Riverside Unified School District
Single Plan for Student Achievement

CDS#: 33 (County) 67215 (District) 0119180 (School (7 digit #))

School: Frank Augustus Miller Middle School

Year: 2010-11

School Address:

17925 Krameria Ave. (Street Address) **Phone:** (951) 789-8181 **Fax:** (951) 328-2912

Riverside, CA 92504 (City, State Zip) **Principal:** Kyley Ybarra **E-Mail:** kybarra@rusd.k12.ca.us

Date Approved by SSC: _____

Date Approved by Board of Education: March 7, 2011

Please check each box that applies to your school:

[X] Non Title I
[ ] Title I School
[ ] TI Program Improvement Year - 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

TABLE OF CONTENTS

Site Information Page

Mission, Vision, Districtwide Agreement and Collective Commitments

Section 1: Analysis of Current Instructional Program

Section 2: Ongoing Evaluation Reporting

Section 3: Smart Goals and Action Plans

Section 4: Governance and Administration

Recommendations and Governance Assurance Page

Members of the School Site Council

SSC Approval of School Plan and Budget (Agenda & Minutes) 18

Programs and Grants

Section 5: Budgets

Budget Planning Staff List

Budget Planning Pages

Centralized Services 27

Appendix A: School And Student Performance Data 28

Appendix B: Chart Of Requirements For The Single Plan For Student Achievement

Appendix C: Required Components Of A Program Improvement School Plan

Appendix D: ESEA Program Improvement School Requirements

Appendix E: Title I Home-School Compact

Mission/Vision
&
Districtwide Agreement

RUSD Mission: The mission of the Riverside Unified School District is to educate a community of lifelong learners prepared for the demands of the 21st century by forging a partnership with the community through which diversity is valued, limits are challenged, and excellence is rewarded.

School Mission, Vision & Collective Commitments

Date of Revision: October 2010

MISSION (What is the purpose of our daily work?):
Our mission as a school is to motivate, support, and educate our students, parents, and the community so that each child is able to reach his/her academic potential. We do this by keeping lessons relevant and engaging, monitoring progress frequently, collaborating as a staff to refine our efforts, focusing on student success, and ensuring that all students receive a high quality curriculum and instruction that meets the rigor of the grade level state standards. Our ultimate goal is to prepare our students to attend college and increase their capacity to compete in the global work force.

VISION (Where do we want to be/what do we want to become in the future?):
We, the Frank Augustus Miller Middle School community, envision a school where:
Students achieve mastery of state content and performance standards; actively engage in the learning process; and accept responsibility for their learning and behavior.

Staff creates an environment that is safe, clean, conducive to learning and promotes an atmosphere of common respect for all; implements a consistent set of rules and goals schoolwide; collaborates regularly to achieve the school's mission; consistently refines efforts toward ensuring student success; monitors and supports academic and social growth of all students; and provides systematic interventions and academic support to ensure that all students have the opportunity to reach their academic potential.

Teachers set high expectations for student academic and social interactions; plan lessons that emphasize reading, writing, critical thinking, and problem solving in every subject; create relevant learning opportunities that motivate and engage students and show sensitivity to diversity; monitor and communicate progress to students and parents; use research-based strategies to promote student success; evaluate their own growth toward meeting goals in cooperation with peers, within and across grade levels; hold each other to the highest standards of professionalism and instructional practice; and provide every student with a rigorous, high quality curriculum and instruction that meets grade level state standards.

Parents take an active role in their child's learning by monitoring academic progress and social behavior; attend school sponsored functions; and participate in school activities.

COLLECTIVE COMMITMENTS (What will all stakeholders commit to in the pursuit of our mission and vision?):
Frank Augustu Miller Middle School's professional learning community is committed to ensuring that all students meet or exceed the grade level standards set by the state.

Analysis of Current Instructional Program

Standards, Assessment and Accountability

Describe how you use state and local assessments to modify instruction and improve student achievement.

- At FAMMS, each department works collaboratively on middle school planning days to develop trimester and yearlong curriculum guides aligned to the California content standards for their content area.
- Departments analyze data about student achievement on the CST, identifying test components that need additional attention and developing interventions for the underperforming student subgroups.
- Departments develop common standards-aligned lessons and assessments using data from Data Director to ensure that all students and subgroups receive standards-based instruction and become proficient in the standards for the content at their grade level.
- Language Arts, Math, Science, and History teachers use Short Cycle Assessments to determine student comprehension and to guide reteaching if needed.
- In Physical Education (PE) and Elective courses, instruction is aligned to student performance standards. PE and Elective classes also incorporate reading, writing, and math standards to support schoolwide efforts to improve student achievement.
- Departments follow the district Data Analysis Protocol after assessments to target skills and concepts in need of reteaching and to identify the strategy to be used in the reteaching process.
- A plan of systematic interventions and academic support is developed for both advanced and underperforming students following the data analysis.

Describe how you use data to monitor student progress on curriculum-embedded assessments and to modify instruction.

- State and district assessment data are disaggregated and analyzed at the beginning of each school year with the results used by the staff to develop SMART Goals and identify priority learning needs.
- The staff uses middle school planning days and common conference periods to analyze student achievement data and to plan appropriate instruction and intervention.
- Data Director is used as a tool to disaggregate and analyze data from common department and benchmark assessments.
- Classroom Walk Through data analysis directs the decisions for the staff development focus on increasing student engagement and raising student achievement.
- A contract with Key Data Systems will allow the use of the Inspect Program for diagnostic testing and interventions using formative assessments in all core areas.
- Comprehensive School Profile report and ELSSA report from Key Data Systems will provide information to all stakeholders associated with FAMMS. These reports will also identify all near proficient students along with what subgroups these students are identified in.
- Counselors will disaggregate formative and benchmark assessment results and monitor the progress of near proficient students to determine what interventions are necessary to support the student.

Staffing and Professional Development

What percentage of teachers and paraprofessionals are NCLB compliant?
97.66% Teachers / 100% Paraprofessionals

Describe the leadership strategies used to increase the probability that highly qualified and effective teachers remain at your school.

- As a Professional Learning Community, FAMMS has a master schedule that provides common planning periods for the four core curricular areas and physical education. This daily common conference time provides support for core teachers to ensure instruction is aligned to the content standards.
- Departments collaborate to plan common lessons, assessments, and interventions to ensure that no teacher is working in isolation. New teachers receive collegial support from the teacher group leader, members of their department, instructional coach, and BTSA support provider.
- Department teams meet in interdisciplinary groups on middle school planning days to collaborate and develop common themes and common instructional practices to support one another in regards to student learning and achievement.
- Department meeting time will include a component specifically dedicated to English learners, in which each department will demonstrate their efforts to decreasing the learning gap for specific sub-groups.
- The leadership team includes grade level department leaders, representatives from Special Education, the AVID coordinator, the Title 1 coaches, intervention team leaders, counselors, assistant principal, and the principal.
- BTSA support providers provide additional instructional assistance and support to probationary teachers.
- Categorical funds are used to provide the services of an ELD coach.

Describe how staff development is aligned to content standards, assessment of student performance and professional development needs.

- Before determining staff development needs, the district analyzes the current CST scores and West Ed recommendations. Based on these findings, the district develops district wide agreements that include the instructional priorities teachers will implement. These priorities then become the focus of the staff development provided by the district specialists. The classroom walk through data determines the professional development needs of the individual school site.
- FAMMS teachers will be trained and will implement the components of Step Up To Writing (SUTW) in a school wide effort to improve literacy and establish continuity in the area of writing effectively across the curriculum;
- Read 180 training will be provided for teachers who will be teaching ELA and ELD to students who have been identified as needing intensive intervention;
- FAMMS teachers will be trained to utilize the KLLOV strategies to improve English learner engagement and comprehension of the subject matter. There are five scaffolding components that teachers will be able to utilize to differentiate instruction for English learners;
- FAMMS teachers and administrators will be trained by an RCOE consultant, Joann Lauer, on how to collaborate and cooperate effectively within department teams to better serve our population of students. Teachers will disaggregate and analyze data to facilitate change in their instructional practice to ensure that we are differentiating instruction and checking for understanding using measurable objectives;
- Teachers will be involved in planning and developing professional development support of 'Higher-Order Teaching and Learning Strategies for Authentic Student Engagement.' A teacher completed survey will be used to help the administrative team determine areas of need as it relates to building the staff's capacity to engage all learners and close the achievement gap that exists between our significant subgroups;
- Teachers will be involved in planning next year's continuing professional development support of higher-order teaching and learning strategies for the purpose of increasing and sustaining student engagement.
- Selected model classroom activities will be videotaped to provide visual models for staff discussion and learning purposes;
- Expectations for 2010-11 classroom applications of focus strategies will be set.

