

Freeport Elementary School

School Name



Freeport Elementary School Development and Improvement Plan

Freeport Elementary School Vision and Mission

Sacramento City Unified School District Strategic Plan Framework

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:

At Freeport Elementary, every student counts and every student excels. We will make every decision based upon what is best for student learning. We will ensure that each child makes continual academic growth in reading, writing, and math and is provided with a safe, caring, rigorous, and supportive learning environment.

Mission:

In order to bring our vision into reality, we will:

- Continually reflect and improve on our instructional practices in order to ensure that each child is provided with rigorous, standardsbased instruction. Instructional support will be provided by both the administrator and district training specialists, and teachers will be provided with professional development in the areas of reading, writing, ELD, and math.
- Meet in grade level teams every week for Common Planning Time, which will be focused on the examination of student work and assessment data to determine academic progress, interventions, and instructional action plans addressing our Learner Centered Problem and Problem of Practice.
- Support students and families with social, emotional, and basic needs through our Healthy Start program in order to empower students to attain high standards of academic excellence and personal growth. We have a fulltime Learning Support Services Specialist and a parttime Social Worker who coordinate home visits and serves as a resource for both families and students.
- Involve parents as active partners in their child's education through home visits, monthly family nights, parent education, and parent leadership and volunteer opportunities.

Profile of School (DATA)

Key Performance Indicators – Elementary/Middle School

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2009-10	2010-11	2011-12 Target
Pillar I-A	High Expectations	English Language Arts Proficiency	Percentage of students scoring at/above proficient on CST/CMA English Language Arts	ARE Report #6			
			Schoolwide		24%	25%	30%
			Black or African American		18%	25%	30%
			American Indian or Alaska Native		33%		
			Asian		19%	30%	35%
			Filipino		0%	67%	70%
			Hispanic or Latino		29%	17%	22%
			Native Hawaiian or Pacific Islander		33%	29%	34%
			White		50%	31%	35%
			Two or More Races		25%	15%	20%
			Socioeconomically Disadvantaged		27%	25%	30%
			English Learners		11%	16%	20%
			Students with Disabilities		31%	11%	15%
Pillar I-A	High Expectations	Math Proficiency	Percentage of students scoring at/above proficient on CST/CMA Math	ARE Report #6			
			Schoolwide		30%	37%	42%
			Black or African American		17%	26%	30%
			American Indian or Alaska Native		0%		
			Asian		38%	56%	60%
			Filipino		50%	67%	70%

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2009-10	2010-11	2011-12 Target
			Hispanic or Latino		27%	29%	34%
			Native Hawaiian or Pacific Islander		44%	29%	33%
			White		57%	23%	28%
			Two or More Races		25%	46%	50%
			Socioeconomically Disadvantaged		32%	36%	40%
			English Learners		23%	33%	37%
			Students with Disabilities		31%	22%	26%
Pillar I-A	High Expectations	Science Proficiency	Percentage of students scoring at/above proficient on CST/CMA Science	ARE Report #6			
			Schoolwide		4%	14%	20%
			Black or African American		0%	22%	24%
			American Indian or Alaska Native				
			Asian		6%	0%	7%
			Filipino		0%	0%	5%
			Hispanic or Latino		8%	14%	18%
			Native Hawaiian or Pacific Islander		0%		
			White		0%	25%	30%
			Two or More Races				
			Socioeconomically Disadvantaged		5%	14%	20%
			English Learners		5%	0%	7%
			Students with Disabilities		0%	50%	55%
Pillar I-A	High Expectations	History-Social Science Proficiency	Percentage of students scoring at/above proficient on CST/CMA History-Social Science	ARE Report #6			
			Schoolwide				

