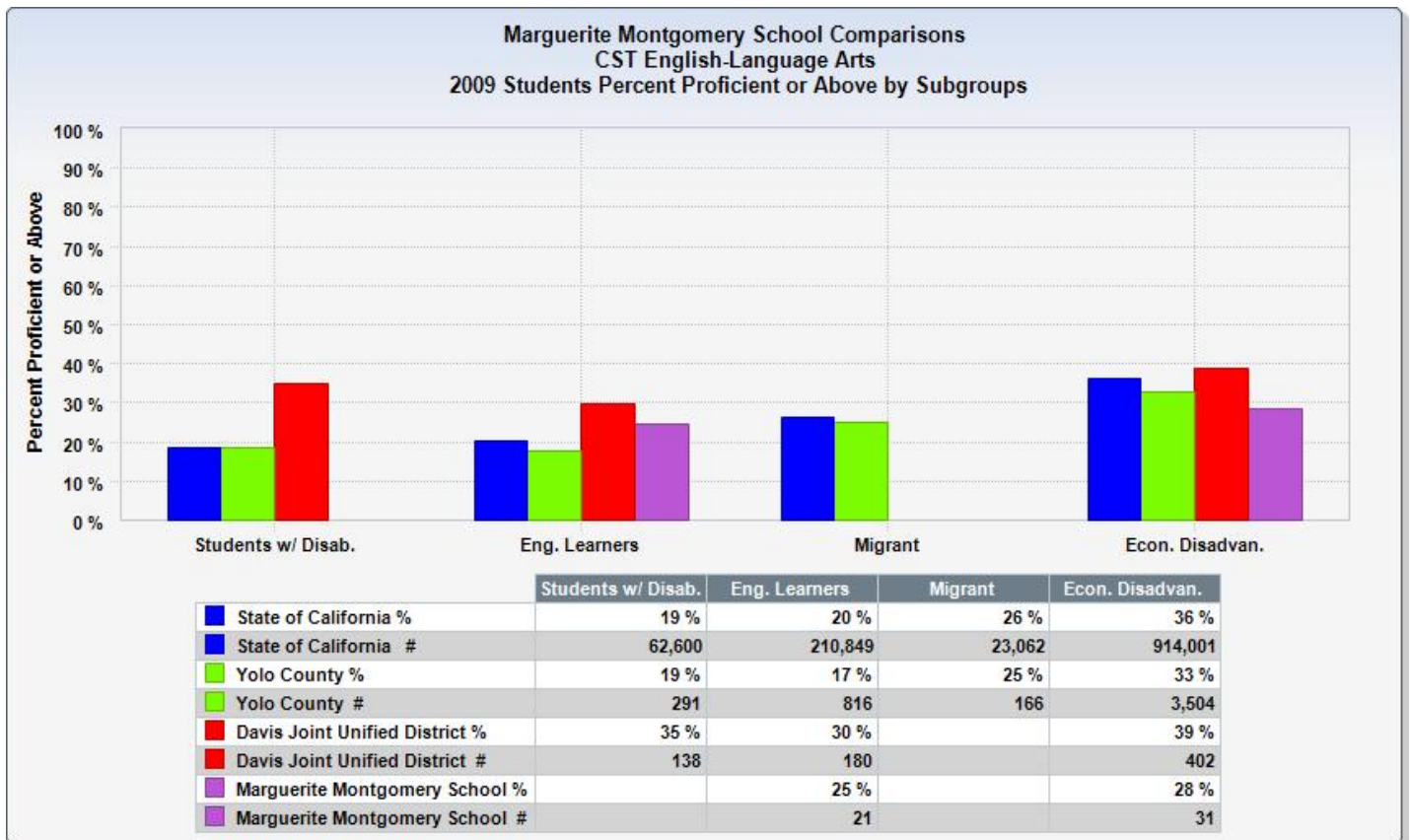
Goal Area : English Language Development

