

# The Single Plan for Student Achievement

## John Muir Elementary School

School Name

01-61143-6105316

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> John Muir Elementary School	<b>School Year:</b> 2010-2011
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**Summary of School Goals:**  
K-8 Site Plan Goals: 2010-11

- A. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention
  - Improve the implementation and consistency of the academic program, specifically the English language arts (including English language Development) and mathematics curriculum, assessments and interventions for students needing additional support
  - Continue to develop early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle
  - Improve transitions for students as they move from 5th to 6th and 8th to 9th grade
- B. Strengthen the ability of BUSD staff to educate a diverse student body
  - Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline
  - Support all teachers in developing programs to personalize the learning environment for all students
  - Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research
- C. Partner meaningfully with parents
  - Provide parent forums and educational events on topics identified as critical by diverse parent groups
  - Assist parents and staff in their efforts to strengthen parent-school relationships
  - Conduct parent institutes, for example, Latinos Unidos por Nuestros Adolescentes (LUNA), to help parents navigate our educational system and prepare their children for the future

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Edwin Cooper	(Principal): Javier Mendieta
(Co-Chair, if applicable):	(Teacher): Pam Ormsby
Hugo Wildmann	(Teacher): Barbara Vogel
Kristin Weinberger	(Teacher):
Angela Polk	(Classified): Johnnie Stovall
Marty McCutcheon	Carol Niehus
Sara Tool	

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative: \_\_\_\_\_

DAC Representative (District Advisory Committee for EIA): \_\_\_\_\_

DELAC Representative (District English Learner Advisory Committee): \_\_\_\_\_

## II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on n/a.
8. This school plan was adopted by the School Governance Council on April 27, 2010.

Javier Mendieta

Principal

Signature

Date

Edwin Cooper

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

John Muir School, the smallest of eleven elementary schools in the Berkeley Unified School District, is the “second home” to an ethnically rich and diverse population of 235 kindergarten through fifth grade students. A walk through our campus takes you to the natural creek and redwood grove restored by the John Muir community, past edible gardens managed by students, and through the landmark 1914 Tudor building symbolic of long-term positive values and the dignity of education. “The vision of John Muir School is to achieve academic excellence, promote personal growth, and celebrate the joy and beauty of nature, community, diversity, and learning.” At John Muir, students are the core of our work; therefore, every decision is made with their needs in mind and every action we take is based on our commitment to their success.

Teachers have carefully aligned curriculum to state standards, utilize a varied array of strategies and regularly assess each student’s understanding to ensure mastery.

For nearly a decade now, John Muir staff and teachers have used the language of life skills and some of the components of the Life Skills model to teach students the essential elements of character needed to engage the world in a positive way. The 'Golden Paw' and the school's 'Safe, Respectful, and Responsible Me' chant are evidence of this positive approach to discipline and school climate. The diversity of our student body in terms of race, gender and economic background has created unique challenges and opportunities for us to model and teach respectful confrontation. John Muir School is home to the BUSD’s Special Day Class for Deaf and Hard of Hearing elementary students in the Berkeley public schools. Sign helps students to embrace differences and adjust to a broader world. We are in year two of implementing a positive discipline program called BEST and mapping the appropriate components into our school’s procedures, policies, and culture. These components will have a goal of reducing office referrals and reducing suspensions.

Just as students need to acquire resilience, schools also need to build capacity so that they can weather changes. Whether volunteering in the classroom or participating in school events, family involvement has provided crucial backbone to the school’s steady progress. Parents and guardians support instruction in formal and informal ways including the PTA, School Governance Council and through active outreach in the community. Parents contribute time, talent and dollars to ensure that students receive enrichment and exposure to art, music, language arts and fitness.

John Muir School will continue to build a school where the whole child is taught, acknowledged and nurtured.

## **IV. School Profile**

John Muir School, a K-5 school, is home to an ethnically rich and diverse population of approximately 230 students. Though it is the smallest of Berkeley Unified School District's elementary schools, it is also among the District's more diverse with a student population of approximately 33% African American, 23% White, 12% Hispanic, and 8% Asian students and 25% Mixed or No Response. 51% of the school's students participate in the free or reduced price lunch program compared to a State average of 50%. 13% of John Muir's students are English Learners compared to a State average of 25%. 100% of the school's teachers have full credentials and have an average of 18 years teaching compared to a State average of 13 years.

### **The Facility**

The main school building is of Tudor style built in 1914. The auditorium is used for bi-weekly assemblies where character education and enriching presentations occur. Students receive acknowledgment for demonstrating character and acts of everyday heroism. Upstairs, the Marian Altman Library maintains an outstanding collection of children's books and research volumes. In this library, a student research facility has been integrated with internet access and more than 20 work stations. These stations are for instructional purposes and use a variety of appropriate software for each grade level. All academic classrooms have computers for teacher and/or student use. A 'Garden-as-Living-Science-Lab' continues to thrive in the amphitheater area set among redwood trees behind the school. This area, when combined with the Creek, adds valuable outdoor space for full class or small group gatherings and/or performances. It is also used for garden lessons. The California Nutrition Network grant provides organic gardening and cooking classes for all students. An outdoor creek area is used for Science studies. A multi-use room provides space for art and music classes. John Muir's exterior playground includes both grassy areas and blacktop areas for recess activities and physical education classes.

### **Instructional Minutes**

John Muir Kindergartners receive 260 minutes of instruction each day, students in grades 1-3 receive an average of 285 minutes and students in grades 4-5 receive an average of 305 minutes.

### **Student Support**

John Muir School provides support to students at all levels. Gifted and Talented Education (GATE) students receive differentiated instruction within the classroom. The Resource Specialist Program (RSP) is for those students who have identified learning disabilities. Students with a Special Education IEP receive services through the Resource Specialist Program, the Full-Inclusion Program, or the Deaf/Hard of Hearing Total Communication Program. Students receive services in the mainstream and/or pull out settings as determined by their IEP team with support from Special Education staff.