Describe how you will provide ongoing instructional assistance and support for teachers (e.g., use of instructional coaches and staff development specialists).

- The instructional coach is available to provide collegial support. The coach collaborates with departments and individual teachers during conference periods and on middle school release days. She works with teachers in planning and analyzing lessons and guides teachers to self-reflect on the effectiveness of the instructional practices in their lesson. When needed, the coach models lessons which use strategies that ensure student engagement and increase student achievement.
- Department planning occurs both within and vertically among grade levels. Departments are provided time to collaborate on common lessons and assessments with common conference periods and middle school planning days.
- Conversations focus on student achievement and supporting the best instructional practices through continues professional growth.
- Departments are provided with the results of the Classroom Walk Throughs which are then used to measure instructional progress and to identify instructional needs.
- Release time is provided for teachers to observe peers and attend conferences/workshops, according to budget allowances.
- BTSA support providers provide additional instructional assistance and support to probationary teachers.
- Budget restraints will determine when teachers attend trainings and meetings presented by the district staff development specialists.

Describe your teacher collaboration process by grade level or department.

- Departments follow the district Data Analysis Protocol to analyze state, district, and department assessment data to determine department SMART Goals and priority learning needs.
- Departments use middle school planning days and common conference periods to analyze student achievement data and plan appropriate instruction and interventions.
- Departments are provided days during the summer to plan common lessons, if the budget allows.
- Departments use Data Director as a tool to disaggregate and analyze data.
- Departments analyze the findings of John Antonetti's Classroom Walk Through Data and collaborate on a plan of action to address the findings.
- A coach collaborates with departments during conference periods and middle school release days to develop lessons that meet the rigors of the grade level standards, ensure active student participation, and raise student achievement.
- Department teams meet in interdisciplinary groups each month to collaborate and develop common themes and common instructional practices to support one another in regard to student learning and achievement.
- Department planning occurs both within and vertically among grade levels. Departments are provided time to collaborate on common lessons and assessments with common conference periods and middle school planning days.
- Conversations focus on student achievement and supporting the best instructional practices through continues professional growth.
- Each month, each department by grade sets a school related goal. At each staff meeting, departments determine whether the goal was met and set another goal.
- Monthly department meeting time will include a component specifically dedicated to English learners, in which each department will demonstrate their efforts to decreasing the learning gap for specific sub-groups.

Teaching and Learning

Describe how you ensure that all standards-based instructional materials are available to all students.

- Standards-based textbooks and instructional materials are provided in the core content areas.
- Every student is provided English/Language Arts, Math, Science, and History/Social Science textbooks for home use.
- As available, class sets of textbooks are used in the Math, English/Language Arts, Science, History/Social Science classrooms. Textbooks are also available on-line for student use.
- Supplemental materials, such as History Alive!, Language!, Accelerated Reader books and quizzes, PLATO, and manipulatives for math and science are also available.
- Grade level departments developed subject area agreements that identified supplemental reading materials to be used to increase academic literacy skills.

Describe how curriculum, instruction and materials are aligned to content and performance standards.

- Department chairs attend district meetings and serve on district committees that develop curriculum guides and district assessments.
- At FAMMS, each department works collaboratively to develop yearlong and trimester curriculum guides aligned to the California content standards for their content area.
- Departments use Blueprint INSPECT and OARS to develop common standards-aligned lessons and assessments to ensure that all students receive a high quality curriculum and instruction that meets the rigor of the grade level standards.
- The district Data Analysis Protocol is followed after short cycle and benchmark assessment to ensure that all underperforming students receive systematic interventions and academic support.
- In Physical Education (PE) and Elective courses, instruction is aligned to student performance standards. PE and Elective classes also incorporate reading, writing, and math standards to support schoolwide efforts to improve student achievement.

Opportunity for Equal Educational Access

Describe the services that are provided by the base program that enable underperforming students to meet standards.

FAMMS's base program provides services for underperforming students in the areas of math and language arts.

- Three sections of Strategic Language Arts (SELA) are offered at the 7th grade level and two sections are offered at the 8th grade level. Students placed in these classes have been identified as reading below grade level for up to two years and are at risk of failing their language arts class.
- SELA is designed to "front load" information taught in language arts so that students are exposed to the grade level material before actually being taught the content.
- One class of Strategic 7th grade math and two classes of Strategic 8th grade math are offered. In addition, thirty-five AVID students who are underperforming in math have been placed in a seventh period class with AVID support and tutors.
- The Read 180 program will be implemented in 2010/2011, which is a state adopted intensive reading program. This year, one section will be offered for regular students.

Describe the research-based educational practices that are used to raise student achievement.

The following research-based educational practices are used to raise student achievement:

- Clearly defined two part objective prominently displayed on board;
- Established daily schedules and classroom routines that maximize instructional time;
- Higher levels of Bloom's Taxonomy required;
- Organized lessons follow the design elements for good first teaching;
- Implementation of strategies from Schlechty's Design Qualities of Engaging Student Work to incorporate active participation techniques;
- Implementation of Marzano's high yielding instructional strategies;
- Interventions which include pre and re-teaching as needed;
- Differentiated instruction for advanced and underperforming students;

- Use of appropriate SDAIE strategies;
- Analysis of data using the district Data Analysis Protocol that ensures underperforming students receive systematic interventions and academic support.

Describe the transition strategies that are used to assist students entering Kindergarten/7th/9th grade.

- FAMMS has a "Super Tuesday" before the first day of school where students and parents can tour the campus, pick-up the class schedule, and check-out textbooks. This helps new students to become acclimated to the campus.
- Knowledge of prior year standards help teachers plan lessons to aid transition.
- Seventh grade students attend school a day earlier than eighth grade students. This enables them to have a tour of the school, run through each of their classes for approximately ten minutes, attend an assembly outlining, dress code, discipline procedures, etc., and have any questions answered about their new year in middle school.
- Eighth grade teachers articulate with 9th grade teachers in vertical teaming, as the budget permits. This process helps make the transition to high school smoother for students.
- Orientation to high school can be provided to eighth grade students with a visit/tour of their high school, as the budget permits. High school counselors meet with students to discuss a four year education plan starting in March.
- Orientation to middle school is provided to sixth grade students and parents at 6th Grade Parent Orientation/Open House held in the spring. Middle school counselors also visit each feeder school and present information to the incoming 6th grade students.

Involvement

Describe the strategies and services used to increase parental involvement/education that will support students in becoming proficient in grade level standards.

- Regular meetings of PTSA, School Site Council (SSC), and English Learner Advisory Council (ELAC) are held. Each parent group identifies parent training needs.
- To keep parents informed on student progress, progress reports are given to students to take home every three weeks. Parents sign the progress reports showing they are aware of student progress.
- Parents are made aware of the tutoring, intervention, and Prime Time programs available for students.
- A parent newsletter is posted on the school website each month.
- Teleparent provides an automated way for messages to be sent directly to homes.
- Blackboard and ABI Parent Portal allows parents access to their child's grades, assignments, and attendance record.
- Counselors meet with at-risk students and parents to discuss available help.
- Funding Source: Discretionary funds

Describe the involvement of parents, community representatives, classroom teachers, other school personnel and students (in secondary schools) in the planning, implementation and evaluation of the Single Plan for Student Achievement.

- Each year, departments assess whether the previous year's SMART Goals were met.
- The Data Analysis Protocol is followed to analyze department, CST, and benchmark scores.
- New SMART Goals are developed yearly following this analysis and Action Plans are revised.
- The administrative and leadership teams are consulted for input regarding the analysis of the current instructional program.
- Departments analyze the results of the benchmark assessments to determine if their goals were successfully reached.
- The school site council meets monthly to review student achievement data, assist in the development of the school plan, review effectiveness of school programs, recommend modifications to the plan, and approve budgets for the categorical programs included in the school plan.
- Departments update the school site council on their progress towards reaching the department goals.
- School Site Council can form a Program Monitoring Committee which will observe classrooms and assess the implementation of the Smart Goal action plans in the school plan.

- Parents are invited to English Learners Advisory Committee meetings to gain information English Learners services, advise the SSC, and discuss areas of concern.

Funding

Briefly describe the services that will be provided by categorical funds that enable underperforming students to meet content standards (Details are provided in Action Plans).
EIA/LEP funds will provide for an EL coach to work a total of eighteen days helping teachers implement best practices for English learners, administering the CELDT, organizing ELAC parent meetings, and working with the ELD teacher and students during 7th period on strategies that ensure student success.

Ongoing Evaluation Reporting

Describe how staff and School Site Council use data from the California Standards Tests (CSTs), the Academic Performance Index (API), and the Adequate Yearly Progress (AYP) index to evaluate schoolwide and subgroup academic achievement.

