

# The Single Plan for Student Achievement

## Longfellow Arts and Technology Middle School

School Name

01-61143-6090294

CDS Code

Date of this revision: 4/27/2010

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> Longfellow Arts and Technology Middle 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): Lisa Warhuus	(Principal): Patricia Saddler
(Co-Chair, if applicable): Saira Shamji-Rahim	(Teacher): Dana Merryday
Julie Sinai	(Teacher): Kathleen Van Sandt
Ron Bogley	(Teacher): Sean Poremba
Diana Kuderna	(Classified): Mack-Sear Matthews
Rolf Bell	Kathy Kramer Classified Alternate
Sabrina Pinell	Marjorie Lee Certificated Alternate
Diana Kuederna P & O	
Rosario Tejeda DELAC	

**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 5/4/2010.
8. This school plan was adopted by the School Governance Council on 4/27/2010.

Patricia Saddler

Principal

Signature

Date

Lisa Warhuus

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**

#### **Longfellow School Vision**

As our students move FORWARD through adolescence,  
The Longfellow community lifts them UPWARD toward their dreams,  
By equipping them with academic and social skills to lead tomorrow's society.

#### **Longfellow Mission**

Longfellow Middle School is a positive community  
that provides all students with the motivation  
and skills for academic success and lifelong learning.

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

Longfellow Middle School is located in South Berkeley. Longfellow is the smallest of three middle schools in Berkeley Unified School District.

At Longfellow, there are approximately 430 students that represent the diverse population of Berkeley. The staff consist of 26 highly qualified teachers, 2 Safety Officers, 1 Academic Counselor, 1 Licensed Mental Health Counselor supervising 13 MSW Interns, 2 Office Staff and 2 Administrators. Our staff is committed to academic excellence for all students, and insures success for all by providing differentiated instruction to best meet the needs of the students.

At Longfellow our students participate in a Cooking and Gardening Program that is funded by the Network for a Healthy California. This program funds a Garden and a Cooking teacher and works with the staff and students to develop a sense of stewardship towards the environment and the importance of locally grown sustainable agriculture.

Longfellow's students are 33% African American, 24% Latino, 17% White, 6% Asian and 20% mixed -race. 55% of our students qualify for free or reduced lunch and 15% are English Language Learners. Our students have outperformed the other middle schools for the past two years on the state achievement test, as well as on our district assessments.

Longfellow provides educational tools and resources for students such as our Library, two computer labs, and two mobile labs where students have access to software that reinforces math, reading and keyboarding skills, digital photography, and web page design. Longfellow offers many after-school opportunities, including a comprehensive intra-mural sports program, Homework Centers, Jazz Band, Steel Drum Band, Drama Productions, African Dance, Art class, and a World Culture Club. Before school, teachers offer English and Math classes for students that need additional support.

## V. Comprehensive Needs Assessment Components

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

Longfellow Arts and Technology Magnet School  
Data Analysis

Longfellow School is the only middle school in BUSD that is a choice school. Families from all three attendance zones in Berkeley can apply to attend, which results in a highly diverse student population. The student ethnicity breakdown is 6% Asian, 24% Latino, 33% African American, 19% White, and 18% Multi Racial or other. Our English Learner population is 13%, and the 56% of students who participate in the Free/Reduced Lunch Program are designated as Socioeconomically Disadvantaged.

Longfellow has a total of 428 students, and 28 fully credentialed teachers. Our average class size is 18, and we have flexibility within our class sizes to provide smaller learning environments for the students who need support with Reading, and Math (Pre-Algebra and Algebra). As an Arts School, we provide elective classes in World Music, Band, Art, Publishing and EAST (Intro Computer and Art).

The Staff has high expectations for all students and they collaborate effectively with each other to ensure successful outcomes. This combination has helped the school to significantly increase student achievement over the past three years. We now take this opportunity to analyze the data, reflect on our instructional practices and our beliefs about student learning, in further our success by delving deeper into the implementation of data driven instructional practices.

#### Progress Closing the Achievement Gap

According to the Academic Performance Index (API) report, significant subgroups for Longfellow include White, African American, Hispanic/Latino, and Socio-economically disadvantaged. While an achievement gap is prevalent between these subgroups, that gap has narrowed significantly since 2006. For instance, in comparing the highest performing (White) and lowest performing (African American) subgroups, the gap difference in achievement went from 321 in 2006, to 282 in 2007, to 266 in 2008 and further down to 259 in 2009.

