

The Single Plan for Student Achievement

Cragmont Elementary School

School Name

01-61143-6090195

CDS Code

Date of this revision: May 6, 2014

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:

Contact Person: Evelyn Tamondong-Bradley
Position: Principal
Telephone Number: (510) 644-8810
Address: 830 Regal Road
Berkeley, CA 94708
E-mail Address: Evelyn_Bradley@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: 510-644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

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

I. Consolidated School Plan for Educating The Whole Child

School Name: Cragmont Elementary School	School Year: 2014-2015
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Summary of School Goals:

At Cragmont we are staffed with teachers who are extremely dedicated to helping our children succeed. Students receive Common Core standards-based curriculum, presented by dedicated professionals and based on the individual needs of students. We are sensitive to students' cultural backgrounds, and build students' learning based on students' knowledge. On going evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We hold ourselves accountable for the safety and mutual respect of all members of the school community.

Cragmont is pursuing three goals during 2014--20145 as our school seeks to fulfill our vision statement. The goals are 1) All student will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress toward English fluency.

In order to make the site plan an active living document, regular time will be reserved at staff meetings where members of the SGC will facilitate discussions around the school site plan.

To fulfill our vision of Goal 1 - We will focus our energies on three things we know work: building a cohesive and consistent curriculum, professional development to improve our instructional practices, and strengthening our student support system through RTI and Case Management. We will rely heavily on our ongoing site/district assessment data and state assessment data to inform us on our progress on goal one.

In order to increase student engagement and achievement Goal 2 - implementing strategies to promote student success - we will utilize RTI programs, enrichment opportunities, Equity Centered Professional Learning Community (EPLC), PBIS/ BEST (Positive Behavior Intervention Support /Building Effective Schools Together) , Welcoming Schools and Tool Box curriculum and programs, Anti-Bullying, Dragon Time, and cultural celebrations.

Busy times call for increased efforts and accountability in the area of communication and support with families and community - Goal 3. Action steps in this area include parent workshops, partnerships with Berkeley Health Services, computer based outreach, telephone based outreach, developing better written materials (e.g. parent handbook, school directory) and parent to teacher support structures. Improvement will be shown through parent and teacher surveys, as well as improved attendance at school events of all types.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Martin de Mucha Flores (Parent)	(Principal): Evelyn Tamondong-Bradley
(Co-Chair, if applicable): Ramsey Silberberg (Parent)	(Teacher): Michelle Johnson
Michael Wetzel (Parent)	(Teacher): Adria Rosen
Steed Davidson (Parent)	(Teacher): Rosemary Hannon
Javieria Flores (Parent)	(Classified): Hillary Ake
Ahrash Bissell (Alternate)	(Teacher) Rebecca Casado
Machai Freeman (Alterante)	(Alternate - Teacher) Erica Rojo
	(Alternate) Sara Rosenfeld
	(Aternate -Teacher) Carlos Cruciani

Signatures required for the following:

BSEP Planning & Oversight Committee Representative: _____

DELAC Representative (District English Learner Advisory Committee):

II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 5/6/2014.
8. This school plan was adopted by the School Governance Council on 5/6/2014.

Evelyn Tamondong-Bradley

Principal

Signature

Date

Martin de Mucha Flores (Parent)

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Natasha Beery

Director, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

III. School Vision and Mission

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

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

HOW WE DO IT: We recognize each learner and teacher as different. Timely and meaningful assessments guide our instruction so that each learner is encouraged and supported to reach for his or her personal best. All our students are encouraged to explore their own interests, honoring their natural curiosity and wonder. We have a strong sense of collaboration. Our teachers support each other, striving to practice in accord with the highest professional standards. We are one school working together for each child. All students are our students, and they are working together for themselves and each other.

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

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

IV. School Profile

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

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

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

Cragmont has approximately 420 students of diverse ethnic and socio-economic make up : 38% Caucasian, 18% African American, 27% Latino, 11% Multi-Ethnic and 4% Asian.

This year 39 % of our population received free or reduced price lunch. Our average class size is reported to be higher than the District average. Our percentage of English Learners is 20% and the District Average is 14%.The Demographic trends chart (above) shows that our school's demographic make-up has remained fairly consistent with slight growth in socio-economic disadvantage group.

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

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

We have different support services offered at our school. We are the only elementary school in Berkeley that has a Counseling Enriched Class for students who are in 3rd, 4th, and 5th grade. The Counseling Enriched Class is run in partnership with the Seneca Program and the goal for these students in this program is to mainstream students into the general education classrooms. Our students have access to counseling services; we have one full-time intern who is available five days a week. We have our RTI (Response to intervention) support team that provides intervention to our students throughout the school day. Families have the opportunity to enroll their students in the After School Program for extended school day where students receive homework support and can enroll in assortment of enrichment classes. Some of our students receive academic tutoring by Cragmont staff and/or by UC Berkeley tutors.

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

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

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

ACADEMIC ACHIEVEMENT:

Cragmont is a Program Improvement School (Year 3, 2013) .

1. State Accountability (API) (See Section VI, Table A): In 2012, Cragmont's Growth API was 877 (an increase of 23 points compared to the 2011 Base).

Cragmont has four statistically significant student populations and met the API Targets for all groups. They are: African-American, Hispanic / Latino, White and Socioeconomically Disadvantaged (SED).

- African-American students gained 7 points - 749 API
- Hispanic / Latino students gained 24 points - 814 API
- SED students gained 59 points - 773 API

Other student populations that are not statistically significant also showed API gains:

- English Language Learners (57 students) gained 33 points - 788 API

2. Federal Accountability (AYP) (See Section VI Tables 3 and 4): In 2012, Cragmont met all Annual Measurement Objectives except for English Language Arts overall. The school remains in Program Improvement because it did not meet AMO's in 2011; the school did meet AMO's in 2010.