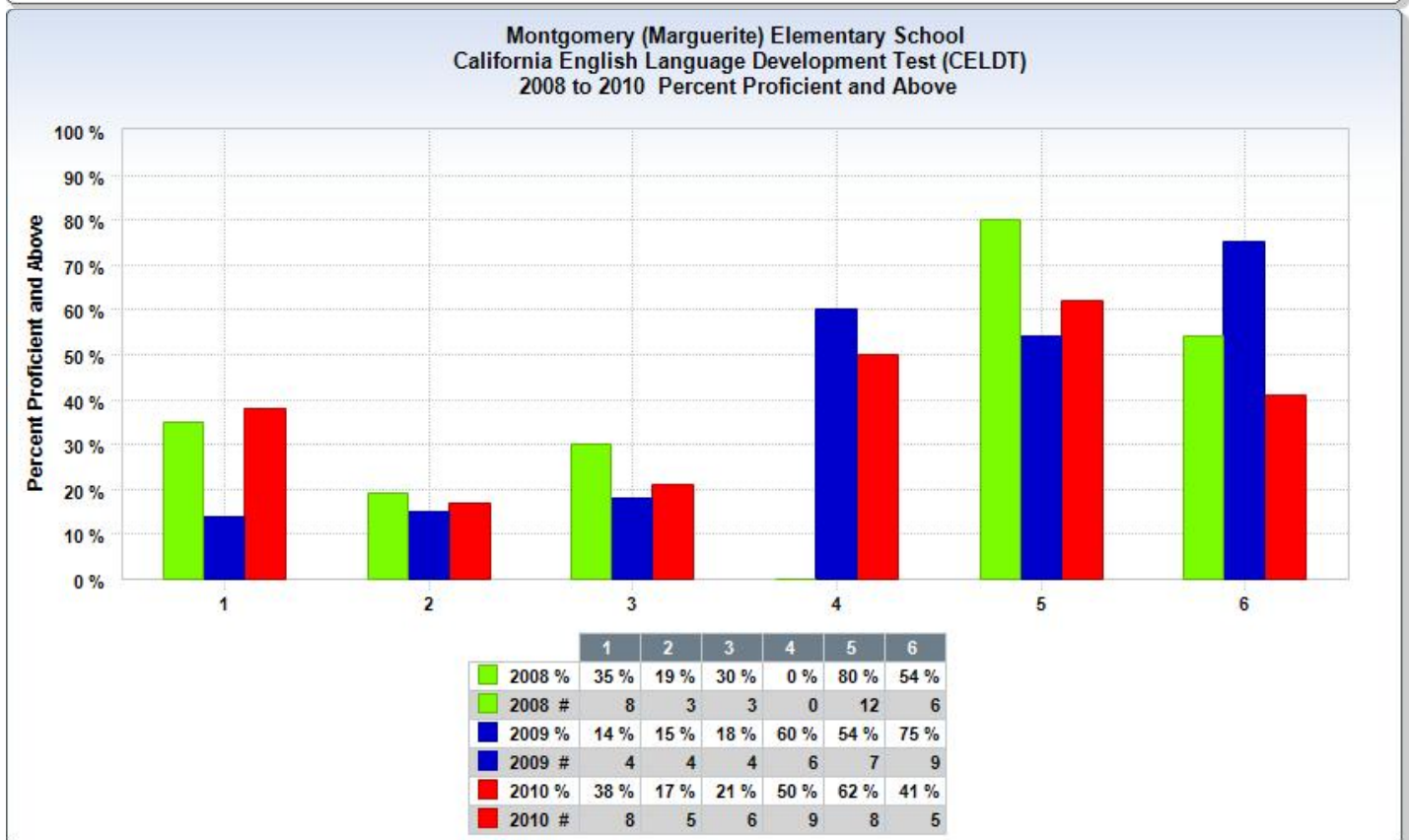
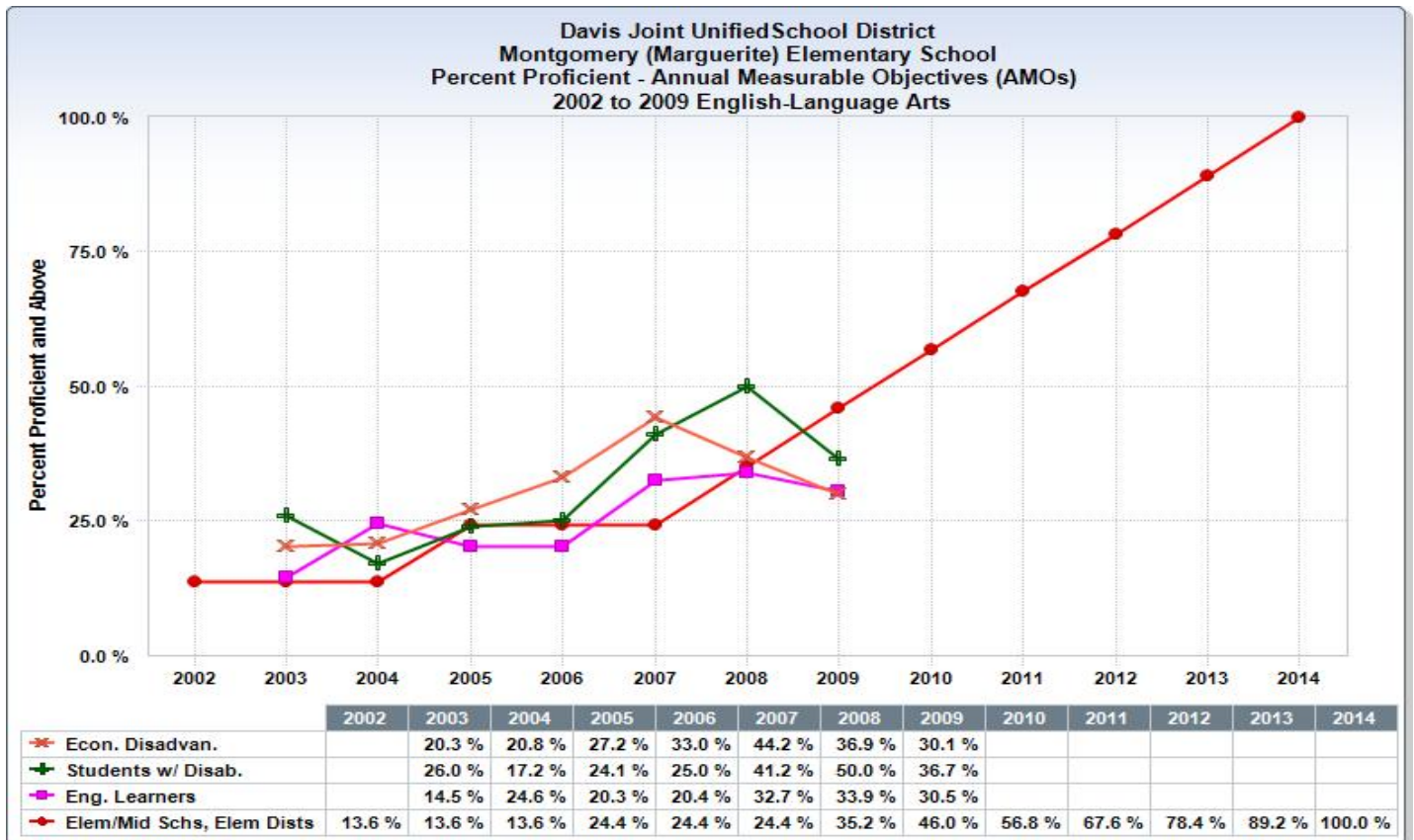
Goal Title : English Learner Progress (ELD and ELA)

All English learners will progress at least one ELD level per year as measured by CELDT, will make progress towards content proficiency in English Language Arts as measured by the ELA section of the CST's (grades 2-6) and by school level measures (grades K and 1). Further and all English learners in grades 2-6 who score 4 or above on the CELDT will score Basic or above as measured by the ELA section of the CST's.

Student groups and grade levels to participate in this goal:

All English learners K-6.





Anticipated annual performance growth for each group:

80% of all English learners will progress one level on CELDT and will make progress towards proficiency on the California Standards Test.

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### Means of evaluating progress toward this goal:

Annual CELDT assessment as well as formative assessment and monitoring of progress in English Language Development using Rigby ELD Assessments and authentic assessments, such as writing assessments and classwork.

California Standards Test scores, curriculum assessments, and other formative assessments and data.

Intervention meeting discussions.

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

Formative assessment of reading, writing, speaking, and listening skills in English will be evaluated. Student work in English language arts will also be evaluated.

Action Title: Steer/Monitor English Learner Pilot Program

Means of Achievement: Staff development and professional collaboration

### Tasks :

1. Develop EL Pilot Steering Committee.
2. EL Pilot Steering committee will meet monthly to evaluate program progress and to plan, monitor, modify program implementation.
3. Establish roles and responsibilities, facilitate communication with staff, parents, community members, and central office.
4. Identify means to evaluate program progress and use evaluation to guide implementation in ongoing cycle.
5. Identify and implement steps to absorb pilot steering committee into the leadership team as final year of pilot comes to a close with all stakeholders.

### Measures :

1. Records (emails, minutes to meetings, communications, surveys)
2. Evidence of adjustments in program as a result of ongoing monitoring.

### People Assigned :

Principal, EL resource teacher, reading specialist, teacher representative, after school "Bridge" coordinator, District English learner coordinator, UC Davis evaluation team members, Curriculum and Instruction Assistant Superintendent, YCOE EL support staff person, district staff as invited.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Implement School Wide Response to Intervention (RTI) Model

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Establish intervention team, regular meeting room, and academic conference schedule.
2. Hold academic conferences at approximately 10 week intervals (3-4 times each year) to discuss student needs, to collaborate, and to plan / discuss Universal Access time.
3. Provide guidance and resources so that teachers are prepared to discuss each student's academic and "whole child" needs.
4. Identify curricular options for Universal Access time block and provide recommendations and guidelines for implementation.
5. Intervention team meets with each teacher to allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, additional ELD support, math, or counseling services. Child Study Team list developed from intervention team meetings.
5. Allocate resources to support process (meeting supplies, release substitutes, etc.)

