

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

2010-2011

Plan Year

– AYP –

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Phelan Elementary School

School Name

Stacey Stewart

Principal

Date of this revision: 11/01/2010

The District Governing Board approved this revision of the School Plan on _____.

**Snowline Joint Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

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CATEGORICAL FUNDING ALLOCATION

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds were allocated to the school in accordance with district policy. The following school budget allocations are included:

School wide Program School Based Coordinated Program

District Programs		Allocation
[X]	Discretionary Funding <u>Purpose:</u> Assist schools.	\$52,359

State Programs		Allocation
[]	Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Assist educationally disadvantaged students in regular program	
[X]	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop English fluency and academic proficiency of EL students	\$42,323
[X]	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$959
[]	Gifted and Talented Education <u>Purpose:</u> Assist eligible students in regular program and enrichment	
[X]	Site Based Coordinated Plan (SBCP)	\$114,503
[X]	English Language Acquisition Program (ELAP)	\$5,362
Total amount of state categorical funds allocated to this school:		\$163,147.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
[X]	Title I, Part A: Schoolwide Program <u>Purpose:</u> Update entire educational program in eligible high poverty schools	\$126,484
[]	Title I, Part A: Targeted Assistance	
[]	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that failed to meet NCLB AYP targets	
[]	Title III, Part A: Language Instruction, Limited-English Proficient Students <u>Purpose:</u> Supplement language instruction to assist LEP students to attain English proficiency and meet academic performance standards	
[]	Other Programs:	
Total amount of federal categorical funds allocated to the school:		\$126,484.00
Total amount of state and federal categorical funds allocated to this school		\$341,990.00

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school site through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stacey Stewart	[X]	[]	[]	[]	[]
Monica Chavez	[]	[]	[X]	[X]	[]
Barbara Rispinto	[]	[X]	[]	[X]	[]
Victoria Taylor	[]	[X]	[]	[X]	[]
Sue Williams	[]	[X]	[]	[X]	[]
Ken Lazette	[]	[]	[]	[X]	[]
Numbers of members of each category	1	4	1	4	0

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

It is important to accurately determine the board's policy before proceeding with the school planning process.

RECOMMENDATIONS AND ASSURANCES

The school site 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 site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*check those that apply*):

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

Other (*list*):

4. The school site 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 and in the Local Education Agency Plan (LEAP).
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 11/01/2011

Attested:

Stacey Stewart

Typed name of school principal

Signature of school principal

Date

Ken Lazette

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**SCHOOL PROFILE / DEMOGRAPHIC INDICATORS
Phelan Elementary School**

Grade Levels	Total Enrollment	Enrollment for Students with Disabilities				Enrollment by Program			
		RSP	SDC	504	Speech	EL	EL/RFEP	F & R Lunch	GATE
K	94	0	0	0	2	27	0	45	
1	102	0	3	0	3	25	0	77	
2	99	2	2	0	6	24	0	85	
3	104	1	6	0	7	36	4	83	2
4	130	6	3	0	9	22	5	93	5
5	104	5	2	0	6	19	11	77	10
Totals:	633	14.00	16.00	0.00	33.00	153.00	20.00	460.00	17.00

Percentage of Enrollment by Ethnicity		Mobility for End-of-Year (June 2010)	
American Indian	.9%	a. Total Year Losses:	105
Asian	.9%	b. Total Gains:	220
Black	3.6%	c. Total (a+b)	657
Hispanic	45.2%	d. Mobility Rate: (c ÷ total population)	49.47%
White	44.6%		
Multiple/No Response	2.5%		

End-of-Year (June 2010) Data				
	SST Referrals	Suspensions	Expulsions	Retentions
K	1	1	0	2
1	4	5	0	1
2	3	3	0	0
3	4	12	0	0
4	3	5	0	0
5	2	8	0	0
6	0	0	0	
Totals:	17.00	34.00	0.00	3.00

Snowline Process for Data Analysis and Student Needs Assessment

Every school in the Snowline District spends extensive time in the fall analyzing state data and site demographics prior to writing the school plan. First the staff meets to look at data schoolwide, and then meets by grade level or subject matter to further analyze student success, and apparent gaps in student achievement. At both sessions, all sub groups are considered and discussed.

