

The Single Plan for Student Achievement

Rosa Parks Environmental Science Magnet School

School Name

01-61143-6090187

CDS Code

Date of this revision:

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

School Name: Rosa Parks Environmental Science Magnet School	School Year: 2010-2011
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Summary of School Goals:
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- Continue to build and implement a pre-K-12 comprehensive and aligned system of core curriculum, instruction, assessment and intervention
 Rosa Parks will :
 - Improve the implementation and consistency of the academic program, specifically the English language arts and mathematics curriculum, assessments and interventions for students needing additional support
 - Design and implement an English Language Development program K-12 for English learners
 - Identify and implement a curriculum for extended learning programs that supports students' classroom learning as well as the development of the whole child
 - 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
- Strengthen the ability of staff to educate a diverse student body
 Rosa Parks will:
 - Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege and how these impact students and families in our school.
 - 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
- Partner meaningfully with parents
 Rosa Parks will:
 - Develop a plan for increasing staff to support parent involvement in the schools
 - Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants
 - Assist parent groups, parent involvement staff and district departments in our efforts to strengthen parent-school relationships
 - Provide direct support to parents/guardians at our school

Site Committee Representatives:

Parents/Community	Staff
(Chair): Ty Alper	(Principal): Kathy Hatzke
(Co-Chair, if applicable): Carrie Wilson	(Teacher): Kate Donaldson-Fletcher
Ana Perez	(Teacher): Yessica Rodriguez
Angel Ciangi	(Classified): Deborah Howe
Tracy Hollander	Matilde Merello
Bruce Simon	Lynda Arnold
Juliet Bashore (alternate)	Michelle Boykin (classified)
Tashi Dhundup (alternate)	

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 .
8. This school plan was adopted by the School Governance Council on 4/26/10.

Kathy Hatzke

Principal

Signature

Date

Ty Alper

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

Mission

The mission of Rosa Parks Elementary School is to welcome children of all abilities and cultural backgrounds and teach them to excel in both academic subjects and interpersonal skills. They learn to reason, see their place in the world, and express their ideas by studying mathematics, environmental science, and the language arts. All students develop the creative and critical thinking skills needed to navigate our challenging world and a level of empathy that makes them assets to their community and stewards of their environment.

Vision

Rosa Parks Elementary School is a safe and nurturing place where academic excellence is the standard for all. The students and the families here come from different walks of life; we have special gifts and special needs; we speak many languages and have varied traditions. We come together with a spirit of curiosity and respect to develop a lifelong love of learning. By studying the natural world we develop a respect for the diversity of our school, our community, and our planet. A sense of wonder bolsters our classroom experiences and we leave Rosa Parks with a deep sense of fair play and with the skills we need to achieve in middle school and beyond as lifelong learners.

IV. School Profile

Rosa Parks School opened in 1997 after three year planning period in which parents, teachers, staff, and neighbors gave input. Through the efforts of the planning committee and support of the business and private community, the Rosa Parks School Capital Campaign raised funds and created partnerships which allowed the school to build a full-sized gymnasium, a fully equipped Science Lab, and a computer lab. When the school opened, there was a belief that it takes a village to raise a child and the physical layout of the school echoes this belief. The school is designed as a village in clusters of small buildings surrounding the interior courtyards. which lends itself to a feeling of being at home in a safe and nurturing environment.

In addition to following the state adopted curriculum, Rosa Parks is dedicated to educating "The Whole Child." As an Environmental Science Magnet, we are proud to have the only fully equipped Science Lab in all of the Berkeley public elementary schools. The lab is staffed with a full-time Science instructor which enables the students to have access to a variety of hands-on learning experiences. We are committed to providing our students with an opportunity to experience science beyond the classrooms, both on campus and at the nearby Aquatic Park and Berkeley Marina. In addition to our focus on science, we also believe that the arts are an integral part of educating "The Whole Child." An example of how the arts are integrated into the core curriculum is evidenced by a tile mosaic mural on the Rosa Parks campus. This garden mural shows the life cycle of a bean plant and a butterfly as well as the layers of soil, rock and ground water below the garden. Forty second and third grade students and three teachers participated in this project. Additionally, Rosa Parks students have access to Cooking and Gardening which provides them with opportunities to acquire the skills to make healthy nutrition choices. The district-wide Music Program provides music literacy (singing, rhythm, recorder) once a week to all third grade students and twice a week to all fourth grade students. Fifth grade students choose between band, orchestra and chorus. Finally, our PE program is supported by PlayWorks which helps students learn to play organized games during recess time, engages them in physical activity, and develops their ability to play fairly with others.

Rosa Parks has a strong relationship with the Rosa Parks Collaborative, which is a program of LifeLong Medical Care. The Family Resource Center at Rosa Parks emerged through this partnership. The Collaborative Coordinator and Site Principal work together to provide support to children and their families throughout the school day as well as before and after school. Family/Community Outreach, Mental Health Services, and Kids' Village Before and Afterschool Program are the main services offered through the Family Resource Center. The Family Resource Center has played an integral role in assisting with parent outreach and bringing a diverse group of families together at Rosa Parks. Starting with the 2009-2010 school year, the Family Resource Center has sponsored a once a month family night called "The Tour of the World." These events help us to celebrate the diversity of our community by focusing on a region of the world each month. To celebrate, staff members and families host tables with activities for our children to learn more about the focus region. There is also a dinner focusing on foods from the region as well as art and performances by our children and other community members. This partnership between the school site and Rosa Parks Collaborative allows Rosa Parks to be a place in the community where students and families have one stop access to a plethora of educational, health, and social service resources designed to help our students succeed in school.

Current enrollment at Rosa Parks is 422 students. In some ways, the demographics of the school mirror that of the District with the exceptions of fewer African American students and more Latino, Disadvantaged, and English Language Learners. The students are 13% African American, 31% Latino, 29% White, 20% Multi-Ethnic/Other, 4% Asian, 6% Students with Disabilities, 27% English Language Learners, and 52% Disadvantaged. The percentage of African Americans has decreased at Rosa Parks since 2003 while the percentage of students who are White and Multi Ethnic/Other has increased during this same time period.