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student cards.

People Assigned :

Principal, reading specialist, ELD resource teacher, speech therapist, counselor, psychologist, classroom teachers, other support staff as appropriate.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Academic Conferencing release time	\$2,000
Economic Impact Aid: Limited English Proficiency (LEP)	Academic Conferencing release time	\$2,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Academic Conferencing & PLC release time	\$8,820

Action Title: Optimize ELD Instruction - Tier I and II Intervention

Means of Achievement: Improvement of instruction strategies and materials

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### Tasks :

1. Hire / maintain English Learner (EL) Teacher to provide direct ELD services to students and to work with teachers to plan ELD lessons / units, to support development of teaching tools and techniques that provide access to the core curriculum, and to provide site leadership to implementation of the DJUSD Masterplan for English learners. This includes collaboration with EL paraprofessional to assure compliance with all technical aspects of the EL program (assessment, record keeping, etc.)
2. Provide time for teachers and support staff to plan, organize, implement, assess, and modify Universal Access time based on student needs.
3. Teachers and ELD teacher will use Rigby ELD materials, WRITE Institute curriculum, ELD / ELA Standards, ELD Matrix, formative assessments, and other supplemental materials such as Step Up To Writing, Read Naturally, and computer-based instruction (Rosetta Stone, Successmaker, Open Book to Literacy) as the basis of appropriately differentiated instruction for all English learners.
4. Teachers and ELD teacher will use instructional strategies such as GLAD strategies, sheltering strategies, and maximum engagement strategies to provide equal access to the curriculum for all English learners.
5. Teachers and EL teacher will monitor progress and make adjustments as appropriate to both materials and strategies.
6. Allocate resources and supervision for paraprofessional support to assist in the fulfillment of the above actions.

### Measures :

Observations by principal and EL specialist, EL specialist schedule, purchase orders, records such as lesson plans, and minutes to meetings.

### People Assigned :

Principal, EL teacher, paraprofessionals (technology, ELD paraprofessional), EL Pilot Steering Committee

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Para professional support	\$10,000
Economic Impact Aid: Limited English Proficiency (LEP)	EL Specialist .40 FTE	\$23,848
NCLB: Title III, Limited English Proficiency (LEP) Student Program	EL Specialist .60 FTE	\$35,772
NCLB: Title I, Even Start Family Literacy	Parent Involvement	\$592
Economic Impact Aid: Limited English Proficiency (LEP)	Materials and supplies	\$3,568

Action Title: Provide between 30 and 90 minutes of differentiated ELD daily - Tier II and III Intervention

Means of Achievement: Extended learning time

Tasks :

1. Assess students with CELDT as soon as possible in the school year.
2. Provide teachers with information about English learners' proficiency levels.
3. Create ELD groups differentiated by proficiency levels and academic needs.
4. Identify "essential" ELD standards (listening, speaking, reading and writing domains) and focus ELD instruction on these standards.
5. Provide differentiated ELD as one instructional setting during Universal Access time at each grade level / grade level band.
6. Provide ELD teachers release time biweekly to plan ELD together at each grade level.
7. Test English learners with the Quick Informal Assessment in January of each year for an interim assessment and provide teachers with results as well as time for result analysis and subsequent planning.
8. Ongoing monitoring and adjustment of groups, curriculum, instructional strategies, and schedules through collaboration and communication between ELD teacher and classroom teachers.

Measures :

1. CELDT testing completed, and informally pre-scored for site use.
2. ELD group lists.
3. QIA results
4. Lesson plans, schedules, and observations.

People Assigned :

1. EL Teacher
2. Classroom teachers
3. District ELD Coordinator
4. Principal

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Extended Learning Time - Tier II and III Interventions

Means of Achievement: Extended learning time

Tasks :

1. Establish collaborative relationship and means to communicate/collaborate between school and Bridge program so that an ELD extension can be provided inside existing program.
2. Identify and invite students to participate.
3. Communicate and collaborate with families, school personnel, Bridge personnel, and students to establish appropriate extension schedule as well as appropriate ELD instruction.
4. Provide resources needed for program including staff, materials, supervision, and facility access.
5. Evaluate progress and modify program as appropriate.
6. Create program guide for after school program to be used / revised in future years.

Measures :

Records, minutes from meetings, student attendance rosters, purchase orders, budget reports, UC Davis program evaluation narrative, program guide..

People Assigned :

Principal, ELD teacher, Bridge Director, EL Pilot Steering Committee, Bridge personnel, regular teaching staff, and support staff (library personnel, custodial staff).

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Supplemental Staff for Program	\$5,000
Economic Impact Aid: Limited English Proficiency (LEP)	Supplemental Staff for Program	\$500
English Language Acquisition Program, Teacher Training & Student Assistance	Library support	\$2,883
Economic Impact Aid: Limited English Proficiency (LEP)	ELD Extension Teacher	\$8,500

Action Title: Outreach and communication with parents and community

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Parents and community will be provided with information about the EL Pilot as well as all other relevant information about the school at regular intervals through committees such as the English Learner Advisory Committee (ELAC), PTA newsletters, off-site visits to school neighborhoods, district events, and other appropriate mediums.
2. Materials will be translated into Spanish and school personnel fluent in that language will be available to discuss English learner and school matters with parents.
3. Additional translation for languages other than Spanish will be investigated and used as necessary.
4. EL Pilot Steering Committee or site leadership team will monitor and oversee implementation.

Measures :

Records, documents, flyers, minute meetings, parent interviews (UCD research).

People Assigned :

Principal, ELD teacher, bilingual paraprofessionals, district resource personnel, UC Davis researchers, EL Pilot Steering Committee.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Translation	\$3,000

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Identify staff development needs in order to provide English learners with equal access to the curriculum as well as to provide high-quality ELD.
2. Send site team to "trainer of trainers" module through the San Diego COE to receive WRITE Institute training.
3. Provide time for WRITE Institute team to develop training calendar and to plan and deliver training sessions.
4. Send selected staff members to district professional development offerings (GLAD training, Bonnie Bishop seminars, WestEd seminars, and other staff development opportunities focused on English learners).
5. Augment district staff development with site-level staff development including seminars, collaborative time, and coaching.
6. Adapt Language Development Academy for site level training across 09-10 school year.
7. Principal training in facilitation of Professional Learning Communities

Measures :

Staff professional development surveys, buy-back records, attendance rosters, meeting notes (for collaboration and coaching), evidence of transfer (classroom observations), and purchase orders and budget reports.

