

# The Single Plan for Student Achievement

## **Cragmont Elementary School**

School Name

01-61143-6090195

CDS Code

Date of this revision: April 30, 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## **Berkeley Unified School District**

School District

Superintendent: William Huyett  
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The District Governing Board approved this revision of the School Plan on .

## I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> Cragmont Elementary School	<b>School Year:</b> 2009-12
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### Summary of School Goals:

Cragmont is pursuing five goals during 2009-2012 as our school seeks to fulfill our vision statement. The goals are to 1) continue to increase student academic achievement, 2) support staff in educating our diverse student body, 3) build a cohesive parent-teacher partnership, 4) support the development of the whole child through enrichment opportunities, and 5) improve school climate.

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

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

In order to increase student engagement and achievement Goal 2 - supporting our staff in educating a diverse student body - we will utilize Equity Centered Professional Learning Community (EPLC), PBS/ BEST (Positive Behavior Support /Building Effective Schools Together) behavior program, Dragon Time, differentiated instruction, cultural celebrations, and Parent Support Workshops.

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

We will continue to advance the development of the whole child - our Goal 4. Our curriculum will include a rich differentiated instruction to all students. All K-5 students will receive, dance/movement, visual art, music instruction, library time, science and additional enrichment opportunities.

In an effort to improve school climate (Goal 5) we have a school wide instructional system called "Dragon Time" and will implement PBS/BEST behavior program to ensure instruction in key areas around community building, conflict resolution, attendance, and improved yard supervision. We will implement the newly adopted "Welcoming School Curriculum " , that will focus on building school community. Measurement will include implementation, survey feedback from teachers, parents, students, and data collection through Power School on attendance and referrals. We commit to maintaining a clean and safe campus for our students, staff, and parents.

### Site Committee Representatives:

Parents/Community	Staff
(Chair): Sabrina Pinell (Parent)	(Principal): Evelyn Tamondong-Bradley
(Co-Chair, if applicable): Lea Baechler-Brabo (Parent)	(Teacher): Carole Goyen
Jill Donaldson (Parent)	(Teacher): Janene Barnewolt
Mark McLean (Parent)	(Teacher): Eleanor Tiglao
David Stevens (Parent)	(Classified): Angela Gilder
Peter Gillette (Parent)	Jabari Anderson (Teacher)
Myesha Kirk Junior (Alternate)	Ely Amador- Edelin (Alternate)
Ted Pete (Alternate)	Nancy Charleson (Alternate)

### Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

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DAC Representative (District Advisory Committee for EIA):

\_\_\_\_\_

DELAC Representative (District English Learner Advisory Committee):

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## II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 05/04/10.
8. This school plan was adopted by the School Governance Council on 05/04/10.

Evelyn Tamondong-Bradley

Principal

Signature

Date

Sabrina Pinell (Parent)

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Monica Thyberg

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

### III. School Vision and Mission

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

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

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

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

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

#### **IV. School Profile**

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

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

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

Cragmont has approximately 420 students of diverse ethnic and socio-economic make up : 36% Caucasian, 26% African American, 22% Latino, 18% Multi-Ethnic and 3% Asian.

Last year 38% of our population received free or reduced price lunch. Our average class size is reported to be higher than the District average. Our percentage of English Learners is 17% and the District Average is 20%. The Demographic trends chart (above) shows that our school's demographic make-up has remained fairly consistent with slight growth in socio-economic disadvantage group.

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

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

We have different support services offered at our school. We are the only school in Berkeley that has a Counseling Enriched Class for students who are in 3rd, 4th, and 5th grade. Our students have access to counseling services; we have two interns this year, whereas last year we had only one. We have our ULSS (Universal Learning Support Services) support team that provides intervention to our students throughout the school day. Families have the opportunity to enroll their students in the After School Program for extended school day where students receive homework support and can enroll in assortment of enrichment classes. Some of our students receive academic tutoring by Cragmont staff and/or by UC Berkeley tutors.

Our hardworking PTA raised approximately 100,000 last year through its many fund-raising events. We receive mini-grants for classroom projects from the Berkeley Public Education Foundation and a Berkeley non-profit foundation called In Dulci Jubilo. We also benefit from Berkeley Schools Excellence Project (BSEP) tax revenues, which are used primarily for our arts program.

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

## **V. Comprehensive Needs Assessment Components**

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

please see attached data

### **B. Surveys**

The School Governance Council created an online survey using Survey Monkey (in both English and Spanish) and also sent home a paper version of the survey. We had 51% who completed the surveys both on line and paper.

There was also a survey that was created by our SGC was given to our teachers and staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing on spending for the next year. Our staff also designed a survey for our K-5th graders that focused on school climate and enrichment preferences.

### **C. Classroom Observations**

The principal is visible in the school and visits classrooms for quick walk through visits. The teaching staff is evaluated every other year through formal observations in combination with the data collected during these walk through visits. Site staff development and professional development priorities are based on needs determined by our leadership and district teams.

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

The staff looks at student work in progress as a regular part of our weekly ULSS meetings and during grade level collaboration.

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

please see attached

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

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

- #1 Not all students understand the academic language of children's literature and/or non-fiction.
- #2 There is a huge gap in comprehending literature. Students are not grasping the elements of the story and the language of the literature.
- #3 Our school lacks a cohesive behavior management program. This is an obstacle when behavior get in the way of academic focus.
- #4 Students who are absent and/or tardy miss key lessons or support sessions.
- #5 There are inequities in our students homework support .
- #6 Not all students are mastering basic grade level skills.
- #7 Not all children are fluent in standard English.

Our challenges are meeting the needs of a diverse community. Although we still have a significant achievement gap between some of our subgroups, we have made steady significant growth in all subgroups except for our economically disadvantage population where there has been a decline. We are hoping to address these concerns through differentiated instruction and planned ULSS interventions within the school day to meet our students needs.

## VII. School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	257	248		80	76		59	63		12	10	
Growth API	842	843		964	943		720	706				
Base API	797	840		918	957		673	725				
Target	3	A		A	A		6	5				
Growth	45	3		46	-14		47	-19				
Met Target	Yes	Yes		Yes	Yes		Yes	No				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	57	51		54	46		84	92		26	30	
Growth API	728	770		737			707	722				
Base API	721	743		694	747		685	720				
Target	5	5		5			6	5				
Growth	7	27		43			22	2				
Met Target	Yes	Yes		Yes			Yes	No				

**VII. School and Student Performance Data (continued)**

**Table 2 – Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	962	995				
Percent with Prior Year Data	90.5%	88.5%				
Number in Cohort	871	881		450	450	
Number Met	511	532		182	200	
Percent Met	58.7%	60.4%		40.4%	44.4%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>	

**VII. School and Student Performance Data (continued)**

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	159	153		71	68		22	22		8	--	
Percent At or Above Proficient	59.6	61.7		87.7	89.5		34.4	34.9		66.7	--	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	No		--	--	