Our current class configuration is as follows: four K's (two regular English, two Two-Way Immersion Spanish), four 1st's (two regular English, two Two-Way Immersion Spanish), four 2nd's (two regular English, two Two-Way Immersion Spanish), four 3rd's (two regular English, two Two-Way Immersion Spanish), two 4th's (one regular English, one Two-Way Immersion Spanish), and two 5th's (one regular English, one Two-Way Immersion Spanish). Students are placed heterogeneously in our regular English classrooms and by parental choice in our Two-Way Immersion Spanish classrooms with the goal of 50% native Spanish speakers and 50% native English speakers in the TWI classrooms only. The academic expectations are the same in all classrooms based on the California Content Standards at each grade level. All In the TWI classrooms, students learn to speak, read, and write in Spanish while the instruction in English increases annually. For example, in Kindergarten, approximately 75% of the instruction is in Spanish and 25% is in English. In 1st grade, the ratio changes to 70% in Spanish and 30% in English. In 2nd grade, 60% Spanish and 40% English. In 3rd grade, 50% Spanish and 50% English. In 4th and 5th grades, this stabilizes at 40% in both Spanish and 60% English with this program continuing at the Middle School Level until the end of 8th grade.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

As mentioned in Section VIII, the SGC did analyze the data that was made available to it. However, the data that was made available to the SGC was quite limited and therefore of limited utility. We are pleased that the BSEP Planning and Oversight Committee is currently looking into this issue, which we recognize is a District-wide issue. The SGC also relied on the perspective and experience of the staff and faculty on the SGC who use student data in their daily teaching in order to improve student achievement. However, the SGC did not, as a whole, meaningfully analyze data, because we did not have the tools to do so. (see attached Data Analysis)

B. Surveys

The School Governance Council (SGC) created an online survey using Survey Monkey and also sent home a paper version of the survey. Both the online and paper versions of the survey were available in English and Spanish. The SGC made a particular effort this year to increase the parental response rate, and to increase the diversity of the respondents. The SGC also collaborated with the PTA in both creating, disseminating, and tabulating the results. In total, 197 surveys were turned in representing just under half of all Rosa Parks families. 21% of the respondents had Asian children; 13% African-American, 28% Hispanic, and 58% White. The SGC also gave Rosa Parks staff a survey that focused on rating current programs as well as prioritizing spending for next year. This survey was filled out by most, but not all, Rosa Parks teachers. The results of both the parent survey and the staff survey informed the SGC's decisions about funding priorities.

C. Classroom Observations

The school principal observes teachers through weekly informal classroom walkthroughs and formal observations. The formal observation process consists of teachers identifying and setting professional goals, formal observations by the principal, pre and post observation conferences, and a summative evaluation. Both informal and formal observations provide information about instruction, curriculum, and student learning. This information is used to plan staff development and guide staff/ collaboration meetings.

D. Student Work and School Documents

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

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year.

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

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies.

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

VI. Description of Barriers and Related School Goals

It also goes without saying that our plan for student achievement is constrained by the limited financial resources available to the school and the District. To fully implement our vision for Rosa Parks would require financial resources far beyond what is currently available. Nevertheless, the SGC has endeavored to use the limited data available (including very valuable data received from the parent and staff surveys), and limited resources available to implement the vision for Rosa Parks in as comprehensive a way as is feasible.

Barriers to school goals include:

1. Students receive a standards-based program in English Language Arts and Math, although the articulation across and between grade levels has been inconsistent;
2. The most recent SBE-adopted (K-8) core and intervention materials in mathematics and reading/English/language arts (ELA) and English Language Development (ELD) for every school and classroom in the district have not been consistently used and implemented;
3. Time provided for teacher collaboration is not sufficient;
4. Data-driven collaboration and curriculum planning to address needs of students is inconsistent across grade levels;
5. There is a ongoing need for consistent and data-driven differentiation and intervention in the classroom (Tier 1);
6. Demand for intervention (Tier 2 and Tier 3) in math and reading may exceed available resources;
7. Parent involvement varies within the school, and home/school communication is inconsistent;
8. Perception exists in the community that there are not enough resources to challenge our students performing at or above grade level;

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	209	241		59	71		36	40		11	10	
Growth API	759	735		880	890							
Base API	721	747			869							
Target	5	5			A							
Growth	38	-12			21							
Met Target	Yes	No			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	76	83		74	86		118	121		17	18	
Growth API	704	653		669	621		676	641				
Base API	665	695		630	664		639	670				
Target	7	5		9	7		8	7				
Growth	39	-42		39	-43		37	-29				
Met Target	Yes	No		Yes	No		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%	
Met Target	Yes	Yes		Yes	Yes	

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	103		42	55		6	8		4	--	
Percent At or Above Proficient	40.5	42.7		70.0	77.5		15.0	20.0		36.4	--	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

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	22	19		14	13		27	26		4	6	
Percent At or Above Proficient	27.2	22.9		17.9	15.1		21.1	21.5		14.3	33.3	
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		No	No		No	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		99	100		100	100		100	100	
Number At or Above Proficient	119	122		44	58		14	9		7	--	
Percent At or Above Proficient	54.3	50.6		74.6	81.7		35.0	22.5		63.6	--	
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	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	38	31		34	25		52	37		10	5	
Percent At or Above Proficient	46.9	37.3		43.6	29.1		40.6	30.6		35.7	27.8	
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		Yes	No		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 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1	3	13	7	30	9	39	4	17				23
2	1	5	2	10	8	38	7	33	3	14		21
3	1	5	2	10	11	55	5	25	1	5		20
4			7	35	6	30	6	30	1	5		20
5	2	13	6	38	7	44	1	6				16
Total	7	7	24	24	41	41	23	23	5	5		100

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: To Increase the academic achievement of all students through effective instruction and a challenging and engaging curriculum.

Goal Statement:

- 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
- Make AYP across all subgroups and emerge out of Program Improvement status

Student groups and grade levels to participate in this goal:

All students, K-5

All student subgroups at all grade levels in the regular school day and the extended day program including students with IEP's and 504 plans, English Language Learners, Socio-Economically Disadvantaged, and GATE identified students.

Anticipated annual performance growth for each group:

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

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

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

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

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

Means of evaluating progress toward this goal:

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

Snapshot meetings

Results meetings

ULSS case management meetings

SST meetings

Collaboration and staff meetings

Progress reporting periods

Group data to be collected to measure academic gains:

The data that will be used includes the following combination of classroom-based assessments and district and state tests.