English Language Arts (Grades 2-5): Cragmont met the state target for White students and met the a Safe Harbor target for progress toward the AYP goal for ELA overall and for all significant subgroups. They are: African-American, Hispanic / Latino, English Learners and Socioeconomically Disadvantaged (SED).

Subgroup Gains in ELA:

- African-American students (51 students) - 49% Proficient (Gain of 10%)
- Hispanic / Latino students (65 students) - 51% Proficient (Gain of 9%)
- SED students (102 students) - 49% Proficient (Gain of 14%)
- English Learners (57 students) - 49% Proficient (Gain of 15%)

Performance over time in English Language Arts: Our significant subgroups have made gains of an average of 31 percentage points between 2003-2012.

Math (Grades 2-5): Cragmont received a Safe Harbor designation overall and for all significant subgroups. The Hispanic / Latino subgroup did not meet the state target of 79% but did reach the 70% plateau.

Subgroup Gains in Math:

- African-American students - 54% Proficient (Gain of 9%)
- Hispanic / Latino students - 71% Proficient (Loss of 3%)
- SED students - 57% Proficient (Gain of 1%)
- English Learners - 68% Proficient (Gain of 1%)

Performance over time in math: Our significant subgroups have made average gains of over 33 percentage points between 2003-2012.

3. Cragmont met the Annual Measurable Achievement Objectives (AMAO) for English Learners by meeting annual growth targets and far exceeding the state targets.

AMAO 1: Cragmont exceeded the state target of 56% with 61% of English Learners show growth on the Annual CELDT test. (A 6% growth from 2010-11)

AMAO 2: Cragmont exceeded the state target of 20% with 32% of Newcomers (ELs in US less than 5 years) meeting proficiency. (A 9% growth from 2010-11)

REDUCING BARRIERS TO ACHIEVE GOALS:

1. Cragmont reduced the percentage of students with 5 or more unexcused absences from 30% (10-11) to 15% (11-12)
2. Cragmont reduced the percentage of students with 10 or more absences from 9% (10-11) to 7% (11-12)
3. Cragmont reduced the percentage of non-CEC African-American students identified for Special Education from 35% (10-11) to 33% (11-12)
4. Cragmont reduced the percentage of non-CEC African-American students being suspended from 10% (10-11) to 5% (11-12)

B. Surveys

The School Governance Council created an online survey using Survey Monkey (in both English and Spanish) and also sent home a paper version of the survey. We had 81% who completed the surveys both on line and paper.

SGC also created a survey for teachers and staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing on spending for the next year.

C. Classroom Observations

The principal is visible in the school, visits classrooms for quick walk through visits. The principal meets weekly with case managers to discuss student progress and academic needs. The teaching staff is evaluated every other year through formal observations. Site staff development and professional development priorities are based on needs determined by our leadership and district teams.

D. Student Work and School Documents

The teachers and staff review student data as a regular part of weekly Leadership, RTI/Case Management Meetings, and during weekly grade level collaboration.

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

please see attached

VI. Description of Barriers and Related School Goals

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

#1 Not all children are fluent in standard English.

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

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

#4 There are inequities in our students homework support .

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

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

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	256	264		102	95		51	51		10	12	
Growth API	877	855		964	957		749	725			893	
Base API	854	874		979	964		670	741				
Target	A	A		A	A		7	5				
Growth	23	-19		-15	-7		79	-16				
Met Target	Yes	Yes		Yes	Yes		Yes	No				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	65	75		57	59		102	114		41	39	
Growth API	814	791		788	775		773	747		737	730	
Base API	790	814		752	790		714	766		710	734	
Target	5	A			5		5	5				
Growth	24	-23			-15		59	-19				
Met Target	Yes	No			No		Yes	No				

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Cragmont Elementary School)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	54	58	55
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	54	58	55
Number Met	33	33	40
Percent Met	61.1%	56.9%	72.7%
NCLB Target	56	57.5	
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	65	3	63	11	46	14
Number Met	21	--	23	--	18	--
Percent Met	32.3%	--	36.5%	--	39.1%	--
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	*	Yes	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VII. School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	100	
Number At or Above Proficient	184	174		93	84		25	20		--	10	
Percent At or Above Proficient	71.9	66.2		91.2	88.4		49.0	39.2		--	83.3	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		99	99		98	100	
Number At or Above Proficient	33	35		26	25		50	49		22	18	
Percent At or Above Proficient	50.8	47.3		45.6	42.4		49.0	43.4		53.7	46.2	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		97	100		100	100	
Number At or Above Proficient	198	195		94	89		27	23		--	10	
Percent At or Above Proficient	78.0	73.9		93.1	93.7		54.0	45.1		--	83.3	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		98	100		96	100	
Number At or Above Proficient	46	47		39	33		58	60		25	20	
Percent At or Above Proficient	70.8	62.7		68.4	55.9		57.4	52.6		62.5	51.3	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		Yes	No		Yes	No		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	25	1	25	1	25	1	25			4
2			2	22	3	33	3	33	1	11	9
3	6	30	6	30	4	20	3	15	1	5	20
4	3	21	7	50	2	14	2	14			14
5	1	9	5	45	5	45					11
Total	11	19	21	36	15	26	9	16	2	3	58

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			5	42	7	58					12
2	1	25	1	25	1	25			1	25	4
3			4	40	4	40	1	10	1	10	10
4	3	20	6	40	6	40					15
5	3	21	7	50	3	21	1	7			14
Total	7	13	23	42	21	38	2	4	2	4	55

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: ACADEMIC ACHIEVEMENT

Goal Statement:

All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress towards English fluency.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

English Language Learners (EL)

Grades 2-5 scoring at Far Below Basic and Below Basic on local assessments.

Anticipated annual performance growth for each group:

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the Teacher College Reading and Writing Project Assessment (TCWRP).