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	100		100	100		100	100	
Number At or Above Proficient	20	17		20	12		29	31		20	15	
Percent At or Above Proficient	33.9	33.3		35.1	26.1		31.9	33.7		55.6	50.0	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	No		Yes	--		Yes	No		--	--	

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

\*\* = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

**VII. School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	198	178		78	72		36	27		8	--	
Percent At or Above Proficient	74.2	71.8		96.3	94.7		56.3	42.9		66.7	--	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

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	100	100		100	100		100	100		100	100	
Number At or Above Proficient	32	28		32	26		47	42		27	17	
Percent At or Above Proficient	54.2	54.9		56.1	56.5		51.6	45.7		75.0	56.7	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		Yes	--		Yes	Yes		--	--	

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

\*\* = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>												
<b>1</b>	2	12	6	35	6	35	2	12	1	6		17
<b>2</b>			1	10	4	40	1	10	4	40		10
<b>3</b>			1	25	2	50	1	25				4
<b>4</b>			3	38	5	63						8
<b>5</b>			5	42	6	50	1	8				12
<b>Total</b>	2	4	16	31	23	45	5	10	5	10		51

## VIII. Planned Improvements in Student Performance

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

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

### **Goal #1: Continue to build and implement a K-5 comprehensive and aligned system of core curriculum, instruction, assessment and intervention**

#### **Goal Statement:**

Cragmont will improve student achievement by meeting the learning needs of all students through cohesive curriculum, targeted professional development, and a strong safety net by:

Improving the implementation and consistency of the academic program, specifically the English language arts and mathematics curriculum, assessments and interventions for students needing additional support

Designing and implementing an English Language Development program K-5 for English learners

Identifying and implementing curricula ( for extended learning programs) that supports students' classroom learning as well as the development of the whole child

Continuing to develop early intervention (best practice) strategies by using the Universal Learning Support System (ULSS) model to meet the learning needs of students at the first sign of academic struggle

Holding regular grade level weekly collaboration meetings (to discuss student progress and modify the curricula maps)

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

K-5

English Language Learners

Special Needs K-5

Transition Students ( Kindergarten , 5th Graders)

At Risk Students

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

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

100% of all students, K-5, will achieve at least one year's growth

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

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

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

Snapshot meetings  
 ULSS case management meetings  
 SST meetings  
 Collaboration and staff meetings  
 Progress reporting periods

Administer district data, benchmark, and site grade level assessments and data.  
 Documented schedule in curriculum map/notes from grade level meetings

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

Star/CST'S (grades 2-5)  
 DRA/QRI  
 Every Day Math Assessments  
 District Math Assessments  
 BEAR Spelling  
 CELDT  
 Snapshot results  
 Pre and Post Intervention assessments  
 BUSD writing assessments  
 Cragmont Bench Mark Assessments

**Total Expenditures in this Goal: 79,407.00**

**Description of Specific Actions to Meet This Goal****Action #1:**

Cragmont teachers and staff will ensure that all K-5 students are provided high quality mathematics instruction addressing California State Standards by:

- Creating a curriculum map and using district pacing guide
- Developing targeted Cragmont benchmarks for each grade
- Using Every Day Math (EDM) Curriculum and assessments to monitor student progress and drive instruction
- Using district math assessments to monitor student progress
- Using EDM and district math assessments results and Cragmont benchmarks to inform Response to Intervention (RTI) and after school intervention programs
- Using EDM, district math and authentic assessments to conduct data-driven teacher collaboration and professional development
- Participating in ongoing training K-5 math curriculum and instruction (all teachers K-5)

All necessary materials, such as mathematical tools (i.e. calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed.

Responsible Parties: Teachers, Staff, Principal

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Math Teacher Leader/Sub									
Supplemental Instructional Materials from BSEP Carry Over						1000.00			
Teacher Hourly/Teacher Sub									
Parent Workshops									
Classroom Supplies and Materials									2937.50

**Action #2:**

Cragmont teachers and staff will ensure implementation of a balanced, high quality English Language Arts Program using the available programs listed below and implement literacy block/model schedule.

- Teachers will use multiple components such as, guided reading, literature circles, readers workshop, and spelling lessons. Staff will discuss elements of a balanced literacy program at staff meetings, where staff will be encouraged to give ongoing training and provide model lessons through teacher IPD.
- Literacy Coach will provide in-class model lessons for teaching staff and the Literacy Coach (.55 FTE) will work together with teachers to determine what needs are for best teaching practices(guided reading, literature teaching circles, ELD Instruction and small group work
- Literacy Coach will provide intervention to targeted students in collaboration with the classroom teacher
- Literacy Coach with the support of the Parent Volunteers will manage and supervise our Reading Railroad Program/ Quick Read Program to give services to students K-5 who are not proficient
- Literacy Coach and Parent Volunteer Coordinator, Grade Level, Learning Centers will collaborate to establish an optimal dedicated literacy block schedule to support targeted students
- Staff will be encouraged to implement inter-disciplinary teaching to optimize student performance
- Teachers will continue to implement the Caulkins Writing Program and the newly adopted Columbia Teachers New Reading Program with the support of the Literacy Coach and other support staff
- Staff will receive district lead professional development during the Summer Literacy of 2010 and as offered throughout the 2010-2011 school year
- Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction, attend professional development opportunities when available
- All appropriate and necessary materials including leveled texts, literature circle materials , teacher resources, handwriting materials, listening centers and writing materials will be provided
- At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agree upon standards and rubric to discuss strengths and revise lessons/instruction as needed

Dedicated Literacy Block:

Instructional Minutes

Kindergarten: minimum 60 minutes daily; 30 minutes daily of ELD Instruction  
 Grades 1st-3rd: 120 minutes (45 minutes for writing and 75 minutes for reading); 30 minutes daily of ELD Instruction  
 Grades 4-5: 90 minutes daily (including 45 minutes for writing); 30 minutes for ELD Instruction

Curriculum and practices:

Lucy Caulkins Writing  
 BEAR Spelling  
 Read Naturally  
 Houghton Mifflin  
 Reading Revolution

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Reading Railroad  
Accelerated Reader  
Reading A-Z  
Enchanted Learning  
SRA

Balanced Literacy Program Components:

Phonics/Phonemic Awareness  
Guided Reading  
Guided Reading Plus  
Literacy Circles  
Newly Adopted ELD Curriculum  
Writer's Workshop  
Word Work/Spelling

Create and implement a 90 minute literacy block schedule within each grade level that will include: Silent reading, shared reading, read aloud, and shared writing.

All necessary materials, such as additional guided reading books, computer software, nonfiction literature, student self-selected literature, handwriting materials/curriculum, reading aides/highlighters, and other instructional materials shall be purchased as needed.