- CST (grades 2-5)
- CELDT
- DRA/QRI
- BEAR spelling
- BUSD writing assessments
- EveryDay Math chapter tests
- BUSD math tests
- Physical Fitness assessment
- Snapshot meeting results
- Pre and Post Intervention assessments

Total Expenditures in this Goal: 132,052.00

Description of Specific Actions to Meet This Goal

Action #1:
 Rosa Parks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district-adopted programs and practices within a dedicated literacy block. Teachers will implement the Columbia Teacher's College Reading Program, Caulkin's writing program, guided reading, literature circles, readers' workshop, and spelling lessons with the support of the Literacy Coach. The Coach will give ongoing training to personnel during staff meetings and will provide model lessons in classes. Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction. Teachers will receive district-provided training during the Summer Literacy Institute and implement practices from the training. The Rosa Parks administration and leadership will make every effort to ensure maximum participation at the Summer Literacy Institute among Rosa Parks teachers. Those that have received training and coaching will work to support other staff during collaboration to further develop and implement Reader's Workshop. The Principal and teachers will develop common agreements and school-wide practices for implementing Reader's Workshop at all grade levels. All appropriate and necessary materials will be purchased including leveled texts, book sets, work work materials, teacher resources, handwriting materials, Quick Read books, listening centers/cd's, software, and all necessary materials including but not limited to pencils, pens, markers, paper, folders, and chart paper.

Dedicated Literacy Block:

- Instructional Minutes:
- Kindergarten: minimum 60 minutes daily
- 1st-3rd grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading)
- 4th-5th grades: 90 minutes daily (including 45 minutes for writing)

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Literacy Coach (.55 + .45 District Match)	14638	14848	13582			13239			
Materials/Supplies						2500			
Professional Development (14 sub days)	2172								
Hourly Tutoring						2500			

Action #2:

Continue to implement an English Language Development (ELD) program for English Language Learners:

- Ensure every English Learner receives 30 minutes of systematic ELD daily at the appropriate CELDT level using the district adopted program
- Implement a system to monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level per year, using the ELD blue card as an active instrument to support ELs
- Participate in district professional development and provide site-level training in implementation strategies to ensure all student receive required ELD content
- Use GLAD strategies
- Implement the new district-adopted program all classrooms
- Allocate hourly funds and provide substitutes for teachers and support staff to administer CELDT
- Hold parent/guardian workshops on understanding the CELDT and the ELD program at Rosa Parks
- Develop and distribute clearly-written (in English and Spanish) materials explaining the ELD program to Rosa Parks parents
- Devote staff/collaboration time to analyze CELDT scores, levels, and ELD instruction
- Devote staff/collaboration time to strengthen instructional strategies for teaching ELs

All supplementary materials such as consumable books, software and educational games, additional resources, and literature books required to support ELD instruction shall be purchased as needed.

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
ELD Coach (.40)	6453	15828				13718			
Materials/Supplies						2500			
CELDT Scoring/ 4 Sub Days	0	621							
Professional Development(14 sub days)	2100								

Action #3:

Rosa Parks teachers and staff will ensure that all students are provided high quality mathematics instruction:

- Principal will ensure that all teachers in the school use the EveryDay Math (EM) curriculum with fidelity;
- Use district math assessments to monitor student progress;
- Use EM and district math assessments to conduct data-driven teacher collaboration and professional development;
- Use EM assessment results to inform Response to Intervention (RtI) and after school intervention programs;
- Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5);
- Devote Staff/Collaboration Time to analyze math assessment data and instructional practices;
- Develop an In-House Cycle of Inquiry to look at best practices in math and implement them;
- Assign one teacher to be the leader of the In-House Cycle of Inquiry; ideally this teacher would also be the Math Teacher Leader; this teacher will be responsible for organizing and coordinating in-house collaboration but will also serve as a liaison with LHS for the Family Math Nights
- Host Family Math nights sponsored by EQUALS at the Lawrence Hall of Science, to further teach math standards to Rosa Parks students and expose all participating students and their families to fun, experiential, applied math and science concepts;
- Host at least one Parent Math Curriculum Information Night, where parents can learn about the EM curriculum and how they can support it at home

All necessary materials, journals and mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, geometric templates) will be purchased as needed.

Instructional minutes:

Kindergarten: 50 minutes daily, including interventions

1st-3rd grades: 60 minutes daily

4th-5th grades: 60 minutes daily

Start and Completion Date:
August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Professional Development (14 sub days)	2172								
Materials/Supplies						2500			
Hourly Tutors						2000			
Teacher Hourly									1750

Action #4:
Provide early intervention best practice strategies through the Universal Learning Support System (ULSS) model to meet the learning needs of students at the first sign of academic struggle.

- Use research based curriculum such as Read Naturally as part of Tier II interventions
- Hold snapshot meetings (three times a year). Substitutes/ teacher hourly funds will be provided for teachers and necessary support staff to attend Snapshot meetings
- Implement Response to Intervention (RtI) three tiered response (classroom, small group, and learning center), with an emphasis on Tier I support
- Provide push-in intervention support (tier I and II) for identified groups of students within the classroom by members of the ULSS team (Full Inclusion Teacher, Resource Teacher, Literacy Coach, ELD Coach/Teacher, and other identified support staff)
- Provide pull-out intervention support (tier II and III) for identified students by members of the ULSS team (Full Inclusion Teacher, Resource Teacher, Literacy Coach, ELD Coach/Teacher, tutors, and other identified support staff)
- Provide staff with professional development in differentiation and RtI practices with a focus on strengthening Tier I interventions (both academic and social-behavioral) using 4-6 week progress monitoring systems.
- Hold SST meetings for students whose needs are not being met in the regular classroom (both struggling students as well as those who are academically advanced) and develop an action plan to meet their needs
- Continue case management of student support services including: hearing, vision, dental, homelessness, and other health and social service related issues

Start and Completion Date:
August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Subs for Snapshots (6 days)	931								
Hourly Tutors (from BSEP carryover)						0			
ULSS Coordinator (.20)	5000					11000			
Teacher Hourly (BSEP Carryover)									
SST Coordinator	2000								

Action #5:

Support transitions for students as they move from Pre-K to K and from 5th to 6th grade

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

Continue PTA sponsored Kindergarten welcoming gatherings such as Spring meetings and the annual Kindergarten Barbeque to smooth the transition from Pre-K to K.

