



Jefferson School

7500 W. Linne Rd
Tracy, CA 95304

Plan Period: 8/11/2010 - 6/1/2012

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

1.0 Increased Learning for All Students

Goal: 1.1 Increase Schoolwide ELA Proficiency

Goal: 1.2 Increase Schoolwide Math Proficiency

Goal: 1.3 Increase Algebra Proficiency

Goal: 1.4 Increase Redesignation Rate of ELs

Goal: 1.5 Increase Physical Fitness Proficiency

2.0 Safe, Positive, Well-maintained Schools

Goal: 2.1 Maintain a Safe School Environment

Goal: 2.2 Well-maintained Facilities

3.0 Quality Staff Providing Quality Service

Goal: 3.1 Highly Qualified Staff

4.0 School/Home/Community Partnerships and Communication

Goal: 4.1 Increase Communication Among School, Home, and Community

Goal: 4.2 Increase Parent Education Opportunities

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

Jefferson School's vision is to have every child prepared for (higher education) (college, vocational training, and civic responsibility) by eighth grade. To fulfill this vision, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade level fiction and texts, complete qualitative and quantitative research, and understand their role in our democracy. We are a values-driven school and our six core values include the following:

1. Respect for all people
2. Building strong relationships
3. Doing the "right" thing
4. Giving back
5. Excellent customer service
6. Taking care of our people

Jefferson School was founded in 1878 as a one room school house serving the farmers south of Tracy in Carbona. It has survived moving three times, burning to the ground, and closing once due to low enrollment. From 1929 until 1993 Jefferson School served as the only K-8 school in this small rural farming community with an average enrollment of about 200 students. Teachers grew accustomed to students going to Jefferson from kindergarten to eighth grade and being able to use flexible groupings to help all children be successful. Parents also played a very active role in their children's education. Daily, mothers volunteered in the classrooms and fathers came on weekends or during the downtime in farming to repaint the school or make repairs.

Starting in 1991 the District began to grow due to new housing construction. With it came tremendous growth and lack of continuity of the learning program. The school went from a tight knit community of 200 students to one of over 500 with both parents commuting to the Bay Area. The school had to adapt and change to meet the students' needs. The School Site Council developed a series of after school interventions, Response to Intervention classes, and required each teacher to be CLAD certified. With this added support students at Jefferson School are beginning to close the achievement gap. The school continues to compete in Science Olympiad, TOPS Science, Reach for the Stars, and other academic competitions. In addition, the school continues to send Tracy High School the majority of International Baccalaureate students. Jefferson School received the California Distinguished School award in 1989 and 2009.

While the school is known for its academic accomplishments, a strong emphasis is placed upon fostering well rounded students. Jefferson School offers students the opportunity to learn and compete in volleyball, basketball, flag football, and soccer. The Jefferson School Advanced Band has been performing for over sixty years and is an excellent public relations tool for the school. Annually they perform in at least three parades and perform numerous concerts for the community. The band consists of over 26 percent of the students in the school. Over the past six years two different associated student body (ASB) advisors have taken our leadership program from average to exemplary. Starting in 2004, the ASB leadership team began attending the California Association of Directors of Activities leadership camp. This camp provided the students and advisors with the foundation to improve student engagement on campus. The ASB in conjunction with the leadership class regularly put on rallies, competitions, dances, spirit weeks, and



fundraisers for charities. Following Hurricane Katrina, the students raised over \$15,000 for the relief effort. Finally, for the past 15 years students from Memuro, Japan have come to Jefferson School to experience school in the United States. In 2006, Jefferson School formed an academic partnership with Kambesi Junior High School in Memuro.