Responsible Parties: Teachers, Staff, Principal, Support Staff, Literacy Coach, Parent Volunteer Coordinators

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Teacher/Sub Release/Hourly Pay									
Parent Workshops									
Instructional Materials and Supplies from BSEP Carry Over						1000.00			
Literacy Coach						46213.00			

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**Action #3:**

Implement English Language Development program K-5 for English Language Learners:

- Ensure every English Learner receives 30 minutes of ELD daily at the appropriated CEDLT Level
- Develop and implement a system to monitor the progress of every EL Student in English acquisition to ensure that each student is gaining at least one CEDLT level per year, using the blue card as an active instruments to support ELs.
- Implement newly adopted ELD curriculum in all K-5 classrooms.
- Allocate faculty meeting time In the fall to discussion and development of a system and structure for differentiated instruction for ELD/SLD.

All students will receive academic language development and instruction: English Language Development for English Language Learners, Standard English Development for speakers of non-standard English, Spanish Language Development for native English speakers in Two-Way Immersion, and Academic English Enrichment for speakers of Standard English.

- Literacy Coach/ Support Staff will provide targeted instruction, in small groups, for EL Students.
- Spanish Language Development for TWI native English speakers who are learning Spanish will be part of the curriculum. Standard ELD instruction for non-Standard English speakers (e.g. African American English speakers) will also be provided.

This will be supported with teachers and staff:

- Using GLAD Strategies;
- Attending district trainings for newly adopted ELD program and professional development initiated through the district Teacher Initiated Professional Development (TIP) funds;
- Implementing newly adopted ELD Programs for all ELL students K-5;
- Devoting staff time to analyze CELDT scores, levels and other language assessment score to inform ELD, SELD, and SLD instruction;
- Promoting better parental understanding of CELDT scores and ELD Program.

In addition hourly funds will be allocated:

- To administer CELDT testing
- To provide tutors for ELD instruction

All supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased.

Responsible Parties: Teachers, CELDT Testing Staff, Principal, Literacy Coach, ULSS, Support Staff

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials a Provided by District Office									
Teacher IPD -District Training									
Sub Release /Teacher Tutor Hourly CELDT Testing		500.00							
Parent Education Meetings									
Bilingual IA (.20FTE)	11325.00								

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**Action #4:**

Extend learning K-5 with an after school site intervention program that supports grade level proficiency.

- Continue to offer Cragmont Homework Club in the after school program for all students K-5.
- Have certificated teachers serve as Academic Liaisons who will collaborate with the After School Program Coordinator to implement the comprehensive homework club for students K-5 and will be the support for our instructional specialist /technicians within the after school program.
- Implement a site tutor program that supports students in reaching grade level proficiency K-5.
- Provide intervention services to students identified through the ULSS process, and/ or who are not proficient and in need of academic support.
- Purchase state adopted/support intervention materials

Responsible Parties: Teachers, Support Staff, Principal, After School Coordinator, Parent Volunteer Coordinators ,BUSD

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Intervention Teacher /Tutor Hourly									
Parent Involvement/ Information Night	250.00								
Instructional Materials									
Tutor Hourly									

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**Action #5:**

Provide early intervention best practice strategies through the Universal Learning Support System (ULSS) model to meet the learning needs of students at the first sign of academic struggle.

This will be supported through:

- Regular ULSS Team meetings
- Snapshot Meetings
- Round-Table discussions on the nature of Response to Intervention (RTI) and how to make it work well for classroom and Learning Center teachers
- Professional Development in differentiation and ULSS (RTI) practices
- ULSS (Special Education support and classroom teachers) will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student

Further the ULSS team will:

- Create and maintain an active visual system to reflect intervention and services of students identified by the system
- Meet weekly to reflect on systems in place and to check progress on how ULSS is meeting the needs of our students
- Check in 4-6 weeks with classroom teachers regarding student's progress (during collaboration time)

To support the effectiveness of ULSS:

- Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level
- Clustering for ELD/SLD/SELD will be explored
- Case Management of Support Services including: vision, hearing, dental , homelessness and other health and social service related issues will be provided.
- Documentation of student's progress will be updated and maintained from grade to grade (including Cragmont benchmarks).

Responsible Parties: Principal, Teachers, Staff, Literacy Coach, Parent Liaison

**Start and Completion Date:**  
August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
ULSS Sub		505.00							
Staff Teacher Hourly-Collaboration		748.00							
Professional Development District Training RTI/ULSS									
Teacher /Tutor Hourly Intervention	3708.00								

**Action #6:**  
Support transitions for students as they move from Pre-K to K and from 5th to 6th

- Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes
- Hold transition meetings for 5th grade Special Education students for middle school placement
- Complete placement cards for all 5th grade students

Responsible Parties: Teachers, Support Staff, Principal

**Start and Completion Date:**  
August 2010-2011

**Action #7:**  
Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards; ensure that all IEP's are current.

- Discuss Special Education goals with school team during IEP meetings, ULSS meetings and staff collaboration time
- Principal and case managers will meet regularly with Special Education Area Supervisor

Responsible Parties: Special Education Teachers, Case Managers, Principal, Teachers

**Start and Completion Date:**  
August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #8:**  
Teachers will establish a Cragmont school curriculum map that includes benchmark assessments for each grade level aligned with state standards district assessments.

- Teachers will collaborate regularly to follow the curriculum map and ensure a cohesive academic program
- Teachers will conduct data driven and results based collaboration during staff meeting time.
- Principal and SGC will create and submit data analysis to district office using district assessment data
- Berkeley Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement.

Responsible Parties: Teachers, Leadership, Principal, SGC, Support Staff, Literacy Coach

**Start and Completion Date:**

August 2010-2011

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**Action #9**

Teachers will have weekly grade level meetings and may include after school and support staff as necessary. The principal will designate one Wednesday a month to solely collaborate on:

- Shared teaching practices/strategies
- Maximize best teaching practices for student learning
- Reflecting on personal teaching practices
- Collaborate on way to challenge students further and delve deeper into curriculum or other interests of the child

To further support the effectiveness of these meetings:

- Teachers will be given release time to observe best practices in other classrooms and schools as arranged.
- Cragmont will acquire a video camera (flip camera) to record classroom lessons and any other materials as needed from additional funding.

Responsible parties: Teachers, Staff, Principal

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Sub Release Staff Teacher Hourly Collaboration		500.00							

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**Action #10:**

Structure instructional day for the required and recommended instructional minutes per content area. Implement schedules to support regrouping for differentiation and intervention for children across grade levels (Teachers, Support Staff, Literacy Coach, Leadership Team / Principal/ULSS Team).