People Assigned :

District personnel, principal, ELD teacher, classroom teachers, support staff.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	EL Specialist Professional Development	\$1,500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Learning Communities Training, Principal	\$300

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	CELDT Trainig and Testing	\$1,000

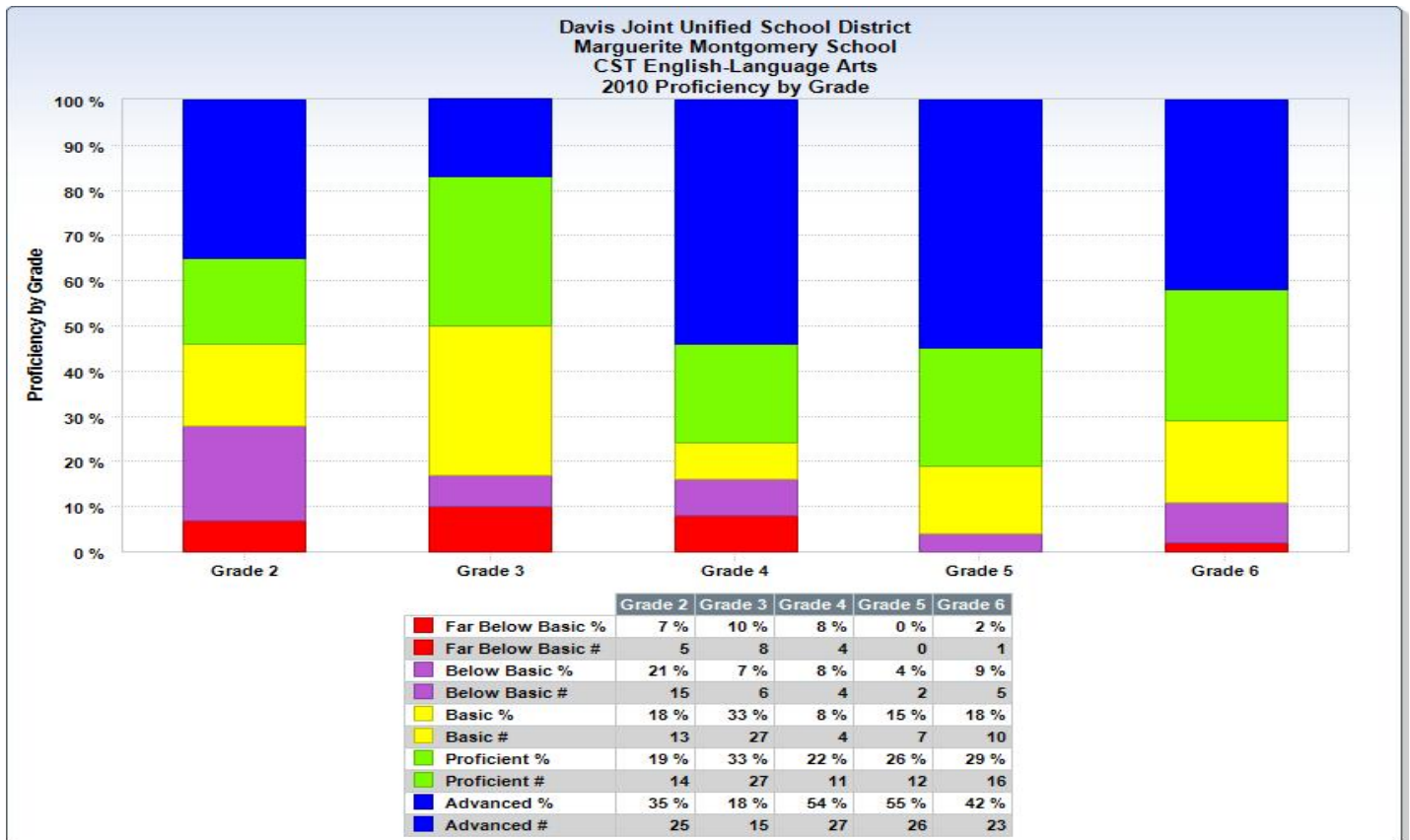
Goal Area : Mathematics

Goal Title : Student Progress in Mathematics

Students scoring at the proficient or advanced levels will maintain or improve mathematical achievement and students scoring at and below the basic level will make improvements towards proficiency in mathematical achievement. Prioritize gap closure (see charts to further illustrate persistent gaps).

Student groups and grade levels to participate in this goal:

All Students



Anticipated annual performance growth for each group:

Proficient and advanced students will maintain or increase performance and students at and below the basic level will make progress toward mathematical proficiency.

Means of evaluating progress toward this goal:

1. Formative assessment at site level.
2. Mathematics CST's

Group data to be collected to measure academic gains:

1. Student work and assessments
2. CST test scores

Action Title: Optimize Classroom Instruction - Tier I Interventions

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Analyze CST data and grade level benchmarks to evaluate student achievement in grade level groups (review of charts included indicate formidable achievement gap and time series data shows that gap to have persisted for more than 3 years.)
2. Identify distinct groups for differentiation at classroom level or as grade level during collaborative time or during academic conferencing meetings.
3. Identify key standards, and identify appropriate instructional strategies (e.g. sheltered strategies, expanded use of manipulative materials, reteaching in small group) for each group.
4. Plan differentiated instruction.
5. Allocate use of math support time using differentiated framework so that each group of students achieves maximum growth.
6. Collect local data and evaluate student progress. Make adjustments based on formative data (ongoing classroom teacher portion of task).
7. Re-evaluate student progress midyear to determine if there needs to be broader adjustments to 2010-11 mathematics component of the SPPA (Teachers, interventionists, Math Specialist, SSC and SPSA writing group).

Measures :

Collaboration agendas and records, lesson plans, observation of classroom instruction, paraprofessional schedules, student work and student evaluation.

People Assigned :

Principal, classroom teachers, intervention personnel, Math Specialist, paraprofessionals, SPSA writing group, School Site Council.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Provide Intervention - Tier II and III interventions

Means of Achievement: Increased educational opportunity

Tasks :

1. Identify in grade level groups the supplemental materials, including SuccessMaker, and services (especially math specialist support) needed to meet the needs of the various learners in each classroom - from students not meeting standards to those exceeding them.
2. Work with principal and outside sources of funding/lending to acquire resources.
3. Differentiate use of resources so that each group of students makes maximum academic growth in mathematics.
4. Monitor student progress and make adjustments as is appropriate.
5. Evaluate overall effectiveness of core and supplemental resources.

Measures :

Meeting records, purchase orders, lesson plans, classroom observations.

People Assigned :

Principal, classroom teachers, math specialist. interventionists.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Math support and extensions (para or teacher support)	\$5,000
Economic Impact Aid: Limited English Proficiency (LEP)	Math support (paraprofessional or certificated)	\$4,000

Action Title: Extended Learning Time - Tier II and III Interventions

Means of Achievement: Extended learning time

Tasks :

1. Identify students who need before/after school support.
2. Collaborate with Bridge program to enroll students.
3. Monitor progress.
4. Provide funds for intervention teacher if/when appropriate.