Continue Middle School visitations by 5th grade students as organized/scheduled by the district

Start and Completion Date:

August 2010-June 2011

Action #6:

Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards

- Discuss and review Special Education goals during IEP meetings, ULSS meetings, and staff collaboration time
- Meet regularly with Special Education Program Supervisor, Full Inclusion Teacher, and Resource Teacher to review IEP goals
- Ensure that IEP goals for Special Education students will be measurable, aligned with state standards, and include a gradual increase of anticipated achievement while reflecting high expectations for students

Start and Completion Date:

August 2010-June 2011

Action #7:

Teachers will conduct data driven and results-based collaboration.

- Berkeley Office of Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement
- Teachers and support staff will use the information gathered to plan and adjust targeted instruction

Start and Completion Date:

August 2010-June 2011

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	35,466.00	31,297.00	13,582.00			49,957.00			1,750.00

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Strengthen the ability of Rosa Parks to educate a diverse student body.

Goal Statement:

Rosa Parks staff will be provided with 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.

Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege, and how these impact students and families in our school. All teachers will be supported in developing programs to personalize the learning environment for all students.

Student groups and grade levels to participate in this goal:

All students at all grade levels with an emphasis on students whose cultural and linguistic background is different from the teacher's.

Anticipated annual performance growth for each group:

Student attendance will average over 96% a month.

Incidents of student referrals and suspendable offenses will be significantly reduced.

Low-scoring subgroups will significantly increase achievement on local and standardized assessments.

Means of evaluating progress toward this goal:

Staff will use attendance reports, student referral reports, and academic data to determine the effectiveness of strategies for increasing motivation and achievement of under-performing groups of students. Assessment of data will occur during staff meeting/professional development, grade-level collaboration, snapshot meetings, and case management team meetings.

Group data to be collected to measure academic gains:

Attendance reports.

Office Discipline reports.

Suspension reports.

Local, District, and State assessments.

Total Expenditures in this Goal: 62,100.00

Description of Specific Actions to Meet This Goal

Action #1:
Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) continue to use a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline.

Rosa Parks will continue to implement the district adopted program (Building Effective Schools Together (BEST), along with Second Step, and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support.

- Teachers, classified staff, parents, and the principal will create and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians
- Teachers, classified staff, parents, and the principal will and develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year
- All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior
- All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies
- Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year.
- Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom
- Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices
- Teachers and Principal will work collaboratively to identify key lessons in Second Step, Welcoming Schools, and PBS lessons to be taught at each grade level.
- Noon duty supervisors and Kids' Village group leaders with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise

Rosa Parks will implement a system of recognizing students for following school-wide behavior expectations as part of a positive behavior support system. This will include:

- Using teacher-hourly for team meetings,
- Using student certificates of acknowledgement, and positive reinforcement coupons (Way To Be cards)
- Holding regular assemblies to recognize students
- Displaying/recognizing students in school newsletters and/or on school and class bulletin boards
- Training teachers and staff on Active Supervision methods
- Involving students in selecting a school-wide reward when a designated number of positive reinforcement coupons have been earned

Materials and supplies such as books, posters, dvds, and student incentives, will be purchased to support this implementation

Start and Completion Date:
August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Professional Development (6 sub days)	931								
Teacher Hourly	169								
Materials & Supplies						500			

Action #2:
 Integrate visual and performing arts into the curriculum to ensure that every child has the opportunity to practice critical thinking, to acquire knowledge in a meaningful way, to discover and express their own experiences, to investigate creative ideas, to make new connections for themselves and others, and to learn the value of collaboration, interdependence, and compassion.

- Time will be spent during collaboration meetings to develop lessons and units of study to be implemented throughout the school year
- Support will be given in the planning, preparation, and implementation of the arts in the classroom
- Students in grades K-2 will receive Vocal Music once a week
- Students in grades 3-5 will continue to participate in the BUSD music program
- Regular communication with the Visual and Performing Arts District coordinator will occur

Purchase materials/supplies to support the visual and performing arts programs.

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
K-2 Dance Specialist						7500			
Materials and Supplies						1500			
Arts Integration and PD									8000

Action #3:
 Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege, and how these impact students and families. Support all teachers in developing programs to personalize the learning environment for all students.

- Rosa Parks teachers and staff will provide specific differentiation, intervention, or remediation for students who excel, are GATE identified students, need additional time to learn, are designated as Special Education students with Individual Education Plans (IEP), or are underperforming students.
- Collaboration and Staff meeting time will be spent discussing focus students (gifted and talented students (GATE), English Language Learner students, newcomers, or students who have a significant history of low achievement).
- Teachers will create individualized learning plans for several focus students
- Health, wellness, and fitness instruction will be integrated into the curriculum and will include cooking and gardening classes, character development, social competency, and conflict resolution strategies.
- Students will have access to the Science lab in order to have hands on learning experiences that will allow them to develop higher order thinking skills and scientific reasoning. This will be showcased in a culminating event in the Spring, i.e. Science Fair.
- Lunchtime enrichment activities will be provided for students.

Purchase materials and supplies to support the health/wellness/fitness/Science programs and help to personalize the learning environment for all students.

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
PlayWorks						13500		11500	
The Mosaic Project						4000		10000	2000
Materials/Supplies						2500			

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	1,100.00					29,500.00		21,500.00	10,000.00

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Partner Meaningfully with Parents

Goal Statement:

Rosa Parks will strengthen its ability to partner meaningfully with parents. A plan will be developed for increasing staff to support parent involvement in the schools. Parent forums and educational events on topics identified as critical by diverse parent groups, in formats that hone the cultures and languages of the participants will be provided. Direct support to parents/guardians at Rosa Parks will be provided.

Student groups and grade levels to participate in this goal:

All students and families from all grade levels and all subgroups represented at Rosa Parks.

Anticipated annual performance growth for each group:

Increased parent/guardian participation in supporting students in their progress. Increased participation of families, especially participation of African American, Latino, EL, and Socio-economically deprived students.

Means of evaluating progress toward this goal:

Progress will be measured by School Governance Council and the Rosa Parks Leadership Team looking at the following:

Representative participation in annual school survey from all significant subgroups

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

Representative participation at other school wide events

Group data to be collected to measure academic gains:

Sign In sheets for Back-to-School Night, parent conference, and Open House.