Title I/Compensatory Education students also receive extra support. One full time teacher works closely with students who need skill support in reading, writing, and the school provides tutoring support to students who need skill building in mathematics. Our Literacy Coach works with regular classroom teachers and especially supports their efforts in ELA. Teachers are grouped in grade-level teams so that they can plan instruction together and align assessments of student skills and progress. All funds in the school's site plan benefit students across the entire school. Also, the school has made explicit its intention and strategies for closing the achievement gap in both ELA and Math.

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

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

Please see attached Appendix A

### **B. Surveys**

John Muir School, through the School Governance Council, has surveyed parents this past spring. These surveys aim to solicit input on academic and enrichment priorities for the entire school community. The results of these surveys have been used to inform the funding, curricular, and academic priorities in this site plan. Our site had a total of 127 responses.

Parents support the continued use of a Literacy/Intervention Coach to provide direct services to students and also to teachers as they work to meet the needs of under-performing students. In addition, parent responses continue to favor the use of Instructional Aids at the primary level to support students in acquiring the ability to read. The school is cognizant of the research that shows improved chances for long range success if students are reading at grade level by third grade or sooner. The remainder of the funds include allocation for after school interventions and school materials.

The parents' survey also reflected a desire of the school community to provide more opportunities for John Muir students in the areas of art instruction and differentiated instruction/curriculum for identified gifted and talented students.

### **C. Classroom Observations**

The principal observes classrooms to monitor the academic program, classroom climate, and facility safety. Teachers regularly provide input on the need for additional support for under-achieving students. This input informs additional targeted observations and interventions through the schools Universal Learning Support System and through the school's BEST (Positive Discipline) teams.

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

Teachers collaboratively meet during the year to analyze student work and plan instruction.

During the trimesters , K-5 teachers give a battery of assessments to monitor the development of the students. This includes the literacy areas of reading, writing and spelling. These assessments provide the teachers information about their students' progress and provide them information to modify instruction based on student needs.

State assessments like the CST in grades 2-5 assist in providing student proficiency and assists in providing data to the staff for the analysis of effective instructional strategies.

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

Please see attached appendix C

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

### **School, district and community barriers to improvements in student achievement:**

John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. Also, John Muir lacks expertise to support a growing group of newcomers who speak no English at all. The models now available to teachers are insufficient to the challenge. Current models for support involve adding instructional time to the beginning and the end of the school day, but the school seeks the capacity to engage in stronger interventions during the school day. Finally, the school day does not afford sufficient time to do justice to the required subjects including Art, Science, and Social Studies.

### **Limitations of the current program to enable under-performing students to meet standards:**

Combination classes have decreased the amount of one-on-one and small group opportunities that help struggling students. These will be replaced with two upper-grade sections (4th/5th) that engage a research-tested practice of differentiation called flexible grouping. While staff allocations will remain the same for 2010-2011, the ULSS team has engaged a Response to Intervention model to increase interventions and differentiated response to students' needs. Valuable collaboration time has allowed for pedagogical discussions among teachers and now the school seeks models for using this professional development time to its greatest extent. In terms of professional development, the staff continues to seek more structured processes to share best practices.

Finally, the school acknowledges that all adults play an important role in educating students. Qualified and well trained staff will assist in noon supervision, structured play (e.g. Playworks) enrichment, and after school intervention. Our alliance with Kids-In-Motion has strengthened over the past three years and will continue to be a strong partnership with us. The school is continuing its association with Playworks, a community based organization that works with schools to bring structure and substance to play time, during and after school.

### **Practices that address student health and nutrition:**

With the implementation of the 4th Grade Science Release (for the 4th Grade only and NOT the 4/5 splits) and the reworking of instruction during student lunchtime, John Muir continues to sustain a core value that nutrition is a factor in improving student performance. The goal is integration of the Whole Child curricula that now thrive as separate programs at the school. The entire John Muir Community believes strongly in supporting the whole child and thus is doing many things to provide a strong health and nutrition program. All students participate in cooking and gardening classes. Teachers provide examples of healthy classroom snacks and participate in cooking seasonally-based programs on a rotating basis. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability. The cooking program provides hands-on experiences, recipes, nutritional basics, cooking skills, and a direct link to the ethnic and geographical origin of the food. It includes life skills and manners.

Every classroom teacher provides a balanced physical fitness program that includes an explanation of body mechanics through age appropriate games and exercises. Playworks augments this program and is anticipated to continue in 2010-2011. The school recognizes that healthy living through physical activity and good nutrition and positive behaviors (sportsmanship and life skills) are vital for the progress of the whole child to occur..

### **Practices to create an environment that is safe, drug-free and conducive to student learning:**

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a badge, and all personnel monitor this policy. The school uses two noon monitors and a small core of parent volunteers to provide optimal adult supervision during recess and lunch. Muir's Playwork's coach provides structured noon-time games for upper grades to mitigate the tensions that arise in the absence of structure. Noon staff is trained to supervise games, help students resolve conflicts, and teach younger students to play together cooperatively. John Muir has few altercations on the yard, as well as few student suspensions from school. Staff and teachers use the life skills curriculum to teach students how to interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of T charts in the classrooms and recognize these behaviors by handing out citizenship awards at our monthly all school meetings. School meetings additionally give the opportunity to build community and highlight positive student behavior. John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. Current statistics show a monthly average of about 95%

**Integration of technology into the curriculum:**

John Muir is continuing to upgrade technology capacity in all classrooms. The Power School implementation this school year is an example of that. This year's technology resources were used to purchase printers and computer maintenance. The Library features more than 20 student work stations networked and loaded with appropriate educational software. All classrooms have two or more computers that are networked and have a variety of software that can be used for cooperative learning, word processing, key boarding practice, and on line activities. Students use computers in the class, in the library, and in the computer lab to do research for class projects and learn more about science and social studies topics. All classrooms have access to TV/VCR and/or DVD set up so that teachers can project the images on a computer screen to the mounted TV monitor for all students to view simultaneously. This technology enables the teacher to conveniently and effectively teach students how to do many things including using a computer program, navigate a website, or edit their own writing as part of the language arts curriculum.