Based on this analysis, schoolwide goals are written to address student achievement, safe and drug free schools, GATE and other site specific issues. (Beginning with page 9)

Each grade or content area then writes one to three succinct goals that they will focus on to achieve the schoolwide goals. The final School Plan for Student Achievement (SPSA) includes both the schoolwide and the grade/content area goals.

The School Plan goals are reviewed often, in particular when grade level/content areas meet on collaborative Wednesdays to review student success, and continue to monitor students at-risk. They review each focus goal and discuss whether it is working or not, plan specific interventions, and design lessons to address the goal. At the end of the year, departments/grade levels meet with the principal to review the success of their specific focus goals to meet the schoolwide goals.

Teacher Learning Leaders and RTI² Coaches meet regularly to analyze data with Curriculum team members. During the 2010/11 school year, this group is working on rewriting the current pacing plans. Based on those pacing guides, the Curriculum Team, the TLs and RTI² coaches will be developing or revising the current benchmark assessments. Benchmark Assessments will resume during the 2011/12 school year.

Students-at-risk, special education students, English Language Learner students, and students who are underperforming, are monitored often with formal and informal assessment to check for proficiency in specific standards. Interventions are then utilized to try to help the student achieve proficiency.

As a school, the staff fills out the School Improvement Progress Report beginning with the summative data from the state testing results. Three other times during the course of the year, usually around the time of interim assessments, the staff records what progress has been made towards the goal based on the most recent data.

AYP Performance Goals

Determine the school's improvement goals in the areas of English Language Arts and Mathematics as determined by state performance data.

English Language Arts					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	56.8%* / 55.6%**	41.1	No	67.6%* / 66.7%**	67.6%
African American	56.8%* / 55.6%**	21.4	--	67.6%* / 66.7%**	67.6%
American Indian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Asian	56.8%* / 55.6%**	--	--	67.6%* / 66.7%**	
Hispanic	56.8%* / 55.6%**	36.0	No	67.6%* / 66.7%**	67.6%
White	56.8%* / 55.6%**	45.4	No	67.6%* / 66.7%**	67.6%
Socioeconomically Disadvantaged	56.8%* / 55.6%**	35.4	No	67.6%* / 66.7%**	67.6%
English Learners	56.8%* / 55.6%**	31.6	No	67.6%* / 66.7%**	67.6%
Students with Disabilities	56.8%* / 55.6%**	32.7	--	67.6%* / 66.7%**	67.6%

* = AYP Target for Elementary/Middle Schools: (2010=56.8%), (2011=67.6%)

= AYP Target for High Schools: (2010=55.6%), (2011=66.7%)

SH = Safe Harbor

Mathematics					
Student Population	2010 Goal	2010 Achievement	Goal Met	2010 AMO	School Goal
All Students	58%* / 54.8%**	59.2	Yes	68.5%* / 66.1%**	68.5%
African American	58%* / 54.8%**	35.7	--	68.5%* / 66.1%**	68.5%
American Indian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Asian	58%* / 54.8%**	--	--	68.5%* / 66.1%**	
Hispanic	58%* / 54.8%**	58.6	Yes	68.5%* / 66.1%**	68.5%
White	58%* / 54.8%**	60.3	Yes	68.5%* / 66.1%**	68.5%
Socioeconomically Disadvantaged	58%* / 54.8%**	54.4	Yes	68.5%* / 66.1%**	68.5%
English Learners	58%* / 54.8%**	54.4	No	68.5%* / 66.1%**	68.5%
Students with Disabilities	58%* / 54.8%**	53.1	--	68.5%* / 66.1%**	68.5%

* = AYP Target for Elementary/Middle Schools: (2010=58%), (2011=68.5%)

= AYP Target for High Schools: (2010=54.8%), (2011=66.1%)