Strategic Plan Goal	Strategic Plan Objective	Key Performance Indicator	Metric Description	Data Source	2009-10	2010-11	2011-12 Target
			Black or African American				
			American Indian or Alaska Native				
			Asian				
			Filipino				
			Hispanic or Latino				
			Native Hawaiian or Pacific Islander				
			White				
			Two or More Races				
			Socioeconomically Disadvantaged				
			English Learners				
			Students with Disabilities				
Pillar I-A	High Expectations	Attendance Rate	Percentage of "average cumulative actual attendance" (Month 7)	Budget Enrollment Report	93.50%	94.38%	97%
Pillar I-A	High Expectations	Suspension Rate	Number of principal suspensions	Zangle	102	72	40
Pillar I-A	College Readiness	Gifted and Talented Education Identification	Percentage of students enrolled in Gifted and Talented Education Program	Zangle	1%	1%	1%
Pillar I-A	High Expectations	District Benchmark Assessment English Language Arts Proficiency	Percentage of students scoring at/above proficient on District ELA Benchmark Assessments (Grades 2-8 CAB3)	Data Director	Not available (pilot)	31%	36%
Pillar I-A	High Expectations	District Benchmark Assessment Math Proficiency	Percentage of students scoring at/above proficient on District Math Benchmark Assessments (Grades 2-8 CAB3)	Data Director	Not available (pilot)	31%	36%
Pillar I-B	Continuous Improvement	Meeting AYP Targets	Percentage of AYP targets met (schoolwide and all numerically significant subgroups)	CDE http://dq.cde.ca.gov/dataquest/	48%	84%	90%
Pillar I-B	Continuous Improvement	Meeting API Growth Targets	Percentage of API growth targets met (schoolwide and all numerically significant subgroups)	CDE http://dq.cde.ca.gov/dataquest/	0%	83%	90%

Profile of School (DATA)

Academic Performance Index – A.P.I.

Groups	2008 Base	2009 Growth	2008-09 Growth Target	2008-09 Growth	Met Target	2009 Base	2010 Growth	2009-10 Growth Target	2009-10 Growth	Met Target	2010 Base	2011 Growth	2010-11 Growth Target	2010-11 Growth	Met Target
Schoolwide	646	701	8	55	Yes	701	656	5	-45	No	656	666	7	10	Yes
Black or African American							578				578	632	11	54	Yes
American Indian or Alaska Native															
Asian	626	676	9	50	Yes	676	662	6	-14	No	662	701	7	39	Yes
Filipino															
Hispanic or Latino							703				703	658	5	-45	No
Native Hawaiian or Pacific Islander															
White											730	671			
Two or More Races															
Socioeconomically Disadvantaged	642	700	8	58	Yes	700	656	5	-44	No	656	664	7	8	Yes
English Learners	652	687	7	35	Yes	688	648	6	-40	No	648	681	8	33	Yes
Students with Disabilities											538	496			

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Freeport Elementary School (PI Status: In PI)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2009			2010			2011			2009			2010			2011		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	95.0			95.0			95.0			95.0			95.0			95.0		
Schoolwide	100	Yes	SH	100	Yes		100	Yes		100	Yes	SH	100	Yes		100	Yes	SH
Black or African American	100	Yes	ER	99	Yes	ER	100	Yes	ER	100	Yes	ER	99	Yes	ER	100	Yes	ER
American Indian or Alaska Native	100	--		100	--		--	--		100	--		100	--		--	--	
Asian	100	Yes	ER	100	Yes	ER	100	Yes	ER	100	Yes	ER	100	Yes	ER	100	Yes	ER
Filipino	100	--		100	--		100	--		100	--		100	--		100	--	
Hispanic or Latino	100	Yes	ER	100	Yes	ER	100	Yes	ER	100	Yes	ER	100	Yes	ER	100	Yes	ER
Native Hawaiian or Pacific Islander	100	--		100	--		100	--		100	--		100	--		100	--	
White	100	--		100	--		100	--		100	--		100	--		100	--	
Two or More Races			N/A	100	--		100	--				N/A	100	--		100	--	
Socioeconomically Disadvantaged	100	Yes		100	Yes		100	Yes		100	Yes		100	Yes		100	Yes	
English Learners	100	Yes		100	Yes		100	Yes		100	Yes		100	Yes		100	Yes	
Students with Disabilities	100	--		100	--		100	--		100	--		100	--		100	--	

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Freeport Elementary School (PI Status: In PI)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2009			2010			2011			2009			2010			2011		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target	46.0* 44.5**			56.8* 55.6**			67.6* 66.7**			47.5* 43.5**			58.0* 54.8**			68.5* 66.1**		
Schoolwide	27.6	Yes	SH	21.9	No		23.6	No		42.5	Yes	SH	29.3	No		35.7	Yes	SH
Black or African American	20.8	--		10.9	No		22.2	Yes	SH	31.3	--		14.5	No		24.6	Yes	SH
American Indian or Alaska Native	--	--		--	--		--	--		--	--		--	--		--	--	
Asian	17.5	No		19.2	No		30.2	Yes	SH	47.6	Yes		35.9	No		55.6	Yes	SH
Filipino	--	--		--	--		--	--		--	--		--	--		--	--	
Hispanic or Latino	38.1	--		31.4	No		17.3	No		45.2	--		27.5	No		28.8	No	
Native Hawaiian or Pacific Islander	--	--		--	--		--	--		--	--		--	--		--	--	
White	72.7	--		45.5	--		27.3	--		54.5	--		63.6	--		18.2	--	
Two or More Races			N/A	--	--		--	--				N/A	--	--		--	--	
Socioeconomically Disadvantaged	27.7	Yes	SH	21.9	No		23.8	No		42.2	Yes	SH	29.3	No		35.3	Yes	SH
English Learners	26.1	Yes	SH	18.0	No		23.5	Yes	SH	44.3	Yes	SH	29.7	No		39.2	Yes	SH
Students with Disabilities	25.0	--		25.0	--		11.8	--		25.0	--		33.3	--		17.6	--	