- State data, as well as department and district assessment data, is analyzed to help the staff determine SMART Goals and priority learning needs at the beginning of the school year.
- The staff uses middle school planning days and common conference periods to analyze student achievement data and plan appropriate instruction and interventions.
- Data Director is used as a tool to disaggregate and analyze data. Each department shares, celebrates, and learns from this data at staff meetings.
- Classroom Walk Through Data helps inform the decisions for our staff development focus on student engagement and raising student achievement.
- At the monthly School Site Council meetings, departments report on the progress of student achievement.

Describe how staff and School Site Council will evaluate the effectiveness of your plan on an ongoing basis.

- The School Site Council reviews the SMART Goal Action Plans for each department.
- At the School Site Council meetings, each department reports and provides data on their progress in relation to the SMART Goal Action Plan.
- The School Site Council may form a Program Monitoring Committee that will make classroom observations to review the implementation of the SMART Goal Action Plans.

Describe how individual student assessment results will be shared with parents.

- In August, parents receive reports in the mail about the STAR testing results.
- Students are given a progress report from each teacher every three weeks to take home. These progress reports are to be signed and returned to the teacher.
- Parents are made aware of how to use Blackboard to access student grades, assignments, and attendance record.
- A computerized progress report is mailed home six weeks into each trimester followed by a report card at the end of each trimester.
- Parents and students are invited to conference with teachers to share classroom performance toward mastery of content standards.

English Language Arts					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2011)**				
	Schoolwide	**English Learners**	**Special Education**	**Other**	**Other**
Grade level/course: 7th Language Arts **SMART Goal:** By June 2011, the% of 7th grade students and subgroups scoring Proficient or Advanced on the CST in English-language arts will increase from 72.6% to 80%, exceeding the district AYP target goal of 67.6% and making the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: 8th Language Arts **SMART Goal:** By June 2011, the% of 8th grade students and subgroups scoring Proficient or Advanced on the CST in English-language arts will increase from 71% to 80%, exceeding the district AYP target goal of 67.6% and making the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: Safe Harbor **SMART Goal:** By June 2011, the Safe Harbor requirement to decrease the number of students scoring at the non-proficient level in English/Language Arts on the CST by 10% will be met or exceeded.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored? Teachers will use short cycle assessments to identify the most frequently missed skills/concepts and agree on a strategy to re-teach these missed items. Each trimester, teachers will follow the Data Analysis Protocol on three common assessments and the trimester benchmark assessment to determine student progress.					

Action Plan for English Language Arts				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will prominently display the lesson's learning objective that requires higher order levels of Blooms Taxonomy and guide students to refer to the objective throughout the lesson in order to help students and subgroups focus on and assess their personal learning progress.	Aug.2010 - June 2011	Dry erase markers; chart paper	$1,000.00	N/A
Teachers and training staff will collaborate to develop rigorous standards based on grade level lessons that use district adopted textbooks and materials, incorporate the design elements of good first teaching, and ensure high quality instruction for all students and subgroups.	Aug.2010 - June 2011	Printer toner/ink	$2,000.00	N/A
Teachers will collaborate to implement strategies into each lesson from Schelchty's Design Qualities of Engaging Student Work to incorporate active participation techniques that ensure student engagement and differentiated learning opportunities for all students and subgroups	Aug.2010 - June 2011	Individual whiteboards and supplies; ActivSlates; chart paper; colored dots; poster maker	$7,000.00	N/A
Teachers will collaborate to incorporate Marzano's high yielding strategies into each lesson that raise the level of achievement of all students and subgroups.	Aug. 2010 - June 2011	Binders; highlighters; index cards; sentence strips; sheet protectors; spiral notebooks	$5,000.00	N/A
Teachers will imbed test taking strategies into lessons and use CST formatted questions embedded with the academic language throughout the school year to prepare students for the standardized test.	Aug. 2010 - June 2011	RUSD publications	$2,500.00	N/A
Teachers will use Short Cycle Assessments to identify the most frequently missed skills/concepts in chapter/unit/benchmark assessments and mutually agree on a strategy to re-teach these missed items. Each trimester, the Data Analysis Protocol will be followed on three common assessments and the trimester benchmark assessment.	Aug. 2010 - June 2011	Thumb drives	$750.00	N/A
As budget restraints allow, teachers will be provided opportunities to visit other teachers/schools and attend conferences and workshops to observe and reinforce their understanding of effective instructional strategies for all students and subgroups.	Aug. 2010 - June 2011	Conference fees, mileage, meals, substitutes	$5,000.00	N/A
Professional development and follow-up support will be provided to teachers on effective strategies, such as ActivInspire, Step Up To Writing, KLLOV, Read 180, The Wright Stuff, Key Standards that ensure active engagement and increase achievement of all students and subgroups.	Aug. 2010 - June 2011	Consultant fees; substitutes	$7,000.00	N/A
Teachers will receive training on the use of the technology required to implement current state and district adopted programs, to incorporate research based strategies into their daily lessons that raise student engagement and achievement of all students and subgroups, and to facilitate communication with parents and students.	Aug. 2010 - June 2011	Consultant fees; maintenance of Promethean boards and Active Studio, United Streaming, Brain Pop	$10,000.00	N/A

Action Plan for English Language Arts				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will receive lists of students in subgroups, i.e. ELL, GATE, Special Ed, and highlight names in gradebook and on seating chart to ensure awareness of students who might require differentiated instruction, systematic interventions, or academic support.	Aug. 2010 - June 2011	Highlighters	$300.00	N/A

Interventions specifically for underperforming students:
In class interventions can include: "expert students" paired with underperforming students during group activities; differentiated choices to demonstrate learning provided; underperforming students and students in subgroups identified on seating chart to remind teacher during checking for understanding; small group reteaching; AVID type tutorials for test review; collaboration time provided in class; one-on-one conferencing between teacher and student.

Extended learning time can include: before and after school tutoring by teacher; additional review sheets provided; additional front loading provided before and after school; recommend SELA classes; refer to counselor watch, morning tutoring, after school tutoring, 7th period support classes, and Tuesday School for Success.

Opportunities to learn/test can include: test retake opportunity before and after school after attending reteach session; late/corrected work will be accepted first and second trimester with some limits set for third trimester; all tests scoring 70% or below will require a student to attend before school tutoring and to complete additional standards based assignments.

English Language Learners	
SMART Goals and Action Plan for Improved Performance	**Verification**
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2011)**
AMAO 1 (increase% of ELs making annual progress in learning English as measured by the CELDT) **2010-11 Target = 54.6** **SMART Goal:** By June 2011, the% of EL students increasing 1 or more CELDT levels or maintaining early advanced/advanced will increase from 91.3% to 97%, exceeding the district target goal of 54.6% and meeting the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met
AMAO 2 (increase% of ELs attaining English proficiency on the CELDT) **<u>Less than 5 Years of EL Instruction</u>:** **2010-11 Target = 18.7** **<u>More than 5 Years of EL Instruction</u>:** **2010-11 Target = 43.2** **SMART Goal:** By June 2011, the% of EL students with less than 5 years of EL instruction achieving the proficient level on the CELDT will increase from 50% to 55%, exceeding the district target goal of 18.7% and meeting the district AYP growth target of a 5% increase. By June 2011, the% of EL students with more than 5 years EL instruction achieving the proficient level on the CELDT will increase from 87.5% to 92.5%, exceeding the district target goal of 43.2% and meeting the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met
AMAO 3 (increase% of ELs meeting AYP requirements for EL subgroup) **2010-11 District Target = ELA 67% and Math 67.3** **SMART Goal:** By June 2011, the% of EL students achieving the proficient level on the ELA section of the CST will increase from 63.8% to 69%, meeting the district AYP target goal of 67%. By June 2011, the% of EL students achieving the proficient level on the math section of the CST will increase from 46.8% to 67.3%, meeting the district AYP target goal of 67.3%.	[ ] Met [ ] Not Met
Long Term English Learners-5+ years in EL program (increase% of LTELs meeting reclassification criteria) **SMART Goal:** By June 2011, the% of LTEL students meeting reclassification criteria will increase from 40% to 45%, meeting the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met