AREAS OF ANALYSIS

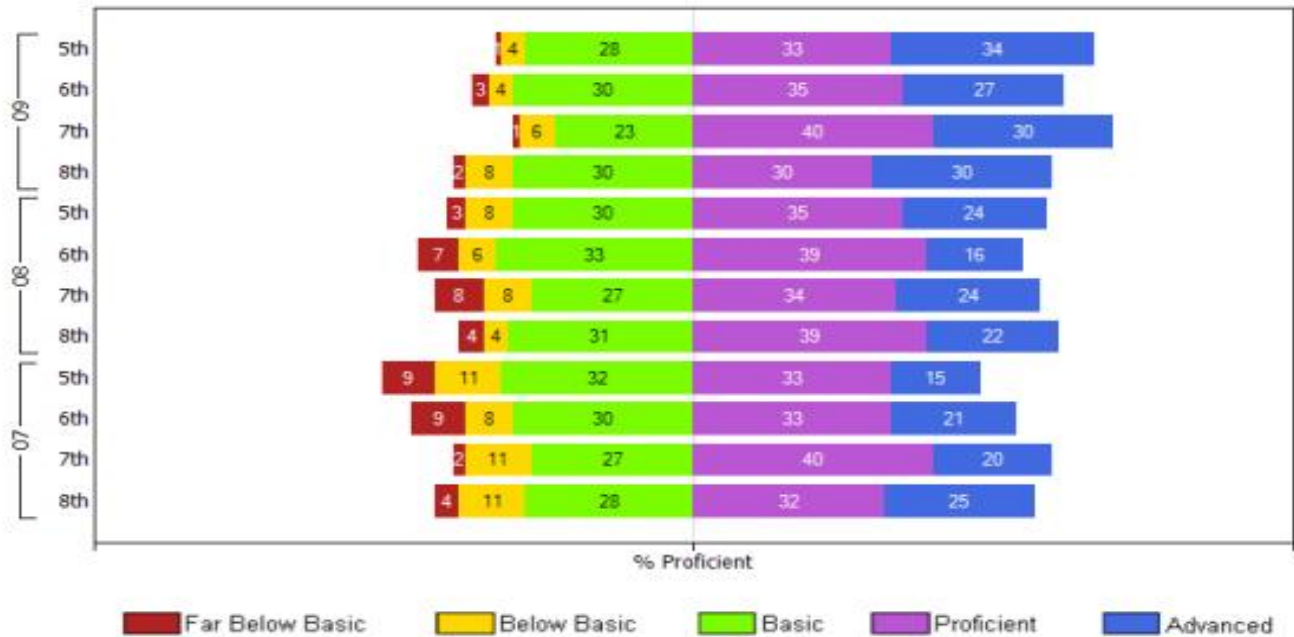
Analyze Student Performance

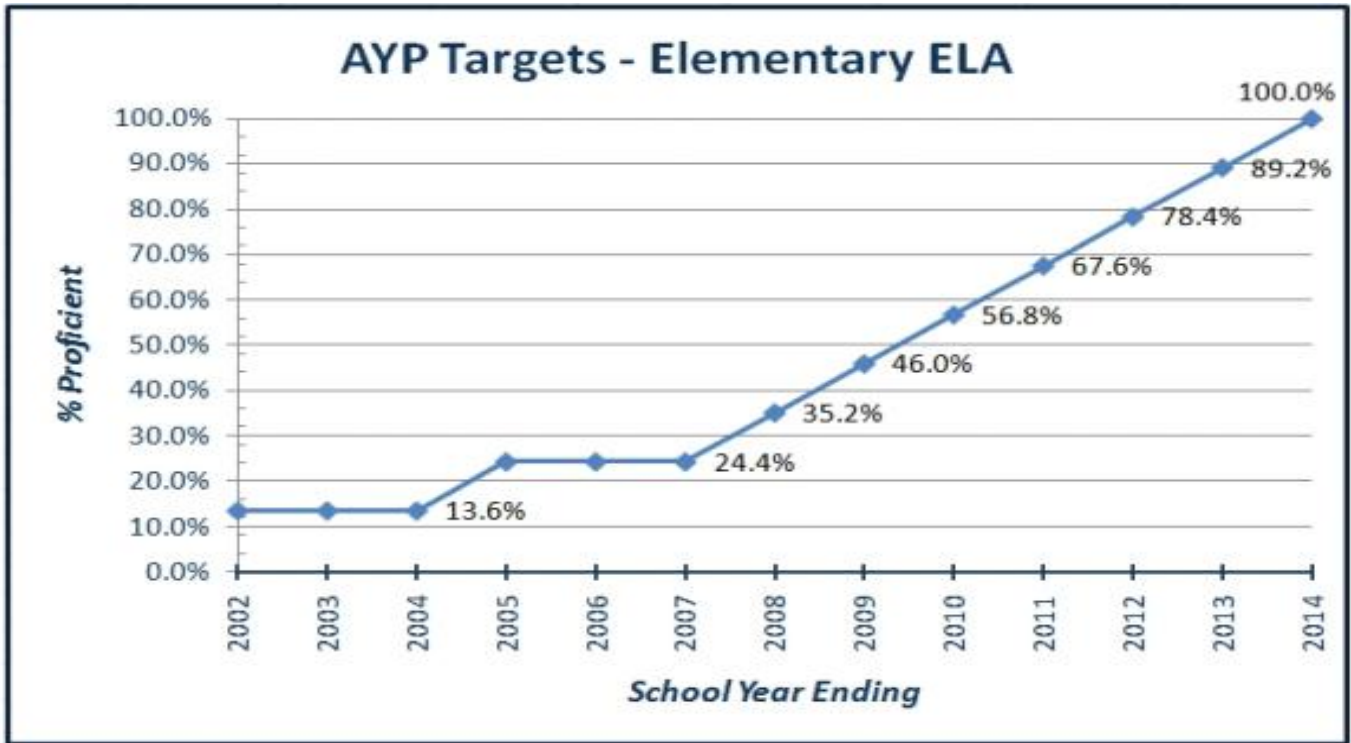
Student Performance

Conclusions from Student Performance Data Analysis

Jefferson School continues to make growth each year on the API. The 2008-2009 API score was 840. On the AYP, all significant subgroups met or scored above the 2009 AMO target of (46%) for ELA and (47.5%) for math. However, there continues to be an achievement gap between all students and Economically Disadvantaged and English Learners. Jefferson School continues to see math scores at all grade levels and subgroups remain flat. English Learners continue to fluctuate from making growth one year and then losing the growth the next year. Finally, the 8th grade history scores continue to hover around 69% meeting the target.

CST English-Language Arts - All Students - All Students - Jefferson





Conclusions from Parent, Teacher and Student Input

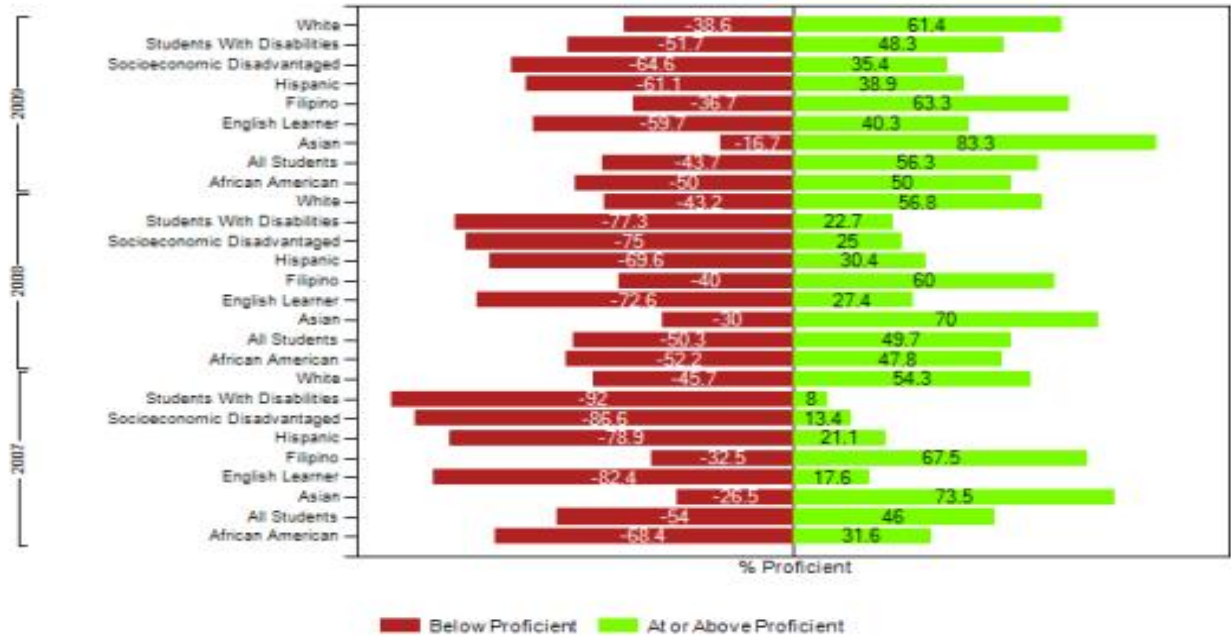
The School Site Council (SSC) reviewed all of the academic data including: STAR, API, AYP, NWEA, the California Healthy Kids Survey, and Physical Fitness Test. The members concluded that something needed to be done to improve math scores in all grades and increase the participation and completion of algebra by 8th grade. The data from 2003-2009 shows that math scores have been flat and fluctuate between 45% and 59% above proficient at all grade levels.

The participation rate for Algebra has averaged 55% of all 8th graders with 50% of the students receiving a score of proficient or above. Students in the three major sub-groups (Economically Disadvantaged, Students with Disabilities, and English Learners) participated in Algebra at 4%, .5%, and 4% respectively.