Longfellow is not simply narrowing the achievement gap, but is doing so by raising the performance of all subgroups. From 2006-2009, Longfellow's API base score for all significant subgroups, including English Learners and students with disabilities, has risen. The school-wide API jumped from 744 to 784, a 40 point (>5%) increase. In 2009, 53% of Longfellow students were proficient on the grade 7 CST for writing. In the class of 2009, 49% of Longfellow students had maintained or increased their proficiency level from grade 6 to 8 in ELA, and 46% had maintained or increased their proficiency level in Math

#### Mathematics

The California Standards Test (CST) is currently the most accurate assessment for student achievement in relation to the California Standards. Students in Grade 6 take the CST 6. Students in Grade 7 take the CST 7. Students in Grade 8 take the CST Algebra. Since 2002, all subgroups have made gains on the API. In the class of 2009, 74% of students maintained or increased their proficiency level from grade 6 to 8 in math. The percentage of students scoring proficient or advanced on the Algebra CST has increased significantly since 2006. In 2006, 15 students out of 108 (14%) scored proficient or advanced on the Algebra CST. In 2008, 61 students out of 138 (44%) scored proficient or advanced on the Algebra CST. In 2009, 54 students out of 135 (40%) scored proficient or advanced on the Algebra CST. The percentage of students that performed proficient on the End of The Year BUSD Math Assessment was greater in grades seven and eight at Longfellow when compared to the two other BUSD middle schools (Table 3).

Table 1: Percentage of Students at Each Grade Level Performing Proficient or Above in Mathematics  
2008-2009

- 48% of 6th graders scored proficient or advanced on the CST Math 6 test.
  - 65% of 7th graders scored proficient or advanced on the CST Math 7 test.
  - 42% of 8th graders scored proficient or advanced on the CST Algebra test.
- 2007-2008
- 49% of 6th graders scored proficient or advanced on the CST Math 6 test.
  - 56% of 7th graders scored proficient or advanced on the CST Math 7 test.
  - 44% of 8th graders scored proficient or advanced on the CST Algebra test.

Table 2: Percentage of Students at Each Grade Level Performing Proficient or Above in Mathematics Ranked by Subgroup

Table 3: Average Score for each School on Final BUSD Math Assessment 6/2009

	Grade 6 Avg. score(out of 35)	Grade 7 Avg. Score (out of 30)	Grade 8 Avg. Score (out of 35)
King	25.24	16.64	19.98
Longfellow	21.08	19.30	21.11
Willard	23.71	15.64	17.94

English/Language Arts

The California Standards Test (CST) is currently the most accurate assessment for student achievement in relation to the California Standards. From 2007 to 2009, the percentage of students scoring proficient or advanced on the English tests increased in grades six and seven, and showed a decline in grade 8. However, eighth grade did obtain an average on the fall and winter BUSD Writing Assessment that was higher than the district average.

Table 4: Percentage of students at Each Grade Level Performing Proficient or Above in English Language Arts 2008-2009

- 53% of 6th graders scored proficient or advanced on the CST English 6 test
  - 55% of 7th graders scored proficient or advanced on the CST English 7 test
  - 44% of 8th graders scored proficient or advanced on the CST English 8 test
- 2007-2008
- 50% of 6th graders scored proficient or advanced on the CST English 6 test
  - 52% of 7th graders scored proficient or advanced on the CST English 7 test
  - 51% of 8th graders scored proficient or advanced on the CST English 8 test

Table 5: Percentage of Students at Each Grade Level Performing Proficient or Above in English/Language Arts by Subgroup

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Table 6: Percentage of Students Scoring Proficient on BUSD Writing Assessment 08-09

	Fall	Winter	Spring
LMS	BUSD	LMS	BUSD
Grade 6	23%	20%	46%
Grade 7	28%	23%	39%
Grade 8	23%	18%	31%

Non-Academic Data

Student Attendance

Attendance is monitored carefully at Longfellow. Families are contacted daily if their student has been absent or tardy. Additionally, letters are sent to families when the student have been absent more than 10 days and are followed-up with parent meetings.

Table 7 shows Longfellow attendance data for the 2007-2009 school years. In 2007-08 the data showed a decrease in attendance between December and April, however in 2008-09 there was a marked improvement during these same months. The staff has been more proactive with their approach for improving student attendance. This plan includes implementing quarterly positive recognition for students with good attendance, and effective monitoring and follow up of students with or at risk academically due to poor attendance.