SH = Safe Harbor

**Phelan Elementary School
2010-2011 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 1

All students will be able to read grade level text for meaning as measured by Intel-Assess Quick Checks (Grades K-5), Benchmark Assessments (Grades K-5), Accelerated Reader (Grades 1-5) and CST English Language Arts Reading Comprehension Strand/Cluster (Grade 2-5) by 75% of students scoring proficient.			
What data led to this goal?	English Language Arts CST DIBELS (Oral Reading Fluency) MAZE STAR Reading CELDT	What is this goal's relationship to LEA goals?	<input checked="" type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All Students English Language Learners Socio Economically Disadvantaged Students With Disabilities	What group data are to be collected to measure program effectiveness?	Intel-Assess Quick Checks (Grades K-5) Benchmark Assessments (Grades K-5) CST English Language Arts Reading Comprehension Strand/Cluster (Grade 2-5) (% Proficient and% Correct)
What are the specific means of measuring and evaluating this goal?	Intel-Assess Quick Checks (Grades K-5) Benchmark Assessments (Grades K-5) Accelerated Reader (Grades 1-5) CST English Language Arts Reading Comprehension Strand/Cluster (Grade 2-5) (% Proficient and% Correct)	What is the anticipated growth expected from this goal?	Our anticipated annual performance growth is to exceed 66.7% proficiency AMO and meet AYP criteria in each subgroup.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
All students will be able to read grade level text for meaning as measured by Intel-Assess Quick Checks (Grades K-5), Benchmark Assessments (Grades K-5), Accelerated Reader (Grades 1-5) and CST English Language Arts Reading Comprehension Strand/Cluster (Grade 2-5) by 75% of students scoring proficient. To ensure that all of our students reach this goal our team will utilize research based instructional strategies to meet the diverse learning needs of all our students in English Language Arts: 1. Academic Vocabulary 2. Modeling Higher Level Thinking 3. Study Skills	2010-2011	Rtl Instructional Associates	District Funds
	2010-2011	Bilingual Associates \$500	SBCP 7250
	2010-2011	Bilingual Associates \$35,817	EIA LEP 7091
	2010-2011	Lesson Study (Substitute Teachers/K-5 Teachers Involved) \$400-\$600	IASA TITLE I 3010
Offered Family Literacy Nights to help parents develop vocabulary, comprehension and literacy with their students at home.	2010-2011	Accelerated Reader \$3,114.15	STATE LOTTERY 1100
	2010-2011	Staff Development \$1,800	SBCP 7250
	2010-2011	Staff Development \$500	IASA TITLE I 3010
	2010-2011	Instructional Supplies (Core Instruction/Rtl2) \$38,585	IASA TITLE I 3010

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
	2010-2011	Instructional Supplies (Core Instruction/Rtl2) \$15,813	SBCP 7250

**Phelan Elementary School
2010-2011 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 2

All students will be able to solve problems involving number sense as measured by by Intel-Assess Quick Checks (Grades K-5), Benchmark Assessments (Grades K-5) and CST Mathematics Number Sense Strand/Cluster (Grade 2-5) by 75% of students scoring proficient.			
What data led to this goal?	Mathematics CST CELDT	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input checked="" type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All Students English Language Learners Socio Economically Disadvantaged Students With Disabilities	What group data are to be collected to measure program effectiveness?	Intel-Assess Quick Checks (Grades K-5) Benchmark Assessments (Grades K-5) CST Mathematics Number Sense Strand/Cluster (Grade 2-5) (% Proficient and% Correct)
What are the specific means of measuring and evaluating this goal?	Intel-Assess Quick Checks (Grades K-5) Benchmark Assessments (Grades K-5) Accelerated Mathematics Jerry Cave Mathematics Cognitively Guided Instruction High Stakes Mathematics CST Mathematics Number Sense Strand/Cluster (Grade 2-5) (% Proficient and% Correct)	What is the anticipated growth expected from this goal?	Our anticipated annual performance growth is to exceed 67.3% proficiency AMO and meet AYP criteria in each subgroup.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
All students will be able to solve problems involving number sense as measured by by Intel-Assess Quick Checks (Grades K-5), Benchmark Assessments (Grades K-5) and CST Mathematics Number Sense Strand/Cluster (Grade 2-5) by 75% of students scoring proficient. To ensure that all of our students reach this goal our team will utilize three research based instructional strategies to meet the diverse learning needs of all our students in Mathematics: 1. Academic Vocabulary 2. Modeling Higher Level Thinking 3. Engaging All Students: Utilize CGI Research, GLAD Strategies, SDAIE Strategies, Accelerated Mathematics, and Jerry Cave Mathematics.	2010-2011	Accelerated Mathematics \$3,114,15	STATE LOTTERY 1100
	2010-2011	Bilingual Associates \$500	SBCP 7250
	2010-2011	Bilingual Associates \$35,817	EIA LEP 7091
	2010-2011	High Stakes Mathematics \$1,575	IASA Title I 3010
	2010-2011	Staff Development \$1,800	SBCP 7250
Offered Family Literacy Nights to help parents develop vocabulary, comprehension and literacy with their students at home.	2010-2011	Staff Development \$500	IASA Title I 3010