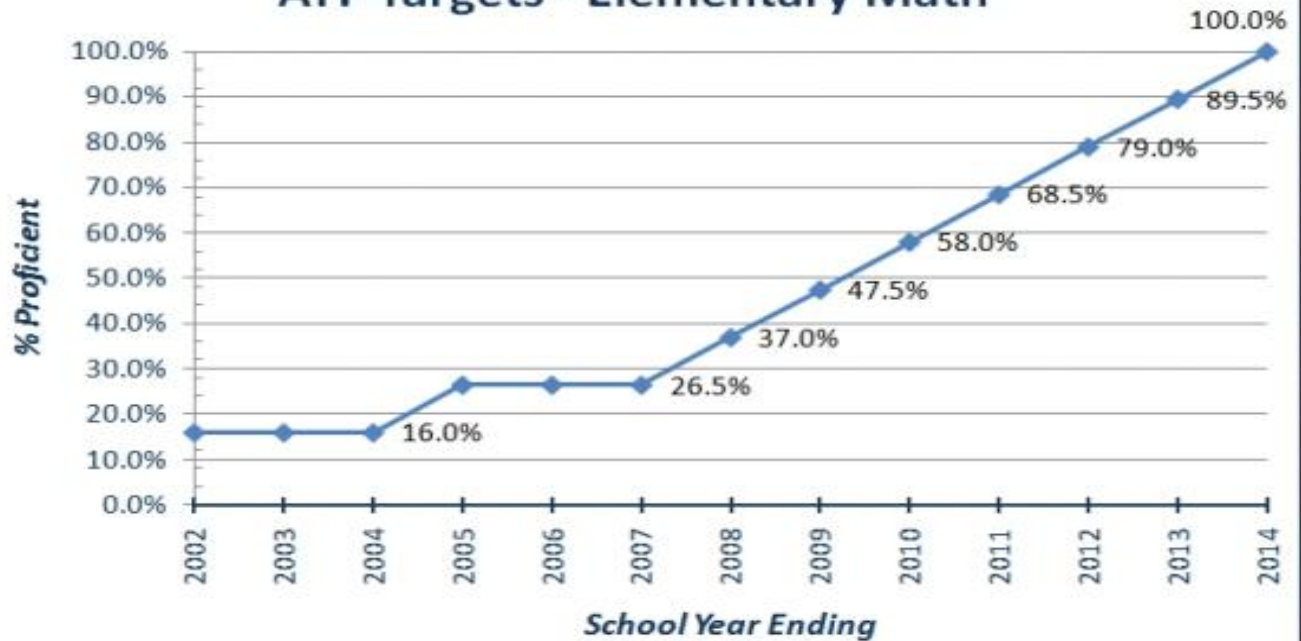
In addition, the council felt it was important to improve physical fitness as the research shows that it directly benefits students' classroom performance. Currently 81% of 5th graders and 67% of 8th graders pass 5 out of the 6 test components.



Percent Proficient (AMO) - Mathematics - Jefferson



AYP Targets - Elementary Math





Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

At Jefferson School, instruction is designed to ensure all students develop critical thinking skills, read fluently, are able to apply mathematical concepts, and learn values that are essential to a democratic society. Rigorous academic state standards are aligned with adopted curriculum, professional development, and assessments to ensure student success. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Jefferson School's success.

English/Language Arts

The Language Arts program promotes a balanced literacy approach to Reading, Writing, Listening, and Speaking. The District's adopted curriculum is aligned to the state standards and frameworks. The following is the adopted language arts curriculum by grade level:

5th Houghton Mifflin Reading

6th Holt, Rinehart and Winston

7th Holt, Rinehart and Winston

8th Holt, Rinehart and Winston

The California content standards guide all planning and instruction. Students are assessed every few weeks to determine if they are on track. Students reading fluency is also tested at the beginning of the year and all students that are performing below grade level have trimester reading fluency tests administered.

Students that aren't keeping up with grade level standards are placed in RtI level two. In level two RtI, students receive one period per day of additional reading instruction using the extension activities in the core reading adoption. In level three RtI, students receive one period per day of additional reading instruction using the research-based Language intervention program. Students that don't show progress after 6 months in the program are referred for assessment for special education testing when appropriate.

Math/Algebra

The district core curriculum is organized as a balanced and integrated curriculum which follows the guidelines of the state standards and framework. Students are provided an instructional program that connects computational and procedural skills, conceptual understanding, and problem solving. Students develop higher order thinking skills, learn to organize their thoughts, and develop an understanding of logic, sequencing, and patterns. The following is the adopted mathematics curriculum by grade level:

5th California Saxon Math

6th Holt California Mathematics: Course 1



7th Holt California Mathematics: Course 2

8th Holt California Mathematics: Algebra 1

8th Prentice Hall Mathematics California Algebra Readiness

Jefferson School assesses students and places them in appropriate math levels to further differentiate and address the needs of all learners. Students that need extra instruction in basic math skills are assigned to RtI level two. In level two students receive two periods or more per week of additional math instruction at their instructional level. Students use the adaptive computer-based program ALEKS to meet their individual needs after taking a placement exam. Students work at their own pace and can test out of standards that they meet. Students that don't show progress after 6 months in the program are referred for assessment for special education testing when appropriate.

Science

The science curriculum is aligned with the state framework and standards and is balanced among the three disciplines, Life, Earth, and Physical Science. The curriculum uses investigation, experimentation, and the scientific processes. The following is the adopted science curriculum by grade level:

5th Pearson Scott Foresman: California Science

6th Glencoe/McGraw Hill: Focus on Earth Science

7th Glencoe/McGraw Hill: Focus on Life Science

8th Glencoe/McGraw Hill: Focus on Physical Science

Furthermore, Jefferson has incorporated the expertise of a TOPS scientist, a retired scientist from Lawrence Livermore Laboratory, who coordinates with classroom teachers to provide learning experiences for all students. In addition, Jefferson requires that all students go through the scientific method each year by completing science fair projects. Finally, each year there is host a math/science night for parents and students. Student progress is monitored through formal (CST 5th and 8th grade science tests) and embedded curriculum assessments.

History/Social Studies

The History/Social Science adopted curriculum is aligned to the state standards and frameworks. The district supports the goals and curriculum strands with supplemental materials and teaching strategies that help students learn knowledge and skills that are inter-related with history, geography, humanities and the social sciences. In addition to content requirements, students also learn intellectual, reasoning, reflection, and research skills. The following is the adopted history/social science curriculum by grade level:

5th Scott Foresman: History-Social science for California Our Nation

6th Holt, Rinehart and Winston: World History Ancient Civilizations

7th Holt, Rinehart and Winston: Medieval to Early Modern Times



8th Holt, Rinehart and Winston: United States History, Independence to 1914

The program is aligned to state standards and addresses the responsibility of being a citizen of this nation. Throughout the year a number of historical celebrations occur (Constitution Day, Flag Day, Martin Luther King, Jr. Day, and Character Assemblies). In addition, the Project Wisdom program is used to help foster good citizenship.

Physical Education/Health

As two components in a comprehensive school health system, physical education and health education should complement each other. Health education focuses on four unifying ideas of health literacy: (1) acceptance of personal responsibility for lifelong health; (2) respect for and promotion of the health of others; (3) an understanding of the process of growth and development; and (4) the informed use of health-related information. Physical education focuses on three goals: (1) movement skills and movement knowledge; (2) self-image and personal development; and (3) social development. A variety of materials and supplies are used to meet the state frameworks. The following is the adopted physical education and health curriculum by grade level:

5th Teen Health You Harcourt Brace

6th Teen Health Course 1 Glencoe

7th/8th Teen Health Glencoe

6-8th Human Kinetics: Fitness for Life (Middle School)

Performing Arts

The Jefferson Band is a performance based program designed to give students the opportunity to learn to play a musical instrument in a group setting. Throughout the years the Jefferson Band has been known as one of the premier middle school bands in the Central Valley, and Jefferson strives to maintain that reputation.

As 5th graders at Jefferson School, students have the opportunity to get involved with the band program. In the beginning of the school year they tryout the various instruments to find one that interests them. If they decide they would like to learn how to play it, they are invited into the Beginning Band. Beginning Band students meet on average twice a week in small group lessons while they try to master instrument techniques and musicianship. Students can choose from: flute, clarinet, alto saxophone, trumpet, and trombone. Currently we do not offer drums for 5th grade students.