School Survey Data

Observational data and sign-in sheets where appropriate from school events

Total Expenditures in this Goal: 28,304.00

Description of Specific Actions to Meet This Goal

Action #1:

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

- Provide ongoing training and support so that Rosa Parks, parents, and the community can work together as equal partners in education through a 9 week Parent Involvement Education Program. (PIQE)
- Provide weekly parenting classes, based upon the needs of parents, and student tutoring sessions.
- Monthly family nights will take place through the "Tour of the World" Program implemented by the Family Resource Center and Rosa Parks Staff.
- Host Family Math nights sponsored by EQUALS at the Lawrence Hall of Science, to further teach math standards to Rosa Parks students and expose all participating students and their families to fun, experiential, applied math and science concepts;
- Host at least one Parent Math Curriculum Information Night, where parents can learn about the EM curriculum and how they can support it at home

Purchase materials such as movies and parent resource books to facilitate discussions/adult learning. Provide food and childcare at the meetings to ensure participation from all families.

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Childcare for Parent Nights	300	1100							
Refreshments for Parent Involvement	1000	1304							1500
LHS-Family Math Night								1500	1500
Parent Institute for Quality Educations (PIQE)						5500			

Action #2:

Provide direct support to parents and the community to wrap services around all students in order to ensure that their health and social-emotional needs are met. Events and services will include Halloween Candy Exchange, Holiday Food Drive, Dental and Vision Screenings, school based mental health services, parent computer classes, and the parent language exchange program.

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Family Resource Center						10000			

Action #3:

Create a committee of parents and staff to look at ways of meeting the needs of students who need an extra academic challenge (i.e students already proficient/advanced).

Start and Completion Date:

August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Teacher Hourly	300								
Refreshments for Parent Involvement	300								

Action #4:

Improve the written and oral communication between Rosa Parks staff and parents:

Publish a regular newsletter to the parents that provides clear and necessary information from the Principal, SGC, PTA, Family Resource Center, and other teachers and staff;

Consolidate all necessary phone messages into one Monday phone blast message from the Principal;

Work with the PTA to improve and continue developing the Rosa Parks PTA website;

Professionally translate the most important messages that need to be communicated to Rosa Parks parents.

Start and Completion Date:

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Newsletter									1000
Student Planners								2000	
Translation									1000

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	1,900.00	2,404.00				15,500.00		3,500.00	5,000.00

Appendix A - Program Summary: Rosa Parks Environmental Science Magnet School

Goal 1	
To Increase the academic achievement of all students through effective instruction and a challenging and engaging curriculum.	
Title I	35,466.00
EIA-LEP	31,297.00
EIA-SCE	13,582.00
SLIP	
GATE	
BSEP	49,957.00
ELAP	
PTA	
Other	1,750.00
Total	132,052.00

Goal 2	
Strengthen the ability of Rosa Parks to educate a diverse student body.	
Title I	1,100.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	29,500.00
ELAP	
PTA	21,500.00
Other	10,000.00
Total	62,100.00

Goal 3	
Partner Meaningfully with Parents	
Title I	1,900.00
EIA-LEP	2,404.00
EIA-SCE	
SLIP	
GATE	
BSEP	15,500.00
ELAP	
PTA	3,500.00
Other	5,000.00
Total	28,304.00

Total Expenditures	
Title I	38,466.00
EIA-LEP	33,701.00
EIA-SCE	13,582.00
SLIP	
GATE	
BSEP	94,957.00
ELAP	
PTA	25,000.00
Other	16,750.00
Total	222,456.00

Total Allocation*	
Title I	34,987
EIA-LEP	35,252
EIA-SCE	13,582
SLIP	
GATE	
BSEP	96,216
ELAP	
PTA	
Other	
Total	180,037.00

Funds to Allocate	
Title I	-3,479.00
EIA-LEP	1,551.00
EIA-SCE	
SLIP	
GATE	
BSEP	1,259.00
ELAP	
PTA	-25,000.00
Other	-16,750.00
Total	-42,419.00

* 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) Title I, Part A (Basic)		(C) Title I, A (Stimulus)	(E) EIA Funds		(F) Total Preliminary 2010-11 Allocations (3/12/2010)
					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		Total K-5 Schools	3,839	875,292	245,485	5,162	97,071	230,858	100,658	1,554,526
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		Total 6-8 Schools	1,832	417,696	114,131	2,623	49,340	58,311	45,230	687,331
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		Total 9-12 Schools	3,474	795,036	8,303	191	3,589	70,769	55,380	933,268

#	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)

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

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

State assessments identify student proficiency and provide data for analysis of effective instructional practice in the areas of English Language Arts, Math, and Science (5th grade). CELDT is administered to all EL students each fall to provide information on their academic progress. The Cog-At test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students (GATE), and teachers differentiate curriculum for them. Teachers can receive training on using differentiated instruction to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Math Assessment Collaborative (MAC), differentiated instruction, Writing Workshop, enrichment through art, music, cooking, gardening, and after school programs. In addition every teacher formally plans and assesses their own teaching plans and delivery.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

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

Staffing and Professional Development

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

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

In addition, roughly half of the staff are BCLAD certified, enabling them to teach in a Spanish bilingual/TWI program. The majority of the non-BCLAD staff are CLAD certified which allows them to teach English Language Learners. Teaching staff who are not CLAD certified are taking classes and will test to acquire the CLAD certificate/CTEL permit.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The principal has previously completed AB 75/SB430 training.
All teaching staff and the principal have attended SB472 training on implementing our district adopted Everyday Mathematics curriculum.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
All teaching staff and the principal are attending SB472 training on implementing our district adopted Everyday Mathematics curriculum.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Literacy instructional assistance is provided by our site-based Literacy Coach. Support for our large English Language Learner population provided by our ELD Coach. The Literacy and ELD Coaches provide ongoing support and assistance for teachers through collaborative planning, co-teaching, and small group instruction. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques.

District math coaches along with our math teacher leader, model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.
8. Teacher collaboration by grade level (EPC)
Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
 1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:
90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculums)
30 English Language Development
60 Math
 2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

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

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

Daily minutes:

60 English Language Arts (reading and writing)

30 English Language Development and other English Language Arts interventions

50 Math, including interventions

11. Lesson pacing schedule (EPC)

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

The services include: Reading Recovery, support through the ULSS program, tutorials in ELA, ELD, and school-based support from the Resource Teacher and Full Inclusion Teacher.