Profile of School (DATA)

Adequate Yearly Progress (AYP) Components – Freeport Elementary School (PI Status: In PI)

**Component 3: Academic Performance Index (API)
Additional Indicator for AYP**

Component 4: Graduation Rate

Category	2009			2010			2011			2009			2010			2011		
	2009 Growth API	Met AYP Criteria	Alt. Method	2010 Growth API	Met AYP Criteria	Alt. Method	2011 Growth API	Met AYP Criteria	Alt. Method	2009 Grad. Rate (Class of 2007-08)	Met Grad. Rate Criteria	Alt. Method	2010 Grad. Rate (Class of 2008-09)	Met Grad. Rate Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method
AYP Target	650			680			710											
Schoolwide	701	Yes		656	No		666	Yes			N/A			N/A			N/A	

Profile of School (DATA)

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2010-11										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			8	30	10	37	6	22	3	11	27
2			2	12	8	47	6	35	1	6	17
3	1	5	4	21	10	53	4	21			19
4			3	18	9	53	3	18	2	12	17
5			4	36	5	45	2	18			11
6	3	18	5	29	7	41	1	6	1	6	17
Total	4	4	26	24	50	46	22	20	7	6	109

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.



- [X] Gather data
- [X] Analyze, reflect upon & discuss data
- [X] Find Big Messages from Data
- [X] Organize Big Messages by Common themes
- [X] Identify 2-3 priorities from Big Messages
- [X] Plan actions to support priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

- June 8, 2011: School Site Council and Alternative Governance Board held collaborative meeting to review SDIP Priorities created in response to School Quality Review held in March 2010. We reflected on our data and brainstormed a list of the “Big Messages.”
- October 12, 2011: ELAC Meeting held to receive parents’ input on instructional support and school climate for English Learners
- October 12, 2011: School Site Council met to finalize 1112 Priorities and begin action plan
- October 17th, 2011 Alternative Governance Board met to create action plans in alignment to 3 SDIP Priorities

- November 7th, 2011 Alternative Governance Board met to set benchmark criteria to monitor action plans
- November 9th, 2011 School Site Council met to finalize categorical funding allocations to action steps and approve final plan
- November 15th, 2011 ELAC meeting held to share and approve final plan
- November 18th, 2011 SDIP submitted to Area Associate Superintendent for review

Big Messages

From our analysis of current school context, the following BIG messages were identified:

ELA Learner Centered Problem: Students lack the background knowledge, academic language, and comprehension strategies needed to integrate text and support inferences and analysis with evidence from the text:

ELA Problem of Practice: Teachers are not explicitly teaching comprehension strategies or providing students with enough opportunities to independently engage in meaningful, rigorous instructional tasks using a variety of texts.

Math Learner Centered Problem: Students lack both the conceptual understanding and the comprehension strategies to discern what they are being asked to solve in a word problem and what operation(s) they need to use.

Math Problem of Practice: Teachers are not differentiating math instruction and explicitly teaching a variety of comprehension and problem solving strategies that students may utilize based on their instructional needs and level of understanding.

Instructional Alignment

- All teachers need to consistently align instructional practices in Being a Writer, Guided Spelling, ELA Workshop, Board Math, Culturally Responsive Teaching, Targeted Instruction with clear objectives and meaningful instructional tasks
- All teachers need to use RTI Pyramids for Academics, Behavior, and Language Development
- Academic Support Team needs to monitor student progress and align intervention support
- Individual Learning Plans need to be in place for every student
- ELD Instruction needs to be more aligned to ELD standards and provide more active participation for students through the use of language frames and structured interaction protocols
- EO Instruction needs to be more aligned to targeted ELA Standards and provide meaningful, rigorous instructional tasks for all students within a systematic curricular framework
- Social Studies and Science curriculums need to be integrated into ELA and used to support the instruction of ELA Standards
- Common rubrics and assessments need to be developed
- Teachers need to meet weekly for Common Planning Time; the first meeting of the month should be focused on ELD/EO
- CPT needs to be grounded in Data Inquiry Process: Learner Centered Problem and Problem of Practice
- Common Core Standards should be used to increase rigor in language arts instruction
- Math Navigator and Wireless Generation will be implemented for targeted intervention support
- Students need more time to read at their appropriate levels.