The Advanced Band is comprised of mostly 7th and 8th graders. The Jefferson Advanced Band is both a concert band, and a marching band. The marching band consists of 6-8th grade students and performs annually in the Tracy High School Homecoming Parade, and the Ripon Almond Blossom Festival Parade.

Students also have the opportunity to be involved in the annual Winter Program and Spring Musical. This past year students received vocal coaching and performed Annie Jr. for the Jefferson Community.



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

Jefferson School provides each student with access to their own standards-based textbook. During the first week of school each student is assigned a textbook for each content area and an assurance is sent to the Board of Education for approval.

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

Teachers are provided staff development through buy-back days, minimum days, after-school courses, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction in conjunction with the site principal, develop course offerings aligned with new textbook adoptions and the individual needs of each site. The principals are responsible for providing professional development throughout the year to improve standards-based instruction.

Services provided by the regular program to enable under-performing students to meet standard

Jefferson School provides homework for the following three purposes: (1) to give students opportunities to practice skills, (2) to prepare students for a new topic, or (3) to elaborate on introduced material.

GATE: Students identified as GATE are clustered in each class to provide opportunities for differentiated instruction. In addition, they are given opportunities to participate in after-school GATE classes and attend GATE field trips.

Speech Pathologist:

The school has one part-time Speech and Language Pathologist on staff. Students are identified through the SST process and then assessed through special education. Students that qualify typically receive speech and language services twice a week for 45 minutes.

Special Education: The school has one resource teacher as well as two five and a half hour aides. The team assists special education students and academically at-risk students in the regular education classroom under the direction of the resource teacher. Students that are identified as needing special day instruction attend the site or county special day classes located at Jefferson School.

Counselor: The district contracts with Valley Community Counseling for two days per week of counseling services. The counselor works on a referral basis and consults with teachers who have identified students with emotional needs that can interfere with learning in the classroom. The counselor contact families and provides information about resources and services available outside of the school district. Students meet with the counselor individually or in small groups for a limited number of sessions. The counselor works closely with the Student Study Team to provide services for students when needed.



Services provided by categorical funds to enable under-performing students to meet standards

Jefferson School uses supplemental intervention curriculum to accelerate learning. The Accelerated Reader program is used as a motivator to help student gain individual practice reading. Language is used to increase fluency, build vocabulary, and increase comprehension. In the area of math the ALEKS program is used to help students get caught up on the standards that they have fallen behind in.

Students receiving level two intervention in fifth and sixth grades receive it during the RtI period that occurs daily after lunch. Students in seventh and eighth grade receive the same intervention provided during their elective period. Students who are English Learners are given primary instruction by the classroom teacher. At Jefferson School, all teachers hold a CLAD or equivalent credential. Jefferson has one bilingual paraprofessional, working 6 hours per day. She provides students that are level one or two on the CELDT with one period per day of additional instruction in reading and language arts. For students scoring three through five on the CELDT she provides classroom support to students and teachers.

Fifteen percent of students attend a before or after-school intervention called Math Intervention/Homework Club. This consists of additional instruction in math and academic support to complete daily homework assignments. Students are provided access to ALEKS for math intervention during this time as well as computers to complete projects that they might not be able to complete at home.

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

Twice a month teachers meet in grade level teams to review state and local assessments to determine if students are making progress at each grade level. During these Data Team Meetings, teachers work to identify interventions to help students meet standards and when necessary refer them to level two RtI. Data is also used to help group students for differentiated instruction and flexible grouping for math.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers have students that would be considered low performing by the district standards. Based upon the 2009 STAR results the following number of students at each grade level and subject scored below basic or far below basic:

ELA: 5th grade (11%), 6th grade (13%), 7th grade (16%), and 8th grade (8%)

Math: 5th grade (18%), 6th grade (22%), and 7th grade (23%)

8th grade general math (23%), Algebra (9%), and Geometry (0%)

Science: 5th grade (11%) and 8th grade (8%)

Social Studies: 8th grade (22%)

In 2008 all of are EL students made the required one year of growth as measured by the CELDT test (Fall 2007 to Fall 2008).



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

Jefferson School has a number of opportunities for parents to be a part of the school. The staff works to keep communication between the school, teacher, and parents open and accessible, having regular parent/teacher conferences, website, automated phone message, and email lists.

Extra Curricular Activities/Community Involvement:

Students participate in Jump/Hoops for Heart a fundraiser for the American Heart Association and Pennies for Patients to raise awareness and money for children with Leukemia. During the holidays students also take part in a food and hygiene drive to help gather supplies for Brighter Christmas.

During each school year there are a number of parent student nights. The most highly attended event is the Math/Science night where students and parents come to explore math and science related topics. Jefferson also holds College Week each year and most years students and parents have gone on a field trip to a local university. Parents also attend the Spring Musical, Winter Program, GATE field trips, and the PFA Carnival.

Throughout the school year, there are assemblies that bring community members into the school. At eighth grade students participate in Career Day and fifth grade students attend a Flag Day assembly. Eighth grade parents are also asked to come in and participate in their student's portfolio exit interview. In addition, the school holds awards assemblies each trimester and an eighth grade honors night.

School, district and community barriers to improvements in student achievement

The primary barrier that Jefferson School faces is its rural location. The location of the school site makes it difficult to hold intervention programs because students don't have transportation to get home. A late bus has been offered for the past few years, but this funding has gone away with budget cuts.

Limitations of the current program to enable under performing student to meet standards

The current adoptions of Houghton/Mifflin ELA and Holt ELA both lack a comprehensive ELD component. The programs don't adequately address the learning needs of students performing at all CELDT levels. In addition, both programs have writing programs that are disconnected from the reading program and provide limited support for students.



Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

English/Language Arts

1. The reading intervention program has shown success each year. Students annually are growing by at least one grade level in fluency in comprehension. While the students in this program haven't become proficient on the STAR test there is growth as measured by STAR.
2. English Learners continue to make progress on the CELDT test. This is a direct result of students at CELDT level one and two receiving daily reading and writing intervention from the bilingual aide.

Math

1. The adopted math program used in 2008-2009 lacked the necessary spiraling to help students retain the math skills introduced. For this reason teachers found it necessary to reteach some standards from the previous years, thus not getting to all of the grade level standards. This should be addressed through the adoption of our new math curriculum in 2009-2010.

Extended Learning Opportunities

1. Approximately sixty students are enrolled in Math Intervention/Homework Club. Students increased their homework completion by over fifty percent and are completing their work with greater accuracy.
2. Science Olympiad: 40 fifth through eighth grade students participated in the SJCOE Science Olympiad this year. This enrichment program involved parent coaches and teacher coaches.

Areas of Need

1. Jefferson lacks a comprehensive ELD curriculum to help CELDT level one and two students reach proficiency.
2. The school lacks an effective math intervention program. Students participate in Math Intervention/Homework Club, but the school does not have a systematic intervention for students scoring Basic or below in math. Also, there is a need to develop curriculum maps for the new math adoption to ensure that students retain the math standards.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Increased Learning for All Students

Goal: 1.1 Increase Schoolwide ELA Proficiency

By the year 2012, a minimum of 78.4% of students in all subgroups will score proficient as reported on the AYP in English Language Arts.