Kindergarten (260 minutes daily)

Required Minutes

- 60 minutes ELA (Reading/Writing)
- 30 minutes ELD
- 50 minutes Math

Responsible Parties: Leadership Team, Principal, ULSS Team

Required Daily/ Weekly Flexible Minutes

- 20 minutes PE (or 100 minutes per week)
- 20 minutes Science (or 100 minutes per week)
- 20 minutes Social Studies (or 100 minutes per week)
- 30 minutes Art, Music, Drama (or 150 minutes per week)
- 30 minutes Garden/Nutrition/Health/Universal Breakfast (1x45 minutes and 1x30 minutes each week, plus 15 minutes daily)

Grades 1,2,3 (285 minutes daily)

Required Minutes

- 120 minutes ELA (45 minutes for writing and 75 minutes for reading including reading in the content area)
- 30 minutes ELD
- 60 minutes Math

Required Daily/Weekly Flexible Minutes

- 20 minutes (or 100 minutes per week)

18 minutes Science, Social Studies (3x30 minutes per week averaged)  
 15 minutes Art, Music (or 1x45 minutes and 1x30 minutes each week averaged- a 45 minute music period for grade 3 is include as release)  
 22 minutes daily for Garden/Kitchen/Nutrition/Health/Universal Breakfast (1x50 minutes each week & 12 minutes daily)

Grades 4 and 5 (305 minutes daily)

90 minutes ELA (45 minutes writing)  
 30 minutes ELD  
 60 minutes Math

Required Daily/Weekly Flexible Minutes

27 minutes Science (3x45 minutes per week, averaged, with at least two periods included in release time)  
 18 minutes Music (2x45 minutes per week, averaged, included in release time)  
 27 minutes Social Studies (3x45 minutes per week averaged)  
 24 minutes Garden/Kitchen/Nutrition/Health/Universal Breakfast

Responsible Parties: Teachers, Leadership Team, Principal, ULSS Team, Support Staff, Literacy Coach

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Teacher/Tutor Hourly 20/20 Vision Academic Achievement	7283.00								
Instructional Materials and Supplies from BSEP Carry Over						500.00			
Classroom Supplies								2937.50	
<b>Total Expenditures in Goal:</b>	22,566.00	2,253.00				48,713.00		5,875.00	

## VIII. Planned Improvements in Student Performance (continued)

### Goal #2: Strengthen the ability of Cragmont staff to educate a diverse student body

#### Goal Statement:

Cragmont will:

Develop an Equity Centered Professional Learning Community among teachers and staff

Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) positive behavior support, in order to increase student engagement and achievement and reduce inequities in discipline.

Identify successful models within the district and facilitate teachers learning from one another through an organized structure (e.g. lesson study, walk-through, & school site visits within the district).

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

All K-5 Groups and sub-groups

All student sub-groups: African-American, Asian, Latino/Hispanic, White, English Language Learners, Socio-economic Disadvantaged, Disabled learners.

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

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

100% of all students, K-5, will achieve at least one year's growth

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

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

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

Snapshot meetings

ULSS case management meetings

SST meetings

Collaboration and staff meetings

Incidents of student referrals and offenses that lead to suspension will be significantly reduced

Gain of one performance level on the CST's for students scoring at Basic or below

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

Star/CST'S (grades 2-5)

DRA/QRI

Every Day Math Assessments

District Math Assessments

BEAR Spelling

CELDT

Snapshot results

Pre and Post Intervention assessments

BUSD writing assessments

**Total Expenditures in this Goal: 56,970.00**

## Description of Specific Actions to Meet This Goal

### Action #1:

Cragmont will develop an Equity Centered Professional Learning Community (EPLC) by participating in:

- Ongoing professional reading using a variety of books and articles.
- Courageous conversations centered on race, class, privilege and how these impact students and families in our school.
- Diversity training when available through Professional Development and Teacher IPD.
- Discussions and implementation of culturally responsive teaching strategies such as Sharroky Hollie and other practices identified by Leadership Team and the district.

Responsible Parties: Teachers, Leadership Team, Principal, Staff, Diversity Committee

### Start and Completion Date:

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials									
Professional Development/ Professional Services or Materials			180.00						

### Action #2:

Implement and tailor district adopted PBS/BEST (Positive Behavior Support /Building Effective Schools Together) and implement newly BUSD adopted curriculum Welcoming Schools, continue to use Anti-bias Curriculum, and enhance CARES to increase student achievement, reduce inequities and safe guard students from bias at Cragmont and will:

- Develop a discipline committee who will create a plan to implement positive behavior support based on the district adopted model PBS/BEST.
- Continue to develop a school wide behavior plan that will support our students at Cragmont (Principal, PBS/BEST Committee, teachers and staff).
- Allocate time during staff meetings and at leadership meetings to further develop the school wide behavior plan.
- Allow BEST committee to be released and offer subs in order to ensure attendance at district training.

All necessary materials shall be purchased as needed.

Responsible Parties: PBS/BEST Team, Principal, Leadership, ULSS

### Start and Completion Date:

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
IPD/Working Committee Teacher									
District TIP Funds									

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**Action #3:**

Teachers will dedicate weekly Dragon Time and use the various resources to help guide group discussions including: PBS/BEST, Anti-Bias Curriculum, Cragmont CARES, and Welcoming Schools.

- Teachers will initiate a positive behavioral support system in order to increase student engagement and achievement and reduce inequities in discipline.
- Ten to fifteen minutes will be set aside during staff meetings for teachers to share successful strategies.
- Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.

Responsible Parties: Teachers, Staff, Principal, PBS/BEST Team, Leadership Team

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials from BSEP Carry Over									
Teacher/Staff 20/20 Academic Achievement		2768.00	419.00						

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**Action #4:**

Assemblies will occur three or more times a year for grades K-2 and 3-5 to reinforce positive behavior school-wide.

Responsible Parties: Teachers, BEST Team, Principal, Leadership Team

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials & Supplies from BSEP Carry Over									

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**Action #5:**

Cragmont will provide on-site counseling and mental health support available to all students K-5 three days a week.

Responsible Parties: Principal, ULSS Team, Support Staff

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Counseling Intern (Bay Area Resource) 3 days a week for 2 people	8000.00							8000.00	
Grant District									5000.00

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**Action #6:**

Cragmont school will continue to celebrate and host:

- African American Heritage Day / SOCIAL parent meeting
- Cesar Chavez Day of Service and Learning/ La Voz parent meeting
- Hold other celebrations to represent school diversity (e.g. "Bring Your Parent to School ")
- School community will work on including heritage celebrations for more cultures throughout the year.
- Responsible Parties: Diversity Committee, Parent Volunteers, Parent Outreach, Principal

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Liaison		17505.00							
Parent Volunteer Coordinator								7000.00	

**Action #7:**

Cragmont school will continue to address the diverse needs of our student body by holding community meetings and giving support to the work facilitated by our committee focused groups:

- Diversity Committee
- SOCIAL Committee
- LA Voz / ELAC Committee
- Provide food and childcare at the meetings to ensure participation from all families.

Responsible Parties: Diversity Committee, Parent Liaison, Parent Volunteer Coordinators , Principal, PTA

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Child Care									500.00
PTA									
Parent Involvement		50.00	46.00						

**Action #8:**

Teachers who participate in GATE Certificate Training / Differentiated Instruction Workshops will present strategies and information to staff during meetings and collaboration time in order to meet the diverse needs of the student body.