Learning Environment

- Schoolwide discipline system needs to be implemented in order to create a more supportive and trusting learning environment where students feel valued and affirmed
- Evidence should be visible in all classrooms that instruction and environment are grounded in Culturally Responsive pedagogy
- Character Education and Second Step are needed to reinforce positive behaviors
- Peaceful Playgrounds program needs to be implemented to establish a more positive playground culture
- Students need more opportunities to engage with technology
- Students need more opportunities to collaborate with each other and evaluate their own work
- Instructional core should be focused on meaningful instructional tasks...what are the students doing?
- More after school enrichment opportunities

Parent Collaboration

- Home Visit Project
- Monthly coffee chats
- Parent Resource Center
- ES Classes
- Monthly Family Nights
- Community Building Events
- Healthy Start
- Community Partnerships
- Grade level/curriculum nights

Priority 1:	ELA/ELD Instruction: Students will strengthen reading comprehension skills and demonstrate the ability to support inferences with evidence from both narrative and expository text.
Priority 2:	Math Instruction: Students will develop conceptual understanding of mathematical operations and utilize problem solving strategies that enable them to comprehend word problems and the mathematical operation(s) required to solve them.
Priority 3:	School Climate and Culture: Students will be engaged in meaningful, rigorous and culturally responsive learning environments; the school will provide students and their families with the support needed to achieve academic and personal growth.

Allocations of Categorical Funds

Title I	EIA - SCE	EIA - LEP	QEIA	Other:
\$71,380.00	\$69,439.00	\$35,319.00	\$220,889.00	

Parent Engagement and Partnership Activities To Reach School Priority Goal

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting

To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.

Communication

To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.

Home Learning

To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.

Volunteering

To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.

Decision Making

To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support

Community

To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

Parent Engagement and Partnership Activities To Reach School Priority Goal

Our Parent Resource Center serves as a central location for parent meetings, informal gatherings, and family support offered through Healthy Start. We hold frequent family events in order to build community and empower parents to be active participants in their children's education, including monthly Family Nights (Family Math Night, Family Art Night, Family Science Night, etc.), ELAC Pancake Breakfasts, Movie Nights, and monthly coffee chats with the principal and Learning Support Services Specialist. This year, in order to reach our literacy goals and build a community of readers, we are adding more family literacy events, such as a Young Author's Celebration, Community Read Aloud, Family Reading Night, Community Book Swap, and Family Writing Night. Finally, our teachers are active participants in the Home Visit Project because we know that building true authentic partnerships between families and school takes trust and communication.

Planning into Action

Action Steps towards the Realization of Our Vision

Whole School Priority #1

Priority Goal 1	ELA/ELD Instruction: Students will strengthen reading comprehension skills and demonstrate the ability to support inferences with evidence from both narrative and expository text.
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Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Develop common assessment practices and rubrics for reading comprehension Provide substitute teachers for classroom coverage to allow for colleague observations and data inquiry.	All Teachers and Administrator	Instructional Supplies \$28,901 QEIA	Int 1 By January: Expectations aligned for reading comprehension assessments and rubrics are created	Share reading comprehension rubrics with parents	
		Teacher Substitutes \$5,000 QEIA	Int 2 By March: Use Data Inquiry Process to analyze student work and make changes to reading comp instruction. Hold Family Literacy Events, such as Family Reading Night and Community Read Aloud.	Highlight reading comprehension strategies during parent teacher conferences and home visits	
			End End of year assessments demonstrate students are able to support inferences with evidence from text	Highlight reading comprehension strategies at Family Reading Night	
Differentiate reading and comprehension instruction by analyzing data and responding to comprehension errors Provide follow up professional development on RESULTS for English Learners Maintain class size reduction in grades k-1 and 4-6 in order to provide more targeted small group instruction in math	All Teachers and Administrator	Staff Development \$8,000 EIA-LEP	Int 1 By January: Identify patterns of reading comp errors and design workshop plans to address	Communicate progress of student interventions to families on a regular basis	
	CA Reading and Literature Project	Class size reduction \$186,988 QEIA 2.7 FTE	Int 2 By March: Use Data Inquiry Process to analyze student work and make changes to reading comp instruction		
		Instructional Supplies \$7,225 QEIA	End End of Year Benchmark shows an increase in Reading Comprehension scores		
Integrate meaningful instructional	All Teachers	Staff	Int 1	Students will present their work to	