Goal: 1.2 Increase Schoolwide Math Proficiency

By the year 2012, a minimum of 79% of students in all subgroups will score proficient as reported on the AYP in math.

Goal: 1.3 Increase Algebra Proficiency

By the year 2013, a minimum of 70% of students in all subgroups will take the CST Algebra test and pass with a score of proficient as reported on they AYP in math.

Goal: 1.4 Increase Redesignation Rate of ELs

Jefferson will increase the yearly redesignation rate for English Learners to 25% by the year 2012.

Goal: 1.5 Increase Physical Fitness Proficiency

By the year 2012, a minimum of 80% of students in all subgroups will pass 5 out of 6 test components on the California Physical Fitness Test.

2.0 Safe, Positive, Well-maintained Schools

Goal: 2.1 Maintain a Safe School Environment

To lower incidents of suspension to less than 20 by the year 2012.

Goal: 2.2 Well-maintained Facilities

To complete a minimum of two safety walks per week, on student attendance days.

3.0 Quality Staff Providing Quality Service

Goal: 3.1 Highly Qualified Staff

Jefferson will increase its API to 870 by the year 2012, by providing quality instruction from "Highly Qualified" teachers.



4.0 School/Home/Community Partnerships and Communication

Goal: 4.1 Increase Communication Among School, Home, and Community

Increase community partnerships by encouraging community organizations, businesses, and families to support Jefferson School.

Goal: 4.2 Increase Parent Education Opportunities

Increase the number of site-level parent education opportunities regarding:

1. Graduation requirements
2. Grade-level requirements
3. Improving the achievement of their student
4. Homework/Studying support
5. Bullying



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

1.0 Increased Learning for All Students

Goal: Goal: 1.1 Increase Schoolwide ELA Proficiency

ISSUE STATEMENT

When analyzing the 2008/2009 AYP ELA data, all students and statistically significant sub-groups met the targets. The school must continue to focus on ELA proficiency in all grades and for all subgroups in order to meet future targets.

GOAL OBJECTIVE

By the year 2012, a minimum of 78.4% of students in all subgroups will score proficient as reported on the AYP in English Language Arts.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as basic and below on the CST ELA.



PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White subgroup

Current: 69%

2009/2010 increase 3% to 72% proficient

2010/2011 increase 3% to 75% proficient

2011/2012 increase 3.4% to 78.4% proficient

Hispanic subgroup

Current: 34.3%

2009/2010 increase 22.5% to 56.8% proficient

2010/2011 increase 10.8% to 67.6% proficient

2011/2012 increase 10.8% to 78.4% proficient

English Learner subgroup

Current: 35.5%

2009/2010 increase 21.3% to 56.8% proficient

2010/2011 increase 10.8% to 67.6% proficient

2011/2012 increase 10.8% to 78.4% proficient

Economically Disadvantaged subgroup

Current: 20.9%

2009/2010 increase 35.9% to 56.8% proficient

2010/2011 increase 10.8% to 67.6% proficient

2011/2012 increase 10.8% to 78.4% proficient

Students with Disabilities subgroup

Current: 44.8%

2009/2010 increase 12% to 56.8% proficient

2010/2011 increase 10.8% to 67.6% proficient

2011/2012 increase 10.8% to 78.4% proficient

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a grade level meeting with the principal. This data will also be used to identify Level 2 and 3 RtI participants.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. District Benchmark Assessments
3. State Summative Assessments
4. CELDT Results



Strategies

1.1.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.1.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year by 8/15
2. Present Annual State Summative Assessment Data to Staff and Community by 9/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month

Measures

1. STAR Data
2. NWEA Results
3. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

8/11/2010 - 6/1/2012

1.1.2 RtI-Extended Learning Opportunities

Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before and after school.

Actions

1.1.2.1 Extended Learning Opportunities

Tasks

1. Identify students who need Before and After School Academic Assistance
2. Hire teachers and classified support staff
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions
4. Inform parents of the program
5. Fully implement the program



Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal's Secretary
5. Principal and ELO Staff

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
EIA	Extended Learning Opportunity Staffing	\$3,500.00
ELAP	Extended Learning Opportunity Staffing	\$1,500.00
SBCP	ALEKS Subscriptions	\$3,000.00
SBCP	Extended Learning Opportunity Staffing	\$2,000.00
Title III	Extended Learning Opportunity Staffing	\$1,500.00

1.1.3 Interventions

Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the California State Standards for their grade level.

Actions

1.1.3.1 Response to Intervention (Rtl)

Tasks

1. Analyze all student assessment data within two weeks of the end of each trimester
2. Build master schedule by July 1
3. Determine teachers for intervention classes and intervention pull out programs by July 1
4. Assign students to the proper intervention program before the start of each trimester
5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs
6. Instructional materials and curriculum needs to be purchased for classes by September 1

Measures

1. STAR Data
2. NWEA Results
3. Curriculum Assessments



People Assigned

1. Principal
2. Principal
3. Principal
4. Principal, Grade Level Representatives and Teachers
5. Principal's Secretary
6. Principal's Secretary

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
EIA	Language Curriculum	\$500.00
ELAP	Language Curriculum	\$500.00
SBCP	Language Curriculum	\$500.00

1.1.4 Differentiation

Language Arts instruction will be differentiated to meet the needs of all students.

Actions

1.1.4.1 Differentiated Instruction

Tasks

1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions
2. SDAIE Strategies for ELD students
3. Direct instruction
4. Small group instruction
5. Collaborative groups
6. Individual instruction with instructional aide for Special Education and ELD students
7. Independent study

Measures

1. Review class placements
2. Classroom observations at least once per week
3. IEP and ILPs for all Special Education and ELD students

People Assigned

1. Principal
2. Teachers
3. Teachers
4. Teachers
5. Teachers
6. Teachers
7. Special Education Teacher and EL Aide



Start Date - End Date

8/11/2010 - 6/1/2012

1.1.5 Student Enrichment

Students will be provided with enrichment opportunities to enhance the learning in our standards based instructional program.

