

***JUANA BRIONES ELEMENTARY SCHOOL***

***THREE-YEAR  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2009-2012***

***Palo Alto Unified School District***

**DISTRICT GOAL:** Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

## **LANGUAGE ARTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● Staff will assess, collect, examine, and use data (PAUSD Literacy Portfolio, DRA, California Standards Test–English Language Arts, CELDT, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students.</li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>● Teachers will participate in professional learning to support Guided Reading practices throughout all grade levels.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading.</li> <li>● The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy).</li> <li>● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent workshops.</li> <li>● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in basic reading skills, comprehension strategies.</li> <li>● Kindergarten and first grade teachers will work with support staff to identify and support students having difficulty with early literacy skills.</li> </ul>

- Staff will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program [ERB/WrAP], CELDT, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students.
- Staff will continue to collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in writing.
- Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing.
- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing.
- Staff will incorporate technology tools (hardware and software) that support the writing process as appropriate and available.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in language arts?
2. What results stand out?
3. What are your next steps?

## **MATH**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● Staff will continue to assess, collect, examine, and use data (California Standards Test–Math, MARS, PAUSD math assessments, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students.</li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan prescriptive strategies (Booster Tutoring, Math Academy, Math Intervention summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>● The principal and teachers will participate in professional learning to support the district’s new math adoption (Everyday Mathematics). These activities will include summer workshops, PDC days, Staff Development Days, and use of staff and grade level meeting time.</li> <li>● The school will communicate with parents throughout the year to support the math adoption.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics.</li> <li>● The resource specialist and math resource teachers will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem-solving skills in math.</li> <li>● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education.</li> <li>● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies.</li> <li>● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.</li> </ul>

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?
2. What results stand out?
3. What are your next steps?

## **LEARNING ENVIRONMENT**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.1</b> Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> <li>● The principal, teachers, and support specialists will continue to hold Kid by Kid meetings to address the social and emotional needs of students.</li> <li>● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members.</li> <li>● The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students.</li> <li>● Teachers will continue to collaborate on ways to use diversity/identity safety strategies as a resource for learning by developing inclusive curriculum that reflects the cultures of the students.</li> <li>● All staff will participate in training that supports the implementation of the Steps to Respect program.</li> <li>● The school site will continue to provide release time for teachers to conduct peer observations at their own grade level. Teachers will then have the opportunity to visit other grade levels and teach lessons in different classrooms.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the learning environment has improved for all students?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● English Language Learners will achieve measurable progress in English language acquisition.</li> <li>● English Language Learners will improve in their ability to access the grade-level curriculum in English.</li> <li>● English Language Learners and their families will be integrated into the schoolwide community.</li> </ul>	<ul style="list-style-type: none"> <li>● The EL teacher will administer the CELDT to all students whose home language is other than English, and to all English learners, to obtain baseline and annual data.</li> <li>● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms.</li> <li>● The principal and teachers will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families.</li> <li>● The school will conduct a survey of English Learner families, focusing on participation in the community and wishes for parent workshop topics.</li> <li>● The school will host an international potluck dinner.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the needs of English Language Learners are being met?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will continue to implement the PAUSD GATE plan with a focus on: identifying URM, special education, and ELL students; addressing the social and emotional needs of GATE students; and improving parent communication.</li> <li>● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and complexity.</li> <li>● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, using technology resources when appropriate.</li> <li>● Through the Kid by Kid meeting process, the principal and teachers will continue to identify high achieving students, develop a plan, and monitor student progress.</li> <li>● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students.</li> <li>● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the needs of gifted, talented, and high achieving students are being met?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p>	<ul style="list-style-type: none"> <li>● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum.</li> <li>● The school will form a special education advisory committee. The committee will meet on a regular basis to discuss areas of mutual interest and inform the school of needs.</li> <li>● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met.</li> </ul>
<b>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</b>	
<ol style="list-style-type: none"> <li>1. What activities, strategies and/or programs were most helpful to ensure that the needs of special education students are being met?</li> <li>2. What results stand out?</li> <li>3. What are your next steps?</li> </ol>	