1.2 Increase the percentage of English Learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

Means of evaluating progress toward this goal:

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

RTI /Case Management weekly meetings and Annual Snapshot Meetings that occur twice a year at the beginning of the school year and at the end of the school year

Professional Learning Community (PLC) Data Meetings / Rotation for RTI Case Management -Grade Level Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

District Data in English Language Arts and Math

California English Language Development Test (CELDT)

Teacher College Reading and Writing Project Assessment (TCWRP)

Re-Designation (RFEP) Records

The Single Plan for Student Achievement

Total Expenditures in this Goal: \$78,257

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Structure instructional day for the required and recommended instructional minutes per content area.</p> <p>Kindergarten (260 minutes daily)</p> <p>Required Minutes: 60 minutes ELA (Reading/Writing) 30 minutes ELD 50 minutes Math</p> <p>Required Daily/ Weekly Flexible Minutes: 20 minutes PE (or 100 minutes per week) 20 minutes Science (or 100 minutes per week) 20 minutes Social Studies (or 100 minutes per week) 30 minutes Art, Music, Drama (or 150 minutes per week) 30 minutes Garden/Nutrition/Health/Universal Breakfast (1x45 minutes and 1x30 minutes each week, plus 15 minutes daily)</p> <p>Grades 1,2,3 (285 minutes daily)</p> <p>Required Minutes: 120 minutes ELA (45 minutes for writing and 75 minutes for reading including reading in the content area) 30 minutes ELD 60 minutes Math</p> <p>Required Daily/Weekly Flexible Minutes: 20 minutes (or 100 minutes per week) 18 minutes Science, Social Studies (3x30 minutes per week averaged) 15 minutes Art, Music (or 1x45 minutes and 1x30 minutes each week averaged- a 45 minute music period for grade 3 is include as release) 22 minutes daily for Garden/Kitchen/Nutrition/Health/Universal Breakfast (1x50 minutes each week & 12 minutes daily)</p> <p>Grades 4 and 5 (305 minutes daily)</p> <p>Required Minutes:</p>	<p>August 2013-2015</p>	<p>1102: Certificated – Monthly</p> <p>2146: Tutors – Hourly</p>	<p>2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly any Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here</p>	<p>Title I 5,118</p>
		<p>4300: Instructional Materials & Equipment</p>	<p>Supplemental Instructional Materials from any Carry Over from BSEP and/or State and Federal 2013-2014</p>	<p>BSEP 1,000</p>
		<p>1102: Certificated – Monthly</p>	<p>Literacy Coach (.6 FTE total): .55 FTE paid by District PD and BSEP funds, .05 FTE from EIA-SCE.</p>	
		<p>4380: Other / Reserve</p>	<p>Reserve for Personnel Variance</p>	<p>BSEP 2,653</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>90 minutes ELA (45 minutes writing) 30 minutes ELD 60 minutes Math</p> <p>Required Daily/Weekly Flexible Minutes: 27 minutes Science (3x45 minutes per week, averaged, with at least two periods included in release time) 18 minutes Music (2x45 minutes per week, averaged, included in release time) 27 minutes Social Studies (3x45 minutes per week averaged) 24 minutes Garden/Kitchen/Nutrition/Health/Universal Breakfast</p> <p>Responsible Parties: Teachers, Leadership Team, Principal, RTI Team, Support Staff, Literacy Coach, District</p>				
<p>2. Cragmont teachers and staff will ensure that all K-5 students are provided high quality mathematics instruction addressing California Common Core by:</p> <p>Following the district curriculum map and pacing guide:</p> <ul style="list-style-type: none"> Developing targeted Cragmont benchmarks for each grade Using District Core Curriculum in English and Spanish and assessments to monitor student progress and drive instruction Using district math assessments to monitor student progress Using district math assessments results and Cragmont benchmarks to inform Response to Intervention (RTI) and after school intervention programs Using district math and authentic assessments to conduct data-driven teacher collaboration and professional development Participating in ongoing training K-5 math curriculum and instruction (all teachers K-5) <p>All necessary materials, such as mathematical tools (i.e. calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed.</p>	August 2013-2015	1116: Certificated – Hourly	2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	BSEP 2,500
		4300: Instructional Materials & Equipment	Supplemental Instructional Materials from any Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Responsible Parties: Teachers, Staff, Principal, Math Teacher Leaders, RTI Coordinator District				
<p>3. Cragmont teachers and staff will ensure implementation of a balanced, high quality English Language Arts Program using the available programs listed below</p> <ul style="list-style-type: none"> Teachers will use multiple components such as, guided reading, literature circles, readers workshop, and spelling lessons. Staff will discuss elements of a balanced literacy program at staff meetings, where staff will be encouraged to give ongoing training and provide model lessons through teacher IPD. Literacy Coach will provide in-class model lessons for teaching staff and the Literacy Coach will work together with teachers to determine what needs are for best teaching practices(guided reading, literature teaching circles, ELD strategies and small group work) Literacy Coach will provide intervention to targeted students in collaboration with the classroom teacher and case management team Literacy Coach with the support of the Parent and Community Volunteers, will manage and supervise our Dragon Readers Program to give services to students K-5 for targeted instruction. Teachers will continue to implement the Lucy Caulkins Writing Program and the Columbia Teachers New Reading Program with the support of the Literacy Coach and other support staff Teachers will include reading logs in homework packets to ensure nightly student reading beyond the school day (30 minutes). Teachers may be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction, attend professional development opportunities when available. 	August 2013-2015	1116: Certificated – Hourly	2020 Vision - Tutoring	BSEP 2,500
		1102: Certificated – Monthly	Literacy Coach - .25 LCAP will fund .75	BSEP 9,265 Title I 14,040
		4300: Instructional Materials & Equipment	Supplemental Instructional Materials from Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	
		1116: Certificated – Hourly	Professional Development any carry over from State&Fed 2013-2014 will be placed here	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> • All students will receive instruction in Academic Standard English. • All students will attend weekly sessions in the library where they will hear read-alouds in English and Spanish, learn how to conduct research and navigate their way through the library system and check out books. • All appropriate and necessary materials including leveled texts, literature circle materials , teacher resources, handwriting materials, listening centers and writing materials will be provided • At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed <p>Instructional Minutes</p> <p>Kindergarten: minimum 60 minutes daily; 30 minutes daily of ELD Instruction Grades 1st-3rd: 120 minutes (45 minutes for writing and 75 minutes for reading); 30 minutes daily of ELD Instruction Grades 4-5: 90 minutes daily (including 45 minutes for writing); 30 minutes for ELD Instruction</p> <p>Curriculum and practices:</p> <p>Lucy Caulkins Writing TCRWP BEAR Spelling Read Naturally Houghton Mifflin Reading Revolution Dragon Readers Accelerated Reader/Star Reading Reading A-Z Raz Kids SRA</p> <p>Balanced Literacy Program Components:</p> <p>Phonics/Phonemic Awareness Guided Reading</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Guided Reading Plus Literacy Circles ELD Curriculum Writer's Workshop Word Work/Spelling Columbia Teachers New Reading Program</p> <p>All necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and other instructional materials shall be purchased as needed.</p> <p>Responsible Parties: Teachers, Staff, Principal, Support Staff, Literacy Coach, Librarian, Volunteers, District Support Teams</p>				
<p>4. English Language Development instruction for English Language Learners in K-5 to ensure redesignation by 5th grade using systematic ELD instruction:</p> <ul style="list-style-type: none"> • ELD Teacher will support daily instruction • Ensure every English Learner receives 30 minutes of ELD daily at the appropriate CEDLT Levels • Continue to monitor the progress of every EL Student in English acquisition to ensure that each student is gaining at least one CEDLT level per year. • Use Illuminate data and report cards to report progress. • Allocate faculty meeting time in the fall to review blue card system and structure for differentiated instruction for ELD/SLD. <p>All students will receive academic language development and instruction: English Language Development for English Language Learners, Standard English Development for speakers of non-standard English, Spanish Language Development for native English speakers in Two-Way Immersion, and Academic English Enrichment for speakers of Standard English.</p>	August 2013-2015	1116: Certificated – Hourly	RTI Support 2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Any Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	
		1116: Certificated – Hourly	2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Any Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	
		4300: Instructional Materials & Equipment	Instructional Materials and Supplies Any Carry Over from BSEP and/or State and Federal 2013-2014	
		1102: Certificated – Monthly	LCAP will fund ELD Teacher .60FTE	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> • Teachers/Literacy Coach/ Support Staff and or ELD teacher will provide targeted instruction, in small groups, for EL Students. • Spanish Language Development for TWI native English speakers who are learning Spanish will be part of the curriculum. Standard ELD instruction for non-Standard English speakers (e.g. African American English speakers) will also be provided. • Participate in District ceremony for students who are redesignated R-FEP. <p>This will be supported with teachers and staff:</p> <ul style="list-style-type: none"> • Using systematic ELD with District Training; • Using GLAD Strategies; • Attending district trainings for newly adopted ELD program and professional development initiated through the district Teacher Initiated Professional Development (TIP) funds; • Implementing newly adopted ELD Programs for all ELL students K-5; • Devoting staff time to analyze CELDT scores, levels and other language assessment score to inform ELD, SELD, and SLD instruction; • Promoting better parental understanding of CELDT scores and ELD Program. <p>In addition hourly funds will be allocated:</p> <ul style="list-style-type: none"> • To administer CELDT testing • To provide certificated teachers for ELD instruction <p>All supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased.</p> <p>Responsible Parties: Teachers, CELDT Testing Staff, Principal, Literacy Coach,/RTI Coordinator/Case Management Team, District Support Teams</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>5. Each year, Cragmont teachers will review the school curriculum map that includes benchmark assessments for each grade level aligned with State Common Core.</p> <ul style="list-style-type: none"> Teachers will collaborate regularly to follow the curriculum map and ensure a cohesive academic program Teachers will conduct data driven results-based collaboration using Illuminate during grade level time and staff meeting time. Berkeley Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement. <p>Responsible Parties: Teachers, Leadership, Principal, SGC, Case Management Team /RTI Team, Literacy Coach, RTI Coordinator, District Support Teams</p>	August 2013-2015	1116: Certificated – Hourly	Professional Development Any Carry Over from State and Federal 2013-2014	
		1116: Certificated – Hourly		
<p>6. Provide early intervention best practice strategies through the Response to Intervention (RTI) model to meet the learning needs of students at the first sign of academic struggle.</p> <p>This will be supported through:</p> <ul style="list-style-type: none"> Regular weekly RTI Team meetings by grade level. Snapshot Meetings at the beginning of the year. Monthly Round-Table discussions on the nature of Response to Intervention and how to make it work well for classroom and Learning Center teachers Professional Development in differentiation and Response to Intervention practices. <p>Response To Intervention(RTI) Team (Special Education support and classroom teachers) will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student</p> <p>Further the RTI team will:</p> <ul style="list-style-type: none"> Create and maintain an active visual system based off of Illuminate data to reflect intervention and services of students identified by the system 	August 2013-2015	2146: Tutors – Hourly	2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over from BSEP and/or State and Federal 2013-2014	
		4300: Instructional Materials & Equipment	Instructional Materials Carry Over from BSEP and/or State and Federal 2012-2013	
			RTI Coach Funded by LCAP .40FTE	
			RTI Coach Funded .15 FTE	BSEP 15,731
		4380: Other / Reserve	Unallocated Reserve	BSEP 25,450