Measures :

Records, role sheets, student data.

People Assigned :

Principal, classroom teachers, Bridge director, support staff.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	intervention staff	\$5,000
Economic Impact Aid: Limited English Proficiency (LEP)	Intervention staff	\$5,000

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Provide initial and ongoing training to teachers to support new math material adoption.
2. Use analysis of student assessment data and staff input to identify and prioritize staff development needs as related to mathematics.
3. Provide resources for teacher participation in district level staff development, site level collaboration, and selected outside conferences.
4. Evaluate student outcomes and teacher analysis of professional development in the formation of further staff development.

Measures :

Collaborative agendas and minutes, budget reports, teacher evaluations of staff development seminars and other offerings.

People Assigned :

Principal, classroom teachers, district personnel.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Goal Area : Reading/Language Arts

Goal Title : Student Progress in Reading

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency.

Student groups and grade levels to participate in this goal:

All

Anticipated annual performance growth for each group:

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency.

Means of evaluating progress toward this goal:

Formative assessment at site level (see below) and summative assessment through STAR testing.

Group data to be collected to measure academic gains:

All students will be evaluated using local measures including Rigby Leveled Assessments (K -L3, 1-L18, 2-L21-23, 3-L24-25), standards aligned assessments, BPST, San Diego Quick, QRI, and Running records. Additionally, Students in grades 2-6 will be measured by the language arts section of the CST.

Action Title: Implement Schoolwide Response to Intervention (RTI) Model

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Establish intervention team, regular meeting room, and Academic Conferencing schedule.
2. Implement Academic Conferencing schedule for meetings with individual teachers and / or grade level teams across school year in approximately 10 week intervals (3-4 times each year) to discuss student needs, curriculum and to plan Universal Access block.
3. Provide guidance and resources so that teachers are prepared to discuss each student's academic and "whole child" needs.
4. Intervention team meets with grade levels to allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, ELD, math, or counseling services. Child Study Team list developed from intervention team meetings.
6. Coordinate with RSP teacher and IEP process.
5. Allocate resources to support process (meeting supplies, release substitutes, etc.).

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student data cards, budget reports

People Assigned :

Principal, reading specialist, ELD teacher, speech therapist, counselor, resource teacher, psychologist, classroom teachers.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Optimize Classroom Instruction - tier I Interventions

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Teach grade level standards to all students using adopted and supplemental curriculum.
2. Follow curriculum guides, pacing plans and state guidelines for time allocation to ensure key standards are mastered before State testing begins.
3. Plan differentiated instruction to meet the needs of all of the learners/groups of learners in your class.
4. Use instructional strategies such as GLAD, sheltered strategies, active engagement strategies to ensure that all students have access to the curriculum.
5. Use grade level appropriate structures such as guided reading, shared reading, and literature circles to maximize differentiation and reading growth for each student.
6. Use formative and summative assessment to guide instruction.
7. Use supplemental curriculum such as Read Naturally, computer assisted instructional programs, SuccessMaker, and Reading Counts, to support student learning as appropriate.
8. Use classroom volunteers and/or paraprofessionals to provide additional instruction or to enrich instruction.
9. Provide Spanish support as appropriate, especially for Spanish Immersion program.
10. Provide paraeducator for Kinder classrooms so that students have two guided literacy experiences each day.
11. Identify and work with principal/librarian to acquire additional materials that support student mastery of grade level standards.
12. Collaborate with grade level partners and specialists to uncover creative and innovative ways to meet the needs of each student.

Measures :

Lesson plans, schedules, meeting minutes, email, classroom observation, purchase orders, budget reports.

People Assigned :

Principal, classroom teachers, specialists, paraeducators, support staff.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Library Books	\$954
Economic Impact Aid: Limited English Proficiency (LEP)	Para professional Staff	\$10,000

Action Title: Provide intervention - Tier II and III Interventions

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Identify students most eligible for reading intervention at regular intervals.
2. Schedule intervention time collaboratively with teachers.
3. Provide appropriate reading intervention by credentialed reading specialist(s) including Reading Recovery, Arkansas Model reading interventions, SIPPS, and other appropriate reading interventions.
4. Hire and train paraprofessionals for language arts support inside regular classrooms.
5. Provide reading support to classrooms using paraprofessionals.
6. Evaluate student progress and adjust groups at 8-10 week intervals.
7. Communicate with parents regarding intervention.
8. Evaluate effectiveness of interventions with leadership (teachers, SSC, etc.) groups in spring of each year to plan and modify for upcoming school year.

Measures :

Parent letters, schedules, reading specialists' lesson plans, student work, student achievement cards, meeting notes.

People Assigned :

Reading specialists, classroom teachers, principal, leadership bodies.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Additional Reading Specialist - upper grades	\$27,750
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	District Title I Reading Specialist .25 FTE	\$22,500

Action Title: Extended Learning Time - Tier II and III Interventions

Means of Achievement: Extended learning time

Tasks :

1. Identify students who need before/after school support as well as facilities and other needs.
2. Extend library / Reading Rodeo time after school and during the summer.
3. Identify resources, programs, and materials to use for specific academic needs.
4. Hire and train intervention teacher(s) as appropriate.
5. Implement Intervention.
6. Monitor progress, modify group or intervention as necessary.

Measures :

Records, role sheets, student data, budget records.

People Assigned :

Principal, classroom teachers, Bridge director, support staff.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	extended library/Reading Rodeo	\$1,000

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Use analysis of student assessment data and staff input to identify prioritize staff development needs as related to Reading.
2. Provide resources for teacher participation in district level staff development, site level collaboration, academic conferencing, on-site coaching and selected outside conferences.
3. Evaluate student outcomes and teacher analysis of professional development in the formation of further staff development.
4. Develop strategies to incorporate WRITE Institute into reading instruction (Response to Literature, Genre study, "thinking like a writer").
5. Identify additional resources, programs, and materials for intervention as needed.

Measures :

Collaborative agendas and minutes, budget reports, teacher evaluations of staff development

People Assigned :

Principal, classroom teachers, specialists, support staff

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Meeting Supplies	\$500

Goal Area : Reading/Language Arts

Goal Title : Student Progress in Writing

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency

Student groups and grade levels to participate in this goal:

all

Anticipated annual performance growth for each group:

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency

Means of evaluating progress toward this goal:

Ongoing informal evaluation of student work, biannual evaluation district-wide writing samples, and writing components of STAR testing.