Responsible Parties: GATE Certified Teachers, Principal, Leadership, Support Staff

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Professional Development IPD/District Training									
District Funds for TIP									

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**Action #9**

Cragmont ULSS Team and Parent Liaison Coordinator will partner with the City of Berkeley School-Linked Health Program to provide information and support to families. Consult with the Public Health nurse in monthly case management team meetings about students and families who may need support. Provide families with information about and encourage access to free or low cost dental, vision and medical resources in the community.

Responsible Parties: ULSS Team, Parent Liaison Coordinator, Principal

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Liaison			7502.00						

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**Action #10:**

Faculty will be encouraged to include reading logs in homework packets to ensure nightly student reading beyond the school day (30 minutes). Parent Liaison will collaborate with teachers and families to reach out to students that are identified as not completing logs, then gather resources to meet the student and families' needs.

Responsible Parties: Teachers, Parent Liaison Coordinator, Principal, Support Staff , Literacy Coach, Parent Volunteer

**Start and Completion Date:**

August 2010-2011

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	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal:</b>	8,000.00	20,323.00	8,147.00					15,000.00	5,500.00

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## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #3: Partner meaningfully with parents from K-5**

#### **Goal Statement:**

Cragmont will:

Develop a plan for increasing staff to support parent involvement in the schools

Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants

Assist parent groups, parent involvement staff and district department in our efforts to strengthen parent-school relationships

Provide direct support to parents/guardians at Cragmont

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

All families from all grade levels and all representative student groups.

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

Our goal is to reach 100% success rate in teacher-parent communication

Increased parent/guardian participation in supporting students in their progress

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

Parent/Teacher/Staff Surveys

Progress will be measured by the School Governance Committee looking at the following data points:

Representative participation in annual school survey from all significant subgroups

Every student represented by a family member at teacher conferences and Back-to-School Night

Participation at school-wide events is representative of the diverse student body

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

Parent-teacher conference and Back to School Night sign-in sheets

School survey data

Sign-in sheets where appropriate from school events

Committee rosters

Volunteer Sign-in

**Total Expenditures in this Goal: 23,462.00**

## Description of Specific Actions to Meet This Goal

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### Action #1:

Cragmont will reserve funding for a dedicated Bilingual Parent Outreach position who Supports ULSS Program

Primary goals:

- Case management of student support services, including: vision, hearing, dental, homelessness, and other health and social service related services
- Schedule and attending meetings for SST's through the ULSS Process
- Increase parent partnership with Cragmont Community
- Interface with parents on behalf of teachers
- Create parent forums in collaboration with Parent Volunteer Coordinators, PTA Committees (LA Voz, SOCIAL, Diversity, ELAC)
- Help organize educational events on topics identified as critical by diverse parent groups and teachers and staff
- Organize school wide cultural events with Parent Volunteer, PTA Executive Committee, Teachers, and Staff.
- Maintain a school wide calendar of events board for the school community and continuously update the school calendar with support of the Parent Volunteer Coordinators.
- Distribute the school calendar will be via paper in English and Spanish for Cragmont community, Cragnet Listserve, and www.cragmont.org.
- Coordinate Spanish translation for meetings and parent workshops
- Continue to Build Bridges workshops (PIQE, Parent Involved in Quality Education)

Responsible Parties: Parent Liaison, Parent Volunteer Coordinator, Principal

### Start and Completion Date:

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
PIQE Parent Education Carry Over									5400.00
Parent Involvement Carry Over									400.00

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**Action #2:**

Cragmont will continue to effectively communicate with our school community.

by:

- Principal Bi-weekly bulletins
- Sunday all calls
- PTA Monthly Newsletters
- Maintaining on-site computers and internet access for parent use in the library
- Communicating to parents how they can enhance what is happening in the classroom at home
- Collecting and posting relevant websites and links from teachers (educational resource, supplemental learning on-line, etc.) on Cragmont.org

Parent Volunteer Coordinators will organize community volunteers to provide continued enrichment opportunities in math, science and LEA in the classroom and differentiated learning, PE/Movement /Dance

Responsible Parties: Parent Liaison, PTA Technology Team, Parent Volunteer Coordinators, Principal, Teachers and Staff

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Teacher IPD/District Workshops									
PTA Technology Team								4000.00	
Spanish Translation			1000.00						

**Action #3:**

Administration will provide district support and/or IPD to facilitate the use of BeMAIL (100% of teachers using on line access to BeMAIL), Power School, to enhance the parent communication school wide.

- Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletin (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom
- Administration will encourage Cragmont community, teachers, and staff to subscribe to Cragnet.
- PTA Technology Person will maintain and moderate Cragmont.org and Cragnet listserve.

Responsible Parties: PTA Technology Coordinator, Teachers, Staff, Principal, Parent Liaison

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
PTA Tech Team								4000.00	
Teacher IPD									
Translation								1000.00	

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**Action #4:**

Parent information and activity nights will be held throughout the year in partnership with PTA and the After school Program. These events will be hosted on and off the Cragmont site in an effort to reach all families.

Events and Parent Education classes may include:

- 1) Family Event (Halloween, Winter Arts Fair, etc.)
- 2) Grade Level Information Nights
- 3) Parent Information classes (e.g. Differentiation)
- 4) Every Day Math, Science, Literacy / Reading Strategies, new ELA Adoption , and other subject areas
- 5) Community Events (African-American and Latino Role Models Days)
- 6) Back to School Night/ Open House
- 7) 5th Grade Transitions

- Establish parent education priority areas each year and develop program and calendar that can be widely published and distributed
- Engage teachers and staff in the recruitment of parents and families to participate
- Evaluations will be conducted at the end of each parent education event or workshop so we can gauge how well we are engaging parents with effective programming
- Provide food and childcare at the meetings to ensure participation from all families.

Responsible Parties: Parent Liaison, PTA, After school Program, Principal, SGC, Parent Volunteer Coordinators

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Involvement	287.00								
Teacher Hourly Intervention									
Parent Workshops hosted by After School Program									
Childcare-PTA								500.00	
Events								5875.00	

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**Action #5:**

Cragmont teachers and staff and the SGC will:

- Revisit the school vision, communicate it widely and often with families and set priorities of human resources, time, and money to make decisions that are in line with the vision for students and the community
- Revisit the Teacher Student -parent compact in our School Plan and use it to create a new model that will support positive and accountable relationships between home and school

**Start and Completion Date:**

August 2010-2011

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**Action #6:**

Cragmont will provide written correspondence in both English and Spanish.  
Parent Volunteer Coordinator will establish a list of parent volunteers to assist with Spanish translation, when applicable.