Actions

1.1.5.1 Field Trips

Tasks

1. Determine destination and coordinate transportation
2. Invite students
3. Send and receive permission slips
4. Take students on the educational opportunity and connect it to the standards

Measures

1. Determine destination, check standards connections, reserve transportation/admission a minimum of one month prior
2. Invite students one month prior
3. Permission slips one month prior

People Assigned

1. Grade Level Representative or SSC
2. Grade Level Representative or Teacher
3. Grade Level Representative or Teacher

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
GATE	GATE Transportation	\$2,500.00
GATE	GATE Admission	\$1,250.00
SBCP	Transportation	\$2,000.00
SBCP	Museum Admission	\$1,500.00

1.1.5.2 Science Olympiad

Tasks

1. Hire coaches
2. Identify students
3. Recruit parent volunteers
4. Purchase supplies
5. Conduct after school classes
6. Compete



Measures

1. Participation logs
2. Competition results

People Assigned

1. Principal
2. Principal and coaches
3. Coaches
4. Principal's secretary
5. Coaches and parent volunteers
6. Coaches, parent volunteers, and students

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
SBCP	Science Olympiad Class Staffing	\$2,800.00
SBCP	Science Olympiad Resources	\$1,000.00

1.1.5.3 State Science Fair Coaching

Tasks

1. Recruit professional scientist to coach and support students looking to compete at the State Science Fair
2. Advertise and recruit students to participate
3. Conduct after-school coaching sessions for students
4. Compete in the County Science Fair
5. Compete in the State Science Fair

Measures

1. Number of students participating
2. Number of students that make it to the State Science Fair
3. State Science Fair results

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Professional scientist
4. Students
5. Students

Start Date - End Date

08/11/2010 - 06/01/2012



Funding Source	Description	Cost
SBCP	Contract with Professional Scientist	\$1,000.00

1.1.5.4 TOPS Scientist

Tasks

1. Meet with TOPS Science Coordinator
2. Select TOPS Scientist
3. Meet with TOPS Scientist
4. Schedule days for TOPS Scientist to come

Measures

1. Monitor use of TOPS Scientist
2. Student and teacher feedback

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Principal and teachers
4. Principal and teachers

Start Date - End Date

08/11/2010 - 06/01/2012

Funding Source	Description	Cost
SBCP	TOPS Science Contract	\$1,500.00

1.1.6 Learning Resources

Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.

Actions

1.1.6.1 Learning Resources

Tasks

1. Continue to purchase novels for the library
2. Renew and acquire new magazine subscriptions
3. Renew Accelerated Reader subscription
4. Renew EBSCO online reference subscription



Measures

1. Book inventory
2. Magazine inventory
3. AR use logs and reports
4. EBSCO usage reports

People Assigned

1. Librarians and principal
2. Librarians and principal
3. Principal's secretary
4. Principal's secretary

Start Date - End Date

08/11/2010 - 06/01/2012

Funding Source	Description	Cost
SBCP	Accelerated Reader Subscription	\$3,000.00
SBCP	Books and Magazines	\$3,000.00
SBCP	EBSCO Host Subscription	\$2,000.00



Goal: Goal: 1.2 Increase Schoolwide Math Proficiency

ISSUE STATEMENT

When analyzing the 2008/2009 AYP Math data, all students and statistically significant sub-groups met the targets. The school must continue to focus on Math proficiency in all grades and for all subgroups in order to meet future targets.

GOAL OBJECTIVE

By the year 2012, a minimum of 79% of students in all subgroups will score proficient as reported on the AYP in math.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as basic and below on the CST Math.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White subgroup

Current: 61.4%

2009/2010 increase 5.9% to 67.3% proficient

2010/2011 increase 5.9% to 73.2% proficient

2011/2012 increase 5.8% to 79% proficient

Hispanic subgroup

Current: 21.1%

2009/2010 increase 36.9% to 58% proficient

2010/2011 increase 10.5% to 68.5% proficient

2011/2012 increase 10.5% to 79% proficient

English Learner subgroup

Current: 27.4%

2009/2010 increase 30.6% to 58% proficient

2010/2011 increase 10.5% to 68.5% proficient

2011/2012 increase 10.5% to 79% proficient

Economically Disadvantaged subgroup

Current: 13.4%

2009/2010 increase 44.6% to 58% proficient

2010/2011 increase 10.5% to 68.5% proficient

2011/2012 increase 10.5% to 79% proficient

Students with Disabilities subgroup

Current: 48.3%

2009/2010 increase 9.7% to 58% proficient

2010/2011 increase 10.5% to 68.5% proficient

2011/2012 increase 10.5% to 79% proficient



MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a grade level meeting with the principal. This data will also be used to identify Level 2 and 3 RtI participants.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Saxon/Holt assessments
2. ALEKS assessments
3. CELDT
4. District Benchmark Assessments
5. State Summative Assessments

Strategies

1.2.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.2.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year by 8/15
2. Present Annual State Summative Assessment Data to Staff and Community by 9/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month

Measures

1. STAR Data
2. NWEA Results
3. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

8/11/2010 - 6/1/2010

1.2.2 RtI-Extended Learning Opportunities

Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before and after school.



Actions

1.2.2.1 Extended Learning Opportunities

Tasks

1. Identify students who need Before and After School Academic Assistance
2. Hire teachers and classified support staff
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions
4. Inform parents of the program
5. Fully implement the program

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal's Secretary
5. Principal and ELO Staff

Start Date - End Date

8/11/2010 - 6/1/2012



Goal: Goal: 1.3 Increase Algebra Proficiency

ISSUE STATEMENT

When analyzing the 2008/2009 AYP 7th and 8th grade math data, all students and statistically significant sub-groups met the targets. The school must continue to focus on Algebra proficiency in all grades and for all subgroups in order to meet future targets.

GOAL OBJECTIVE

By the year 2013, a minimum of 70% of students in all subgroups will take the CST Algebra test and pass with a score of proficient as reported on they AYP in math.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in seventh grade currently identified as basic and below on the CST math assessment.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White subgroup

Current: 58.0%

2009/2010 increase 4% to 62% proficient

2010/2011 increase 4% to 66% proficient

2011/2012 increase 4% to 70% proficient

Hispanic subgroup

Current: 46%

2009/2010 increase 8% to 54% proficient

2010/2011 increase 8% to 62% proficient

2011/2012 increase 8% to 70% proficient

English Learner subgroup

Current: NA%

Economically Disadvantaged subgroup

Current: NA%

Students with Disabilities subgroup

Current: 0%

2009/2010 increase 24% to 24% proficient

2010/2011 increase 24% to 48% proficient

2011/2012 increase 22% to 70% proficient

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a grade level meeting with the principal. This data will also be used to identify Level 2 and 3 RtI participants.



GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Holt assessments
 ALEKS assessments
 NWEA assessments
 CST Algebra reports (Group and Grade Level)

Strategies

1.3.1 Instructional Strategies

To improve pre-Algebra and Algebra instruction to increase the number of students taking and passing Algebra by 8th grade.

Actions

1.3.1.1 Targeted Instruction

Tasks

1. Fully implement all aspects of the new adoption
2. Move students up in math based upon STAR/NWEA beginning in 5th grade
3. Develop and teach common academic vocabulary
4. Provide before or after school intensive instruction to help students progress to the next level of math (5th/6th grades)

Measures

1. Classroom observations at least once a week
2. Review STAR/NWEA results by the first week of school and determine math placements
3. Use minimum days for teacher collaboration
4. Monitor the number of students enrolled and their academic progress

People Assigned

1. Math Teachers and Principal
2. Principal
3. Math Teachers
4. Principal and Math Teachers

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
EIA	Intensive Instruction Staffing	\$750.00
GATE	Intensive Instruction Staffing	\$750.00
SBCP	Intensive Instruction Staffing	\$750.00
Title III	Intensive Instruction Staffing	\$750.00



Goal: Goal: 1.4 Increase Redesignation Rate of ELs

ISSUE STATEMENT

Jefferson's current redesignation rate for English Learners is 10%, as measured on the most recent CELDT test. To meet AYP, Jefferson must continually increase the redesignation rate.

