

The Single Plan for Student Achievement

Washington Elementary School

School Name

01-61143-6090328

CDS Code

Date of this revision: May 3, 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

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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: Washington Elementary School		School Year: 2010-2011
Summary of School Goals:		
<p>Goal #1: Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention Actions: RTI/CARE staff development, RTI modeling/staff development in classrooms for 6 weeks, Teacher Collaboration, CARE/Best Practices teacher observation, coaching, mentoring each other 3 x year. Visit expert teachers at other schools. Academic Practices: Lucy Calkins writing, BEAR spelling, Guided reading/guided reading plus, Everyday Math, Foss Science</p>		
<p>Goal#2: Strengthen the ability of BUSD staff to educate a diverse student body. Actions: Professional Learning Community: Courageous Conversations, Teacher Teams: observation, coaching, planning protocols of engagement and strategies for African American and Latino students, Target Student Assessment in CARE and Assessment Wall. Coordination of Services Team, Snapshot meetings, Positive Behavior Systems Strategies and Plans. Teaching Practices: 30 minute EL lessons daily, daily culturally relevant lessons, Each teacher will be a culturally relevant coach for 2 other teachers.</p>		
<p>Goal #3: Partner meaningfully with parents Actions: Meetings with teachers and parents to inform parents about reading, math, expectations and how to help. Numerous parent and student events: Culture Night, Science Night, Black History Celebration, 3 Student performance evenings, Art night, Games night, Spring Fair, Talent Show. Parent classes, Latino Literacy meetings, African American Unity Meetings, PTA, SST meetings. New specific parent survey to assess directly with African American/Latino families.</p>		
<p>Goal #4: Implement Programs and Environment to support the whole child Actions: Healthy food, Cooking, Gardening, Swimming, Music, Art, Field trips, PE. Berkeley Mental Health and interns, new Learning Environment project: connecting the outdoors with curricular linking activities/structures/plans. After-School Programs: homework support, enrichment, tutoring, Quick Reads tutoring, K/1 Buddy Reading groups, SAGE mentors, BILD mentors, High School mentors, tutor coordinator.</p>		
<p>Goal #5: Strengthen the plans for a safe school and positive climate Actions: Safety plan communication, Positive Behavior System, Activities, Student Training, Weekly assemblies for recognition, motivation, COS team support for parent and student needs, behavior plan support.</p>		
Site Committee Representatives:		
Parents/Community		Staff
(Chair): Ray Pelegrino		(Principal): Rita Kimball
(Co-Chair, if applicable): Ted Watson		(Teacher): Joel Scholefield
Anna Rosas		(Teacher): Ted Watson
Katyris Byrd		(Teacher): Simone Miller
Andrew O'Shea		(Classified): Theresa Butler
Joal Arvanigian		Classified: Ann Callegari
Jonathan Fernandez		New Staff-SGC-April 20: Denisia Wash
Abigail Sursky		New Staff-SGC-April 20: John Tubbs
Charlotte Worsley		

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 April 26, 2010.
8. This school plan was adopted by the School Governance Council on May 3, 2010.

Rita Kimball

Principal

Signature

Date

Ray Pelegrino

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

Washington Elementary School is a very diverse school community. This expansive diversity, representing many culture and language backgrounds provides a very rich yet challenging environment for students, teachers, and the community. We are aware that inequities exist, and as a community school, we face issues that should enrich us rather than divide us.

Our mission at Washington is to engage and support all students in achieving high academic standards. To accomplish this goal, we must address the dramatic differences in student achievement, as reflected on State, Federal, and local assessment measures. Disproportionate numbers of Latino and African-American students on our site continue to score in the lowest quintiles. Very few are achieving at the highest levels on our assessments. The challenge we give to staff, parents, and the community is to close this gap. We must all work together to address this difficult task.

Through staff commitment, continued professional development, parent involvement and community awareness we can create an environment at Washington that provides for the following:

- Equitable access to curriculum standards, programs, and materials regardless of race or achievement level.
- Equal success for all racial groups
- A school site where multiple cultural perspectives and experiences are valued and people of color feel respected and welcomed.
- A school site where practices that encourage bias are challenged, discussed openly, and eliminated
- Celebration of all groups throughout the curriculum and school events.

As the Principal at Washington, I am committed to setting high expectations for all students. I encourage all Washington's School Leaders to embrace diversity, respect the variety of cultures on our campus and promise to develop and implement educational programs that maximize academic achievement for all students regardless of race, color or creed.

The entire staff at Washington and the parents and community members must examine the role we all play in changing a system that has allowed this unacceptable achievement gap to emerge within our school. We are all held accountable to ensure that all students at Washington achieve at the highest level, meet district standards and are encouraged and supported in all areas in an equitable and meaningful way. Washington has historically believed and cooperated in making gains for all students. We have the ability and choice to make this equity vision a reality.

IV. School Profile

Because of strong growth for all racial and cultural student groups, Washington was honored as a Blue Ribbon Award School in 2009-2010, one of 230 among 6,000 Title 1 California schools. Washington Elementary School is a vital and diverse student community, comprised of many cultures and 18 different languages. Washington is located in the heart of Berkeley, blocks from downtown Berkeley and across the street from Berkeley High School. This location affords the school many benefits, like being able to walk to Cal Performance events on the UC Berkeley campus, collaborations with Berkeley High and Cal students, buddy reading with seniors at the Senior Center, swim lessons for all kindergarten through third grade students at the YMCA and the help provided by many volunteers. Washington, currently a comfortable size of about 340 students, is able to house all classrooms within the main building, allowing separate classrooms reserved for music and science.

Washington's Enrichment Programs

While many schools in other districts have had to cut enrichment programs, Berkeley has been able to maintain these programs partially through BSEP (Berkeley Schools Excellence Project) measure money, PTA fundraising, and special grants. Class sizes are kept to twenty in grades kindergarten through third grade. Three years ago, as part of the California Nutrition Network grant, Washington created a school garden and nutrition/ecology program for all children kindergarten through fifth grade. We have full-time garden and cooking instructors who provide instruction to all students every other week. Washington also has a special artist to work with students in the classroom. All students in third grade learn about music and how to play the song flute. Fourth and Fifth graders learn a band or orchestra instrument. Kindergarten, First and Second graders have an Orff music class once a week provided by a grant with Crowden Music School. First, second, fourth and fifth grades attend special science classes each week. All students participate in a school sports program twice a week and during recesses.

Before and After School Programs

Several excellent childcare programs are offered on site at Washington. They are the Kidz Club and BEARS. Both provide before school care. Thanks to the vision of the Washington KidzClub Director, both programs receive the same rich variety of enrichment classes, such as dancing, art, and drama.