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> • Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students • Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) • SST meetings will be scheduled as needed and monitored throughout the year. <p>To support the effectiveness of RTI:</p> <ul style="list-style-type: none"> • Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level • Documentation of student's progress will be updated and maintained from grade to grade (including Cragmont benchmarks). <p>Responsible Parties: Principal, Teachers, Case Management/RTI Team, Parent Liaison, District</p>				
<p>7. Teachers and RTI Team will identify all students below proficient through data and assessments and will ensure that IEP's for Special Education students list appropriate and measurable academic goals aligned with state standards and ensure that all IEP's are current.</p> <p>All students are administered a pre-test of standard basic skills.</p> <p>Those 2nd grade - 5th students (Tier II) identified will be placed in 6-8 week clinic managed by the RTI Coordinator and Case Management team to focus on targeted standard based skills.</p> <p>After the 6-8 week intervention, students will be evaluated on progress.</p> <p>K-5 student who are performing far below basic (Tier III) receive additional direct instruction from the RTI/Case Management Team, may include small group or one-on-one instruction.</p> <p>Discuss Special Education goals with school team during IEP meetings, RTI meetings and staff collaboration time</p>	<p>August 2013-2015</p>			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Implementation of IEP goals in alignment with student needs will be supported in the classroom and by the case manager assigned and/or by the RTI/Case Management team.</p> <p>Principal and case managers (for IEP Students) will meet regularly with Special Education Program Supervisor</p> <p>Responsible Parties: Teachers, RTI Coordinator/Case Management Team and/or Case Managers(IEP Students), Principal, Program Supervisor, Director of Special Education</p>				
<p>8. Teachers will have weekly grade level meetings and may include after school and support staff as necessary. The principal will allocate time on the agenda every Wednesday to collaborate on:</p> <ul style="list-style-type: none"> • Shared teaching practices/strategies • Maximize best teaching practices for student learning • Reflecting on personal teaching practices • Collaborate on way to challenge students further and delve deeper into curriculum or other interests of the child <p>To further support the effectiveness of these meetings:</p> <ul style="list-style-type: none"> • Teachers will be given release time to observe best practices in other classrooms and schools as arranged. • Cragmont will use technology to enhance teaching and learning such as video recording classroom lessons. <p>Responsible parties: Leadership Team, RTI /Case Management Team, Teachers, Support Staff, Principal</p>	August 2013-2015	1116: Certificated – Hourly	2020 Vision Intervention for Academic Achievement	
		2116: Classified – Hourly	2020 Vision Intervention for Academic Achievement	
<p>9. Teachers and staff will use instructional and enrichment time in order to offer differentiated instruction to all students.</p> <ul style="list-style-type: none"> • School faculty will implement differentiated instruction based on District lead professional 	August 2013-2015	2102: Classified – Monthly	Dance Instructional Specialist K & 3rd Grade - .24FTE may funded by PTA	
		2102: Classified – Monthly	InstrArt Instructional Specialist - .60 FTE may be funded by PTA	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>development and collaboration.</p> <ul style="list-style-type: none"> Continue to challenge students of all levels through such program as: TCRWP, Accelerated Reader, Accelerated Math, Challenge Math, Spelling Bee, Dragon Readers, Classroom Volunteers and the Read-a-Thon. <p>Enrichment Classes are as follows: All K-5 students will receive dance and movement instruction. All K-5 students will receive visual art instruction. All K-5 students will attend weekly library sessions. K-3 students will have weekly environmental science enrichment time. 3-5 students will receive weekly music instruction. Teachers will continue to use technology (computers) in their classrooms.</p> <p>Responsible Parties: Principal, Teachers, Staff, RTI, Literacy Coach, Math Coach</p>		2102: Classified – Monthly	Garden instructional Specialist - .37 FTE District Funded Position	
		4300: Instructional Materials & Equipment	Any Carry Over Funds for software BSEP and S&F from 2013-1014 will be placed here	
		4300: Instructional Materials & Equipment	2020 Vision Support Materials	
<p>10. Extend learning K-5 with an after school site intervention program that supports grade level proficiency.</p> <ul style="list-style-type: none"> Continue to offer Cragmont Homework Club in the after school program for all students K-5. Have certificated teachers serve as Academic Liaisons who will collaborate with the After School Program Coordinator to implement the comprehensive homework club for students K-5 and will be the support for our instructional specialist /technicians within the after school program. Continue to use Project BUILD (tutor program) that supports students in reaching grade level proficiency K-5. Provide intervention services to students identified through the RTI process, and/ or who are not proficient and in need of academic support. Ensure training of After School staff on state adopted/support instructional materials to support RTI. 	August 2013-2015	5800: Contracted Services	Project Build Afterschool Tutor Contract	
		1116: Certificated – Hourly	2020 Vision Academic Achievement 162 Hourly Teaching Hours plus Carry Over from BSEP and/or State and Federal 2013-2014	
		2146: Tutors – Hourly	2020 Vision Academic Achievement Teacher/Tutor Hourly Carry Over from BSEP and/or State and Federal 2013-2014	
		1116: Certificated – Hourly	2020 Vision Academic Achievement Teacher Hourly Any Carry Over from BSEP and/or State and Federal 2013-2014	
		2102: Classified – Monthly		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Responsible Parties: Teachers, Support Staff, Principal, After School Coordinator, Parent Liaison and BUSD				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$59,099	\$19,158	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