Table 7: Longfellow Student Attendance Data, 2007-2009

08-09 \*\*

09-10\*\*

## Suspensions

Table 8 shows that Longfellow experienced a drastic drop in student suspension rates from the 2006-2007 school year to the 2008-2009 school year. This decrease can be attributed to the efforts of the staff to articulate common behavior expectations for students. These expectations are clearly and explicitly communicated to students and parents. Students are further encouraged through incentives, which rewards them for positive behavior and daily practice of our four school expectations (Be Safe, Be Responsible, Be Respectful and Be an Ally). An increase in the visibility of adults on campus has also contributed to the reduction in suspension rates.

Table 8: Longfellow Suspensions in 2006-2007 and 2008-2009

Suspension 2006-2007	Suspension 2007-2008	Suspension 2008-2009	Suspension 09-10
Grade 6 48	17	30	22
Grade 7 73	56	31	30
Grade 8 81	61	31	29
Total 202	134	92	81

## Physical Education

Students at Longfellow performed above the overall district average in all seven areas of the CA Physical Fitness Test (Table 9). Our students should be commended for scoring higher than the district average in every area, with special recognition for scoring 30% higher in the Upper Body Strength Test than the district average. We have increased our access to aerobic exercise, which will lead to better performance in that area.

Table 9: CA Physical Fitness Test Grade 7 LMS and BUSD

## Conclusion

Longfellow Middle School has celebrated our improved academic achievement and we continue to focus on equity, and addressing the achievement gap. While we have outperformed the other middle schools in Berkeley, the gap is very present and is our top priority. We have a very stable population, which tends to consist of a higher percentage of socioeconomically disadvantaged students. The Reading Support (Read 180) Classes and Math Support Classes have addressed the needs of some of our students, as indicated by the low number of students that are scoring FBB. When reviewing multiple measures (District Writing Assessments and Math Assessments) there is a clear correlation between these results and those of the CST. We are working in Department Teams and as a Leadership Team to analyze data, review the standards, and design curriculum maps that allow for differentiation and clear goals and objectives.

Our Staff is in year 2 of the adoption of the BEST Program. Our goal is to enhance our school climate, which will allow us to further focus on the education and the emotional needs of our students. We have a comprehensive mental health service model, enabling us to provide individual and group support for 90+ students. We continue to integrate the Writer's Coach Project into our English Language Arts Program for Grades Seven and Eight, which has ensured increased writing capacity for all of our students. Accelerated Reader is also a critical component of our ELA Program. Longfellow students love to read and this program sets a goal for each student, they show great determination and zest towards reaching their goals and demonstrating their understanding of the various genres of books.

After reviewing the data, our staff has concluded that we are an educational community that cares immensely about our students and we are confident that we are using effective strategies and have structures in place to address the achievement gap. We are looking at the academic component of our afterschool program and will work with that staff to enhance the opportunity to develop a stronger standards aligned curriculum. Most importantly, we are addressing the needs of the whole child, and we rely heavily on the Counseling Program to support the emotional needs of our students; which allows the academic staff to focus on Teaching and Learning. Longfellow is a model Community Centered School, and has a proven track record of academic excellence, and it should be acknowledged by the BUSD Community, as the demographics indicate this is a school made up of a very diverse population.

\*\*See attached Charts

## **B. Surveys**

The School Governance Committee created two online surveys using Survey Monkey. We had 82% of the staff complete the survey and 57% completed by our parents/families. The survey focused on our current academic program, enrichment(during the school and afterschool), comprehensive mental health service model, Positive Behavior Support(PBS) and overall campus safety and cleanliness.

The information / data from the survey was used by SGC to make spending decision and set goals for our comprehensive site plan and safety plan.

## **C. Classroom Observations**

Classrooms are reflective of our academic focused culturally inclusive environment. Student work is displayed, the four school expectations are visible, and there is a schedule or daily agenda posted in each classroom. The administration team consistently observes powerful teaching and learning, in an environment where the students feel safe to learn, ask question, display their curiosity, and work together to solve problems, craft essays of various genres and create amazing works of art.

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

District Assessments are given three to four times per year. Teachers use the data from these assessments to align their order of teaching the standards, and to reteach areas where there is an identified need.