English Language Learners	
Reclassified Fluent English Proficient -R-FEP (maintain or increase% of R-FEPs proficient on CST) **SMART Goal:** By June 2011, the% of 7th grade R-FEP students scoring proficient or advanced on the language arts section of the CST will increase from 71% to 80%, exceeding the district AYP target goal of 67.6% and meeting the district AYP growth target of a 5% increase. By June 2011, the% of 8th grade R-FEP students scoring proficient or advanced on the language arts section of the CST will increase from 95% to 100%, exceeding the district AYP target goal of 67.6% and meeting the district AYP growth target of a 5% increase. By June 2011, the% of 7th grade R-FEP students scoring proficient or advanced on the math section of the CST will increase from 79% to 84%, exceeding the district AYP target goal of 67.3% and meeting the district AYP growth target of a 5% increase. By June 2011, the% of 8th grade R-FEP students scoring proficient or advanced on the algebra section of the CST will increase from 38% to 67.3%, meeting the district AYP target goal of 67.3%. By June 2011, the% of 7th grade R-FEP students scoring proficient or advanced on the algebra section of the CST will increase from 60% to 67.3%, meeting the district AYP target goal of 67.3%. By June 2011, the% of 8th grade R-FEP students scoring proficient or advanced on the geometry section of the CST will increase from 75% to 80%, exceeding the district AYP target goal of 67.3% and meeting the district AYP growth target of a 5% increase. By June 2011, the% of 8th grade R-FEP students scoring proficient or advanced on the history section of the CST will increase from 95% to 100%, meeting the district AYP target goal of a 5% increase. By June 2011, the% of 8th grade R-FEP students scoring proficient or advanced on the science section of the CST will increase from 90% to 95% meeting the AYP target goal of a 5% increase.	[ ] Met [ ] Not Met
How will progress during the year be monitored? Teachers will use short cycle assessments to identify the most frequently missed skills/concepts and agree on a strategy to re-teach these missed items. Each trimester, teachers will follow the Data Analysis Protocol on three common assessments and the trimester benchmark assessment to determine student progress.	

Action Plan for English Language Learners				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will prominently display the lesson's learning objective that requires higher order levels of Blooms Taxonomy and guide students to refer to the objective throughout the lesson in order to help students and subgroups focus on and assess their personal learning progress.	Aug. 2010 - June 2011	Dry erase markers; chart paper	$1,000.00	N//A
Teachers and training staff will collaborate to develop rigorous standards based on grade level lessons that use district adopted textbooks and materials, incorporate the design elements of good first teaching, and ensure high quality instruction for all students and subgroups.	Aug. 2010 - June 2011	Printer toner	$2,000.00	N/A
Teachers will collaborate to implement strategies into each lesson from Schelchty's Design Qualities of Engaging Student Work to incorporate active participation techniques that ensure student engagement and differentiated learning opportunities for all students and subgroups	Aug. 2010 - June 2011	Individual whiteboards and supplies; ActivSlates; chart paper; colored dots; poster maker	$7,000.00	N/A
Teachers will collaborate to incorporate Marzano's high yielding strategies into each lesson that raise the level of achievement of all students and subgroups.	Aug. 2010 - June 2011	Binders; highlighters; index cards; sentence strips; sheet protectors; spiral notebooks	$3,000.00	N/A
Teachers will imbed test taking strategies into lessons and use CST formatted questions embedded with the academic language throughout the school year to prepare students for the standardized test.	Aug. 2010 - June 2011	RUSD publications	$2,500.00	N/A
Teachers will use Short Cycle Assessments to identify the most frequently missed skills/concepts in chapter/unit/benchmark assessments and mutually agree on a strategy to re-teach these missed items. Each trimester, the Data Analysis Protocol will be followed on three common assessments and the trimester benchmark assessment.	Aug. 2010 - June 2011	Thumb drives	$750.00	N/A
As budget restraints allow, teachers will be provided opportunities to visit other teachers/schools and attend conferences and workshops to observe and reinforce their understanding of effective instructional strategies for all students and subgroups.	Aug. 2010 - June 2011	Conference fees, mileage, meals, substitutes	$5,000.00	N/A
Professional development and follow-up support on effective strategies, such as ActivInspire, Step Up To Writing, KLLOV, Read 180, The Wright Stuff, Key Standards that ensure active engagement and increase achievement of all students and subgroups will be provided to teachers.	Aug. 2010 - June 2011	Consultant fees; substitutes	$7,000.00	N/A
Teachers will receive training on the use of the technology required to implement current state and district adopted programs, to incorporate research based strategies into their daily lessons that raise student engagement and achievement of all students and subgroups, and to facilitate communication with parents and students.	Aug. 2010 - June 2011	Consultant fees; maintenance of Promethean boards and Active Studio, United Streaming, Brain Pop	$10,000.00	N/A

Action Plan for English Language Learners				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will receive lists of students in subgroups, i.e. ELL, GATE, Special Ed, and highlight names in gradebook and on seating chart to ensure awareness of students who might require differentiated instruction, systematic interventions, or academic support.	Aug. 2010 - June 2011	Highlighters	$300.00	N/A

Interventions specifically for underperforming students:
In class interventions can include: "expert students" paired with underperforming students during group activities; differentiated choices to demonstrate learning provided; small group reteaching; AVID type tutorials for test review and collaboration time provided in class; one on one tutoring with teacher; additional SDAIE techniques used.

Extended learning time can include: contact parent; before and after school tutoring by teacher; additional review sheets provided; additional front loading provided before and after school; refer student to before and after school tutoring; recommend 7th period support class, Tuesday School for Success, and counselor watch.

Opportunities to learn/test can include: test retake opportunity before and after school after attending reteach session; late/corrected work will be accepted; all tests scoring 75% or below may be retaken.

Mathematics					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2011)**				
	Schoolwide	**English Learners**	**Special Education**	**Other**	**Other**
Grade level/course: 7th Grade Introduction to Algebra **SMART Goal:** By June 2011, the% of 7th grade students and subgroups scoring Proficient or Advanced on the CST in Mathematics will increase from 60.3% to 68.5%, meeting the district AYP target goal of 68.5	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: Algebra I - 8th **SMART Goal:** By June 2011, the% of 8th grade students and subgroups scoring Proficient or Advanced on the CST in Algebra I will increase from 35.6% to 68.5%, meeting the district AYP target goal of 68.5%.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: Algebra I - 7th **SMART Goal:** By June 2011, the% of 7th grade students and subgroups scoring Proficient or Advanced on the CST in Algebra I will increase from 76% to 81% exceeding the district AYP target goal of 68.5% and , meeting the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Geometry** **SMART Goal:** By June 2011, the% students and subgroups scoring Proficient or Advanced on the CST in Geometry will increase from 75.8% to 90%, exceeding the district AYP target goal of 68.5% and meeting the district growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Safe Harbor** **SMART Goal:** By June 2011, the Safe Harbor requirement to decrease the number of students scoring at the non-proficient level in mathematics on the CST by 10% will be met or exceeded.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored? Teachers will use short cycle assessments to identify the most frequently missed skills/concepts and agree on a strategy to re-teach these missed items. Each trimester, teachers will follow the Data Analysis Protocol on three common assessments and the trimester benchmark assessment to determine student progress.					

Action Plan for Mathematics				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will prominently display the lesson's learning objective that requires higher order levels of Blooms Taxonomy and guide students to refer to the objective throughout the lesson in order to help students and subgroups focus on and assess their personal learning progress.	Aug. 2010 - June 2011	Dry erase markers; chart paper	$1,000.00	N/A
Teachers and training staff will collaborate to develop rigorous standards based on grade level lessons that use district adopted textbooks and materials, incorporate the design elements of good first teaching, and ensure high quality instruction for all students and subgroups.	Aug. 2010 - June 2011	Printer toner	$2,000.00	N/A
Teachers will collaborate to implement strategies into each lesson from Schelchty's Design Qualities of Engaging Student Work to incorporate active participation techniques that ensure student engagement and differentiated learning opportunities for all students and subgroups	Aug. 2010 - June 2011	Individual whiteboards and supplies; ActivSlates; chart paper; colored dots; poster maker	$7,000.00	N/A
Teachers will incorporate Marzano's instructional strategies to raise level of achievement (including Cornel Notes, White Boards, compare/contrast, and authentic practice).	Aug. 2010 - June 2011	Binders; highlighters; index cards; sentence strips; sheet protectors; spiral notebooks	$3,000.00	N/A
Teachers will imbed test taking strategies into lessons and use CST formatted questions embedded with the academic language throughout the school year to prepare students for the standardized test.	Aug. 2010 - June 2011	RUSD publications	$2,500.00	N/A
Teachers will use Short Cycle Assessments to identify the most frequently missed skills/concepts in chapter/unit/benchmark assessments and mutually agree on a strategy to re-teach these missed items. Each trimester, the Data Analysis Protocol will be followed on three common assessments and the trimester benchmark assessment.	Aug. 2010 - June 2011	Thumb drives	$750.00	N/A
As budget restraints allow, teachers will be provided opportunities to visit other teachers/schools and attend conferences and workshops to observe and reinforce their understanding of effective instructional strategies for all students and subgroups.	Aug. 2010 - June 2011	Conference fees, mileage, meals, substitutes	$5,000.00	N/A
Professional development and follow-up support on effective strategies, such as ActivInspire, Step Up To Writing, KLLOV, Read 180, The Wright Stuff, Key Standards that ensure active engagement and increase achievement of all students and subgroups will be provided to teachers.	Aug. 2010 - June 2011	Consultant fees; substitutes	$7,000.00	N/A
Teachers will receive training on the use of the technology required to implement current state and district adopted programs, to incorporate research based strategies into their daily lessons that raise student engagement and achievement of all students and subgroups, and to facilitate communication with parents and students.	Aug. 2010 - June 2011	Consultant fees; maintenance of Promethean boards and Active Studio, United Streaming, Brain Pop	$10,000.00	N/A

Action Plan for Mathematics				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will receive lists of students in subgroups, i.e. ELL, GATE, Special Ed, and highlight names in gradebook and on seating chart to ensure awareness of students who might require differentiated instruction, systematic interventions, or academic support.	Aug. 2010 - June 2011	Highlighters	$300.00	N/A

Interventions specifically for underperforming students:
In class interventions can include: "expert students" paired with underperforming students during group activities; differentiated choices to demonstrate learning provided; identify underperforming students and students in subgroups on seating chart to remind teacher during checking for understanding; small group reteaching; AVID type tutorials for test review and collaboration time provided in class; after data analysis, use most missed questions in warm-ups; study guide provided.