Responsible Parties: Parent Volunteer Coordinator, PTA, Teachers, Principal

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Translation								1000.00	
Parent Volunteer Coordinators									

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**Action #7:**

- Cragmont PTA will provide Room Parent Volunteer Orientation by hosting social gatherings with PTA Parent Volunteer Coordinator to provide information on how to best support the classroom teacher or school.
- A PTA Head Room Parent will be designated by PTA Executive Committee and present during orientation.
- Teachers will share ways volunteers can help in classroom programs.
- Encourage all volunteers, whether parents or community members, to attend Cragmont volunteer workshop prior to working at school so that they feel successful and know what we expect of students and adults
- Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet classroom needs
- Parent Volunteer Coordinators coordinate volunteer schedule for each classroom for specific needs

Responsible Parties: PTA, Teachers, Parent Volunteer Coordinator, Principal and Staff

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Volunteer Coordinators									

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**Action #8:**

All caregivers will meet at least once during the initial report card period to discuss the academic achievement of their children. Every effort will be made to foster a partnership between the families, teacher, and school.

Responsible Parties: Parent Liaison, Teachers, Staff

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Liaison									
Translation									

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**Action #9**

A diverse group of parents will continue to represent the School Governance Council, School Advisory Committee and Parent Teacher Association and actively support the school by:

- Improving representation of the diversity of parents and families on School Governance and PTA, and in other shared decision-making opportunities
- Contract with PIQE to provide engagement programming to improve the meaningful engagement we are able to offer all families at school.
- Provide access to tools so parents are confident about their engagement in school. Work with PIQE to strategically eliminate barriers to parent participation.

Responsible Parties: SGC Past/Present Council, PTA serving parents, Parent Liaison

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
PIQE c/o 2009-2010									
Parent Liaison									

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**Action #10:**

- A Cragmont Parent Handbook and School Directory will be updated and distributed annually to all Cragmont families, provided by PTA.
- The Parent Handbook will provide a glossary of terms to explain acronyms (e.g. ELD-English Language Development, etc.)
- Parent Handbook will be referred to widely in helping parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school volunteers

Responsible Parties: Parent Volunteer Coordinator, PTA Technology Committee

**Start and Completion Date:**  
August 2010-2011

<b>Proposed Expenditure(s)</b>	<b>Title I</b>	<b>EIA-LEP</b>	<b>EIA-SCE</b>	<b>SLIP</b>	<b>GATE</b>	<b>BSEP</b>	<b>ELAP</b>	<b>PTA</b>	<b>Other</b>
PTA Tech Team									
Parent Volunteer Coordinators									
	<b>Title I</b>	<b>EIA-LEP</b>	<b>EIA-SCE</b>	<b>SLIP</b>	<b>GATE</b>	<b>BSEP</b>	<b>ELAP</b>	<b>PTA</b>	<b>Other</b>
<b>Total Expenditures in Goal:</b>	287.00		1,000.00					16,375.00	5,800.00

## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #4: Improve student achievement by development and support of the whole child**

#### **Goal Statement:**

Cragmont will:

Enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children  
Provide learning experiences to all students that focus on their artistic and creative development as well as providing instruction to encourage lifelong habits of health and well-being  
Recognize students school-wide accomplishments in academic, art, and social areas

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

All K-5 students will participate

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

Our goal is to reach 100% success rate in all K-5 student participation  
Increased parent/guardian participation in supporting students in their progress

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

Parent/Teacher/Staff Surveys

Progress will be measured by the School Governance Committee looking at the following data points:

Representative participation in annual school survey from all significant subgroups

Assemblies to showcase student performances

Student art displayed throughout school

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

School-wide surveys  
Site assessment data

**Total Expenditures in this Goal: 86,700.00**

## Description of Specific Actions to Meet This Goal

---

### Action #1:

Teacher and staff will collaborate with the use of instructional and enrichment time in order to offer differentiated instruction to all students.

- School faculty will implement differentiated instruction through professional development using District/Teacher Initiated Professional Development Funds
- PTA will support the efforts to assist teachers with professional development around differentiated instructions as well as purchase materials (5000.00 of PTA funding will be used for professional development and materials)
- Teachers and staff will continue to engage with Internal Professional Development (IPD) and through Universal Access strategies in the curriculum to support, engage, and challenge the range of students in each class
- Teachers, (with the support of the district office) PTA and SGC will work towards a greater effort to engage parents in enrichment at home and offer parent education classes that will address differentiation instruction

Responsible Parties: Principal, Teachers, Staff, Parent Liaison, Parent Volunteers, PTA and SGC,ULSS Team

### Start and Completion Date:

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Differentiated Instruction Materials/Professional Development								5000.00	
District Funds for TIP									
Teacher IPD									

### Action #2:

All K-5 students will receive dance and movement instruction.

Responsible Parties: Staff, Principal

### Start and Completion Date:

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
K& 3 Dance Movement .20 FTE						9200.00			
Instructional Materials /Assemblies from BSEP Carry Over									

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**Action #3:**

All students K-5 will receive visual art instruction through site fund and/or grants. The program will include drawing skills, work in multiple mediums and multicultural art studies.

Responsible Parties: Staff, Principal

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Art Instructional Specialist						34250.00		11250.00	
Instructional Materials from BSEP Carry Over									

---

**Action #4:**

All students K-5 will receive music instruction that will include international music and Orff-Kodaly strategies. The music program includes spring and winter concerts and may include other special events.

Grades K-2 will include, instrument exploration, traditional musical games, and singing

Grade 3 will include reading music, instrument exploration (recorder and xylophone)

Grades 4-5 will include reading music in which students self-select: string, brass/woodwind, or percussion for 90 minutes per week

Responsible Parties: Staff, Principal

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
K-2 Music Teacher								12000.00	

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**Action #5:**

All students will attend a weekly session in the library where they will check out books, hear read-alouds and learn how to navigate their way through the library system.

Responsible Parties: Teachers, Staff, Principal, Librarian

**Start and Completion Date:**

August 2010-2011

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**Action #6:**

K-3 students will have environmental science enrichment time within the school day.

Responsible Parties: Teachers, Staff, Principal

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Specialist								15000.00	
Instructional Materials from BSEP Carry Over									

**Action #7:**

Cragmont will provide after-school support and enrichment classes for students throughout the school year, parent /student input will be used to develop topics for classes.

Responsible Parties: After School Program Director, Principal, Parent Liaison

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Liaison									
Classes Offered by After School Program									

**Action #8:**

Implement technology training, utilizing skills of staff, teachers, students, and parents. Increase number of classrooms that are using laptop cart technology, where applicable.

Responsible Parties: Principal, Technology Department BUSD, PTA Technology Committee

**Start and Completion Date:**

August 2010- 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
PTA Tech Team									
District Workshops									
Teacher IPD									

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal:</b>						43,450.00		43,250.00	

## VIII. Planned Improvements in Student Performance (continued)

### Goal #5: Improving School Climate

#### Goal Statement:

Cragmont school will be a safe and orderly environment . We will establish school-wide rules and procedures for general behavior. We will establish and enforce appropriate consequences for violations of rules and procedures; provide training and support to teachers to calibrate practices across the school.