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

### **V. ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards including the arts programs and P.E.

Through principal and teacher initiative, Longfellow has worked on aligning all areas of the curriculum to state content standards and BUSD curriculum goals. Teachers meet during staff meetings, grade level meetings, staff development days, and on their own to review state standards in light of current curriculum, materials, and instruction. The staff identifies areas of weakness and inconsistencies between state standards and district materials; plans curriculum; and recommends the purchase of supplemental materials to address discrepancies. For example, 6th grade English teachers and reading teachers have reviewed the literature list for 6th grade and divided the novels between the two courses according to what is most appropriately connected to both the English and History standards. Additionally, the English History department adopted a new grammar series that will provide comprehensive and consistent instruction throughout the grades.

2. Availability of standards-based instructional materials appropriate to all student groups:

All students use standards-based instructional materials in all academic areas. Adaptations are made as necessary by teacher to help students access these materials. In the area of reading, teachers use a variety of supplemental materials to help students more effectively achieve content standards. Our History and Science curriculums are based on the state standards and utilize state adopted texts. In the past few years, Longfellow has made an effort to purchase instructional materials that meet the standards, but have a lower reading level to assist struggling readers particularly in the areas of Science and History. The Berkeley Schools Excellence Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchase with State textbook money. In addition, individual teachers have invested heavily in materials that will support their teaching and the standards.

3. Alignment of staff development to standards, assessed student performance and professional needs:

On-site staff development occurs regularly as part of the staff retreat, state-funded staff development days, and at weekly faculty and professional development meetings. Each year the staff analyzes student achievement data, discusses the alignment of standards with school wide instructional practices, and develops goals based on the results of this analysis. Teachers are working collaboratively to: 1)increase articulation across grade levels, 2)assess and track student performance, 3)establish consistency of instruction at and between grade levels, 5)identify and implement effective intervention measures

4. Services provided by the regular program to enable underperforming students to meet standards:

Our regular education program provides services to historically under-served and underperforming students in many ways: EL students are clustered in classrooms where teachers have been CLAD

certified and Special education students have been clustered so that special education teachers can co-teach in regular education classrooms. All students are eligible to participate in the Extended Day Program which provides homework centers with tutors to students. Using Intervention funds, we provide additional academic support in English and Math before school during zero period. In some cases (generally by teacher recommendation), students will take an academic “back up” or skills class in lieu of an elective for extra support. We also provide summer school programs for students including an ELL English Enrichment program.

If students are not experiencing success in their studies, teachers use a variety of strategies including adjusting or modifying assignments, pairing students up for help, or using cooperative groups. The progress of struggling students is closely monitored by teachers, Academic Counselor, vice principal and principal to make sure students are progressing. Parent-teacher conferences and Student Study Team meetings are scheduled throughout the year on the basis of need. The Academic Counselor also case manages individual struggling students and works with families to improve communication between home and school.

5. Services provided by categorical funds to enable underperforming students to meet standards:

We have used our categorical funds to provide support to Underperforming students in a variety of ways including: a Math skills and Algebra Back Up classes are offered as an elective option for students who need additional support, funding a part time ELL support teacher who works with ELL parents and case manages ELL students, an ELL coach who assists teachers in scaffolding lessons using sheltered English strategies, paying for Work Study tutors from UC Berkeley to work in our EDP homework centers, and funding an Academic Counselor to coordinate SST meetings, parent education, and provide case management support to struggling students.

6. Family, school, district and community resources available to assist these students:

Every year, Longfellow conducts Back to School Night, Open House, and two days of Parent-Teacher conferences where parents have the opportunity to speak individually with each teacher. With funding provided by the GEAR UP grant, we also offered a 9 week parent education class in Spanish and a 5 week parent education class in English that helped to inform parents about secondary school and preparing for college.

7. Use of state and local assessments to modify instruction and improve student achievement:

State and local assessments such as the CAT6 test, CST test, BUSD writing test, and MAC assessments are used to identify student proficiency and consequently provide data for analysis of the effectiveness of instructional practices. The CELDT is administered to all EL students each fall to provide information on their progress toward acquiring English. Additionally at Longfellow, all students participate in the Accelerated Reader program to determine each child’s individual reading level and zone of proximal development.

8. School, district and community barriers to improvements in student achievement:

Barriers include: staffing reductions, cut backs on bussing, class size, the end of Magnet funding, poverty, lack of parent involvement, student attendance, and increased class size. There is a need for a longer school day, more mental health support, and more professional development for teachers.