Extended learning time can include: inform parent; before and after school tutoring by teacher; additional review sheets provided; additional front loading provided before and after school; refer student to Strategic Math class, 7th period support class, after school class, and counselor watch; referral to Tuesday School for Success.

Opportunities to learn/test can include: test retake opportunity before and after school after attending reteach session; use of on line textbook, ALEKS 24/7, and Study Island.

Other: Electives, Science, History, Physical Education					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2011)**				
	Schoolwide	**English Learners**	**Special Education**	**Other**	**Other**
Grade level/course: 7/8th Electives **SMART Goal:** By June 2011, the% of students in Elective classes will increase their content area vocabulary knowledge by 15% as measured by the word analysis strand of the CST.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: 8th Grade Science **SMART Goal:** By June 2011, the% of 8th grade students and subgroups scoring Proficient or Advanced on the CST in Science will increase from 69.6% to 80%, meeting the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: 8th Grade United States History **SMART Goal:** By June 2011, the% of 8th grade students and subgroups scoring Proficient or Advanced on the CST in History/Social Science will increase from 65% to 70%, meeting the district AYP growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: Physical Education** **SMART Goal:** By June 2011, 80% of both 7th and 8th grade students will meet a minimum of 5 out of 6 of the California healthy fitness zones.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course: School Wide API Goal** **SMART Goal:** By June 2011, all students and subgroups will meet the API target goal of 900, exceeding the growth target of a 5% increase.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored? Teachers will use short cycle assessments to identify the most frequently missed skills/concepts and agree on a strategy to re-teach these missed items. Each trimester, teachers will follow the Data Analysis Protocol on three common assessments and the trimester benchmark assessment to determine student progress.					

Action Plan for Electives, Science, History, Physical Education				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will prominently display the lesson's learning objective that requires higher order levels of Blooms Taxonomy and guide students to refer to the objective throughout the lesson in order to help students and subgroups focus on and assess their personal learning progress.	Aug. 2010 - June 2011	Dry erase markers; chart paper	$1,000.00	N/A
Teachers and training staff will collaborate to develop rigorous standards based on grade level lessons that use district adopted textbooks and materials, incorporate the design elements of good first teaching, and ensure high quality instruction for all students and subgroups.	Aug. 2010 - June 2011	Printer toner	$2,000.00	N//A
Teachers will collaborate to implement strategies into each lesson from Schelchty's Design Qualities of Engaging Student Work to incorporate active participation techniques that ensure student engagement and differentiated learning opportunities for all students and subgroups	Aug. 2010 - June 2011	Individual whiteboards and supplies; ActivSlates; chart paper; colored dots; poster maker	$7,000.00	N/A
Teachers will collaborate to incorporate Marzano's high yielding strategies into each lesson that raise the level of achievement of all students and subgroups.	Aug. 2010 - June 2011	Binders; highlighters; index cards; sentence strips; sheet protectors; spiral notebooks	$3,000.00	N/A
Teachers will imbed test taking strategies into lessons and use CST formatted questions embedded with the academic language throughout the school year to prepare students for the standardized test.	Aug. 2010 - June 2011	RUSD publications	$2,500.00	N/A
Teachers will use Short Cycle Assessments to identify the most frequently missed skills/concepts in chapter/unit/benchmark assessments and mutually agree on a strategy to re-teach these missed items. Each trimester, the Data Analysis Protocol will be followed on three common assessments and the trimester benchmark assessment.	Aug. 2010 - June 2011	Thumb drives	$750.00	N/A
As budget restraints allow, teachers will be provided opportunities to visit other teachers/schools and attend conferences and workshops to observe and reinforce their understanding of effective instructional strategies for all students and subgroups.	Aug. 2010 - June 2011	Conference fees, mileage, meals, substitutes	$5,000.00	N/A
Professional development and follow-up support on effective strategies, such as ActivInspire, Step Up To Writing, KLLOV, Read 180, The Wright Stuff, Key Standards that ensure active engagement and increase achievement of all students and subgroups will be provided to teachers.	Aug. 2010 - June 2011	Consultant fees; substitutes	$7,000.00	N/A
Teachers will receive training on the use of the technology required to implement current state and district adopted programs, to incorporate research based strategies into their daily lessons that raise student engagement and achievement of all students and subgroups, and to facilitate communication with parents and students.	Aug. 2010 - June 2011	Consultant fees; maintenance of Promethean boards and Active Studio, United Streaming, Brain Pop	$10,000.00	N/A

Action Plan for Electives, Science, History, Physical Education				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Teachers will receive lists of students in subgroups, i.e. ELL, GATE, Special Ed, and highlight names in gradebook and on seating chart to ensure awareness of students who might require differentiated instruction, systematic interventions, or academic support.	Aug. 2010 - June 2011	Highlighters	$300.00	N/A

Interventions specifically for underperforming students:
In class interventions can include: seat rearrangement; "expert students" paired with underperforming students during group activities; differentiated choices to demonstrate learning provided; buddy partners; student lead instruction; underperforming students and students in subgroups identified on seating chart to remind teacher during checking for understanding; small group reteaching; AVID type tutorials for test review; collaboration time provided in class; one on one conferencing/mini-chat with student; learning centers.

Extended learning time can include: parent informed; before and after school tutoring by teacher/department; additional review sheets and study guides provided; additional front loading provided before and after school; refer student to before school tutoring, after school tutoring, support classes, Tuesday School for Success; additional time given for the completion of assignments.

Opportunities to learn/test can include: test retake opportunity before and after school, and during lunch after attending reteach session

Other: Students and Parents [ ] Not Applicable					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2011)**				
	Schoolwide	**English Learners**	**Special Education**	**Other**	**Other**
Grade level/course: Parent Participation **SMART Goal:** By June 2011, the number of parents participating in school committee meetings (School Site Council, ELAC, PTSA), attending school events (Back to School Night, Open House, 6th Grade Parent Orientation), and parent education classes will increase over the previous year.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: Student Rewards/Incentives **SMART Goal:** A Student Recognition and Incentive program will recognize students for outstanding effort, citizenship, and attendance throughout the school year.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored? Attendance at school meetings and events will be recorded and compared to the previous year's attendance. Data on number of students recognized will be compiled and a presentation will be made to School Site Council, ELAC, PTSA and announced during the daily announcements.					