All students will receive the academic, social and emotional support services they need.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

Special Education Students including those who are in our CEC program

Students defined as "at-risk" through excessive absences or suspensions

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:

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

RTI Snapshot Meetings

Positive Behavioral System (PBS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Teacher Check IN/Check Out

Case management Team

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBS Report

Illuminate

Total Expenditures in this Goal: \$20,118

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle.</p> <p>This will be supported through:</p> <ul style="list-style-type: none"> Regular weekly RTI Coordinator and Case Management Team meetings by grade level Snapshot Meetings (2x year) Professional Development in differentiation and RTI practices <p>RTI Coordinator and Case Management Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meeting the needs of each struggling student</p> <p>Further the RTI Coordinor and Team will:</p> <ul style="list-style-type: none"> Create and maintain an active visual system to reflect intervention and services of students identified by the system Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) SST meetings will be set during weekly case management meetings as needed, and monitored throughout the year. <p>To support the effectiveness of RTI:</p> <ul style="list-style-type: none"> Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level Case Management of Support Services including: vision, hearing, dental , homelessness and other health and social service related issues will be provided. Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including Cragmont benchmarks). <p>Responsible Parties: Principal, Teachers, RTI</p>	August 2013-2015	4300: Instructional Materials & Equipment	Any Carry Over from BSEP and/or State and Federal 2013-2014 Instructional Materials	
		2146: Tutors – Hourly	2020 Vision Intervention for Academic Achievement 365 Tutor Hours/ Carry Over from BSEP and/or State and Federal 2012-2013	
		1116: Certificated – Hourly	2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly/ Carry Over from BSEP and/or State and Federal 2012-2013	
		1116: Certificated – Hourly	Professional Development BSEP & State and Federal 2013-2014 carryover funds.	Title I 2,200 TIP 2,187
		1102: Certificated – Monthly	RTI .15 FTE	BSEP 15,731