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
	2010-2011	Instructional Supplies (Core Instruction/Rtl2) \$38,585	IASA Title I 3010
	2010-2011	Instructional Supplies (Core Instruction/Rtl2) \$15,813	SBCP 7250
	2010-2011	Lesson Study (Substitute Teachers/K-5 Teachers Involved) \$400-\$600	IASA TITLE I 3010
Parent involvement component such as School Site Council, English Language Advisory Committee, and District English Language Advisory Committee, monthly Breakfast with the Principal, and monthly RtI meetings. Spanish translator provided for oral and written translation.			

**Phelan Elementary School
2010-2011 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 3

Our school wide goal is to exceed 66.7% proficiency AMO in English Language Arts and 67.3% AMO in Mathematics and meet AYP criteria.			
What data led to this goal?	CELDT CST English Language Arts (Grade 2-5) CST Mathematics (Grade 2-5) DIBELS (Oral Reading Fluency) MAZE STAR Reading	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input checked="" type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	English Language Learners-All Grade Levels	What group data are to be collected to measure program effectiveness?	Intel-Assess Quick Checks (Grades K-5) Benchmark Assessments (Grades K-5) Accelerated Reader (Grades 1-5) CST English Language Arts (Grade 2-5) (% Proficient and % Correct) CST Mathematics (Grade 2-5) (% Proficient and % Correct)
What are the specific means of measuring and evaluating this goal?	Intel-Assess Quick Checks (Grades K-5) Benchmark Assessments (Grades K-5) Accelerated Reader (Grades 1-5) Language! Program (Grades 3-5) Santillana (Grades K-5) Reads Naturally (Grades 1-5) Writing Prompts (Grades 1-5) Rosetta Stone (Grades 1-5)	What is the anticipated growth expected from this goal?	Our anticipated annual performance growth is to exceed 66.7% proficiency AMO in English Language Arts and 67.3% proficiency AMO in Mathematics and meet AYP.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Our school wide goal is to exceed 66.7% proficiency AMO in English Language Arts and 67.3% AMO in Mathematics and meet AYP criteria. To ensure that all of our English Language Learners reach this goal our team will be flexible grouping for portions of core instruction, pull out instruction with EL Bilingual Associates utilizing Santillana, increase academic vocabulary through EL supplements, increase utilization of Santillana school wide, and maximize CELDT completion.	2010-2011	Bilingual Associates \$500	SBCP 7250
	2010-2011	Bilingual Associates \$35,817	EIA LEP 7091
	2010-2011	Staff Development (District EL Coordinator) \$0	EIA LEP 7091
	2010-2011	Instructional Supplies \$6506	EIA LEP 7091
Offered Family Literacy Nights to help parents develop vocabulary, comprehension and literacy with their students at home.			

**Phelan Elementary School
2010-2011 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 4

Each GATE identified student will exceed the 500 performance level on the English Language Arts and Mathematics portions of the CST.			
What data led to this goal?	English Language Arts CST Mathematics CST DIBELS (Oral Reading Fluency) MAZE STAR Reading CELDT	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	GATE Designee(s)	What group data are to be collected to measure program effectiveness?	CST Mathematics (Grade 2-5) (% Proficient and% Correct) CST English Language Arts Reading (Grade 2-5) (% Proficient and% Correct) Benchmark Assessments (Grades 2-5) Accelerated Reader (Grades 1-5) Accelerated Mathematics (Grades 2-5) High Stakes Mathematics
What are the specific means of measuring and evaluating this goal?	Intel-Assess Quick Checks (Grades 2-5) Benchmark Assessments (Grades 2-5) Accelerated Reader (Grades 1-5) Accelerated Mathematics (Grades 2-5) High Stakes Mathematics CST Mathematics (Grade 2-5) (% Proficient and% Correct) CST English Language Arts Reading (Grade 2-5) (% Proficient and% Correct)	What is the anticipated growth expected from this goal?	The anticipated annual performance growth for each GATE identified student will exceed the 500 performance level on the English Language Arts and Mathematics portions of the CST.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
We aim is to ensure our gifted students are challenged and performing at the advanced level in their area(s) of identification. We will focus on the Icons of Depth and Complexity, in particular, the language of the discipline and patterns.	2010-2011	Accelerated Reader \$3114.15	State Lottery 1100
	2010-2011	Accelerated Mathematics \$3114.15	State Lottery 1100
	2010-2011	High Stakes Mathematics \$1,575	Title I 3010