Action Plan for Students and Parents [ ] Not Applicable				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Parents will be notified of all school committee meetings, school events, and parent education classes by various methods which can include flyers, auto dialer, personal phone calls, newsletter, and school marquee.	Aug. 2010 - June 2011	Paper; maintenance of Teleparent	$2,000.00	N/A
Incentives, such as babysitters, refreshments, and door prizes, will be provided at school committee meetings, school events, and parent education classes.	Aug. 2010 - June 2011	Babysitter fee; cost of refreshments, door prizes	$1,000.00	N/A
Translation, if needed, will be provided at school committee meetings, school events, parent education classes, and on correspondence sent to parents/guardians.	Aug. 2010 - June 2011	Fee for translator	$2,000.00	N/A
Each trimester, students meeting effort and citizenship criteria will be publicly recognized in a variety of ways, such as names read over intercom, Student of the Month Luncheon, Pizza Party, A Awards Night, Honor Society, t-shirts, assembly, names on marquee, and phone call home.	Aug. 2010 - June 2011	Cost of food; awards certificates; pizza; t-shirts; guests speakers	$3,000.00	N/A
Perfect attendance during the school year and during state testing will be recognized and rewarded in a variety of ways, such names read over the intercom, Pizza Party, various prizes, t-shirts, dances, names on marquee, and phone call home.	Aug. 2010 - June 2011	Cost of food; awards certificates; pizza; t-shirts; guests speakers	$3,000.00	N/A
Various activities and clubs will help students transition from elementary to middle school and from middle to high school, such as ASB activities, Spirit Days/Week, Middle/High School Visitation, motivational speakers, special assemblies.	Aug. 2010 - June 2011	Bus fees; guest speakers fees; publications cost	$5,000.00	N/A
Students will have opportunities to use technology in order to access programs and sites that provide additional tutoring in and support of the core curriculum, such as online textbooks, www.my.hrw.com (Holt on line essay scoring), www.hosted18.relearn.com (Accelerated Reader), www.vocabulary.com (vocabulary reference), www.annefrank.org (Anne Frank resource), and www.riverside.blackboard.com., www.cellsalive.com (Cells Alive!), www.exploratorium,edu/learning (Cow Eye Dissection), www,nsf.gov (tour of the cell), www.usoe, k12,us (Levers), www.classzone.com (Science 8 textbook), Alien Juice Bar website.	Aug. 2010 - June 2011	Lap top computers; computer programs designed for tutoring, such as Study Island; computer maintenance	$40,000.00	N/A
Interventions specifically for underperforming students:				

Other: Physical Education [ ] Not Applicable					
SMART Goals and Action Plan for Improved Performance	**Verification of SMART goals**				
SMART Goals (Specific, Measurable, Achievable, Results Oriented, Time Bound)	**Date:** **(To be completed in the Fall of 2011)**				
	Schoolwide	**English Learners**	**Special Education**	**Other**	**Other**
Grade level/course: 7th **SMART Goal:** By June 2010 80% of 7th grade students will meet a minimum of 5 out of 6 of the California healthy fitness zones.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: 8th **SMART Goal:** By June 2010 80% of 8th grade students will meet a minimum of 5 out of 6 of the California healthy fitness zones.	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
Grade level/course: **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
[ ] Not Applicable **Grade level/course:** **SMART Goal:**	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met	[ ] Met [ ] Not Met
How will progress during the year be monitored?					

Action Plan for Physical Education [ ] Not Applicable				
Actions to be Taken to Reach These Goals ✓ Based on results of Academic Program Survey and Student Achievement Data ✓ Consider staffing, professional development, research based high yield strategies, engagement, differentiation, interventions	**Start and Completion Dates**	**Proposed Expenditures**	**Estimated Cost**	**Funding Sources**
Students will demonstrate knowledge of physical fitness in the following areas: aerobic capacity, abdominal strength, trunk extension strength, upper body strength, and flexibility.				
Students will read informational articles or text excerpts relating to physical fitness.				
Students will use meta cognitive writing to make predictions				
Students will learn to graph and analyze mile and other fitness data.				
Students will reflect on assessment data for fitness and other sports.				
Students will write predictions/reflections on physical fitness and sports units and reflections about text.				
Interventions specifically for underperforming students: A. Teachers will provide opportunities for pre testing and retesting. B. Re teaching and additional practice for students not meeting goals/standards will be provided				

Riverside Unified School District

Year: 2010-11

Recommendations and Assurances

The School Site Council recommends this Single Plan for Student Achievement and proposed expenditures to the RUSD governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with District governing board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and District governing board policies, including those board policies relating to material changes in the school plan requiring Board approval.

3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this school plan *(check those that apply)*:

   [ ] Title I Advisory/ State Compensatory Education Advisory (SCE) Group

   [ ] English Learner Advisory Committee (ELAC)

   [ ] Gifted and Talented Education Program (GATE) Advisory Committee

   [ ] Other (list):

4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirement have been met, including those found in the district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan, including budgets, was approved via quorum by the School Site Council at a public meeting.

Signatures: ** Print and keep a copy of the entire School Plan including these original signatures on file at your school site.

Typed Name	Signature	Date
Kyley Ybarra, Principal	*	
Undray Baker, SSC Chairperson	*	

Members of the School Site Council

- At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).
- At secondary schools, the SSC must be constituted of ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members and students. Classroom teachers must comprise a majority of persons represented under section (a).
- ALL SSC members must be selected by their peer group.
- Education Code Section 64001(g) requires that the Single Plan for Students Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kyley Ybarra	[X]	[ ]	[ ]	[ ]	[ ]
Zach Aguirre	[ ]	[X]	[ ]	[ ]	[ ]
Donna Hain	[ ]	[X]	[ ]	[ ]	[ ]
Terri Lowery	[ ]	[X]	[ ]	[ ]	[ ]
Geri Prewitt	[ ]	[X]	[ ]	[ ]	[ ]
Yvonne Weinstein	[ ]	[X]	[ ]	[ ]	[ ]
Joanne Davis	[ ]	[ ]	[X]	[ ]	[ ]
Patricia Tafoya	[ ]	[ ]	[X]	[ ]	[ ]
Undray Baker	[ ]	[ ]	[ ]	[X]	[ ]
Simmone Bannister	[ ]	[ ]	[ ]	[X]	[ ]
Yvonne Morgan	[ ]	[ ]	[ ]	[X]	[ ]
Cyndi Munksgaard	[ ]	[ ]	[ ]	[X]	[ ]
Isaac Cooley	[ ]	[ ]	[ ]	[ ]	[X]
Ashlyn Frey	[ ]	[ ]	[ ]	[ ]	[X]
Sierra Lynch	[ ]	[ ]	[ ]	[ ]	[X]
LJ Valenzuela	[ ]	[ ]	[ ]	[ ]	[X]
Number of members of each category:	**1**	**5**	**2**	**4**	**4**

SSC Approval of School Plan and Budgets

Insert Agenda & Minutes from the SSC Meeting(s) Approving the Single Plan for Student Achievement **

Agenda:

Minutes:

Programs / Grants

This single plan represents school participation in the following State and Federal Categorical Programs:

PROGRAMS	Allocation
State:	
[X] Economic Impact Aid/Limited English Proficient (EIA/LEP)	$6,880.00
[ ] Economic Impact Aid/State Compensatory Education (EIA/SCE)	
[ ] Tobacco-Use Prevention Education (TUPE)	
[ ] English Language Acquisition Program (ELAP)	
[ ] State Preschool	
[ ] Helping Elementary Achievers Reach The Stars (HEARTS)	
[ ] Partners In Riverside Investing In Middle School Education (PRIME TIME)	
Federal:	
[ ] Title I, Part A: Improving the Academic Achievement of the Disadvantaged	
[ ] Title I, Part A, ARRA: American Recovery and Reinvestment Act	
[ ] Title II, Part A, D: High Quality Teachers/Principals, Technology	
[ ] Title III, Part A: Language Instruction for Limited English Proficient students	
[ ] Head Start (Title I, Part B: Preschool Program)	
[ ] Even Start Family Literacy (Title I, Part B, Subpart 3: Preschool Program)	

Budget Planning Staff List for 2010-11

School: Frank Augustus Miller Middle School

[ ] Not Applicable (no categorical funds are being used for salaries)

Please list below the staff to be paid from Categorical Funds in 2010-11. **DO NOT** list additional hours or tutors. List the names and position titles. For Certificated staff, list the percentage to be charged in the appropriate funding column, and for Classified staff, list the hours to be worked in the appropriate funding column. Be sure to budget for all staff listed on your Tentative Budget Sheets.

Certificated Staff					
Name & Position	**3010 Title**	**7090 EIA/SCE**	**7091 EIA/LEP**	**6286 ELAP**	**Other (list)**
Sabina Davidson, EL Coach			100		

ELAP (6286) Budget for 2010-11

School: Frank Augustus Miller Middle School

Program: ELAP (6286)

Allocation: $0

Carryover: $54

Total: $54.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary		(changes in the state budget has eliminated this budget. Adjustments will be made in December
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)		
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology		
	4310	Supplies, Technology/Software		
	4400	Equip.,Other, New, $500-$9,999		
	4410	Equip., Technology $500-$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New $10,000 & Up		
		Total:		

EIA-LEP (7091) Budget for 2010-11

School: Frank Augustus Miller Middle School

Program: EIA-LEP (7091)

Allocation: $8,867

Carryover: $1,926

Total: $10,793.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary	$7,326.00	To provide 18 days of instructional support to all teachers from Sabina Davidson, EL coach.
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)		
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology		
	4310	Supplies, Technology/Software		
	4400	Equip.,Other, New, $500-$9,999		
	4410	Equip., Technology $500-$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New $10,000 & Up		
		Total:	**$7,326.00**	

EIA-SCE (7090) Budget for 2010-11

[X] Not Applicable

School: Frank Augustus Miller Middle School

Program: EIA-SCE (7090)