Washington Students

If you are lucky enough to visit Washington on Monday mornings at 8:30 a.m., you may witness something Washington is known for, it's spirit. Each Monday, the students gather for an assembly to share and learn. Common themes include cooperation, pride in accomplishment, respect and safety. Students gain confidence by presenting songs, dances, poems and other written works in front of the school. Often the students break out into a rousing round of the school theme song, "We are Washington, mighty, mighty Washington..." The smallest kindergartener to the largest fifth grader join in the song and the school clap. No matter what culture they've come from, or background, when these students walk in the door each morning they are proud to be at a school where the principal, teachers and staff care so much about their success.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

B. Surveys

The School Governance Committee created an online survey using Survey Monkey and also sent home a paper version of the survey. In all 120 (including siblings the surveys represent about 160) surveys were turned in representing just over about 50% of Washington families. The survey focused on prioritizing programs and also on parent involvement.

There was also a survey given to staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing spending for next year. Staff also identified areas of priority for professional development.

A student survey was given to all students, K-5. and focused on what they valued, as well as their sense of belonging and community.

C. Classroom Observations

The school principal observes classrooms weekly. The bi-yearly teacher observation process involves teacher goal-setting/plans and principal observation, collaboration, and evaluation.

In the classroom, all students are taught with specific District-mandated curriculum, such as the Lucy Calkins writing program, Guided Reading Plus (EL-enhanced Guided reading), EveryDay Mathematics, and Literacy BEST Practices plans. All students engage in standards'-based Science curriculum, whether it is with a Science Release teacher, classroom teacher, or UC Science partnership teaching.

In addition, all students are taught with the school-site CARE/GLAD plan. (Collaborative Active Research for Equity/Guided Language Acquisition Development). This plan integrates equity trait teaching, teacher action research, engagement protocols, student assessment, thematic integration, differentiation, and enhanced practices for language development into a comprehensive plan.

All teachers plan and integrate discipline/school climate protocols. These include BEST practices (positive behavior systems-PBS) and COS Team/Ulysses/RTI supported, teacher-led student individual and whole-class plans.

Enrichment times are provided by the classroom teacher/support teaching staff during the week:

Music class-District certificated music teacher for grades 3,4,5; Arts' Grant supported Crowden music teacher for grades K,1,2.

Swimming lessons at the YMCA-grades K-3

Art-grades K-5

Gardening-K-5

Cooking-K-5

Physical Education-K-5

Library-K-5

All teachers engage in collaboration, student work analysis, mentoring, and coaching of at least 2 other staff members.

This school year, 2009-2010, Washington successfully integrated our CARE target student research program with the RTI Literacy strategies and assessment plan.

D. Student Work and School Documents

Many times during the school year, teachers collaboratively analyze student work samples using the Collaborative Analysis of Student Work format. (specific to the CARE/GLAD program)

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

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

Local assessments in reading, math, and writing guide instruction. Reading Tests, DRA and QRI, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and 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 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. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

In addition every teacher formally plans and assesses their own teaching plans and delivery. (CARE/GLAD/RTI curriculum) Each teacher is formally observed, coached and mentored by at least two other staff members.

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

VI. Description of Barriers and Related School Goals

- More than one school year with a proficient teacher. Research shows that students excel when taught for two years with the same highly competent teacher.

The looping plan has been partially implemented during the last 5 years when several teachers took their current students to the next grade. However, in 2009-2010, no teachers taught the same students for a second year. To fully implement this plan, our school will need district support to stabilize the number of classrooms at each grade level. For instance, there should be 3 classrooms each for grades K-3 and 2 classrooms each for grades 4-5 to enable full looping plans for every Washington teacher. This school year, Washington has 4 Kindergarten classrooms, so stabilizing a specific number of classrooms for each grade level does not seem possible.

- Time on Task (Student Extended Day) and Increased Teacher Collaboration-Research shows that the time spent on academic study is in direct proportion to student learning. Research also reports that increased teacher collaboration time enhances student learning. The principal has designated specific restricted language arts' blocks of time for every grade level. Within this reading time block, there can be no interference, so the RTI program pushes in for staff development and individualized student groups are also taught during this time by Literacy/Special Education teachers.

To internally increase academic time, the principal arranges for most pull-out classes to be held in the afternoons. Mornings are best for higher-level thinking activities, but our school has limited control over these schedules. For example, the music schedule is staffed with music teachers who rotate to other schools. Also, we share a cooking teacher and science teacher with other schools. So, a.m. pull-out classes still exist. Some gardening and cooking classes take 1/2 the students at a time, and teachers can implement a smaller group individualized teaching design. Therefore, dedicated Literacy and Math instruction does have first priority within the limits of organizational scheduling.

Discussion of time-on-task research also highlights the information that more classroom academic time must be tightly structured. Students transition within activities quickly and efficiently, and teachers must ensure that all students are engaged. As a result of RTI team push-in for staff development, many teachers have become expert in using time efficiently.

More structured time for teacher professional development is optimal. Currently, teachers meet with their grade level teams four hours a month.

- More positive family connections would enhance teaching practices and parent involvement would positively encourage student academic achievement. Students' lives are often burdened by personal trauma or instability, and although we have increased staff development (Discipline/Behavior training), support from the city mental and health resources, and concentrated Coordination of Services team collaboration, it would be optimal to engage parents in a structured plan to highlight student academic achievement and to celebrate volunteer/parent/student success. Since Washington has a number of positive parent groups in place, a collaborative school-year master plan of activities and events would foster student success.
- State and Federal Supplemental Services no longer provided funds for after-school teaching. However, our PTA and designated SGC money has paid teachers for working after school with students.
- More support in the classroom-Teachers need more adults in the classroom during Guided Reading, writing, and math. Parents, RTI Team members, and Student Teachers have provided us with help, but more knowledgeable support adults would be optimal.
- More Quick Reads Tutor Support. This second-year program has improved in number of students served, quality of tutors, and success of students. Under the direction of an excellent coordinator, students in grades 3,4, and 5 receive support. Financial support will be needed to continue this worthy program.
- Development and continuance of the newly researched and implemented K,1 after-school reading program will need financial support to pay teachers.