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Coordinator, Case Management Team, Parent Liaison, BEA				
<p>2. Continue to improve and tailor district adopted PBS/BEST (Positive Behavior Support /Building Effective Schools Together) and BUSD adopted curriculum Welcoming Schools, and Tool Box. Also continue to use Anti-Bias curriculum to increase student achievement, reduce inequities and create safe, respectful and caring school climate. Also teach Anti-Bullying Curriculum based off of BUSD Anti-Bullying Policy.</p> <ul style="list-style-type: none"> • PBIS/BEST committee will continue to maintain and communicate the positive behavior plan based on the district adopted model PBS/BEST. • RTI/ PBIS committee will meet bi-weekly together with the /RTI Team. • Allocate time during staff meetings and at Leadership/RTI meetings to further develop the school wide behavior plan/PBIS/BEST. • Continue to evaluate recess and lunch procedures and supervision to promote positive school behavior based on PBIS/BEST model. • Conflict resolution through Peace Path using Mosaic Project language/curriculum. • Rules and expectations will be posted in classrooms, hallways and the Multi-Purpose Room (MP Room). • Positive reinforcement will be in the form of "dragon scales" and will be posted for all to see in the MP Room <p>All necessary materials shall be purchased as needed.</p> <p>Responsible Parties: PBIS/BEST Team, Principal, Leadership, RTI/Case Management Team/EPLC</p>	August 2013-2015	1116: Certificated – Hourly	Professional Development by District Office and/or Workshops Carry Over from BSEP and/or State and Federal 2012-2013	
		4300: Instructional Materials & Equipment	Instructional Materials from Carry Over from BSEP and/or State and Federal 2012-2013	
<p>3. Cragmont will participate in an Equity Centered Professional Learning Community (EPLC) through:</p> <ul style="list-style-type: none"> • Courageous conversations centered on race, class, privilege and how these impact students and families in our school. 	August 2013-2015	1116: Certificated – Hourly	Professional Development/ Professional Services or Materials Any Carry Over from BSEP and/or State and Federal 2013-2014	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> Diversity training when available through Professional Development and Teacher IPD. Discussions and implementation of culturally responsive teaching strategies identified by Leadership Team and the District. Ongoing professional reading using a variety of books and articles <p>Responsible Parties: Teachers, Teacher Leader, EPLC Committee, Leadership Team, Principal, Staff, District</p>		4300: Instructional Materials & Equipment	Instructional Materials from Any Carry Over from BSEP and/or State and Federal 2013-2014	
<p>4. Cragmont will provide on-site counseling and mental health support available to students and families K-5 on an as needed basis.</p> <p>Responsible Parties: Principal, RTI Coordinator/Case Management Team, Counselor</p>	August 2013-2015	5800: Contracted Services	Mental Health Counseling Contract (Bay Area Community Resources - BACR)	
		5800: Contracted Services	Grant District (Pending-Other)	
		5800: Contracted Services	LCAP Mental Health \$5k	
<p>5. Cragmont School will continue to educate and celebrate our diverse student body through:</p> <ul style="list-style-type: none"> Teaching grade level appropriate units that honor our diverse community using Welcoming School Curriculum, Mosaic Project Values. Offering learning opportunities and heritage celebrations for various cultures throughout the year, such as African American Heritage, Cesar Chavez Day of Service and Learning, Asian-American Heritage, Role Model days, LBGQT, Women's History Month, etc. Responsible Parties: SGC, PTA, Parent Volunteers, Site Family Coordinator, Teacher Leaders, Principal, Librarian, Teachers . 	August 2013-2015			
<p>6. Continue to improve attendance and tardy reductions through increase communication to promote student success.</p> <ul style="list-style-type: none"> Individual phone call to parents. Student and class recognition and reward 	August 2013-2015	2102: Classified – Monthly	Site Family Coordinator - .60 FTE Total (See Goal 3, Action 1)	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>program for perfect monthly attendance.</p> <p>Standard operational procedures prior to corrective action:</p> <ul style="list-style-type: none"> Monthly communication phone calls from Parent Liaison for students who have been tardy or absent 3 times during the month. RTI /Case Management Team (SST/ Teacher/RTI team/Parent conference) <p>Corrective action as follows:</p> <ul style="list-style-type: none"> SART (Student Attendance Review Team) meetings SARB (Student Attendance Review Board) <p>Responsible Parties: Teachers, Parent Liaison, RTI/Case Management Team, Principal, School Secretary, District Student Services</p>				
<p>7. Teachers will dedicate weekly Dragon Time, assemblies and use the various resources including district curriculum and support programs (Welcoming Schools, Tool Box) to help guide group discussions about culturally specific behaviors, values and beliefs so students learn how to interact respectfully.</p> <ul style="list-style-type: none"> Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, Mosaic Project activities, family diversity, gender stereotyping, bullying and any new BUSD policies. Assemblies will occur three or more times a year for grades K-2 and 3-5 to reinforce our school's values. <p>Responsible Parties: Teachers, Staff, Principal, PBIS/BEST Team, Leadership Team/RTI Case Management Team/ EPLC</p>	August 2013-2015	1116: Certificated – Hourly	2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Any Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	
		4300: Instructional Materials & Equipment	Instructional Materials from Any Carry Over from BSEP and/or State and Federal 2013-2014 will be placed here	
		5800: Contracted Services	Assemblies Carry Over from BSEP and/or State and Federal 2012-2013	
		2146: Tutors – Hourly	2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over from BSEP and/or State and Federal 2012-2013	
8. Support transitions for students as they move from	August 2013-2015	1116: Certificated – Hourly	2020 Vision Intervention for	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Pre-K to K and from 5th to 6th</p> <ul style="list-style-type: none"> School community will host Kindergarten play dates and welcome brunch in the summer. Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes. Complete and submit Kindergarten readiness forms to Berkeley Evaluation and Assessment. Teacher end of the year meeting to create balanced classes for all grade levels. Hold transition meetings for 5th grade Special Education students for middle school placement Complete placement cards for all 5th grade students <p>Responsible Parties: Teachers RTI /Case Management Team, Principal, Support Staff, Parent Liaison, PTA/SGC</p>			Academic Achievement Teacher/Tutor Hourly Any Carry Over from BSEP and/or State and Federal 2013-2014	
		2146: Tutors – Hourly	2020 Vision Academic Achievement Teacher/Tutor Hourly Any Carry Over from BSEP and/or State and Federal 2013-2014	
<p>9. Annually update and maintain school-wide Emergency Preparedness (Fire, Earthquake, First Aid) to support ongoing emergency preparedness.</p> <p>Share Emergency Preparedness Plan through staff meetings and community meeting. Practice school-wide 4 emergency drills per year. PTA will purchase materials needed to support Emergency Preparedness for Cragmont.</p> <p>Responsible Parties: Teachers, Staff, PTA, Principal and Safety Committee</p>	August 2013-2015	4300: Instructional Materials & Equipment	Safety Emergency Supplies paid by PTA \$1000	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$15,731	\$2,200	\$	\$	\$	\$2,187	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS

Goal Statement:

Students and their families will feel respected, welcome and connected to their schools.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders
African-American and Hispanic / Latino Students and Families

Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child’s education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:
Professional Learning Community (PLC) Data Meetings to review survey results
Other Collaboration / Staff Meetings/Case Management Meetings

Group data to be collected to measure academic gains:

Parent Survey
SGC Ethnicity Report
CALPADS

Total Expenditures in this Goal: \$22,489

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Cragmont will employ a dedicated Spanish speaking Bilingual Parent Liaison position who supports the Case Management /RTI Programs and communicates effectively with all families. Primary goals:	August 2013-2015	2102: Classified – Monthly	Parent Liaison/Site Family Coordinator .27 FTE	BSEP 22,000
		2102: Classified – Monthly	Parent Liaison-.13 paid by After School Program	
		1102: Certificated – Monthly	Stipend for Afterschool Academic Liaison	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> • Case management of student support services, including: vision, hearing, dental, homelessness, and other health and social service related services • Assist Case Management Team to schedule and facilitate meetings for SST's through the RTI Process • Increase parent partnership with Cragmont Community • Interface with parents on behalf of teachers and with teachers on behalf of parents. • Active member of the RTI Team • Create parent forums in collaboration with PTA Committees • Help organize educational events on topics identified as critical by diverse parent groups and teachers and staff • Organize school wide cultural events with community volunteers, PTA Executive Committee, Teachers, and Staff. • Maintain a school wide calendar of events board for the school community and continuously update the school calendar to provide parents with at least one month's notice of major school assemblies and other important events. • Maintain the school master calendar and gmail calendar for www.cragmont.org. • Coordinate Spanish translation for the school including meetings and parent workshops • Coordinate with District Family Engagement Coordinator on Parent Workshops • Collaborate with District Site Family Coordinators from other school sites • Initiate parent groups that give voice to communities at Cragmont. • Develop a communication plan by the end of 2014-2015 school year that builds off of successful communication practices at the school and responds to input received from parents, teachers and the school survey. <p>Responsible Parties: Parent Liaison, PTA, SGC ,Principal</p>		1102: Certificated – Monthly	Parent Liaison/Site Family Coordinator - .60 FTE total Funded by LCAP	
		4380: Other / Reserve	Parent Involvement	Other 489