**Phelan Elementary School
2010-2011 School Goals
Snowline Joint Unified School District**

The School Site Council analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, the School Site Council adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

School Goal # 5

Our school wide goal is to ensure that the learning environment is safe, drug free, and conducive to learning.			
What data led to this goal?	SWIS AERIES	What is this goal's relationship to LEA goals?	<input type="checkbox"/> Goal #1 - ELA <input type="checkbox"/> Goal #1 - Math <input type="checkbox"/> Goal #2 - EL <input type="checkbox"/> Goal #3 - Highly Qualified Teachers <input checked="" type="checkbox"/> Goal #4 - Safe and Drug Free Schools <input type="checkbox"/> Goal #5 - HS Graduation, Dropouts and AP
Target student groups and/or grade levels:	All Subgroups - All Grade Levels	What group data are to be collected to measure program effectiveness?	SWIS (School Wide Information System) AERIES
What are the specific means of measuring and evaluating this goal?	SWIS (School Wide Information System) PBIS (Positive Behavior Intervention and Support) Practices The Comprehensive School Safety Plan Monthly Fire Drills Yearly Lock Down Drill Yearly Disaster Drill Falcon Center Red Ribbon Week Student Recognition-Daily/Monthly/Trimesterly Second Step: A Violence Prevention Curriculum Project Wisdom Character Education Curriculum	What is the anticipated growth expected from this goal?	Our school wide goal is to ensure that the learning environment is safe, drug free, and conducive to learning.

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
Stakeholders have the opportunity to participate in School Site Council, PBIS (Positive Behavior Intervention and Support) Team, FIAT (Family Involvement Action Team), Multi-Cultural Team, and Leadership Team.	2010-2011	Project Wisdom Character Education \$617.70	State Lottery 1100
The Phelan Elementary School staff continues to employ strategies learned from BEST (Building Effective Schools Together)/PBIS (Positive Behavior Intervention and Support) training and Ruby Payne (A Framework for Understanding Poverty) training that strive for student success and create a conducive learning environment.	2010-2011	Second Step: A Violence Prevention Curriculum \$1,307.90	Title 1 3010
We will focus on increasing parental involvement on the Family Involvement Action Team and the PBIS Committee.	2010-2011	Elementary Counselor \$15,365	Title I 3010
	2010-2011	Falcon Center Instructional Associate \$12,037	SBCP 7250

Strategies / Actions Taken to Reach this Goal	Start Date / Completion Date	Proposed Expenditures	Funding Source
	2010-2011	Campus Monitors \$0	District Funding
PBIS (Positive Behavior Intervention and Support) Training. Certificated Staff, Classified Staff, Parent and Community Members involved in three year training.	2010-2011	PBIS Training \$0	District Funding
	2010-2011	Instructional Supplies \$38,585	Title I 3010
	2010-2011	Crossing Guard \$5,333	State Lottery 1100

**Phelan Elementary School
2010-2011 School Improvement Plan Progress Monitoring
Snowline Joint Unified School District**

School Goal # 1: All students will be able to read grade level text for meaning as measured by Intel-Assess Quick Checks (Grades K-5), Benchmark Assessments (Grades K-5), Accelerated Reader (Grades 1-5) and CST English Language Arts Reading Comprehension Strand/Cluster (Grade 2-5) by 75% of students scoring proficient.

Progress Report Date: December 17, 2010	
Progress Report Date: February 4, 2011	
End-of-Year Evaluation Date: August 10, 2011	

School Goal # 2: All students will be able to solve problems involving number sense as measured by Intel-Assess Quick Checks (Grades K-5), Benchmark Assessments (Grades K-5) and CST Mathematics Number Sense Strand/Cluster (Grade 2-5) by 75% of students scoring proficient.

Progress Report Date: December 17, 2010	
Progress Report Date: February 4, 2011	
End-of-Year Evaluation Date: August 10, 2011	

School Goal # 3: Our school wide goal is to exceed 66.7% proficiency AMO in English Language Arts and 67.3% AMO in Mathematics and meet AYP criteria.