Group data to be collected to measure academic gains:

6 Traits of Writing scores, writing components on CST's, and 4th grade STAR writing scores.

Action Title: Implement School Wide Response to Intervention (RTI) Model

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Establish intervention team, regular meeting room, and Academic Conference schedule.
2. Hold Academic Conferences with individual teacher and grade level groups at approximately 10-week intervals (3-4 times each year) to discuss WRITE Institute implementation, student needs, differentiation, and the Universal Access block.
3. Provide guidance and resources so that teachers are prepared to discuss each student's academic and "whole child" needs.
4. Intervention team meets with teacher(s) to allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, ELD, math, or counseling services. Child Study Team list developed from intervention team meetings.
5. Allocate resources to support Write Institute implementation and intervention model process (meeting supplies, release substitutes, etc.)

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student data cards.

People Assigned :

Principal, reading specialist, ELD resource teacher, speech therapist, counselor, psychologist, classroom teachers.

Start Date : 9/3/2007

Completion Date : 12/30/2010

Action Title: Optimize Classroom Instruction - tier I Interventions

Means of Achievement: Increased educational opportunity

Tasks :

1. Implement WRITE Institute Curriculum school-wide. Integrate with the Six Traits writing rubric and other writing activities / strategies.
2. Plan differentiated instruction using the WRITE materials and other supplementary curriculum to meet the needs of all learners/groups of learners in each class.
3. Use instructional strategies from the WRITE Institute, as well as use of GLAD strategies, sheltered strategies, sentence frames, oral practice, and active engagement strategies to ensure that all students make make progress in writing.
4. Use informal and formal writing samples with the WRITE rubrics to assess student progress and to identify instructional targets.
5. Use classroom WRITE trainers / coaches for demonstration lessons and coaching opportunities as well as volunteers and/or paraprofessionals to provide additional instruction or to enrich and improve instruction and instructional strategies.
6. Provide paraeducator for kinder classrooms without partner teachers so that students have two guided literacy experiences each day.
7. Identify and work with WRITE trainers, principal, and / or librarian to acquire additional materials that support student writing proficiency.
8. Provide classroom support in the form of demo lessons, co-planning, and other collaborative practices to expand WRITE Institute materials and strategies implementation.
9. Collaborate with grade level partners, WRITE trainers, and specialists to improve writing instruction, evaluation of student writing, and the planning of instruction.

Measures :

WRITE training schedules and sign-in sheets, lesson plans, classroom observations, records (agendas, minutes, email), informal and formal assessment of student writing, and STAR testing scores.

People Assigned :

Principal, WRITE trainers, classroom teachers, specialists, support staff, district staff.

Start Date : 8/24/2008

Completion Date : 12/30/2010

Action Title: Provide intervention - tier II and III Interventions

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Identify students most eligible for writing intervention at regular intervals.
2. Schedule intervention time collaboratively (Either as grade levels or with ELD or Reading Specialists).
3. Provide instruction.
4. Provide paraprofessional for push-in support at Kinder level (enables two literacy experiences daily)
5. Evaluate student progress and adjust instruction as appropriate.
6. Communicate with parents regarding pull-out intervention.

Measures :

Records, lesson plans, parent letters, budget reports.

People Assigned :

Classroom teachers, specialists, principal, paraprofessional staff.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Use of Technology for Writing

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Classrooms will have access to functional computer lab.
2. Students in grades 3 and above will work towards mastery of keyboarding.
3. Explore modification current technology plan to establish grade level expectations for technology use.
4. Technology will be used as a possible intervention for students needing writing intervention.
5. Teachers and students will use computer resources as source for research.
6. Upper grade students will use computers for final draft(s) of formal writing assignment(s).

Measures :

Budget reports, technology lab schedules, lesson plans, CST records, other records (tech. committee minutes, etc.).

People Assigned :

Technology paraprofessional, classroom teachers, CST team, technology committee.

Start Date : 9/3/2007

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Tech. support	\$3,000

Action Title: Extended Learning Time - Tier II and III Interventions

Means of Achievement: Extended learning time

Tasks :

- Identify students who need before/after school support.
- 2. Collaborate with Bridge program to enroll student.
- 3. Monitor progress.
- 4. Provide teacher if/when appropriate.

Measures :

Records, role sheets, student data.

People Assigned :

Principal, classroom teachers, Bridge director, support staff.

Start Date : 9/3/2007

Completion Date : 12/30/2010

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

- 1. Send 3-4 school trainers to WRITE Institute training.
- 2. Train staff using WRITE Institute materials.
- 3. Use analysis of WRITE Institute rubrics and 6 Traits rubrics to assess student progress in writing.
- 4. Provide modeling and reciprocal teaching opportunities to reinforce WRITE training.
- 5. Provide collaborative time for teachers to discuss and plan WRITE implementation.
- 6. Provide opportunities for demo lessons, co-planning, and other collaborative opportunities to support full implementation.
- 7. Adjust support based on teacher need so that full site-wide implementation of WRITE occurs.
- 8. Track results through student work.

Measures :

Travel records, training agendas and sign-in sheets, collaborative agendas and minutes, budget reports, teacher evaluations of staff development

People Assigned :

District office staff, principal, classroom teachers, specialists, site support staff

Start Date : 8/29/2008

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Training and collaboration expenses	\$2,796
Economic Impact Aid: Limited English Proficiency (LEP)	Training and Collaboration Expenses	\$2,000
Economic Impact Aid: Limited English Proficiency (LEP)	Materials and supplies, including copy costs	\$449

Goal Area : School Climate

Goal Title : Improvements to School Climate

All components of the school community will work collaboratively to identify and prioritize focus areas for school climate improvement and will then work collaboratively to set and meet goals. School Climate includes facilities and school safety as well as areas in the affective domains.

Student groups and grade levels to participate in this goal:

all

Anticipated annual performance growth for each group:

Evidence will vary based on focus area, and may include physical changes, and improvements to attitudes, perceptions, and feelings.

Means of evaluating progress toward this goal:

Records, assembly agendas, surveys, interviews.

Group data to be collected to measure academic gains:

Surveys and Interviews.

Action Title: Steer/Monitor School Climate Goals

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Establish meeting schedule for School Climate Committee.
2. Assign task of attending District Climate Meetings so that site committee can articulate with goals and activities of District committee.
3. Establish means of getting input from stakeholders to use in needs assessment.
3. Assess needs, establish priorities and short-term/long-term goals.
4. Review and update safety plan annually.
5. Identify key subcommittees (e.g. grounds improvement, garden committees).
6. Make recommendations regarding expenditures and/or identify additional funding sources.
7. Communicate committee activities with school stakeholders by posting minutes on website and by sending minutes electronically to staff members.

Measures :

Records, minutes, sign-in sheets.

People Assigned :

Principal, members of School Climate Committee, subcommittee members

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Materials and supplies	\$557

Action Title: Needs Assessment and Prioritization of Actions

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Define scope of analysis and encumber estimated meeting time for staff.
2. Identify means of getting input from all stakeholders.
3. Conduct survey(s) and analyze climate needs of school.
4. Conclude meeting with "next steps" and concrete action plan to ensure follow-through.