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>2. Cragmont will continue to effectively communicate with our school community in both English and Spanish.</p> <p>Through:</p> <ul style="list-style-type: none"> • Sunday all calls and Sunday emails • Wednesday Informational flyers in homework packets. • Collecting and posting relevant websites and links from teachers (educational resource, supplemental learning on-line, etc.) on www.Cragmont.org by the PTA Internet Committee. • Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletin (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom <p>Responsible Parties: Parent Liaison, PTA Technology Team, Principal, Teachers and Staff</p>	August 2013-2015	1116: Certificated – Hourly	Staff Lead PD for Parents 2020 Vision Academic Achievement Teacher/Tutor Hourly Carry Over from BSEP and/or State and Federal 2013-2014	
		5800: Contracted Services	Spanish Translation Any Carry Over from BSEP and/or State and Federal 2013-2014	
<p>3. A diverse group of parents will continue to represent the School Governance Council, School Advisory Committee and Parent Teacher Association and actively support the school by:</p> <ul style="list-style-type: none"> • Actively recruiting a diverse group of parents and families on School Governance and PTA, and involving them in shared decision-making opportunities • Encourage parents to attend district workshops sponsored by the BUSD Family/Community Partnerships Department • Continue SGC visibility at school events and functions. <p>Responsible Parties: SGC Past/Present Council, PTA, Parent Liaison, BUSD Family Engagement Coordinator, Family/Community Partnerships</p>	August 2013-2015			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>4. All parents/guardians will meet at least once during the initial report card period to discuss the academic achievement of their children. If a parent/guardian misses the conference, every effort will be made to reschedule, including phone conferences. Teachers will foster a partnership with families.</p> <p>Responsible Parties: Parent Liaison, Teachers, Staff</p>	August 2013-2015	2102: Classified – Monthly		
<p>5. School and classroom rules and expectations will be clearly communicated by:</p> <ul style="list-style-type: none"> • Dedicated classroom "Dragon Time" and school assemblies supporting PBS (Positive Behavior Support) throughout the school year. • Distributing and posting school-wide rules and expectations matrices • Informing parents at the beginning of the school year outlining expectations around behavior, attendance and homework at Back to School Night. • All rules and expectations can be found in our Parent Handbook. • Parent workshops • Teacher workshops <p>Responsible parties: Teachers, SGC, Principal, Leadership and RTI PBIS/BEST Team</p>	August 2013-2015	4300: Instructional Materials & Equipment	Instructional Materials from Carry Over from BSEP and/or State and Federal 2013-2014	
		1116: Certificated – Hourly	Teacher Hourly for PBIS Work outside of the school day	
		2116: Classified – Hourly	Classified Hourly for PBIS Work outside of the the school day	
<p>6. A Cragmont Parent Handbook in both English and Spanish and School Directory will be updated and distributed annually to all Cragmont families, provided by PTA.</p> <ul style="list-style-type: none"> • The Parent Handbook will contain the Cragmont Student Conduct Agreement, which outlines behavioral expectations • Parent Handbook will be referred to widely in helping parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school volunteers 	August 2013-2015			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Responsible Parties: PTA Executive committee and Technology Committee				
<p>7. Cragmont PTA Exec Committee will provide Room Parent Volunteer Orientation on how to best support the classroom teacher or school.</p> <ul style="list-style-type: none"> • A PTA Head Room Parent will be designated by PTA Executive Committee and present during orientation. • Teachers will share ways volunteers can help in classroom programs. • Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet classroom needs • Room Parents will help teachers schedule volunteers for each classroom for specific needs <p>Responsible Parties: PTA, Parent Liaison, Teachers, Principal and Staff</p>	August 2013-2015			
<p>8. Parent information and activity nights will be held throughout the year in partnership with PTA /SGC/ ELAC and the After School Program. These events will be hosted both on and off the Cragmont site in an effort to reach all families. Bilingual events and Parent Education classes may include:</p> <ol style="list-style-type: none"> 1) Family/Community Event (All School Picnics, Halloween, Winter Arts Fair, African American Heritage Celebration, Role Model Days, Cesar Chavez Day, etc.) 2) Kindergarten Information Night 3) Bilingual Parent Information sessions on Core Curriculum, such as Math and Language Arts 4) Back to School Night/ Open House 5) 5th Grade Transitions <p>Provide childcare at the meetings to ensure participation from all families.</p>	August 2013-2015	<p>4380: Other / Reserve</p> <p>2116: Classified – Hourly</p> <p>1116: Certificated – Hourly</p> <p>5800: Contracted Services</p>	<p>Parent Involvement</p> <p>Childcare</p> <p>2020 Vision Intervention for Academic Achievement Teacher/Tutor Hourly Carry Over from BSEP and/or State and Federal 2013-2014</p> <p>Parent Workshops sponsored by After School and/or District /Site Based and/or funded by Grants</p>	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Responsible Parties: Parent Liaison, Counselor, PTA, After school Program, Principal, SGC				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$22,000	\$	\$	\$	\$	\$	\$489

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item				Proposed Expenditure(s)	Funding Source/Cost
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost			
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

Appendix A - Program Summary: Cragmont Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	59,099
Title I	19,158
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	78,257

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	15,731
Title I	2,200
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,187
Other	
Total	20,118

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	22,000
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	489
Total	22,489

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

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

Total Expenditures	
BSEP	96,830
Title I	21,358
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,187
Other	489
Total	120,864

Total Allocation*	
BSEP	96,830
Title I	21,358
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,187
Other	489
Total	120,864

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

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

Appendix B - Budget Summary: Cragmont Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	40,727	14,040						54,767
Hourly Teachers	5,000	2,200				2,187		9,387
Monthly Classified	22,000							22,000
Hourly Classified		5,118						5,118
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	1,000							1,000
Conference & Travel								
BUSD Buses								
Contracted Services								
Other/Reserve	28,103	489						28,592
Total	96,830	21,847				2,187		120,864

Appendix C - BSEP School Site Discretionary Funds

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		Total K-5 Schools	\$21,906	\$4,971	\$19,380	\$46,257	Total K-5 Schools		1
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		Total 6-8 Schools	\$12,111	\$2,749	\$7,845	\$22,705	Total 6-8 Schools		3
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		Total 9-12 Schools	\$983	\$223	\$1,095	\$2,301	Total 9-12 Schools		3
1	262	Early Childhood					Early Childhood	262	1
1		Total Pre-k					Total Pre-k		1
18		TOTAL DISTRICT	\$35,000	\$7,943	\$28,320	\$71,263	TOTAL DISTRICT		1
			\$13.47/ FRM Student		\$15/ FRM				

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
11	(A)	Total K-5 Schools	4,373	\$22,719

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
3	(B)	Total 6-8 Schools	1,926	\$10,006

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
3	(C)	Total 9-12 Schools	3,325	\$17,275

17	D=A+B+C	TOTAL DISTRICT	9,624	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

Notes for TIP Funding:

- * Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- * Independent Study receives funding for 150 students.
- * Berkeley High School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

Appendix E - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

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

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

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

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

Daily minutes:

90 English Language Arts (some of the language arts minutes can be

combined with social studies and science curriculum)
30 English Language Development
60 Math

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

Daily minutes:

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

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

Daily minutes:

60 English Language Arts (reading and writing)
30 English Language Development and other English Language Arts interventions
50 Math, including interventions

11. Lesson pacing schedule (EPC)

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods.

Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives.

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

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

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

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

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

Involvement

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

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

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

Meeting Goal

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

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

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

Funding

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

Exceeding performance goal

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

22. Fiscal support (EPC)

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

Appendix F - Home/School Compact

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

Student Pledge:

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

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

Parents Pledge:

I agree to follow through with each item listed below:

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

Staff Pledge:

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

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