Allocation:

Carryover:

Total: $0.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary		
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)		
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology		
	4310	Supplies, Technology/Software		
	4400	Equip.,Other, New, $500-$9,999		
	4410	Equip., Technology $500-$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New $10,000 & Up		
		Total:		

Title I (3010) Budget for 2010-11

[X] Not Applicable

School: Frank Augustus Miller Middle School **Allocation:**

Program: Title I (3010) **Carryover:**

Total: $0.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary		
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)		
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology		
	4310	Supplies, Technology/Software		
	4400	Equip.,Other, New, $500-$9,999		
	4410	Equip., Technology $500-$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New $10,000 & Up		
		Total:		

Title I (3011) Budget for 2010-11

[X] Not Applicable

School: Frank Augustus Miller Middle School **Allocation:** $0

Program: Title I (3011) **Carryover:**

Total: $0.00

Function	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Resource Teacher Salary		
2140	1900	Instructional Coaches Salary		
2700	1900	CPS Salary		
1000	2100	Instructional Assistant (4 hrs/more)		
1000	2110	Instr. Assist. (under 4hr./timecard)		
2700	2400	Office Assistant		
2495	2900	Community Assistant		
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous		
1000	1130	Teacher Substitutes		
2700	1920	CPS Extra Duty, Non-Teaching		
2700	1940	CPS Group Leader Stipend		
1000	2111	Classified Tutor Hours, Instruct.		
1000	2120	Instr. Assistant Peakload/Overtime		
2700	2420	Clerical Peakload/Overtime		
2490	2920	Other Class., Translation Function		
2495	2920	Other Class., Child Care/Parent Inv		
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)		
Other Discretionary Accounts				
	4200	Other Books		
	4300	Supplies. Non-Technology		
	4310	Supplies, Technology/Software		
	4400	Equip.,Other, New, $500-$9,999		
	4410	Equip., Technology $500-$9,999		
	5210	Mileage		
	5220	Conference Expenses		
1036	5711	District Busses (Field Trips)		
	5715	District Service Requests (M&O)		
	5725	District Publications		
	5780	Nutrition Services		
	5800	Other Contracts		
	5815	Consultants, Indep. Contractors		
	5910	Postage		
	5920	Telephones/Terminals		
	5929	Cellular Phone Service		
	6400	Equip, New $10,000 & Up		
		Total:		

Centralized Services

No funds are being reserved at the District level for Centralized Services from this school's categorical program allocations.

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			73			22			4			1
Grade 8			72			21			5			2

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			60			28			10			2
Grade 8			3			47			33			17

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

African American Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			64			360.8
Grade 8			74			379.1

African American Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			37			340.1
Grade 8			*			*

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

Asian Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			90			407.7
Grade 8			84			393.0

Asian Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			75			396.2
Grade 8						

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

Hispanic/Latino Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			64			367.8
Grade 8			64			365.5

Hispanic/Latino Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			59			363.0
Grade 8			7			313.0

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

White Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			78			380.3
Grade 8			72			380.5

White Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			64			369.7
Grade 8			0			280.6

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

English Learner Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			29			327.9
Grade 8			*			*

English Learner Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			29			341.1
Grade 8			*			*

Appendix A
School and Student Performance Data

California Standardized Testing (CST) Results

Socio-Economically Disadvantaged Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			61			359.5
Grade 8			61			364.8

Socio-Economically Disadvantaged Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Grade 7			50			354.1
Grade 8			0			289.9

Appendix A
School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included			614			263			73			36
Growth API			848			852						
Base API			B									
Target			B									
Growth			B									
Met Target												

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included			200			47			227			53
Growth API			823						810			
Base API												
Target												
Growth												
Met Target												

Appendix A
School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate			100			100			100			100
Number At or Above Proficient			448			197			49			32
Percent At or Above Proficient			73.1			74.9			67.1			88.9
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria			Yes			Yes			--			--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate			100			100			100			99
Number At or Above Proficient			133			30			144			25
Percent At or Above Proficient			66.8			63.8			63.4			48.1
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria			Yes			--			Yes			--

Appendix A
School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate			100			100			100			100
Number At or Above Proficient			300			139			31			25
Percent At or Above Proficient			49.0			52.9			42.5			69.4
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0
Met AYP Criteria			No			No			--			--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate			99			100			99			97
Number At or Above Proficient			79			22			88			11
Percent At or Above Proficient			39.9			46.8			39.1			21.6
AYP Target	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0	37.0	47.5	58.0
Met AYP Criteria			No			--			No			--

Appendix A
School and Student Performance Data

Title III Accountability Data for Frank Augustus Miller Middle School

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers			23
Percent with Prior Year Data			10
Number in Cohort			23
Number Met			*
Percent Met			*
NCLB Target	50.1	51.6	56
Met Target			*

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort			8	17
Number Met			*	*
Percent Met			*	*
NCLB Target	28.9	30.6	20.7	41.3
Met Target			*	*

Title III Accountability Data (District)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	7,126	7,798	7,602
Percent with Prior Year Data	98.4	94.9	100
Number in Cohort	7,012	7,402	7,586
Number Met	4,010	4,336	4,291
Percent Met	57.2	58.6	57
NCLB Target	50.1	51.6	56
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	3,865	4,000	5,501	3,233
Number Met	1,381	1,543	1,216	1,650
Percent Met	35.7	38.6	22.1	51
NCLB Target	28.9	30.6	17.4	41.3
Met Target	**Yes**	**Yes**	**Yes**	**Yes**

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

Appendix A
School and Student Performance Data

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#		#		#		#		#		#
7	4	33	7	58	1	8					12
8			7	64	3	27	1	9			11
Total	4	17	14	61	4	17	1	4			23

Appendix B
Chart of Requirements for the
Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
I. Involvement		
Involve parents and community in planning and implementing the school plan	*EC* 52055.625(b)(1)(C), (2)(C), (e) *EC* 52055.620(a)(4) *EC* 52054 *EC* 35294.1(b)(2)(C) 5*CCR* 3932 20 *USC* 7115(a)(1)(E) 20 *USC* 6316(b)(3) 20 *USC* 6315(c)(1)(G) 20 *USC* 6314(b)(1), (2)(A)	Ongoing Evaluation Reporting
Advisory committee review & recommendations	*EC* 64001(a) *EC* 52055.620(b)(1)	Governance and Administration
Written notice of PI status	20 *USC* 6316(b)(3)	Appendix D-NCLB Program Improvement School Requirements
II. Governance and Administration		
Single, comprehensive plan	*EC* 64001(a), (d) *EC* 52853 *EC* 41572 *EC* 41507 *EC* 35294.1(a) 20 *USC* 7114(d)(2) 20 *USC* 6315(c)(1)(B) 20 *USC* 6314(b)(2)(A)	Governance and Administration
School site council (SSC) constituted per former *EC* 52012	*EC* 64001(g)	Governance and Administration
SSC developed plan and expenditures	*EC* 64001(a)	Ongoing Evaluation Reporting Governance and Administration Budget
	EC 41572	
	EC 41507	
	EC 35294.1(b)(1)	

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
SSC annually updates the plan	*EC* 64001((g) *EC* 35294.2(e)	Site Information Page Ongoing Evaluation Reporting Governance and Administration
Governing board approves SPSA	*EC* 64001(h) *EC* 52055.630(b)	Site Information Page
Policies to insure all groups succeed	20 *USC* 6316(b)(3)	Action Plans Analysis of Current Educational Practice
Specify role of school, LEA, and SEA; and coordination with other organizations	20 *USC* 6316(b)(3)	Analysis of Current Educational Practice
Submit High Priority annual report after public LEA governing board review	*EC* 52055.640	N/A
III. Funding		
Plan includes proposed expenditures to improve academic performance	*EC* 64001(g) *EC* 52853 *EC* 52054 20 *USC* 6316(b)(3) 20 *USC* 6315(c) 20 *USC* 6314(b)(2)(A)	Action Plans Analysis of Current Educational Practice Budget
Describe centralized services expenditures	5 *CCR* 3947(b)	Budget
IV. Standards, Assessment, and Accountability		
Comprehensive assessment and analysis of data	*EC* 64001(f) *EC* 52055.620(a)(1) - (3) *EC* 52054 20 *USC* 7115(a)(1)(A) 20 *USC* 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Appendix A-School and Student Performance Data
Evaluation of improvement strategies	*EC* 64001(f) *EC* 52853 *EC* 52055.625(c) *EC* 35294.2(e) *EC* 32228.5(b) 20 *USC* 7115(a)(2)	Action Plans Analysis of Current Educational Practice Ongoing Evaluation Reporting