Measures :

Records

People Assigned :

Principal, members of Climate Committee, District Climate Coordinator, staff

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Grounds Improvements

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Convene site enhancement committee to identify projects (includes PTA, district gardening groups, etc.).
2. Evaluate site for additional play areas, possible location(s) for shade structures, placement of public art, and additional seating areas and create action plan.
3. Plan, schedule, and facilitate fall and spring site "Beautification Days."
4. Establish garden committee, identify coordinator and garden leaders.
5. Coordinate garden activities with classroom teachers
6. Meet in winter and early spring to take inventory of progress and adjust goals for remainder of year.

Measures :

Records, physical improvements, budget reports.

People Assigned :

PTA garden/site enhancement group, principal, garden coordinator, interested staff, and interested parents

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Implement school-wide climate curriculum

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Provide Lifeskills teacher guidebook for every classroom teacher.
2. Provide staff development session prior to the start of school to give guidelines and training for class meetings.
3. Continue using of Lifeskills at site-wide level (through library and office bulletin boards, spirit assemblies, target talk in classroom and on playgrounds).
4. Install marquee on playground to highlight "Lifeskill of the Month".
5. Involve "Make a Difference" student club in implementation (assemblies, etc.)
6. Sponsor and support activities that enhance appreciation of diversity and multiculturalism such as the Oral Language Faire, the Multicultural Faire, and presentations.
7. Support garden / recycling education at monthly spirit assemblies.
8. Support activities that build community at the school wide level such as the running club, the nature club, community charity activities, spirit activities, etc.
9. Communicate with parents regarding program using school newsletter.

Measures :

Records, purchase orders, school observation.

People Assigned :

Principal, site personnel

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Encourage staff to attend relevant staff development offered by district such as the Unconscious Bias seminars and "Cultural Storytelling through the Arts" workshops.
2. Provide vehicle for attending staff to communicate with rest of staff about content of seminars.
3. Allocate meeting time for site-level follow-up meetings.
4. Provide one- day site workshop on school climate (Mission Statement) for Buy Back credit.
5. Hold meetings that include staff development mini-workshops for noon supervision staff.
6. Provide k-2 teachers with training to implement Spark (PE program).

Measures :

Records, sign-in sheets, agendas, Mission Statement draft.

People Assigned :

Principal, interested staff

Start Date : 8/10/2009

Completion Date : 12/30/2010

Action Title: Expand and Coordinate Reycling Efforts

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Collaborate with teachers, RISE coordinator, and site custodian to design regular recycling plan.
2. Implement plan.
3. Evaluate progress at each School Climate Committee meeting.
4. Adjust or expand efforts as appropriate.

Measures :

Records, evidence of recycling

People Assigned :

Principal, RISE coordinator, School Climate Committee, Custodian, interested teachers and students, and other volunteers.

Start Date : 8/26/2009

Completion Date : 12/30/2010

Action Title: Provide Counseling Services

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Evaluate counseling need and allocate funds available to partial position.
2. Use school-wide RTI model to identify students for individual, group, classroom, and outreach services.
3. Facilitate connecting families with outside resources.
4. Provide leadership for school-wide climate program.
5. Implement incentive / consequence system (Montgomery Marvels and Pizza with the Principal / Reparations Room)
6. Collaborate with teachers and other staff regarding student needs.
7. Evaluate student progress and modify services as needed.
8. Add additional noon duty supervision if needed.

Measures :

Records, evidence of climate changes.

People Assigned :

Principal, Noon Duty Staff, Counselor, School Staff.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Counselor	\$15,000
School and Library Improvement Block Grant	Counselor	\$7,500
Economic Impact Aid: Limited English Proficiency (LEP)	Counselor	\$10,000

Action Title: Provide Students with Art and Music Curriculum

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Work with Yolo County Arts Council to continue to provide students with "Cultural Storytelling through the Arts" program (ceramic art, dance, and drawing art associated with social studies curriculum and multiculturalism).
2. Work with PTA to provide musician to assist teachers in choral music program (performance based musical program tied to grade level curriculum).
3. Supplement individual art activities for classroom teachers as funding allows.

Measures :

Artist and musician schedules, teacher evaluations, art products.

People Assigned :

Administrator, teachers, artists, YCAC.

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Select and Implement Standards Aligned PE Program

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Work with PE specialist to identify and select curriculums for grade level bands.
2. Purchase and distribute materials.
3. Implement program.

Measures :

Agendas, correspondence, purchase orders

People Assigned :

Administrator, teachers

Start Date : 1/4/2010

Completion Date : 12/30/2010

Goal Area : Other

Goal Title : Montgomery Spanish Immersion Strand

Montgomery Spanish Immersion staff will collaborate with other District Spanish Immersion programs to define, improve, and articulate SI programs. Additionally, Montgomery SI staff will work with Montgomery staff to define site-level program and to integrate SI program with rest of school.

Student groups and grade levels to participate in this goal:

SI staff, site leadership team, classroom teachers

Anticipated annual performance growth for each group:

There will be evidence of clearer understanding and implementation of program model as well as evidence of meaningful integration with the rest of the school (participation in grade level activities, English Learner Pilot, school climate activities, etc.).

Means of evaluating progress toward this goal:

Observations, surveys, anecdotal evidence.

Group data to be collected to measure academic gains:

Results from above evaluation methods.

Action Title: Participation in FLAP activities

Means of Achievement: Monitoring program implementation and results

Tasks :

Spanish Immersion staff at Montgomery will participate in FLAP activities (definition, improvement, and across site articulation) for the district-wide program. MME SI will work to articulate with CCE.

Measures :

Records

People Assigned :

SI teaching staff and principal

Start Date : 11/1/2007

Completion Date : 6/30/2010

Action Title: Articulation at Montgomery

Means of Achievement: Staff development and professional collaboration

Tasks :

Principal, SI teachers, and the leadership team will explore ways for the SI program to articulate with the other programs at the school to build community, and cross-program collaboration that benefit both programs and the student population. SI staff will meet with MME principal to accomplish these objectives at least quarterly.

Measures :

Records

People Assigned :

Principal, SI teachers, and the leadership team

Start Date : 9/3/2007

Completion Date : 12/30/2010

Action Title: Optimize Classroom Instruction - Tier I Interventions

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. SI teachers will follow parallel model using school-wide RTI model to assist with allocating out of class resources.
2. SI teachers will collaborate with each other and with the regular program staff to design implementation strategies for WRITE Institute in Spanish.
3. Teachers will articulate with CCE (benchmarks, teachers' guides, supplemental materials) and will calibrate with MME staff to ensure similar levels of academic rigor between and within programs.
4. Appropriate resources will be allocated to purchase teacher time or additional materials to support optimal classroom instruction.

Measures :

Agendas and sign in sheets, observations, purchase orders.

People Assigned :

Principal, intervention team, SI staff, FLAP coordinator.