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	169	191		50	55		33	40		26	32	
Growth API	783	811		887	923							
Base API	715	775			883							
Target	5	5			A							
Growth	68	36			40							
Met Target	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	29	30		50	34		89	82		16	26	
Growth API							708	730				
Base API				669	719		634	701				
Target							8	5				
Growth							74	29				
Met Target							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%	
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	98	100		97	100		98	100		100	100	
Number At or Above Proficient	79	102		36	46		7	8		16	18	
Percent At or Above Proficient	46.2	53.4		72.0	83.6		21.2	20.0		59.3	56.3	
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	Yes		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		96	100	
Number At or Above Proficient	3	12		18	12		23	27		3	11	
Percent At or Above Proficient	10.0	40.0		34.6	35.3		25.6	32.9		15.8	42.3	
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	--		Yes	Yes		--	--	

* = 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	98	100		97	99		98	100		100	100	
Number At or Above Proficient	107	131		39	48		11	19		21	26	
Percent At or Above Proficient	62.6	68.9		78.0	88.9		33.3	47.5		77.8	81.3	
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	99		96	97	
Number At or Above Proficient	15	16		32	20		46	45		4	14	
Percent At or Above Proficient	50.0	53.3		61.5	58.8		51.1	55.6		21.1	56.0	
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		--	--	

* = 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
	#	%	#	%	#	%	#	%	#	%	#
K					1	11	1	11	7	78	9
1	2	12	5	29	4	24	4	24	2	12	17
2			1	8	9	69	2	15	1	8	13
3	1	6	3	17	9	50	3	17	2	11	18
4			4	36	3	27	2	18	2	18	11
5	3	23	6	46	1	8	2	15	1	8	13
Total	6	7	19	23	27	33	14	17	15	19	81

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:

Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention

- Improve and support the implementation and consistency of the academic program, specifically the English Language Arts and math curriculum including the use of common assessments, research-based interventions for students needing additional support, and English Language Development for English language learners.
- Continue to develop best practice strategies for everyone working with students through the Universal Learning Support System to identify academic, social, emotional, and health needs of all students at the first sign of academic struggle or need.
- Implement and support differentiated instruction and universal access strategies in the curriculum to support, engage and challenge the range of students in each classroom.

Student groups and grade levels to participate in this goal:

By Ethnicity: K-5

African American Students

Latino Student

White Students

Asian Students

English Learner

Socio-Economically Deprived

Disabilities

Anticipated annual performance growth for each group:

All students will maintain California State Test proficiency levels. No student will score below the previous year's levels.

In reading, writing, and math, 100% of students who are proficient as measured by the CST, will remain proficient or move to the advanced level.

90% of Below-proficient students will make more than one year's growth on the CST by moving up at least one level on the CST.

Progress will be monitored by using the DRA/QRI reading assessments, district writing scores, math chapter tests, and trimester math assessments.

SPECIFIC GOALS FOR STUDENT GROUPS:

African American Students

English Language Arts:

QRI, DRA Reading -grade level proficiency for 90% K-5 students

Standardized Test: English/Language Arts-From 26% proficiency to 55% proficiency (Grades 2-5)

BEAR Spelling Test-Grade level spelling achievement for 90% K-5 students

Math:

Standardized Test: Math-from 47% proficiency to 70% proficiency

Physical fitness test

BUSD Everyday Math Assessment-88-100% proficient

Latino Students

QRI, DRA Reading-grade level proficiency for 90% K-5 students
Standardized Test English/Language Arts-From 32% proficiency to 55% proficiency
BEAR Spelling Test-Grade level spelling achievement for 90% K-5 students.
BUSD writing test score of 3 or 4 on Mechanics and Content for 90% of students
Math:
Standardized Test: Math-from 56% proficiency to 70% proficiency
BUSD Everyday Math Assessment-88-100% proficient

White Students

English Language Arts:
Standardized Test: English/Language Arts-from 85% proficient to 90% proficient (Grades 2-5)
QRI, DRA Reading-Grade level proficiency
BEAR Spelling Test-Grade level spelling achievement for 90% of students
BUSD writing test score of 3 or 4 on Mechanics and Content for 90% of students
Math:
Standardized Test: Math-from 90% proficiency to 95% proficiency
BUSD Everyday Math Assessment-88-100% proficient

Socio-Eco. Disadvantaged Students

English Language Arts:
Standardized Test: English/Language Arts-from 32% proficient to 50% proficient (Grades 2-5)
QRI, DRA Reading-Grade level proficiency
BEAR Spelling Test-Grade level spelling achievement for 90% of students
BUSD writing test score of 3 or 4 on Mechanics and Content for 90% of students
Math:
Standardized Test: Math-from 58.% proficiency to 70% proficiency
BUSD Everyday Math Assessment-88-100% proficient

ELL Students

English Language Arts:
Standardized Test: English/Language Arts-from 29% proficiency to 50% proficiency (Grades 2-5)
QRI, DRA Reading-Grade level proficiency
BEAR Spelling Test-Grade level spelling achievement for 90% of students.
BUSD writing test score of 3 or 4 on Mechanics and Content for 90% of students
Math:
Standardized Test: Math-from 60% proficiency to 80% proficiency
BUSD Everyday Math Assessment-88-100% proficient

Disability Students

English Language Arts:
Standardized Test: English/Language Arts-from 34% proficient to 50% proficient (Grades 2-5)
QRI, DRA Reading-Grade level proficiency
BEAR Spelling Test-Grade level spelling achievement for 90% of students
BUSD writing test score of 3 or 4 on Mechanics and Content for 90% of students
Math:
Standardized Test: Math-from 47% proficiency to 70% proficiency
BUSD Everyday Math Assessment-88-100% proficient

Means of evaluating progress toward this goal:

Staff will use CST data, district assessments and classroom-based assessments to evaluate progress for each student. All students will be monitored through case management team meetings beginning with snapshot meetings in September. Mid-year snapshot meetings at the second report card period will allow teachers to confer with the case management team about students whose progress has not been adequate in order to push for more progress in the final trimester. Teachers will meet regularly in grade level teams to review the reading data on the assessment wall. Teachers will meet 4 times yearly with CARE and RTI Team Leaders to review assessments, and learn/implement additional strategies/methods for target student growth.

Group data to be collected to measure academic gains:

- English Language Arts/Writing/Math data from Standardized Testing for 2-5
- DRA assessment data for K/1
- QRI assessment data for 2-5
- BEAR Spelling Test for K-5
- Writing data from Standardized Testing for Grade 4
- BUSD EveryDay Math Assessment
- Physical fitness assessment

Total Expenditures in this Goal: 103,793.60

Description of Specific Actions to Meet This Goal

Action #1:

Professional Learning Community

- For three days of the school year, teachers will observe, coach and plan with their grade level teams and cross-grade level teams to evaluate student progress and implement teaching strategies and curriculum.
- Monthly, teachers will work in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards' based literacy strategies and lessons, with targeted emphasis on EL curriculum and strategies.
- Monthly, Response To Intervention (RTI) coaches and K-5 teachers will assess data and plan curriculum at the reading, writing assessment wall.
- Research-based literacy and math curriculum will be monthly staff development topics.
- Literacy Teachers and Learning Center teachers (RTI Team) will lead staff development and model guided reading, Lucy Calkins Writing, and effective Language Arts Block Teaching in all K-5 classrooms. (Response to Intervention (RTI) model)
- Monthly, teachers will collaborate in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards-based Everyday Math strategies and lessons.
- Quarterly, teachers will meet with CARE and RTI Leaders to assess and learn high level strategies/methods for Target Student growth.