9. Limitations of the current program to enable underperforming students to meet standards:

Lack of training in addressing cultural diversity  
Large class size  
Lack of training in Reading intervention  
Need for additional parent support

10. Practices that address student health and nutrition:

1. Integration of cooking and gardening into the Science curriculum (CNN grant)
2. Comprehensive PE program that also integrates nutrition
3. Interscholastic Sports program to promote student athletes
4. Organized sports activities at lunch time
5. Improved school lunch program which has resulted in increased participation in school lunch program.
6. Annual Healthy Street Fair event
7. Annual Walk to School Day event

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

Longfellow has implemented and reviewed its School Safety Plan with all adults on campus. Additionally, we participated actively in an Anti-Bullying campaign that included staff and student surveys, staff development, curriculum including a video, parent education, and an Anti-Bullying poster contest. Our staff includes two Safety Officers, Vice Principal, Campus Monitor, Academic Counselor, and Principal. Together we address student referrals, suspensions, and disruptive incidences.

12. Integration of technology into the curriculum:

Longfellow has one alpha smart mobile lab, two computer labs, and two mobile labs for teacher use. Through a partnership with UC Berkeley and the TELS program, our science teachers conduct a week long science unit with technology. 6th grade students take computers as part of their elective wheel and 7th and 8th graders may choose a technology elective. Teachers in other subjects integrate technology into their curriculum through student projects, research, and the Accelerated Reader Program.

13. 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 which recognizes and supports cultural diversity and individual differences. Teachers are being trained in GLAD strategies to support the learning of all children. We assess student performance with both state and district measures in order to allow for individual student differences.

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

- Limited resources
- Class Size
- Facility too small and not modernized, however we opened the newly renovated annex which houses the 6th grade classrooms
- Emotional Health of students
- Lack of planning time for staff
- Need more instructional time.
- Lack of Teachers of color
- Need more Professional Development on Culturally Relevant Teaching and Learning

We have seen success with 20 to 1 in 8th grade Algebra, it would be high effective if we could remain committed to this and also have the flexibility to provide smaller class size in English for the students most in need.

## 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	428	410		74	68		132	131		30	27	
Growth API	783	784		931	939		665	680				
Base API	744	787		913	922		631	669				
Target	5	5		A	A		8	7				
Growth	39	-3		18	17		34	11				
Met Target	Yes	No		Yes	Yes		Yes	Yes				

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	110	103		103	95		233	222		57	43	
Growth API	751	753			708		714	727				
Base API	721	759					661	722		559		
Target	5	5					7	5				
Growth	30	-6					53	5				
Met Target	Yes	No					yes	Yes				

**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	99		100	100	
Number At or Above Proficient	221	209		63	58		35	38		17	15	
Percent At or Above Proficient	51.6	51.2		85.1	85.3		26.5	29.5		56.7	55.6	
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		No	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	99	
Number At or Above Proficient	45	43		35	29		85	77		16	9	
Percent At or Above Proficient	40.9	41.7		34.0	30.5		36.5	35.0		28.1	22.0	
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	No		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		99	99		100	100	
Number At or Above Proficient	211	210		56	55		31	32		20	17	
Percent At or Above Proficient	49.4	51.2		75.7	80.9		23.7	24.4		66.7	63.0	
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	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		99	99	
Number At or Above Proficient	49	50		41	35		79	89		14	11	
Percent At or Above Proficient	44.5	48.5		39.8	36.8		34.1	40.1		25.0	25.6	
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		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 2008-09										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>6</b>	13	50	6	23	5	19	1	4	1	4	26
<b>7</b>	6	32	9	47	3	16	1	5			19
<b>8</b>	1	7	9	60	4	27	1	7			15
<b>Total</b>	20	33	24	40	12	20	3	5	1	2	60

## 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 comprehensive and aligned system of core curriculum, instruction, assessment and intervention.**

**Goal Statement:**

Longfellow will continue to use data to align instruction to deliver an instructional program that will address the needs of all students grades 6 thru 8, and focus on closing the achievement gap.

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

All Longfellow Students will participate in this goal.

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

All students will make at least one year's growth in English/Language Arts and Mathematics.

**Math SMART Goal:**

\* 90% of Longfellow students will score at or above the same performance level as the previous year on the BUSD math final.

\* 80% of African American and Latino students will score at level 3 or above on the BUSD math final.

**Reading SMART Goal:**

\* 90% of Longfellow students will gain at least one grade level from the fall to spring as measured by the Renaissance Place STAR Reading Assessment.

\* 80% of African American and Latino students will read at grade level or above as measured by the Renaissance Place Star Reading Assessment.