Start Date : 1/8/2009

Completion Date : 12/30/2010

Action Title: Provide Intervention - Tier II and III

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Participate in school-wide intervention model (includes clear definition of benchmarks and list of classroom interventions).
2. Identify students who need additional support and work with intervention team to allocate resources as appropriate.
3. Monitor student progress and modify interventions depending on student response.

Measures :

Records

People Assigned :

SI teachers, principal, intervention team

Start Date : 1/4/2010

Completion Date : 12/30/2010

Action Title: Outreach and Parent Communication

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Maintain a Spanish Immersion Advisory Committee with a parent chairman.
2. Calendar monthly meetings and implement calendar.
3. Conduct outreach in advance of kindergarten information nights.
4. Provide thorough information night about SI to potential families.
5. Hold SI community events and invite wider community as is appropriate.
6. Support the maintenance of SI mailing list for program specific communication (parent leadership).

Measures :

Records, event attendance sheets, etc.

People Assigned :

SI teachers, principal, SIAC parent committee.

Start Date : 1/4/2010

Completion Date : 6/30/2010

# Marguerite Montgomery Elementary 2010-11

## Single Plan For Student Achievement Report

### Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$199,169

Total Annual Expenditures for Current School Plan: \$232,289

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$58,546	\$91,666	(\$33,120)
	Extended Learning Time - Tier II and III Interventions		\$11,000	
	Implement School Wide Response to Intervention (RTI) Model		\$10,820	
	Ongoing Professional Development		\$4,596	
	Provide Counseling Services		\$15,000	
	Provide intervention - Tier II and III Interventions		\$50,250	
3105	NCLB: Title I, Even Start Family Literacy	\$592	\$592	\$0
	Optimize ELD Instruction - Tier I and II Intervention		\$592	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$35,772	\$35,772	\$0
	Optimize ELD Instruction - Tier I and II Intervention		\$35,772	
6286	English Language Acquisition Program, Teacher Training & Student Assistance	\$2,883	\$2,883	\$0
	Extended Learning Time - Tier II and III Interventions		\$2,883	
7090	Economic Impact Aid (EIA)	\$1,000	\$1,000	\$0
	CELDT Training and Testing		\$1,000	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$83,365	\$83,365	\$0
	Extended Learning Time - Tier II and III Interventions		\$14,000	
	Implement School Wide Response to Intervention (RTI) Model		\$2,000	
	Ongoing Professional Development		\$2,949	
	Optimize Classroom Instruction - tier I Interventions		\$10,000	
	Optimize ELD Instruction - Tier I and II Intervention		\$37,416	
	Outreach and communication with parents and community		\$3,000	
	Provide Counseling Services		\$10,000	
	Provide Intervention - Tier II and III interventions		\$4,000	
7395	School and Library Improvement Block Grant	\$17,011	\$17,011	\$0
	Optimize Classroom Instruction - tier I Interventions		\$954	
	Provide Counseling Services		\$7,500	
	Provide Intervention - Tier II and III interventions		\$5,000	
	Steer/Monitor School Climate Goals		\$557	

Marguerite Montgomery Elementary 2010-11  
Single Plan For Student Achievement Report

Use of Technology for Writing		\$3,000	
Total amount of categorical funds allocated to this school:	\$199,169	\$232,289	(\$33,120)

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
Shelly Wickwire	Principal	(530)759-2100 x105	
Cheri Bureau	Classroom Teacher	530 759 2100	
Sarah Neville-Morgan (Alternate)	Parent or Community Member	530-758-3711	
Amanda Walsh	Parent or Community Member	530-758-2575	
Ryan Bezerra	Parent or Community Member	530-758-2575	
Bob Bain	Parent or Community Member	530-750-3677	
Ruthie Bowers	Classroom Teacher	530-759-2100	
Erin Perry	Other School Staff	530-759-2100	
Christian Renaudin	Parent or Community Member	530-759-0724	
Mark Stevenson	Classroom Teacher	530-759-2100	
Adrienne Meredith (Alternate)	Parent or Community Member	530-756-5660	
Elizabeth Moon	Parent or Community Member	530-756-7002	

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	7	

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:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. 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.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
  - English Learner Advisory Committee
  - Special Education Advisory Committee
  - Gifted and Talented Education Advisory Committee
  - Climate Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

\_\_\_\_\_  
Typed name of school principal

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Analysis of Current Educational Practice

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

Staff plans instruction based on the results of student assessment that includes formative local assessments such as writing samples, assessments associated with adopted curriculum, running records, QRI reading assessments as well as the results from state STAR testing and the CELDT. The new WRITE Institute curriculum provides extensive levels of differentiated materials as well as assessment tools to help select the materials most appropriate to individual students and groups of students.

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

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

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

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

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

The district provides staff development for adopted curricular materials as well as additional training as indicated by schools' performance on multiple measures. For instance, in response to a noted achievement gap, the district is currently providing numerous seminars to provide teachers with instructional strategies to ensure that all English learners have access to the core curriculum.

The site began using materials developed by the San Diego County Office Of Education (WRITE Institute). The WRITE Institute has had outstanding results with diverse populations, especially English learners. Montgomery has four teacher trainers on staff who are training the rest of the staff. The program is being implemented across the entire school.

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

There exists a persistent achievement gap between the approximately 25% of the school population who are English learners and the remaining population of English dominant or reclassified students across the entire school. This achievement gap also exists when comparing ethnic sub-groups especially for "Hispanic Students" who account for approximately 15% of the school population.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

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

Teachers use adopted curriculum that is aligned to standards and use additional supplemental materials to ensure that students master grade level standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Limited collaboration time, the inability of supervisors to require staff to participate in elective staff development, and uneven implementation of changes to practice are key elements that slow school progress.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

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

Each student has grade level materials and access to the supplemental materials used by his / her classroom teacher. Intervention materials are assigned to students as appropriate inside the classroom setting, in an intervention setting, or in an extension setting.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

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

Adopted curriculum contain materials designed to help under-performing students meet grade level standards. Teachers are trained in their use. One of the ongoing tasks of the teaching staff and the support staff is to optimize classroom instruction through differentiation and multiple engagement strategies. Teachers rely on formative assessment and summative assessment to guide instruction.

## Marguerite Montgomery Elementary 2010-11 Single Plan For Student Achievement Report

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

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

The district provides an English Learner Resource teacher who works with staff to improve instruction as well as instructional structures. Currently, Montgomery's English learner program is piloting an English learner program based on the recommendations of a study conducted by the University of California at Davis in the fall of 2006. The program includes improvements to instruction for students, extensive staff development, supplemental resources for students, and outreach through meetings, written communications translated into Spanish, and services provided by the school's counselor.

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

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

Categorical programs fund materials and services to assist students who are in danger of not meeting grade level standards. Currently, resources fund additional credentialed staff and para educators in the areas of English language development, reading, writing and math. These services are used during the school day and as extensions to the school day. Ongoing formative assessment guides staff in the appropriate allocation of these resources.

19. Fiscal support (EPC):