Start and Completion Date:

September 2010 to June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Subs:CARE/RTI coaching2340									0
Literacy Teachers-.55	31,579	17,330							39,589.60

Action #2:

Professional Learning Community

- Yearly teacher-led staff development for the whole child: the arts, nutrition, health/physical education.
- Continuous staff development/communication to develop best practice strategies for everyone working with students through the Universal Learning Support System/ Coordinated of Services (COS) Team to identify academic, social, emotional, and health needs of all students at the first sign of academic struggle or need.
- Staff development for the implementation of differentiated instruction and universal access strategies in the curriculum to support, engage and challenge the range of students in each classroom.

Start and Completion Date:

September 2010-June 2011

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

Academic Teaching Practices

English Language Arts

- Teachers will teach daily Lucy Calkins writing lessons; BEAR Spelling Strategies lessons; Guided Reading /Guided Reading Plus lessons for all students.
- Teachers will teach a weekly block of Best Practices English Language Arts' curriculum.
- Teachers will assess students regularly to plan differentiated instruction.

Math

- Teachers will plan whole-year math curriculum and develop proficiency in teaching the Everyday Math Curriculum with weekly student assessment and teaching interventions.
- Teachers will teach the FOSS science curriculum

Start and Completion Date:

September 2010-May 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
EL Teacher Support	904	4666	9725						
CELDT Test coordinator									0
STAR Test coordinator									0

Action #4:

Extended Learning Opportunities

- After school teacher-led small Guided Reading/ Literacy group instruction for Basic to Far Below Basic students
- After school Kidz Club and BEARS-Homework Centers and Instructional Technician.-trained staff in Quick Reads Program, Reading intervention, and Spelling Strategies.
- During the school day continue and expand Instructional Assistant lessons for individual students using the Quick Reads' program, BEAR spelling program, and Writing strategies.
- During the school day continue and expand the volunteer program for one-on-one Quick Reads' student lessons.
- During and after-school tutors and mentors for students and provide them basic literacy training.

Start and Completion Date:

October 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
QR Coordinator-8,000									0
After School Teachers-10,000									0

Action #5:

Instruction and Materials

- Instruction of all students will be maximized through the use of the RTI model (using BEST Practices curriculum and standards' based, researched-based literacy lessons and strategies) and include special education and regular education students. Delivery of instruction will be differentiated for whole group, small group, and individual students.
- Specific materials for phonics, fluency, spelling, and comprehension instruction will be used and purchased for student and teacher use, including the Lucy Calkins Writing and BEAR spelling materials.
- Guided Reading books will be purchased for every reading level.
- EveryDay Math materials will be purchased and used for all K-5 teachers and students.
- FOSS Science materials will be purchased for al K-5 teachers and students.

Start and Completion Date:

October 2009-May 2010

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	32,483.00	21,996.00	9,725.00						39,589.60

VIII. Planned Improvements in Student Performance (continued)

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

Goal Statement:

Strengthen the ability of BUSD staff to educate a diverse student body

- 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 improve culturally and linguistically responsive teaching and initiate a positive behavioral support system in order to increase student engagement and achievement and reduce inequities in discipline.

Student groups and grade levels to participate in this goal:

Ethnicity: K-5

African American students

Latino Students

White Students

Asian Students

English Learner Students

Socio-Economically Deprived Students

Disabilities Students

Anticipated annual performance growth for each group:

- Student attendance will average over 96% a month.
- The number of students with a history of excessive tardies (3 tardies a month of over 30 minutes and/or more than 6 tardies of less than 30 minutes a month) will decrease by 50% as measured by monthly attendance reports.
- Incidents of student referrals and suspend able offenses will be significantly reduced.
- Low-scoring student populations will significantly increase achievement on local and standardized assessments. Students who score below proficient must make more than one year's growth. For students scoring below proficient on the CST, 90% will make more than a year's growth to move up at least one level. Progress will be monitored by the DRA/QRI reading tests, district writing scores, math chapter tests, and the trimester math assessments.

Means of evaluating progress toward this goal:

Staff will use attendance reports, student referral reports, academic data, and CARE student reports to determine the effectiveness of strategies for increasing motivation and achievement of under-performing groups of students. Assessment of data will occur during grade-level collaboration, CARE collaboration, COS meetings, RTI meetings, and Snapshot meetings.

Group data to be collected to measure academic gains:

- Attendance reports
- Office Discipline reports
- Suspension reports
- Local and Standardized test results
- CARE student reports

Total Expenditures in this Goal:

Description of Specific Actions to Meet This Goal

Action #1:

Professional Learning Community

- Monthly Courageous Conversations for equity-centered staff development to strengthen personal goals and develop strategies to address issues of race, class, and privilege for families and students.
- Teacher teams' observation, coaching, and planning for the development of protocols of engagement and strategies for African American and Latino students. (3 or more staff development days a year)
- Grade-level target student assessment of African American/Latino student work samples. (at least 4 times yearly)
- Coordination of Services Team (including ULYSS team and Literacy Teachers) provide ongoing one-on-one assistance to support of African American, Latino, Below basic, EL, Socio-Economically deprived students, and students with disabilities. (Weekly COS meetings and daily teacher support/feedback)
- Coordination of Services Team will monitor attendance, contact families, send letters, and host parent/school SARC meetings.
- Snapshot meetings with every K-5 teacher to review student caseloads, devise positive student strategies, and support families. (twice a year)
- Positive community building through use of the Positive Behavior Systems' strategies: awards, discipline plans, assemblies, and assessment.

Start and Completion Date:

September 2010 -May 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Equity Leadership for CARE									0
New Teacher Equity Workshops									0

Action #2:

Teaching Practices

- Each K-5 teacher will plan, write, teach, and share three culturally relevant teaching lessons and assessments to maximize protocols and academic success for African American/ Latino students.
- Every K-5 teacher will develop and execute daily 30 minute EL lessons for all second language and language-needs' students.
- Each teacher will be a culturally relevant coach for at least two other teachers.
- All teachers will present daily culturally relevant lessons for students.