**Coordination with the District's Local Improvement Plan:**

Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways: Our school staff is trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. Reading Recovery methods and our extended day and year programs. We assess student performance with both state and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. Our curriculum is standards based, and our staff development program is aligned with the District goals. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan.

## 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	148	142		41	30		51	53		9	12	
Growth API	835	805					752	694				
Base API	811	830					701	748				
Target	A	A					5	5				
Growth	24	-25					51	-54				
Met Target	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	23	20		22	25		66	54		22	22	
Growth API							757	693				
Base API							741	753				
Target							5	5				
Growth							16	-60				
Met Target							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	89	85		33	27		24	21		--	8	
Percent At or Above Proficient	58.9	59.9		80.5	90.0		47.1	39.6		--	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	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	10	6		6	7		26	19		7	4	
Percent At or Above Proficient	40.0	30.0		25.0	28.0		37.7	35.2		28.0	18.2	
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		--	--	

\* = 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	95	82		32	24		19	19		--	9	
Percent At or Above Proficient	62.9	57.7		78.0	80.0		37.3	35.8		--	75.0	
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	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	18	11		15	11		32	21		14	5	
Percent At or Above Proficient	72.0	55.0		62.5	44.0		46.4	38.9		56.0	22.7	
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	No		--	--	

\* = 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 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>1</b>	*****	***	*****	***								3
<b>2</b>			1	9	7	64	2	18	1	9		11
<b>3</b>	1	20	1	20	3	60						5
<b>4</b>			*****	***	*****	***						2
<b>5</b>	*****	***			*****	***						3
<b>Total</b>	3	13	5	21	13	54	2	8	1	4		24

## 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 pre-K-12 comprehensive and aligned system of core curriculum, instruction, assessment and intervention**

#### **Goal Statement:**

To support and ensure that all students demonstrate at least one year's academic growth in core curricular areas, John Muir School will use State and district adopted texts and supplemental materials that are aligned with State standards.

Instruction refers to the following:

English Language Arts: elements of a balanced literacy program to build comprehension and fluency skills (guided, independent, and shared reading, and teacher read aloud) and word recognition skills (sound/print connections and decoding) ; the writing process incorporating grammar, spelling and mechanics.

Mathematics: Everyday Math will be implemented with fidelity so that students acquire procedural and conceptual knowledge, and problem solving/reasoning skills.

English Language Development instruction: Through the use of approved ELD materials, staff and faculty will develop and implement explicit instructional strategies to support English Language acquisition.

Science: Instruction will focus on the state standards which may include FOSS kits.

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

All student in all grades, K-5, will participate in achieving this goal. Our School Governance Committee also notes that a well focused plan will require that faculty and staff pay particular attention to under-performing sub-groups of students. For John Muir School, our focus groups will be determined at each grade level based on summative performance data from 2009-2010, on formative assessments completed by teachers on at least a quarterly basis, and on other assessments completed through the Universal Learning Support System.

#### **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 score, scoring at Basic or Proficient

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

Students' progress towards meeting grade level standards will be monitored using the following:

- Initial, formative and summative assessments will be completed with the support of the ULSS team to set the performance baseline and subsequent progress benchmarks.
- student self-assessments,
- completion of homework,
- student work that is discussed and evaluated based on the standards during teacher collaboration meetings.

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

Data used to measure academic gains will include the following:

Standardized test scores: California Standards Tests (CST)

State required Fourth Grade Writing Assessment: California Writing Standards Test; students are required to produce four types of writing: narratives, summaries, information reports, or response to literature; scores are based on a four point rubric/scoring guide, four being the highest score.

State required English language development scores: California English Language Development Test (CELDT); students in grades K-1 are given speaking and listening tests, grades 2-5 are given speaking, listening, reading, and writing tests; the final score determines the student's level of proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

District required reading tests: Grades K/2- Developmental Reading Assessment (DRA) and Grades 3-5, Qualitative Reading Inventory (QRI) results are analyzed and recorded based on students' reading levels; all students' levels are posted on an "Assessment Wall" that is used to monitor growth throughout the year; students who are not near or at the required level of proficiency are periodically reassessed until the designated level is achieved.

District required Writing Assessments: Students K-5 are required to complete a district developed writing assessment three times per year; the assessments are scored by classroom teachers based on an agreed upon rubric/scoring guide.

District require Mathematics Assessments: Students K-5 are required to complete standards based mathematics assessments three times per year; these are multiple choice assessments; fourth and fifth grade tests are scored by district personnel and the remaining assessments are scored by the classroom teachers.

BEAR spelling assessment: This is a diagnostic tool used to determine students' spelling skills and understanding of the use of consonants and vowels to form words.

Commercial and teacher-created assessments and diagnostics: Includes end of chapter tests, pre-and post-assessments, computer generated assessments, quizzes, etc.