GOAL OBJECTIVE

Jefferson will increase the yearly redesignation rate for English Learners to 25% by the year 2012.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Learners

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

2010-2011	17%
2011-2012	25%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. District Benchmark Assessments
3. State Summative Assessments
4. CELDT Results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results
4. CELDT Results

Strategies

1.4.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.4.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year by 8/15
2. Present Annual State Summative Assessment Data to Staff and Community by 9/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month



Measures

1. CELDT Data
2. STAR Data
3. NWEA Results
4. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

8/11/2010 - 6/1/2012

1.4.2 Extended Learning Opportunities

Students will have the opportunity for extended learning opportunities before and after school.

Actions

1.4.2.1 Extended Learning Opportunities

Tasks

Extended Learning Opportunities (ELO) at Jefferson will be aligned to CELDT Levels and the District EL plan. Students will receive EL support through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level. Students will have the opportunity for extended learning opportunities before and after school.

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal's Secretary
5. Principal and ELO Staff

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
Title III	Extended Learning Opportunity Staffing	\$3,500.00





Goal: Goal: 1.5 Increase Physical Fitness Proficiency

ISSUE STATEMENT

When analyzing the 2008/2009 PFT data, all students and statistically significant sub-groups met the targets. The school must continue to focus on increasing physical fitness and help students attain high standards.

GOAL OBJECTIVE

By the year 2012, a minimum of 80% of students in all subgroups will pass 5 out of 6 test components on the California Physical Fitness Test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as not passing 5 out of 6 test components on the California Physical Fitness Test.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

5th Grade

All subgroups

Current: 79%

2008/2009 increase 2% to 81% proficient

2009/2010 increase 2% to 83% proficient

White subgroup

Current: 79%

2008/2009 increase 2% to 81% proficient

2009/2010 increase 2% to 83% proficient

Hispanic subgroup

Current: 85%

2008/2009 increase 2% to 87 % proficient

2009/2010 increase 2% to 89 % proficient

Male

Current: 87%

2008/2009 increase 2% to 89% proficient

2009/2010 increase 2% to 91 % proficient

Female

Current: 70%

2008/2009 increase 5% to 75% proficient

2009/2010 increase 5% to 80 % proficient



7th Grade

All subgroups

Current: 67%

2008/2009 increase 7% to 74% proficient

2009/2010 increase 6% to 80% proficient

White subgroup

Current: 70%

2008/2009 increase 5% to 75% proficient

2009/2010 increase 5% to 80% proficient

Hispanic subgroup

Current: 78%

2008/2009 increase 2% to 80% proficient

2009/2010 increase 2% to 82 % proficient

Male

Current: 57%

2008/2009 increase 12% to 69% proficient

2009/2010 increase 11% to 80% proficient

Female

Current: 78%

2008/2009 increase 2% to 80% proficient

2009/2010 increase 2% to 82% proficient

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each trimester, teachers will use the PFT assessment to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a grade level meeting with the principal.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

PFT Benchmark Assessments

Strategies

1.5.1 Increased Physical Fitness Performance

Students will be focused on improving their level of physical fitness as assessed by the California Physical Fitness Test.



Actions

1.5.1.1 Instructional Strategies

Tasks

1. Select, purchase, and implement a physical education/health program
2. Implement SPARK physical education philosophy (Aerobics vs. Team sports)
3. Develop comprehensive intramural sports program at lunch and after school

Measures

1. Principal observation and staff meeting notes
2. Teacher observation and data team meeting notes
3. Assessment results

People Assigned

1. All Physical Education teachers, Grade Level Teams, and Principal
2. All Physical Education teachers, Grade Level Teams, and Principal
3. Principal

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
SBCP	PE Equipment	\$2,000.00



2.0 Safe, Positive, Well-maintained Schools

Goal: Goal: 2.1 Maintain a Safe School Environment

ISSUE STATEMENT

In 2009-2010, Jefferson School had 40 suspensions and of those over 50% of them were from students suspended two or more times. In order to meet established Adequate Yearly Progress (AYP), Jefferson must provide a positive and effective learning environment. Jefferson must decrease incidents by a minimum of 10 a year, so that suspension incidents will be below 20 by 2011. In addition, Jefferson must decrease the number of multiple suspension in one year to under 25%.

GOAL OBJECTIVE

To lower incidents of suspension to less than 20 by the year 2012.

GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

2010-2011 30 or less (37% or less repeat suspensions)

2011-2012 40 or less (25% or less repeat suspensions)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Weekly and monthly discipline reports.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Strategies

2.1.1 Develop and Implement Safety Plan

Jefferson School's Safety Plan will be developed annually with input from all stakeholders. Implementation of the Safety Plan will be on-going daily, with revisions made when needed. Plan will be complete by October 1.

2.1.2 Develop and Implement Crisis Component

Jefferson School will develop crisis procedures with input from the school safety team and local law enforcement. These procedures will be practiced school wide, through a series of drills held monthly on campus.

2.1.3 Develop and Implement Discipline Component

Jefferson School will provide students with a safe and positive learning environment everyday. In order for this to happen, a strict code of discipline will be enforced daily. The code of discipline will be developed from input from teachers, staff, students, parents, and community members, and will be enforced by students, teachers, staff, administration, and law enforcement when needed. Per Ed. Code 49079, at the beginning of each every trimester or any time new students enroll, administration will provide teachers with a discipline report of any of their students who have been suspended or expelled for violation of Ed. Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7.



Actions

2.1.3.1 Code of Discipline Contract

Tasks

1. Send contract home to parents and students
2. Collect contracts with student and parent signatures
3. File contracts

Measures

1. Send home by the end of the first week of school
2. Return by the end of the second week of school
3. File all by the end of the first month of school

People Assigned

1. Teachers and Office Staff
2. Teachers, Students, and Parents
3. Office Staff

Start Date - End Date

8/11/2010 - 6/1/2012

2.1.3.2 Behavior Expectation Assemblies

Tasks

1. Calendar assemblies for the school year
2. Inform teachers
3. Hold assemblies

Measures

1. Calendar by August 1
2. Inform teachers by the first day of school
3. Hold assemblies by the end of the first week of each trimester

People Assigned

1. Principal
2. Principal
3. Principal and Teachers

Start Date - End Date

08/11/2010 - 06/01/2012

2.1.3.3 Behavior Expectation Classes

Tasks

1. Identify class components
2. Develop process for student identification
3. Notify parents and students when required to take the course
4. Conduct the course



Measures

1. Identification is on-going
2. Seek input from teachers and parents
3. Send communication to parents
4. Implement when needed

People Assigned

1. Teachers and principal
2. Teachers, principal and parents
3. Principal
4. Principal or designee

Start Date - End Date

08/11/2010 - 06/01/2012

Funding Source	Description	Cost
School Violence School Safety	Behavior Expectation Class Curriculum	\$500.00
School Violence School Safety	Behavioral Expectation Class Staffing	\$1,154.00

2.1.3.4 Lunch Time Intramural Sports

Tasks

1. Develop an intramural lunch time schedule
2. Advertise and create teams
3. Hire teacher and recruit student helpers
4. Hold games/tournament

Measures

1. Review number of lunch time referrals
2. Number of students participating

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Principal
4. Principal and teachers

Start Date - End Date

08/11/2010 - 06/01/2010

Funding Source	Description	Cost
SBCP	Recess Equipment	\$750.00
SBCP	Awards/Incentives	\$250.00



Goal: Goal: 2.2 Well-maintained Facilities

ISSUE STATEMENT

To increase student achievement, facilities need to be maintained at all times. In order for facilities to be maintained, weekly safety walks need to be conducted.