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

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

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

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

Afterschool academic interventions taught by teachers provide students who are struggling academically the opportunity to develop skills and concepts necessary to reach grade level proficiency. Volunteers provide additional assistance during this time.

The afterschool programs provide a structured environment for students to complete their homework in grade level groups. Instructional Technicians and contracted tutors provide mentoring and support for students during this time.

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

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

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teacher and Full Inclusion Teacher work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support.

Other support services include: Adaptive Physical Education, Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students and our counselors provide free parenting trainings and talks.

19. Strategies to increase parental involvement (Title I SWP)
Rosa Parks has an active PTA and ELAC and parents are involved in our SGC. Parents also regularly volunteer in classrooms and with special events . There are numerous celebrations, evening activities, informational trainings, and assemblies that occur throughout the year where parents can be involved. PIQE (The Parent Institute for Quality Education) was brought in starting with the 2009-2010 school year to provide parent education courses to our families. The Family Resource Center also hosts weekly parenting classes on a variety of topics. Finally, we have a monthly Rosa Parks Family Night through our Tour of the World program.

While parent involvement is increasing, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups. This is a goal for 2010-2011.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
School Governance Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal for 2010-2011 is to have the make up of the SGC represent the demographics of our student population in order to have full representation and voice from all groups. An annual survey is conducted by the SGC and given to parents/guardians and staff, . Survey information is used to develop priorities for the school and identify areas to improve

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)
Rosa Parks is one of the largest Elementary schools in the district. We truly have a diverse student population, including a high percentage of English Language Learners, a large percentage of GATE identified students, and over half of our students receiving free and/or reduced lunch. This diversity enriches our school and also poses challenges as at times we have limited resources to best meet the needs of our students. Students would benefit from increased resources in the areas of Literacy support, Speech and Language, and ULSS support. It is our hope that through strategic budgeting and by identifying and acquiring additional funding sources (such as grants) that we can more fully serve our growing and diverse student population.

Appendix D - Home/School Compact

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

Student Pledge:

see attached Three Way Pledge

Parents Pledge:

see attached Three Way Pledge

Staff Pledge:

see attached Three Way Pledge

**ROSA PARKS ELEMENTARY SCHOOL
Three Way Pledge**

PARENT PLEDGE

To assist in the learning and success of my son/daughter in school, I will do the following:

- Provide a quiet place to do homework and read every night.
- Volunteer to help at one or more school event each semester.
- Review my child's homework every night.
- Read with my child every night. (15 minutes, K-3/30 minutes 4-5)
- Attend Back-to-School Night, Parent-Teacher Conference, and Open House.

I will also encourage my son/daughter to:

- Complete and return *all* homework assignments.
- Attend and be on time to all classes.
- Get proper rest and *be ready to learn!*

Child's name _____ School _____ Grade _____

Parent's Signature _____ Telephone # _____

Date _____

STUDENT PLEDGE

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be responsible for my own behavior.
- Be a cooperative learner.
- Get to class on time.
- Return completed homework and classwork on time.
- Ask for help when needed.
- Show respect for other people and my school.

Student Signature _____ Date _____

STAFF PLEDGE

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Provide a safe, positive, healthy learning environment for your child.
- Teach grade level skills and concepts.
- Strive to address the individual needs of your child.
- Provide feedback to your child about his/her progress.

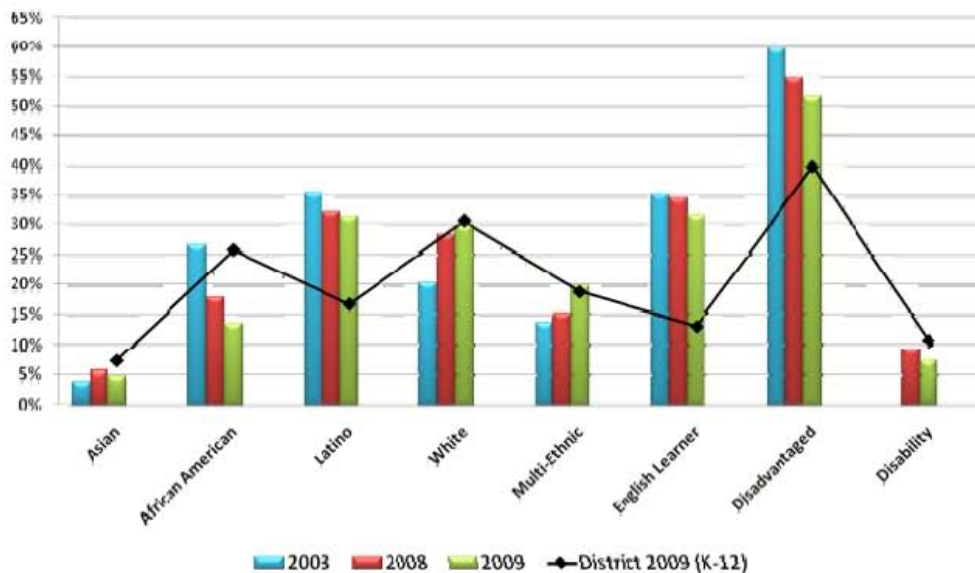
Principal's Signature (on behalf of staff) _____ Date _____

Rosa Parks Environmental Science Magnet School Data Analysis 2009

Introduction

The Rosa Parks Community has aggressively focused all resources and efforts on academic excellence for all students. We continue to assess our programmatic needs to address the rapidly changing needs of our students, which is an indication of our commitment and dedication to developing the whole child. Our mission is to guide our students to learn to reason, to see their place in the world, and to express their ideas by studying mathematics, environmental science and the language arts. Each morning we begin our day by reciting the Rosa Parks Pledge, which encourages all students to “do what we can to make this world a better place”, together the adults and children are aligned to reach the goals of Berkeley Unified School District, and we value every minute of every school day.