Start and Completion Date:

September 2010-May 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
CELDT Test-Subs: 850									0

Action #3:

Extended Learning Opportunities

After School KidzClub (Berkeley Learns) and BEARS will provide a variety of culturally-rich after-school classes.

- Jr. Coach/Mediator training for students to build leadership skills and build a positive school climate

Start and Completion Date:

September 2010-June 2011

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

Instruction and Materials

- Teachers will use monthly staff development research, N'Saka Sum Sun research, and Bridging Cultures research to enhance daily lessons for culturally relevant teaching.
- Teachers will use English Learner materials and curriculum in classrooms daily.
- BEST (Positive Behavior Systems) for development of protocols and materials for discipline and positive climate.

Start and Completion Date:

September 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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Contract-500, CARE/RTI project development

0

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

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Partner meaningfully with parents

Goal Statement:

Partner meaningfully with parents

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

Student groups and grade levels to participate in this goal:

Ethnicity: K-5

African American Students

Latino Students

White Students

Asian Students

English Learner Students

Socio-Economically Deprived Students

Disabilities Students

Anticipated annual performance growth for each group:

Double the participation of families, especially participation of African American, Latino, EL, and Socio-economically deprived students.

Means of evaluating progress toward this goal:

Parent leadership teams' assessment of:

- African American Unity Meetings
- PTA meetings and events
- Thursday parent coffee
- Fuerza Latino and/or Latino Literacy group
- Student Success Meetings
- Assessment of all calendared celebrations and events.
- Classroom volunteer information

Group data to be collected to measure academic gains:

- Student local and standardized assessments in English Literacy and Math.
- Local testing for reading, spelling, writing, and math.

Total Expenditures in this Goal: 570.00

Description of Specific Actions to Meet This Goal

Action #1:

- Celebrate student/ parent success by creating educational forums and events for parents, students, and community leaders.
- Build community through collaborative parent/teacher plans: For all students and classrooms, identify and celebrate academic goals and achievement.

Start and Completion Date:

September 2010-May 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent support-food materials	570								

Action #2:

- Assist parent groups and staff in efforts to strengthen parent-school relationships by creating a specific year-long plan of calendared events to achieve the enhancement of student motivation, student value, and student belonging. Provide recognition and rituals within this plan.

Start and Completion Date:

September 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Translators for parent/teacher meetings									0

Action #3:

Begin a one-on-one survey process for African American/Latino families. The outcome is to discover what parents most need and want to support their children. Use this as data to begin practices/projects to support families.

Start and Completion Date:

September 2010-February 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Survey of African American/Latino families)

Action #4:

Continue Latino Literacy Evening classes with second half of program books and materials.

Start and Completion Date:

September 2010-June 2011

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	570.00								

VIII. Planned Improvements in Student Performance (continued)

Goal #4: Implement Programs and environment to support the whole child.

Goal Statement:

Implement Programs and environment to support the whole child.

- Provide physical and mental health support for students.
- Support differentiated student needs by providing high-interest, supportive classes.

Student groups and grade levels to participate in this goal:

All Washington Students, Grades K-5

Anticipated annual performance growth for each group:

- At least one year's academic growth during the school year
- Development of mental and physical health
- Engagement and interest in academic and special interest areas.

Means of evaluating progress toward this goal:

Governance and Teacher assessments of:

- Yearly surveys from parents, students, staff
- Standardized and local data
- Teacher and Staff observation
- COS team report, including reports from city-linked nursing services/support and Berkeley Mental Health report.

Group data to be collected to measure academic gains:

- Surveys
- Test data
- Teacher observation
- Individual student reports from COS team, city services, and Berkeley Mental Health

Total Expenditures in this Goal: 92,468.00

Description of Specific Actions to Meet This Goal

Action #1:

- Provide weekly physical education classes for physical skills, games/social skills, leadership, and endurance during and after school.
- Incorporate the P.E. teacher's expertise in planning and programs for student emotional/physical support.

Start and Completion Date:

September 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
P.E. Teacher-100%						77,976		3,246	3,246

Action #2:

Provide a healthy, nutritious experience during the school day.

- Monthly garden and cooking classes
- Universal breakfast--healthy food for morning break
- Healthy food choices at lunchtime

Provide healthy snacks, experiences during the after-school program.

- Cooking, gardening, health-related after-school classes
- Nutritious snacks

Start and Completion Date:

September 2010-2011

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

Provide high-interest classes to complement academic subjects:

- Swimming class-grades K-3
- Music class-Certificated music teacher-grades 3-5; Crowden music teacher-grades K-2
- Art class-K-5
- Field trips-Classroom trips to complement classroom teaching

Start and Completion Date:

- September 2010-2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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Art Teacher Contract

8,000

Action #4:

Provide individual and group counseling for identified students.

Start and Completion Date:

September 2010--2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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Berkeley Mental Health

0

Action #5:

Whole School Learning Environment Project: Partnership with Washington PTA, teachers, community support, and BayTree Architecture Co.

Whole School Learning Team consisting of 6 Staff Members and PTA members

Use of parent/teacher surveys to begin a design process

Start and Completion Date:

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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Whole School Learning Environment

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

77,976.00

3,246.00

11,246.00

VIII. Planned Improvements in Student Performance (continued)

Goal #5: Strengthen the plans for a safe school and positive climate.

Goal Statement:

Strengthen the plans for a safe school and positive climate.

- Develop and communicate safety plans for before, after, and during school
- Implement the Positive Behavior System (BEST) for increased student discipline and positive environment

Student groups and grade levels to participate in this goal:

By Ethnicity: K-5

African American Students

Latino Student

White Students

Asian Students

English Learner

Socio-Economically Deprived

Disabilities

Anticipated annual performance growth for each group:

Fewer behavior referrals to the office

Effective growth (COS team data) of students with behavior plans

Fewer accidents

Knowledge of fire, earthquake drill procedures

Knowledge of school rules and safety procedures

Increased school attendance

Increased number of student mediators, Jr. Coaches on the playground

Means of evaluating progress toward this goal:

Assessment of:

Behavior/Discipline reports

Individual student reports

Accident reports

Earthquake, fire drills

Attendance reports and SARC meetings

Student mediator, coach trainings

Group data to be collected to measure academic gains:

Behavior/Discipline reports

Individual student reports

Accident reports

Earthquake, fire drill reports

Attendance reports and SARC meeting reports

Student mediator, coach training data

Total Expenditures in this Goal:

Description of Specific Actions to Meet This Goal

Action #1:
 Develop and communicate safety plans for before, after, and during school. Use the parent information packet, school newsletter, and the school handbook to communicate updated safety information and plans.