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>tasks aligned to Common Core Standards that require students to support inferences with evidence.</p> <p>Provide substitute teachers for classroom coverage to allow for colleague observations and further planning</p>		Development \$1,784 Title I	By January: All teachers understand and can apply Common Core ELA Standards	parents during Parent-Teacher Conferences and explain what standard the work illustrates	
		Instructional Supplies \$7,225 QEIA	Int 2 By March: All teachers have implemented instructional tasks based on Common Core Standards		
			End Use Data Inquiry Process to analyze student work and develop action steps for further implementation of Common Core Standards next year		
<p>Align writing instruction to reading comprehension by using effective model texts and providing students with opportunities to demonstrate reading comprehension through writing.</p>	All Teachers	Instructional Supplies \$7,225 QEIA	Int 1 By October: All teachers are teaching Being a Writer curriculum for a min. of 30 min. a day	Students will share their writing with families during Family Writing Night and our Young Author's Celebration	
			Int 2 By March: Use Data Inquiry Process to analyze student work and make changes to writing instruction		
			End Students will have completed genre based units of study on each of the Writing Applications in their grade level standards		
<p>Provide targeted intervention support to students scoring FBB and BB on Reading Comp Assessments using Wireless Generation 3D</p> <p>Provide targeted reading comprehension and language support to English Learners</p>	Reading Intervention Teacher	ELD/EL Support Instructional Supplies and Supplemental Materials \$6515 EIA-LEP	Int 1 By November: all students assessed and targeted intervention begins	Intervention teachers will notify parents of the intervention support students are receiving and keep them updated on their progress every trimester.	
	EL Resource Teacher	EL Resource Teacher \$100,803 EIA-LEP Carryover	Int 2 By February: All students re-assessed to monitor progress and adjust instructional groups	Conduct home visits with families to support students in reaching goals for academics, behavior, and attendance	

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Bilingual Hmong Instructional Aide	Bilingual Hmong Instructional Aide \$9,204 EIA-LEP	End End of Year Benchmark shows an increase in English Language Arts		
Provide substitute teachers for classroom coverage to allow for colleague observations and data inquiry focused on instruction of EL students	All teachers	Teacher Substitutes \$8,000 EIA-LEP	Int 1		

Whole School Priority #2

Priority Goal 2	Math Instruction: Students will develop conceptual understanding of mathematical operations and utilize problem solving strategies that enable them to comprehend word problems and the mathematical operation(s) required to solve them.
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Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Implement a school wide problem solving process through Board Math and frequent problem solving lessons. Use Data Inquiry Process to analyze student work and develop action steps for further implementation of Common Core Standards next year	All Teachers and Administrator	Staff Development \$1784 Title 1	Int 1 By October: All teachers are teaching Board Math daily	Invite parents to visit classrooms during Board Math	
		Instructional Supplies \$7225 QEIA	Int 2 By December: All teachers have observed a colleague effectively teaching Board Math and received planning support	Share key concepts shared during Board Math with parents	
			End End of year Benchmark data in math indicates an overall increase in math scores in grades 1-6		
Provide intervention support that develops conceptual understanding with Math Navigator for all 4-6 students and targeted 2-3 students. Maintain class size reduction in grades k-1 and 4-6 in order to provide more targeted small group instruction in math	All Intermediate Teachers	Class size reduction .2 FTE \$18,101 Title 1	Int 1 By October: All students given universal screener assessment to determine needs	Provide parents with regular updates on students' progress in math	
	Intervention Resource Teacher	Resource Teacher funded through central office	Int 2 By January: All Math Navigator intervention classes are in place		
	Instructional Aide	Instructional aide funded through central office	End End of year Benchmark data in math indicates an overall increase in math scores in grades 1-6		
Supplement problem solving practice with additional practice problems aligned to the CST using teacher-created problems solving	All Teachers		Int 1 By January: Align problem solving strategies and practice sheets and hold Family Math Night	Share practice word problems and problem solving strategies with parents during Family Math Night	

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
practice sheet			Int 2 By March: Use Data Inquiry Process to analyze student work and make changes to problem solving instruction		
			End End of year Benchmark data in math indicates an overall increase in math scores in grades 1-6		