**Total Expenditures in this Goal: 92,482.00**

## Description of Specific Actions to Meet This Goal

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### Action #1:

#### ENGLISH LANGUAGE ARTS:

To improve the English language arts (ELA) achievement of all subgroups, especially subgroups performing Below (B) and Far Below Basic (FBB), the school will:

- Sustain revisions to daily schedules to increase instructional minutes allotted for ELA, seeking 90 to 120 minutes of uninterrupted time every day.
- Improve teachers' ability to diagnose reading barriers and apply direct instruction for B and BB students,
- Complete professional development sessions designed and implemented on site at least three times per year with the assistance of our literacy coach.
- Provide on-going coaching and lesson demonstrations based on Lucy Calkins writers' workshops
- Create opportunities for teachers to observe their peers and discuss progress towards improvement in reading instruction with the literacy coaches four times per year
- Continue to use guided reading books to teach reading skills.
- Continue to use the BEAR spelling program, elements of the State adopted English language arts program, and supplemental grammar materials to teach spelling, writing, and language arts skills.
- Provide - through the Literacy/Intervention Coach- direct, small group instruction for fourth and fifth grade students who are not meeting required grade level reading standards.
- Devote collaboration time to analysis of student writing samples based on agree upon standards and rubric to discuss strengths and revise lessons/instruction as needed.
- Continue -through the Literacy/Intervention Coach - to model writing, vocabulary building strategies, and literature response circles and coach classroom teachers to insure instruction not only meets needs of B and FFB students but is also differentiated for high achieving and GATE students
- Provide 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.
- Meet as a Leadership Team (LT) weekly to discuss and monitor progress towards meeting goals within our School Site Plan based on student ELA data- and to structure appropriate professional development for this purpose.

Literacy Coach job description:

Provide coaching to teachers in new Teachers College Reading and Writing Project

- classroom demonstrations and collaborations
- teaching staff workshops designed to help teachers implement the new program.

Provide direct services for students performing below grade level

- Reading Recovery
- small group work in the classroom

Provide support for grade level collaboration through weekly assessments wall reviews

- maintenance and use of site and RtI assessment walls to improve instruction.

Provide professional development at a site and district level.

- ELA PD for teachers linked to site and district data.

Provide support for improved teaching and learning through participation on committees, such as Leadership, ULSS meetings,

### Start and Completion Date:

The components of this action will commence in September 2010 and continue through June, 2011.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Literacy/Intervention Coach	23700	11927	5,000						

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**Action #2:****MATHEMATICS**

To improve mathematics achievement for all subgroups:

- All teachers will attend mathematics professional development sessions provided by the district
- All teachers will continue to implement the district adopted mathematics program, Everyday math, create a balanced mathematics program as outlined in the State mathematics framework, and administer district required assessments.
- Teachers will collaboratively plan lessons and assessments based on the District Mathematics Pacing Guide.
- All teachers will use mathematics manipulatives as required by the mathematics program to provide access to key concepts and build conceptual understanding
- At least once a month, collaboration time will be devoted to analysis of students' math assessments included in the program to discuss strengths and revise lessons/instruction as needed
- All necessary materials, such as mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, etc.) shall be purchased as needed.

**Start and Completion Date:**

Action 2 will commence in September, 2010 and continue through June 2011.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #3:****ENGLISH LEARNERS**

To insure that English language learners have access to and are able to perform at proficiency levels on all assessments staff and faculty will:

- Teachers will conduct and correct annual State required CELDT assessment of English language learners' ability to speak, listen, read, and write in English.
- Provide at least 30 minutes per day of instruction aligned with their CELDT and the English language development standards
- Use CELDT data to assign students to flexible learning groups based on their levels.
- Provide through the Literacy/Intervention Coach professional development for classroom teachers to insure implementation of the ELD curriculum
- Coordinate with the District ELD specialist to provide practice based professional development for teachers and follow up with coaching and lesson demonstrations. This training will be coordinated with the English language arts professional development sessions in that some of the methods used for instruction overlap and can be enhanced with ELD best practices.
- Provide 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 as needed.

**Start and Completion Date:**

September 2010 through June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #4:****TARGETED AFTER SCHOOL INTERVENTION:**

Math Intervention: Based on CST scores, the school will establish targeted after school tutoring programs for students who are scoring below proficient on CSTs for mathematics. Target students: All students as identified through CST math scores and other formative measures as data becomes available. .

**Start and Completion Date:**

On going from September 2010 through June 2011.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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After School Intervention						8,000			
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**Action #5:****INTERVENTION**

To provide specific differentiation, intervention, or remediation for students who excel, need more time to learn, are designated as special education students with Individual Education Plans (IEP), or are performing Basic and Below Basic, the ULSS Team, SPED teachers, faculty and staff will: Review, discuss, form questions, and brainstorm action steps based on 2010 CST results; use Teacher Initiated Staff Development funds to foster collaboration in areas that will help close the achievement gap

Sustain the school's Response to Intervention approach for whole class intervention.

Provide teachers with a bank of enrichment ideas, books, and materials for students (high achieving and GATE) who want and need extensions and to be challenged

Provide needed support to teachers (full inclusion teacher and resource teacher) will assist regular education students in the classroom and will provide one-on-one and small group instruction based on students' IEPs

- IEP goals for special education students will be measurable, aligned with State standards, and include gradual increase of anticipated achievement while expressing high expectations for the students
- Our full inclusion specialist will model lessons and provide support with lesson modifications for our fully included students
- The after school coordinator and the literacy coaches will organize after school tutoring classes to include pre- and post-assessments, assigning students, and providing teachers with the intervention materials
- After school tutoring will be provided for all students struggling to meet grade level standards; students will be assigned to a one-on-one BUILD tutor or after school tutoring in ELA or mathematics provided by classroom teachers
- Students enrolled in tutoring classes provided by classroom teachers will take a pre-assessment used to diagnose specific learning needs, e.g., finding main idea, making inferences, decoding complex vocabulary, multiplying and dividing numbers, etc.
- Students enrolled in the tutoring classes will also take a post-assessment to evaluate progress and the program.
- Teachers will continue to use district provided mathematics intervention curriculum.
- All supplementary materials required for enrichment, intervention, and modifications, such as ELA and mathematics software and educational games, literature books, Read Naturally CDs and CD players, communication and adaptive materials for students with speech, hearing, or physical impairments, physical fitness materials to support students who need adaptive physical education, consumable intervention books, etc. shall be purchased as needed and/or as funding allows.