Start and Completion Date:
 Fall 2010

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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Action #2:
 Implement the Positive Behavior System (BEST) for increased student discipline and positive environment.
 Communicate and discuss school rules with students and parents.
 Plan more activities to recognize and motivate students.
 Train student mediators/junior coaches.

Start and Completion Date:
 September 2010-June 2011

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

Appendix A - Program Summary: Washington Elementary School

Goal 1	
Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention	
Title I	32,483.00
EIA-LEP	21,996.00
EIA-SCE	9,725.00
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	39,589.60
Total	103,793.60

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

Goal 3	
Partner meaningfully with parents	
Title I	570.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	570.00

Goal 4	
Implement Programs and environment to support the whole child.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	77,976.00
ELAP	
PTA	3,246.00
Other	11,246.00
Total	92,468.00

Goal 5	
Strengthen the plans for a safe school and positive climate.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	

Total Expenditures	
Title I	33,053.00
EIA-LEP	21,996.00
EIA-SCE	9,725.00
SLIP	
GATE	
BSEP	77,976.00
ELAP	
PTA	3,246.00
Other	50,835.60
Total	196,831.60

Total Allocation*	
Title I	33,056
EIA-LEP	21,999
EIA-SCE	9,280
SLIP	
GATE	
BSEP	77,976
ELAP	
PTA	
Other	
Total	142,311.00

Funds to Allocate	
Title I	3.00
EIA-LEP	3.00
EIA-SCE	-445.00
SLIP	
GATE	
BSEP	
ELAP	
PTA	-3,246.00
Other	-50,835.60
Total	-54,520.60

* 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		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)
Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year. Local assessments in reading, math, and writing guide instruction. Reading Tests, DRA and QRI, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and 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 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. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

A new GATE test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students, and teachers differentiate curriculum for them. Each teacher has been trained on using the model 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, cooking, gardening, and after school programs.

In addition teachers formally plan and assess their own teaching plans and delivery (CARE/GLAD curriculum/ RTI Team mentoring and teaching) Each teacher is formally observed, coached and mentored by at least two other staff members.

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 whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans 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 Coordination of Services Team, ULYSSES, and RTI team uses datawise information to choose students for specific intervention services.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
All the teachers at Washington hold a full credential. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Washington hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
District-mandated curriculum materials are adopted, then staff receives many hours of District and Site-level training. In 2008-2010, classroom teachers were trained monthly in the new math adoption, EveryDay Mathematics. In addition to training on staff development days and Wednesday afternoons, teachers each took a 5-day class to maximize and deepen math skills, planning, and intervention strategies.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district.

All teachers have access to AB 466 training.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Staff, Principal, Math and Literacy Leader Teachers collaborate to align all curriculum with the content standards. Teachers build standards based thematic units for the entire year. Content standards are woven into these major social studies and science themes. By grade level, teachers map out an entire year's curriculum, matching the standards to specific content areas and themes.

All curriculum areas adhere to the standards. For example, teachers meet Wednesdays to collaboratively plan standards' based units, assess effectiveness, and share teaching strategies. Our Teacher Leader Team guides staff development for every teacher to observe and coach each other's standards' based curriculum as it is implemented with CARE/GLAD/Literacy strategies. Washington's four reading and learning specialists work every day in teachers' classrooms during the Literacy block of time for 6-8 weeks per teacher. During this daily literacy block:

The classroom teacher---

observes how the specialists set up learning groups, craft lessons for each child, teach the lessons, and assess students.

The specialists---

organize students for optimal learning, bring in the best materials, demonstrate specific teaching methods, coach teachers, and continually assess for moving students ahead.

The arts' program follows state standards for each grade level and is integrated into the math, literacy, science, and social studies curriculum. The standards' based P.E. program is taught by classroom teachers, and BSEP supported P.E. staff.

Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams for study and collaborative action in teaching, assessing, and using the best strategies of instruction. For the fourth year, staff development opportunities have been increased from twice monthly after school meetings to weekly meetings for the purpose of assessing and tracking student performance, ensuring consistency of standards and curriculum, sharing and implementing effective intervention strategies, and using schoolwide data -- usually in the form of the Assessment wall -- to guide instruction.

Staff development also focuses on closing the achievement gap and is guided by the lead CARE (Collaborative Action Research for Equity) project teachers. Each team develops specific goals, shares classroom data and strategies to increase the academic abilities of African American and Latino students. Three times yearly, cross-grade level and grade level teams of 3 teachers devise equity lessons, observe and coach each other. Teachers are the staff developers in areas of math, language arts, GATE strategies, and equity. In addition, staff has attended numerous out-of-building staff development. All Washington's teachers have attended GLAD training activities where they collaboratively build and design standards-based units. Lead teachers research best practices for Latino/African American students. These CARE coaches lead seminars, observation and coaching of all Washington teachers in their work. Staff studied the research on student work assessment and implemented Collaborative Assessment of Student Work practices into their CARE/GLAD teacher coaching times. Beginning in 2009-2010, teachers met with RTI and CARE leaders to assess and implement enhanced strategies for Target Students. Other areas of staff development attended by staff include writing and math.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of two Literacy Teachers and two Special Education (Learning Center) teachers. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques. After observing for two weeks, teachers then are coached while they teach every leveled group.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

CARE Leaders (Collaborative Active Research for Equity) plan monthly Courageous Conversations and facilitate teacher research/coaching activities.

District math leaders model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

Coordination of Services Team meets weekly and assists teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.

All systems to support families, students, and teachers are integrated. For instance, Coordination of Services Team consists of RTI Team members as well as other in-school and city service providers. The RTI TEAM and CARE TEAM collaborate as one school Leadership Team to ensure cultural norms and GLAD strategies are integrated with the teaching of reading, writing, and spelling. Leadership Team guides teachers in using assessment data to further teacher expertise in differentiating the curriculum.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. That collaboration includes curriculum planning, action research for equity, analysis of student work, and planning lesson strategies and materials in areas of literacy, math, science, social studies. In addition, teachers meet three whole-days to write equity lessons and assessment strategies, model lessons for peers, and observe partner-teachers' lessons. They all then serve as coaches to evaluate teaching effectiveness and brainstorm additional teaching practices and curriculum for others and themselves. They are supported in evaluation and implementation of strategies by CARE and RTI leaders.