We believe in collegiality and professionalism. We will establish norms of conduct and behavior that engender collegiality and cooperation to promote teacher involvement in decisions and policies for the school.

Showcase and increase Cragmont spirit through assemblies that include:

- 1) Student Performances
- 2) Student Achievement
- 3) Student Diversity
- 4) Positive School Reinforcements & Safety

Improve and maintain a lunch schedule that will allow every student adequate time to eat lunch and enjoy recess time.

Continue to increase school-wide education on GREEN sustainability (i.e. recycling, re-using, composting, etc.)

Perform regular emergency preparedness drills and information to educate the entire Cragmont community

Post visual reminders (i.e. posters, mascot images) of school policies throughout the school

PBS/BEST Rules Matrix Posted throughout the School

"Courage, Active Listening, Respect, Excellence, and Self-control - Cragmont CARES"

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

All Cragmont students K-5

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

Our goal is to reach 100% success rate in all K-5 student participation  
Increased parent/guardian participation in supporting the school activities  
Increased teachers and staff participation in supporting the school activities

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

Parent/Teacher/Staff/Student Surveys  
General Feedback / Comments

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

Event sign-in sheets  
School wide surveys  
Committee rosters  
Volunteer sign-in

**Total Expenditures in this Goal: 13,230.00**

## Description of Specific Actions to Meet This Goal

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**Action #1:**

Produce and implement an annual assembly program that includes: student performances, student organization, multi-cultural celebrations, school projects, and sing-a-longs.

Responsible Parties: Leadership Team, Site Committees, Principal, PTA-Committees, Teachers, Staff, Parent Volunteer Coordinators and Parent Liaison

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Materials and Supplies									
Teacher & Staff Hourly		748.00							
Parent Involvement/Food									
Professional Services									
Assemblies									

---

**Action #2:**

- Distribute and post school-wide positive reinforcements of school rules and expectations
- Classroom teachers will have student agreements signed by student and parent/guardian at the beginning of each school year.
- Distribute letters to parents from teachers at the beginning of the school year outlining expectations around behavior, attendance, homework.
- Parent Handbook link to be prominently displayed on Cragmont.org
- Behavior expectations included in parent handbook.

Responsible Parties: Teachers, SGC/SAC School Climate Sub-Committee, Principal, PBS/Best Team

**Start and Completion Date:**

August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials & Supplies									
Translation									

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**Action #3:**

Continue to improve student attendance and tardy reduction through consistent communication through parent outreach, that includes:

- Phone calls home
- Letters to parents/guardians
- Meetings through the ULSS and SST process

Responsible Parties: ULSS Team/Support Staff, Parent Liaison, Principal

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials									

---

**Action #4:**

- Improve yard supervision using staff schedule and increasing parent volunteer support. All yard supervisors will be trained on how to properly supervise students while on yard duty using the PBS/BEST Program.
- Reduce the number of conflicts on the playground and increase the physical activity of all students by offering a wide range of options for all students at recess and lunch
- Purchase equipment and hire a recess coordinator to set up activities and run organized games on the yard
- Program for students in the after school program that promotes physical education

Equipment, materials, training and supplies for First Aid will be provided from money received from grants or additional funding.

Responsible Parties: Teachers, Staff, Principal, Parent Volunteer Coordinators, After School Coordinator, Safety Committee

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Lunch Activity Coordinator								7182.00	
Peaceful Playground Grant									4000.00
Equipment and Supplies									

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**Action #5:**

- Lunch supervision will be improved by having at least 2 supervisors present in the Multi-purpose Room.
- A clear, written schedule for grade level eating times will be continuously maintained and posted in the Multi-purpose Room.
- Lunch Room Rules and Expectations will be posted in the Multi-purpose,

Responsible Parties: Teachers, Staff, SGC/SAC School Climate Sub-Committee, PBS/BEST Team, Principal

**Start and Completion Date:**

August 2010-2011

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**Action #6:**

Assemblies will be held bi-monthly (K-2 and 3-5) for teachers to recognize student achievement and citizenship for each grade level through certificates and special acknowledgments.

Responsible Parties: Teachers, Staff, Principal, PBS/BEST Team

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials and Supplies/Certificates/Awards/Rewards Incentives									

---

**Action #7:**

- Personalize dragon mascot and incorporate in school-wide communication and postings

Responsible Parties: Teachers, Staff, Principal, PTA, SGC, Parent Volunteer Coordinators

**Start and Completion Date:**

August 2010-2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Materials and Supplies									
Cragmont Crew								300.00	

---

**Action #8:**

- Annually update and maintain school-wide Emergency Preparedness (Fire, Earthquake, First Aid)
- Educate through all staff, student school-wide assemblies and community meetings
- PTA will purchase materials needed to support Emergency Preparedness for Cragmont

Responsible Parties: Teachers, Staff, PTA, Principal, Safety Committee

**Start and Completion Date:**  
August 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Emergency Supplies								1000.00	
<b>Total Expenditures in Goal:</b>		748.00						8,482.00	4,000.00

## Appendix A - Program Summary: Cragmont Elementary School

<b>Goal 1</b>	
Continue to build and implement a K-5 comprehensive and aligned system of core curriculum, instruction, assessment and intervention	
Title I	22,566.00
EIA-LEP	2,253.00
EIA-SCE	
SLIP	
GATE	
BSEP	48,713.00
ELAP	
PTA	5,875.00
Other	
<b>Total</b>	<b>79,407.00</b>

<b>Goal 2</b>	
Strengthen the ability of Cragmont staff to educate a diverse student body	
Title I	8,000.00
EIA-LEP	20,323.00
EIA-SCE	8,147.00
SLIP	
GATE	
BSEP	
ELAP	
PTA	15,000.00
Other	5,500.00
<b>Total</b>	<b>56,970.00</b>

<b>Goal 3</b>	
Partner meaningfully with parents from K-5	
Title I	287.00
EIA-LEP	
EIA-SCE	1,000.00
SLIP	
GATE	
BSEP	
ELAP	
PTA	16,375.00
Other	5,800.00
<b>Total</b>	<b>23,462.00</b>

<b>Goal 4</b>	
Improve student achievement by development and support of the whole child	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	43,450.00
ELAP	
PTA	43,250.00
Other	
<b>Total</b>	<b>86,700.00</b>

<b>Goal 5</b>	
Improving School Climate	
Title I	
EIA-LEP	748.00
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	8,482.00
Other	4,000.00
<b>Total</b>	<b>13,230.00</b>

<b>Total Expenditures</b>	
Title I	30,853.00
EIA-LEP	23,324.00
EIA-SCE	9,147.00
SLIP	
GATE	
BSEP	92,163.00
ELAP	
PTA	88,982.00
Other	15,300.00
<b>Total</b>	<b>259,769.00</b>