SST Coordinator

**Start and Completion Date:**

September 2010 through June 2011.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Coordinator -Fund from BSEP carryover									

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**Action #7:****PROGRAM for the DEAF and HARD OF HEARING**

John Muir will continue delivery of the Deaf and Hard of Hearing Program. This program will have a language practice of total communication, using spoken and signed English at all times. Development of English skills for purposes of reading and writing will remain the primary focus. Students will also receive instruction in all other areas of the State standards-based core curriculum.

Students will receive individual and group services for speech, auditory, and language development skills by a credentialed teacher of the deaf and hard of hearing. The specialist will use both speech and sign, per the need of the student.

Students will mainstream in their grade level classes for appropriate subjects as determined by the IEP team. Students will be assisted in the mainstream class by fluent sign interpreters.

Students will participate in all school activities such as field trips, assemblies, and special school programs, assisted by the signing teachers and the sign interpreters.

**Start and Completion Date:**

September 2010 through June 2011

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Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #8:**

Optimal Teacher to Student Ratio: To provide an early head start to primary grade students, we support the acquisition of literacy skills through half time instructional assistants at the primary level. Assignment for these aides will be determined through the collaborative planning of the K-5 team. The initial focus will be in Kindergarten to support a solid first step for students with challenges in acquiring letter and sound recognition skills as well as challenges in adjusting to a classroom environment.

**Start and Completion Date:**

September 2010 through June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
.4 Instructional Aide						15000			
.4 Instructional Aide						15000			

**Action #9**

ARTS INSTRUCTION

All students K through 5 will receive integrated instruction in the arts. All students will receive instruction in dance movement and choreography. For 1, 2, 4 and 5 grade levels, this instruction will be provided by a release teacher. Art instruction will be provided by classroom teachers.

**Start and Completion Date:**

September 2010 through June 2011.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #10:**

SCHOOL MATERIALS

Provide for students and staff the appropriate material for learning and the regular functioning of a school.

**Start and Completion Date:**

August 2010 through June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
materials			1,187			12668			

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal 1:</b>	23,700.00	11,927.00	6,187.00			50,668.00			

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

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

#### Goal Statement:

Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline  
Support all teachers in developing programs to personalize the learning environment for all students  
Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, peer-to-peer collaboration, and external professional development.

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

While the focus group for this goal will be under-achieving groups of students, primarily students of color, all students will participate in the actions outlined in this goal. As a BEST Positive Discipline School (see attached recommendations) the school understands that system wide consistency in discipline policy, climate improvement strategies, and academic expectations will yield performance gains for all students.

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

The goal is that the percentage of referrals will drop by 25% for the school as a whole, and will become proportional to each ethnic subgroup.

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

Student progress will be measured through the use of formative assessment tools in discipline and mental health areas.  
Discipline data will be gathered, disaggregated and analyzed using the new Power School tool now in the early adoption phase in BUSD.  
Programmatic and Policy consistency will be measured through administrative monitoring.

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

Group data to be collected will include performance data for all ethnic subgroups, discipline data for all ethnic and economic subgroups, and attendance data for all ethnic and academic subgroups.

#### Total Expenditures in this Goal:

### Description of Specific Actions to Meet This Goal

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#### Action #1:

To address the needs of the whole child, the school will:  
Use differentiated methods of instruction in the classroom to meet the needs of gifted and under-achieving students  
Provide enrichment, and extended learning opportunities that build on students' interests and diverse backgrounds will be used to motivate and engage students  
Sustain dance instruction for all students K through 5 so that students learn to communicate, develop critical thinking, observation skills, and art appreciation  
Teach music to students in third through fifth grade  
Provide instruction in nutrition and in gardening through the CNN program.  
Provide structured play through the Playworks program that teaches games, sportsmanship, and social skills.  
Provide an Outdoor School to 5th Graders so that students can experience a capstone learning adventure that combines all of the above.  
Provide all students will attend at least two field trips per year that extend understanding of content standards and awareness of diverse cultures

#### Start and Completion Date:

September through June: ULSS includes principal, RSP and Inclusion teachers, Berkeley Mental Health counselor, Department of Health Nurse, general education teachers, and other staff as needed.

Weekly agenda and minutes will verify that meetings have occurred. Student performance results in CST, QRI, DRA, Noyce, and end-of-chapter math tests will help ULSS to monitor the impact of intervention strategies.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #2:**

To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who experience difficulties that impede learning, the school will:  
Continue to implement a Universal Support Team that meets once a week to discuss students' progress with intervention, conduct snapshot meetings, and address barriers to learning and being successful in the classroom  
Gather and analyze student performance and behavior data every six weeks to monitor the progress of all students and to proactively address academic and social learning needs.

**Start and Completion Date:**

September through June: ULSS includes principal, RSP and Inclusion teachers, Berkeley Mental Health counselor (see attached MOU), Department of Health Nurse, general education teachers, and other staff as needed.

Weekly agenda and minutes will verify that meetings have occurred. Student performance results in CST, QRI, DRA, Noyce, and end-of-chapter math tests will help ULSS to monitor the impact of intervention strategies.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #3:**

Mental Health Support: With a long-range goals of across-the-board mental health support to all students and families, a licensed clinician will oversee a cadre of mental health interns who will work to meet the needs of this school's community.

Students served will be assessed through available tracking systems for tardiness, SSTs, truancy, and discipline-based referrals.