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

Staff will begin the school year by reviewing CST data. Throughout the year, they will administer the quarterly BUSD math assessments, BUSD Math Final, district writing assessment, Renaissance Place STAR Reading exam and teacher generated assessments. All of the data will be easily accessible in Datawise, and the staff will meet twice a month in Grade-level Teams to discuss student data. The students needing more support will be closely monitored by the ULSS Team.

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

BUSD Writing Assessment

BUSD Mathematics Assessment

Teacher developed Assessments

CST

CELDT

Accelerated Reader (A/R)

Homework

Student Portfolios

**Total Expenditures in this Goal: 38,500.00**

## Description of Specific Actions to Meet This Goal

### Action #1:

Student Academic Support : Language Arts

Provide flexible options for additional English Language Arts instruction and support, including the following:

1. Before School Intervention Classes (Zero period)
2. Read 180 Classes
3. After-school Intervention Classes and tutoring
4. Learning Center Classes with intensive support
5. Access to Accelerated Reading Program for all students, with literature works that are appropriate for the varying levels of readers
6. Consider academic balance when building the English classes, and aligning the appropriate support for each class, which will allow each teacher to create an environment for student success
7. Integrate the writers' coaches into the English Language Arts classes, with a goal of building solid connections with the students.

### Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
WriterCoach Connection						11500.			
Accelerated Reader	2000.		500.						
Instructional Materials						5000.			
Read 180 (service)									

### Action #2:

Student Academic Support: Mathematics

1. Before School Intervention Classes (Zero period)
2. After-school Intervention Classes and Tutoring
3. Algebra Support Class provided by a highly trained National Board Certified Teacher
4. Learning Center Class and Learning Center support during math classes (Co-Teaching)
5. Student access to ALEX, an online math tutorial program
6. Careful scheduling of students into their math sections, attempting to balance the classes to ensure maximum achievement

### Start and Completion Date:

August 2009 - June 2010

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Math Support	1000.								
ALEX	500.								

---

**Action #3:**

Continue ongoing support for and monitoring of EL students at their appropriate CELDT Levels. Redesignate as many EL Students as possible.

1. Will administer the CELDT test to all of our ELL Students.
2. Will meet with the families of the ELL's and provide them with information on how well their child is doing in school, and how the parents can best support their child.
3. Coordinate support for their students by being the liaison with the subject area teachers.
4. Monitor the progress of the students and work on skills specific to assisting students with being Redesignated.

**Start and Completion Date:**

August 2010 - June 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>
EL Coordinator	1600.	12449.	3951						

---

	<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 1:</b>	5,100.00	12,449.00	4,451.00			16,500.00			

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

### Goal #2: Strengthen the ability of staff to teach a diverse student body.

#### Goal Statement:

Our goal is to build the staff's capacity to integrate differentiated culturally relevant teaching strategies that address the varied learning styles of our diverse student population. Additionally, we will deepen our implementation of PBS/BEST, targeting practices to address Habits of Work and focusing on building a more systemic way to recognize and reward positive behaviors.

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

All students, and the 8th grade students will be asked for critical feedback prior to their graduation.

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

95% of our students will be recognized for their efforts to demonstrate understanding of our four areas of Positive Behavior Climate (Be and Ally, Be Safe, Be Responsible and Be Respectful).

100% of the staff will deliver instructional practices that are reflective of the Culturally Relevant Strategies as defined by Sharroky Hollie and other educational researcher.

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

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

Number of office referrals, administrative detentions and suspensions

**Total Expenditures in this Goal: 126,200.00**

## Description of Specific Actions to Meet This Goal

---

#### Action #1:

Continue developing a Professional Learning Community that is focused on academic excellence infused with culturally relevant strategies:

1. Begin the school year with a one day retreat, at which the staff will work on identifying those culturally relevant strategies that have been tried and proven successful, as well as looking at the student data and identify areas that need to be targeted in 09-10. These will become our staff targets, and we will work in teams to address them throughout the school year.
2. Purchase three books for the staff that target Cultural Relevance (Titles to be determined), and divide the staff into three book clubs. The books will be read, discussed, provide strategies to be attempted in the classrooms, and then debriefed.
3. Involve students into our process to identify the strategies that are working for them to be successful, and identify what is not working, so that we can continue to develop our skills as educators.
4. Provide mental/emotional health support for our students so that they can focus on learning; this will include individual, group, one-time sessions, parent workshops on various topics (Drug and Alcohol Awareness, Adolescence, Gang Prevention, How to talk with your Teen, Cyberbullying), and conflict mediation.

#### Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Mental Health Services	32,000		4,000			45,000.			
Instructional Materials	500.								
Professional Development	100.								

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**Action #2:**

Provide yard supervision before school, which will provide opportunities for the students to play sports before school. This will decrease the number of student conflicts.

1. Provide adequate adult supervision on the campus before school, which will reduce the number of student conflicts, which in turn will reduce the disruption to student learning.

**Start and Completion Date:**

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Yard supervisor									3000.

---

**Action #3:**

Encourage students to be physically active by playing an organized sport.

1. Organized sports teach students to work together towards a common goal, to not just focus on their personal skills.
2. To provide a diverse group of well trained adults who teach and model good sportsmanship.
3. To engage parents in an academically non-threatening way with the school.
4. To provide our students with the opportunity to meet students from communities other than Berkeley, and to travel to those communities.
5. Promote regular physical activity.

**Start and Completion Date:**

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Athletic Director						7000.			
Team Coaches						600.			

---

**Action #4:**

Provide enrichment classes to the students during the school day and in EDP.

1. To allow students to develop the right side of the brain, which will assist with overall academic achievement.
2. To give students necessary technical skills to prepare them for the workforce (e.g. - keyboarding skills, web page design(HTML), publishing skills, and a command of the internet with safe navigation).
3. Will engage parents who have a passion for the arts by assisting these classes with sewing, painting sets, drama coaching, firing the kiln, etc.

**Start and Completion Date:**

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Computer Teacher						15,000.			
Art Teacher						19,000.			
EDP Enrichment Classes									

---

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal 1:</b>	32,600.00		4,000.00			86,600.00			3,000.00

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

### Goal #3: Create meaningful partnerships with all parents and guardians.

#### Goal Statement:

Establish family partnerships that will support academic achievement, a better understanding of adolescent issues, and increased awareness of the stepping stones to a college education.

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

All parents, especially those from our subgroup parent groups (EL and African American)

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

\* 80% of our parents will increase participation in The Parent Institute, SGC, and PTA.

\* 75% of our parents will complete the annual school survey.

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

Numbers of PI participants, surveys, attendance at Parent-Teacher Conferences, participation on PTA, and SGC.

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

SGC Survey Participants

Sign-In Sheets from Back to School Nights, Open House Science Fair, Student Art Showcases and Parent-Teacher Conferences

**Total Expenditures in this Goal: 669.00**

### Description of Specific Actions to Meet This Goal

#### Action #1:

Provide parents with support on raising an adolescent, gang prevention, drug and alcohol prevention, and college bound strategies.

1. Our school will provide eight parent workshops on topics relevant to the needs of our students.
2. Childcare and food will be provided for the parent participants so that we can have the maximum number of participants.

#### Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Translation	369.								
Child Care	100.								
Food	200.								

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal 1:</b>	669.00								

## Appendix A - Program Summary: Longfellow Arts and Technology Middle School

<b>Goal 1</b>	
Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention.	
Title I	5,100.00
EIA-LEP	12,449.00
EIA-SCE	4,451.00
SLIP	
GATE	
BSEP	16,500.00
ELAP	
PTA	
Other	
<b>Total</b>	<b>38,500.00</b>

<b>Goal 2</b>	
Strengthen the ability of staff to teach a diverse student body.	
Title I	32,600.00
EIA-LEP	
EIA-SCE	4,000.00
SLIP	
GATE	
BSEP	86,600.00
ELAP	
PTA	
Other	3,000.00
<b>Total</b>	<b>126,200.00</b>

<b>Goal 3</b>	
Create meaningful partnerships with all parents and guardians.	
Title I	669.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	<b>669.00</b>

<b>Total Expenditures</b>	
Title I	38,369.00
EIA-LEP	12,449.00
EIA-SCE	8,451.00
SLIP	
GATE	
BSEP	103,100.00
ELAP	
PTA	
Other	3,000.00
<b>Total</b>	<b>165,369.00</b>

<b>Total Allocation*</b>	
Title I	42,379
EIA-LEP	12,457
EIA-SCE	10,948
SLIP	
GATE	
BSEP	96,216
ELAP	
PTA	
Other	
<b>Total</b>	<b>162,000.00</b>