<b>Total Allocation*</b>	
Title I	30,853
EIA-LEP	23,324
EIA-SCE	9,147
SLIP	
GATE	
BSEP	95,304
ELAP	
PTA	88,982.00
Other	15,300.00
<b>Total</b>	<b>262,910.00</b>

<b>Funds to Allocate</b>	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	3,141.00
ELAP	
PTA	
Other	
<b>Total</b>	<b>3,141.00</b>

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

Appendix B - Preliminary Site Budget Allocations

Berkeley Unified School District  
Office of Educational Services  
Preliminary Site Budget Allocations  
FY 2010 - 2011

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A) BSEP/Measure A FD 04, RS 0852 228/ Pupil	(B)		(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F) Total Preliminary 2010-11 Allocations (3/12/2010)
					Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds			
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090		
1	112	Cragmont	418	95,304	22,164	439	8,250	23,324	9,147	158,628	
2	113	Emerson	314	71,592	23,747	470	8,839	17,493	8,157	130,298	
3	116	Jefferson	283	64,524	15,975	316	5,946	11,662	6,006	104,429	
4	118	LeConte	317	72,276	22,554	518	9,750	28,625	11,613	145,336	
5	126	Malcolm X	411	93,708	30,367	601	11,304	15,904	9,740	161,624	
6	128	John Muir	231	52,668	17,271	342	6,429	11,927	6,187	94,824	
7	119	Oxford	294	67,032	17,414	345	6,482	12,987	5,957	110,217	
8	124	Rosa Parks	422	96,216	24,041	553	10,393	35,252	13,582	180,037	
9	120	Thousand Oaks	443	101,004	26,891	618	11,625	36,047	12,422	188,607	
10	121	Washington	342	77,976	23,747	470	8,839	21,999	9,280	142,311	
11	123	Arts Magnet	364	82,992	21,314	490	9,214	15,638	8,567	138,215	
11		<b>Total K-5 Schools</b>	<b>3,839</b>	<b>875,292</b>	<b>245,485</b>	<b>5,162</b>	<b>97,071</b>	<b>230,858</b>	<b>100,658</b>	<b>1,554,526</b>	
1	132	King	931	212,268	51,799	1,191	22,394	34,457	21,787	343,896	
2	127	Longfellow	422	96,216	29,121	669	12,589	12,457	10,948	162,000	
3	131	Willard	479	109,212	33,211	763	14,357	11,397	12,495	181,435	
3		<b>Total 6-8 Schools</b>	<b>1,832</b>	<b>417,696</b>	<b>114,131</b>	<b>2,623</b>	<b>49,340</b>	<b>58,311</b>	<b>45,230</b>	<b>687,331</b>	
1	137	BHS	3,337	726,636	---	---	---	67,588	49,689	843,913	
2	136	B-Tech*	137	34,200	8,303	191	3,589	3,181	5,691	55,155	
3	135	Ind. Study**	-	34,200	-	-	-	-	-	34,200	
3		<b>Total 9-12 Schools</b>	<b>3,474</b>	<b>795,036</b>	<b>8,303</b>	<b>191</b>	<b>3,589</b>	<b>70,769</b>	<b>55,380</b>	<b>933,268</b>	

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A)	(B)	(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F)
				BSEP/Measure A	Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds		Total Preliminary 2010-11 Allocations (3/12/2010)
				FD 04, RS 0852 228/ Pupil	Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090	
1	262	Early Childhood***		86,640	7,219	---	---	---	---	93,859
1		Total Pre-k	-	86,640	7,219	---	---	---	---	93,859
18		TOTAL DISTRICT	9,145	2,174,664	375,138	7,976	150,000	359,938	201,268	3,268,984

Notes for BSEP Funding:

\* B-Tech receives funding for 150 students.

\*\* 150 students included in BHS number.

\*\*\* Early Childhood receives funding for 380 students.

## Appendix C - Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

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

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

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
By grade level, teachers map out an entire year's curriculum, matching the standards to specific content areas and themes. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

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

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
All teaching staff at Cragmont are certificated and teaching within their credentialed area. In addition, a majority of the staff are CLAD certified, enabling them to teach English Language Learners. Teaching staff who are not CLAD certified are taking classes and will test to acquire the CLAD certificate/CTEL permit.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
District-mandated curriculum materials are in the process being adopted for English Language Arts and for English Language Development. Staff will receive hours of District and Site-level training. In 2010-2011.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
 Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district. Leadership team schedule IPD based on staff selected professional development needs. Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams to study and collaborative action in teaching, assessing, and using the best strategies of instruction. All teaching staff and the principal are attending SB472 training on implementing our district adopted Everyday Mathematics curriculum.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
 All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
 District math leaders model lessons, help teachers build Every Day Math curriculum, and set up yearly math teaching plans.  
  
 ULSS Team assist teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.  
  
 The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.
8. Teacher collaboration by grade level (EPC)  
 Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
 Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
  1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on Monday, Tuesday, Thursday, Friday, and 265 minutes on Wednesday.)  
  
 Daily minutes:  
 90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculum)  
 30 English Language Development  
 60 Math
  2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.  
  
 Daily minutes:  
 120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)  
 30 English Language Development  
 60 Math
  3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)

30 English Language Development and other English Language Arts interventions

50 Math, including interventions

11. Lesson pacing schedule (EPC)

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

There are during school and after school support services that enable under performing students to meet standards.

The services include: Reading Railroad, Read Naturally, Accelerated Reader, SRA, Enchanted Learning, support through the ULSS program, math clinic, reading clinic, writing clinic, and school-based support from the Resource Teachers.

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

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

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

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

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

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

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

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

## Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)  
Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals, and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable the staff to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students.
19. Strategies to increase parental involvement (Title I SWP)  
Meeting Goal  
The school and parent leadership (PTA,SGC) have worked together diligently to improve the school climate to make all families feel welcome and to hold all families accountable in working in a partnership with the school. While parent involvement is strong, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups. This is a goal for 2010-2011.
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)  
School Governance Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal for 2010-2011 is to have the make up of the SGC represent the demographics of our student population in order to have full representation and voice from all groups. An annual survey is conducted by the SGC and given to parents/guardians, staff, and this year K-5 grade students. Survey information is used to develop priorities for the school and identify areas to improve. The school needs better representation at DELAC and DAC. At the site level there is continued involvement of all constituents in the planning and implementation of the site plan.

## Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Exceeding performance goal  
The school allocates much of its limited categorical funds on meeting the needs of under performing students.
22. Fiscal support (EPC)  
We truly have a diverse student population. This diversity enriches our school and also poses challenges when we have limited resources to meet the needs of our students optimally. Students would benefit from increased resources in the areas of Literacy support, Intervention (during the school day and after school), and ULSS support. It is our hope that through strategic budgeting, identifying and acquiring additional funding sources (such as grants) we can more fully serve our growing and diverse student population.

## Appendix D - Home/School Compact

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

### Student Pledge:

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

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

### Parents Pledge:

I agree to follow through with each item listed below:

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

### Staff Pledge:

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

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