Whole School Priority #3

Priority Goal 3	School Climate and Culture: Students will be engaged in meaningful, rigorous and culturally responsive learning environments; the school will provide students and their families with the support needed to achieve academic and personal growth.
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Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Actively engage both students and parents in school wide culture of literacy by establishing a school wide reading incentive program and holding at least four community and family literacy events.	All teachers and Administrator	Food supplies for parent meetings \$2438 Title 1	Int 1 By January: Monthly Reading Incentive program in place: s's will have names on board in cafeteria	Share reading incentives with parents: letter to parents that encourages them to read with students	
	Healthy Start Staff		Int 2 By April: Reading Incentive Program for Winter Break Spring Break	Engage community volunteers to facilitate monthly reading recognition board	
	Library Media Tech	Library Media Tech \$13,195 EIA-SCE Carryover	End 4 Community and Family Literacy Events held throughout the year	Invite parents to actively participate in literacy events, including Community Read Aloud and Book Swap	
Implement a school wide "Discipline That Restores" model that proactively resolves conflicts and engages teachers, families, and students in the process	All teachers	Staff Development \$1785 Title 1	Int 1 By September all staff is trained on Discipline That Restores	Share copies of Respect Agreements with parents	
	Healthy Start Staff		Int 2 By January Healthy Start staff will support students and teachers in implementation of DTR	Engage families with Family Conference model to resolve conflicts that students are having	
			End Student and Teacher survey indicates fewer conflicts are disrupting the learning environment and new skills have been learned to resolve conflicts	Discuss Discipline That Restores model with parents and how they might use the same strategies at home	
All classrooms will implement culturally responsive instructional strategies that value students'	All Teachers	Staff Development	Int 1 By August: All teachers training in Culturally Responsive Teaching	At least 50% of teachers will conduct home visits in order to learn more about our families and	

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
diverse backgrounds and actively engage them in learning.		\$1785 Title 1		value and affirm our students' diverse backgrounds.	
			Int 2 By March: Teachers will observe colleagues from other schools using Culturally Responsive Teaching Strategies		
			End All teachers will be implementing Culturally Responsive strategies		
Provide social and emotional support through Healthy Start in order to ensure that all students are making continual progress in academics, behavior, and attendance	Healthy Start Coordinator (Learning Support Services Coordinator)	Healthy Start Coordinator \$43,703 Title I	Int 1 By October, Healthy Start mentoring and counseling services are in place	Family Resource Center provides families with computer access, food, clothing, and community resources.	
	Healthy Start Social Worker	Social worker Grant funded	Int 2 By March: Academic Support Team monitors student referrals and academic progress	Healthy Start staff conducts outreach visits to families to offer support and help them become more actively involved in school	
			End Healthy Start services increase 10% from the previous year	Regular meetings held to educate parents on the importance of school attendance; students with chronic absences are targeted for additional family support.	
Actively engage our parents of English Learners by providing translators for school events and meetings, ensuring they have opportunities to voice ideas and concerns.	Administrator	Translators \$3,000 EIA-LEP	Int 1 By January: Increased attendance at ELAC Meetings and more leadership opportunities for EL parents	Flyers and Connect Ed messages will be translated in Spanish and Hmong	
	Healthy Start staff	Food Supplies for Parent Meetings \$600 EIA-LEP	Int 2 By March: EL Parents have fully participated in Fall and Spring parent teacher conferences with language support from translators	Translators will be provided for conferences in Spanish, Hmong, and Russian	
	Bilingual teaching staff		End By June: EL parents have received language support to ensure they are		

Action	Personnel	Budget	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			active participants in the development of the 12-13 school plan.		

School Site Council Membership: Freeport Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the 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
Amy Whitten	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monique Causley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christy Fung	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amaya Weiss	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hilaria Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unique Radcliffe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tamika Radcliffe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kelly Martin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rebecca Broadway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and(Signature Page)

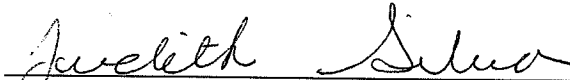
The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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.

English Learner Advisory Committee President

Maria Silva

ELAC President Name



Signature

11.15.11
Date

Shared Decision Making Council Chairperson

Monique Causley

SDMC Chairperson Name


Signature


11/28/11
Date

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 LEA Plan.
5. This school plan is based on 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 at a public meeting* on .

Attested:

Amy Whitten


Typed name of school principal


Signature

11/28/11
Date

Monique Causley

Typed name of SSC chairperson


Signature

11/28/11
Date

* A meeting of the SSC/SDMC qualifies as a public meeting. A 72 hour posting of SSC/SDMC meeting/s notice and agendas is required per Ed code 35140 and Govt. Code 54954.