Progress Report Date: December 17, 2010	
Progress Report Date: February 4, 2011	
End-of-Year Evaluation Date: August 10, 2011	

School Goal # 4: Each GATE identified student will exceed the 500 performance level on the English Language Arts and Mathematics portions of the CST.

Progress Report Date: December 17, 2010	
Progress Report Date: February 4, 2011	
End-of-Year Evaluation Date: August 10, 2011	

School Goal # 5: Our school wide goal is to ensure that the learning environment is safe, drug free, and conducive to learning.

Progress Report Date: December 17, 2010	
Progress Report Date: February 4, 2010	
End-of-Year Evaluation Date: August 10, 2011	

**Phelan Elementary School
2010-2011 Title I Parent Compact**

Phelan Elementary School Compact for Learning

Student Responsibilities for 2010-2011

I will:

- Work hard to learn all the reading/writing/mathematics standards for my grade.
- Ask my family to read with, to, or listen to me read every night.
- Pay attention to my teacher, family, and tutors and ask questions when I need help.
- Come to school on time and be ready to learn.
- Complete homework assignments on time and to the best of my ability.
- Follow the ABC school expectations.

Family Responsibilities for 2010-2011

I will:

- Make sure that our child attends school regularly, is on time, and is prepared to learn.
- Check homework agenda every night to make sure it is complete and help our child remember to put it in his/her backpack before leaving for school.
- Learn the grade level standards so we know what our child must be able to do.
- Attend family involvement activities.
- Read to, with, or listen to our child read every day, discuss the book with him/her, and help get the class or school library books returned when done with them.
- Actively support our child's education.
- Actively discuss and demonstrate the ABC school expectations.

Teacher Responsibilities for 2010-2011

I will:

- Educate families and students about standards and provide copies to them.
- Communicate frequently with parents.
- Coordinate with other programs to make sure nightly assignments do not exceed district time limits.
- Provide strategies to parents to assist the active involvement of families.
- Communicate and collaborate with colleagues to ensure that a consistent, seamless education for students exists.
- Participate in the professional development activities that our school has agreed upon.
- Actively support and demonstrate the ABC school expectations.

Principal Responsibilities for 2010-2011

I will:

- Communicate with parents and community members in a monthly newsletter, calendar, and family meetings regarding school-wide programs and issues, testing, progress, and challenges surrounding learning.
- Provide instructional leadership to teachers, families, and community partners in the implementation of grade level standards.
- Set high standards in reading, language arts, and mathematics by providing a challenging curriculum.
- Establish training workshops for tutors and families to work with children on home activities.
- Welcome and involve all families, especially those who have not been involved with the school.
- Actively support and demonstrate the ABC school expectations.

**Phelan Elementary School
2010-2011 Title I Site Parent Involvement Policy**

**Phelan Elementary School
Family Involvement Policy
2010-2011**

Phelan Elementary School is committed to making every effort to partner with our families so that students' opportunities for educational success are maximized. It is the expressed intention of all staff members at the school to provide multiple opportunities and regular information to improve the abilities of families to help their children meet their grade level standards. Working together to attain the family involvement goals set forth in our school plan, families and staff members will take advantage of the overlapping influence they have on student development.

Phelan Elementary School's Family Involvement Policy is based on the research of Dr. Joyce Epstein and Dr. Ruby Payne. Their work makes clear the need to provide a variety of opportunities for families, community members, and staff members to work together to optimize the educational process for all students. To meet such standards in 2010-2011, the school has committed to the following:

- o Connect Ed community notifications
- o Provide all families with monthly calendars and newsletters that include effective parenting tips.
- o Hire a family involvement liaison that will facilitate and support activities designed to help families optimize their experience with the school and that of the students.
- o Conduct regular meetings of the School Site Council.
- o Conduct regular meetings of the Family Involvement Action Team.
- o Conduct monthly Breakfast with the Principal meetings designed to promote dialogue between families and school personnel.
- o Maintain regular communication with English Language Learner families through the English Language Advisory Committee.
- o Maintain regular communication between families and teachers, who are required to respond to families' calls or requests within 24 hours.
- o Post important events and the associated dates on the school's marquee.
- o Present at least four family involvement nights throughout the school year.
- o Conduct conferences after the first and second trimester for families.
- o Provide regular progress reports each trimester.
- o Involve families in the implementation of BEST (Building Effective Schools Together)/PBIS (Positive Behavior Intervention and Support) practices.