REQUIREMENTS	LEGAL CITATION	SECTION(S) OF PLAN
Ongoing monitoring and revision	20 *USC* 6315(c)(2)(B)	Action Plans Ongoing Evaluation Reporting
Assessment results available to parents	*EC* 35294.2(e) 20 *USC* 7115(a)(1)(E) 20 *USC* 6314(b)(2)(A)	Ongoing Evaluation Reporting Action Plans Analysis of Current Educational Practice
V. Staffing and Professional Development		
Provide staff development	*EC* 52853 *EC* 52055.625(d)(1)(B),(C) *EC* 32228(b)(2) 20 *USC* 6316(b)(3) 20 *USC* 6315(c)(1)(F) 20 *USC* 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice Budget
Budget 10% of Title I for staff development	20 *USC* 6316(b)(3)	Action Plans Analysis of Current Educational Practice Budget
Provide highly qualified staff	*EC* 52055.625(b), (d) 20 *USC* 6315(c)(1)(E) 20 *USC* 6314(b)(1), (2)(A)	Analysis of Current Educational Practice
Distribute experienced teachers	*EC* 52055.620(d)	N/A (at site level)
VI. Opportunity & Equal Educational Access		
Describe instruction for at-risk students	*EC*52853	Action Plans
Describe the help for students to meet state standards	*EC* 64001(f) 20 *USC* 6314(b)(1), (2)(A) 20 *USC* 6315(c)	Action Plans Analysis of Current Educational Practice
Describe auxiliary services for at-risk students	*EC* 52853 *EC* 52055.620(a)(7) 20 *USC* 7114(d)(2)(E) 20 *USC* 6315(c) 20 *USC* 6314(b)(1), (2)(A)	Action Plans Analysis of Current Educational Practice
Avoid Isolation or segregation	5*CCR* 3934	Analysis of Current Educational Practice

VII. Teaching and Learning		
Goals based on performance	*EC* 64001(f)	Action Plans
	20 *USC* 7115(a)(1)(A)	
Define objectives	*EC* 52054	Action Plans
	20 *USC* 7114(d)(2)(B)	
	20 *USC* 6316(b)(3)	
Steps to intended outcomes	*EC* 52054	Action Plans
	5*CCR* 3930	
Account for all services	5*CCR* 3930	Action Plans, Analysis of Current Educational Practice
Provide strategies responsive to	EC 52055.620(a)(3)	Action Plans
student needs	*EC* 52054	
	5*CCR* 3931	
	20 *USC* 7114(d)(2)(E)	
	20 *USC* 6315(c)	
	20 *USC* 6314(b)(2)(A)	
Describe reform strategies that:	20 *USC* 6314(b)(1), (2)(A)	Action Plans
-Allow all to meet/exceed standards;	20 *USC* 6315(c)	Analysis of Current Educational Practice
-Are effective, research based;	20 *USC* 6316(b)(3)	Action Plans
	20 *USC* 6315(c)(1)(C)	
	20 *USC* 6314(b)(1)(B)	
-Strengthen core academics;	*EC* 52054	Action Plans
-Address under-served populations;	*EC* 52055.625(b), (c)	Analysis of Current Educational Practice
-Provide effective, timely assistance;	20 *USC* 6314(b)(1)(I), (2)(A)	
-Increase learning time	20 *USC* 6316(b)(3);	Action Plans
	20 *USC* 6314(b)(1)(B),(2)	Analysis of Current Educational Practice
-Meet needs of low-performing students	20 *USC* 6315(c)(A);	Action Plans
	20 *USC* 6314(b)(1)(B),(2)	Analysis of Current Educational Practice
-Involve teachers in academic	20 *USC* 6314(b)(1)(H), (2)	Action Plans
assessments		Analysis of Current Educational Practice
-Coordinate state and federal programs	20 *USC* 6315(c)(1)(H)	Governance and Administration
	20 *USC* 6314(b)(1)(J), (2)(A)	
-Transition from preschool	20 *USC* 6315(c)(1)(D)	Analysis of Current Educational Practice
	20 *USC* 6314(b)(1)(G), (2)(A)	
Provide an environment conducive to	*EC* 52055.625(f)(1)	Action Plans
learning	*EC* 52055.620(a)(6)	Analysis of Current Educational Practice
	20 *USC* 7114(d)(1)	
Enable continuous progress	5*CCR* 3931	Action Plans
Acquire basic skills, literacy	*EC* 52055.625(b)(1), (c)(1)	Action Plans
	5*CCR* 3937	
Align curriculum, strategies, and	*EC* 52853	Action Plans
materials with state standards or law	*EC* 52055.625(b)(2)(D),(c)	Analysis of Current Educational Practice
Provide high school career preparation	5*CCR* 4403	Action Plans (High School, Career Technical)

Appendix C
Required Components of a Program Improvement Single Plan for Student Achievement

Program Improvement Component	School Plan Section
1. Research-based strategies—The plan must incorporate strategies, based on scientifically based research, that address the academic issues that caused the school to be identified.	- Action Plans
2. Adopting best practices—For the core academic subjects, the plan must outline policies and practices that have the greatest likelihood of ensuring that all subgroups of students become proficient by 2013-14.	- Action Plans - Analysis of Current Educational Practice (CEP)
3. Meeting professional development needs—The plan must provide an assurance that the school will spend at least 10 percent of its Title I, Part A funds for high-quality professional development. This professional development must directly address the academic achievement problems that caused the school to be identified.	- Appendix D, NCLB Program Improvement School Requirements
4. The plan must specify how the school will use the 10 percent set-aside to remove itself from improvement status.	- Appendix D, NCLB Program Improvement School Requirements
5. Setting annual goals—The plan must set specific annual measurable objectives for continuous progress by each subgroup of students.	- Action Plans
6. Outlining parent notices—The plan must describe how the school will provide written notice about the improvement identification to parents.	- Appendix D, NCLB Program Improvement School Requirements
7. Assigning responsibilities—The plan must specify the responsibilities of the school, the district, and the state under the plan, including descriptions of the district's technical assistance and fiscal responsibilities.	- Appendix D, NCLB Program Improvement School Requirements
8. Increasing parent involvement—The plan must detail strategies to promote effective parental involvement.	- Action Plan - Analysis of CEP #8
9. Increasing instructional time—As appropriate, the plan must incorporate activities for students before school, after school, during the summer, and during any extension of the school year.	- Action Plans - Analysis of CEP #4, #5
10. Setting up teacher mentoring—The plan must incorporate a teacher mentoring program.	- Action Plans - Analysis of CEP #7

Appendix D
ESEA Program Improvement School Requirements

[X] Not Applicable

School Year	PI Year	Mandates	Actions
	Year 1	• Revise school plan within 3 months to cover 2-year period • Use 10% of Title I school funds for professional development • Implement plan promptly • Notify parents of PI identification	• School plan revised on • $Title I funds will be used for professional development for the following activities: • Revised plan implementation will begin on • Parental notification mailed on
	Year 2	• Update plan/continue to implement • Continue using 10% of Title I school funds for professional development • Notify parents of PI status	• $Title I funds will be used for professional development for the following activities: • Parental notification mailed on

	Year 3	• Update plan/continue to implement
		• Continue using 10% of Title I school funds for professional development
		• Collaborate with district to improve student achievement
		• Notify parents of PI status
			• $Title I funds will be used for professional development for the following activities:
			• Will collaborate with district office staff regarding possible:
			  o Replacement of school staff
			  o Implementation of new curriculum
			  o Decrease in management authority at school level
			  o Appointment of outside expert
			  o Extension of school year or day
			  o Restructuring of internal organizational structure of school
			▪ Parental notification mailed on

	Year 4	• Update plan/continue to implement
		• Continue using 10% of Title I school funds for professional development
		• Collaborate with district to improve student achievement
		• Collaborate with district to prepare plan for alternative governance of school
		• Notify parents of PI status
			• $Title I funds will be used for professional development for the following activities:
			• Will collaborate with district office staff regarding possible:
			  o Reopening of school as a charter
			  o Replacement of all or most of staff, including principal
			  o Contracting with outside entity to manage school
			  o Any other major restructuring
			• Parental notification mailed on

	Year 5	• Implement alternative governance plan developed in Year 4 • Notify parents of PI status	• Implementation of alternative governance plan will begin on • Parental notification mailed on
	Year 5+	• Implement alternative governance plan developed in Year 4 • Notify parents of PI status	• Implementation of alternative governance plan will begin on • Parental notification mailed on
	Year 5+	• Implement alternative governance plan developed in Year 4 • Notify parents of PI status	• Implementation of alternative governance plan will begin on • Parental notification mailed on

Appendix E
Home School Compact
(Title I Schools)

[X] Not Applicable (site is a non Title I school)

Appendix F
Corrective Action/Restructuring Plans

[X] N/A