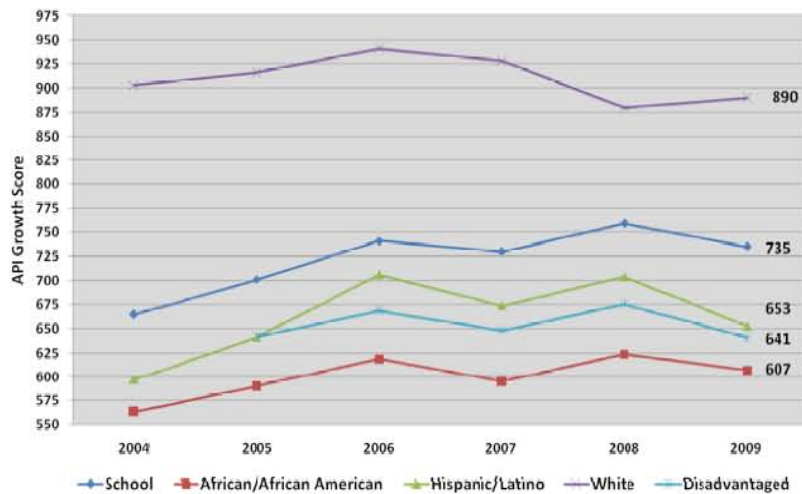
Rosa Parks has 419 students and is one of the largest of the 11 Berkeley elementary schools. In some ways, the demographics of the school mirror that of the District with the exceptions of fewer African American students and more Latino, Disadvantaged, and English Language Learners. The percentage of African Americans has decreased at Rosa Parks since 2003 while the percentage of students who are White and Multi Ethnic/Other has increased during this same time period.



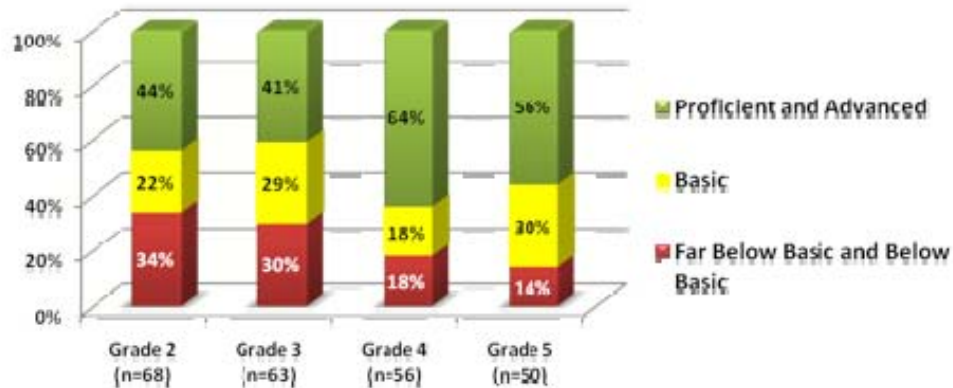
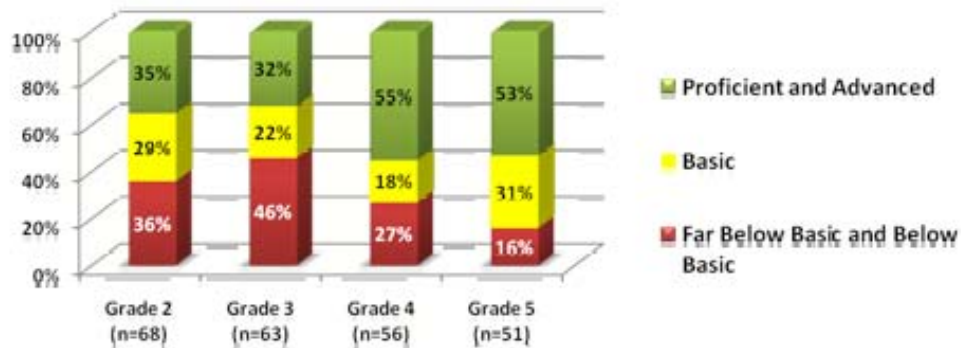
School Wide Academic Data

From 2004 to 2009 we gained an overall total 70 points on the state Academic Performance Index (API). There was significant growth between 2004-2006 with two years of slight decreases in 2007 and 2009. While this indicates an upward trend, we continue to be in Program Improvement because all of our significant subgroups have not achieved the required level of proficiency in both Math and English Language Arts.

There is a significant achievement gap at Rosa Parks. Of our four significant subgroups at Rosa Parks (White, Hispanic, English Language Learner, and Socio-Economically Disadvantaged), the only group that made AYP for proficiency was our White students. There are not enough African American students at Rosa Parks to comprise a significant subgroup, however our African American students would not have made AYP criteria in either Math or ELA. In 2009, scores for our White students rose for the first time since 2006 while scores for our other subgroups declined.

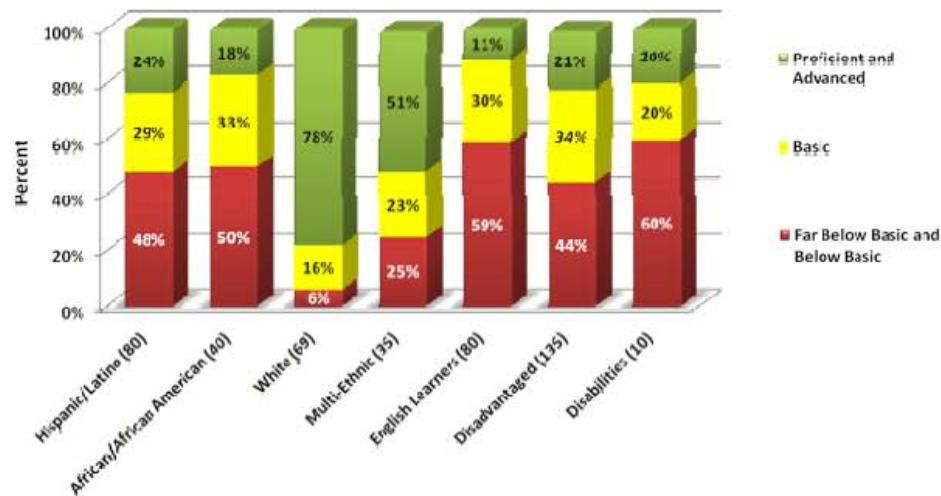


These charts depict Rosa Parks' performance at the grade levels on the CST. The chart on the top is in the area of ELA and the bottom chart is math. Rosa Parks's students tend to perform better in Math than ELA. It is encouraging to see that at most grade levels, more of our students score at the Proficient and Advanced levels the FBB and BB levels in both ELA and Math. The exceptions to this are at the 2nd and 3rd grade in ELA. This could be attributed to our TWI program in which students receive the bulk of their academic instruction in Spanish from kindergarten through 2nd grade yet are tested in English as evidenced by the increasing numbers of students who score at the Basic and Proficient levels compared to the FBB and BB levels at the 3rd-5th grades. What is most impressive is that 64% of our 4th graders scored at the proficient and above level in math compared with 18% at the FBB and BB levels.