Freeport Elementary School Parent Involvement Policy

Involvement of Parents in the Title I Program

- An annual meeting will be held in September of each school year to inform parents of the programs and opportunities available to students through Title I and the parents' rights to be involved.
- Parents will be provided with information regarding grade level curriculum, academic assessments and student achievement data during parent/teacher conferences held twice a year.
- The administration and staff will provide parents of Title I students with opportunities for regular meetings regarding the education of their children if requested.
- Feedback concerning student achievement and parent participation will be solicited during meetings and used to guide planning of Title I program opportunities.

Shared Responsibilities for Student Achievement

Freeport Elementary has developed a compact to provide families and staff with an outline of responsibilities that will help ensure student success and maintain a strong partnership between families and the school. A copy of the Freeport Home/School Compact is attached.

Building Capacity for Involvement

- Home visits, parent/teacher conferences, and parent meetings will be utilized to provide parents with adequate information regarding curriculum and student achievement.
- A school handbook and family newsletter will be distributed to keep parents informed of school procedures and events.
- School documents and parent communication will be translated whenever possible in the parents' home language. Translation will also be provided for parent/teacher conferences and other meetings regarding students' academic progress.
- Freeport Elementary will coordinate activities during the year that will encourage family participation such as Back to School Night, Open House, Family Math Night, Family Reading Night, Family Art Night, and other community gatherings.

Accessibility

Freeport Elementary School will make all reasonable attempts to provide access to all school related activities and communication for migratory or homeless families, parents with limited English proficiency, and parents with physical disabilities.

**Freeport Elementary Home/School Compact
Parent/Guardian Pledge:**

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will make sure that my child arrives on time everyday.
- I will provide a quiet place and time for my child to study.
- I will make sure my child gets an adequate night's sleep and a healthy diet.
- I will encourage my child to complete all homework assignments.
- I will encourage my child to engage in reading activities for at least 30 minutes per day.
- I will support communication with the school through home visits, notes, and phone calls.
- I will attend Back to School Night, Parent Conferences, Open Houses and other school events.
- I will support the school district's homework, discipline and attendance policies.

Parent/Guardian's Signature _____ Date _____

La padre tutor promesa:

Me doy cuenta de que los años escolares de mi niño son muy importantes, y tengo entendido que mi participación en la educación de mi niño ayudará a logro y actitud. Por lo tanto, acepto llevar responsabilidades a la mejor apariencia de mi habilidad:

- Me aseguraré de que mi niño llegue a tiempo todos los días.
- Suministraré un lugar silencioso y vez para mi niño estudiar.
- Me aseguraré de que mi niño consiga el sueño de una noche suficiente y una dieta próspera.
- Animaré a mi niño a terminar todas tareas escolares.
- Animaré a mi niño a participar en leer las actividades durante al menos 30 minutos por día.
- Respaldaré la comunicación con la escuela a través de las visitas de casa, las notas, y las llamadas telefónicas.
- Asistiré noche de la escuela, las padre conferencias, las reuniones y los otros eventos de la escuela.
- Respaldaré la tarea escolar del distrito escolar, la disciplina y las políticas de asistencia.

La firma de padre/Guardian _____ Fecha _____

Kev Cog Lus ntawm Niamtxiv thiab Tus Saibxyuas:

Kuv paub hais tias kuv tus menyuum txoj kev kawm ntawv tseem ceeb heev, thiab kuv paub hais tias kuv txoj kev pab kuv tus menyuum kawm ntawv yuav pab kom nws kawm tau ntawv kom zoo. Vim li ntawv, kuv txaus siab pab kuv tus menyuum kom nws kawm ntawv tau zoo lis zoo tau.

- Kuv yuav nrhiav sijhawm thiab nrhiav ib qho chaw tsis nrhoo rau kuv tus menyuum ua ntawv.
- Kuv yuav pab kuv tus menyuum kom nws mus kawm ntawv ncav sijhawm txhua hnuv.
- Kuv yuav npaj zaub mov rau kuv tus menyuum noj thiab npaj lub chaw zoo rau nws pws.
- Kuv yuav txhawb kuv tus menyuum kom nws ua nws cov ntaub ntawv kom tiav.
- Kuv yuav txhawb kuv tus menyuum kom nyeem ntawv 30 feeb txhua hmo.
- Kuv yuav txhawb txoj kev cev lus mus los nrog tsev kawm ntawv hais txog xa ntawv, hu xovtooj thiab tuaj nrog kuv tham hauv kuv lub tsev.
- Kuv yuav mus koom Hmo Mus Saib Tsev Kawm Ntawv, Sablaj Nrog Xibfwb, Qhib Tsev Kawm Ntawv rau niamtxiv tuaj saib thiab lwm yam kev tshwm sim hauv tsev kawm ntawv.
- Kuv yuav txhawb koog tsev nkawm ntawv txoj cai muaj ntawv los ua tom tsev, kev qhuab qhia, thiab mus kawm ntawv kom tsis tu ncuva.