## **MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will continue identify at-risk students at all grade levels based on below grade level performance in reading, writing, and/or mathematics.</li> <li>● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, Booster Tutoring) to further meet the needs of students who are performing below grade level.</li> <li>● The principal and teachers will continue to create ways to increase parental involvement through increased communication to ensure that parents of underachieving children enjoy of a sense of connection with the school community.</li> <li>● Teachers collaborate with grade level and cluster colleagues to identify interventions and support mechanisms. Teachers will also present case studies to the entire staff to gather feedback and best practices.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the needs of under achieving students are being met?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: TITLE I**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p><b>B3.4</b> Build professional learning in all work environments.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● Provide identified students with a variety of strategies to access the core curriculum and ensure high levels of achievement.</li> <li>● Enhance communication between the school community and Title 1 families.</li> </ul>	<ul style="list-style-type: none"> <li>● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics.</li> <li>● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level.</li> <li>● The principal and teachers will create ways to increase parental involvement through increased communication to ensure that parents enjoy a sense of connection with the school community. Parents will be invited to districtwide Title I parent education events.</li> <li>● Teachers collaborate with grade level and cluster colleagues to identify interventions and support mechanisms. Teachers will also present case studies to the entire staff to gather feedback and best practices.</li> <li>● Additional classroom aide time will be provided through Title I funds.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the needs of Title I students are being met?
2. What results stand out?
3. What are your next steps?

**SINGLE PLAN for STUDENT ACHIEVEMENT 2009-2010 (SPSA) BUDGET  
JUANA BRIONES ELEMENTARY SCHOOL**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
<b>CERTIFICATED SALARIES (1000)</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>CLASSIFIED SALARIES (2000)</b>	0	0	0	23,000	0	\$23,000
<b>EMPLOYEE BENEFITS (3000)</b>	0	0	0	0	0	\$0
<b>SUPPLIES (4000)</b>	0	0	0	0	1,969	\$1,969
<b>CONTRACTED SERVICES (5000)</b>	0	0	0	0	0	\$0
<b>CAPITAL OUTLAY (6000)</b>	0	0	0	0	0	\$0
<b>INDIRECT COSTS (7000)</b>	0	0	0	1,688	0	\$1,688
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$24,688</b>	<b>\$1,969</b>	<b>\$26,657</b>

**SINGLE PLAN for STUDENT ACHIEVEMENT 2009-2010 (Title I) BUDGET  
JUANA BRIONES ELEMENTARY SCHOOL**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
<b>CERTIFICATED SALARIES (1000)</b>	\$11,939	\$0	\$0	\$0	\$0	\$11,939
<b>CLASSIFIED SALARIES (2000)</b>	25,500	0	0	0	0	\$25,500
<b>EMPLOYEE BENEFITS (3000)</b>	3,500	0	0	0	0	\$3,500
<b>SUPPLIES (4000)</b>	0	0	0	0	0	\$0
<b>CONTRACTED SERVICES (5000)</b>	0	0	0	0	0	\$0
<b>CAPITAL OUTLAY (6000)</b>	0	0	0	0	0	\$0
<b>INDIRECT COSTS (7000)</b>	0	0	0	0	0	\$0
<b>TOTAL</b>	<b>\$40,939</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$40,939</b>

**Programs Funded Through the Consolidated Application Process**  
**Proposed Expenditures for 2009-2010**  
**State Categorical Programs**

**California Peer Assistance and Review (PAR) Program for Teachers:**

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- *\$57,096*

**Economic Impact Aid/English Learner Program:**

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficit that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- *\$416,888*

**School and Library Improvement Block Grant:**

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11<sup>th</sup> day enrollment to improve the instructional program.*
- *\$677,106*
- *See attached budget.*

**School Safety and Violence Prevention:**

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- *\$143,373*

**Pupil Retention Block Grant (Tenth Grade Counseling):**

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- *\$21,804*

## Federally-Funded “No-Child Left Behind” (NCLB) Programs

### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- \$286,433

### **Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- \$216,914

### **Title II, Part D, Technology Education:**

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- \$4,148

### **Title III, Language Instruction for Limited English Proficient (LEP) Students:**

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- \$94,145

### **Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):**

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that support academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- \$26,340

**Title V, Innovative Strategies:**

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$4,658*