<b>Funds to Allocate</b>	
Title I	4,010.00
EIA-LEP	8.00
EIA-SCE	2,497.00
SLIP	
GATE	
BSEP	-6,884.00
ELAP	
PTA	
Other	-3,000.00
<b>Total</b>	<b>-3,369.00</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)  
This is an area of great concern for our staff as we prepare to gear up for the significant budget cuts proposed for 09-10.  
Students are identified for services, by CST Data, BUSD Writing Scores, BUSD Mathematics Assessments, Grades and CELTD (if an ELL). Students performing below grade-level in Reading and English Language Arts will be assigned to READ 180 or a Reading Class. Students performing below grade-level will be programmed into a support class, assigned to a Zero period Intervention class, or attend an afterschool tutorial that is teacher led and computer based "ALEX".  
Student progress is monitored by the grade level case manager, who meets weekly the ULSS Team to monitor student progress.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
At Longfellow, we have fully implemented the Holt Math Program, from which we have aligned our District Math Assessments. This alignment allows for allows teachers to develop the best possible sequential strategies to expose and teacher the key California Math Standards and to regularly assess the students. We look forward to the same type of embedded assessments with the new ELA/ELD Program that we will begin to implement in the fall. Datawise will house all of our student achievement data, and it will be easily accessible to the teachers for use with instruction.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
All Longfellow Teachers are NCLB compliant.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
The Principal and Vice Principal will attend all required trainings for English Language Arts and Mathematics.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
Longfellow will have 100% of the mathematics department fully trained by the start of the school year, and three of the teachers are trained trainers and NBCT. All of the English Teachers will participate in the required training prior to the start of the school year.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
BUSD will support site based Professional Development as they review student achievement data and identify areas of need in order to develop and insure improved student achievement.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
Our Leadership Team consists of content experts, who lead Professional Developments, model lessons in classrooms and provide ongoing instructional assistance.

8. Teacher collaboration by grade level (EPC)  
Teachers have two hours per month for each; collaboration and grade level meetings. This time is spent planning, developing lessons looking at data, and work with district wide peers to calibrate the instructional program.

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
All curriculum and adopted materials are aligned with the state standards.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
Students receive daily instruction in all subjects, which satisfies the required state instructional minutes.
11. Lesson pacing schedule (EPC)  
With established district and state assessments, teachers are required to sequence their instructional program as recommended by the district and state.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)  
All of our students have the necessary/required instructional materials.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
Every teacher is using the adopted middle school curriculum. Additionally, our students read approved books, as part of our Accelerated Reading Program.

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
The students have access to additional support in the regular class setting, in small groups in nearby classrooms, and support classes.
15. Research-based educational practices to raise student achievement at this school (NCLB)  
The Leadership Team and site administrators ensure that effective instructional strategies are happening in the classrooms at all times.
16. Opportunities for increased learning time (Title I SWP and PI requirement)  
Longfellow offers Intervention Classes during zero period and after school. There is also academic support in The EDP.
17. Transition from preschool to kindergarten (Title I SWP)  
Incoming sixth grade students come to an orientation in late spring. The elementary schools send placement cards with necessary information to make appropriate class assignments. The Sixth Grade Resource/ULSS Teacher and Full Inclusion Teacher participate in transition IEP meetings in late spring.

#### Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)  
Tutoring, Parent Education, Computer Access, EDP Scholarships, Community Services and Counseling
19. Strategies to increase parental involvement (Title I SWP)  
Better Communication with parents. Increase distribution of PTA Newsletter from bi-monthly to monthly.
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)  
Provide opportunities for parents, students and staff to engage. (e.g.: Family Math Night, Poetry Slams, Art Shows)

#### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Site funds are allocated to best serve all students, however expenditures place high priority on those that are underperforming.

22. Fiscal support (EPC)

We need additional resources for supplies and staffing to make a significant attempt at further closing the achievement gap.

## **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:

As a Longfellow Student I pledge to:

Be Responsible,  
Be Respectful,  
Be Safe,  
Be an Ally!

### Parents Pledge:

As a Longfellow Parent I pledge to:

Provide my child with a quiet study space at home,  
Check my child's' planner on a daily bases  
Attend Back to School Night, Open House and Parent Teacher Conference  
Communicate with my child's teachers on a regular bases, not just when there is a problem,  
Support the school with educating my child

### Staff Pledge:

As a member of The Longfellow Staff I pledge to:

Follow the district required curricular program,  
Provide a safe learning environment  
Work with students and parents to ensure a high level of academic success,  
Respect the culture of my students and their families,  
Keep students and parents informed of students progress and challenges,