**Start and Completion Date:**

September through June: staff provided through Berkeley Mental Health and the Department of Health

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #4:**

Crisis and Emergency Response: John Muir School, in collaboration with Berkeley Mental Health, will sustain and practice both emergency and crisis-response systems and the training for those systems so that the school can make appropriate responses to changes and unsettling events within the greater school community.

The Leadership Team will work with staff Incident Teams to design and rehearse an emergency/disaster response.

**Start and Completion Date:**

August through June: Principal and Leadership team will determine appropriate crisis team: Berkeley Mental Health has agreed to sustain and/or increase mental health services through a .20 FTE counselor

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #5:**

The principal and the school secretary will monitor student attendance and use the district mandated SARB process for notifying parents of excessive student tardiness, absenteeism, and truancy.

**Start and Completion Date:**

August through June: School secretary, principal, and BUSD attendance office. Pupil services office as needed.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #6:**

Through a process initiated by the principal, there will be a development of a Multicultural Family Committee that will meet on a periodic basis to provide input for more significant involvement into the culture of the school community by a more heterogeneous perspective. The intent of this Committee is to encourage and initiate more general parent involvement.

**Start and Completion Date:**

August 2010 through June 2011.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #7:**

To create and sustain a positive school climate, the staff will undertake the following:

Teachers will integrate the components of a Positive Discipline system that 1) acknowledges students for appropriate decisions through the 'Golden Paw and Life Skills Awards.

**Start and Completion Date:**

September through June: Entire staff will be engaged in implementation.

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	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Total Expenditures in Goal 1:**

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

### Goal #3: Partner meaningfully with parents

#### Goal Statement:

- Provide parent forums and educational events on topics identified as critical by diverse parent groups
- Assist parents and staff in their efforts to strengthen parent-school relationships

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

Achieving this goal will help to create a supportive structure for every child at John Muir School. While the focus of this goal is parents and staff, the expected impact will occur in the performance and behavior of students attending John Muir.

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

Through a process initiated by the principal, there will be a Multicultural Family Committee that will meet on a periodic basis to provide input for more significant involvement into the culture of the school by a more heterogeneous perspective. The intent of this committee is to encourage and initiate more general parent involvement..

The goal is to foster more participation by all John Muir parents of current school events and develop plans for new events aiming to target more overall school participation.

Measurement of growth will be 1) documentation of attendance and participation of school wide events through sign-in sheets for current events and 2) new events initiated by this committee for the 2010-2011 school year.

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

Tally and sign in sheets, membership in school governance, school events, the PTA, Parent-Teacher conferences and new events initiated by the Multicultural Family Committee

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

Participation rates of mixed ethnicity, African-American, Asian, Latino, English-Learner parents and others.

**Total Expenditures in this Goal: 342.00**

### Description of Specific Actions to Meet This Goal

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#### Action #1:

What matters is measured. The first step in John Muir's initiative to improve participation of under-represented populations will be in the establishment of valid and reliable data gathering processes. The results of these processes will provide governance, PTA, administration, and faculty with a factual basis upon which to base outreach strategies.

#### Start and Completion Date:

September through June, ongoing.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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#### Action #2:

As per the objective, the SGC will adhere to time-lines in completing and monitoring the impact of the Site Plan

#### Start and Completion Date:

September through Jun, 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #3:**

With support from the District Office, the school will use a wide array of attendance, discipline, and student performance data to monitor progress and make adjustments as indicated.

**Start and Completion Date:**

September through June: ULSS and administration.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #4:**

The staff and parents will implement a policy and practice of explicitly inviting parents of under-represented parent sub-groups through the following actions:

All new families will be invited to May Fair, Beach Day, a Back to School BBQ, and other welcoming events taking place from May through mid June Annual Parent Survey data will be compiled and shared with the entire community; School Governance Council will spearhead recommendations and suggestions posed by the families

Depending upon funding, parent workshops in English and Spanish will be provided with the goal of helping parents understand the curriculum and learn strategies to help their children with homework

- Parent communication via email, Internet, weekly newsletter, parent notification all call system, fliers, room parents will continue—translated in Spanish and paid for through the parent involvement fund.
- Translation and babysitting services will be provided for meetings as needed
- At least two Family Nights will be offered: Literacy and Mathematics to introduce families to the curriculum
- Design parent involvement around family needs by asking families on an on-going basis to share their interests, needs, ideas, and goals for involvement
- Host a Volunteer Appreciation Event, recognizing volunteers, additions to families, personal achievement and provide entertain by staff and students

**Start and Completion Date:**

September through June 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Action #5:**

Through a process initiated by the principal, there will be a Multicultural Family Committee that will meet on a periodic basis to provide input for more significant involvement into the culture of the school by a more heterogeneous perspective. The intent of this committee is to encourage and initiate more general parent involvement.

**Start and Completion Date:**

August 2010 through June 2011.

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

342.

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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**Total Expenditures in Goal 1:** 342.00

## Appendix A - Program Summary: John Muir Elementary School

<b>Goal 1</b>	
Continue to build and implement a pre-K-12 comprehensive and aligned system of core curriculum, instruction, assessment and intervention	
Title I	23,700.00
EIA-LEP	11,927.00
EIA-SCE	6,187.00
SLIP	
GATE	
BSEP	50,668.00
ELAP	
PTA	
Other	
<b>Total</b>	<b>92,482.00</b>

<b>Goal 2</b>	
Strengthen the ability of BUSD staff to educate a diverse student body	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	

<b>Goal 3</b>	
Partner meaningfully with parents	
Title I	342.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	<b>342.00</b>

<b>Total Expenditures</b>	
Title I	24,042.00
EIA-LEP	11,927.00
EIA-SCE	6,187.00
SLIP	
GATE	
BSEP	50,668.00
ELAP	
PTA	
Other	
<b>Total</b>	<b>92,824.00</b>