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 Learner 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 Learner Development
60 math

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

Daily minutes:

60 English Language Arts
30 English Learner Development and other ELA interventions
50 math, including interventions

11. Lesson pacing schedule (EPC)

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

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. For example, Washington Teachers use the English Learner curriculum, EL-specific guided reading books, and the Lucy Calkins Units of Study writing program to better meet the needs of English Learner students. The newly adopted EL materials (2010-2011) will be used by all teachers.

The RTI team assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of Title I students, GATE students, and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

Opportunity and Equal Educational Access

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

All students are taught grade-level standards using state-mandated materials. The Language Arts' Curriculum, Houghton Mifflin, Best Practices for Literacy, Lucy Calkins writing, and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students. The standards-based Washington developed CARE/GLAD/RTI plan assists teachers in planning equitable lessons that have specific protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

The math curriculum, EveryDay Math, guides teachers in extending learning for underperforming students and presenting content in various formats and with more frequent repetitions/interventions.

Assessment data is used to carefully monitor underperforming students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our ULYSS system supports teachers in Discovering issues: COS referrals, Assessment Walls, Attendance data, Datawise assessments.

Various meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Datawise), grade-level meetings, weekly and monthly COS meetings, Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Underperforming students receive services from the RTI teachers, classroom teachers, after-school program, CAL tutors, BEAM volunteers, SAGE volunteers, Berkeley High reading buddies, literacy trained Quick Reads adult volunteers, Berkeley Mental Health counselors, and City Nursing services intervention. Additional community agencies help with specific interventions.

District supported Math and English Learner coaches, an outstanding Professional Development office for staff development, as well as an excellent data support system, are excellent supports for teachers in meeting the needs of underperforming students.

Parents are engaged in various group activities and programs. The parent groups for African American, Latino, and other parents in PTA, meet monthly to coordinate fundraising, positive school climate events, and celebrations, such as the Black History Month, Cultures Night, Playground clean-up days, Welcome Barbeques, and potlucks. Parent education events, such as parenting classes, how to assist students in math and reading, and equity discussions, support parents in helping their children. Parents volunteer in classrooms and throughout the school.

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

Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Washington teachers have combined these practices, CARE (Collaborative Action Research for Equity) and GLAD (Guided Language Acquisition Strategies) with Best Literacy strategies in a curriculum that maximizes achievement. Each teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. They 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 have been taught specific BEARS' spelling lessons to deliver one-on-one targeted phonics and word-building lessons.

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

The classroom teacher and principal manage the teaching schedule to maximize learning time. Learning time for individual students is maximized through the use of small group instruction and centers-based learning. Parents, community volunteers, and university students volunteer to support student learning.

Individualized learning time is increased from one teacher to 5 in each classroom through use of our RTI, Response to Intervention staff development model. The modeled differentiated instruction ensures that what a classroom teacher learns in 6-8 continuous weeks can be continued (often with volunteer, educational assistant support) for the remainder of the school year.

Increased learning time also occurs when special education and literacy teachers work with small groups or individual students (Reading Recovery). Students receive increased, specific instruction daily.

The Quick Reads' volunteer program began in 2008-2009. Volunteers are trained in teaching comprehension and fluency, then meet for 3 sessions during each week with one student. A grant-funded coordinator has coordinated schedules for training and management of students, volunteers, and teachers. About 23 students have been served this school year and we continue to build a larger volunteer team.

The after-school program uses I.T. staff and volunteers to work with students in homework centers with support for individual learners. Teachers also keep basic-below basic students for individualized instruction after school.

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

Preschool students visit Washington's Kindergarten classes every Spring. Meetings between preschool teachers and K teachers are held to discuss some individual plans.

Involvement

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

Now in it's 6th year of operation, Kidz Club (BerkeleyLearns) after school program serves over 100 students with homework help, academic enrichment time and other enrichment activities. In addition to one full-time and 5 part time staff, tutors and parents are recruited to better the adult/student ratio. BEARS is a smaller after-school program that continues to operate in the morning and after school for families who qualify. The KidzClub Director has for the 5th year used KidzClub funding to support BEARS students in receiving the identical enrichment programs and tutors as the KidzClub students.

Berkeley Learns' (Kidz Club)

Academic Support:

Homework Assistance- all LEARNS staff are NCLB qualified

Students receive assistance with their homework four days per week during the after school program. Berkeley Learns and BEARS' staff monitor homework success and completion and communicate with school day staff when they are concerned about students performance.

Mentors

Over 100 mentors (UC Berkeley and Berkeley High School students) volunteered at Washington, during and after school this year. UC Berkeley mentors work in the classroom of their mentees and support the class as a tutor, as needed. This program increased the school day support for most classroom teachers.

Volunteers

Sage Project provided 80 volunteers; Cal Corps provided 100 volunteers, Berkeley High School provided 25 volunteers, and BEAM provided 5 teaching volunteers during the 2009-2010 school year

Whole Child:

Enrichment activities

Cultural Arts -African Drumming – Attitudinal Healing Connection

Visual Arts

Yoga – Niroga

Indian Dance; Chess; African Dance; Hip Hop; Chorus; Tap Dancing; Cooking; Book Club; Theatre; Film; Fitness Around the World; Ballet; Science;Art

Recreation activities- Washington elementary participated in partnership with City of Berkeley to provide swimming, soccer and softball. Additional Berkeley Learns recreation activities include: Lacrosse, European Handball, Basketball, Football, Tennis and Capoeira.

Middle School Interscholastic Sports

Healthy snacks are provided daily by BUSD Nutrition Services.

After school program staff are involved in SST's whenever relevant and add to the supports for students. Through grants and volunteer individuals and organizations, low performing students may receive small group or individual tutoring during and after school by tutors and in some cases classroom teachers. Special projects, such as Latino Literacy and the Read-a-Thon, support families and learning. What began as a Healthy Start grant in 2000, has provided support staff and linkages for referrals to both on and off-site services related to social/emotional, physical and educational needs. A Partnership with Berkeley Mental Health and Governance funding provides practicum students as counselors for our students.. A partnership with City Services supports individual students and families.

The school district provides instruction for all teachers in the curriculum knowledge and support days for teachers to develop units. Teachers, with support from the C.O.S. team, further communicate and enhance resources through the use of Parent 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. Spanish translations on important documents are sent to English Learner families. DEAR day lets students enjoy a book read by a community member, who encourages students to read for lifetime success. The African American Unity Group hosts the Black History celebration and parents host Culture Nights. Latino Literacy parents meet nightly for 10 weeks to learn how to read with their children and design family plans.