Niamtxiv/Tus Saibxyuas Lub Npe _____ Hnuv tim _____

Freeport Elementary Home/School Compact Teacher Pledge:

I realize that your child's school years are very important. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will treat your child with dignity and respect.
- I will provide your child with rigorous, engaging, meaningful instruction.
- I will provide clear written and spoken instructions for your child.
- I am dedicated to teaching the grade level standards to mastery.
- I will differentiate my instruction to meet the needs of your child.
- I will assist your child in understanding concepts with which he or she is having difficulty.
- I will encourage your child to do his or her very best work in class and while doing homework.
- I will insist on your child exhibiting good behavior in class and during play time.
- I will report to you in person, in writing, by telephone, or by e-mail about your child's progress, in both academics and behavior.
- I will give timely feedback to your child regarding his or her work.
- I will ensure that your child is in a safe and friendly environment.

Teacher Signature _____ Date _____

Acuerdo de Freeport Elementary School La Promesa del Padre de Familia /Tutor:

Me doy cuenta de que los años escolares de mi niño(a) son muy importantes, y tengo entendido que mi participación en la educación de mi niño(a) ayudará a su logro y su actitud. Por lo tanto, acepto cumplir con las siguientes responsabilidades en cuanto de mí dependa:

- Me aseguraré de que mi niño(a) llegue a clases puntualmente todos los días.
- Suministraré un lugar y un tiempo sin ruido para que mi niño(a) estudie.
- Me aseguraré de que mi niño(a) duerma adecuadamente durante la noche y que tenga una dieta saludable.
- Animaré a mi niño(a) a terminar todas tareas escolares.
- Animaré a mi niño(a) a participar en actividades de lectura por lo menos 30 minutos por día.
- Enviaré a mi niño(a) a la escuela con su uniforme de la escuela todos los días.
- Apoyaré la comunicación con la escuela a través de visitas al hogar, notas y llamadas telefónicas.
- Asistiré a la Noche de Regreso a la Escuela (Back to School Night), Conferencias de Padres, Recepciones de Padres (Open Houses) y otros eventos escolares.
- Respaldaré las políticas para la tarea, la disciplina y la asistencia escolar del distrito.

Firma del Padre/Tutor _____ Fecha _____

Tsev Kawm Ntawv Freeport Ib Qhov Lus Cog Tseg Kev Cog Lus ntawm tus Xibfwb:

Kuv paub hais tias koj tus menyuum txoj kev kawm ntawv tseem ceeb heev, thiab kuv paub hais tias kuv txoj kev pab koj tus menyuum kawm ntawv yuav pab kom nws kawm tau ntawv zoo. Vim li ntawv, kuv txaus siab pab koj tus menyuum kom nws kawm ntawv tau zoo lis zoo tau.

- Kuv yuav saib koj tus menyuum nrog nws lub meej mom thiab saib nws rau nqi.
- Kuv yuav ua Thawj Tug Qhia Ntawv Kom Zoo rau koj tus menyuum.
- Kuv yuav ua tib zoo qhia kom koj tus menyuum nkag siab.
- Kuv txaus siab los qhia ntawv raws li tus qauv qhia ntawv muaj tseg.
- Kuv yuav nthuav kuv txoj kev qhia ntawv kom tau raws li koj tus menyuum siab xav.
- Kuv yuav pab koj tus menyuum kom nkag siab txog txoj kev kawm lossis qhov nyuaj rau nws.
- Kuv yuav txhawb koj tus menyuum kom nws ua tau zoo li zoo tau nyob rau hauv chav kawm thiab thaum nws mus ua ntawv tom tsev.
- Kuv yuav tswj koj tus menyuum kom muaj tus cuj pwm koj zoo nyob hauv chav kawm thiab lub sijhawm ua si.
- Kuv yuav hais qhia koj tim ntsej tim muag, sau ntawv, hu xovtooj, lossis e-mail rau koj hais txog koj tus menyuum kawm tau ntawv zoo ntawm txoj kev kawm thiab nws tus cuj pwm.
- Kuv yuav muab sijhawm los teb koj tus menyuum rov qab hais txog nws tej ntaub ntawv.
- Kuv yuav saibxyuas kom koj tus menyuum nyob kaj siab thiab sov siab

Xibfwb Kos Npe _____ Hnub tim _____