GOAL OBJECTIVE

To complete a minimum of two safety walks per week, on student attendance days.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Principal, ASB student representative, and custodians

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

1. Less student created facility problems
2. Quicker response time for submitted work orders

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Safety walk data
2. Status checks of pending work orders

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Strategies

2.2.1 Using Data to Drive Decision-making

Data will be collected twice a week on the conditions of the physical plant, in order to make sure Jefferson students are learning in a well maintained physical plant.

Actions

2.2.1.1 Well Maintained Physical Plant

Tasks

1. Twice a week safety walk to check facilities
2. Appropriate work orders will be written
3. Monitor pending work orders
4. Monitor student use of facilities
5. Maintain landscape
6. Appropriate sanitation provided



Measures

1. Bi-weekly safety walks
2. Work orders when needed
3. Monitoring
4. Student use
5. Weekly landscaping
6. Sanitation daily

People Assigned

1. Custodian and principal
2. Principal's secretary
3. Principal's secretary
4. Campus Aides, Teachers, and Principal
5. Landscaper
6. Custodians

Start Date - End Date

8/11/2010 - 6/1/2012



3.0 Quality Staff Providing Quality Service

Goal: Goal: 3.1 Highly Qualified Staff

ISSUE STATEMENT

Having highly qualified teachers in the classroom providing quality instruction is the best way to increase student achievement. Jefferson School currently has 100% of its certificated teaching staff, "Highly Qualified", as defined by NCLB.

GOAL OBJECTIVE

Jefferson will increase its API to 870 by the year 2012, by providing quality instruction from "Highly Qualified" teachers.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students

2009-2010 API 850

2010-2011 API 860

2011-2012 API 870

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. District Benchmark Assessments
3. State Summative Assessments
4. CELDT Results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results
4. CELDT Results

Strategies

3.1.1 Site Professional Development Focus

Jefferson School's Professional Development focus is on improving the quality of instruction in the classroom by providing training in the following two areas:

1. Positive Relationships
2. Student Engagement



Actions

3.1.1.1 Professional Development

Tasks

1. Analyze data
2. Research best practices
3. Determine type of professional development needed
4. Process POs
5. Attend/Complete professional development

Measures

1. Analyze data monthly
2. Research is on-going
3. Determine type of development as needed
4. Process POs when needed
5. Complete PD when needed

People Assigned

1. Teachers and principal
2. Teachers and principal
3. Teachers and principal
4. Principal's secretary
5. Teachers and principal

Start Date - End Date

08/11/2010 - 06/01/2012

Funding Source	Description	Cost
SBCP	Professional Development Registration/Expense	\$2,000.00

3.1.1.2 Minimum Days

Tasks

1. Brainstorming with staff to develop a focus based on student assessment data
2. Compile feedback
3. Conduct a staff vote
4. Set professional development days
5. Purchase materials
6. Conduct PD



Measures

1. Complete brainstorming by May 1
2. Compile feedback by May 10
3. Vote by second staff meeting in May
4. Set PD days and plan by August 1
5. Purchase materials by August 1
6. Complete on component by the end of each trimester

People Assigned

1. Teachers and principal
2. Principal
3. Teachers
4. Principal
5. Principal
6. Principal or presenter

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
SBCP	Professional Development Materials	\$1,500.00



4.0 School/Home/Community Partnerships and Communication

Goal: Goal: 4.1 Increase Communication Among School, Home, and Community

ISSUE STATEMENT

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

GOAL OBJECTIVE

Increase community partnerships by encouraging community organizations, businesses, and families to support Jefferson School.

GROUPS PARTICIPATING IN THIS GOAL

MJPFA
Community Partners
Businesses
Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

1. Increase partnerships from one to three
2. Increase attendance on all committees including: MJPFA, ELAC, and SSC
3. Increase attendance at award's assemblies, Back to School Night, Open House, parent conferences, Winter Program, parenting classes, and orientations
4. Provide school/grade level parent education and orientation nights

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Attendance at events/meetings
2. Feedback
3. Logs

Strategies

4.1.1 Using Data to Guide Decisions

Data will be analyzed in an effort to get more parents involved at Jefferson School.

Actions

4.1.1.1 Parent Involvement

Tasks

1. Hold parent informational meetings
2. Collect input/feedback from parent, students, teachers, and community members
3. Create a parental involvement plan from feedback
4. Purchase resources, develop programs to increase parental involvement based on the input
5. Implement resources/programs to educate, inform, and involve parents in Jefferson School



Measures

1. Hold parent meeting monthly
2. Collect on-going input
3. Create plan by June 1
4. Purchase by September 1
5. Implementation is on-going

People Assigned

1. Principal
2. Principal and teachers
3. Principal, parents, teachers, and students
4. Principal
5. Principal and teachers

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
SBCP	Parent Involvement Resources	\$1,000.00



Goal: Goal: 4.2 Increase Parent Education Opportunities

ISSUE STATEMENT

It is imperative to have parents trained to support their student reach proficiency.

GOAL OBJECTIVE

Increase the number of site-level parent education opportunities regarding:

1. Graduation requirements
2. Grade-level requirements
3. Improving the achievement of their student
4. Homework/Studying support
5. Bullying

GROUPS PARTICIPATING IN THIS GOAL

All parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Increased attendance at events

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. District Benchmark Assessments
3. State Summative Assessments
4. CELDT Results
5. Parent night attendance logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results
4. CELDT Results
5. Parent night attendance logs

Strategies

4.2.1 Parent Classes/Orientations

Provide parents with education and orientation opportunities.

Actions

4.2.1.1 Classes/Orientations

Tasks

1. Develop 2 classes/orientations per trimester
2. Conduct classes/orientations



Measures

1. Parent feedback
2. Attendance logs

People Assigned

1. Principal, Teachers, SSC members
2. Principal, Teachers, SSC members

Start Date - End Date

8/11/2010 - 6/1/2012

Funding Source	Description	Cost
SBCP	Parent Class Curriculum/Resources	\$1,500.00

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Safe and Drug Free Schools	\$2,000.00
Title III	\$8,000.00
State Funding Sources	Amount
EIA	\$5,400.00
ELAP	\$2,200.00
GATE	\$4,500.00
SBCP	\$38,000.00
School Violence School Safety	\$1,654.00

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Virginia Nyberg	Teachers		
Peggi Johnson	Parents		
Bertha Ramon	Parents		
Jim Bridges	Administration		
Julie Metz	Parents		
Lauren Beith	Classified		
Becca Donaldson	Teachers		
Paul Fern	Teachers		
Heidi Blue	Parents		
Brenda Lopez	Student		
Denecia Stokley	Students		
Chris Potts	Parents		



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:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	8/20/2009
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.	8/20/2009
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 Improvement Plan.	8/20/2009
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.	8/20/2009
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan: English Language Advisory Committee	

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

6/17/2010

Attested by School Site Council Chairperson:

Attested:

James W. Bridges, Ed.D.		
Typed Name of School Principal	Signature of School Principal	Date
Chris Potts		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date