<b>Total Allocation*</b>	
Title I	24,042
EIA-LEP	11,927
EIA-SCE	6,187
SLIP	
GATE	
BSEP	52,668
ELAP	
PTA	
Other	
<b>Total</b>	<b>94,824.00</b>

<b>Funds to Allocate</b>	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	2,000.00
ELAP	
PTA	
Other	
<b>Total</b>	<b>2,000.00</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)  
Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

John Muir teachers use State Board adopted curricula in all subject areas. Houghton Mifflin is the school's Language Arts adoption and Everyday Math is BUSD's adoption as of 2009.. Faculty meets weekly either in grade level or full staff meetings with the principal to plan lessons, examine best practices, or reflect on performance data. The school has adopted a formative assessment system that is aligned with State standards. Teachers assess students in reading skills using DRA/QRI, and they then receive DRA/QRI scores for each returning student along with a portfolio containing assessment data since the time of enrollment. Staff posts student performance data and then forms decisions indicated by that data in terms of resource allocation, instructional focus and teacher collaboration. Three times a year, teachers re-assess students in reading and math to determine current academic status. Our Universal Learning Support System assists teachers in assessing and monitoring student progress. All entering students are assessed again by teachers on site and data from previous schools is considered as a reference. Assessment data guides not only instruction, but also placement, SST's, and decisions about professional development.

For 2010-2011, students will continue to receive Science instruction in all grades including Kindergarten. Release time monies this year will be allocated toward Science release and for Art/Movement. Art instruction will increase during and after school in joint efforts between the site and our PTA. Currently PTA supports the school community by providing afternoon classes for the students in areas such as: science, mathematics and multiple arts. Teachers will continue to integrate visual arts education and use these to support language arts, science, and math when appropriate. All teachers include at least 100 minutes of physical education activities in their weekly planning. All students receive instruction from a trained physical fitness specialist once each week.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
Through the support of the BUSD Office of Data and Assessment, John Muir School has regular access to data that shows how students are progressing in Language Arts and Math.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
All staff meet NCLB requirements for highly qualified staff.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
The principal has received all required AB 75 training for Language Arts and will complete addition training for the district's new math adoption this year.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
100% of John Muir teachers have appropriate multi subject credentials. All special education staff has appropriate credentialing to address the needs of students mild-severe. Where indicated, staff has access to appropriate professional development e.g. AB 472.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
Staff development is 100% aligned to content
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
Our school plan is aligned with the Berkeley Unified School District's Local Improvement Plan in the following ways:

Our school staff is trained in strategies and interventions that create a climate that recognizes and supports cultural diversity and individual differences. Most of John Muir's teachers have been trained in Guided Language Acquisition Design (GLAD) strategies to support the learning of all children. We intervene early with our Reading Recovery program and our extended day and year programs. We assess student performance with both state and District measures to allow for individual student differences, using activities such as writing samples, district math assessments, and open-ended questions. We strive to provide instruction to match students' learning styles. Our curriculum is standards based, and our staff development program is aligned with the District goals. There is articulation of curriculum and instruction among grade levels and both preschool and secondary as outlined in the Local Education Agency Plan.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
With the continued implementation of the 4/5 Science Release, John Muir continues to lay the ground work for becoming a demonstration site for the School Lunch Initiative. The goal is integration of the Whole Child curricula that now thrive as separate programs at the school. The entire John Muir community believes strongly in supporting the whole child and thus is doing many things to provide a strong health and nutrition program. All students participate in cooking and gardening classes. Teachers provide examples of healthy classroom snacks and participate in cooking seasonally-based programs on a rotating basis. Specific curriculum about the food pyramid is taught that includes the integration of State Standards and core curriculum.

The garden curriculum provides hands-on experiential practices in growing food, and understanding how food is grown and how the body uses it, including ethnic foods. It includes composting, seed saving, water conservation, organic practices and sustainability. The cooking program provides hands-on experiences, recipes, nutritional basics, cooking skills, and a direct link to the ethnic and geographical origin of the food. It includes Life-skills and manners.

11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)  
Students have access to standards-based materials in all academic areas. Teachers often adapt and enhance their lessons with additional supportive materials. Gardening and Cooking programs, for example, are both integrated into core academic areas to support students in acquiring stronger reading and math skills. In the area of reading, teachers use a variety of supplemental materials to help students more effectively access content standards. To promote stronger problem solving skills, the school uses the problem solving materials provided by the Noyce Foundation in mathematics. Using all available resources, the school continues to develop a differentiated curriculum for all students with special needs: Title I, ELL, Special Education, and Gifted and Talented Education.

The Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchased with State and Federal money. In addition, individual teachers have received support through the PTA for additional materials to support standards-based instruction.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
John Muir uses a variety of state and local assessments to modify instruction, including: the CST along with local QRI/DRA for reading, Every Day Math assessments, and the District writing assessments held once each year. At this point, teachers assess students in phonemic awareness, letter sound correspondence, words in isolation, comprehension, and high frequency words. Students are also tested as a whole group in the areas of spelling, reading comprehension and writing. Math assessment occurs under three areas: skills, concepts, and problem solving with assessments determined at the site rather than at the district level. These assessments are administered three or more times a year and provide formative data to teachers so they may more effectively plan and deliver instruction to students in their zone of development. During weekly team meetings and special monthly staff meetings, teachers examine the results of local assessment data to plan and/or modify instruction.

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
John Muir's barriers to improvement in student achievement include a higher ratio of absenteeism among students performing at the bottom of the achievement gap. In addition, the school, in conjunction with other elementary schools, needs to establish commonly held definitions for rigor. John Muir needs to support a growing group of newcomers who speak no English at all. Current models for support involve adding instructional time to the beginning and the end of the school day, but the school seeks the capacity to engage in stronger interventions during the school day.