Free and Reduced price meals help students receive balanced nutrition. Our garden/cooking classes acquaint students and parents with good foods and how to prepare them. In Dulci Jubilo Foundation Grants, Berkeley Public Education Foundation Grants, the Arts' Block grant, and Alameda County/Crowden Music school grant provide funding for specialized projects and materials. Our Special Education staff and Special Education teachers (RTI model) provide a range of services as well. The Psychologist provides testing and student/family support, and a Speech Therapist works with students needing Language and Articulation Therapy. Our two Special Education teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program.

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

Parent involvement continues to grow. There have been three parent groups at Washington School: African American Unity, Fuerza Latina, and PTA. With the help of the District parent center and Library Director, Washington has hosted sessions of the Latino Literacy Project, where parents learn how to read with their children, celebrate family learning, and create home learning times.

A model that had some success has been the combination of all parent groups into one steering committee. The steering committee meets once a month to plan family events and learning formats.

Parent training, helping children with reading and math, and equity issues have all been meeting topics. In addition, celebrations, such as the Winter Concert, Black History month, Cultures Night, pancake breakfasts, morning coffees, Back to school nights, and Welcoming Bar-b-ques enhance a culture of togetherness and positive climate.

Phone messages, parent flyers, newsletters, and parent meetings are the avenues of communication.

Parents are encouraged to work as volunteers for school projects, such as weekend beautification days, and in the classroom as support for students.

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 monthly to follow the state and federal guidelines for funding sources. Beginning in September, parents are encouraged to join the nomination/voting process to become members of this team. It has been successful, through a variety of print based, web based, and phone based communication to encourage a large group of diverse parents to "run for office." For the past two years, this process has ensured a diverse governing parent group.

Yearly, Governance Team surveys parents, teachers, and students. Survey information is used to develop priorities for the school. They also research all the programs and curriculum areas in the school. With this information, the Council develops the site plan and budget to lead the instructional program at Washington.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Funding is provided for an after-school coordinator to develop after-school academic programs for underperforming students. It is also used for materials to support and increase the academic abilities of second language learners. Teachers are being trained in the newly adopted EL program and all use Guided Reading Plus (enhanced guided reading strategies) daily in their classrooms. English Learner staff development and mentoring are provided by a District-paid English Learner Coach

The entire staff has benefited from goal setting and CARE teacher-led whole-staff development, Courageous Conversations. For example, each grade level has chosen culturally relevant teaching strategies to use with African American/Latino focus students. Teacher cross-grade-level teams of 3, develop racially enriched GLAD lessons, observe and coach each other three times yearly. Data guides assessment of the teams' work. In addition, the Reading Recovery/ Literacy Coach Teacher and Special education teachers (RTI Team) instructs all teachers in the techniques of in-class guided reading and literacy block curriculum. Three members of RTI teach one-on-one reading strategies to the lowest group of first graders. In the beginning of the year, first graders are assessed and ranked according to need. Then, they are given intense daily training until they have met grade level expectations. Funding is provided for professional development and teacher collaboration to develop units and strategies that reinforce the curriculum and engage underperforming students. Underperforming students receive assistance from RTI teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

A physical education teacher works with students to teach physical skills, fairness, leadership skills, and responsibility. His Junior Coach program helps students learn to deal with others and learn to support the school.

22. Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

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:

Students have the right to:

1. Learn and develop to their maximum potential as whole human beings.
2. Have a safe, secure environment for learning.
3. Be accepted by teachers, staff and other students.
4. Have their achievement and competence acknowledged.
5. Be challenged to explore, inquire, discover, and make choices.
6. Develop creativity and learn to enjoy the arts.

Student Responsibilities

Students are expected to:

1. Arrive on time. Arriving by 8:10 a.m. on the playground allows school to begin at 8:15 a.m. Those desiring to eat breakfast should arrive at 8:00 a.m. [Just a suggestion – the attendance article I wrote last year said that kids should arrive by 8:10. I eliminated the school-end times and put them in the drop-off/pick-up section. They'll probably be in your last section also.]
2. Eat more good food for a healthy body and mind. Keep chips, cookies, soft drinks, and candy to a minimum in your diet.
3. Challenge your body to play and work hard.
4. Take full advantage of the opportunities made available for learning.
5. Help each other to learn and to become members of a caring community.
6. Act in a manner that does not hinder the learning of other students.
7. Respect everyone and use kind words.
8. Help take care of the classroom and our school.
9. Use Washington's TINS/CANS steps to solve problems:

T Tell the truth.

I Don't interrupt.

N No name calling.

S Solve the problem.

After students agree to the TINS' rules, problem solving begins. Each child has a chance to talk. The CANS steps help the mediator remember this conflict-solving process:

C Conflict: Define the conflict. Can you tell us what happened? How did it make you feel? Why?

N Needs: Finding the needs of the person. What do you need to solve this problem?

S Solution: What can you do now to find a solution to the problem? Can you find a solution that can work if this happens again? Has there been a solution to this problem? If so, thank the mediators and each other. If not, talk some more about what each person needs.

Parents Pledge:

Parental Responsibilities

Washington School believes firmly in parental involvement in the education of their children. In other words, it is felt that success in the classroom greatly hinges upon the degree to which parents in particular, and the community in general, involve themselves in the education process. Hence, parents are urged to:

1. Assure your child arrives on time each day and keep absences to a minimum.
2. Call school and send a written excuse the next day after your child is absent or tardy.
3. Review your child's homework nightly.
4. Read out loud to your child for at least 20 minutes a night.
5. Ensure that your child gets enough sleep each night (pre-teens usually need about 10 hours).
6. Keep chips, cookies, soft drinks, and candy to a minimum, and avoid packing them in lunches. Pack a healthy lunch (e.g., a sandwich, fruit and milk) or purchase lunch or milk at school.
7. Attend Washington's parent meetings: PTA, African American Unity, Latino Literacy Nights, Kidz' Club Events, and Leadership Team (described below).
8. Form teacher-parent partnerships by attending conferences with the teacher.
9. Become as active as possible in the life of the school by volunteering in the classroom, tutoring, helping on trips, etc.

Staff Pledge:

Staff Responsibilities

Teachers will participate in forming partnerships with students, parents, staff and other interested members of the community for the benefit of the students' academic and emotional development.

Accordingly, instructors will:

1. Teach and insure the keeping of school rules courteously, consistently, and fairly, and deal with misconduct quickly, firmly, and impartially.
2. Partner with parents in discussions on the academic progress and conduct of children on a regular basis.
3. Demonstrate by attitude and actions genuine concern and respect for each student.
4. Plan and conduct a program of instruction that captures the interest and meets the needs of each student.
5. Manage classroom routines to contribute to the program of instruction and the development of civic responsibility.

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Student Signature _____ Date _____