Performance by Subgroups on CST-ELA

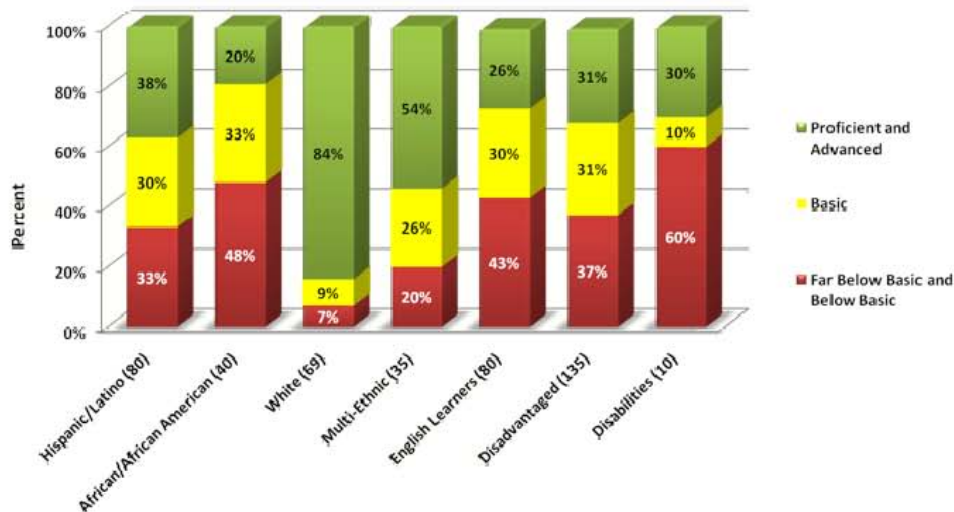
Rosa Parks has 4 significant subgroups (Latino, White, Disadvantaged, and English Language Learners) but this data analysis will also look at the performance of African American, Multi-Ethnic/Other, and Students with Disabilities as our subgroups. The data shows evidence of a large achievement gap at Rosa Parks between our highest and lowest subgroups. 78% of our white students are proficient or above in ELA while only 18% of our African American students are proficient or above. 51% of our Multi-Ethnic/Other, 24% of our Latino, 21% of our Disadvantaged, 11% of our English Language Learners, and 20% of our Students with Disabilities were proficient or above.



The criteria for percent of students proficient in ELA will rise to 56.8% in 2010 which means that our subgroups will have to make a big jump in order to meet this standard.

Performance of Subgroups on CST-Math

Students at Rosa Parks generally have performed better at Math on CST. When you look at the performance of each of our subgroups, you can see that the levels of students who score at proficient or above are similar to that of ELA. 84% of our White students score in the proficient or above level compared to 54% of our multiethnic/other, 38% of our Hispanic/Latino, 31% of our Disadvantaged, 30% of our Students with Disabilities, 26% of our English Learners, and 20% of our African American students. In 2010, in order to meet AYP, 58% of each of our significant subgroups needs to demonstrate proficiency in math.



Non-Academic Data

Students at Rosa Parks have access to a wide range of enrichment activities. The Rosa Parks community is committed to the education of the whole child. All students have access to cooking, gardening, the library, and a PE Specialist. Music is available to 1st and 2nd graders 20 minutes/week, 3rd graders 1 period per week, and 4th and 5th graders 2 periods per week. There is a full-time Science release teacher and we have a credentialed Art Teacher 20% of the week. In addition to the enrichment activities, Rosa Parks also has a full-time Literacy Coach, a full-time Resource Specialist, a full-time Inclusion Specialist, and a part-time English Language Development Coach who are able to provide direct service to students through our ULSS program as well as coaching and

support to classroom teachers.

We are fortunate to have a relationship with the Rosa Parks Collaborative, which provides our Family Resource Center and Kid's Village Program. This relationship with the Rosa Parks Collaborative helps to provide wrap around services for students and families. Students and their families have access to onsite mental health services, assistance receiving health care, and parent education classes.

One of this year's goals is to improve campus climate by continuing to implement BEST as a school wide positive behavior system. The BEST team has worked with the rest of the Rosa Parks community to come up with three basic rules: Be Safe, Be Respectful, and Be Responsible and to define what this looks like on all areas of the campus.

Conclusion

There is much to celebrate at Rosa Parks. Although this is year 5+ of Program Improvement, the API scores have been steadily rising. The efforts that have been made in ELA have helped to improve our students' skills in this area. Our literacy coach works to provide coaching, support, and modeling for all grade levels in ELA. Because we have a significant number of students who are English Language Learners, for the 2009-2010 school year, we also have a part-time ELD Coach who works in conjunction with the Literacy Coach while explicitly focusing on language development for all students. This year, we are aggressively targeting our efforts school wide to improve students test scores in this area. The staff at Rosa Parks is looking at data for the students to determine the appropriate supports for students in this area. All grade levels have broken the students into leveled ELD groups to provide more intense support to students at their ability levels on a daily basis. Along with this, our teachers are using Lucy Caulkins writing strategies, GLAD, and Guided reading in their instruction on a regular basis.

Even though math has been our area of strength, we are still committed to providing high quality instruction in this area as well. All of our teachers have participated in the Everyday Math Training provided by the District. Our former and current math teacher leaders assist in our professional development efforts in order to ensure that our staff is using the adopted curriculum with fidelity.

We are fortunate to have a supportive parent community and are working to increase parent participation and involvement. This year, we worked with PIQE (The Parent Institute for Quality Education) to provide a 9 week parent education course in the Fall. We specifically targeted the families of students in our subgroups that have historically underachieved at our school. 29 parents graduated from the program and are excited and enthusiastic about their role at Rosa Parks. We are continuing our Parent Education program this Spring

through the Family Resource Center and are expanding it by also providing extra academic support to the students while their parents are in their classes.

To celebrate the diversity we have at the school, we have implemented monthly Rosa Parks Family Nights through our Tour of the World Program. Each month, we focus on a specific region of the world and invite our families to help by participating. During the Rosa Parks Family Night, dinner is provided, students perform, artwork is displayed, and parents and staff members host tables with hands on activities for children and adults to learn about the various cultures and regions that represent the Rosa Parks Community. These evenings help to create a sense of community at Rosa Parks.