Using student achievement data, school staff and faculty identify students needing additional assistance and intervention. Universal Learning Support Systems (the Learning Center) provides direct support to students in Language Arts and Math. Teachers submit names to the ULSS Team so that members of the team can provide push-in groups, peer tutoring and cross-age tutoring, and guided reading. The Literacy Program relies on Reading Recovery methods to support students 1:1, and in small groups in the acquisition of reading skills. In grade level teams, teachers use strategies to further support under-performing students. Parent tutors also work with students in reading, writing and math. Three after school programs also support students in meeting academic goals and each of these after-school programs connects with the regular day instruction so that students receive coherent, aligned instruction. Student study teams meet with teachers and families to provide follow-up monitoring of progress and support. Our Kids Village Program also provides intervention services to under-performing students after school each day.

PTA sponsored family education events (Literacy Night, Science Faire, Outdoor School) recruit under-performing students and their parents. These programs assist parents in providing effective support at home. All teachers are CLAD certified and use GLAD strategies to support English Learners.

John Muir provides a safe and positive environment to all children. Visitors are required to sign in and wear a badge, and all personnel monitor this policy. The school uses two noon monitors and a small core of parent volunteers to provide optimal adult supervision during recess and lunch. Muir's PE coach provides structured noon-time games for upper grades to mitigate the tensions that arise in the absence of structure. Noon staff is trained to supervise games, help students resolve conflicts, and teach younger students to play together cooperatively. John Muir has few altercations on the yard, as well as few student suspensions from school. Staff and teachers use the Life Skills curriculum to teach students how to interact and resolve conflicts in a positive manner. Teachers model and instruct students in positive behaviors, such as respect, honesty, and empathy through the use of T charts in the classrooms and recognize these behaviors by handing out citizenship awards at our monthly all school meetings. School meetings additionally give the opportunity to build community and highlight positive student behavior. John Muir administration and faculty target student attendance challenges by working with families to encourage timely arrival to school and regular daily attendance. Current statistics show a monthly average of about 95%.

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

Here are a few of the initiatives and projects now underway that are aimed at putting kids and learning first:

1. Kids Village has established targeted tutoring programs for students to help them meet academic proficiency targets.
2. We have joined the SAGE mentoring group which will bring college mentors to our students K through 5.
3. K-5 teachers have implemented the Lucy Caulkins Writing Program which has been shown to improve student writing. It's already working.
4. First grade students will continue to receive powerful reading instruction through the Reading Recovery program
5. Students will continue to work in flexible skill groups at the 4/5 level so that math instruction can be tuned to the appropriate level.
6. Teachers will continue to receive math coaching so that they can more rapidly implement the new Everyday Math program.
7. We will continue to integrate academics into every part of the school day from cooking, to gardening, to Playworks
8. The 'Teacher Invasion': Also known as the RTI Intervention, this 'invasion' will be implemented to ensure that every child is getting challenged academically. Teachers work in a single classroom for a block of time (one hour per day for five or six weeks) to improve students' reading and writing

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

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

Involvement

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

Research supports the premise that the best assistance for students who require additional support occurs during the regular school day. With this premise in mind, faculty and parents have moved toward increasing the school's intervention capacity within their regular classrooms. This intervention staff works with teachers to create groupings within classrooms. These same staff members also allow teachers to observe their peers in action.

John Muir has retained two yearly Family Education Nights to support our students in need. These include Literacy and Math exhibition nights where adult family members are trained (often alongside John Muir students) in expectations and methodologies of academic subjects. Childcare is provided for younger children in order to allow adults to gain maximum access with teacher trainers.

Three after-school programs provide enrichment and academic support. One is provided through the school's PTA. A second is private. The third is paid for through District and State funds. These three programs have strong enrichment components as well as academic support. The school has also expanded its SST process, moving it from one day a week to three days. John Muir has a dedicated ULSS and Student Success Team (SST) coordinator to facilitate meetings. School site psychologists, Reading Recovery, Speech, and Resource teachers along with the principal, all often attend to offer input irrespective of whether the student is enrolled in a specific program. This process now is linking to the district's integrated services program so that parents and students can have access to coordinated support both within and beyond the school's walls.

- Our Literacy Coach facilitates Response to Intervention – a multi- teacher approach to increasing reading skills and closing the achievement gap. Direct support to teachers, participation in the ULSS Team, and overall support of data analysis are among this coach's responsibilities.
- DEAR (Drop Everything and Read) Day with guest readers from the community.
- Instructional Assistants provide support to kindergartners to help them learn to read more rapidly.
- After-school intervention and enrichment classes – Kids Village coordinates with classroom teachers
- Field Trips and Assemblies
- Berkeley Library visits schools, some classes visit BPL to acquire library cards
- On-site mental health support for students through Berkeley Mental Health.

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

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)

## Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Categorical funds support the school's intervention capacity. Much of these categorical dollars support a full time intervention coach who supports all teachers in implementing best practices. Lowest performing first grade students are placed in this program to maximize their opportunity for success. To support under-performing students in upper grades, our intervention coach also meets with small groups of students throughout the year and currently is overseeing a cross-age tutoring program.
22. Fiscal support (EPC)

## 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.

### JOHN MUIR ELEMENTARY SCHOOL COMPACT

This compact is a voluntary agreement among staff, students and families. It's a draft and represents a good start as we work to promote high achievement for every child. We will begin the year by signing this compact and will refer to it as needed during the school year.

#### 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.
- 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.
- Limit my TV watching and instead study or read every day after school.
- Bring love and respect to the school, to myself and to my classmates every single day.

#### Family/Parent 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 free from TV/video/computer games and good for homework completion.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Read to my child or encourage my child to read every day
- Communicate with the teacher or the school when I have a concern.
- 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.
- Bring love and respect to the school, students, staff and families, every single day.
- 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.
- Bring love and respect to the school, students, staff and families, every single day.